CHAPTER-2

REVIEW OF RELATED LITERATURE

Review of related literature is one of the essential steps for the conduct of research study. It gives the investigator an understanding of the previous work that has been done. The importance of the review of related literature cannot be denied in any research. It is the crucial aspect of the study and the time spent on such a survey helps the investigator in avoiding duplication of work. It provide theories, ideas, explanations or hypotheses in formulating the problems and contribute to the general scholarship of the investigator. This literature can be in the form of books, government publications, educational reports, educational abstracts, research journals etc.

Literature in any field forms the base upon which all future work is built. Review of related literature acquaints the researcher with the current knowledge in the area in which he is going to conduct his research. It serves the following purposes.

- The review of related literature enables the researcher to define the limits of his field. It helps him to delimit and define his problem.
- By reviewing the related literature one can avoid unfruitful and useless areas and focus on areas in which positive findings are likely to result.
- Review of related literature also helps in identifying gaps in the researches conducted in the chosen field and to explore the facts which had not been explored in the previous studies.
- The most specific reason for reviewing the related literature is to know about recommendations of previous researches for further research which they listed in their studies.
- Review of related literature forewarns the researchers about difficulties and hardship which he might face during the process of research.
- Review of related literature is also helpful to the researcher in locating comparative data useful in the interpretation of the result of the study.

2.1 Studies on Emotional Intelligence
Ahmad & Khan (2016) carried a study of emotional intelligence of secondary school teachers in relation to their gender, locality and experience. In this study population was comprised of secondary school teachers, both male and female, teaching in different schools of U.P. A simple random technique was used for the purpose of data collection. Total, 447 secondary school teachers of eastern U.P were taken for the study. The investigator used the Emotional Intelligence Scale constructed by Hyde, Pethe & Dhar (2002). To analyze and interpret the data mean, S.D. and t-test were used between the different demographic variables. There is interesting result drawn from this study that male teachers are dominating female teachers at secondary level on the basis of their emotional intelligence. It is also found that locality does not influence the emotional intelligence of secondary school teacher. The experienced teachers are more emotionally competent than in-experienced teachers.

Mohamad & Jais (2016) conducted a study on emotional intelligence and job performance: a study among Malaysian teachers. This study addresses the gap in the literature by investigating the role of emotional intelligence in teachers’ job performance. This study analyses the relationship between emotional intelligence (EI) which consists four dimensions: self-regulations, self-awareness, self motivation and social skill (relationship management) and job performance. Respondents were 212 teachers in 6 secondary schools in Kedah. Data was collected through questionnaire survey and a significant correlation emerged from the data between emotional intelligence and job satisfaction. Overall, this research contributes to the emotional intelligence literatures by providing meaningful management implications to the school administrators and Malaysian higher education system.

Sharma (2015) conducted a study to investigate the relationship between emotional intelligence and attitude towards teaching of student teachers. The findings revealed negative relationship between emotional intelligence and attitude towards teaching for the subsamples. The researcher concluded that student teachers high on emotional intelligence may have low attitude towards teaching.

Gharonta & Kumar (2014) conducted a study titled “emotional intelligence as related to gender, stream and social intelligence. The objective of the study was to
measure the social intelligence of student teachers in relation to their gender, stream of study and emotional intelligence. To begin with, sample consisted of 400 student teachers who were administered emotional intelligence test prepared by Chadha & Ghansham (2009). On the basis of scores on emotional intelligence test, the sample was categorized as high emotionally intelligent and low emotionally intelligent group. Analysis of variance (ANOVA) was computed for the analysis of data. Emotional intelligence was found to have significant effect on the social intelligence of student teachers. However, no significant difference was observed in the social intelligence of prospective teacher on the basis of their gender & stream.

Trivedi & Shakya (2014) carried out a study to analyse the emotional intelligence of student teachers in relation to sex, caste and socio economic status. The sample of the study comprised of 300 student teachers 150 males and 150 females selected from B.Ed. colleges affiliated to the Bundhelkhand University. The data was collected by administering K.S. Mishras’ Emotional Intelligence Scale and self prepared information sheet. Significant differences were found in the mean emotional intelligence scores on the basis of sex. Significant mean differences were also observed in the mean emotional intelligence scores of general category and S.C. & OBC category student teachers. No significant differences were found in the emotional intelligence scores of student teachers belonging to different categories of SES.

Mehmood, et al. (2013) conducted a study to examine the impact of emotional intelligence on the performance of University teachers. Survey method of descriptive research was used for the collection of data. The population of the study comprised of all University teachers of Lahore. Convenient sampling method was adopted and 100 respondents were administered emotional intelligence questionnaire from two universities of Lahore. Regression analysis was used to find the impact of emotional intelligence on teacher’s performance. Significant positive impact was found of emotional intelligence on the performance of university teachers.

Toor (2013) conducted a study to investigate the social and emotional intelligence of secondary school teachers. The objective of the study was to compare social and emotional intelligence of secondary school teachers in relation to gender and type of
school. The sample for the study consisted of 850 secondary school teachers of Punjab. The findings of the study depicted that there was no significant difference in social intelligence of male and female secondary school teachers. Private secondary school teachers being significantly more socially intelligent than government secondary school teachers. These results of main effects of gender and type of school were inter dependent for emotional intelligence, as male secondary school teachers were more emotionally intelligent than female secondary school teachers, only in case of private schools. Government secondary school teachers were more emotionally intelligent than private secondary school teachers, only in case of female group of teachers.

Mondal et al. (2012) studies the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in West Bengal. The stratified sampling technique was used. The strata comprised of gender, age, teaching experience, qualification & training. The results showed that couple of demographic components positively affected on the level of teacher’s emotional intelligence while some were not significant.

Singaravelu (2012) conducted a study to analyse the emotional intelligence of prospective teachers on the basis of place of residence and marital status. It was found that place of residence and marital status had significant impact on emotional intelligence of pre-service teachers.

Krishnamurty & Varalakshmi (2011) investigated emotional intelligence of employees working in educational institutions. A sample size of 200 teaching and non teaching staff was taken for study on the basis of demographic factors. Questionnaires were designed in five segments consisting of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The result pointed out that improvement in emotional intelligence would increase the motivation and effectiveness of the employee.

Edannur (2010) assessed the emotional intelligence level of teacher educators of barak valley region in the state of Assam. The result showed that the group under study
possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

**Gowdhaman & Murugan (2009)** carried out a study to find out the level of emotional intelligence of pre-service teacher trainees. Sex, type of institution, age, religion & social service were found to have significant impact on emotional intelligence of pre-service teacher trainees.

**Holt & Svetlana (2007)** conducted a study to explore the relationship between emotional intelligence and academic achievement in higher education. The findings of the study indicated that emotional intelligence contributes to and enhances cognitive abilities in college students.

**Liang (2007)** carried out a study to find out the relationship between emotional intelligence and personality type. The sample was selected from college and university faculty in Taiwan. Strong relationship was found between emotional intelligence and personality type of faculty in Taiwan. The study also found significant relationship between age and emotional intelligence skills.

**Patil & Kumar (2006)** conducted a study to know the emotional intelligence among student-teachers in relation to gender, stream and scholastic achievement. They reported no significant effect of gender & stream on emotional intelligence. No significant effect was found between emotional intelligence and academic achievement of student-teachers.

**Upadhayaya (2006)** conducted a study to explore the personality traits of high and low emotionally intelligent prospective teacher. It was found that emotionally intelligent teachers were more capable, self assuring, diligent, helpful, encouraging, inspiring, high spirited, more eager & flexible as compared to low emotionally intelligent prospective teachers.

**Mishra (2006)** conducted a study to investigate the teaching work motivation among emotionally intelligent student-teachers. 64 student teachers were taken as a
sample and test of emotional intelligence (student-teacher form) and teaching work motivation inventory, both prepared by K.S. Mishra were used as tools. It was found that high emotionally intelligent student-teachers have more teaching work motivation than less emotionally intelligent student-teacher. In case of highly emotionally intelligent student–teachers emotional intelligence was found to be positively related to teaching work motivation. But for less emotionally intelligent student-teachers no significant relationship was found between emotional intelligence & teaching work motivation.

Parker et al. (2006) studied the emotional intelligence of principals or vice-principals from the elementary and secondary schools. The sample comprised of 400 principals or vice-principals. The results revealed that on interpersonal dimension of emotional intelligence, the score of women was higher than men. Also task- oriented principals were found to have impulse control, self-awareness, assertiveness, self-actualization, empathy, social responsibility, interpersonal relations, adaptability, problem solving, independence, stress tolerance, optimism and happiness. Gender, inter-personal, intrapersonal relations and adaptability were found to be the predicator of task oriented principals and vice-principals.

Michael (2005) conducted a study to know the emotional intelligence and faculty qualities fundamental for achievement in a non-conventional classroom setting. Emotional intelligence was measured by EQ-i and sample comprised of 52 faculty members. Results indicated no significant relationship between scores of emotional intelligence and scores on the student end-of-course evaluations. Also both faculty who scored high and low in appraisal of emotional intelligence focused on flexibility and strong interpersonal relationship skills in the classroom. Faculty members scoring high on emotional intelligence assessment indicated more hopefulness than those who scored low on the appraisal of emotional intelligence.

Perry et al. (2004) had studied about a measure of emotional intelligence that relates directly to the work of educator in schools and the levels of emotional intelligence held by teachers at the start of their career. The present measure was planned to refer to aspects of teaching normally experienced by teachers and in the context of particular situations where emotional intelligence might be presumed to operate. 357 students
undertaking the second year of a four year teacher education course were taken as sample. Drawing on the four branch model of emotional intelligence (identifying emotions, using emotions, understanding emotions and managing emotions) a framework, a series of ten teaching situations were presented before the student-teachers. Each of the items were rated on five point Likert Scale. The situations for the measure were typical of those that could be expected as part of the practice of teaching. Clearcut finding based on gender, faculty, age-group and teaching focus showed that (i) a strong and significant gender difference existed on emotional intelligence responses, (ii) emotional intelligence was directly related to the comprehension of teaching motivation and self-directed learning of student-teachers.

Tyagi (2004) conducted a study on the Emotional intelligence of secondary teachers in relation to gender and age. The sample consisted of 500 secondary teachers (350 male and 150 female) belonging to secondary schools (urban-rural) from Dhule district, Maharashtra. The tool used for this study was a structured questionnaire called emotional intelligence test developed by Prof. N.K. Chadha and Dr. Dalip Singh. Major findings of the study showed that level of emotional intelligence of secondary teachers is extremely low. Male and female teachers do not differ in respect of their level of emotional intelligences.

Singh (2003) had investigated the emotional intelligence and adjustment of teachers working in different levels of education. Sample for the study was comprised of 300 teachers selected from 17 institutions of Agra city. Teachers adjustment inventory (Rashi Ojha) and EI Scale (Akukool Hyde and Upender Dhar) was used as tools for the study. The results revealed positive relationship between emotional intelligence and adjustment. Teachers working in higher educational institution had better emotional intelligence and adjustment than the teachers working in secondary and primary schools.

George (2000) has found that people with above average level of emotional intelligence are usually above average in their ability to cope with stress which is very important for generating and maintaining, enthusiasm, confidence and cooperation in the workplace. And also stress is an inevitable part of workplace but the people are more
optimistic and trusting if they work around or for individuals who know how to cope under pressure.

McClelland (1998) reviewed the data from more than thirty different organizations and for executive positions in many professions from banking and managing to mining geology, sales and health care. He showed that a wide range of emotional intelligence competencies (and a narrow range of cognitive ones) distinguished top performers from average ones. Those that distinguish most powerfully were adaptability, influence and self-confidence.

Feist and Barron (1996) had done a longitudinal study on American men and women of science to see the success in their own fields based on resumes, evaluations by experts and found that social and emotional abilities were four times more important than I.Q. in determining professional success and prestige.

Spencer and Spencer (1993) found that the ability to read others needs will come naturally to the best managers of product development teams.

Chaddha (1985) studied the emotional adjustment of 350 high and higher secondary schools teachers and found that emotional adjustment distribution was not normal for the total sample of teachers as well as for the male and female teachers. No significant difference was observed between the emotional adjustment scores of various sub-group of teachers: male rural-male urban, male rural-female rural, male urban-female urban, female rural-female urban.

Rosenthal (1977) has found that people who were best at identifying other’s emotions were more successful in their work as well as in their social lives.

2.2 Studies on Teacher Effectiveness

Sarkosh & Rezaee (2014) conducted a study titled “How dose university teachers’ emotional intelligence relate to their self-efficacy beliefs? The sample of the study consisted of 105 university teachers. Data was collected by employing “Teachers’ Sense
of Efficacy Scale” and the questionnaire on emotional intelligence. The data was subjected to correlation and regression analysis. On analysis, data depicted high positive correlation between emotional intelligence and self-efficacy beliefs. Moreover, the results also revealed that out of fifteen subscales of emotional intelligence, the subscales namely flexibility, optimism and inter personal relationship were positive predictors of efficacy beliefs.

Kauts & Chechi (2014) conducted a study to investigate the influence of the emotional intelligence, age and qualification on the teacher effectiveness of the teachers. The study population included secondary schools teachers working in Jalandhar and Ludhiana districts of Punjab, India. Using a multi-stage random sampling method, a sample volume of 739 teachers was determined. Two main instruments were used to measure the study variables: a 80-item questionnaire by C R Darolia on emotional intelligence (five scales: Self-awareness, Motivating Oneself, Managing Emotions, Empathy and Handling Relations, and a 60-item Teacher Effectiveness Scale by Kumar and Mutha, 1985. The frequency, mean and standard deviation values were calculated and a 3 way ANOVA analysis was used to evaluate the statistical significance of the findings. The study results revealed that: (a) Differences in teacher effectiveness of groups of teachers’ based on school type i.e. government and private secondary schools, were not significant. (b) Teachers with low emotional intelligence were less effective in teaching than teachers with high emotional intelligence. c) More experienced teachers were observed to be more effective than less experienced teachers. Thus, it was concluded that emotional intelligence and teaching experience contribute in making of a teacher to be effective.

Kauts & Saroj (2012) conducted a study to find out the relationship among emotional intelligence, teacher effectiveness and job related stress. The sample of the study consisted of 600 secondary school teachers. The result revealed that teachers with high emotional intelligence were having less job related stress and more teachers effectiveness, whereas teachers having low emotional intelligence were having less teacher effectiveness and more job related stress. Thus, emotional intelligence was found to be useful in lessening job stress of teachers and increasing their effectiveness in teaching.
Singh & Jha (2012) studied the teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. It was found that emotional intelligence (EI) influences an individual's job performance in terms of organizational commitment and job satisfaction. The sample comprised of 250 faculty members from three medical and four private engineering colleges of Uttar Pradesh, India. Emotional intelligence scale (EIS, 2007), Teacher Effectiveness Scale (TES, 2010) and Teacher Rating Scale (TRS, 2003) were administered to measure the emotional intelligence, self-reported teacher effectiveness and student rated teacher effectiveness of the faculty members respectively. All materials used in the study were constructed and standardized on Indian population. The finding of the study indicated a positive correlation between EI and teacher effectiveness, both self-reported and students rated. Among ten parts of emotional intelligence scale considered in the study; emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of teacher effectiveness. Gender differences on the scores of EI and Teacher Effectiveness were insignificant.

Zahra et al. (2012) Conducted a study to identify the level of emotional intelligence among the teachers & found the relationship between emotional intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. Bar-On Emotional intelligence and Self efficacy job questionnaires were used to evaluate the teachers’ attitude. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy.

Sridhar & Hamid Reza Badiei (2007) studied the teacher efficacy and emotional intelligence of primary school teachers. The study was conducted on a sample of 100 primary school teachers from all the urban primary school teachers in Mysore south. The tools were teacher efficacy scale (TES) by Woolfolk and Hoy (1990) and emotional intelligence test by Prof. N.K.Chadha. Major findings of the study were (1) There was no, however, significant difference between the means of Teacher Efficacy and Emotional Quotient with reference to two of independent variables which are considered in this study (gender, educational level). (2) In respect of the third in dependent variable (age) a significant difference was observed.
Okech (2004) conducted a study to investigate the relationship among emotional intelligence, teachers’ self-efficacy, duration of teaching experience and age in a sample of South Texas Public School teachers. The study also investigated differences in emotional intelligence between male and female teachers. Sample of study consisted of 180 elementary science teachers in which 14 were male and 166 were females. Results were found by using correlational and casual comparative research design. The tools used for the study were multifactor emotional intelligence scale (Mayer, Caruso and Salovey, 1999), the science teaching efficacy beliefs instruments (Riggs and Enochs, 1990) and a demographic questionnaire. The study found significant positive relationship between emotional intelligence and teachers’ self-efficacy. No significant relationship between emotional intelligence and length of teaching experience and between emotional intelligence and age was found. Gender differences were found on emotional intelligence.

2.3 Studies on Mental Health

Cezar et al. (2015) conducted a study on Mental Health of Elementary School teachers in Southern Brazil: Working Conditions and Health Consequences. This study sought to identify self-reported stressful working conditions of elementary school teachers and the bio-psychosocial consequences of those working conditions and then identify working conditions that promote well-being for teachers in the workplace. Exploratory study was done with 37 teachers. Data collection was performed using a structured interview with a questionnaire. Results showed that stressful working conditions were related to inadequate salary, an excessive number of activities, and having to take work home. Bio-psychosocial consequences include anxiety, stress, and sleep disorders. There was a statistically significant association between inadequate salary and anxiety ($p = 0.01$) and between an excessive number of activities and stress ($p = 0.01$). Teachers reported that a good relationship among colleagues is a working condition that promotes well-being in the work place. The identification of stressful working conditions for teachers, the bio-psychosocial consequences, and working conditions that promote well-being in the workplace are relevant to determining actions that improve the work environment and, consequently, the health of teachers.
Marko & Rodger (2015) conducted a study on Hearing the Unheard Voices: An In-Depth Look at Teacher Mental Health and Wellness. There was very little research available about the mental health of teachers regarding prevalence, coping strategies and impacts on their ability to adequately perform in their position. The current study was an exploration of teacher mental health and wellness to document what teachers are experiencing in terms of their levels of burnout and their beliefs/expectations of seeking help. An online survey was distributed through emails to the members of OSSTF and PHE. Almost 73% of the teachers surveyed reported to have experienced some form of mental health distress since becoming a teacher. Teachers also rated their quality of life as high, indicating there is some sort of resiliency factor associated with this relationship. A factor analysis identified three themes related to burnout (Health/Stress, Avoidance, and Disengagement). This preliminary study emphasizes the importance of teacher mental health and wellness and the magnitude it has on their personal and professional lives.

Sefatgol & Pour (2014) studied the relationship of emotional intelligence and mental health in nurses of Tamin Ejtemae hospital of Zahedan city. Descriptive research method was used. Population included all nurses of Tamin Ejtemae hospital of Zahedan city, their numbers was 150. Regarding restriction of population, all nurses had been selected as sample. Out of 150 questionnaires, 123 questionnaires were returned. Hence 123 nurses comprised final sample of research. Measurement instrument included questionnaire of Siber & Shring’s emotional intelligence and Goldber Hiler’s mental health questionnaire, that validity coefficient was 0.88, 0.84 respectively by Cronbach’s Alpha. Descriptive statistic methods were used to classify data and design table, also inferential statistic colmogrogh Smirnoff test, multiple correlation and Regression correlation coefficient were used. The results revealed that there were positive and significant relationship between dimensions of emotional intelligence (self-consciousness, self-control, self-motivation, social skills and sympathy) and mental health and between emotional intelligence with mental health. The results of regression analysis is indicated that, dimensions of emotional intelligence could determine 75 percent of mental health variance.

Kumar et al. (2013) conducted a study to find out significant differences in mental health of student-teachers with respect to sex and place of residence. No significant
differences were found in the mental health of student-teachers in relation to their sex and place of residence.

Galgotra (2013) assessed mental health of high school teachers in relation to their sex, experience and job satisfaction. Teaching is considered as one of the oldest and noblest profession. The study was aimed at finding the mental health of government and private teachers and its relation to sex and job satisfaction of Jammu. 250 teachers were selected from different High schools of Jammu district. Mental health inventory and job satisfaction inventory was used. It was found that government school teachers possess good mental health in comparison to private school teachers. Sex had no effect on the mental health of teachers. Further findings showed that job satisfaction had an effect on the mental health of the teachers.

Reddy (2010) conducted a study to know the mental health level of student teachers with respect to sex, level of qualification and type of management. The sample of study consisted of 180 student teachers (both male & female) in equal number. Mental health inventory developed by Reddy and Nagarathnamma was administered on the sample. The findings of the study depicted that notwithstanding the level of qualification male student teacher were found healthier than females. It was found that student doing B.Ed. after post graduation were having better mental health than students teachers doing B.Ed. after graduation. Type of management was found to have significant impact on mental health of student teachers. Student teachers in private colleges were mentally healthier than government colleges of education.

Karim (2009) conducted the study on Emotional Intelligence and Psychological Distress: Testing the Mediatary Role of Affectivity. The study tested the extent to which positive and negative affect at work mediate emotional intelligence effects on psychological distress. Participants were 200 middle level managers who completed the Wong and Law Emotional Intelligence Scale, 20- item affectivity scale, and a measure of psychological distress. Results using covariance based structural equation modeling indicated that only negative affect fully mediated the relationship between emotional intelligence and psychological distress. Furthermore, the direct effect of emotional intelligence was stronger for positive affect as compared to its influence on negative
affect. Finally, negative affect had a significant direct influence on psychological distress, whereas the relationship between positive affect and psychological distress was insignificant.

**Basu (2008)** studied the gender and mental health – a comparative study of teachers in primary schools and colleges. A sample of 225 primary school teachers and 150 college teachers from Rohilkhand region was chosen using multi-stage random sampling technique. The mental health inventory (MHI) developed by Jagdish and Srivastava was the tool used. Major findings of the study were: 1. College teachers had significantly better mental health than primary school teachers. 2. Male teachers working in primary schools as well as colleges had significantly higher level of mental health than their female counterparts.

**Ciarrochi, Deane & Anderson (2002)** conducted a study titled emotional intelligence moderates the relationship between stress and mental health. Despite a great deal of popular interest and the development of numerous training programs in emotional intelligence (EI), some researchers have argued that there is little evidence that EI is both useful and different from other well established constructs. They hypothesized that EI would make a unique contribution to understanding the relationship between stress and three important mental health variables, depression, hopelessness, and suicidal ideation. University students (n=302) participated in a cross-sectional study that involved measuring life stress, objective and self-reported emotional intelligence, and mental health. Regression analysis revealed that stress was associated with: (1) greater reported depression, hopelessness, and suicidal ideation among people high in emotional perception (EP) compared to others; and (2) greater suicidal ideation among those low in managing others’ emotions (MOE). Both EP and MOE were shown to be statistically different from other relevant measures, suggesting that EI was a distinctive construct as well as being important in understanding the link between stress and mental health.

**Kedarnath (2001)** conducted a study to find out the nature of relationship of mental health with emotional maturity, emotional intelligence and self-acknowledgment. Correlation analysis indicated that mental health was positively related with emotional maturity, emotional intelligence and self-acknowledgment. Through path analysis it was
concluded that mental health and emotional maturity increased self acknowledgement through emotional intelligence.

**Sharma (1995)** studied the Influence of recent life experience on mental health of school teachers. The sample comprised 80 male and female school teachers working in the schools at Srinagar (Garhwal). The tools used to collect data included langner paliwal scale for measuring mental health Paliwal recent life events questionnaire and individual interviews. Major findings were: 1. Psycho-physical strain was positively correlated with recent life experiences. 2. Recent life experiences influenced the mental health of teachers.

**Das Mohapatra (1989)** made a study of the mental health of teachers serving in the primary schools of Puri town. A sample of fifty primary school teachers drawn from primary schools of Puri participated in the study. Pertinent data were obtained through a questionnaire. Major findings of the study were: (1) the school-load on a large section of teachers was heavy. (2) The different pay scales created friction among teachers. (3) Teachers felt that they were neglected by the society.(4) They communicated the perspective that a good social environment was important for good mental health.

### 2.4 Studies on Job Stress

**Mohan & Mohana (2014)** carried a study on occupational stress, emotional intelligence, quality of life and work motivation of school teachers. The aim of this study was to find out the occupational stress, emotional intelligence, quality of life and work motivation of school teachers with reference to gender, locality of the school and type of school. Normative survey method was used for the study by the investigator. Stratified random sampling technique was used to select a sample of 800 teachers. The data was analysed by using mean, standard deviation & t-test. The result found that the level of occupational stress, emotional intelligence, quality of life and work motivation of teachers was high and there was no significant difference between male and female, rural and urban in relation to occupational stress, emotional intelligence, quality of life and work motivation of school teachers.
Tajudina et al. (2014) conducted a study to investigate the effect of emotional intelligence and job stress on the teaching effectiveness among Malaysia polytechnic lecturers. The sample consisted of 293 lecturers from four primary department of Malaysia Polytechnic. The data was subjected to correlation and regression analysis. The results depicted that there was significant positive relationship between emotional intelligence and teacher effectiveness and significant negative relationship between job stress and effectiveness of teaching.

Kazi et al. (2013) carried a study on Occupational Stress, Performance and Emotional Intelligence: A Critical Review. The paper critically reviewed the conceptualization and relationship between Occupational Stress, Performance and Emotional Intelligence as supported by empirical evidences through a non-systematic narrative review of the existing literature. It was found that the three concepts have been historically developed through different stages. Moreover the empirical evidence showed that complex multifold relationship existed between them. It had been concluded that the organizations should try to proactively locate the contributing factors of Occupational Stress, Performance and Emotional Intelligence so that their management could be ensured in efficient and effective way.

Mayuran (2013) assessed impact of emotional intelligence on stress management: study of schools and banks in Jaffna district. This study explored the association between EI abilities and stress management in the school and bank in Jaffna district. Specially, it was undertaken to determine whether selected EI abilities were potential determinants of stress management. Surveys were distributed to 14 schools and 17 banks. The self-administrated questionnaire was selected as a mode of data collection. Correlation and regression analysis were utilized to analyze the data. The stress management amongst school teachers and bank staff was found to be moderate in this study and a moderate positive relationship was found between EI and stress management of school teachers. Emotional recognition and expression, understanding others emotions, emotions direct cognitive and emotional control were identified as significant determinants of stress management of school teachers and weak positive relationship was found between EI and stress management of bank staff. Understanding others’ emotions, emotions direct
cognition and emotional control were significant determinants of stress management of bank staffs.

Reddy & Anuradha (2013) carried a study on Occupational Stress of Higher Secondary Teachers Working in Vellore District. The sample of the study comprised of 327 higher secondary school teachers chosen by simple random sampling technique from the Vellore district of Tamil Nadu. Occupational Stress Rating Scale was administered on the sample. The statistical techniques employed were percentage, mean, SD, mean ± 1SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results were analyzed accordingly. To overcome occupational stress, the researchers had suggested some measures which could prove useful to teachers in coping with stress. These include working on building emotional intelligence competencies, developing a good sense of humour, practicing yoga and meditation, exercising regularly, having a supportive friend circle, cultivating hobbies, developing effective communication skills, and seeking professional help, if necessary.

Mehta (2013) conducted a study titled How emotional intelligence reduces occupational stress among teachers. The study was based on the assumption that use of emotional intelligence can enhance teacher effectiveness and decrease occupational stress among teachers. The sample of the study consisted of 300 secondary school teachers. Emotional intelligence of teacher was measured by administering Emotional Intelligence Scale. Teacher effectiveness and occupational stress of teachers was measured by administering Teachers Effectiveness Scale and Occupational Stress Index respectively. Null hypotheses were formulated in the light of objectives of the study. The study was descriptive in nature and ANOVA 2x2 design was used to test the hypotheses of the study. The study concluded that occupational stress of workers can be reduced and their work efficiency can improve by enhancing the emotional intelligence of them.

Kumar & Rooprai (2009) carried out a study to examine the role of emotional intelligence in managing stress and anxiety at workplace. The researcher examined two null hypotheses that investigated the measurement of emotional intelligence as a predictor in managing stress and anxiety. 120 Management students were taken for the study. Emotional Intelligence Scale, Stress Inventory and General Anxiety Test were used for the
measurement of all the variables. Descriptive statistics, correlation and regression analysis were used for data analysis. Results indicated that there was a significant relationship between emotional intelligence and the variables of stress and anxiety. Stress management component and anxiety component emerged as statistically significant with respect to the relationship with emotional intelligence.

Mohammadyfar et al. (2009) carried out a study to examine the effect of emotional intelligence and job burnout on mental and physical health. The aim of this study was the determination of the emotional intelligence and job related stress on mental and physical well-being. For this purpose 250 primary and high school teachers were chosen with stratified random sampling selection from schools of Tehran, Iran. Three questionnaires Emotional Intelligence Scale (EIS), Teachers’ Occupational Stress Questionnaire (TOSQ), and Mental Health Inventory (MHI)], and one checklist (Physical Health Checklist) were administered amongst the school teachers. The results revealed that emotional intelligence and job burnout explained 43.9% of mental health and 13.5% of variance of physical well-being.

Pandey (2006) made a study of the relationship between emotional intelligence and professional stress among degree college teachers. A sample of 50 teachers of degree colleges affiliated to D.D.U. University, Gorakhpur were selected as sample. Teachers Stress Scale' constructed by the investigator were used to measure stress. It has 32 items in it. Test of emotional intelligence constructed by K.S.Misra was used to measure emotional intelligence. Major findings of the study were emotional intelligence and professional stress of degree college teachers was negatively related. It means when emotional intelligence increases, professional stress decreases. Emotional intelligence is a reassuring and result oriented attitude and a way of dealing with a variety of situations.

Parker (2000) had found that the ability to manage and regulate emotions made an individual work well under pressure and they were rarely impulsive and could usually respond to a stressful event without an emotional outburst.

Kamau, Catherine Wanjiku (1992) studied burn-out, locus of control and mental health of teachers in the eastern province of Kenya. A sample of 385 teachers of both male
and female participated in the investigation. The tools included Meslach burn-out inventory. Rotter’s locus of control scale and teacher’s mental health scale developed by the researcher. Major findings were: 1. Male teachers were emotionally over extended, exhausted, internally controlled, anxious, callous, towards students and personally skillful but less capable of establishing constructive relationship; however, they were more capable of handling with stress than female teachers. 2. Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health.

The above discussion brings to the conclusion that maximum of the literature and researches on emotional intelligence are limited to countries overseas. Interestingly, despite many studies showing the importance of emotional intelligence in teaching learning environment, very few researches have investigated the effect of emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers in India particularly when the teachers at this stage of education have to meet with different societal needs. 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.
2.7 REFERENCES:


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