ABSTRACT

An attempt was made to study the well being of elementary school teachers in relation to emotional intelligence, stress and self-esteem. The sample of this study comprised 600 elementary school teachers of Punjab grouped into r in terms of experience less and more (361/178), location of school (rural/urban=387/213), gender (male/female (210/390)) and type of recruitment (government/panchayati raj institution (383/217). Tools used for data collection were Well Being Scale by Singh and Gupta, Emotional Intelligence Scale by Hyde, Pethe and Dhar, Occupational Stress Scale by Kaur, Satvinderpal and Self-esteem Inventory by Coopersmith. Correlation analysis, Fisher’s 'Z' Score, Regression analysis, ANOVA and t-ratio were applied. The results indicated that the well being, emotional intelligence and self-esteem of elementary school teachers are appreciably good though their stress level is high.

There is a significant positive relationship of well being with emotional intelligence and self-esteem but significant negative relationship between well being and occupational stress. There is relationship of emotional intelligence with physical well being, social well being and total well being. There is also a negative relation between occupational stress with physical well being, emotional well being. Similarly self-esteem relates significantly with physical well being is stronger is case of elementary school teachers working on regular basis as compared to teachers working on contract basis. Emotional intelligence, stress and self-esteem contributed significant variance in predicting the respondent variables of social well being, emotional well being, spiritual well being and total well being. The elementary school teachers working in rural and urban area and working on regular and contract basis differ significantly in their well being. Well being of elementary school teachers having high emotional intelligence is significantly higher as compared to their low emotional
intelligence counterparts. Elementary school teachers with high stress have significantly lower well being as compared to their counterparts having low stress. Elementary school teachers with high self-esteem have significantly higher well being as compared to their low self-esteem counterparts. High self-esteem and high emotional intelligence act conjointly to enhance levels of well being among elementary school teacher irrespective of levels of stress, though the negative effect of stress is visible.