Education is the basis of human life. Development and progress of man depends on education. Education is a powerful instrument of socioeconomic development of any nation. Education also constructs personality and beautifies it. A child conducts himself like an animal at the time of birth; at that time, he acts as inspired by his instincts. Education guides these instincts of his in order to provide maturity; it makes his behaviour, his conduct and his activities proper and socially useful. Education motivates, encourages and guides man from falsehood to truth, from dark to illumination, from ignorance to knowledge and from mortality to immortality. It is by education that man has reached this zenith of civilization. Education is an eternal thirst and desire, which is not related with the Art of Living alone; rather it is connected with the ideals of life. Education awakens the social consciousness; it protects the social heritage and transfers it to the next generation and develops it. Education brings out man from his limited knowledge in order to enable him so that he can adopt a healthy attitude towards the society, nation and the whole world and so that he is able to perform his duty well.

The word Education has been derived from the Latin word ‘Educe’ which means ‘to educate’, ‘to bring up’, ‘to rise’ ‘to train’ or ‘to mould’. It means to bring up or to lead out or to draw out, propulsion from inward to outward. Educatum denotes the act of teaching. It throws light on the principles and practice of teaching. The term Educare or Educere mainly indicates the development of latent faculties of the child. Education in the traditional sense means controlling or disciplining the behavior of an individual. In Sanskrit ‘Shiksha’ is a particular branch of the Sutra literature, which has six branches - Shiksh, Chhanda, Byakarana, Nirukta, Jyotisha and Kalpa. The Sutra literature was designed to learn the Vedas. Siksha denotes rules of pronunciation. There is another term in Sanskrit, which throws light on the nature of education. It is ‘Vidya’ which means knowledge. The term ‘Vidya’ has originated from ‘Bid’ meaning knowledge.

The concept of education is related closely to modification that occurs through the personal experience of the person who is conscious about the purpose of learning and the development. In the broad sense the term education is the process of
development and growth of a person from infancy to maturity. Education is a process by which an individual learns how to adapt himself to physical, social and spiritual environment in various ways. It is a process, which goes on continuously all through one’s life. It is a lifelong process and it is a process of organizing and reorganizing experiences. From the point of view, education is a process specially designed at influencing the development and growth of a person.

Education is a comprehensive term. Its implications are rich and varied. It deals with ever growing man in the ever growing society. If we mention certain definitions of education of great educators of the East and the West, philosophers, politicians and statesman have defined differently, according to their own point of view, we may have a clear picture of the nature and meaning of the term education.

*Education is something, which makes a man self-reliant and self-less.*

Rigveda

*Education is that whose end product is salvation.*

Upanishada

*By education I mean an all-round drawing out of the best in child and man’s body, mind and spirit.*

Mahatma Gandhi

*Education is the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out.*

Swami Vivekananda

*The highest education is that which does not merely give us information but makes our life in harmony with all existence.*

Rabindranath Tagore

*Education according to Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.*

Radha Krishnan

*Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.*

Plato
Introduction

Education is the creation of sound mind in a sound body. It develops man’s faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.

Aristotle

Education is the child’s development from within.

Rousseau

Education is the harmonious and progressive development of all the innate powers and faculties of man- physical, intellectual and moral.

Pestalozzi

Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external.

Froebel

Education is the development of good moral character.

Herbert

Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities.

John Dewey

In narrow sense, education may be taken to mean any consciously directed effort to develop and cultivate our powers.

Mackenzie

Education is a process in which and by which knowledge, character and behavior of the young are shaped and moulded.

Drever

Education in its widest sense includes all the influences, which at upon an individual during his passage from cradle to the grave.

Dumvile

Education is identified as “the process of receiving or giving systematic instruction, especially at a school or university.”

Merriam Webster Dictionary

Jimoh (2000) described education as the totality of the experiences made available to individuals in formal or informal situations, to make them develop personality and to be useful to themselves and the society at large.
According to Hornby (2000), education is a process of training and instruction, especially of children and young people in schools and colleges designed to give knowledge and develop skills.

The different meanings and definitions of education as given above lead us to the conclusion that education should have a comprehensive definition. Thus, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process; which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In short, education is the development of individual according to his needs and demands of society, of which he/she is an integral part. The above remarks of different educators highlight the following special features of education:

♦ Education is both unilateral as well as bipolar in nature.
♦ It is a continuous process.
♦ It is knowledge or experience.
♦ It is development of particular aspects of human personality or a harmonious integrated growth.
♦ It is conducive for the good of the individual or the welfare of the society.
♦ It is a liberal discipline or a vocational course.
♦ It is stabilizer of social order, conservator of culture, an instrument of change and social reconstruction.

Origin of Teacher Training

Teacher training has its birth during the British period. Around 1802, William Carey set up a normal school for primary teachers at Serampur of West Bengal. The need for teacher’s training drew attention of Sir Thomas Munro, Governor of Madras. In his minutes of 10\textsuperscript{th} March, 1826; he observed no progress in education can be made without a body of better instructed teachers. The Calcutta Ladies Society also organized a training class in 1828 for women teachers in the Calcutta Central School for girls. In 1829, the Native Education Society of Bombay started training for primary teachers. Later the need for training secondary teachers attracted the attention of the new Department of Education, established in 1855. Thus, many efforts were made to increase and to improve the teacher training, up to the end of 19\textsuperscript{th} century. The history of teacher education in modern India is less than 200 years old.
Introduction

effort to impart teacher training to in-service primary school teachers was made by private agencies in the year 1889 in the cities of Madras, Mumbai and Calcutta. A systematic effort made by the government and started the training programmes in the year 1856 in the form of normal schools for training of prospective teachers. The undergraduates taken for training had to undergo training for two years. However, it was a popular employment giving training in those days. By the year 1881-82, the number of training institutions grew to 106. The Indian Education Commission (1881-82) marked the beginning of secondary teacher training institutions in India. By the year 1894 six training colleges came into existence with colleges at Kurseong, Lahore, Madras (1886), Allahabad, Jabalpur (1890) and Rajamundri (1894). Therefore formal secondary teacher education is only about 125 years old in India. Thereafter, it passed through a process of reform on the basis of suggestions of Government of India resolution (1904); one year training for graduates, practicing school attached to training college, inclusion of theory and practice of teaching, establishment of link between training college and schools. Sadler commission (1917-1919) was the first to propose Department of Education in Dhaka University. Hartog Committee in 1929 and Sargent Committee in 1944 made provision of refresher courses for in-service teachers. The growth was slow and by the year 1948 only 10 secondary teacher training institutions were functioning in India. The number increased to 50 in the year 1965 and 633 in the year 1995 in the form of Teacher Education Departments in Universities, Colleges, Centres for Advanced Studies at NCERT’s Regional Colleges of Education throughout the country. At present there are 600 teacher training colleges located in Andhra Pradesh and Telengana States.

In the Glossary of Training Terms published in 1971 in London by the Department of Employment, training has been described as systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to perform adequately a given job or task. Training involves certain components like attitude, skills, behaviour patterns and education.
Teacher education has been described as all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his responsibilities more effectively. The concept of ‘Teacher Education’ is not new. However, scholarliness was considered the sole criterion for becoming a teacher. But, this is not the situation today. Some decades ago, teachers were not given any sort of formal training. Only good academic achievement was considered as a qualification. In the Gurukula system which prevailed in India during the Vedic and Upanishad times and even later, children from the upper strata of society would go and spend their formative years of life in the hermitage of the teacher located on outskirts of a village or on the bank of a river or in a forest. The teachers of such Gurukulas were men of high integrity and sterling character, dedicated their life to acquisition of Gyana or Learning, pursuing the spiritual path. It may be worthwhile to recall that, till a century ago teaching was mastered mainly by gaining experience. No formal, theoretical or professional training was considered necessary. Even a new teacher learnt under the guidance of an elderly and experienced person. Usually, this was taken up after the completion of academic study of the subject. Teacher education and training now includes every aspect of the pupil teacher’s personality. One may define teacher education as such institutionalized educational procedures that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly in educational activity as their life work. The aim of teacher training is the formation of educated and cultured persons concerned with education. The aim and objectives of teacher education are intimately related to the ideals of education. A person, who knows the subject well, can teach others. But, with training he/she may do still better, since he/she learns the scientific aspect of training, which includes the skill of handling various types of teaching aids, questioning, treatment of answers, classroom management etc.

Academic Achievement

Achievement is generally a pedagogical terminology used while determining learners’ success in formal education and which is measured through reports, examinations, researches and ratings with numerous factors or variables exerting influences. Academic achievement is one of the most important goals of the educational process. It is a major goal, which every individual is expected to perform in all cultures and it is a key mechanism through which adolescents learn about their
Introduction
talents, abilities and competencies which are an important part of developing career aspirations. Academic achievement has become an index of child’s future in this highly competitive world.

According to Good (1959) academic achievement is accomplishment of proficiency of performance in a given skill or body of knowledge; it means performance in school/college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum. Achievement is the knowledge attained or skills developed by pupils in a given subject or field, measured by test scores/ marks assigned by the investigators/ teachers. Hence the academic achievement of a student may be influenced by a number of factors in the classroom environment such as anxiety, intelligence, classroom climate etc.

Crow and Crow (1969) described scholastic achievement as the extent to which a learner is profiting from instructions in a given area of learning; hence achievement is reflected by the extent to which skills and knowledge have been acquired by the person from the training imparted to him.

Kohli (1977) defined academic achievement as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations. The definition explains that scholastic achievement, knowledge attained or skills developed in the school subjects appear in the form of marks assigned by teacher. It generally refers to the scholastic achievement of the student at the end of an education programme.

Achievement, according to Agarwal (1980) is the inclination of an individual to be concerned with, to plan and to Endeavour, for the successful acquisition of some standard of excellence in circumstances where the achievement has to be appraised positively or negatively. Achievement is the record of things that have been accomplished (test/examination scores etc.) and conceptualized as being the function of an individual’s competence.

Hawes and Hawes (1982) explained academic achievement as successful accomplishment or performance; in particular subjects, areas or courses usually by reasons of skill, hard work and interest typically summarized in various types of grades, marks, scores or descriptive commentary.
Introduction

Bandura (1984) defined “achievement” as the performance of the students in the classroom situation which determines the extent to which the instructional objectives have been attained.” It is the knowledge attained and skills developed by the students during their academic career in the subjects which are assessed by the authorities with the help of teacher made or standardized tests.

Achievement encompasses student’s ability and performance, it is multi-dimensional, intricately related to human growth and cognitive, emotional, social and physical development, it reflect the whole child, it is not related to a single instance, but occurs across time and levels, through students life in public school and on post secondary years and working life (Steinberger, 1993).

Academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000).

Sing (2002) quoted academic achievement as “accomplishment of specified objectives, past performance and what an individual or organization has accomplished in the past, in contrast with the ability which refers to what an individual or organization can do now (present) or in future”.

Marschner (2003) explained academic achievement as a result of certain intellectual or physical activity defined according to individual and/or objectives (organizational) pre-requisite i.e., proficiency.

Halawah (2006) stated that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher’s ratings, class tests and examinations held by the academic institutions or by the educational boards.

According to Malavka Ganguly (2012) achievement is the accomplishment of acquired proficiency in the performance of an individual in a given skill of body of knowledge.

Academic achievement is of paramount importance particularly in the present socio-economic and cultural context and it is a multi-dimensional phenomenon. It represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic
achievement should be considered to be a multifaceted construct that comprises different domains of learning. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on an educational achievement test and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavours and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person’s life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). There are innumerable factors which affect academic achievement viz. subjective or personality factors and objective factors. Subjective factors are related to the individual himself, his intelligence, learning ability, aptitude, achievement motivation, self-concept, perception of school, study habits, attitude towards the subject and teachers, level of aspiration etc., and the objective factors like within the environment, family traits, home environment, school environment, education system, system of evaluation, school situation, type of the school, methods of teaching, methods of study, number of students in the class, status of the parents, health, experience of college, type of curriculum, classroom environment, interests, family background, socio-economic status of the family and many more {{Wali, 1985; Aggarwal, 1993; Jain, 1997; Tanmaiay, 2002; Henry, 2004; Mohan and Sundaram, 2004; Ajwani, 2005; Satyavathi, 2009; Jaya Prakash, 2010; Srujana, 2010; Princy and Kang, 2011 and Joshi, 2012 }}.

**Emotional Intelligence**

The term emotion is derived from the Latin embower, which means “to shake”, “to stir up” and through all the literature of emotions, technical and popular, this note is frequently sounded. The concept of emotional intelligence (EI) is relatively a new idea in popular culture. It has raised a very great deal of interest in the field of psychology, management and education. The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. Whereas others with an average IQ succeeded, at best IQ contributes about 20% to the factors that determine life success,
Introduction

which leaves 80% to other forces. So if we want to succeed in life, we need to introduce our emotions very well. The term ‘emotional intelligence’ was mostly unfamiliar to researchers and the general public until Goleman (1995) wrote the best selling trade book *Emotional Intelligence*: Why it can matter more than IQ. The book quickly caught the eye of the media, public and researchers. In it, Goleman described how scientists had discovered a connection between emotional competencies and prosocial behaviour; he also declared that emotional intelligence was both an answer to the violence plaguing our schools and ‘as powerful and at times more powerful than IQ’ in predicting success in life (Goleman, 1995). Both in the 1995 book and in a later book focusing on workplace applications of emotional intelligence (Goleman, 1998), Goleman described the construct as an array of positive attributes including political awareness, self confidence, conscientiousness and achievement motives rather than focusing only on an intelligence that could help individuals to solve problems effectively (Brackett and Geher, 2006). Goleman’s views on emotional intelligence, in part because they were articulated for to the general public, extended beyond the empirical evidence that was available (Davies, Stankov and Roberts, 1998; Hedlund and Sternberg, 2000; Mayer and Cobb, 2000). Yet, people from all professions - educators, psychologists, human resource professionals and corporate executives began to incorporate emotional intelligence into their daily vernacular and professional practices.

Origins of the Emotional Intelligence

Traditionally, psychologists have focused on cognitive aspects while working on intelligence. However there were researchers who recognized early that the non cognitive aspects were also important. Researchers investigated the dimensions of emotional intelligence (EI) by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term ‘Emotional Intelligence’ came into use. The most distant roots of emotional intelligence can be traced to Charles Darwin’s (*The Expression of the Emotions in Man and Animals*, 1872) early work on the importance of emotional expression for survival and second adaptation. Darwin believed that emotions ensured survival by energizing required behaviour and also suggested valued information and quoted that emotional expression plays a vital role in adaptive behavior, which remains an important axiom of emotional intelligence (EI).
Introduction

In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem solving, several influential researchers in the intelligence field of study has begun to recognize the importance of non-cognitive aspects. For instance, as early as 1920, Thorndike used the term social intelligence. Psychologists have been uncovering other intelligences for some time now and grouping them mainly into three clusters: abstract intelligence (the ability to understand and manipulate with verbal and mathematics symbols), concrete intelligence (the ability to understand and manipulate with objectives) and social intelligence (the ability to understand and relate to people). Thorndike (1920) defined social intelligence as “the ability to understand and manage men and women, boys and girls to act wisely in human relations”.

The first formal mention of emotional intelligence appears to derive from a German article entitled “Emotional Intelligence and Emancipation” published in the journal “Praxis der Kinderpsychologie und derpsychiatrie”, by Leuner in 1966 (Matthews et al 2002). However, the first time that the term “emotional intelligence” appeared in the English literature was in an unpublished doctoral dissertation by Payne in 1986.

Harward Gardner (1983) proposed a widely regarded model of multiple intelligence theory. The theory of multiple intelligence is based on biological as well as cultural research, formulates a list of seven types of intelligence. It includes logical, mathematical, linguistic, spatial, musical, body kinetic and personal intelligence. Personal intelligence category includes two separate categories. A. Interpersonal intelligence (the ability to understand the feelings and others) and B. Intrapersonal intelligence (the ability to understand one’s own feelings and motivations). Afterwards, he added naturalist and existential dimensions. In Gardner’s view, traditional types of intelligence such as IQ, fail to fully explain cognitive ability. He proposed that intrapersonal and interpersonal intelligences are the type of intelligence (typically measured by IQ and related tests) are equally important. Thus even though the names given to the concept are varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

According to Salovey and Mayer (1990) emotional intelligence as a form of social intelligence involves the ability to monitor one’s own and others feelings and emotions to discriminate among them and use this information to guide one’s thinking and action.
Sawaf (1997) defined Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information connection and influence.

Cooper and Sawaf (1997) described emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information connection and influence.

Reuven-Bar-On (1997) quoted emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence ones’ abilities to succeed in coping with environmental demands and pressures.

Goleman (1998) defined it as the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional Intelligence has two types of competencies – personal and social competencies. These competencies include five major factors namely – self awareness, self control, self motivation, empathy and social skills.

According to Fox and Spector (2000) emotional intelligence is a set of competencies that may enable people to use emotions advantageously to achieve desired outcomes.

Mayer et al (2000) defined emotional intelligence refers an ability to recognize the meanings of emotions and to reason and problem solve on the basis of them, and it involves the capacity to perceive emotion related feelings, understand the information of these emotions and manage them.

Macbride and Maihand (2002) stated that emotional intelligence is the ability to control one’s emotions to widen her/his repertoire of coping skills.

According to Dalip Singh (2003) emotional intelligence constitutes three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency; which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

In view of Vinod Sanwal (2004) emotional intelligence is the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems.

Freedman and Jensen (2005) defined emotional intelligence as an individual’s ability to consciously and artfully choose his or her feelings, thoughts and actions to get optimal results in his or her relationship with himself and others.
Introduction

Madhumati Singh (2006) quoted that emotional intelligence is the ability and freedom to grow from mistrust to trust, self doubt to self empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.

Bar-On (2007) defined emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to coping with the immediate surroundings to be more successful in dealing with environmental demands.

On the basis of above mentioned definitions of emotional intelligence; it can be summed up that the term emotional intelligence means the ability to perceive accurately, appraise and express emotions, the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.

Dimensions of Emotional Intelligence

Self Awareness

Self awareness knows one’s feelings. It is a deep understanding of one’s emotions, in terms of how feelings affect oneself, other people and their job performance. According to Goleman (1998), self awareness consists of emotional awareness, accurate self assessment, and self confidence.

Self Regulation

Self regulation is managing one’s feelings, especially the distressing ones. Self regulation consists of self control, trustworthiness, conscientiousness, adaptability and innovation.

Motivation

Motivation is attributed to those people who are passionate about their work or any kind of Endeavour. Motivation is not driven by external rewards, but rather by a desire to achieve. Motivation includes achievement drive, commitment, initiative and optimism (Goleman, 1998).

Empathy

Empathy is recognizing the emotion in others. People with empathy understand others, help to develop others, have service orientation and political awareness (Goleman, 1998).
Introduction

Social Skills

Social skills include popularity, leadership and interpersonal effectiveness. People with social skills can influence others, communicate well, manage conflict situations, give inspiring leadership, build team spirit and collaboration (Goleman, 1998).

Many factors like the gender, locality of residence, system of education, methods of teaching, type of curriculum, training programme, personality of the teachers, attitude of the parents, college environment, nature of the student in relation to other student teachers, type of neighbourhood, socio-economic status of the family, type of house, illness etc., are also affects the emotional intelligence of the student teachers (Gopalacharyalu, 1991; Shah and Sharma, 1998; Gautam, 2000; Mendes 2002; Williford, 2003; Manhas, 2004; Kafetosis, 2004; Devi and Mayuri, 2005; Ajay Kumar, 2006; Katyal and Awasthi, 2006; Hanumantha, 2006; Suresh and Josphith, 2008; Hassan and Suleiman, 2009; Nassir and Iqbal, 2009; Amrutha Ranjini, 2012; Jennifer, 2010; Festus, 2012; Sukhdev Singh, 2014; Sunil Trivedi and Arti Shakya, 2014 and Seyed Ahamad Hashemi et al 2014)

Mental Health

The declaration of the International Conference on Primary Health Care of Alma Ata, USSR, 1979, defines ‘health’ as a state of complete physical, mental and social well-being, and ‘mental health’ as the capacity of an individual to form harmonious adjustments to his social and physical environment.

The health of the human being depends upon the smooth functioning as well as the integration of all individual parts of the body and mind. When the mind is free from nervous tension, and when all the vital systems work at their efficient bests it is deemed, the human being can lead a happy and successful life. Mental health is concerned with the everyday living conditions or situations. Harmonious adjustment and integrated living play a major role in the health status of the individual. Mental health is a normal state of well being, a positive way but a quality of life. It is a condition which is characterized of the average person who meets the demands of life on the basis of his own capacities and limitations. The term “Mental Health” connotes a quality of wholeness and soundness. Mental health is not mere absence of mental illness, but it is an active quality of individual’s daily living. Mental health governs what an individual feels about others and his ability to face the realities of life. It is rooted in his ability to balance feelings, desires, ambitions, ideas and competence. The
individual’s condition or state of mental health continuously changes depending upon his own actions and the factors acting upon him. A mentally healthy person is expected to be a well adjusted one, living in harmony internally as well as externally. He is expected to be quite happy and at ease with everyone in all spheres of life (home, school, college, work and society). As a master of the society, he is expected to be productive and constructive. He is expected to be happy, contended, satisfied with a sense of subjective well-being and enjoying every bit of his life.

The meaning of the term mental health is ambiguous. Not only it is difficult to agree on its general application, but even in a single context it may be used in many different ways. This lack of agreement will probably continue, because the term has been adopted for a variety of purposes. The term “Mental Hygiene” is not used commonly and is substituted by the term mental health. In spite of lack of agreement over the meaning of mental health, the term itself has acquired a usage in English language. Generally it connotates the absence of mental abnormalities, a measure of happiness and adjustment with social norms. The semantics of mental health are riddled with nebulousness. Lewis (1951) pointed out that, if psychiatrists could agree upon a concept of health, there probably would be more consensuses on therapeutic effectiveness. In defining normality, most psychiatrists and behavioural scientists including psychoanalysts have been satisfied with listing certain traits, capacities and relationships which they consider normal.

Mental health is defined as the successful performance of mental function, which results in productive activities, fulfilling relationships with other people and the capacity to adjust to changes and cope with difficulties and hardships. From early childhood until late life, mental health is considered the spring board of thinking and communication skills, learning, emotional growth, resilience for recovering quick and self esteem. A person’s mental health is subject to any variety of changes in life, either from genetic causes, to environmental stressors, or physical changes that may occur during their life time. Mentally healthy person is always productive and unalienated. He is always a person, who relates himself to the world lovingly, and who uses his reason to grasp reality objectively; who experiences himself as a unique individual entity, and at the same time feels one with his fellowmen; who accepts willingly the rational authority of conscience and reason; who in the process of being born as long as he is alive, and considers the gift of life the most precious chance he has. Here the values are humanism, individualism, freedom and rationality.
WHO expert committee on mental health during its second session in 1950, stated that since so many definitions of mental health exist, the committee felt that it is important to state the conception of this state during its discussions. Mental health is influenced by both biological and social factors. It is not a static condition but is subject to variations and fluctuations. In other words, the conception implies the capacity of an individual to form harmonious relations with others, and to participate in, or contribute constructively to, changes in his social and physical environment. It also implies his ability to achieve a harmonious and balanced satisfaction of his own potentially conflicting instinctive drives. In addition, it implies the full realization of his potentialities. The aforementioned concept seems to be more pragmatic and pedantic in its approach. From an academic point of view, it may be quite rational, but while coming down to brass tacks, it may be beyond the level of comprehension of the field worker who would be directly concerned with the activities and techniques which promote and maintain mental health. During the last few decades, a number of pioneers from different fields like psychology, psychiatry, social work etc., have drawn their attention to define what is mental health?

The White House Conference in its Preliminary Report (1930) said mental health may be defined as the adjustment of individuals to themselves and to the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerate behaviour, and the ability of facing and accepting the realities of life.

Lewkan (1949) expressed that mentally healthy person is one who is happy, lives peacefully with his neighbours, makes his children healthy citizens and after fulfilment such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in many ways.

English (1958) defined mental health is a relatively enduring state wherever the person is well adjusted, has a zest for living in attaining self actualization of self realization. It is a positive state and not mere absence of mental disorder.

According to Carl Roger (1969) a healthy personality as one which shows acceptance of feeling self esteem, relating well to others, openness to new ideas, ability to make independent decisions, creativity and living fully in the present.

Encyclopaedia of Educational Research (1969) quoted that mental health means able to love, to work, to play, have to peace of mind, to be happy, to be secure and to be able to manage stress.
Introduction

Goldenson (1984) defined mental health as a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.

Chauhan (1987) viewed that mental health as a condition, which permits the maximum development of physical, intellectual and emotional status of the individual, so that he can contribute maximum to the welfare of the society and can realize his ideas and aims of life.

Tudor (1996) described mental health as multifaceted with six dimensions: They are affective, behavior, cognitive, socio-political, spiritual and psychological.

Coleman (2001) defined mental health: ‘is the ability to balance feeling desires ambitions and ideas in one's daily living and to face and accept the realities of the life. It is the habit of work and attitude towards people and things that bring maximum satisfaction and happiness to the individual.’

McGraw Hill Dictionary of Scientific and Technical Terms (2003) explained that mental health a relatively enduring state of being in which an individual is reasonably satisfying to self, as reflected his/her just for living and feeling of self-realization. It also implies a large degree of adjustment to the social environment, as indicated by satisfaction derived from interpersonal relationships, as well as attachments.

World Health Organization (2004) viewed that mental health is a state of wellbeing in which the individual realizes his or her own abilities and can cope with the normal stresses of life can work productively and fruitfully and is able to make a contribution to his or her community. Mental health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or uniformity.

Dictionary of Cancer terms (2007) explained that mental health is a person’s overall psychological and emotional condition. It is a state of wellbeing in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges and have good relationship with others.

Mental health means a positive state of mind engendering a sense of wellbeing that enables a person to function effectively within society. Individuals who have good mental health are well adjusted to society, are able to relate well to others and logically satisfied with themselves and their role in society (Mosby, 2008).
Introduction

Wikipedia Dictionary (2010) explains the meaning of mental health as a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life.

Abdul Ghani (2013) defined mental health is a prosperous state in which an individual is aware of his own abilities, can handle pressure well, can work productively and able contribute to society.

According to Abdul Kadir (2014) mental health is regarded as the ability of an individual or groups to interact with one another in order to generate a feeling of peace optimal function and to utilize the ability of cognitive/intellectual, affective/emotional, and human networking to achieve the goal of the individuals or groups.

Thus on the basis of above mentioned definitions of mental health; it can be summed up that the term mental health has been used in different ways by educationists, psychologists, psychiatrists and others and is influenced by multiplicity of factors like intelligence, personality, education level, achievement, cultural level and physical health. Physical health and mental health are closely connected. Mental health plays an important role in both the ways, the way people behave and the way they feel. Emotionally healthy individuals accept their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independently to outside influences and show genuine concern for other people.

Elements of Mental Health:

1. **Physical Health**: It is an admitted fact that a sound mind lives in a sound body. So, sound physique is essential to keep good mental health. Persons who have some physical defects or deformities may develop various types of complexes and frustrations which results in ill mental health.

2. **Intellectual Health**: Intellectual health is another important element of mental health. Intellectual persons can adjust well to the changing and frustrating situations. Thus good intelligence keeps the mental health of the child.

3. **Emotional Health**: Under mental health, emotional health is very important. An emotionally stable child enjoys a good mental health and emotionally unstable conditions cause maladjustments and mental disorders. So, parents and teachers should try to keep the children away from unhealthy emotions and feelings of anger, fear, hatred, disgust, jealousy etc. On the other hand they should provide healthy atmosphere where emotions can be sublimated for useful purpose.
Introduction

4. **Interests and Aptitudes:** It is essential that the children should be healthy in their interests and inclinations. The work assigned to children should be according to their interests and aptitudes so that they may get success and the wholesome and balanced personality may be developed. If the work assigned to students is above their heads or not according to their interests and aptitudes then they will lack confidence and hence suffer from frustration, which leads to ill mental health.

5. **Environment:** For good mental health it is essential to have good environment. Inadequate environment in the home, school and society leads to ill mental health and good environment leads to good mental health.

**Characteristics of a Mentally Healthy Person**

A mentally healthy person has three main characteristics:

1. He feels comfortable about himself, i.e., he feels reasonably safe and sound. He neither underestimates nor overestimates his own ability. He accepts his shortcomings. He has self respect.

2. The mentally healthy person feels right towards others. This means that he is able to be concerned about others and to love them. He has friendship that is gratifying and lasting. He is able to like and trust others. He takes responsibility for his neighbour and his fellow men.

3. The mentally healthy person is able to meet the demands of life. He does something about the problems as they arise. He is able to think for himself and to take his own decisions. He sets a reasonable goal for himself.

Good mental health is not simply the absence of diagnosable mental health problems, but good mental health is likely to help and protect against development of many such problems. Good mental health is characterized by a person’s ability to fulfil a number of key functions and activities including:

- The ability to learn
- The ability to feel, express and manage a range of positive and negative emotions
- The ability to form and maintain good relationships with others.

The chief characteristic of mental health is adjustment. The greater the degree of successful adjustment, the greater will be the mental health of the individual, lesser mental health will lead to lesser adjustment and greater conflict. The healthy individual can interpret any new situation and adapt it to suit himself, or adapt himself
Introduction

to suit it. He/she maintains a healthy and benevolent attitude towards life. He/she is aware that difficulties come to everyone in life, so that running away from them is cowardice. They can be solved only by squarely up to them with courage.

Mental health is influenced by age, sex, locality of residence, teaching attitude, teaching competency, social competence, intelligence, personality, cognitive styles of the pupils, spiritual orientation and religion, academic stress, self concept, level of aspiration, achievement motivation, socioeconomic status of the pupils, home environment, father’s education, father’s occupation, family income, academic success etc., {(Bartolini, 1989; Kamau and Catherine, 1992; Sharma, 1997; Darlene, 1998; Shakuntala, 2001; Kumar and Anand, 2003; Sindhu, 2003; Surupria and Paliwal, 2004; Albert, 2005; Prabha, 2005; Perumal, 2008; Mohammad, 2009; Gupta and Kumar, 2010; Naik and Francis, 2010; Bishakha Majumdar, 2011; Archana, 2013; Ashok et al 2013 and Ushalaya and Pachaiyappa, 2014)}

Self Efficacy

Self efficacy is the belief or perception of a person that he or she is capable to perform a specific task and it is a dynamic element that influences other concepts such as goals, performance and is influenced by them. Self efficacy is an essential element in Social Cognitive Learning Theory. It plays a role of connecting goals, performance and motivational concepts. It is one of the individual related concepts that function as a mediating mechanism among these concepts. Self efficacy may be a good predictor of performance and try to assess the individual’s potential performance and regulate the human resources. Self efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. With the development of micro-analytic methodology for testing propositions about the origins and functions of perceived self efficacy (Bandura, 1997), research attempts were addressed to the processes governing the interrelationship between knowledge/skill and action. It has been a point of common observation that knowledge transformational operations and component skills are necessary, but insufficient for accomplished performances. Indeed, people often do not perform optimally even though they know well what to do. This is because self referent thought also mediates the relationship between knowledge and action. It becomes important to know how people judge their capabilities and how through their self percepts of efficacy, they affect their behavioral outcome.
Bandura (1986) defined self efficacy as people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

Self efficacy according to Henk and Melnick (1995) it is a person’s judgment of her or his abilities to perform an activity and the effect this perception has on the ongoing and future conduct of the activity.

According to Tschannen et al (1998) self efficacy is a cognitive process in which people construct beliefs about their competence to perform at a given level of attainment.

Eysenck (2000) defined self efficacy as an individual’s assessment of his or her ability to cope with given situation.

Self efficacy assumes a set of beliefs about teachers’ capacity to have a positive influence on students’ education (Henson, 2002).

Juarez and Contreras (2008) defined self efficacy as one’s determination to face various challenges, difficulties and conditions in life.

In other words, self efficacy is a person’s belief about his or her chances of successfully accomplishing a specific task. It is belief in one’s ability to do a task and it arises from the gradual acquisition of complex, cognitive, social, linguistic, and/or physical skills through experience.

**Sources of Self Efficacy**

Efficacy expectations develop and are potentially modified through four sources of experiential information (Bandura, 1977 & 1997). These are performance experiences, vicarious learning or modeling; verbal persuasion or encouragement from other people to engage in a specific behavior and degree of emotional arousal with reference to a domain of behavior. So, people’s beliefs about their efficacy can be developed by four main sources of influence are as follows.

1. **Mastery Experience:** The most effective way of creating a strong sense of efficacy through mastery experiences. Success builds a robust belief in one’s personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. If people experiences only easy success they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they preserve in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity.
2. **Modelling:** The second way of creating and strengthening self belief of efficacy is through the vicarious experiences provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers “belief that they too poses the capabilities master comparable activities to succeed. By the same token, observing others” fail despite high efforts. The impact of modelling on perceived self efficacy is strongly influenced by perceived similarity to models. The greater the assumed similarities the more persuasive are the models “successes and failures. If the people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models” behaviour and the results its produces.

3. **Social Persuasion:** Social persuasion is a third way of strengthening peoples’ beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boots in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy.

4. **Psychological Factors:** The fourth way of modifying self-beliefs of efficacy is to reduce peoples stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states. In unusual, stressful situations, people commonly exhibit signs of distress, shakes, aches, pains, fatigue, fear, and nausea etc. a person’s perceptions of these responses can markedly alter a person’s self efficacy.

**Classification of Self Efficacy**

Self efficacy has been classified into three different categories. They are:

a. **Social Self Efficacy:** Social self efficacy dealt with their belief about their ability to form and maintain relationships to be assertive and to engage in leisure time activities.

b. **Self Regulatory Self Efficacy :** Self regulatory self efficacy dealt with ability to resist peer-pressure and avoid high risk oriented activities.

c. **Academic Self Efficacy:** Academic self efficacy refers to an individual’s confidence in his/her ability to succeed in academic tasks and pursuits. Academic self efficacy has been the focus of a vast amount of research due to its influence on various aspects of student’s academic functioning.
Introduction

In olden days, the system of education was totally different from that of the present day system. The teacher and the taught lived together and they had devoted their entire time for studies exclusively. Now the things have changed, as civilization improved and with the explosion of knowledge, the life style of people is changed beyond imagination. The society has come under the impact of science and technology and as a result of which, there are many means and sources of learning. Various psychological theories came into existence, which have their impact on methods of teaching. Both the teachers and students have adopted new methods of teaching and efficient procedures of learning. An adolescent personality continues to develop during the college years. He/she still have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to acquire knowledge and the tools of learning, the educational institute increases its capacity to make desirable adjustments and to find security and satisfaction. There is a need to identify the psycho sociological factors, which influence the academic achievement of teacher trainees, in order to draw conclusions and suggest remedial measures and to improve appropriate skills. It is rather interesting to know emotional intelligence, mental health, self efficacy, psycho social and demographic variables contribute to academic achievement. Though there are considerable studies on the academic achievement in relation to sociological and psychological factors, few studies are found particularly on teacher trainees with the above mentioned variables. There is no component of teacher education which enjoys more supports from the education community and which is evaluated so positively by beginning teachers as students teaching. A growing number of individuals inside and outside the teaching profession are raising questions about the very nature of student teaching. Hence, the present study is intended to identify the effect of Emotional Intelligence, Mental Health and Self Efficacy on Academic Achievement among Teacher Trainees.