5.1 SUMMARY

No system of education is better than its teachers. Quality of an education programme is determined to a large extent by the teachers. The quality of education and the standards of achievement are inseparably inter-related with the quality of teachers. Secondary Education Commission (1952-53), Indian Education Commission (1966) and The National Policy of Education (1986) also lay stress on the quality of teacher and teaching environment.

The best teacher is one who along other qualities possesses good mental health, well being, emotional intelligence, self-esteem and who is fully satisfied with his/her occupation. Due to advancement in every field, life of teacher too has become more complex and stressful, his self-esteem and well being are affected.

Well Being

Diener et al. (1999) defined that subjective well-being is a broad category of phenomena that includes people’s emotional responses, domain satisfactions and global judgments of life satisfaction.

Well-being is also known as wellness which means dimension of attitudes, behaviours, thoughts and feelings which can enhance a subjective well-being and influence the individual’s attention to self-care and compliance with medical care (Melamed, 2000).

Well being may be defined as the subjective feeling of contentment, happiness, satisfaction with life’s experience and
one’s role in the world of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry etc. Most investigators engaged in research on subjective well-being conceptualize it as a multi-faceted domain of interest, rather than a unitary construct (Pivot and Diener, 2003).

**Emotional Intelligence**

The quality of teaching-learning is directly linked with the quality of teachers. Only high intelligence is not enough to be a successful person in the society. To be most valued and successful person one must be emotionally intelligence, cooperative, persuasive, empathic with others and build consensus, tap situations during crisis and get responses to meet the demand of the immediate situations successfully. Emotional intelligence enables the teachers to receive emotions, express emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth to do his work effectively.

Mayer and Salovey (1993) described emotional intelligence as, “the ability to perceive emotions, to access and generate emotions so as to assist and generate thought, to understand emotions and to reflectively regulate emotions in a way that promote emotional and intellectual growth.” By giving a new colour and form to the term emotional intelligence Goleman (1995) described emotional intelligence as the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships”. Emotional intelligences is also defined as the ability of an individual to respond appropriately and successfully to a variety of emotional stimuli elicited from the inner self and the immediate environment (Singh, 2003).
Stress

Kinman (1998) has identified, among other things stress as one of the cardinal mitigating factors against employees’ well-being and effective performance.

Stress is an unavoidable characteristic of life and work. It is a generalized non-specific response of the body to any demand made on it. Stress is a process in which external or internal demands are interpreted by persons in relation to their own resources, values and goals. Stress occurs if demands are appraised as taxing or exceeding the person’s abilities or resources to cope with those demands. The most widely examined manifestations of stress are emotional and biological response, particularly neuroendocrine, cardiovascular and immune responses (Weber, 2003). Stress is the non specific response of the body to any distraction (Weismann, 2007).

Self-Esteem

Self-esteem is the individual evaluation of the gap between self-image and ideal self. Self-esteem is not fixed and we are all constantly engaged in the processes that test, modify and restructure it. Self-esteem refers to person’s evaluation regarding oneself, judgement of worthiness and feelings about one’s goodness as measured by self-esteem inventory (Coopersmith, 1989).

Self-esteem is a particular way of experiencing the self. It involves emotional, evaluative and cognitive components. It also entails certain action dispositions: to move toward life rather than away from it; to move toward consciousness rather than away from it; to treat facts with respect rather than denial to operate self-responsibly.

The teachers’ characteristics such as emotional intelligence, self-esteem and occupational stress along with some demographic
variables has been the concern of researcher and to assess these characteristics and their interplay role in determining their relationship with the well being of teachers.

Andrews and Parks (1985), Hayers and Ross (1986), Archer et al. (1987), Levitt et al. (1987) concluded that physical well being and psychological well being are interrelated and promote total well being.


Well being is also reported to be affected by emotional exhaustion (Alvarado, 2001), age (Macfarlane, 2000), social support (Holley, 2002), birth order (Kalia and Sahoo, 2010) and financial status (Mookerjee, 1994).

**Emergence of the Problem**

The teaching profession at different stages of education i.e. elementary, secondary and tertiary gives a set of challenges in which teachers demonstrate or display emotions which they may not actually feel. Teachers are expected to demonstrate love and kindness to students. They are also expected to serve as mentors and motivators to students who are unwilling to learn. Such kind of expectations leads to a kind of discrepancy between the expected and actual emotion of teachers leading to some kind of stress and lowered levels of self-esteem. This may be detrimental to well-being of teachers. These psychological attributes are crucial for exploration to understand their dynamics in the personality make-up of teachers.

Further, teaching at elementary stage is also being affected by recruitment policy, promotions and placements. In the wake of ever increasing concern for universal elementary education as
reflected in recently implemented Right to Education Act teachers’ role is much more under a threatened and stressful state as well. The elementary school teachers are facing new challenges and need to be supported by the educational administrators and the state. In order to strengthen the role of teachers, there is needed to look at well being of teachers’ vis-à-vis their certain personality characteristics. Hence it was thought worthwhile to undertake the present research problem.

**Statement of the Problem**

A STUDY OF WELL BEING OF ELEMENTARY SCHOOL TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE, STRESS AND SELF-ESTEEM

**Objectives**

1. To study the nature of distribution of elementary school teachers’ scores on psychological variables such as well being, emotional intelligence, stress and self-esteem.
2. To study the relationship of well being with emotional intelligence among elementary school teachers.
3. To study the relationship of well-being with stress among elementary school teachers.
4. To study the relationship of well being with self-esteem among elementary school teachers.
5. To study the interrelationship between emotional intelligence, stress and self-esteem among elementary school teachers on a total sample and (i) having more than 15 years and less than 10 years teaching experience, (ii) teachers working in urban and rural schools (iii) male, female teachers (iv) teachers working in government elementary schools on regular basis and under Panchayati Raj Institution on contract basis.
6. To find out the difference in relationship of emotional
intelligence, occupational stress and self-esteem with measures of well being among elementary school teachers across level of teaching experience (i.e. more than 15 years and less than 10 years), location, gender and type of recruitment.

7. To find out the conjoint effect of emotional intelligence, stress and self-esteem predicting the well being of elementary school teachers.

8. To study difference in well-being of elementary school teachers in relation to certain demographic variables: type of recruitment, locale, gender and teaching experience.

9. To study the interactive effect of emotional intelligence, stress and self-esteem on well being of elementary school teachers.

**Delimitations**

1. The present study was delimited to government elementary schools of Punjab.

2. The number of districts at the time of data collection was 17 which are now 22.

3. The study was delimited to only psychological variables.

4. Correlation approach was applied to study the relationship.

5. Analytical approach was applied for analysis of data, by using ANOVA and t-ratio.

**Hypotheses**

1. The scores on the measures of well being, emotional intelligence, stress and self-esteem among elementary school teachers are normally distributed.

2. There will be a significant positive relationship between well being and emotional intelligence of elementary school teachers.

3. There will be a significant negative relationship between well
being and stress of elementary school teachers.

4. There will be a significant positive relationship between well being and self-esteem of elementary school teachers.

5. (i) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of elementary school teachers in a total sample.

(ii) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of elementary school teachers having teaching experience more than 15 years.

(iii) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of elementary school teachers having teaching experience less than 10 years.

(iv) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of elementary school teachers working in urban area.

(v) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of elementary school teachers working in rural area.

(vi) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of male elementary school teachers.

(vii) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of female elementary school teachers.

(viii) There will be a significant interrelationship among well being, emotional intelligence, stress and self-esteem of elementary school teachers working in government elementary schools on regular basis.

(ix) There will be a significant interrelationship among well being,
emotional intelligence, stress and self-esteem of elementary school teachers working on contract basis under Panchyati Raj institutions.

6.(i) There will be no significant difference between two ‘r_{s}’ of emotional intelligence with measures of well being among elementary school teachers across the level of teaching experience (i.e. more than 15 years and less than 10 years).

(ii) There will be no significant difference between two ‘r_{s}’ of occupational stress with measures of well being among elementary school teachers across the level of teaching experience (i.e. more than 15 years and less than 10 years).

(iii) There will be no significant difference between two ‘r_{s}’ of self-esteem with measures of well being among elementary school teachers across the levels of teaching experience (i.e. more than 15 years and less than 10 years).

7.(i) There will be no significant difference between two ‘r_{s}’ of emotional intelligence with measures of well being among elementary school teachers across the location (i.e. urban and rural schools).

(ii) There will be no significant difference between two ‘r_{s}’ of occupational stress with measures of well being among elementary school teachers across the location (i.e. urban and rural schools).

(iii) There will be no significant difference between two ‘r_{s}’ of self-esteem with measures of well being among elementary school teachers across the location (i.e. urban and rural schools).

8.(i) There will be no significant difference between two ‘r_{s}’ of emotional intelligence with measures of well being among elementary school teachers across gender (i.e. males and females).

(ii) There will be no significant difference between two ‘r_{s}’ of
occupational stress with measures of well being among elementary school teachers across gender (i.e. males and females).

(iii) There will be no significant difference between two ‘r_s’ of self-esteem with measures of well being among elementary school teachers across gender (i.e. males and females).

9.(i) There will be no significant difference between two ‘r_s’ of emotional intelligence with measures of well being among elementary school teachers across the level of type of recruitment (i.e. on regular basis and contract basis).

(ii) There will be no significant difference between two ‘r_s’ of occupational stress with measures of well being among elementary school teachers across the level of type of recruitment (i.e. on regular basis and contract basis).

(iii) There will be no significant difference between two ‘r_s’ of self-esteem with measures of well being among elementary school teachers across the level of type of recruitment (i.e. on regular basis and contract basis).

10. Emotional intelligence, stress and self-esteem will be conjointly significantly predictors of measures of well being.

11. There will be a significant difference in well being of elementary school teachers having teaching experience more than 15 years and less than 10 years.

12. There will be a significant difference in well being of elementary school teachers in relation to locale.

13. There will be a significant difference in well being of elementary school teacher of Punjab in relation to gender.

14. There will be a significant difference in well being of elementary school teachers in relation to type of recruitment.

15. There will be a significant interactive effect of emotional intelligence, stress and self-esteem on well being of elementary school teachers.
Operational Definition of Key Terms

Well-being connotes individual’s feeling of contentment, happiness, satisfaction with life experiences and one's role in the world of work in terms of ‘physical’, ‘mental’, ‘social’, ‘emotional’ and ‘spiritual’ aspects.

Emotional intelligence refers to the capacity of recognizing our feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.

Occupational Stress refers to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands.

Self-Esteem connotes individuals’ attitude towards self in personal, social, family and academic areas of experience, that reflect in his/her judgment of self-worth.

Methodology

Descriptive method of research was used for the conduct of present study.

Sample

The elementary school teachers of Punjab constituted the universe of the study. One district each was selected randomly from advanced, average and backward districts on the basis of Human Development Index. The advanced districts as mentioned in Human Development Report (2004) published by Punjab Government are Ludhiana, Roopnagar, Fatehgarh Sahib and Gurdaspur; average districts are Hoshiarpur, Jalandhar, Amritsar, Kapurthala, Ferozepur, Moga, Faridkot, Nawanshahr and Patiala and backward districts are Muktsar, Bathinda, Sangrur and Mansa. 146 elementary schools out of 1010 from Ludhiana, 42 out of 303 from district Moga and 41 out of 281 from Muktsar were selected. Approximately 14% of elementary schools were selected.
from each district. A sample of 600 elementary school teachers was selected from three districts. While selecting sample for the study due weightage was given to the rural and urban location of the school. All teachers from the selected schools were included in the sample.

**Tools**

2. Emotional Intelligence Scale by Hyde, Pathe and Dhar (2002).

**Statistical Treatment of Data**

As present investigation is primarily designed to determine the relationship of well being with emotional intelligence, self-esteem and stress among elementary school teachers of Punjab as serving either on regular basis or contractual basis. Therefore correlational analysis was applied to determine the relationship between dependent and independent variables. Fisher’s ‘z’ score was applied to study the difference between two ‘r’s’. Regression analysis was used to predict well being from psychological variables, namely emotional intelligence, self-esteem and stress. The analysis of variance and t-ratio were used to find out difference in well-being of elementary school teachers in terms of high and low levels of emotional intelligence, self-esteem and stress and also type of recruitment, locale, gender and teaching experience.

**5.2 CONCLUSIONS**

Basis of the findings of the study the following conclusions can be drawn:

1. The well being of elementary school teachers is appreciably good mean score being 188.06 on a scale of 50-250.
2. The emotional intelligence of elementary school teachers is also good mean score being 141.22 on a scale of 34-170.
3. The mean score on occupational stress of teachers is 97.20 on a scale of 30-150. Thereby meaning that the elementary school teachers are under high level stress.
4. The self-esteem of elementary school teachers is good (mean score 63.59) on a scale of 0-100.
5. There is a significant positive relationship between measures of well being and emotional intelligence and self-esteem of elementary school teachers.
6. There is a significant negative relationship between measures of well being and stress of elementary school teachers. Only the spiritual well being shows a non-significant relation with occupational stress on a sample of elementary teachers having teaching experience more than 15 years, teachers working in rural area, male elementary school teachers and elementary teachers working on contact basis.
7. Spiritual well being shows a non-significant relationship with self-esteem on a sample of elementary school teachers having teaching experience more than 15 years, teachers working in urban areas and in case of male elementary school teachers.
8. There is no significant difference between two ‘r’s’ of emotional intelligence and measures of well being across the level of teaching experience (i.e. more than 15 years and less than 10 years).
9. The difference between correlation of occupational stress and measures of well being across the level of teaching experience (i.e. more than 15 years and less than 10 years) is not significant at 0.05 levels.
10. The relationship between self-esteem and social well being, spiritual well being and total well being is stronger in case of
elementary school teachers having teaching experience less than 10 years as compare to those with teaching experience more than 15 years.

11. The relationship between emotional well being and physical well being, spiritual well being and total well being is stronger in case of urban elementary school teachers as compare to rural elementary school teachers.

12. The relationship between occupational stress and physical well being, mental well being, spiritual well being and total well being is stronger in case of urban elementary school teachers as compare to rural elementary school teachers.

13. The relationship between self-esteem and physical well being is stronger among elementary school teachers working in urban area as compare to rural elementary school teachers.

14. The relationship of emotional intelligence with only mental well being is stronger in case of female elementary school teachers.

15. The relationship between occupational stress with physical well being is stronger in case of female elementary school teachers but relationship of occupational stress and social well being is stronger in case of male elementary school teachers.

16. There is no significant difference between two ‘r’ between measures of well being and self-esteem across gender.

17. The relationship of emotional intelligence with physical well being, social well being and total well being is stronger in case of elementary school teachers, who are working in government elementary schools on regular basis as compare to teachers working on contract basis.

18. The relationship between occupational stress and physical well being, stress, emotional well being is stronger in case of
government elementary school teachers as compare to teachers working on contract basis.

19. The relationship between self-esteem with physical well being is stronger in case of elementary school teachers working on regular basis as compare to teachers working on contract basis.

20. All the three independent variables i.e. emotional intelligence, stress and self-esteem contributed significant variance in predicting the dependent variables of social well being, emotional well being, spiritual well being and total well being of elementary school teachers.

21. The elementary school teachers do not differ significantly in their well being in terms of:

(i). Teaching experience (more than 15 years less than 10 years).

(ii). Gender.

22. The elementary school teachers working in rural area and working in urban area differ significantly in their well being.

23. The government elementary school teachers working on regular basis differ significantly in their well being from elementary school teachers working under Panchayati Raj Institution on contract basis.

24(i). Well being of elementary school teachers having high emotional intelligence is significantly higher as compared to their low emotional intelligence counterparts.

(ii). Elementary school teachers with high stress have significantly lower well being as compared to their counterparts having low stress.

(iii). Elementary school teachers with high self-esteem have significantly higher well being as compared to their low self-esteem counterparts.

(iv). Significant main effects of emotional intelligence and stress
are independent of each other to explain well being among elementary school teachers.

(v). High self-esteem and high emotional intelligence act conjointly to enhance levels of well being among elementary school teachers irrespective of levels of stress, though the negative effect of stress is visible.

5.3 EDUCATIONAL IMPLICATIONS

1. Government must take concrete steps to develop an environment for the healthy and effective functioning of elementary school teachers. It must be recognized that teachers are the most valuable assets of a school and their well being is among the most critical factors for the effective functioning of both the teacher and the school.

2. Higher authorities as state government and education boards should set the curricula and make educational policies which improve the work place, teacher efficiency, well being, self-esteem and emotional intelligence of elementary school teachers:

(i) Teachers should be provided suitable rewards.

(ii) They should be provided congenial environment in the schools.

(iii) Teachers should be given more independence, respect and say in the decision making.

(iv) Boost the confidence of the teachers by way of providing better organizational conditions.

(v) As overall well being of government elementary school teachers is more as compare to teachers working under panchayati raj institutions on contract basis. Thus state government must take every effort to make change in the pattern of recruitment policy and regularized services of
teachers working on contract basis.

3. Psychologists, educationists and counselors should help by infusing emotional literacy into the standard curriculum as well as by creating school climate that fosters the development and applications of emotional intelligence skills among elementary school teachers.

(i) Teachers need to be involved in skill development programmes focused on the emotional intelligence, skills of time management, drive strength (achievement drive) and commitment ethic (personal responsibility).

(ii) Relaxation training along with autosuggestion helps the individual to instill positive traits like courage and confidence.

4. As the teacher is a good source that provides the power, which may help the students to change the self-esteem, so he/she must be a source of positive self-esteem and hence authorities should take necessary steps to build positive self-esteem in teachers.

(i) The teacher education curriculum should provide new opportunities and challenges to develop the risk-taking ability which leads to the development of high self-esteem. The activities like small group, whole group with individual teaching should be taken.

(ii) Counselling strategies like thought stopping and cognitive restructuring can help the elementary school teachers to challenge the negative messages of the inner voice and motivate them to change these negative messages into positive ones.

5. Coping with stress may be built with following strategies:

(i) In behavioural assignments, the teachers need to be instructed to have a daily routine like thinking positively,
living in the present, sharing their feelings, enjoying music etc.

(ii) Biofeedback, cognitive training, problem-solving skills, assertiveness etc. are effective tools for managing stress and need to be promoted among elementary school teachers which may lead to reduction in negative emotional experiences, associated with stress and improvement in creativity, achievement, productivity, quality of life and sense of well being.

6. Teacher education institutions should play a significant preventive role in developing well being, emotional intelligence, self-esteem and reducing stress by training the pupil teachers.

7. The on-going in-service teacher education programmes should be evaluated in terms of their effectiveness in developing wellness, emotional intelligence, to explore high self-esteem and techniques reducing stress among teachers far their onward transmission to new generation

8. Quality of work life in schools needs to be improved by increasing interpersonal relations among teachers and making school climate more conducive.

9. There should be a good school community interaction so that teachers may not develop negative symptoms and have a positive outlook towards teaching profession.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A study of well being of school teachers in relation to some other independent variables such as self-efficacy, self-confidence, teacher competency, job satisfaction etc. may be undertaken.

2. Relationship of well being may be studied with some
environmental variables and teacher effectiveness of teachers teaching in college of education, degree colleges and universities.

3. Well being of teachers along with some other related variables such as mental health and burnout may be studied among teachers as different stages of education.

4. Research studies may be conducted on the coping strategies adopted by the high and low well being teachers teaching in schools or colleges.

5. Comparative studies may be conducted to compare the well being of teachers teaching at the school, college or university level.

6. Similar study may be planned on a larger sample from the state of Punjab and from other states in order to find out the reliability of the findings of this study.

7. A study may be conducted to find the relationship of well being with job satisfaction, self confidence, length of experience as well as educational and professional qualification of principals in schools and colleges.

8. A study may be planned to find the relationship of well being with some other independent variables such as working conditions, professional stress, job satisfaction and self efficacy of doctors, engineers, bank managers, educational executives, persons related to police, sports and tourism etc.

9. Researches may be conducted on various aspects of well being and its antecedents on the school, college or university students as well.

10. To understand the work related stress outcomes investigations should include not just the affective aspect of well being but other measures and indirect measures such as absenteeism, sickness, job turn over and burnout may also
be examined to get a more comprehensive understanding of employees’ well being working in human services departments/organizations.