CHAPTER – I

INTRODUCTION

If you can read this, thank a teacher.

Car bumper Sticker

Happiness may be regarded as the basic objective of all human beings, towards which all their activities are intended either directly or indirectly. The quest for happiness is universal in its existence. However still “The single most remarkable fact of human existence is, how hard it is for human beings to be happy” (Hayes, Strosahl & Wilson, 1999). (Cited in Ciarrorri & Godsell, 2004).

Hayes et al. (1999) has in fact pointed out that up to one third of the people have a diagnosable mental disorder. In addition, about half of the population will face moderate to severe levels of suicidality sometime in their lives (Cited in Ciarrochi & Godsell, 2004).

Emotional intelligence (EI) has been found to play an important role in the mental health of individuals. People with high level of emotional intelligence cope better with life challenges and control their emotions more effectively, both these contribute to good mental health.

EI has been defined as “the ability to adaptively perceive, understand, regulate and harness emotions in self and others, (e.g., Salovey & Mayer, 1990, Schutte et al., 1998). These have been several competing definitions of EI. Goleman (1998) has referred to EI as “a capacity to recognize own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships”.

Bar-On (1997) proposed a model of EI “as an array of non cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”.

Mayer and Salovey (1997) revised their original definition by including the component of thinking about feeling. Accordingly the new definition stated that emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.
Salovey, Mayer and Caruso (2002) have stated that EI “refers to the ability to process emotion-laden information competently and to use it to guide cognitive activities like problem solving and to focus energy in required behaviors”.

Currently, there are two distinct types of EI theories and measurement tools. Mayer, Salovey, and Caruso (2000) distinguished the ability model from the mixed models.

Ability models conceptualize EI as a set of mental skills that can be assessed with performance tests. The first comprehensive performance test of EI was the Multifactor Emotional Intelligence Scale (MEIS) (Mayer, Caruso & Salovey, 1999) followed by a shorter test, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT Version 2.0, Mayer, Salovey, & Caruso, 2002a) (Cited in Brackett et al., 2006). The MSCEIT i.e. a performance test assessed the ability to manage emotions for example describing particular emotional problems, asking participants to rate a number of possible actions on a scale ranging from very ineffective to very effective. Responses are evaluated through a comparison of responses made by either experts or a normative sample.

The Mixed models in contrast, are based on the popular definition of EI (Goleman, 1995, 1998) and include three classes of constructs: perceived emotional (and other) abilities, competencies, and personality traits. Bar-On (1997) included the perceived ability to handle relationships and traits such as optimism in his model of EI.

Proponents of the mixed-model also call it the personality or trait approach, and generally use the self-report inventories to measure EI (Bar-On, 1997; Boyatzis, Goleman & Rheec, 2000; Petrides & Furnham, 2003; Schutt et al., 1998). (Cited in Brackett et al., 2006).
Two of the most widely used self-report inventories, the Emotional Quotient Inventory (Bar-On, 1997) and the Self-Report EI test (Schutte et al., 1998). Research studies have found that the two self report tests of EI were strongly associated with indices of well-being, neuroticism, and depression. \( r = 0.50 \) to 0.70; Bar-On, 1997; 2000; Brackett & Mayer, 2003; Dawda & Hart, 2000; Newsome, Day & Catano, 2000; Parker, Taylor, & Bagby, 2001) (Cited in Brackett et al., 2006).

EI has been found to be related to various factors like life satisfaction (Bar-On 1997; Ciarrochi, Chan, Caputi, 2000; Martinez-Pons, 1997, 1999; & Mayer et al., 2000a) (Cited in Palmer, Donaldson & Stough, 2002), Big-five factors of personality (Bar-On, 1997); positive affectivity (Ciarrochi, Chan & Caputi, 2000; Yin, & Martin, 2006. Tugade & Fredrikson, 2001); coping (e.g. Compas et al., 2001; Lazarus & Folkman, 1984; Mayer and Salovey, 1997; Salovey et al., 1999); Job satisfaction (Daus & Ashkanasy, 2005; Van Rooy & Visweshwaran, 2004; Goleman, 1995, etc.) and job performance (e.g. Jordan et al., 2002; Mallinger and Banks, 2003., Lopes et al., 2006; Slaski & Cartwright, 2003).

Research studies have highlighted the different factors that are associated with EI.

**Variable / Concepts.**

The variables hypothesized to have an association with EI are: Subjective well-being, positive affectivity, coping, and job satisfaction. The following section gives a brief account of the way in which these variables are associated with EI.
Subjective well-being.

Subjective well-being (SWB) is also variously called as happiness, life satisfaction, emotional well-being, positive mental health.

SWB reflects individuals perceptions and evaluations of their own lives in terms of their affective states, psychological functioning. Well-being researchers often use positive mental health synonymously with subjective well-being (Diener, Lucas, & Oishi, 2002).

SWB has been found to be associated with EI in various research studies (Bar-On, 1997; Ciarrochi, Chan, & Caputi, 2000; Martinez-Pons, 1997, 1999; Mayer et al., 2000a) (Cited in Palmer, Donaldson & Stough, 2002).

Some Studies have pointed out that characteristic positive mood and high self esteem (SE) are the corner stone of SWB, and that we can expect that individuals with higher emotional intelligence would use their ability to understand and regulate emotions to maintain more positive mood and higher SE. (Ekman & Davidson, 1994; Salovey et al., 1995; Thayer, 1996; Schutte et al., 2002).

Other researches have made an attempt to relate trait EI to happiness. Furnham & Petrides (2003) found a positive relationship between the two factors. Many studies have also found a relationship between EI & personality traits which are related to SWB. Dimensions of personality specifically neuroticism, extraversion, openness to experience, Agreeableness levels, conscientiousness are found to be strongly related to SWB and EI as well. (e.g. Diener, & Larsen, 1993; McCrae & Costa, 1991; Myers & Diener, 1995) (Cited in Palmer et al., 2002); neuroticism (Heaven, 1989; Furnham & Brewin, 1990; Gutterrez et al., 2005 & Hayes & Joseph, 2003); extraversion (Wilson (1967), Emmons & Diener, 1983) (Cited in Diener, 1984); (Headey & Wearing, 1992) (Cited in Diener, Oishi & Lucas, 2003);
Openness (Furnham & Petrides, 2003); Agreeableness (Ryan & Deci, 2001); conscientiousness (Hayes & Joseph, 2003). All these personality factors which predict SWB are found to be related to EI as well (Dawda & Hart, 2000) (Cited in McCrae, 2000) (Ciarrochi et al., 2000).

**Positive affectivity**

Meehl (1975) described the ability to experience positive feelings as *hedonic capacity.* (Cited in Peterson, 2006). Recent research has supported Meehl's theorizing about the hedonic capacity which is now referred to as Positive affectivity i.e. the extent to which an individual experiences positive moods like joy, interest and alertness. (Watson, 2002). Positive affectivity and negative affectivity prove to be highly stable across weeks, months, years and even decades (Costa & McCrae, 1992) (Cited in Peterson, 2006). Stability of positive affectivity is expressed also in it's ratings across situations. It is found that people who are in good moods when alone are also in good moods when with others, and conversely. (Diener & Larsen, 1984) (Cited in Peterson, 2006).

Yip, & Martin (2006) found a relationship between trait cheerfulness and EI. Many other research studies have shown the relationship between positive affectivity and EI. (e.g., Ciarrochi, Chan & Caputi, 2000; Fredrikson & Levenson, 1998; Fredrikson, Mancuso, Branigan & Tugade, 2000; Tugade and Fredrikson, 2001; Bar-On, 2001 etc.).

**Coping**

Lazarus and Folkman (1984) stated that coping refers to the person's efforts to manage or control a situation viewed as stressful, or as overtaxing or challenging one's personal coping resources.
Coping has multiple functions, including regulation of distress and the management of problems causing the distress (Parker & Endler, 1996) (Cited in Folkman & Moscovitz, 2000).

Coping has been found to be influenced by various factors like characteristics of the stressful context, including its controllability (Baum, Fleming & Singer, 1983; Folkman, Lazarus, Dunkell-Schetter, Delongis, & Gruen, 1986); personality dispositions including optimism (Carver & Schier, 1999); Neuroticism and extraversion (McCrae & Costa, 1986), Social resources (Holahan, Moos, & Schaefer, 1996; Pleroe, Sarason & Sarason, 1996) (Cited in Folkman, 2000). Several research studies have empirically supported the association between EI and positive coping (e.g. Mayer & Salovey, 1997; Salovey et al., 1999; Bar-On, 1997; Ciarrochi, Chan, & Caputi, 2000; Pennebaker, 1997; Epstein, 1998 etc.).

**Job Satisfaction**

Job Satisfaction (JS) is the amount of overall positive affect that individuals have towards their jobs.

Locke (1976) has given the most comprehensive definition of job satisfaction as involving cognitive, affective and evaluative reactions or attitudes and states it is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.” (Cited in Luthans, 2002).

Bussing et al. (1999) stated that job satisfaction has three dimensions – First, job satisfaction is an emotional response to a job situation. Second it is often determined by how well outcomes meet or exceed expectations. Third, it represents several related attitudes. There are five such dimensions identified; the work itself; pay; promotional opportunities; supervision, & Co-workers.
JS has been found to be associated with EI by different researchers (e.g. Daus & Ashkanasy, 2005; Van Rooy & Visweshwaran, 2004; Goleman, 1995) both as an ability and as a trait having its influence on JS (e.g. Carmeli, 2003; Sy, Tram & O’Hara, 2006).

**Need for the Present Study.**

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 is the most effective instrument to meet the challenges. Education to be meaningful 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.

The teachers are the builders of the nation. The Education Commission (1966) states that “The future of India is now being shaped in the classrooms.” It emphasized that, to make any process of education a success, the quality competence and character of the teachers were the most important aspects.

A teacher has a key role to play in communicating knowledge in specific subjects and also help students grow to their fullest stature, develop suitable attitudes and unfold their personality.

Ranganathananda (2007) states that teacher has to generate that energy in oneself and handle it in one’s work of educating the boys and girls that resort to him/her. A teacher has not only to instruct but also inspire the students.

Teachers are leaders for their students. Hemphill (1940) suggested that leaders, who are able to establish mutual trust, respect and a certain warmth and rapport with members of their groups will be more effective (Cited in Kaur & Kaur, 2006). Research shows that the
quality of teachers is crucial to better learning-related outcomes (Monk & King, 1994; Rice, 2003; Kowan et.al., 1997) (Cited in Snyder & Lopez, 2007).

Basow, (2000) & Hativa (2000) found that the best professors were described as caring, helpful & knowledgeable (Cited in Hwang, 2006).

Money (1992) stated that teacher effectiveness included knowledge, effective communication, well organized material, skills to motivate and inspire students, friendly and open behavior, and good classroom management. (Cited in Hwang, 2006).

Gardner has presented a nutshell summary of the personal intelligences, which evolved out of his theory of multiple intelligence. He stated that Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence (Cited in Goleman, 1995).

Hwang (2006) found that the teachers who had superior competencies, comfort, empathy, leadership and self-esteem, tended to perform better in overall teaching effectiveness. The author also found that the faculty members who performed superior in overall EI skills tended to achieve higher teaching effectiveness.

Sutton & Wheatly (2003) have stated that emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching – learning processes in the classroom, and in particular for the socio-emotional development of students.
There has been an increasing interest in the last decade in developing school-based programs focused on the EI abilities as there is an availability of material suggesting how teachers can cultivate EI in school children (Mayer & Cobb, 2000; Salovey & Sluyter, 1997) (Cited in Salovey, Mayer, Caruso, 2002).

Schilling (1996) in a guidebook for developing EI 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 EI, 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 EI in primary and secondary school curriculum is efficacious in raising EI and reducing emotional and behavioral problems which can interfere with the learning process (Caplan et al., 1992; Cohen, 1999) (Cited in Vandervoot, 2006).

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 students high on self-knowledge are more likely to make wise career choices, and also 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.

Considering the fact that the degree college teachers lead, and teach the youth who provide for a wide range of increasingly sophisticated and ever changing variety of manpower needed, their job is a more responsible one, implying that the teachers be high on EI and well-being to be performing effectively.

Hence the present study was designed to study the relationship between EI and mental health which includes SWB, positive affectivity, coping and JS. All these variables seem to influence the teacher’s effectiveness in moulding the youth.

The study will be conducted on degree college teachers in the city of Mumbai, as it is expected that the living conditions in this city further challenge the individual’s competencies as life is more stressful.
Research has demonstrated associations between EI and mental health variables like - SWB, positive affectively, coping and J.S., as mentioned earlier.

The need then is to realize that if the EI and positive mental health are so important for the teacher effectiveness, appropriate training packages be developed to enhance the degree college teachers EI skills which in turn will affect their mental health and therefore make them more effective.

While this study does not address all the possible etiological associations available in the literature, an attempt has been made to integrate the consistently reported correlates of EI. This study will also provide the applicability of EI and its correlates reported in the Western Literature to the Indian setting.