CHAPTER-I

INTRODUCTION

Education is an important factor responsible for bringing change in the individuals according to societal needs. Education, besides imparting knowledge to the individuals, also facilitates the development of their skills, perceptions, recognition of good qualities of someone and comprehension of things. The teachers are responsible for providing this type of education to the children. Kothari Commission (1964-66) has rightly acknowledged, “of all the different factors which influence the quality of education and its contribution to national development, the quality, the competence and character of teachers are undoubtedly the most significant”.

The fact that the teacher has to perform an important duty of nation building can’t be ignored. Teachers impact the immature mind of the students and are responsible for moulding them into different shapes like a potter.

The job of the teacher is not only to give instructions to the students but also develop confidence among them. She influences the conduct and ideas of the students. She is a person with the capacity to leave an impact on the character and life of the students. A teacher has to develop abilities and qualities in the students which will enable them to adapt to the society as good citizens.

It is clear from recent researches that teachers have great capability to influence education outcomes of students (Anderson, 2014). Teaching is considered both science as well as art. It is science because careful planning of objectives, methods, contents, experience and evaluation are required for good teaching. It is art because the teacher needs fine qualities such as sensitivity to the needs, interests and progress of pupils, sympathetic attitude, personal relationship, skill in working with children. It is not mere acquisition of knowledge but interaction between students and teacher’s knowledge, handling the emotions in right manner and right way.
The teachers' need to be emotionally balanced in order to develop students in a better way. In *National Policy of Education (1986)*, it was clearly stated that conscious endeavors should be made through the curriculum to develop social-cultural values. Attempts are also needed to enhance responsiveness of children towards beauty, ability to make changes in response to environment and reinforcement. Keeping into view the above-mentioned goals and to attain them through the desired techniques, it becomes clear that teachers should have emotional intelligence.

Emotionally intelligent teachers manage the emotions of students effectively. The prevailing classroom settings require that students must learn how to recognize and accept differences in emotional expressions and management among students. They need to develop powerful emotional intelligence skills. Emotional quotient impacts not only an individual’s adaptability with others, but also how he leads a successful life as a person and as a professional. Emotional intelligence skills can help people accept their limitations, work satisfactorily and develop healthy interpersonal relationships. In this context, teachers have an important role in helping learners to develop their emotional intelligence. Emotional intelligence skills can help to make the society more warm hearted, helping and successful.

Teachers main concern is to promote the mental health of their students. Instances of violence, bullying and anguish have become common in schools. The teachers must possess emotional intelligence skills in order to manage the stress.

Teachers have not only to impart knowledge through instruction. They regularly perform the role of the educator, social worker as well as counselor. Moreover, because of much needed reforms brought at the primary and the secondary level like SSA, RMSA, National curriculum framework NCFTE (2009), Right to Education Act, Inclusive education, constructivism and continuous comprehensive evaluation, the teacher is expected to perform many roles and tasks. Many roles and tasks performed by teachers have made this profession as being considered a demanding occupation. Some of the teachers even suffer from tiredness of physical and emotional strengths
because of lengthy period of stress and poor mental health which may be the result of stress and burn out.

According to Kremenitzer, Mojsa and Brackett (2008), “the creation of an emotionally intelligent culture at a school can have a useful impacts including lessening harmful impacts of stress for educators and educands, useful communications between student and teachers and more sense of belongingness to the educational institution both by teachers and students.

It can be said that teaching is one of the professions which need high level of emotional quotient. The teaching profession needs emotional skills such as empathy, understanding and solace while dealing with students. A teacher with high intelligence quotient may not as a matter of course be high on these skills. Hence, teachers with high emotional quotient seem to show open and unrestricted ideas which encourage the students to noble ideas and respect for the teachers.

Emotionally intelligent teachers can handle their disagreements more efficiently on situations without blaming each other for the conflict. Emotional intelligence will also help teachers to evade stress at place of job. Use of emotional intelligence at place of job enables to create a favourable work atmosphere and helps to view helpful critics as well as focus on goal and delay immediate satisfaction of desire which is a prerequisite for success. Emotional intelligence enables teachers to cope with failures and problems in a better manner as compared to others who have a limited skills and competencies for emotional responses. This type of teachers enable students to avoid a host of problems specially characteristics of adolescence such as feeling of being alone, lack of attention, being obstinate etc.

Boyd (2005) found that the children today come into the classroom with a variety of intellectual, social and emotional needs. Many expectations are made from teachers who attempt to meet those needs. While it is important to be knowledgeable about content, strategies and techniques associated with effective teaching, the teacher-student
relationship also affects student’s success. Teachers behaviour concerns students in terms of association, understanding & the belief that the classroom is free from any psychological threat. One cannot negate the fact that an emotionally safe classroom is more favourable to learning. Ray (1981) found significant correlation between teachers response and emotional balance. Curriculum framework for quality teachers education (1998) given by NCTE has said clearly that a secondary school teacher helps in enhancing the standard of human life in the context of number of external and internal factors affecting on individual and society. Ability of teacher lies in comprehending the national values, that is planning for giving instruction within this framework as a professional. This cherished objective can only be realized by the teachers if they possess emotional intelligence skills, are mature and have appreciation of others’ feelings.

Teachers are supposed to develop in the students social skills, analytical thinking, application of knowledge, attaining quality, positive attitude that makes it easier to avoid worries and negative thinking. The teacher needs emotional skills like a close harmonious relationship with the students, close bond & cheerfulness while dealing with the students. The teacher with high intelligence quotient may not certainly be high on these emotional competencies. Apart from content knowledge and efficient methodology, classroom teaching requires attributes like useful interaction, self-control, peace, persistence, compassion, confidence and impartiality on the part of the teacher. These attributes form a part of teachers emotional intelligence. Benninga, Berkowitz, Kuehn & Smith (2003) reported that classroom atmosphere can increase favourable attitude of children if teachers receive proper training in emotional intelligence. Furthermore, feelings like displeasure, resentment, stress, strain & worry can be restrained by an emotionally intelligent teacher. Teachers need to be given training in skills of conversation. It requires to be sensitive to the feelings of others which makes them feel great in association with others. Teachers high on emotional intelligence will help their students learn self-restraint and develop in them the capacity to evade stressful situations and wear out negative feelings. Such teachers motivate their students to have good scholastic achievement.
1.1 EXPLAINING VARIABLES

1.1.1 Concept of Emotional intelligence:

Emotions appear to be engaged in all aspects of human interaction. Our emotions are something that we are familiar with and use in our daily life, as well as something that we recognize readily in everyday situations as we read people's face or body language. According to Ciarrochi, Chan, Capui and Roberts (2001), “Emotional intelligence plays a potential role in aspects of everyday life. Ciarrochi et al. reported that an individual's perception, expression, understanding and management of emotions is directly related to the major life events that they have experienced. These emotions are then interpreted and adapted according to those life events, leading to life outcomes, either positive or negative. Hence, the importance of EI being able to understand and manage an emotion as it is applied to life”.

Our mind operates in three ways: Cognition, Affect and Motivation. The cognition includes function such as memory, reasoning, judgment and abstract thought. The affect includes emotions, moods, evaluations and other feeling state. The motivation is the sphere of personality which includes a biological urge or learned goal seeking behaviour. The cognition and affect together make up Emotional Quotient (E.Q.). The concept of E.Q. derives partly from earlier ideas about social intelligence which was first identified by Thorndike in 1920's as one of the many different types of intelligence individuals possess (Cherniss and Golemen, 2001). Thorndike defines social intelligence as the ability to understand people (Fatt and Howe, 2003). E.Q. is also included in Gardner’s inter and intrapersonal intelligence in his theory of Multiple Intelligence in 1983. The interpersonal intelligence consists of the ability to understand others. Intra-personal intelligence is the ability to develop an accurate model of the self and use it effectively to operate throughout life. Moreover, he described these skills necessary for social interaction and the understanding of one's emotion and behavior.

According to Salovey & Mayer “Emotional intelligence is the ability to monitor our own and other’s feelings and emotions, to discriminate between them, and to use this to
guide our feelings and actions”. The emotionally intelligent person is skilled in four areas: identifying, using, understanding and regulating emotions (Salovey & Mayer, 1993). According to Goleman (1995) emotional intelligence consists of four components: knowing our emotions (Self awareness), emotional self management, social awareness and relationship management.

A description of different models of emotional intelligence is presented to facilitate thorough understanding of the concept.

1.1.1(a) Cognitive Model of Emotional Intelligence:

This model primarily focuses on complex intelligence related to emotional reasoning in everyday life. It is based on the assumption that emotions convey knowledge about a person's relationship with the world e.g., fear indicates the threat the person is facing, happiness indicates ones harmonious relationship with others, or anger generally reflects injustice, thereby certain general rules and laws can be employed in recognizing and reasoning with feelings. According to Mayer and Salovey's (1990) Cognitive Model, emotional intelligence consists of four separate components or branches—

a. **Perceiving and identifying emotions:** The ability to recognize how you and those around you are feeling.

b. **Facilitation of thought:** Ability to generate emotion and then reason with this emotion.

c. **Understanding emotions:** Ability to understand complex emotions and emotional ‘chains’, how emotions transit from one stage to another.

d. **Managing emotions:** The ability which allows you to manage emotions in yourself and in others.

1.1.1(b) Affective Regulation Model of Emotional Intelligence

Goleman (1995) model outlines four main emotional intelligence constructs, these are:
a. **Emotional Self-awareness:** includes accurate self-assessment and self-confidence.

b. **Emotional self-management:** includes self-control, trustworthiness, conscientiousness, adaptability, achievement, orientation and initiative.

c. **Social awareness:** includes empathy, organizational awareness and service orientation.

d. **Relationship management:** includes developing others, leadership, influence, communication, change catalyst, conflict management, building bonds, team work and collaborations.

1.1.1(c) Bantam's Model of Emotional Intelligence

On the basis of Goleman’s work and the views of Spencer and Spencer (1993), Bantam (1998) has proposed the following constituents of personal and social competencies which constitute emotional intelligence.

**Personal Competence**

**Self-Awareness**

**Emotional awareness:** Recognizing ones emotions and their effects. People with this competence:

- Know which emotions they are feeling and why.
- Realize the links between their feelings and what they think, do, and say.
- Recognize how their feelings affect their performance.
- Have a guiding awareness of their values and goals.

**Accurate self-assessment:** Knowing one's strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses.
- Reflective, learning from experience.
- Open to candid feedback, new perspectives, continuous learning, and self-development.
- Able to show a sense of humour and perspective about themselves.
Self-confidence: Surety about one's self-worth and capabilities. People with this competence:
- Present themselves with self-assurance.
- Can voice views that are unpopular and go out on a limb for what is right.
- Are decisive, able to make sound decisions despite uncertainties and pressures.

Self-Regulation
Self-control: Managing disruptive emotions and impulses. People with this competence:
- Manage their impulsive feelings and distressing emotions well.
- Stay composed, positive and unflappable even in trying moments.
- Think clearly and stay focused under pressure.

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:
- Act ethically and are above reproach.
- Build trust through their reliability and authenticity.
- Admit their own mistakes and confront unethical actions in others.
- Take tough, principled stands even if they are unpopular.

Conscientiousness: Taking responsibility for personal performance. People with this competence:
- Meet commitments and keep promises.
- Hold themselves accountable for meeting their objectives.
- Are organized and careful in their work.

Adaptability: Flexibility in handling change. People with this competence:
- Smoothly handle multiple demands, shifting priorities, and rapid change.
- Adapt their response and tactics to fit fluid circumstance.
- Are flexible in how they see events.

Innovativeness: Being comfortable with and open to novel ideas and new information. People with this competence:
- Seek out fresh ideas from wide variety of sources.
- Entertain original solution to problem
- Generate new ideas.
- Take fresh perspectives and risk in their thinking.

**Self-Motivation:**

**Achievements drive:** Striving to improve or meet a standard of excellence. People with this competence:
- Are result oriented, with a high drive to meet their objectives and standard.
- Set challenging goals and take calculated risks.
- Pursue information to reduce uncertainty and find ways to do better.
- Learn how to improve their performance.

**Commitment:** Aligning with the goals of the group or organization. People with this competence:
- Readily make personal or group sacrifices to meet a larger organizational goal.
- Find a sense of purpose in larger mission.
- Use the group’s core values in making decision and clarifying choices.
- Actively seek out opportunities to fulfill the group’s mission.

**Initiative:** Readiness to act on opportunities. People with this competence:
- Are ready to seize opportunities.
- Pursue goals beyond what’s required or expected of them.
- Cut through red tape and bend the rules when necessary to get the job done.
- Mobilize others through unusual, enterprising efforts.

**Optimism:** Persistence in pursuing goals despite obstacles and set backs. People with this competence:
- Persist in seeking goals despite obstacles and set back.
- Operate from hope of success rather than fear of failure.
- See setbacks as due to manageable circumstance rather than a personal flaw.

**Social Competence**

**Social- Awareness**
**Empathy:** Sensing others’ feelings and perspectives, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well.
- Show sensitivity and understand others’ perspective.
- Help out based on understanding other people’s need and feeling.

**Service orientation:** Anticipating, recognizing and meeting customers’ needs. People with this competence:

- Understand customers’ needs and match them to services or product.
- Seek ways to increase customers’ satisfaction and loyalty.
- Gladly offer appropriate assistance.
- Grasp a customers’ perspective, acting as a trusted advisor.

**Developing others:** Sensing what others need in order to develop and bolstering their abilities. People with this competence:

- Acknowledge and reward people’s strengths, accomplishments and development.
- Offer useful feedback and identify people’s needs for development.
- Mentor, give timely coaching, and offer assignments that challenge and grow’s people skills.

**Leveraging diversity:** Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied back-grounds.
- Understand diverse worldviews and are sensitive to group differences.
- See diversity as opportunity, creating an environment where diverse people can thrive.
- Challenge bias and intolerance.

**Political awareness:** reading a group’s emotional currents and power relationships. People with this competence:

- Accurately read key power relationships.
- Detect crucial social networks.
- Understand the forces that shape views and actions of clients, customers, or competitors.
- Accurately read situations and organizational and external realities.

**Social skills**

**Influence:** Wielding effective tactics for persuasion. People with this competence:
- Are skilled at persuasion.
- Fine-tune presentations to appeal to the listener.
- Use complex strategies like indirect influence to build consensus and support.
- Orchestrate dramatic events to effectively make a point.

**Communications:** Sending clear and convincing message. People with this competence:
- Are effective in give-and-take, registering emotional cues in attuning their message.
- Deal with difficult issues straightforwardly.
- Listen well, seek mutual understanding, and welcome sharing of information fully.
- Foster open communication and stay receptive to bad news as well as good.

**Leadership:** Inspiring and guiding groups and people. People with this competence:
- Articulate and arouse enthusiasm for a shared vision and mission.
- Step forward to lead as needed, regardless of position.
- Guide the performance of others while holding them accountable.
- Lead by example.

**Change catalyst:** initiating or managing change. People with this competence:
- Recognize the need for change and remove barriers.
- Challenge the status quo to acknowledge the need for change.
- Champion the change and enlist others in its pursuit.
- Model the change expected of others.

**Conflict management:** Negotiating and resolving disagreement. People with this competence:
- Handle difficult people and tense situations with diplomacy and tact.
- Spot potential conflict, bring disagreements into the open, and help de-escalate.
- Encourage debate and open discussion.
- Orchestrate win-win solutions.

**Building bonds:** Nurturing instrumental relationships. People with this competence:
- Cultivate and maintain extensive informal networks.
- Seek out relationships that are mutually beneficial.
- Build rapport and keep others in the loop.
- Make and maintain personal friendships among work associates.

**Collaboration and co-operation:** Working with others toward shared goals. People with this competence:
- Balance a focus on task with attention to relationships.
- Collaborate, sharing plans, information, and resources.
- Promote a friendly, cooperative climate.
- Spot and nurture opportunities for collaboration.

**Team capabilities:** Creating group synergy in pursuing collective goals. People with this competence:
- Model team qualities like respect, helpfulness and cooperation.
- Draw all members into active and enthusiastic participation.
- Build team identity, esprit de corps and commitment.
- Protect the group and its reputation; share credit.

1.1.1(d) **Relational Model of Emotional Intelligence**

Bar-On (2000) defined emotional intelligence in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate with environmental demands.

It includes:

**a. Intra personal E.Q.:** the ability to be aware of, to understand, and to express oneself;
b. **Interpersonal E.Q.:** the ability to be aware of, to understand, and to relate to others;

c. **Stress management E.Q.:** the ability to deal with strong emotions and control one's impulses;

d. **Adaptability E.Q.:** the ability to adapt to change and to solve problems of a personal or a social nature; and

e. **General mood E.Q.:** the ability to look at the brighter side of life and to enjoy oneself and others.

The five main domains of this model are intra-personal skills, inter-personal skills, adaptability, stress management and general mood.

A perusal of the above models indicate that they are more self-centered and greater emphasis is placed on harnessing others' emotions for one's own benefit. In this sense, emotional intelligence has been visualized more as ability, or a mental skill to be distinguished from characteristic way of behaving (traits) and non-intellectual abilities (talents).

### 1.1.1(e) Cooper’s Model of Emotional Intelligence

According to Cooper (1997) emotional intelligence can be divided into five attributes which are as follows:

a. **Current environment:** includes life pressures and life situations.

b. **Emotional literacy:** includes emotional self-awareness, emotional expressions and emotional awareness of others.

c. **E.Q. competencies:** includes intentionality, creativity, resilience, inter-personal connections and constructive discontent.

d. **E.Q. values and attitudes:** includes outlook, compassion, intuition, trust and radius, personal power and integrated self.

e. **E.Q. outcomes:** includes general health, quality of life, relationship quotient and optimal performance.

### 1.1.1(f) Indian Viewpoint of Emotional Intelligence
The Indian view of emotional intelligence is rooted in the rich traditional, religious and philosophical context focusing on the role of family and society in shaping one's emotions. Social concerns such as well-being of others and fulfilling one's duty constitute a dominant part of achievement goals, with social skills such as respecting elders or helping others constituting the salient means of achieving these goals (Dalal Singh and Mishra, 1988). The Indian view of self is characterized more as inter-dependent. Certain valued traits in the Indian culture —like respecting elders, caring, kindness, benevolence, non-violence are typical emotional expressions. These are grounded in the cultural traditions and have been passed through generations. Peace of mind, and free from worries have been emphasized as aspects of self and reflect Indian values. In Indian thought, self is viewed as an experiencing subject or an unchanging centre of awareness. Yoga and ways of meditation are considered means of discovering the true self. The Indian self is constructed around 'we', 'our' and 'us' in contrast to western 'I', 'my' i.e. always in relation to social context. People with such self-construct try to fit in with significant others, fulfill obligations and duties and have intimate and lasting friendship. Emotional learning in Indian context needs to be viewed as a life-long process of personal exploration (looking inward) towards the discovery of true self. This process is accompanied by concepts such as Yoga, Karma (deeds), Jitendriya (person who is able to manage and regulate one's emotions), Dharma (duty), Vratas (ordinances), caring and benevolence. Though not empirically tested, but existence of these cannot be denied since they have found expressions in literature, folklore, popular songs, idioms and other Indian expressions.

Emotional intelligence in the Indian context cannot be viewed as a homogenous trait or a mental ability devoid of social concerns like respecting elders, concern for others, fulfilling one's duties. In fact, they are built in ways with which an individual deals with situations-emotional, social or otherwise. These culture specific ways of behaving, therefore, are basic to the notion of emotional intelligence. It is due to these reasons that individuals approach emotions differently—across cultures, sub-cultures, within society or families.

1.2 CONCEPT OF TEACHER EFFECTIVENESS
Teacher effectiveness is exceptionally a vital input in the process of education. It is an important indicator of the quality of teachers’ performance in schools. In a society teachers collective professional competence and efficiency determines the effectiveness of school system. The consideration about the quality of education basically rotates around the devotion and dedication with which the teachers involve themselves in educating the students. Teaching has so many terms at different stages, that it actually takes wide range of structures. Teaching act is combination of mental, emotional and technical elements into a succession of activities which are carried out to achieve the determined learning goals outcomes. How and what teachers teach to the students, determines the quality and relevance of education. The effective teachers have the tendency to know goals of teaching and effectively follow those goals & focus to achieve them. Teachers conduct and communication with students in the classroom is guided by these goals.

Stating briefly teachers effectiveness means teachers’ capability to teach the students successfully. It is a record of their expert competency. Teachers’ ability to evoke a successful craving for learning amongst the students concisely but very accurately represents what is implied by teachers’ effectiveness.

It is clear that teachers have great potential to effect students’ educational outcomes (Anderson, 2004). There is considerable evidence showing that schools make a difference in terms of student achievement and the important factor in that difference is due to teachers. In particular, differential teacher effectiveness is a solid determinant of differences in students’ learning (Draling - Hammond 2000). Studies of teacher – effectiveness reveal that student engagement in learning is to be valued above curriculum plans and materials. Research on teacher effectiveness has yielded a plenty of understanding about impact teacher’s characteristics have on student’s learning. Effective teachers believe that they can make a difference in student learning outcomes and they teach in a way that shows evidence of that belief (Gibbs, 2002). Teacher effectiveness is governed by levels of self efficacy, that is, the belief teachers have about their teaching capabilities (Gibbs, 2002; Tschannen Moren, Woolfolk – Hoy, 1998).

Chayya (2001) while summing up the qualities of effective teaching, states that effective teachers take individual responsibility for student’s learning, determine the
difficulty of the lesson with the capability of the student, give the chances to students to rehearse newly learned concepts, make best use of teaching time to increase content coverage, give guidance and control of student learning, use a variety of instructional, verbal methodology and teaching aids, try to get responses from students each time a question is asked, present material in small steps, encourage students to reason out, encourage classroom interaction, encourage independent thinking, problem solving and decision making and provide methods of learning with mental strategies for organizing and grasping the knowledge being delivered.

Self efficacy, when applied to teachers refers to the extent to which teachers believe they can bring about change and impact on student behaviour and learning outcomes (Gibson & Dembo, 1984). Teachers who have "a high sense of efficacy about their teaching capabilities can motivate their students and enhance their Students' Cognitive development" (Bandura, 1994, para 56). "The task of creating environments conductive to learning rests heavily on the talents and self efficacy to teachers" (Bandura, 1995, P.19).

Studies reported by Trchannen-Moran, et al, (1998) repeatedly demonstrate the importance of teacher self efficacy and its association with a wide range of teaching and learning outcomes. These outcomes include teachers’ classroom behaviours, efforts and goal setting, their openness to new ideas and willingness to try new methods, planning and organizational competence, persistence, resilience, commitment and enthusiasm for teaching and longevity in their chosen career. In addition, teacher self efficacy has been shown to influence student achievement, attitude and emotional growth and is related to the health of the organization, atmosphere in the school, classroom based decision-making and to student self efficacy.

Research has shown that teacher self efficacy is one of the most important variable consistency related to positive teaching and student learning outcomes (Gibson & Dembo, 1984; Ashton & webb, 1986; Enochs et al, 1995; Woolfolk & Hoy, 1990; Henson, Kogan & Vacha-Haase 2001; Podell & Soodak, 1993; Tschannen-Moran et al, 1998.)
Gibson and Dembo (1984) found that teachers with high efficacy were better able to keep students engaged in learning activities and "spent more time monitoring and checking seat work" whereas teachers with low efficacy demonstrated a lack of persistence and gave negative feedback to students (P-576). Studies of pre-service (student) teachers consistently demonstrate that those higher in self efficacy are more humanistic in their approach to their students (Woolfolk & Hoy, 1990), have higher quality lesson presentation and questioning skills and more effective classroom management techniques (Emmer & Hickman, 1991; Saklofske, et al 1988).

1.3 CONCEPT OF MENTAL HEALTH

Mental health is the ability of an individual to adjust to the world and to each other with maximum success & satisfaction. The world health organization conceptualized mental health separate from mental ill health and defined concept as a state of happiness in which the individual understands his or her own capabilities, can adopt to normal stresses of life, can work productively and beneficially and is able to make advancement to his or her own community. Positive mental health is likewise line to better physical health.

Teacher's mental health is a significant constituent of his personality. It has direct application on his teaching and students learning. His character, emotional development, conduct and way of adjustment in life within himself and with his surrounding stand for his mental well-being. It is a state of happiness, derived from spiritual, physical and mental wellness. A mentally healthy teacher is satisfied and successful teacher. Teachers without required mental health can ruin the teaching learning environment in school.

Mental Health is the full harmonious functioning of the whole personality. It is the ability or quality of adjustment of an individual to his environment. One who possesses this ability is able to establish his adjustment with the difficult situation in life. A mentally healthy individual keeps and maintains a healthy and benevolent attitude and outlook towards his own life and towards others. He understands fully well that the only cowards can run away from the difficulties of life. Therefore he concentrates on making best efforts to solve the difficulties of life with courage and determination.
Mental Health is a condition of psychological maturity. Mental Health is a function of personality. A mentally healthy person is one who has a wholesome balanced personality, free from emotional and nervous tension. Mental health involves positive feeling and positive attitude towards the self and towards other at all stages of development. A mentally healthy person suffers no frustration. A mentally healthy person shows balanced behaviour and faces the realities of life boldly.

Schultz (1977) has noted seven criteria of sound mental health i.e. extension of the sense of self, warm connection of self to others, emotional security, truthful awareness, skills and assignments, understanding of self and a binding together philosophy of life. Schultz (1977) has drawn following conclusions:- “there is no single prescription for description of psychological health but the concept on which most of the theorists agree fully is that psychologically healthy persons are in conscious control of their lives”. It becomes important to explain the concept of mental ill health. Behaviour which is termed as 'neurotic behaviour' explains mental ill health. The common symptom in this case of mental ill health is a maladaptive life style, typified by anxiety and avoidance. Such people are anxious, unhappy, ineffective and often guilt ridden who do not require hospitalisation but never the less are in need of therapy. Cattel & Scheir (1961) are of the opinion that everyone suffers from neuroticism in some degree. A mentally ill teacher is always tense, unhappy, having feeling of inadequacy which makes him stressful.

1.4 CONCEPT OF JOB STRESS

Stress is the mental or physical strain caused by some urgency or pressure. Some amount of stress is unavoidable and necessary in mobilizing the capabilities of the individuals to perform in the best possible manner with the least waste of time and effort. However, in increased amount for long period it will have harmful effects on the physical and mental well-being of the person. Jones and Bright (2001) maintain that the term stress “Should be used as an umbrella term that includes a range of potentiality demanding environmental stimuli and response and other variables, such as personality factors that influence the relationship between two”. Lazarus (1999) highlights the transactional and
emotional aspects of stress, maintaining that stress is most accurately seen from an organized perspective as an effective relationship between individual and environment. Stress is an inevitable characteristic of life and work. It is a generalized non-specific reaction of the body to any requisition made on it. Job stress represents physical, mental and emotional wear and tear brought about by incompatibility between the requirement of job and the abilities, assets and requirement of the employee to adapt to job demands (Akinboye, Ankieboye and Adeyemo, 2002). Job stress (JS) refers to one’s emotional response to work situations that workers feel threatening to them (Gill, Flaschner & Shachar, 2006). Numerous individuals consider stress an excess of demands over assets. This makes them trust that stress is brought about by external factors. But pressure also originates from inside, from our ideas, perspective and outlook about the world and us, from habits and from our personality (Alkinson, 1999).

**Causes of Job Stress**

Nearly everyone agrees that job stress results from the interaction of the worker and the condition of work. Views differ, however, on the importance of "work characteristics" versus "Working Conditions" as the primary cause of job stress.

According to one school of thought, differences in individual characteristics such as personality and coping style are most important in predicting whether certain job conditions will result is stress. In other words, what is stressful for one person may not be a problem for someone else? Although the importance of individual differences cannot be ignored, scientific evidence suggests that certain working conditions are stressful to most people. The excessive workload demands and conflicting expectations can lead to occupational stress.

Following are the job conditions that may lead to stress:

1. **The Design of Tasks** :- Heavy workload, infrequent rest breaks, long work hours and shiftwork, hectic and routine tasks that have little inherent meaning, do not utilize workers skills, and provide little sense of control.
2. **Management Style**: Lack of participation of workers in decision making, poor communication in the organisation, Lack of family friendly policies.

3. **Interpersonal Relationships**: Poor social environment and lack of support or help from co workers and supervisors.

4. **Work Roles**: Conflicting or uncertain job expectations, too much responsibility and too many roles to play.

5. **Career Concerns**: Job insecurity and lack of opportunity for growth, advancement or promotion, rapid changes for which workers are unprepared.

6. **Environmental Conditions**: Unpleasant or dangerous physical conditions such as crowding, noise, air pollution etc.

**Teachers Stress:**

Teacher stress is much talked of phenomenon, however there is little consensus between different professional groups regarding its aetiology, or how to tackle it. It is seen that teacher stress is a real phenomenon and that high levels are associated with a range of casual factors, including those intrinsic to teaching, individual vulnerability and systemic influences.

Teaching has become extremely stressful occupation. The daily communication with students and co-workers and the relentless and divided demands of teaching often lead to larger pressures and difficulties which may lead to stress. Numerous teachers will concur that teaching is not just hard work but it can be stressful also. Pressure because of school reform efforts, insufficient administrative support, bad working conditions, no involvement in decision making of school matters, load of keeping record of report or letters and deficiency of assets have also been recognized as elements that can bring about stress among school teachers (Hammond & Oni Kama, 1997).

**1.5 EMOTIONAL INTELLIGENCE & TEACHER EFFECTIVENESS:**
Efficient teaching and high quality learning are the two most significant components for academic success. Ordinarily, in a teaching learning situation a teacher brings two things in the classroom which are useful for the learners. One is thorough knowledge of the subject matter and another is knowledge of teaching methodology i.e. how to arrange and present the content to the learners, teaching aids and so on. But emotional intelligence is not acknowledged as valuable third component of teaching learning process (Mortiboys, 2005). An effective teacher needs to take cognizance of individual and group motivation and behaviour to create learning situation that stimulates useful interaction among the students, active involvement and desire to learn.

According to neuroscience, the neutral connection between the thinking and emotional centers of the brain can either augment or curb a person’s ability to learn (Davidson, 2000; Adolphs, 2003; Cacioppo & Berntson, 2009). Studies have also shown that emotions can arouse and encourage the brain for better recall (Cahill, Prins, Weber, & McGaugh, 1994; Dalgleish, 2004) and are crucial to sensory development because they facilitate the storage and recall of information (Rosenfield, 1988). Teacher must have knowledge of the emotions of students & deliver the learning accordingly. Knowledge of students’ emotions is useful as it facilitates in creating good learning environment and inspiring students for more desirable achievement because learning methodology is as important as content of learning. The teachers are able to help students get in better states for learning by acknowledging learners’ expectation, hopes, worries and so on, which has a positive effect on how they feel. Researchers have found that students consider a special attitude and relationship with them important characteristic of effective teachers than their love of subject and knowledge of subject. (Smith, 1997).

Birol et al., (2009) think that emotional intelligence levels of teachers are significant in effective teacher student communication, in decreasing stress and clash and in accomplishing positive work environment and academic achievement. Sutton and Whitely (2003) concluded that emotional intelligence of teachers is needed both for their wellness and effectiveness and quality in conducting teaching learning process in the
classroom in general, and specifically, for the socio-emotion development of students. Goleman (1995) depicted that IQ represents just 20 percent accomplishments in life, the rest can be credited to ‘emotional intelligence’. Emotional Intelligence of teacher helps develops positive, warmth and caring relationship with students or community and group environment in the classroom. Unlike IQ, capabilities which constitute Emotional Intelligence can be easily developed and taken care of individual. The way emotional intelligence of teacher can help direct effectively across academic career and translate his or her abilities into performance at work place, can be comprehended when we think over the capabilities which come under the umbrella of emotional intelligence.

A teacher needs understanding of his/her emotional state, ethics and point of view as teacher, awareness of his/her behaviour and how other see them (Palmer, 1998). Steady and encouraging reactions from students, fellow teachers and school authorities about teachers’ behaviour encourages a teacher in better self assessment of his/her capabilities. The teachers with high emotional intelligence have no reluctance in taking criticism of themselves from others and then working upon it constantly to develop their accomplishments. Teachers with high emotional intelligence skill are hopeful, adjustable, can work with others, certain, open, approachable and passionate (Mortiboys, 2005). They have better relational abilities, better capabilities to find peaceful solution to a disagreement among them and critical thinking, better drive, self control and higher self regard. With higher level of inspiration they are more self assured and more accountable and adapt better to stressful conditions (Salami, 2010). All these attributes add to effectiveness of teacher. Teachers must have the necessary capabilities and conduct that according to students inspire them to learn.

1.6 EMOTIONAL INTELLIGENCE & MENTAL HEALTH

The theme of emotional intelligence (EI) has as of late created great interest in researchers and mental health professionals. Emotional intelligence put forward for discussion a new point of view in the investigation of emotions, in which they have moved from being initially viewed diverting component of mental processes to being
viewed indispensable phenomenon of the individual, which give helpful data about how
to find solution of day to day problems. Indeed seen from this perspective, the brilliant
use of emotions is viewed vital for physical and psychological adjustments (Mayer &
Salovey, 1997; Salovey, Bedall, Detwesler, & Mayer, 1999; Salovey, Mayer, Goldman
Turvey, & Palfai, 1995). There has been found positive correlation between high
emotional clarity with higher satisfaction with life (Palmer, Donaldson & Stough, 2002;
Extremera & Fernandez-Berrocel, 2005). People who know about what they are feeling
will be more capable about handling emotional issues and, in this way, will have more
emotional wellness, in comparison with individuals who are less skillful. In like manner,
individuals who effectively find out a particular feeling and distressing circumstances
will invest less energy in taking care of their emotional response, utilizing a couple of
cognitive assets which then will permit them to evaluate substitute actions, keep their
thinking on different undertakings or utilize more versatile adopting techniques. Ghom &
Clore (2002), Bar On (2006) and others have guaranteed that the knacks of social
emotional learning model and emotional social intelligence can be learnt and are
generalizable crosswise over situations (i.e. work, school, social and so on).

There is sufficient proof to argue that some type of emotional intelligence may
safeguard individuals from stress and lead to better adjustment. For example, an objective
measure of emotional management skills has been associated with an inclination to keep
up an experimentally positive mind-set (Ciarrochi et al, 2000), which has clear
implications for preventing depressive states. There is other investigation to mention that
adolescents who say that they are good at dealing with others' emotions have tendency to
have more social backing (Ciarrochi, Chan and Bajgar, 2001). Such increased support
may help protect these individuals from depression and suicidal thoughts (Kalafat, 1997).
Salovey et al., (1999) claim that people who can direct their emotional states are more
advantageous on the grounds that they precisely see and assess their emotional states,
know how and when to express their disposition states. This arrangement of qualities,
managing the observation, expression, and control of states of mind and feelings, mention
that there must be an immediate connection amongst emotional intelligence and physical
and in addition mental health. (Shabaini, et al. 2010). Dulewicz, Higgs, and Slaski
(2003), utilizing a small sample of retail supervisors, observed carefully the part that variables, such as, stress and low quality of working life play in regular life. They showed that emotional intelligence was strongly associated with both physical and psychological health.

Kedarnath (2001) investigated the type of relationship of mental health with emotional maturity, emotional intelligence and acceptance of self. On computation of correlation it was found that mental health was positively related with emotional maturity, emotional intelligence and self-acceptance. Goleman, 1995; Salovey and Mayer, 1990 and Bar On, 2005 found that in light of historical references, attributes, such as, the ability to explore through and to adjust to one's own surroundings and afterward controlling of "social and emotional aptitudes" are important to fundamental survival, as well as have consequences in the areas of relationships, work, social, emotional and mental health. They asserted and reported that there existed a noteworthy relationship of emotional intelligence with mental health. Taylor (2001) argued that emotionally intelligent person can cope better with life challenges and can control his emotions more effectively both of which contribute to good mental and physical health. He stated that emotional intelligence was strongly correlated with both physical and psychological health.

1.7 EMOTIONAL INTELLIGENCE & JOB STRESS

Stress at place of work has made its presence felt in almost all professions, and teachers are also affected by it. Much the same like anyone else, teachers get stressed when they are not able to bear load of their work or other demand of the job. Teachers’ stress is found to include physical, emotional and attitudinal fatigue caused by too much demands upon person’s energy, feelings and assets and usual signs include lessened delight in teaching, using more of sick leave, medications and liquor, irritability, exhaustion, depression, a sleeping disorder and physical problems. Vital outcomes of teachers’ stress are low turnover, physical and mental illness and low quality of teaching. In teaching profession the causes of work related stress are day to day communication
with the students, guardians and co-workers (DeRabbio and Iwanicki, 1996; Brotheridge and Terrifically, 2002; Antoniou and Polychroni, 2006), pressure because of changing events, insufficient administrative support, bad working conditions, no participation in taking major decision in school activities, load of record of reports or letters and deficiency of resources (Hammond and Onikama, 1997), managing social and leisure activities (Singh, 2005), administration desires for maximum utilization of minimum resources, individuals’ own intense desire to have professional growth and managing co-curricular activities in order to bring quality in school functioning (Kauts and Saroj, 2010). Additionally teaching by its nature requires that teachers reveal or show feelings they may not really feel. For example, teachers are desired to show unusual affection and tenderness to their students. They are additionally anticipated that they would serve as wise counsellors and motivate students who are even not willing to learn. All these are in themselves upsetting and add up to what Hochschild (1983) “called emotional labour which he characterized as 'the management of feeling to make a freely noticeable facial and bodily display'”. Studies have contended that such expected emotions are firmly identified with Occupation stress and burnout (Grandey, 2002; Morris and Feldman, 1996; Tolich, 1993; Wharton, 1993).

Emotional intelligence is a social intelligence that empowers individuals to perceive their own emotions and emotions of other people. Additionally, Emotional Intelligence empowers individuals to distinguish those emotions, and to make suitable decisions for thinking and doing (Cooper and Sawaf, 1997; Mayer and Salovey, 1993). It is an intelligence that might be learned, developed and enhanced (Perkins, 1994; Sternberg, 1996). As indicated by Salovey and Mayer, (1990) emotional intelligence includes an “ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. A related definition includes the ability to adaptively perceive emotions, express emotions, manage emotions and control emotions (Schutte et al. 1998). “Emotional intelligence might be characterized as the capacity to utilize one’s awareness and sensitivity to perceive the emotions underlying interpersonal communication, and to oppose the temptations to react impulsively and carelessly” (Ryback, 1998). Simply stated, emotional intelligence is about impact without control or abuse of power. It is
about seeing, learning, relating, enhancing, organizing and acting in ways that check and legitimize emotions, as opposed to depending on intellect or specialized investigation alone (Ryback, 1998). The space of emotional quotient is personal and interpersonal relationship. It is in charge of one's self regard, mindfulness, social responsiveness and social adjustment. Emotional intelligence empowers one to maintain commonly sound harmony between one's own particular needs and the necessities of others (Segal 2000). Emotional intelligence is a basic segment of an individual's identity and must be included a variable in any research topic on stress.

Slaski and Cartwright (2002) Explain the link between Emotional intelligence and Stress by stating that it is “founded on the notion that negative emotions and stress are the result of some of dysfunctional relationship between aspects of the self and the environment, and that the ability (Emotional intelligence) to ‘read’ and manage emotions in the self and others is a moderator in this process.” Emotional intelligence has been found by the researches to have a moderating role in the relationship amongst stress and alternate measures of mental wellbeing, for example, depression, despair and suicidal inclination. The capacity to effectively manage emotions and emotional data in the work place has been found to help workers in dealing with job stress (Oginska et al. 2005). A study directed to give more understanding of explanatory factors of stress and an assessment of the part that emotional intelligence plays in the experience of perceived stress came out with the results that low emotional intelligence is connected with stress. (Naidoo et al. 2008). An employee with high emotional intelligence can react properly to job stress and emotional behaviour of his colleagues at work. (Dong, 2006). Gohm et al. (2005) prescribed that emotional intelligence can be helpful in managing stress for a few people however not for others. They contended that those individual who are affected by the emotions very strongly, confused and passionate about their emotional ability are more averse to be profited by the good results of emotional intelligence and suffer from stress most of the times.

High emotionally intelligent people seem to encounter significantly less stress at work than low emotionally intelligent people. They had comparatively better
psychological health and is reflected in their role which they perform at job. (Bar-on: 1997; Salski and Catwright; 2002; Nikolaou; 2002).

Researches have contended that emotional intelligence fundamentally adds to decreasing employment stress by better recognizing emotion of dissatisfaction and stress, thus managing those emotions. Employees with high emotional intelligence have the capacity to understand the reason for stress at work place and to promote positive workplace which makes them to be affected by less stress at job. (Tolich, 1993; Wharton, 1993; Morris and Feldman, 1996; cooper and sawaf, 1997; Grandey, 2002). Emotional intelligence has been found to affect mental wellbeing especially work stress. (Ciarrochi, Chan and Bajgar, 2001). Ciarrochi, Chan and Caput; (2000), for instance, assume that emotional intelligence may safeguard individuals from stress and help them in better adjustment. Bar-On (2003) found that there was a moderate yet significant relationship between emotional and social intelligence and psychological health. The aspect of emotional and social intelligence competencies that were found to impact on psychological health were: (a) The ability to manage emotion and cope with stress, (b) The drive to accomplish personal goals in order to actualize one’s inner potential and lead a more meaningful life and (c) The ability to verify feelings and thinking.

1.8 JUSTIFICATION OF THE PROBLEM

In the last two decades great interest has arisen concerning the role which affectivity and emotions play in education. Education professionals the world over have understood the importance of feelings in the overall development of their pupils and in their daily task. Thus they are voicing the need to encourage not only the academic development of children, but also the development of their social and emotional competencies (Elias et al. 1997; Greenberg et al. 2003). Research studies have shown that socio emotional education not only increases academic learning however, emotional capability of teachers is also essential, both in general for their own general health and happiness and for competence and quality in carrying teaching learning in the classroom,
and specifically for the socio-emotional growth of students (Sutton and Wheatly, 2003). Researches reveal that those teachers who belong to high emotional intelligence group put extra importance to the value of positive individual differences, encourage the learning through team work and problem solving abilities. Such social skills boost students’ relation, mutual respect and engagement in classroom learning (Kaufhold, 2005). The researchers conclude by recommending explicit development of both social and emotional competencies not only at school but also at institutions which train teachers.

Teachers are considered the builders of society. But these aspirations can come true only when teachers perform their duty with dedication and sincerity which is possible only if they possess good mental health. Mental ill health causes the feeling of shame, guilt, rejection, isolation and terror etc. A teacher with mental ill health may get away from the feelings such as ability to love work, adequacy in interpersonal relationship, adjustment & problem solving.

Teaching is considered to be one of the most stressful occupation, especially because it involves work based on social interactions where the teacher must make great efforts to regulate not only his or her own emotions but those of students, parents, colleagues etc (Brotheridge & Grandey, 2002). Unfortunately, teachers more often experience negative emotions than positive ones. Negative emotions, for example stress obstructs their mental capability for delivering knowledge, while positive emotions expand their creative ability for producing new ideas and thus, capacity to deal with problems. Positive emotions in teachers can increase teachers well being and also students levels of adjustment. This positive affect may also produce a more suitable climate for learning.

Studies carried out in the line of positive psychology put forward the need to generate classroom climate of security and positive emotions in order to encourage students development and well being or happiness. It is now established that positive
emotions encourage learning and the attainment of significant interpersonal relationship and decreased maladjusted behaviors.

Burnout has been shown to have negative repercussions not only on the teacher’s well being but also on the teaching – learning process in which he or she is immersed. Prior studies show that burnout negatively influences student performance and quality of teaching (Vanderberghe & Huberman, 1999) and negatively affects interpersonal relations between student and teacher. It is not surprising then, that teachers identify the ability to regulate their emotions as an indispensable competency in order to reach academic goals, build positive social relationship and control classroom processes. On the other hand, training in emotional competencies for new teachers has proven effective not only in increasing their own emotional competency, but also in predicting a well adjusted transition from the role of student to that of professional life (Byron, 2001).

Moreover, it is well accepted that the quality of education is mediated by the teacher. Teachers with a quality consideration for teaching are those who are committed, enthusiastic and intellectually and emotionally energetic in their work with children. They are aware of the role played by emotions in teaching and classroom. They are committed to working collaboratively and cooperatively with colleagues. In order to teach effectively the teachers must feel psychologically and emotionally comfortable. Managing and knowing one's own and others feelings is a main feature of all teachers work. A less emotionally intelligent teacher cannot learn and apply emotional intelligence abilities to enhance stress management, self regard and self-confidence, positive change in personality, ability to take decisions, leadership declaration and dedication which would be led to increase the quality of teacher and consequently quality of education. Teachers who understand and improve their emotional intelligence skills are able to simultaneously develop professional and personal strength as well as improve areas of weakness.

Teaching as a profession requires interacting with people, working with team in educational institution or having informal relationship. Teachers are supposed to have
ability to manage their moods, the mood of others (Parents, students, head of the institution, co-teachers), motivate, show empathy and social skills such as cooperation and leadership.

Moreover, with increasing industrialisation, urbanisation and societal upliftment from the modifications required in all major institutions of society, school can’t be excluded. In such a society the responsibilities of the teachers are multiple. They are vested with vital responsibility of grooming the minds of the young to be self reliant and self directed individuals with scientific and humanistic outlook.

In National Policy of Education (1986), it was clearly stated that conscious effort should be made through the curriculum to develop social-cultural values. Efforts are also needed to increase sensitivity of children towards aesthetics, beauty, adaptability and reinforcement.

Above all, with rapid change in socio, emotional and educational environment, the professional profile of the teacher is rapidly changing. Teachers have to perform multi-roles in their professional life. The teacher is placed on the central axis of the educational community, as a coordinator for an entire network of interpersonal relationship and educational processes which are found therein. It is therefore, necessary to study the social and emotional competencies of teachers and their relation to such variables as are important for success in the profession.

Moreover, literature shows that emotional intelligence gained a large attention through a wide variety of research in the field of management and industry but restricted efforts have been made to study emotional intelligence in relation to different variables within the teaching sector. Given the lack of studies on the employees’ emotional intelligence in teaching sector, this study attempts to reduce the research gap by empirically examining how the emotional intelligence of teachers influence their teaching effectiveness, mental health and job stress.

1.9 STATEMENT OF THE PROBLEM
Considering these powerful submissions, the investigator selected the following problem for research “A Study of Impact of Emotional Intelligence on Teacher Effectiveness, Mental Health and Job Stress of Secondary School Teachers”.

1.10 VARIABLES OF THE STUDY:-

a) Independent variable
   i) Emotional Intelligence.
   ii) Gender.
   iii) Teaching Experience.

b) Dependent variable
   i) Teacher Effectiveness
   ii) Mental Health
   iii) Job Stress

1.11 OPERATIONAL DEFINITIONS OF TERMS

i) Emotional Intelligence:-

Knowing our emotions (Self awareness) managing them, motivating ourselves, recognizing emotions in others (empathy) and handling relationship. In the present study, emotional intelligence refers to (i) Awareness of self & others (ii) Professional orientation (iii) Intra-personal Management (iv) Inter-personal Management as measured by Dr. (Mrs) Shubra Mangal Teacher’s Emotional Intelligence Inventory.

ii) Gender:-

In the present investigation, gender means the state of being male & female.

iii) Teaching Experience:-

In the present investigation, teaching experience means number of years put in by a teacher in teaching profession.

iv) Teacher Effectiveness:-
Teacher effectiveness is exceptionally a vital input in the process of education. It is an important indicator of the quality of teachers’ performance in schools. In a society teachers’ collective professional competence and efficiency determines the effectiveness of school system. The consideration about the quality of education basically rotates around the devotion and dedication with which the teachers involve themselves. The effective teachers have the tendency to know goals of teaching and effectively follow those goals & focus to achieve them. Teachers conduct and communication with students in the classroom is guided by these goals.

Stating briefly teachers’ effectiveness means teachers’ capability to teach the students successfully. It is a record of their expert competency. Teachers’ ability to evoke a successful craving for learning amongst the students concisely but accurately represents what is implied by teachers’ effectiveness. In the present investigation teacher effectiveness is comprised of certain academic, professional, social, emotional moral & personality characteristics as measured by Kumar & Mutha (1999 Revision) Teacher Effectiveness Scale.

v) Mental Health:-

Mental health is the ability of an individual to adjust to the world and to each other with maximum success & satisfaction. Teacher’s mental health is a significant constituent of his personality. It has direct application on his teaching and students learning. His character, emotional development, conduct and way of adjustment in life within himself and with his surrounding stand for his mental well-being. A mentally healthy teacher is satisfied and successful teacher. Teachers without required mental health can ruin the teaching learning environment in the school. In the present investigation mental health means (i) Self concept (ii) Concept of life (iii) Perception of self (iv) Perception of others (v) Personal adjustment (vi) Record of achievement as measured by RCE Mental Health Scale.

vi) Job Stress:-

Job stress is stress at work. Job stress represents physical, mental and emotional exhaustion caused by incompatibility between the necessity of job and the capabilities,
assets and need of the employee to adapt to job demands (Akinboye, Ankieboye and Adeyemo, 2002). Job stress (JS) refers to one’s emotional response to work place that seems threatening to workers (Gill, Flaschner & Shachar, 2006). Numerous individuals consider stress an excess of demands over assets. In the present study job stress means overloadness, role conflict, powerlessness, role ambiguity, motivelessness & frail interpersonal relationship as measured by Rathod & Varma Teacher’s Job Stressors Scale.

1.12 OBJECTIVES OF THE STUDY:-

The following were the objectives of the study:-

1. To study the significance of mean difference in teacher effectiveness of secondary school teachers for the main effects of emotional intelligence, gender and teaching experience.

2. To study the joint effect of emotional intelligence and gender, emotional intelligence and teaching experience and gender and teaching experience on teacher effectiveness of secondary school teachers.

3. To study the triple interaction effect of emotional intelligence, gender and teaching experience on teacher effectiveness of secondary school teachers.

4. To study the significance of mean difference in mental health (composite mental health and different dimensions of mental health separately) of secondary school teachers when emotional intelligence, gender and teaching experience were taken as independent variables.

5. To study the joint effect of emotional intelligence and gender, emotional intelligence and teaching experience and gender and teaching experience on the mental health (composite mental health and different dimensions of mental health separately) of secondary school teachers.

6. To study the triple interaction effect of emotional intelligence, gender and teaching experience on the mental health (composite mental health and different dimensions of mental health separately) of secondary school teachers.
7. To study the significance of mean difference in the job stress scores of secondary school teachers for the main effects of emotional intelligence, gender and teaching experience.

8. To study the joint effect of emotional intelligence and gender, emotional intelligence & teaching experience and gender & teaching experience on job stress of secondary school teachers.


1.13 HYPOTHESES:

The following hypotheses were formulated:

1. There will be no significant difference in mean teacher effectiveness scores of secondary school teachers for the main effect of emotional intelligence, gender and teaching experience.

2. The joint effect of emotional intelligence and gender, emotional intelligence and teaching experience and gender and teaching experience will have no significant impact on teacher effectiveness.

3. The triple interaction effect of emotional intelligence, gender and teaching experience will have no significant impact on teacher effectiveness.

4. There will be no significant mean difference in mental health scores (total mental health and components of mental health) of secondary school teachers when emotional intelligence, gender and teaching experience will be taken as independent variables.

5. The joint effect of emotional intelligence and gender, emotional intelligence & teaching experience and gender and teaching experience will have no significant impact on the mental health (total mental health & different components of mental health) of secondary school teachers.

6. The triple interaction effect of emotional intelligence, gender and teaching experience will have no significant impact on mental health (total mental health & different components of mental health) of secondary school teachers.
7. There will be no significant difference in the mean job stress scores of secondary school teachers when emotional intelligence, gender and teaching experience will be taken as independent variables.

8. The joint effect of emotional intelligence & gender, emotional intelligence and teaching experience and gender and teaching experience will have no significant impact on secondary school teachers’ job stress.

9. The triple interaction effect of emotional intelligence, gender and teaching experience will have no significant impact on the job stress of secondary school teachers.

1.14 DELIMITATIONS:-

1. The study was limited to a sample of 600 teachers.
2. The study was conducted only on secondary school teachers.
3. The study was confined to the teachers serving in govt. and private schools only.
4. The dependent variables to be studied were limited to teacher effectiveness, mental health and job stress.
5. The study was limited to six districts of Jammu province.
1.15 REFERENCES:


