Chapter 1
CHAPTER 1

INTRODUCTION

Education is a comprehensive and synthetic process, which helps in the development of the body, the nourishment of the mind, the sublimation of the emotions and regeneration of the spirit and its fulfillment lies in the unfolding of an integrated personality. Our nation now stands on the threshold of the 21st Century. Whether the nation can face the internal and external challenges successfully will decide the quality of the citizen’s life. Tomorrow education will be the most effective instrument to meet the challenges. To be meaningful it should not only aim at the physical and mental growth of the individual, but also take into account the needs and the aspirations of a developing society.

Education is illumination. It plays extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, and thus paving way for enhancing the quality of life. It is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent. In the lives of the individuals, most of the problems, especially, occupational in nature are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, groups, society and nations. A teacher has to face innumerable challenges and play different roles in his/her institution. Teaching is often said to be the noblest profession among all the professions so the teachers should realize that the work they are doing is the noblest and that they need not be apologetic or feel guilty, instead have pride and confidence in their worth and work. Tagore rightly said, "Only lighted lamp can
"lighten another" which means that only an enlightened teacher who remains ever alive and struggling in the pursuit of knowledge, could enlighten his pupils and could enthuse them for more learning. One of the important qualities in the educator is that he knows his subject thoroughly well and is to keep in touch with his subject to remain up-to-date. A good teacher is required to have an attitude of love and sympathy for children. The ideal character of teacher leaves an ever lasting impression on the minds of his pupil. It is the teacher who can create a national perspective for understanding social and economic difference in the nation. The teacher should be a model to his own image in the minds of his students.

He/she not only plans lessons but also organizes activities, maintains necessary records, makes purchases, administers time-table, uses oral and aural teaching aids, adopts new techniques of communication and motivates the students by words and deeds. Thus, teacher is expected to possess a multifaceted personality. Under these circumstances, it is but natural that teachers will remain under stress which is sure to affect their effectiveness while teaching.

Teaching profession has historically been viewed as the labor of love and kindness. The teacher educator has the rare privilege of shaking the most precious material of the motherland, the boys and the girls, during their crucial periods of development. The teacher educator has always been known for the welfare of the group and improvement of its culture through the ages and moulds the national character, and future of the country as he has Emotional Intelligence and sound Mental Health. His path was neither easy in those days nor in the modern or technical-era. However, teaching is not without its inherent problems associated with job related stress remains at the top of many teachers list. It has become a global concern considering that
about as many as every third of the teachers surveyed in various studies reported that they regarded teaching as highly stressful (Borg, 1990). The amount and degree of stress a teacher experiences may be related to his or her negative self-perception, negative life experience, low morale, and the struggle to maintain personal values and standards in the classroom (Worrall & May, 1989). According to Milstein Farkas (1988), the stressors (e.g., student's misbehaviors and discipline problems, student's poor motivation for work, heavy workload and time pressure, role conflict and role ambiguity, conflicting staff relationship with management and administration, and pressure and criticism from parents and the wider community) are found to be quite common across settings in the teaching profession.

A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of institutional functions, and serve as supervisors for co-curricular activities. In some countries around the world teachers are often required to obtain specialized education and professional licensure. The teaching profession is regarded for having a body of specialized professional knowledge, codes of ethics and internal monitoring. Around the world many governments operate teacher's colleges, which are generally established to serve the public interest through certifying, governing and enforcing the standards of practice for the teaching professions. Above all, to get adjusted in teaching profession and to lead a happy life and good well-being, emotional intelligence, mental health and socio-economic status play vital role in the life of teacher educator.
1.1 EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Emotional Intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means persons must have a self-awareness that enables to recognize feelings and manage your emotions. So, emotional intelligence is needed in each and every field of life.

Goleman (1998) defines emotional intelligence as ‘the capacity for reorganizing our own feelings and those of others, to motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ’. Goleman has also identified a set of emotional competencies that differentiate individuals from each other. The competencies fall into four clusters: (i) Self-awareness: capacity for understanding one’s emotions, one’s strength, and one’s weakness; (ii) self-management: capacity for effective managing one’s motives and regulating one’s behavior; (iii) social awareness: capacity for understanding what others are saying and feeling and why they feel and act as they do; (iv) social skills: capacity for acting in such a way that one is able to obtain the desired results from others and reach personal goals.

Bar-On (1997) says that ‘emotional intelligence reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits.'
1.1.1 DIMENSIONS OF EMOTIONAL INTELLIGENCE:

**Emotional Competency:** It constitutes the capacity to tactfully respond to emotional stimuli elicited by various situations, having high self-esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion, such as stress, burnout learning to avoid negativity of emotions and handling egoism.

**Emotional Maturity:** It constitutes evaluating emotions of oneself and others, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility, appreciating other’s point of view, developing others and delaying gratification of immediate psychological satisfaction.

**Emotional Sensitivity:** It constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort with others and letting others feel comfortable in your company. It also involves being honest in interpersonal dealings, interpreting emotional cues truthfully, realizing communicability of emotions, moods and feelings, and having an insight into how others evaluate and relate you.

Emotional intelligence (EI) is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. EI constitutes three psychological dimensions—emotional competency, emotional maturity, and emotional sensitivity— which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.
There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes. Good teachers need a strong emotional intelligence. Understanding what makes a particular student “tick” emotionally can be important in helping with individual learning. Further, by being mindful of students’ emotions and helping students to regulate their emotions, teachers can ease interpersonal conflicts and contribute to the students’ emotional and social development. Importantly, emotionally intelligent teachers also have the ability to perceive and regulate their own emotions, which might help to increase workplace engagement and reduce burnout programmes for enhancing emotional intelligence and their results. There has been an increasing interest in the last decade in developing school-based programs focused on the Emotions abilities as there is an availability of material suggesting how teachers can cultivate Emotions in school children (Mayer & Cobb, 2000; Salovey & Sluyter, 1997) (Cited in Salovey, Mayer, Caruso, 2002). Schilling (1996) in a guidebook for developing Emotions curricula for elementary school students recommended units on, self-awareness, managing feelings, decision making, managing stress, personal responsibility, self-concept empathy, communication, group dynamics, and conflict resolution (Cited in Salovey, Mayer, Caruso, 2002). There are many potential, personal, social and societal benefits of incorporating a focus on Emotions, which has been shown to be mouldable (Cohen, 1999; Goleman, 1995; Topping, Holmes & Bremmer, 2000) (Cited in Vandervoot, 2006), into higher education. It has been found that the inclusion of classes on Emotions in primary and secondary school curriculum is efficacious in raising Emotions and reducing emotional and behavioral problems which can interfere with the learning process (Caplan et al.,
According to Hawkins, Von, Cleave, & Catalano, (1991) one can expect similar results at the college level. They further found that the incorporation of such classes into the curriculum results in higher scores on standardized achievement tests, which provides evidence for the view that process previously thought to be purely cognitive in fact work synergistically with the emotional processes (Cited in Vandervoot, 2006). Cohen (1999) &Goleman (1995) have stated that knowledge about ourselves and others, as well as the ability to use this knowledge to solve problems, is a keystone to academic learning and success- (Cited in Vandervoot, 2006). Another personal benefit is that the students high on self-knowledge are more likely to make wise career choices, and that the social competence will enhance the probability of career success. (Gelso&Fretz, 2001) (Cited in Vandervoot, 2006).

Weare& Grey (2003) have stated that it is not possible to teach a competency which one has not acquired, just as it is not possible to have quality teaching in the absence of the teacher’s own well-being. Hwang (2006) also found that only those faculty members who had superior EI competencies like comfort, empathy, leadership, and self-esteem, tended to perform better in overall teaching effectiveness.

1.1.2 Emotional intelligence in relation to attention to student needs and student misconduct.

Teachers high in emotional intelligence tend to be more caring of their students. They can better recognize student’s needs and they respond to these needs accordingly. They become aware of their difficulties and their general emotions and can promote them to make advances. Emotional intelligence seems to be the key
factor in understanding the students, regarding what motivates them, what they desire and how teachers can work better with them. The students notice this and endeavor to work hard, in order to achieve their academic goals. They are, therefore, less likely to behave unacceptably. It seems that the more attention given by the teachers to the needs of their students, the less misconduct arises from their students. Emotional intelligence contributes in creating lower levels of misconduct from the students directly and through attention to student needs, which acts as a mediator.

1.1.3 Emotional intelligence in relation to proactive coping, burnout and supervisor support.

Previous studies reported that emotional intelligence protects individuals from being at risk of burnout, but it remains unclear as to the role of variables such as proactive coping in mediating such a relationship. The results revealed that emotional intelligence fosters the abilities of the teachers to use proactive coping strategies when they experience stress. They can better understand themselves, as well as what they want to achieve and how, in order to use their resources, to come up with the solution to the problem. The proactive teachers have high competency in making plans to face the stressful situation and they try to pursue their goals regardless of the difficulties. This renders them less vulnerable to the impact of burnout. Proactive coping enables the teachers to respond to potential stress and allows them to match the constant demands and experience less job burnout as a result.

Teachers who work in teams benefit in many ways, including higher levels of skill variety in their jobs, knowledge of students, general satisfaction, work group helpfulness and effectiveness, professional commitment, internal work motivation and teacher efficacy, more so than those who work alone (Pounder, 1999). The
informational support from the supervisors buffered emotional exhaustion, while emotional support functioned as a buffer from depersonalization (Green glass, Fiksenbaum & Burke, 1996). Research results of experts revealed that the negative indirect impact of emotional intelligence on reduced personal accomplishment through proactive coping is larger for teachers when they have more support from their supervisors. We found lower negative effect of regulation of emotion on emotional exhaustion through proactive coping for teachers who receive more support from their supervisors. The negative effect of regulation of emotion on depersonalization through proactive coping was stronger for teachers receiving more support from their supervisors (Berglas, S. (2011).

The experience of negative effect appears to be a contributor to the development of burnout in contrast with positive effect. Teachers with high positive effect at their work tend to find their jobs more enjoyable and are therefore more satisfied with their careers compared with teachers with high negative effect. However, teachers boasting a high level of job satisfaction are less likely to have burnout than those who have low level of job satisfaction, despite having high levels of stress. The earlier studies’ results showed that job satisfaction mediated the impact of positive or negative effect on burnout.

1.1.4 The ideas for improving the situation of the teachers.

Teachers’ emotional intelligence has an influence on the behavior of the students through their taking into account of the needs of their students. It might be important to share in collective activities at the school, in order to enhance teachers’ emotional intelligence by concentrating on having greater interaction with the students and learning more about them and how they can help them to accomplish
their aims. The team at the school might help the teachers regarding their problems with the curriculum by using and developing various methods and strategies to teach the students in a more convenient way. The supervisors have an impact on the teachers’ abilities to cope with demands and leave them less likely to break down from reduced personal accomplishment. They need to be certain that they are interested in working together as they will benefit from this. The supervisors should take more care concerning the teachers, rather than monitoring or criticizing them. Some of the supervisors might not understand their role. They are not responsible for how the teachers could or should face the stressful situation. They can help the teachers by giving them more information, by explaining the roles in the teaching system and by reassuring them that they can deal with their problems themselves. Within the Syrian culture it is not acceptable for a teacher to tell a supervisor that he does not like working with him or that he would prefer to work with somebody else. The director of the school also selects the team, which sometimes does not work as it should. It might be useful for the teachers to express their emotions and clarify that they would like to change the team and that perhaps they would be more satisfied in another team and not simply that they do not like the supervisor as a person. The supervisors should try to work with the teachers in order to have a positive influence on their personalities and especially on their emotional intelligence by developing the competences of the teachers in acquiring new skills to manage their emotions. The teachers work in difficult circumstances and this requires a variety of different emotions in order to cope with such stressful conditions. It would be useful to know why the teachers have a lot of stress and why they cannot work successfully. It might be that the teachers are not able to find a balance between their work and their personal problems or not satisfied with their jobs and are experiencing burnout. The
schools should remember that the teachers are unwilling to teach more students than they should or work over extensively. This leads to the teachers enduring negative emotions and becoming less satisfied with their jobs. Thus, they would suffer from burnout. Therefore, the schools should request more teachers if they have lack of staff.

Considering the fact that the teachers lead, and teach the future youth, who provide for a wide range of increasingly sophisticated and ever changing variety of manpower needed, their job is more responsible one, implying that the teachers be high on El and well-being to perform effectively. Studies stated earlier imply that El can be enhanced and cultivated through training. Hence the training modules for teachers at all levels must include components on enhancing their El. An Emotionally Intelligent teacher will be able to:

Monitor and manage negative emotions like anger, frustration, irritability etc. better which will help her/him remain calm in the classroom situations which evoke the negative emotions.

Being optimistic — there are individual differences among students and only an optimistic teacher will be able to sustain in her efforts towards the betterment of students who are relatively weak. Understand emotions among their students helping them to identify students in distress and give them the required attention and refer them for further help if needed. Motivate the students — the teacher will be able to help the students become optimistic and set and achieve high goals for themselves. Emotional intelligence can be developed and promoted by making training programs that aid the teachers in exercising control over their emotions and act in suitable ways rather than to react in a negative one. Training programs can focus on eliminating any
ambiguity in stressful conditions and help the teachers to combat them by facilitating the capacity to make informed choices about what should be done and how to implement it. The teachers might benefit from these programs in that they might be able to deal with professional and personal situations more effectively.

1.2 MENTAL HEALTH:

Mental health is indispensable for a good quality of life and thus needs to be addressed as an important component of improving overall health and well-being.

Mental health is increasingly seen as fundamental to physical health and quality of life. Over the past 25 years the multidisciplinary field of prevention science in mental health has developed at a rapid pace, resulting in fast-growing number of scientific publications and programmers. However the programmers are less competent in ensuring the mental health of the masses. Many misconceptions exist among the general public, and even professionals, regarding the concept of mental health. This is due to the fact that mental health is undervalued in many ways in the present societies. The concept is often confused with severe mental disorders and associated with societal stigma and negative attitudes. In common language, the concept of mental health is used in different ways, and often it has a negative connotation because it is associated with severe and chronic mental illnesses. In principle, mental health refers to the characteristics of individuals, but one can also speak about the mental health of families, groups, communities and even societies. Mental health as a concept reflects the equilibrium between the individual and the environment in a broad sense. The World Health Organization (WHO), defines mental health as “a state of well-being in which the individual realizes his or her own
abilities, 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” (WHO, 2001). The primary vision of health psychology is to impart psychological knowledge; methods and skills to prevent illness, facilitate recovery as well as promote health and well-being. On the contrary, mental health and public health had a long history of week.

1.2.1 Mental Health and Gender

Gender is an area of concern while looking at the mental health. Males have better mental health than females (Thomas, Corinne and Natacha 2000), as there are multiple roles, which are bound to impact mental health of females falling to capture the gender differences causes omissions in complexity and diversity of human health, and errors in understanding that can lead to poor evidence and inappropriate potentially injurious outcomes (Doyal,2002; Greaves, et. Al., 2000). Mental health outcomes differ in sexes (Finch, Kolody and Vega, 2000). On the contrary it is undeniably easier to record sex rather than measure the relevant body dimensions, but it may not be as good as a predictor (Messing &Stellman, 2006). Women involved in health care are liable for more professional health hazards and infections and more exposed to psycho-social risks (Arcand et al., 2000) and its causative towards mental health Arcand et al.,2000). Gender has significant impact on adjustment level of the students (Arvind& Kumar, 2000). Therefore a concerted and articulated action can be evolved on the basis of gender.
1.2.2 Mental Health and Age.

Age is another parameter which plays a role in mental health. Consistent associations exist between mental health and age. Family is considered the cradle of future society. It is within the family that adolescents learn who and what they are (Veena & Khadi 2004). Youth aged between 12 and 29 had the lowest prevalence of positive mental health and highest prevalence of mental health problems (Thomas, Corinne & Natacha, 2000). Research reveals a substantial rise in psycho-social disorders affecting young people over the past 50 years. Child development studies show substantial increase in adolescent conduct problems over the 25-year study period that has affected males and females in all social classes and all family types (Pronczuk & Garbino, 2004).

There are evidences for a recent rise in emotional problems, but mixed evidences in relation to rates of hyperactive behavior (Staphan, et al., 2004). Analysis using longitudinal data showed that long-term outcomes for adolescents with conduct problems were closely similar. This provides evidences that observed trends were unaffected by possible changes in life styles. (Gottlieb, et al., 1987) suggested that health behaviors associated with sex and age differences should be generally looked in for future research.

1.2.3 Mental Health and Region

When considering the subcontinent India, which has inflow of various practices associated with culture and a wide diversity, it is necessary to look forward in to the cultural issues or the mental health of people from various regions. In India, people come forward for treatment only if treatment is readily available. Government's role lies in incorporating the formulation and remodulation of National
people come forward for treatment only if treatment is readily available. Government’s role lies in incorporating the formulation and remodulation of National Mental Health Programme and the Mental Health Act. Rehabilitation camps for addicts in the community, rehabilitation of opium addicts in the high revalence areas, introduction of yoga in prisons are a few futuristic vision examples (WHO, 2007).

In classical Indian tradition, health is conceptualized as a state of delight or a feeling of physical, mental and spiritual well-being, which is at the proximity towards a mind which is peaceful scene, free from conflicts and desires’ (Ram 1998; Sinha 1990). The understanding of what health is differs among various strata of people. For a middle class and upper middle class people in India, health includes spiritual striving and is seen as a value or a norm in itself, something to be sought and achieved i.e. the equilibrium (Sama or a balanced state Samyavastha) but for poor in remote villages, illness-free bodies and economic well-being constitute health and happiness (Chakraborti, et al., 1999; Priya, 2002). The spiritual dimension of mental health also gains concern in the subcontinent due to its culture.

The concept of mental health is as old as human being. Mental health as defined by Kornhauser (1965) connotates those behaviours, perceptions and feeling that determine a person’s overall level of personal effectiveness, success, happiness and excellence of functioning as a person. In our society, the increasing strain of adjusting to the accelerated and more materialistic pace of life, greater competiveness, urbanization, population explosion, unemployment together with uncertain future has resulted in one manifold increase in the incidence of mental illness. The lack of adjustment is on increase and the average person is finding increasingly difficult to get along with the others, and distrust is becoming characteristic of interpersonal relations. A sound mind in a sound body has been recognized as a social idea for
many centuries. A sound mental health develops mental stamina and enables a person to face realities of life, however stressful they may be. The concept of mental health has always been debatable. There are several factors that could be possible predictors of students’ life satisfaction, their mental health statues are very important. Many previous studies showed that mental health has effect on life satisfaction. The results of studies say that individuals who have better mental health they are more satisfied from their life. The WHO defines health as a positive sense of well-being encompassing the physical, mental, social, basic economic and spiritual aspect of life, not just the absence of disease (WHO, report 2001). Mental health is a barometer of the social life of a population and the rising level of morbidity and mortality are a sign of social as well as individual malaise. The scope of mental health not only confined to the treatment of some seriously ill persons admitted to mental health centres but related to the whole range of health activities. As it has been observed that, it’s not the smartest people that are the most successful or the most fulfilled in life, but oftenly the people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence (IQ) isn’t enough on its own to be successful in life. Yes, our IQ can help us get into college, but it’s our emotional intelligence (EQ) that will help us to manage the stress and emotions when facing our crucial exams.

We all have mental health just like we all have physical health. And just as we monitor our bodies for potential problems or pain, we should keep tabs on our mental health and try to better recognize when it needs some attention. Mental health is “A state of well-being in which the individual realizes his or her own abilities, 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.” There is emerging evidence that
positive mental health is associated with improved health outcomes. Researchers suggest that there are indicators of mental health, representing three domains, which are as follows: (i) Emotional well-being: Such as perceived life satisfaction, happiness, cheerfulness, peacefulness. (ii) Psychological well-being: such as self-acceptance, personal growth including openness to new experiences, optimism, hopefulness, purpose in life, control of one’s environment, spirituality, self-direction, and positive relationships. (iii) Social well-being: social acceptance, beliefs in the potential of people and society as a whole, personal self-worth and usefulness to society, sense of community. Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. Mental health may be better understood by its comparison with physical health. Mental health is a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and capacity to establish constructive relationships and cope with the ordinary demands and stress of life.

1.3SOCIO- ECONOMIC STATUS:

The term status is the recognition given to an individual by his group relations. As a rule of conservation, in term of the sense of belonging, it is the result of the ranking of a role by the group that determines for its possession of a degree of respect, prestige and influence. They are thus, the ancient powers and privileges of the family bestowing prestige, authority and power. Thus it includes both social and economic status of an individual.
1.3.1 Social status: - A social person is one who confirms to the criteria of social development. He behaves in approved manner, plays the role which society prescribes for him and posses favorable attitude towards people and social activity.

Herlock (1964) described social status, as an indication of one’s position of respect, prestige and influence in the social structure apart from his personal attributes, which may either inhibit or enhance an individual access to sources of information and his willingness to deviate from group norms and may even very with the groups.

1.3.2 Economic Status: - The word ‘Economic’ is used generally for studying the material welfare of a person. It deals with the resources of the environment and the economic good which satisfy the wants of the man. Thus economic status tells about the amount and the source of the income which is usually derived from a set of occupational activity, the ownership of property or both.

1.3.3 Socio-Economic Status: - Socio-economic status is the position that an individual or family occupies related to culture, possession, effective income material possessions and participation in group activities of the community. It is an indicative of both the social and economic level of an individual in a group. Social status is the position on a scale of social prestige. Economic status depends upon the income of the family. It can be divided into different categories as – High, Medium and Low.
Chapin (1928) defines socio economic status as, “the position that an individual or family occupies with reference to the prevailing average standards of cultural possessions and participation into group activities.”

Good (1973) defines socio economic status as, “the level indicative of both the social and economic position of an individual or a group.”

Especially important for present purposes, Amato et al. (2007) showed that lower levels of income, educational attainment, and occupational prestige were associated with higher rates of marital problems, less marital happiness, and greater instability. These investigators reported on two broad surveys conducted with couples, one in 1980 and the other in 2000. As part of their analyses, they created a typology of couples based on their social class standing. The types of relationships included couples described as: (a) disadvantaged, young, single earners, (b) working-class, young, dual earners, (c) working/middle-class, traditional single earner, (d) middle-class, dual earner, egalitarian, and (e) upper middle-class, prosperous, mostly dual earner. In their analyses, they demonstrated that the dimensions of marriage discussed earlier conformed in expected ways with SES. In terms of reported divorce proneness, for example, the two most disadvantaged groups reported the greatest marital instability whereas the most prosperous couples reported the lowest probability of risk for divorce. The upper middle class couples also reported the lowest levels of marital conflict and relationship problems. In addition, the most prosperous group reported the greatest marital happiness and the two most disadvantaged groups reported the lowest levels of happiness with their unions. These findings capture very well the basic message from related research during the past decade. On average, higher economic, educational and occupational status is associated with greater marital stability and quality.
The theories and findings reviewed thus far assume that SES should have a major influence on family functioning and the lives of individual family members, consistent with the social causation perspective. An alternative line of reasoning, however, assumes that the characteristics of individuals will shape both their socioeconomic attainments and the quality of their family relationships. According to this view, connections between SES and family functioning result from a process of social selection (e.g., Lerner 2003; Mayer 1997; Rowe & Rodgers, 1997).

Schools in low-SES communities suffer from high levels of unemployment, migration of the best qualified teachers and low educational achievement (Muijs, Harris, Chapman, Stoll, & Russ, 2009).

A teacher’s years of experience and quality of training is correlated with children’s academic achievement (Gimbert, Bol, & Wallace, 2007). Yet, children in low income schools are less likely to have well-qualified teachers. In fact, of high school math teachers in low income school districts 27 percent majored in mathematics in colleges as compared to 43 percent of teachers who did so in more affluent school districts (Ingersoll, 1999).

Socio Economic status is defined differently by different authors as stated above, but in the study the investigator has decided to take only areas which are taken by Dr. Ashok Kalia and Dr. Sudhir Sahu.

Chapin (1928) defines socio economic status as, “the position that an individual or family occupies with reference to the prevailing average standards of cultural possessions and participation into group activities.”

Good (1973) defines socio economic status as, “the level indicative of both the social and economic position of an individual or a group.”
SES Scale is designed to measure social position of a person in Urban and Rural areas according to the lifestyle prevailing in both the regions. Socio-economic-status of a person in this scale refers to the “status of his/her family in relation to their level of socio-cultural participation, ability to influence mass, level of education, kind of occupation, financial position, health-well-being, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys.”

This scale is an endeavour to ascertain the SES of an individual based on current social structure with a new thinking. This scale has been developed both in English and Hindi languages for Urban/Rural households. It is easy to be administered and acknowledges the social position of an individual in the society. Scoring process of the SES Scale is easy, and objective. To get the total SES scores, the researcher is required to count the SES scores of the answer/options mentioned in the square box, which has been ticked by the respondent. In this way it saves time, money and labour. It also minimizes possibility of error of counting of total score by the researcher.

1.3.4 Dimension of Socio-Economic

The scale comprised of 40 statements which are based on five different dimensions of socio-economic parameters. The five different dimensions are as under.

- Socio cultural component,
- Economic component,
- Possession of goods and services,
- Health component,
- Educational component.
1.4 WELL-BEING:

Well-being is most useful thought as the dynamic process that gives people a sense of how their lives are going through the interaction between their circumstances, activities and psychological resources or 'mental capital.

Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that how people perceive that their lives are going well. Good living conditions (e.g., housing, employment) are fundamental to well-being. Tracking these conditions is important for public policy. However, many indicators that measure living conditions fail to measure what people think and feel about their lives, such as the quality of their relationships, their positive emotions and resilience, the realization of their potential, or their overall satisfaction with life—i.e., their “well-being.”

Well-being generally includes global judgments of life satisfaction and feelings ranging from depression to joy. For example, higher levels of well-being are associated with decreased risk of disease, illness, and injury; better immune functioning; speedier recovery; and increased longevity. Individuals with high levels of well-being are more productive at work and are more likely to contribute to their communities.

1.4.1 Well-being and Mental Health

Well-being is also well associated with emotional intelligence of the teacher educators. If the teacher is mentally healthy, his well-being will be of high level, as
well as if his emotional intelligence is of high level then his well-being will also be of high level.

1.4.2 Well-being and Emotional Intelligence.

Previous researches lend support to the view that the negative affect component of well-being is strongly associated with neuroticism and positive affect component has a similar association with extraversion. This research also supports the view that positive emotions—central components of well-being—are not merely the opposite of negative emotions, but are independent dimensions of mental health that can, and should be fostered.

1.4.3 Well-being and Socio-Economic Status.

The World Health Organisation declared positive mental health to be the 'foundation for well-being and effective functioning for both the individual and the community' and defined it as a state 'which allows individuals to realise their abilities, cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their community.'

1.4.4 Dimensions - Human Well-Being

The report by the "Commission on the Measurement of Economic Performance and Social Progress" (The Stiglitz-Sen-Fitoussi Report) identified eight key dimensions that should be taken into account when defining human well-being. These eight dimensions, to be considered simultaneously, are:
• Material living standards (income, consumption and wealth);
• Health;
• Education;
• Personal activities including work;
• Political voice and governance;
• Social connections and relationships;
• Environment (present and future conditions); and
• Insecurity, of an economic as well as physical nature.

1.4.5 General Characteristics- Positive Psychological Well-Being

Psychological perspective defines well-being as the prevalence of positive attributes.
Positive psychological definitions of well-being generally include some of six general characteristics. The six characteristics most prevalent in definitions of well-being are:

• the active pursuit of well-being;
• a balance of attributes;
• positive affect or life satisfaction;
• Pro-social behaviour;
• multiple dimensions; and
• personal optimisation.

1.4.6 Contemporary Perspectives on Well-Being
Gough et al (2007) defined well-being as ‘What people are notionally able to do and to be, and what they have actually been able to do and to be’ (p. 6). According to Angner (2008), even the philosophical literature refers to the ‘simple notion’ of well-being (i.e. ‘a life going well’) in a variety of ways, including a person’s good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing, eudaimonia, utility, quality of life, and thriving. Seedhouse (1995: 65) who summarizes contemporary perspectives on well-being as follows:

Either: (a) ‘Well-being’ is an empty notion, or (b) ‘well-being’ is an important and meaningful term which conveys meaning no other term conveys (and, given further research, will be shown to convey this meaning universally), or (c) ‘well-being’ is ‘essentially contested’—its meaning and content fluctuates dependent on who is using it, and why they are using it.

McAllister (2005) defined well-being as More than the absence of illness or pathology [...with] subjective (self-assessed) and objective (ascribed) dimensions. It can be measured at the level of individuals or society [and] it accounts for elements of life satisfaction that cannot be defined, explained or primarily influenced by economic growth (p. 2) (Camfield, Streuli, & Woodhead, 2010). Shin and Johnson (1978) have defined well-being form of happiness as “a global assessment of a person’s quality of life according to his own chosen criteria” (p. 478).

**Subjective Well-Being (SWB)** was defined by Deiner (2009) as the general evaluation of one’s quality of life. The concept has been conceptualized as the three components: (i) a cognitive appraisal that one’s life was good (life satisfaction); (ii) experiencing positive levels of pleasant emotions; (3) experiencing relatively low levels of negative moods (Deiner, 2009).
Furthermore, well-being has been defined as “Play[ing] an active role in creating their well-being by balancing different factors, developing and making use of resources and responding to stress (Bradshaw et al. 2007: 136).

1.5 NEED OF THE STUDY:

Character development is the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Our children have to be taught the ability to read emotions of others, to value others’ needs, to care the fellow human beings, to show compassion and to exercise self-restraint. These are qualities that proven beneficial and relevant to and appreciated in all human societies. An individual who has control over urge of emotions will be able to take another person’s pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. Researches show that academically successful people had higher level of emotional competencies. For helping students to acquire the skill of emotional competencies, in the first place, teachers need to be trained in emotional intelligence, to manage their own emotions and those of others. Emotional intelligence is as relevant for teacher educators as it is for learners.

The hope of a nation lies in the proper education of its youth, in preparing the young to face challenges in life. Proper education is not only instruction in school subjects and cannot take place in isolation from the emotions of the child. Being Emotionally Intelligent is as important as learning any other subjects. Here Emotional Intelligence means the ability to retain emotional impulses, to read other person’s innermost feeling and to handle relationships smoothly. The ability to control impulses is the base of character. Goleman
(1995) says there is an old fashioned word for the body of skills that Emotional Intelligence represents: Character. Who will take the responsibility of creating a nation whose foundation is character? Teachers play the central role in cultivating character by inculcating self-discipline and empathy. The teachers who will be imparting these skills in schools also need to practice them. For putting this to practice, at the first place, teachers need to be trained to be Emotionally Intelligent. For this, teacher educators should be aware of the importance of Emotional Intelligence in Education. In fact, most educators know about the importance of imparting Emotional Intelligence training to the students, but little efforts are made to implement this. Many models of Emotional Intelligence exist inside and outside educational mainstream, which can be used. Boyatzis (2008) finds in his study that Emotional Intelligence competencies can be developed in students. Singh (2003) found that different professionals need different levels of Emotional Intelligence for success. The result says that teachers need to be highly Emotionally Intelligent to be successful.

We need to be vigilant in imparting knowledge to students. The reputation of a school depends upon the reputation of its teachers. Success of students depends upon teacher's guidance and teaching. The most significant factors leading to school disaffection, failure, and drop out are social—emotional. When teachers leave teaching, it is much more for reasons related to student behaviour, classroom and school climate, and matters of character than it is for anything having to do with technical aspects of teaching and pedagogy (Elias and Arnold 2006). An Emotionally Intelligent teacher will be a better guide. The greatest asset of education system will then be its Emotionally Intelligent teachers. We need Emotionally Intelligent teachers to activate educational process, so we need Emotionally Intelligent teacher educators to inculcate that quality in teachers. The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems.
Teacher in today's world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as empathy, self-control, optimism, stress tolerance, self-regard, flexibility, emotional awareness and so on. Since Emotional Intelligence is a set of abilities essential for the success of an individual, the purpose of imparting quality education is not possible without inculcation of Emotional Intelligence and its attributes in the learners. It enables an individual to handle his own emotions and actions, thereby handling his relationship with others smoothly by controlling his emotions. We aim at inculcation of different national as well as international values such as equality, fraternity, democracy, freedom etc. among the young people through our educational system including the subject as history, political science literature etc. But these days, students do not prefer to read much, especially in art subjects from where they get awareness about our culture, tradition, value system, brotherhood, social living, adjustment, adaptations etc.

The present generation believes in scientific theories and experiments, so there is a tendency to reject religion, religious practices, cultural traditions and values. How can we compensate for all these? Curtailing of art courses leads to rejection of religious, ethical or national value systems. Therefore, our school system must launch programmes directly focused on Emotional Intelligence because it includes all the basic qualities required for the success of an individual in social life. On the other hand, mental health is an indivisible part of the general health and well-being. The positive value of mental health, which contributes to human well-being, quality of life and creativity, is not accorded high priority. Along with these variables socio-economic status also plays important role in good well-being of teacher educators. Many researches have been done on school students, medical students with these variables but there have much important teacher educators because they are to prepare
teachers for future generation. So, keeping these factors in mind, the researcher choose this subject for deep research.

1.6 STATEMENT OF THE PROBLEM:

“A STUDY OF WELL-BEING AMONG TEACHER EDUCATORS IN RELATION TO MENTAL HEALTH, EMOTIONAL INTELLIGENCE AND SOCIO- ECONOMIC STATUS”.

1.7 OPERATIONAL DEFINITION OF VARIABLES:

1.7.1 WELL-BEING: The definition given by Verma and Verma (2009) has been taken as operational definition of term well-being which states, “The subjective feeling of contentment, happiness, satisfaction with life’s experiences and of one’s role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry, etc”.

1.7.2 MENTAL HEALTH: The definition given by Singh and Gupta (2008) has been taken as operational definition of term mental health which states, “A homogeneous organization of desirable attitude, healthy values and righteous self-concept and a scientific perception of the world as a whole.”

1.7.3 EMOTIONAL INTELLIGENCE: The definition given by Mangal (2008) has been taken as operational definition of term emotional intelligence which states, “The ability to strike a balance between emotion and reason, being aware of one’s own emotions, show empathy and compassion for others and have a high self-esteem by understanding and managing the emotions of self and others.”
1.7.4 SOCIO-ECONOMIC STATUS: The definition given by Kalia and Sahu (2012) has been taken as operational definition of term socio-economic-status which states, “Status of family in relation to its level of socio-cultural participation, ability to influence mass, level of education, kind of education, kind of occupation, financial position, health-well-being, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys.”