CHAPTER - I

INTRODUCTION

Introduction
At the dawn of the 21st century, the education of the young to take up the challenges of the new millennium has assumed great importance. The young today are facing a world in which communication and information revolution has led to changes in all spheres: scientific, technological, political, economic, social and cultural. To be able to prepare our young people face the future with confidence, purpose and responsibility, the crucial role of teachers cannot be overemphasized.

The education policy of most of the nations is based on the premise that quality education can be achieved only when teachers are professionally satisfied, motivated, committed and are willing to perform for the benefit of the learners, community and the society. The responsibilities and the demands on teachers are greatly increased that they have to take into account the difficulties children face while coming to school on account of their poverty, social environment or physical disabilities.

No education system is better than its teachers. ‘Goodness’ of an education programme is determined to a large extent by the teacher. The quality of education and the standards of achievement are inseparably interrelated with the quality of teachers.

Most things that matter in life are not easy to achieve. How do we manage to attain our goals while being happy in the process? Does a certain type of motivation lead us to work toward doing well, and another type leads us to feel good as we work? The power of person and situational influences on psychological life is perhaps no more apparent than it is in the study of subjective well-being. On the one hand, a large body of research shows that people’s overall sense of happiness and life satisfaction appear to be strongly influenced by their personality, particularly the traits of extraversion and neuroticism (Deneve and
Cooper, 1998). In this regard, the relationship is clear: As extraversion increases, so do reports of well-being; however, as neuroticism increases, reports of well-being tend to decline. This consistent influence of dispositional factors on well-being is often referred to as a “top-down” influence (Diener, 1984) in the sense that its root is relatively stable and its effect on well-being can be quite varied and pervasive, often influencing the interpretation of everyday experiences and events.

There is clear evidence that well-being is affected by both top-down and bottom-up factors. When people are asked to rate their well-being, for example, in terms of how satisfied they are with their lives over the past day, week or month, how do their chronic motivations influence the way they give weight to the many and varied emotional experiences they had over the given duration? Sheldon, Elliot and Emmons (1986) made a similar point when they argued that well-being is enhanced most when one’s experiences and achievements are concordant with valued goals and strivings. Long term judgments of well-being are likely to be grounded in the continued experience of well-being; the processes of level are likely to affect long-term well-being as well. (Shelley et al., 2004).

Higher sense of well-being and work are significantly related especially teachers, who have positive sense of self and healthy psychological well-being are more willing to attend work. The teacher is of paramount importance in any national system of education and the very progress of the nation depends upon the quality of its teachers. From Primary to Higher Education, a teacher is looked upon as an ideal for students. A teacher is the custodian of the culture, critic of social weaknesses, and interpreter of changes that are taking place, pioneer of reform and guide of the efforts of people. Children, who are the real potential wealth of the nation, are exposed to the teacher’s influence. According to Hindus, the child receives second birth at the hands of the teacher. ‘Goodness’ of an education programme is determined to a large extent by the teachers. The quality of education and the standards of achievements are inseparably inter-related with the quality of teachers. The teacher is the real maker of history. He (she holds a key
position in the whole infrastructure of education. By celebrating teacher’s day at the national level, the government has put real approval on the importance of the teachers. But there is a question, who is the best teacher? The best teacher is one who possesses good mental health and who is fully satisfied with his (her) occupation. Due to advancement in every field, life of teachers, too have become more complex and stressful and this contributes to their physical and psychological well-being.

The notion of teacher’s well-being is no longer remote and intangible as increasing numbers of schools and their teachers are finding the time to give it priority, seeing first hand the benefits that arise. With growing concern of the well-being of man in work-places, studies on occupational stress and mental health are getting prominence not only in the west but also in India as well. There are many definitions of well-being resulting in the use of interchangeable terms by various authors.

So the teachers must be encouraged to develop their uniqueness and sought the place in the school where their contribution can be most worth. Healthy and motivating teachers have positive implications for society as whole because their well-being undoubtedly have an impact on full well-being, student’s attainment and overall school performance. With growing concern of the well-being of man in work places emotional intelligence, life satisfaction and personality hardiness are getting prominence not only in the west but also in India.

Emotional intelligence enables the teachers to receive emotions, express emotions and emotional knowledge and to regulate emotions reflectively so as to promote emotional and intellectual growth. We probably also know people who are masters at managing their emotions. They don't get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They're excellent decision makers, and they know when to trust their intuition. Regardless of their strengths, however, they're usually willing to look at themselves honestly. They take criticism well, and they know when to use it to
improve their performance. People like this have a high degree of emotional intelligence (EI). They know themselves very well, and they're also able to sense the emotional needs of others.

Life satisfaction of the teachers is an important and essential factor for the healthy functioning of the education system. The satisfied teacher can give the maximum output to the society. Hence the life satisfaction of teacher is a primary issue. Only the teacher can produce the positive generation and can contribute to build the strong foundation of the nation. The teacher with higher well-being and with high hardy personality has a strong sense of life and work commitment, a greater belief of control and more openness to change and challenges in life. People strong in challenge believe in continual growth through wisdom of what is learned from experience.

1.1 CONCEPTUAL FRAME WORK

1.1.1 Well-being:
Well-being requires harmony between mind and body. It implies a sense of balance and ease with the pressures in a person’s life. There is no under-stimulation, and no excessive negative stress; above all, there’s a sense of control over one’s destiny.

Well-being is concern with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. As such, it covers that have used such diverse terms as happiness, satisfaction, morale and positive affect.

Crow and Crow (1951) is in the view that physical well-being, adjustment to mental ability, emotional control, social adjustment and even sex adjustment—all these characteristics should be included in well-being.

World Health Organization (World Health Organisation, 1952) defined optimal health as “a state of complete physical mental and social well-being and
not merely the absence of disease or infirmity.” They also added spiritual well-being as one dimension of well-being.

Shaffer and Shoben (1956) considers well-being as: (1) Good physical well-being; (2) Accepting one’s strengths and weakness; (3) Accepting other people; (4) Seeking as well as having a warm feeling towards them; (5) A confidential relationship; (6) Active attention; (7) Social participation; (8) satisfying work; (9) creative experience; (10) Using the scientific method.

A basic proposition concerning the determinants of psychological well-being was advanced by Jahoda (1958), who suggested that the existence of overall well-being is a function of experience in separate important aspects of life such as family community, avocation and work.

According to Bower (1961) “Mental well-being is one of the degree of freedom in which an individual has to think alternatives available to deal with the stresses and strains of living. From this point of view ‘one could think of mental well-being as the resilience of individual’s physical, social and psychological environment.

The history of well-being dates back to 1961 with the work of Dunn, who coined the term ‘wellness’ and defined it as “an integrated method of functioning, which is oriented toward maximizing the potential, of which the individual is capable (Dunn, 1961).

Schneiders (1965) propounds criteria of mental well-being, which is as follows: (1) Mental efficiency; (2) Control and integration of motives; (3) Control of conflicts and frustrations; (4) Positive and healthy feelings and emotions; (5) Tranquility of peace of mind; (6) Healthy attitudes; (7) Healthy self concepts; (8) Adequate ego identity; (9) Adequate relation to reality.

If we look at the mental well-being from social angle, the main purpose of mental well-being is to prepare the individual to be happy and productive and useful to his fellow human beings and to enable him to contribute “to a changing, challenging society”
Mental well-being is very significant but other aspects also cannot be winked at. Stewart (1965) emphasizes the physical component of well-being. Roe (1972) considers emotional well-being is essential ingredient of wellness.

Laycock (1966) supports the above idea that there is no consensus at to what mental well-being means. He further asserts that mental well-being involves a value judgment.

According to Random House Dictionary, Well-being is good or satisfactory condition of existence; a state characterized by health, happiness and prosperity, welfare.

Brandburn (1969) asserted that the concept of well-being which is to do with people’s feelings about their everyday life activities.

Travis (1978) described wellness as an attitude about one’s own process of self care, involving understanding of basic emotional and physical needs and the kind of habits and life style necessary to meet those needs.

Longman’s Dictionary of Psychology and Psychiatry (Goldenson, 1984) stated “mental health is a state of mind, characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and a capacity to establish constructive relationship and cope with.”

Hettler (1984) thinks that spiritual dimension is one of the major elements of the well-being he suggests a six dimension model of well-being. The main components of this model are intellectual, emotional, physical, social, occupational and spiritual.

According to Jasnoski and Schwartz (1985) wellness may be an emergent property of the individual experiencing optimal health. Wellness emerges from the state of living, human system in optimal health.

Archer and Gage (1987) after conducting an exhaustive review of the literature, define well-being as the “Process and state of quest for maximum human functioning that involves the body, mind and spirit.”
Ardell (1988) proposed a model of well-being. It consists eight dimensions which are physical, spiritual, psychological fitness, job satisfaction, relationships, family life, leisure time and stress management.

The Oxford English Dictionary (Simpson and Weiner, 1989) states well-being as, “A state of being or doing well in life, happy, healthy or prosperous condition; moral or physical welfare”.

Well-being is a dynamic process, which involves the striving for balance and integration in one’s life, and refining skills, rethinking previous beliefs and stances towards issues as appropriate.

Wellness is characterized by Lyon (1990) “as the experience of somatic comfort (emotional and physical) and a functional ability level at or near the person’s perceived capability level” In this definition, a person’s subjective evaluation of functional ability is a comparison between what the person believes in his or her capability level and what he or she is actually able to do.

Eddin and Golanty (1992) summed up positive wellness into three categories:
1. Being free from symptoms of disease and pain as much as possible.
2. Being able to be adult, able to do what you want and what you must at appropriate time.
3. Being in good spirits in most of times.

Chandler et al., (1992) maintains that spiritual health can not be conceptualized as just one of the six dimensions of wellness. Spiritual well-being should be considered as component present, along with personal components, within each of the interrelated and interactive dimensions of wellness.

Hatfield and Hatfield (1992) defined wellness as the consciousness and deliberate process by which people are actively involved in enhancing their overall well-being, intellectual, physical, social, emotional, occupational and spiritual.
Myers (1992) defined spiritual well-being as “a continuous search for meaning and purpose in life, appreciation for depth of life, the expanse of universe and natural forces which operate a personal belief system.”

Orem (1995) defined ‘Wellness as a state characterized by experiences of contentment, pleasure and movement of the human potential i.e. personalization.

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

Singh (1999) considers that being a very exhaustive term, well-being covers all aspects of health viz: physical, mental, social, emotional and spiritual.

According to Dictionary of the English Language (2000) well-being is a contented state of being happy and healthy and prosperous, “The town was finally on the upbeat after our recent troubles”.

Well-being is people’s emotional or effective responses (including both moods and emotions) represent ‘on line’ evaluations of events that are happening to them (Diener, 2000).

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

Pavot and Diener (2003) defined well-being as the subjective feeling of contentment, happiness, satisfaction with life’s experience and one’s role in the world of work, sense of achievement, utility belongingness and no distress, dissatisfaction or worry etc.

Well-being can be grouped into three categories – First well-being had been defined by external criteria such as virtue or holiness. Coan (1977) reviewed the varying conceptions of the ideal condition that have held away in different cultures and eras. In normative definitions well-being is not thought of as a subjective state, but rather as possessing some desirable quality. Such definitions are normative
because they are desirable. The criterion for well-being of this type is not the actor’s subjective judgment, but the value framework of the observer. A related meaning of wellbeing given by Tatarkiewicz (1976) is success which must be defined relative to some standards.

Second well-being has focused as to how people evaluate their lives in positive terms. The definition of subjective well-being has come to be labeled life satisfaction and rely on the standards of respondent to determine what is characterized as good life, although well-being from a subjective perspective has become a popular idea in the last century, this concept can be traced back several millennia.

Third well-being term is used in everyday discourse as denoting a preponderance of positive affect over negative affects (Bradburn, 1969). This definition of well-being thus stresses pleasant emotional experience. This may mean either that the person is experiencing mostly pleasant emotions during this period of life or that the person is predisposed to such emotion, whether or not he or she is currently experiencing them.

Thus the defined and conceptualized well-being connotes individual’s feeling of contentment, happiness, satisfaction with life experience and one’s role in the world of work in terms of ‘physical’, ‘mental’, ‘social’, ‘emotional’, and ‘spiritual’ aspects.

It is a well accepted fact that the quality of education is medicated by the teacher and what the teacher does. For better or worse, teachers determine the quality of education (Day, 2004). The researches show that only high intelligence is not enough to be a successful person in the society. To be most valued and successful person one must be cooperative, persuasive, and empathic with others and build consensus, tap situations during and get responses to meet the demand of the immediate situations successfully. A well developed sense of self is necessary and quite sufficient condition of well-being.
According to Lazarus (1991) understanding and being able to apply emotional intelligence, is essential to success in teaching. Indeed in his opinion understanding and managing (not suppressing) one’s own and others emotion is a central part of all teachers work.

1.1.2 Emotional Intelligence
Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself.

The concept “Emotional Intelligence” refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well. It is a new concept and at times more powerful than the older one of IQ.

The merging of emotion and intelligence under the caption of ‘emotional intelligence’ is a cognitive ability. It is defined as “Ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Emotional intelligence was conceptualized as a basic intelligence where “The facts, meanings, truth, relationships etc. are those that exist in the realm of emotion. Thus, feelings are facts, the meanings are felt meanings: the truths are emotional truths; the relationships are inter personal relationships and the problems we solve are emotional problems, that is, problems in the way we feel”. Emotional intelligence (EI) consists of “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope”. The main areas are:

- Knowing one’s emotions
- Managing emotions
- Motivating oneself
- Recognizing emotions in others and handling relationships.
According to Mayer and Salovey (1993) emotional intelligence is the 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. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathize, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one’s own motivation. Emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. Emotions are our feelings; hence, emotional intelligence is our life. Emotional intelligence does not only measure emotions or intelligence. What it does is to open up a new way of looking at how our thinking and behavior could be seen intelligent. According to Dunn (2003) components of emotional intelligence which can be regarded as key to success in life are as follows:

- Self-awareness and self-honesty
- Knowledge about causes of emotions
- Self-regulation and modulation of one’s emotions
- Empathy
- Motivation and good decision-making
- Ability to analyze and understand relationships
- Intuitiveness
- Creative and flexible thinking
- Integrated self
- Balanced life

One has to concede to the fact that emotional intelligence is environmental in nature and can be learned and increased life term of an individuals
Saarni (1997) identified emotional competence as the ability to understand, manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life. It includes self-awareness, emotional regulation working co-operatively and caring about oneself and others.

**Emotional competence model by Saarni (1997)**
Saarni defined emotional competence in terms of skills consisting of the ability to understand, manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life. It includes self-awareness, emotional regulation, working cooperatively and caring about oneself and others. Saarni proposed eight skills indicating of an emotionally competent person are as follows:

- Be aware of one’s own complex emotional state
- Able to discern other’s emotional state
- Able to state and communicate our emotions
- Able to feel with and for others
- Able to understand that we and others don’t always show emotions accurately.
- Able to cope with different emotional communication when relating to others
- Aware of emotional communications in interpersonal relationship
- Aware that one is in charge of one’s feelings and may choose one’s emotional response in a given situation.

In 1990, Peter Salovery and John Mayer coined the phrase Emotional intelligence (EI). They defined EI as “ability to perceive accurately, appraise and express motions, generate feelings that facilitate thoughts and ability to regulate emotions to promote growth”.

Subsequently in 1995, Goleman’s Brilliant book *Emotional intelligence* opened many people’s eyes to the fact that EQ or emotional quotient holds the key
to one’s happiness and well-being, and that our emotional makeup can be much more important than our mental makeup or what we refer to as IQ - intelligent quotient. EI makes us aware of our feeling and that of others. It gives empathy, motivation, compassion and an ability to respond skillfully to pleasure and pain. Goleman argued that EI was a basic achievement for success in life. If the areas of our brain that feel are damaged, our ability to think effectively is diminished.

What factors are at play, for example when people of high IQ flounder and those of modest IQ do surprisingly well? This difference quite often lies in a range of abilities called emotional Intelligence, which includes self-control, zeal and persistence.

Emotional aptitude is a meta-ability, determining how well we can use whatever skills we have, including raw intellect. The medium of all emotion is impulse and the seed of all impulse is a feeling bursting to express itself in action. For instance the basic flair for living, called Emotional Intelligence, is being able to rein in emotional impulse, to read another’s innermost feelings and to handle relationships smoothly.

Emotional Intelligence includes abilities such as being able to motivate one and persist in the face of frustrations, to control impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think and to empathize and hope.

Mayer and Salovey (1990) defined Emotional Intelligence in terms of being able to monitor and regulate one’s own and others feelings and to use feelings to guide thought and action. The credit of giving a new colour and form to this term goes to Goleman (1995) According to him emotional intelligence refers to the capacity or recognizing our own feelings and those of others for innovating ourselves and for managing emotions well in us and in our relationships.

Lazarus (1991) observed that understanding and being able to apply emotional intelligence, is essential to success in teaching.
Goleman (1995) has adapted their model into a version he found most useful for understanding how these talents matter in life. His adaptation includes the following emotional and social competencies:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills
- Personal decision making
- Managing feelings
- Handling stress
- Communication
- Self-disclosure
- Self-acceptance
- Assertiveness
- Personal responsibility
- Group dynamics
- Conflict resolution

Until 1980s there was no talk of Emotional Intelligence. In 1989, John Mayer and Peter Salovey first coined the term ‘Emotional Intelligence’ to describe a person’s ability to understand his own emotions, the emotions of others and act appropriately under the pull of these emotions. Emotional Intelligence has its roots in the concept of ‘social intelligence’, first coined by E.L. Thorndike in 1920. Psychologists have grouped other intelligences in three clusters. Namely: abstract intelligence, concrete intelligence and social intelligence. Thorndike (1920) defined social intelligence as “the ability to understand and manage men and women, boys and girls to act wisely in human relations” and in 1938 he included inter and intra personal intelligences in his theory of multiple intelligences.
“Emotional Intelligence is a type of social intelligence that involves the ability to monitor one’s own and others emotions to discriminate among them and to use the information to guide one’s thinking and actions” (Mayer and Salovey, 1993)

Stein and Book (2001) Emotional intelligence as a set of skills that enables us to make our way in complex world. The personal, social and survival aspects of overall intelligence, exclusive common sense and sensitivity that is essential to effective daily functioning.

The difference between intelligence quotient (IQ) and Emotional Intelligence (EI) can be explained in the following way. ‘A high IQ’ is all about how quickly you can do puzzles and how many words you know; but Emotional intelligence is about feelings and understanding the feelings of other people. For instance, a high IQ might get a person a high graduating grade, but it will be more his Emotional Intelligence which determines how happy he is and thereafter how well he or she can get along with others in work and in life.

Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: identifying emotions, using emotions, understanding emotions and regulating emotions. According to Goleman (1995) Emotional Intelligence consists of five factors, namely: knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships.

Emotional Intelligence allows us to think more creatively and use our emotions to solve problems. Goleman (1995) believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to success in life. It is empathy and communication skills as well as social and leadership skills that will be central to your success in life and personal relationships rather than a high IQ. Goleman suggests that it is far better to have a high EQ (Emotional Intelligence quotient), if you want to be a valued and a productive member of society.
Cooper and Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Goleman (1998) argues that men particularly need to develop emotional skills, and he gives many examples of men with high intelligence, which was not successful because they had problems with their people management skills. He found from his research that people with high Emotional Intelligence generally have successful relationships with family, friends and fellow workers. They are successful because they persist in the face of setbacks and channel their emotional energies towards achieving their goals.

Dulewicz and Higgs (2000b) who were initially skeptical about the value of Emotional Intelligence gave the following seven measurable core emotional skills:

(i) Awareness of your feelings and an ability to control them. (ii) Emotional resilience-the ability to perform consistently under pressure. (iii) Motivation-the drive and energy to achieve results. (iv) The ability to take other people’s needs into account. (v) Influence-persuasive skills. (vi) Decisiveness-the capacity to arrive at clear decisions and the drive them through. (vii) Conscientiousness-The ability to make a commitment to a plan of action and to match words and deeds.

Mayer and Cabb (2000) “Emotional intelligence is the ability to process emotional information, particularly as it involves the perception assimilation, understanding and management of emotion.”

Singh (2003) found that different professions require different emotional quotient levels and to be successful in teaching profession one needs to have high emotional quotient level.

Uma and Mayuri (2006) defined emotional intelligence as an array of personal, emotional and social abilities and skills that influence one’s ability to succeed in coping with environmental demands and pressures.
Thus emotional intelligence refers to a capacity of recognizing our feelings and those of others motivating ourselves and for managing emotions well in us and in our relationships.

The persons who are able to regulate or manage their emotions are found to take right decisions even in critical circumstances. Very often, in life, we find people expressing their anger, sadness, fear, shame in various ways. Furthermore, it is also very common to say, “No, it was not the proper behaviour. He or she could have expressed in other way”. We find some persons under severe depression / stress all because of a trivial reason. Such persons are unable to take right decisions at right time and thus they cannot handle the situations effectively.

1.1.3 Life satisfaction
Life satisfaction of teachers is an important and essential factor for the healthy functioning of the education system. The satisfied teachers can give the maximum output to the society. Hence the life satisfaction of teacher is a primary issue. Only the satisfied teacher can produce the positive generation and can contribute to build the strong foundation of the nation.

Life satisfaction (or subjective life satisfaction) is a measure of well-being used in happiness economics. It represents how satisfied people feel with their life generally, as contrasted with positive effect (sometimes called just 'happiness'), which represents how they feel at a single point in time. That is, life satisfaction involves people thinking about their life as a whole, including factors such as whether they are achieving their goals, are doing as well as other people around them, and are happy generally rather than just right now. Life satisfaction is thus a longer-term measure than effect.

Life satisfaction is subjective open measure of human welfare. Subjective because in survey, people are simply asked whether they are satisfied with their life as whole and open because researchers do not pre-define the components of
social welfare - it is up to each individual respondent to judge whether they are satisfied.

Life satisfaction of personal adjustment is defined as the quality, state and level of satisfaction which is a result of various interest and attitudes of a person towards life. It is considered as positive attitude which is very important variable among younger, matured as well as aged people. Almost all aspects of one’s life affect his satisfaction towards life positively or negatively. The major areas which affect one’s life satisfaction are health, personal, economic, marital, social and job. These areas are deeply interrelated and cannot be separated easily. The dissatisfaction in any one of the area affects other areas as a result overall life satisfaction gets affected.

Life satisfaction is related to both the cognitive appraisal and judgment individuals carry out over their life span. The subjective well-being construct was proposed by Positive Psychology, a scientific field that focuses on the healthy aspects of individuals’ lives, such as happiness, life satisfaction, hope and optimism, among others (Seligman and Csikszentmihalyi 2000; Sheldon and King 2001).

Life satisfaction is an overall assessment of feeling and attitudes about one’s life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction positive effect and negative effect (Diener 1984) although satisfaction with current life circumstances is often assessed in research studies. Diener et al., 1999) also include the following under life satisfaction desire to change one’s life; satisfaction with past; satisfaction with future and significant other’s views of one’s life”.

Sumner (1996) define it as a positive evaluation of the conditions of your life, a judgment that, at least on balance, it measures up favorably against your standards or expectations.” Shin and Johanson (1978) define life satisfaction as “a global assessment of a person’s quality of life according to him chosen criteria”
Judgments of satisfaction are dependent upon a comparison of one’s circumstances with what is thought to be an appropriate standard. It is important to point out that the judgment of how satisfied people are with their present state of affairs is based on a comparison with a standard which each people sets for him or herself; It is not externally imposed. It is a hallmark of the subject well-being area that it centers on the person’s own judgment, not upon some criterion which is judged to be important by the researcher (Diener, 1984).

**Causal determents of life satisfaction**
A number of common causal themes can be identified across the life satisfaction evidence these include:

1. **Social Relationship:**
   Virtually all researchers have come to the conclusion that social relationship play a large role in determine satisfaction, helping to explain not only the importance of marriage and friendships, but also helping to mediate the effects of unemployment, personality and natural difference.

2. **Stress:**
   Exposure of stressful events and daily hassles are some significant contributor of mental ill health and are also to have some impact of positive mental health. However, it is noteworthy that many positive events are also experienced as stressful –such as setting married –and that the absence of stimulation can also be unpleasant. This implies that the stress –well-being relationship is complex, and certainly non-linear.

3. **A Sense of Personal Control:**
   Believing that we are in control of our lives and what happens to us appears to be important to well-being, an effect has been demonstrated in numerous laboratory experiments. Sense of control is thought to help and explain the effects of relative social position, with people who are lower in a social hierarchy and have less of a sense of control. This may also mediate effects such as from democratic referenda.
4. Aspiration and Values:
Many a relationship is described in the literature. Literature describes general
tendencies and should not be presumed to apply to all people all the times. It has
been argued that people have a hierarchy of needs, with “high needs such as the
desire of beauty or intellectual simulation- resting increasingly on values. For
example, it has been argued that people brought up in condition of poverty; place
a higher value on material acquisition, while those be brought up in conditions of
plenty place greater emphasis on non-material factors such as freedom of speech.
These implies that the factors determine satisfaction will vary between people and
this may help to explain their uneven impact across groups and country (cf. age
and gender).

5. Adaptations:
Psychology has highlighted the importance of ‘hedonic adaptation- that people get
used to a given level of comfort. This is the most well known and the explanation
of the week relationship between income and satisfaction, but also may apply more
generally such as in relation to the impact of health status, education and even
relationship the flip side of adaptation in that loss of a factor can lead to a marked
change in well-being. For example, while the relationship between economic and
state is modest. It could be that fall in economic output might lead to a sharp drop
in well-being.

1.1.4 Personality Hardiness
Personality hardiness is one of the new and important tendencies of personality
hardiness has emerged as a composite of the interrelated attitudes of commitment,
control, and challenge that provides the existential courage and motivation to turn
stressful circumstances from potential disasters into growth opportunities. The
concept was introduced by Kobasa (1979) in the past decades. She defines this
concept as a constellation of three clinical personality characteristics- commitment,
control and challenge. Persons high in hardiness easily commit themselves to what
they are doing (rather than feeling alienated) generally believe that they can at least partial control events (rather than feeling powerless) and regard change to be a normal challenge or impetus to development (rather than a threat) (Kobasa and Puccetti, 1983). Maddi (1997) conceptualized hardiness as attitudes and beliefs that help people cope with stressful situations. Researchers have argued that hardiness allows people to accept and transform difficult circumstances so that they become less stressful (Kobasa, 1979; Kobasa et al, 1982; Maddi and Kobasa, 1984). Research studies examine hardiness has found that hardiness promotes desirable behaviors, such as exercise and relaxation, which provide long-term benefits and reduce the incidence of stress-related physical illnesses, mental illnesses, and impaired performance (Maddi and Khoshaba, 2005; Maddi and Kobasa, 1984). Furthermore, using both self-report and objective measures, Maddi (1999) found that hardiness was negatively related to organism strain (i.e., the "fight or flight" reaction). Thus, higher levels of dispositional hardiness may assist in the management of stress, which, in turn, could lead to a variety of health benefits, including lower stress levels, improved physical health, and improved psychological health.

Kobasa argues that persons who experience high degree of stress without falling ill have a personality structure differentiating them from a person who becomes sick under stress. This personality difference is best characterized by the term “hardiness”. Hardiness reflects the individual’s response to life events both personally and professionally (Kobasa, 1979). Three factors, commitment, control and challenge measure hardiness (Kobasa et al., 1982). Commitment reflects a dedication to oneself and to one’s work. Control is the extent to which an individual influences life events to ensure a particular outcome. Challenge refers to life events and one’s response to those events. Individuals who are hardy cope with various stressors, both personal for example life cycle, family and professional for example occupational roles and relationships, are better than those individuals who are not hardy. Hardiness has also been shown to be associated with the individual’s
use of active, problem focused coping strategies for dealing with stressful events (Genrty and Kobasa, 1984; Kobasa, 1984).

Stress hardy people obviously have a natural advantage than those of us who do not have these personality traits; however research is suggesting that those of us who do not naturally have the stress hardy personality traits can actually learn them, with time and practice, and so increase our own levels of stress hardiness. Having a stress hardy personality doesn't mean that a person never ever suffers stress; it means that their ability to deal with it, without it causing a problem, is greater. It's about learning to control how we react to the challenges we face in a more flexible, confident and less destructive way.

We will now discuss in more detail the stress hardy personality traits:

1. Commitment:
   Commitment means having a purpose to life and involvement in family, work, community, social, friends, religious faith, ourselves, etc., giving us a meaning to our lives. When we have this commitment to something or someone that is important to us, this gives our life a purpose. When committed to something we tend to be motivated to put in more effort. This can help us to find a goodness and meaning to our lives.

2. Control:
   Studies have shown that how much control we perceive we have over any stress will influence how difficult the stressor will be for us to cope with. Researchers have found there are basically two types of control, Internal and External, and these can either exaggerate or reduce a stressful situation.

   Internal Locus of Control
   With the internal locus of control, people are aware that they cannot influence all the external events that go on in their lives, but they do have a deep sense that they have a choice in how they react to that stress and believe that although they cannot totally influence it, they do have some influence over the event.
External Locus of Control
In the external locus of control people believe that they have little or no control over what happens to them; what happens is due to fate or destiny and that they will not be able to influence it. For example, someone who suffers a chronic back problem may believe, it is their destiny and fate in life to suffer the pain. They may believe there is nothing they can do to influence their condition and the subsequent pain, so therefore they do not take any action, nor use any strategies that could enable them to reduce their pain.

In life, it is impossible to remove all the pressure and stress that we will encounter, but that doesn't mean we are impotent in the face of it. By learning stress management strategies, we can influence how these events affect us, even though we cannot remove them. For example, in one study, researchers looked at two groups of people who were under stress. One group practiced relaxation regularly and the other group did not. The research data revealed that, although both groups had higher levels of stress hormones, the group that practiced relaxation showed less effect of these stress hormones on their organs and systems when compared to the group who did not practice relaxation.

We do have some degree of control over how stress affects us. The late Dr Viktor Frankyl, a psychiatrist who was a prisoner in the Nazi concentration camp at Auschwitz, said the one thing that you cannot take away from a person is their choice of how they deal with the difficult situations which they find themselves in.

In managing our stress, it’s important to recognize where our locus of control is and with time, stress management training and practice, we can move from an external locus of control to a more internal locus of control and in so doing we can improve our coping abilities.

3. Challenge:
Challenge is about how we perceive the events that occur in our lives; seeing our difficulties as a challenge rather than as a threat and accepting that the only thing in life that is constant, is change. There is an old Russian proverb that says we can
never put our feet in the same river water twice. If we view change as a total threat or see every difficulty we encounter as threatening to us then this is going to trigger a stronger fight/flight response than if we see the event as a challenge. Stress hardy people do not spend time ruminating over why things have to change, they are not frightened by it, they accept it as being a natural part of life, not a threat but an opportunity to learn and grow.

Personality hardiness and its related variables
The two major components of the personality patterns are the core –the concept of self and the spokes of the wheels –the traits which are held together and influenced by the core. Hardiness is a set of belief about oneself, the world and how they interact. It takes shape as a sense of personal commitment to what you are doing, a sense of control of your life and a feeling of challenge. The concept is based on more than a decade of research by Maddi and Kobasa. They found that people who hold these beliefs are unusually resistant to many kinds of illness.

The idea of that personality characteristic could be buffers against physical illness grew out of the waves of research linking sickness to emotional stress during the 1970s. Study after study showed that people experiencing stressful life events are victim to colds, flu’s and other maladies more frequently than did the people who reported less stress. If you feel self confident and that the world is rather begin, you have commitment or the knack of finding something important about whatever it is you are doing.” Maddi says “you also have control, or the belief that you can influence what is going on around you.”

Further you think your life is best lead in pursuit of development. Pressure and descriptions however painful, appear to be something can learn from and grow. These people stay healthy, according to Maddi, because they hold a world view that allows them to transcend stressful; circumstances.
1.2 THE PROBLEM
Well-being of a person plays a key role in the life of an individual. It affects the behavior of the individual in the entire three domains viz. cognitive, affective and psychomotor. Well-being not only facilitates well adjustment in different walks of life, but also enhances all types of productivity. Contribution of well-being is directly linked with prosperity of individual and indirectly prosperity of the nation. Well-being is a quality which is essential for the learner as well as the teachers. The teaching profession at different stages of education i.e. elementary, secondary and tertiary gives a set of challenges in which teachers demonstrate or display emotions while they may not actually feel. Teachers are expected to demonstrate love and kindness to students. They are also expected to serve as mentors and motivate students who are unwilling to learn. Such kind of expectations leads to a kind of discrepancy between the expected and actual emotions of teachers leading to some kind of stress. This may be detrimental to well-being of teachers. These psychological attributes are crucial for exploration to know their dynamics in the personality make up of teachers.

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

“Well-being of High School Female Teachers in Relation to Their Marital Status, Emotional Intelligence, Life-satisfaction and Personality Hardiness”.
1.3 SIGNIFICANCE OF STUDY
Progress of any nation depends largely on well-being of its citizens. All intellectual creative, educational, social and cultural advancement are possible if the individual of the nation do posses well-being. Due to advancement in every field, lives of teachers too have become more complex and stressful. The school teachers are under heavy pressure in the wake of universalization of elementary education and implementation of right of education for the same. The teaching learning process, to provide quality education, is to be taken care of by teachers as all the students are not in poison of same level of learning outcome. Hence teachers dealing with such groups of student face a high level of stress. Teacher’s efficiency and effectiveness largely depends upon their all round well-being. So there is need to look at well-being of teacher’s vis-à-vis certain personality characteristics like emotional intelligence, life satisfaction and personality hardiness The present study is likely to contribute substantially as it aims to breaking new horizon in the field of well-being.

1.4 OBJECTIVES
1. To study the nature of distribution of scores among psychological variables such as well-being, emotional intelligence, life satisfaction and personality hardiness.
2. To study and compare the well-being of high school female teachers with respect to their marital status and emotional intelligence.
3. To study and compare the well-being of high school female teachers with respect to their marital status and life satisfaction.
4. To study and compare the well-being of high school female teachers with respect to their marital status and personality hardiness.
5. To study and compare the well-being of high school female teachers with respect to emotional intelligence and life satisfaction.
6. To study and compare the well-being of high school female teachers with respect to emotional intelligence and personality hardiness.

7. To study and compare the well-being of high school female teachers with respect to life satisfaction and personality hardiness.

8. To study the double interaction effect of marital status and emotional intelligence with respect to well-being of high school female teachers.

9. To study the double interaction effect of marital status and life satisfaction with respect to well-being of high school female teachers.

10. To study the double interaction effect of marital status and personality hardiness with respect to well-being of high school female teachers.

11. To study the double interaction effect of emotional intelligence and life satisfaction with respect to well-being of high school female teachers.

12. To study the double interaction effect of emotional intelligence and personality hardiness with respect to well-being of high school female teachers.

13. To study the double interaction effect of life satisfaction and personality hardiness with respect to well-being of high school female teachers.

14. To study the interrelationship between emotional intelligence, life-satisfaction and personality hardiness among high school female teachers on a total sample of well-being.

15. To study the interrelationship between emotional intelligence, life-satisfaction and personality hardiness among married high school female teachers on a total sample of well-being.

16. To study the interrelationship between emotional intelligence, life-satisfaction and personality hardiness among unmarried high school female teachers on a total sample of well-being.

1.5 DELIMITATIONS OF THE STUDY

The present study was delimited in the following manner:
1. The present study was delimited to 600 female teachers serving in high schools of 3 districts of Punjab viz Muktsar, Ferozpur and Faridkot affiliated to P.S.E.B. (Mohali).

2. The study was delimited to only psychological variables.

3. Analytical approach was applied for analysis of data, by using ANOVA and correlation or any other tools.

1.6 OPERATIONAL DEFINATION OF THE TERMS

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

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

**Life-satisfaction:** Life satisfaction of personal adjustment is defined as the quality, state and level of satisfaction which is a result of various interest and attitudes of a person towards life. It is considered as positive attitude which is very important variable among younger, mature as well as aged people.

**Personality hardness** refers to as a personality based tendency to diminish the impact of stressful life events by optimistic cognitive appraisal and decisions coping action.

**High school teachers** are those trained graduate teachers teaching in govt. / recognized high schools.
CHAPTER - II

REVIEW OF RELATED LITERATURE
In India, research in elementary education is still in its infancy. Education research itself is also comparatively new in India. Review of research literature is an important pre-requisite to actual planning and for the execution of any research work before embarking on making a fresh study.

According to Scott and Wertheiner (1932) “Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems.”

Good and Scates (1941) have stated that survey of related literature helps us to know whether the evidence already available, solves problems adequately without further investigation and thus may save duplication. It may contribute to the general scholarship of investigator by providing ideas, theories and explanations valuable in formulating the problem and also suggest the appropriate method of research.

Realizing the importance of review, Best (1977) says, “A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved.”

It stimulates and encourages the investigator to dive deep into the pros and cons of the problem and desire pleasure and satisfaction of its own. It helps us in paving the way for understanding the potentialities of the problems in hand.

Best (1983) considered the survey of related literature as an important pre-requisite to actual planning and execution of any research project.

In the above context, it was thought appropriate to shift the relevant facts regarding the variables under consideration. The studies cited, have direct or indirect relation with the variables of well-being, emotional intelligence, stress and self esteem. The review has been grouped under sub categories:
2.1 Well-being (Research Studies Related to General Areas)
A basic proposition concerning the determinants of psychological well-being was advanced by Johoda (1958) who suggested that the existence of overall well-being is a function of experience in separate important aspects of life such as family, community, vocation and work.

Mathur (1972) found that the main cause of frustration, mental conflicts which affect the mental health of a private aided school teachers are; inadequate salaries, no interest in work; no security of tenure; autocratic management; autocratic supervision; bad family conditions and too many restrictions on their activities.

Davies (1984) found that some recreational exercises are proved beneficial to the well-being.

Andrews and Parks (1985) proved that psychological and physical well-being is complementary to each other. If one gets deteriorated, other cannot remain unaffected. Sound psychological well-being is a pre-requisite for good physical well-being and vice-versa.

DeLongie (1985) studied the relationship of everyday stress to mental health and well-being. He observed that everyday stress was linked with depression, somatic symptoms and health problem. Results indicate that those who are received low emotional support from family; friends and co-workers were about twice as likely to develop mental health problems as compared to those who received high emotional support.

Goode (1985) studied general well-being, specifically a health behavioural, data base among students in selected predominantly black colleges and universities. The results indicated that there was no significant relationship between age and well-being, age and health behaviour.

McGloshen (1985) conducted a study to assess the factors related to the psychological well-being of elderly recent widows. The results revealed that widows who were healthy and active, especially in religious activities, had not
worked outside the home during marriage were not beset with previous encounters with grief, and had husbands who died close to home experienced higher psychological well-being than other widows.

Turbow (1985) attempted a study to find out the relationship of exercise to academic achievements and sense of well-being among college students at California State University. He observed that exercise was not, however, significantly related to satisfaction with various aspects of life to overall sense of well-being. But students who were engaged in aerobics exercises (e.g. Jogging & Swimming) were significantly more likely than others to be highly satisfied with themselves and their lives and have a higher overall sense of well-being.

Green (1986) studied psychological well-being and coping responses of 197 male officers. The results indicated that the stressful events produced in the narratives in rank order were supervisory conflicts, frustrations with the promotional system, exposure to the brutalities and miseries of life, internal affairs investigations and problems with partners. Self reports of irrational beliefs, years with the department, and the choice of the challenge appraisal were significant predictors of number of days off the job for illness.

Hayers and Ross (1986) found that good physical health improved psychological well-being. They studied the effect of exercise, overweight and physical health on psychological well-being in a telephone survey of 401 subjects. Results revealed that good physical health improved psychological well-being.

Koonce (1986) analysed the effects of a structured wellness programme on physical and mental well-being of public teachers and staff members. He observed that there were no significant differences for any mental well-being measure.

Scheidt (1986) measured the subjective well-being of 989 residents of small towns and found that subjects generally expressed satisfaction with living conditions social relations, and functional health.
O’Rourke (1986) observed no significant relationships between psychological well-being, age, ethnicity, marital status or sex of a person in a household.

Archer and Gage (1987) found that physical dimension of health was regarded as having the most important effect on overall wellness.

Hamminger (1987) analyzed the relationship between exercise, perceived stress and psychological well-being in college students and found that aerobic exercise had a more positive sense of well-being.

Levitt et al., (1987) carried on a study on social support, perceived control and well-being. They concluded that social support was considered simultaneously with health and personal control beliefs in relation to well-being. Results suggested that one close support figure may be sufficient to promote well-being.

Wetzler and Ursano (1988) found the relationship between psychological well-being and 7 physical practices (sleep, physical exercise, breakfast, snacking, relative body weight, smoking and alcohol consumption). Psychological well-being was measured as an overall score, with positive and negative feelings as sub scores. Psychological well-being measures were related to favorable health practices and were noted to improve with age.

Wu (1988) studied the relationship between imaginary audience egocentrism and spiritual well-being among church-going American-born-Chinese adolescents. Results indicated that for the whole samples, the religious well-being dimension of spiritual well-being did not correlate significantly with imaginary audience scale and its subscales Transient self and abiding self. This indicated that sense of close relationship with God was not strongly related with the feelings of self-consciousness. Christians were significantly different in religious well-being scores.

Stenson (1989) assessed the effect of social support on the well-being of single-mothers enrolled in a rural community college. The results indicated that single-mother student, employed part-time, scored lowest on total well-being
problems and isolation. There was significant effect on problem from those
enrolled in a degree program for seven or more credits and receiving financial aid.
Simple linear and multiple stepwise regressions between components of support
and well-being showed that: (1) Total support had an effect upon problems,
loneliness, happiness and total well-being; (2) Personal conservation influenced all
measures of well-being; (3) Relatives influenced isolation, loneliness, happiness
and total well-being; and (5) neighbours influenced total well-being.

Dytell et al., (1991) studied a casual analysis of interrelationships among
exercise, physical fitness, and well-being in U.S. Navy personnel. Results revealed
that physical fitness was better predictor than exercise of outcomes in women.
Fitness tend to mediate the relationship between exercise and well-being in
females, and both exercise and fitness lead directly to positive health consequences
in males.

Landrevilla and Vezina (1992) conducted a comparative study between
hassles and major life events as correlates of well-being in older adults. Results
indicated that self-rated health, limitation in activities as a result of chronic illness
and frequency of hassles were related with physical well-being.

Harri (1993) examined the mental well-being of nurse educators at work. He
used a self assessment questionnaire to measure the mental well-being of 83
female nurses. 68% of subjects claimed that they were valued very much or
moderately at work. Age, marital status, type and length of education and
professional experience were not related to mental well-being assessment.

Mookherjee (1994) examined the effect of religiosity, social participation
and selected demographic variables on perception of well-being. The results of his
study found that perception of well-being was positively related and significantly
influenced by perceived financial status, marital status, Church membership,
frequency of Church attendance, social participation and education.

Burke and McKeen (1995) studied a research model, developed to
understand emotional well-being among managerial and professional women. Four
groups of predictor variables were considered, including personal demographic variables, organizational and situational characteristics, work experience, and work outcomes were fairly consistently and significantly related to self-reported emotional well-being.

Edward and Roy (1995) found that teachers who have a positive sense of self and healthy psychological well-being are more willing to attend to work.

Hart et al., (1995) examined personal and work related factors which contribute to a police officer’s psychological well-being within a perceived quality of life framework that integrates personality, coping process and police officer’s positive (beneficial to well-being) and negative (harmful to well-being) work experiences. Model showed that positive and negative work experience independently contribute to an officer’s perceived quality of life and the organisations.

Taylor, (2000) conducted a study to find out the relationship between mattering and psychological well-being. Crossectional and longitudinal results support the hypothesis that mattering is positively associated with psychological well-being.

Updegraff et al., (2004) in a study what makes experiencing satisfying? The Interaction of Approach-Avoidance motivations and emotions in well-being indicated that more a person is oriented towards approaching rewards and positive experience, the more her or his judgments of well-being are based on positive emotional experiences.

Moorjani and Mamta (2004) conducted a study on college students of different faculties as Science, Commerce and Arts. Results revealed that students of difference faculties have significant difference in their life satisfaction and general well-being, but there is no gender difference regarding life satisfaction and general well-being.

Ruiz and Silverstein (2007) conducted a study on relationship with grandparents and the emotional wellbeing of late adolescents and young adult
grandchildren, and found close and supportive relationship between grandparents and grandchildren are an important factor of children’s emotional well-being and psychological benefits.

Lenaghan et al., (2007) in their study supported the finding that possession of emotional intelligence will act as a protector variable of one’s wellbeing in the face of work-family conflict. The results revealed that higher emotional intelligence positively influenced well-being. Specifically, those individuals in the study who had high emotional intelligence with low work family conflict reported the highest well-being while those with low emotional intelligence and high work-family conflict reported the lowest well-being. A total of 205 people participated in this study. This sample was drawn from a large university representing a large variety of jobs including unionized trade workers to executive managers.

Singh and Woods (2008) examine the joint predictive effects of trait EI, extraversion conscientiousness and neuroticism on 2 facets of general well-being among a sample of 123 individuals of employed community from the Indian subcontinent, who have completed the measure of the five-factor model of personality, trait-EI and general wellbeing facets worn-out and up-tight. Trait EI was released but distinct from the 3 personality variables, but predicted general well-being no better than neuroticism. In regression analyses, trait- EI predicted between 6% and 9% additional variance in the well-being criteria, beyond the 3 personality traits. Finally, it was concluded that trait- EI may be useful in examining dispositional influences on psychological well-being.

Emma and Dianne (2008) examined the predictive value of social support and emotional intelligence and their interaction effects on subjective well-being. The results showed that social support and emotional intelligence and their interaction effects, significantly predicted subjective well-being and explained 44%, 50% and 50% of the variance in SWL, positive affect (PA) and negative affect (NA) respectively. At step-two social support predicted NA and SWL, and at step-four one interaction effect was significant.
Devi and Lohumi (2010) conducted a study on well-being and emotional intelligence of high school female teachers. Results revealed that there exist significant relationship between well-being and emotional intelligence and higher EQ linked with higher age and educational level.

2.2 **Emotional Intelligence:**
Mayer and Salovey (1990) studied the emotional intelligence of more than 3000 men and women of ages varying from teens to 50’s. They found that emotional intelligence showed small but steady and significant increase with age and reaches its peak value at the age of 40.

Salovey et al., (1995) have theorized that high emotional intelligence would lead to greater feelings of emotional well-being.

Some empirical evidence that emotional intelligence is associated with emotional well-being comes from research indicating that higher emotional intelligence is associated with less depression (Martinez-Pons, 1997, Schutte et al., 1998).

Menges (1999) reported significant relationship between interactional justice perceptions, organizational commitment, satisfaction and emotional intelligence.

Sehgal (1999) conducted a study on adolescents and reported that psychological well-being showed high significant positive correlation with emotional intelligence quotient.

Campbell (2000) conducted a study to explore the relationship between emotional intelligence; intuition responsible risk taking behavior in organizations and found that emotional intelligence was positively correlated with responsible risk-taking behaviour, innovation tendency and intuition.

Ciarrachi et al., (2000) posit that emotional intelligence may protect people from stress and lead to better adaptation.
Murensky (2000) suggested that emotional intelligence is independent of the cognitive abilities of critical thinking and overlaps with the five personality domains.

Smith (2000) conducted a study to examine the emotional intelligence and religious orientation as predictors of abortion decision making. The results reported no significant difference in the emotional intelligence of boys and girls.

Lamanna (2000) conducted a study to examine the relationship among emotional intelligence, locus of control and depression. The result reported significant relationships among emotional intelligence, locus of control and depression.

Ciarrochi et al., (2001) have found that emotional intelligence has an impact on psychological health particularly occupational stress.

Encinas (2001) reported that in terms of ethnicity, the white category people showed a higher level of emotional intelligence than the non-white category.

Samar (2001) conducted a study to find out the relationship among emotional intelligence, self management and glycolic control in individuals with type I diabetes. The results indicated that emotional intelligence is significantly related to self-management practices.

Ahuja (2002) reported no significant interaction between strategies of teaching and emotional intelligence.

Slaski and Cartwright (2002) investigated the relationship between measures of emotional quotient, subjective stress, distress, general health, and morale, quality of working life and management performance of a group of retail managers. Significant correlations in the expected direction were found, indicating that managers who scored higher in emotional quotient suffered less subjective stress, experienced better health and well-being, and demonstrated better management performance.

Schutte et al., (2002) conducted three studies on the topic characteristic emotional intelligence and emotional well-being (positive mood and high self
esteem). Two studies showed that higher emotional intelligence was associated with more characteristically positive mood and higher self esteem. The third study found that higher emotional intelligence was related to a more positive mood state and greater state self-esteem. The results also indicated that individuals with higher emotional intelligence were better able to maintain positive mood and self esteem.

Bar on (2003) found that there was a moderate yet significant relationship of emotional and social intelligence with psychological health.

Brackett et al., (2004) conducted a study to find out emotional intelligence and its relation to everyday behavior. The results revealed that emotional intelligence related to positive life experiences, in which life experiences was an amalgamated variable.

Baljit (2004) conducted a study to explore the relationship between emotional intelligence and academic achievement and reported no significant relationship between emotional intelligence and academic achievement.

De Souza (2004) discusses that in the field of education, it becomes essential that teachers possess a high degree of emotional intelligence so that they are able to become better educators.

Emma and Frank (2004) conducted a study to explore the relative abilities of acceptance and emotional intelligence to predict well-being outcomes (general mental health, physical well-being and job satisfaction). Results indicated that acceptance has a greater association with general mental health and physical well-being than doe’s emotional intelligence. The results also indicated that neither emotional intelligence nor acceptance is associated with job satisfaction.

Engelberg and Sjoberg (2004) found that emotional intelligence was related quite strongly to social adjustment. Emotionally intelligent adults make better decisions, they live with integrity, and they use their emotions as a source of energy and direction. They are more effective at solving problems, they collaborate better, and they are more effective leaders, better spouses and more conscious parents. Interestingly, they are not always, “happier” – they are less depressed, but
more aware of both comfortable and uncomfortable feelings. (Joshua, Freedman, 2004).

Katyal and Eliza (2004) studied gender differences in emotional intelligence and its correlates. The findings indicated that majority of boys, girls and the total sample had good followed by low emotional intelligence and the girls were found to have higher emotional intelligence and self esteem than that of boys.

Parker et al., (2004) studied emotional intelligence and academic success; examining the transition from high school to university and found the same support for emotional intelligence factors and academic performance.

Pathan and Bansibihari (2004) studied the level of emotional intelligence in secondary teachers in relation to gender and age, ranging from 24 to 56 years of age. The results revealed that 98.4% teachers fall under ‘low’ category of emotional intelligence. There is no significant difference between the emotional intelligence of male and female teachers and age is independent of emotional intelligence.

A recent meta analysis focusing on emotional intelligence, found that emotional intelligence correlated positively with general mental ability, agreeableness, openness to experiences and extraversion. All of these traits have an important impact on academic achievement and the ability to have success in the work place (Van Rooy and Viswesvaran, 2004).

Boyd (2005) conducted a study on the emotional intelligence of teachers and student’s perceptions of their teachers’ behaviour in the classroom. The results indicated that teacher’s emotional intelligence levels did not readily align with students perceptions of the behaviours associated with emotional intelligence in the classroom. In other words, a teacher who scored well on the EQ test was not necessarily perceived by students as one who displayed emotionally intelligent behaviour in the classroom.

Teachers who fall under high category of emotional intelligence emphasize the value of positive individual difference, promote the learning of teamwork and
problem-solving skills and empower children to gain positive social skills such as social skills boost students' relations, mutual respect, and engagement in classroom learning (Kaufhold, John 2005).

Latha and Ananthasayanam (2005) examined the emotional intelligence and its effect on teacher effectiveness among government aided school teachers. The study concluded that emotional intelligence did not influence the teacher effectiveness in general. Emotional intelligence did affect certain aspects of effective teaching like teachers' sense of humor and mastery in the subject.

Nelson, et al., (2005) indicated that an emotionally intelligent teacher learns and applies emotional intelligence skills to improve: stress management, self-esteem and confidence, positive personal change, decision making, leadership, assertion, comfort, and commitment which would raise quality of teacher and consequently quality of education.

Landa et al., (2006) examined the relationship between perceived emotional intelligence and life satisfaction in university teachers. To assess the nature of these relationships and to predict the factors implied on life satisfaction, positive and negative effect, work satisfaction and alexithymia measures were used. 52 university teachers (30 men and 22 women) completed the Spanish version of the Trait Meta-Mood Scale for emotional intelligence (TMMS, Fernández-Berrocal, Extremera and Ramos, 2004). Alexithymia was measured by the Spanish version of the TAS-20 (Martínez-Sainchez, 1996). And life satisfaction was measured by SWLS (Diáz Morales, 2001). Also, Work Satisfaction Scale was used (JWS, Grajales and Araya, 2001). Our result yield a strong correlation between life satisfaction and TMMS subscales (emotional Clarity and emotional Repair), TAS-20 subscales (difficulty to describe emotions and external oriented thinking), and Work Satisfaction Scale. Further analyses show that the life satisfaction most significant predictors were positive and negative affect and emotional Clarity. These results support the incremental validity of self report measures, as the TMMS, and the capacity of constructs related to emotional intelligence to explain.
the difference on life satisfaction independently from personality traits and mood states constructs.

Darsana (2007) conducted a study to find out relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students. The results revealed that there is no significant difference between rural and urban students emotional intelligence but means of emotional intelligence is high for private school students when compared with that of government school students. The results also indicated that there is a significant difference between girls and boys’ emotional intelligence.

Wong et al., (2010) empirically investigated the potential effect of school leaders’ (i.e., senior teachers) emotional intelligence, on teachers’ job satisfaction in Hong Kong. The results showed that school teachers believe that middle-level leaders’ emotional intelligence is important for their success, and a large sample of teachers surveyed also indicated that emotional intelligence is positively related to job satisfaction. The study indicates that the teaching profession requires both teachers and school leaders to have high levels of emotional intelligence. Practically, this implies that in selecting, training and developing teachers and school leaders, emotional intelligence should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the emotional intelligence of teachers and school leaders. Various studies quoted in the literature review have tried to determine the impact of using and managing emotions in the workplace and the difference between employees in dealing with emotions and the impact this may have on other variables within the work environment such as team work, leadership and managerial effectiveness, sales performance, occupational stress, organizational commitment, job satisfaction. However, relatively little research has been conducted in examining the role of emotional intelligence in moderating these relationships and suggesting emotional intelligence training.
Virk (2012) conducted a study on the effect of marital status, qualification and experience on emotional intelligence among executives. The results revealed that emotional intelligence seems to be dependent on the marital status of a person, as married executives have registered higher amounts of emotional stability as compared to unmarried.

Devi et al. (2011) conducted a study on emotional intelligence and life satisfaction among married and unmarried female teachers. Results showed that married female teachers are highly emotional intelligence and more satisfied than unmarried high school teachers.

2.3 Life satisfaction
Singh (1974) attempted to know precisely the dominant values or teachers, whether their attitude towards their profession was favorable or not, and whether they were satisfied with their jobs or not. It was concluded that teachers were found to be more moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities, and administration. There were no differences in the level of satisfaction of teachers due to differences in age. Female and unmarried teachers were more satisfied with all the factors than the male and unmarried teachers.

Trentham and Blackburn (1980) in an informal interview survey of rural and urban teachers, found all of their participants fairly satisfied with their jobs and very satisfied with their locations. They also found some evidence that rural and urban teachers' expectations and attitudes relative to work differ. Rural teachers seemed to draw more satisfaction from their students and peers. Urban teachers, on the other hand, were happy to have good facilities and the opportunities for social/cultural development offered in the urban setting.

Medley (1980) research shows that while life satisfaction is relatively high for both sexes across the age span of 22 to 65 years, independent variables may differ by sex in predictive power. It is to be noted that life satisfaction scores
change over the age span according to sex. The differences in life satisfaction scores between the sexes are substantial during early (22-34 years) and late adulthood (65 and older). However, sex differences are inconsequential for early (35-44) and late middle age (45-64). Differences such as these have implications for the understanding of sex differences in relation to life satisfaction.

Haughey and Murphy (1983) investigated rural teachers' satisfaction levels in four areas: working conditions, teaching related matters, student related matters and occupation related matters. In their study, as in the Trentham and Blackburn study, the major areas of satisfaction were student and peer associations. Facilities, community attitudes and opportunities for professional growth were areas of considerable dissatisfaction.

Grant and Yager (1988) found the relationship of social support to physical and psychological well-being in 118 elderly. The results revealed that subjects with more symptoms of depression reported having fewer emotionally satisfying consistent supports from relatives, but those who had physical illness reported more support from relatives.

Landeweerd and Boumans (1988) studied the work satisfaction and feeling of health and stress. Results of the study revealed that subjects in Cardiac care unit had most positive satisfaction scores and subjects in general surgery work had the most positive scores on the health and stress variables.

Pardeck et al., (1991) administered a satisfaction with life scale to 227 undergraduates to examine the relationship between family structure and life satisfaction. There was an association between family structure and life satisfaction. Adult children from non-intact families were more likely to have lower levels of life satisfaction than those from intact families. Results are consistent with a family system perspective which suggests that family freak down and psychological well-being are related.

Ishi-Kuntz and Marilyn (1991) examined the effects of marital and parental satisfaction and global life satisfaction. 917 first married biological parents, 63
remarried biological parents and 22 stepparents were surveyed. Multiple classification analysis showed that first married biological parents reported greatest satisfaction with parenting and step parenting reported the lowest on the other hand the three types of parents reported similar level of marital and global life satisfaction.

Kamau (1992) conducted a study on burnout, locus of control and mental health of teachers in the eastern province of Keneya. The results revealed that urban teachers were less emotionally over tended, less satisfied, move internally controlled, anxious and had a low level of mental health. Government school teachers trained married and with internal control more concerned with well-being were less anxious, less emotionally overextended and more competent than their counter parts.

Kaiser and others (1993) surveyed 235 randomly selected teachers to investigate their sense of well-being in the context of 10 child care activities. Results indicated that child related education, experience and interaction did not influence the overall well-being of teachers. Nurturing children and working with parents were found to be their most enjoyable and least stressful tasks.

Taburan (1993) investigated the factors affecting the life satisfaction of retired Thai military officers. The finding of the study indicated that the variables which were related to the difference in the level of life satisfaction of retirement were gender, period of time since retiring, marital status, level of education, place of residence, job holding with extra income, companionship in the family, rank held at retirement and membership in organization, at the statistical significant level below 0.05.

Butler (1996) found that unmarried beginning teachers were more satisfied than their married counterparts, where, in law (1951); National Education Association (1959) found that married teachers were more satisfied. However, American vocational Association (1948) and Redyhes (1964) reported no relationship between marital status and job satisfaction.
Brand (1997) concluded a qualitative study of women’s life satisfaction in middle adulthood. The study synthesized into a conceptual model that suggests life satisfaction of women in middle adulthood is multidimensional and consists of three interactive components: Personal perception of satisfaction, source of satisfaction and experiences that facilitate.

Chadda (1998) conducted a study on life satisfaction working in government and private schools of Delhi and found that both male and female teachers in government and private schools differ significantly in their total life satisfaction, while Rattan (1998) found that there is male and female teachers working in secondary and senior secondary public and government schools of Kota Region of Rajasthan.

Clark and Hodgson (2000) conducted a study with a sample 67 caregivers of DA with high functional impairment. One-third of caregivers reported moderate to high fatigue, and 40% had scores indicating possible clinical depression. Memory and behavior problems of the DA were positively correlated with caregiver depression and fatigue. Family hardiness was negatively related to memory and behavior problems of the DA. Controlling for covariates, individual hardiness was negatively associated with depression and fatigue; coping strategies did not mediate the relationship. Caregivers with low individual and family hardiness had more depression than those high in both resources.

Harrington and Lofferdo (2001) the relationship between life satisfaction, self consciousness and the Myres-Briggs type indicator dimensions the study was an investigation of the relationship between well-being, life satisfaction elf-consciousness and the Myers-Briggs Type indicator Dimension (MBTI, I.B Myers and MH MC Caulley, 1985), the participants were 97 college students. All the students were administered four instruments, the psychological well-being inventory (C.D Ryff, 1989), the satisfaction with life scale (E. Diener et al.1985) the self consciousness scale revised (M.F Scheier and C.S Carver, 1985) and the MBTI (from 6 self scoring) MAMOVAS revealed significant differences on three
to four dimensions of the MBTI with extroverts showing higher psychological well-being and life satisfaction and lower self consciousness than introverts. Intuition type scores higher in psychological well-being and lower in the consciousness than perceiving types. Correlation analyses showed that most dimensions of psychological well-being were negatively related to self consciousness. The relationship between life satisfaction and personality variables is discussed.

Panda (2001) conducted a comparative study of attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa. The study aims to assess and compare the attitude towards teaching profession and job satisfaction of two educationally backwards states. The sample consists of 400 college teachers. It was found that the majority of college teachers of Assam and Orissa had highly favorable or favorable attitude towards the profession. A significant percentage of college teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was found that more than 40% female, experienced, urban and rural college teachers of Assam and male, experiences, and aided college teachers of Orissa had dissatisfaction in their job.

Palmer et al., (2002) conducted a study on emotional intelligence, life satisfaction personality and individual difference. This study examined the relationship between emotional intelligence and life satisfaction. To determine the nature of this relationship, personality constructs known to predict life satisfaction were also assessed (positive and negative effect) Emotional intelligence was assessed in 107 participants (aged 16-64 years) using a modified version of the trait Meta mood scale (TMMS) and the 20 items. Toronto Alexithymia scale (TAS-20) life satisfaction was assessed using the satisfaction with life scale. Only the clarity sub scale of the TMMS (which indexes perceived ability to understand and discriminate between moods and emotions) and the Difficulty Identifying feeling subscale of the TAS-20 were found to significantly correlate with life satisfaction. Subsequent analyses revealed that only the clarity sub scale accounted for further
variance in life satisfaction and not accounted for by positive and negative effect. The finding provides further evidence that components of the EI construct account for variance in this important human value not accounted for by personality implications and directions for research.

Bettencourt and Molix (2003) conducted a study to examine the ways in which satisfaction with health care may be associated with the lives of rural women. One hundred thirty one rural women between the ages of 45 and 70 years completed measures of community esteem, life satisfaction, and satisfaction with health care, health status, and mood. The results showed that rural women’s satisfaction with their health care was associated with the extent to which they held their community esteem and their degree of life satisfaction. Moreover, women who had poor health were less satisfied with the available health care than were healthier women.

Gundelach and Kaeiner (2004) this study is based on the European value survey 1999, this article analyses happiness and life satisfaction in nine rich, industrialized countries with different levels of perceived happiness using graphical modeling, the statistical analysis showed that happiness and life satisfaction are related but are different concepts and that contextual as well as individual variables are important in explaining their variations. One of the most important results in that happiness depends on whether the respondent lives in a stable relationship and on country characteristics. Life satisfaction was related to the respondent’s feeling of control and his or her country of residence. In an aggregated analysis the country specific variables were analyzed, showing that social capital was the most important predictor of happiness.

Valois et al., (2004) examined the relationship between perceived life satisfaction, poor mental health, suicide ideation and suicide behaviors in a statewide sample of 13 to 18 year old high school students (n=4,758)using the self–report CDC Youth Risk Behavior Survey (YRBS). Adjusted logistic regression analyses and multivariate models constructed separately (via
SUDAAN), revealed that poor mental health (past 30 days), poor mental/physical health (past 30 days) serious suicide consideration (past 12 months), planning for suicide (past 12 months), and attempted suicide (past 12 months), and suicide attempt requiring medical care (past 12 months), were significantly related to reduced life satisfaction also, differences across gender and race were demonstrated.

Abbott and Sapsford (2006) this paper fills gap in the literature by booking at influences on the well-being of the citizens of Russia and Ukraine in the context of the triple shock-economics, political and social that they experienced after 1991. The paper argues that lived experience-how people evaluate their living condition is a significant influence on welfare of citizens as are the actual condition in which they live. The majority of the populations perceive the post 1991 economic and political charges negatively and levels of general satisfaction and happiness are comparatively low. The findings suggested that objective economic factors, geographical social location, health status and social context influence well-being but also personal control and satisfaction with material circumstances with health having a greater influence on happiness, while material circumstances and the evolution of them have a greater influence on general satisfaction. The paper concludes by arguing for a model of reciprocal causation in which material factors provide the partially determining context for action and are themselves influenced by happiness and satisfaction.

Mahanian et al., (2006) concluded, in considering the relationship between emotional intelligence and marital satisfaction in female teachers, that there is a significant correlation between emotional intelligence and marital satisfaction. Amongst the emotional intelligence items, social skills, self awareness, self controlling and empathy have a positive significant relationship with marital satisfaction, respectively. There is a correlation between emotional intelligence and occupational success and also between marital satisfaction and occupational
success. About 13% of marital changes are indicated through emotional intelligence.

Parrone et al., (2006) found that existential well-being (a sub component within the spiritual well-being) and life satisfaction were positively related as was marital satisfaction but “religious well-being, work satisfaction and parental satisfaction” did not “contribute significantly to the variance in life satisfaction”.

Roemer (2006) took a different route in measuring the religious belief impacted people in Japan and did not use a measure specific to spiritual well-being or religiosity, instead data was extracted from the “2002 Japan General Social Survey (J-GSS)” (Romer) Romer did not find a positive relationship between religious and life satisfaction among people in Japan.

Reports on 1983 quality of life survey conducted by V.whites1316 Indians, 970 Colorado and 2467 Blacks. Results of interview show that average satisfaction in the personal domain relating to self intimate life and social interactions was markedly lower among blacks than all other groups. Being Black ranked among the 10 most important predictors of overall perceived well-being and had a negative influence. It is concluded that the perceived quality of life of Blacks fell for short of other South Africans, so that even the personal domain usually to externalities was affected.

Mellor et al., (2008) conducted a study on need for belonging, relationship satisfaction, loneliness and life satisfaction. This study explored these relationships with a sample of 436 volunteer participants drawn from Australian Unity well-being database. Participants completed a survey that include a measure of satisfaction with personal relationships embedded in the personal well-being Index, the UCLA Loneliness Scale, a measure of life satisfaction and the Need to Belong Scale. While loneliness was weakly related to need to belong, it was strongly associated with the discrepancy between need to belong and satisfaction with personal relationships, which we used to measure unfulfilled need for belonging. People living alone reported a lower need to belong and less satisfaction with
personal relationships than those living with others. However, the discrepancy scores, life satisfaction scores and loneliness scores did not differ between these groups. Loneliness mediated the relationships between unfulfilled need for belonging and well-being (life satisfaction).

Ng et al., (2008) examined gender differences in marital and life satisfaction in a convenience sample of 425 Chinese Malaysian men (41%) and women (59%). Consistent with findings in many Western cultures, gender role theory predictions were supported in this study. While controlling for age and education, MANCOVA tests revealed men reporting higher levels of marital satisfaction than women. Whereas, gender differences in life satisfaction were not found. Hierarchical regression analyses showed marital satisfaction significantly predicted life satisfaction for both men and women, but the influence was greater for women. Results were discussed with reference to the Chinese Malaysian culture context.

Vahadi, S and Mohammed Ali Nazari (2011) found that life satisfaction had a positive relationship with spiritual well-being but negative correlation with alienation.

Devi et al., (2012) conducted a study on well-being and life satisfaction of high school teachers. Results revealed that the level of well-being increased with age and educational level and urban teachers have better life satisfaction as compared to rural teachers and also positive relationship between well-being and life satisfaction.

Gupta and Mir (2012) conducted a study on dynamic of job-satisfaction and teaching-competency among secondary school teachers a case study. Results revealed that high competent sec. school teachers in comparison of low competent sec. school teachers show better or high overall satisfaction than low competent sec. school teachers.
2.4 Personality hardiness
Kobasa and Hilker (1982) found that powerlessness as measured by the Alienation Test, part of the control area of hardiness was the most consistent and powerful deterring factor in the work people in general perceived their work. College being a time where stress is often evident, health status is likely to be affected.

A five-year study, by Kobasa and editors (1982) examined the role of hardiness and its interaction with stressful life events in relation to present health status. Hardiness is shown to be indirectly related to less illness development in the presence of stressful life events, supporting the concept of hardiness as a resistance resource.

Rhodewalt and Augustsdottir (1984) revealed that hardy individuals reported more positive self-statements than low hardy subjects. Physiologically, high hardy individuals displayed higher levels of systolic blood pressure during the experimental period, indicating more active coping efforts.

Keane et al., (1985) used Kobasa’s theory to study the effects of hardiness on stress of ICU and non-ICU nurses. Their sample considers of 96 nurses from one hospital. The result indicates that the nurses in ICU did not experience burnout than nurses in other unit.

Hanah and Craig (1987) examined the psycho-social correlations of hardiness in 317 seventh-twelfth graders. Data showed that sex, age, grade in school, religion and well-being were significantly associated with differences in hardiness. Analysis indicated two possible streams of causality (1) age and grade in school (2) religion, sex and happiness. These some variables were used successfully to classify 73% of the subjects identified as high and low in hardiness.

Kennedy (1988) examined the relationship of degree of hardiness and the level of stress to the amount of job satisfaction in 173 law enforcement officer; Hardiness was found to product work satisfaction, but no thorough a stress buffering effect.
Rhodewalt and Zone (1989) found that hardy woman are more satisfied with their lives with and their husband (if they are married) than those who were less hardy.

Maddi et al., (1992) suggests that hardiness protects wellness and stimulates effective functioning despite stressful circumstances. In evaluating the effectiveness of hardiness training, results showed that hardiness training is more effective than the other types of training. There exists an increase in self-reported hardiness, job satisfaction, and social support, while self-reported strain and illnesses severity get decreased. This suggests hardiness is important in stress management.

Weidner et al., (1996) looked at the effects of academic stress on health behaviors in young adults. It specifically examined changes in health behaviors as a function of academic stress. One hundred and thirty-three college undergraduate students participated and completed measures of stress, affect, and health behaviors during times of low and high academic demands. Results suggested those emotional responses to stress as linked to health behavior changes. When individuals did not exercise and self-care, it resulted in a decrease in positive affect. Poor nutrition was also linked to a decrease in positive and increase in negative effect. While college is a time where freshman students will be adapting to academic and social demands, it is also a time where mental and physical well-being changes. Those students with a strong sense of commitment, control, and challenge may adapt better to college in terms of how they perceive life stressors. The effects of hardiness have also been linked to the drug field in regard to coping with addiction.

Ryff and Heidrich (1997) looked at the causes of variations in psychological well-being, with regards to different domains of life. This study showed that for young adults, activities outside of family were the more powerful predictor of variation in well-being. These variations in well-being are prominent among freshmen college students. As adaptation progresses, an individual’s well-being
will either be affected in a positive or negative way. This will also depend upon the individual’s perception of the stressor.

Hirky (1998) interviewed injection drug users in an urban methadone program to examine whether coping serves as a mediator of the relationship between social support, personality hardiness, and psychological distress. Results indicated the relationship between hardiness and distress was fully mediated through lower levels of a latent construct measured by behavioral disengagement and denial coping. The path from hardiness to coping was significant, as was the path from coping to distress. Direct effects to distress were found for social support, life events, and gender. Whether stress is a direct result from a biological dependency or social environments, people who exhibit characteristics of a hardy personality will better cope with that stress.

Mathis and Len (1999) examined whether hardiness can be used in identifying students who have difficulties with academic, social, emotional, and attachment adjustment. Results showed that hardiness, overall, was a better predictor of mental rather than physical health.

Uehara et al., (1999) investigated the relationship between coping strategies and personality traits. The results indicated that personality traits such as neuroticism were associated with emotional oriented coping in major depressive disorder.

Clark and Hodgson (2000) conducted a study with a sample 67 caregivers of DA with high functional impairment. One-third of caregivers reported moderate to high fatigue, and 40% had scores indicating possible clinical depression. Memory and behavior problems of the DA were positively correlated with caregiver depression and fatigue. Family hardiness was negatively related to memory and behavior problems of the DA. Controlling for covariates, individual hardiness was negatively associated with depression and fatigue; coping strategies did not mediate the relationship. Caregivers with low individual and family hardiness had more depression than those high in both resources.
Chan (2003) assessed hardiness and burnout among teachers and found that hardiness has significant impact on emotional exhaustion and personal accomplishment.

Chan (2006) assessed the self perceptions of gifted students (N=212) regarding their creativity, family hardiness and emotional intelligence. The results of regression analysis indicated that family hardiness and emotional intelligence had separate and direct effects on self-perceived creativity, and their effects were additive, rather than multiplicative, as their interaction terms did not yield significant increment in variance accounted for in the criterion of prediction. Similar results were obtained when different components of emotional intelligence were considered with some suggestive evidence that family hardiness could interact with specific components of emotional intelligence in the prediction.

Kulshetra and Sen (2006) investigated the subjective well-being in relation to emotional intelligence and locus of control among executives. They conducted a study on 150 executives of different job strata of Hero Honda Motor Ltd. The results of the study revealed that emotional intelligence and locus of control have significant correlation with subjective well-being. Subjects with high emotional intelligence and internal locus of control scored significantly high on positive affect and scored significantly low on negative effect.

2.5 Overview
The perusal of review of related literature provides a picture reflecting on well being, emotional intelligence, life satisfaction and personality hardiness. The review of related literature provides indications that may be briefly summed up as under:

Social support is positively related to health which influence the well being (Clark, 1987, Mookherjee, 1994, Ruiz, 2007, Emma, 2008). Dytell (1991) found that physical fitness closely related to health’s which improve the well being.
Stenson (1989) suggested that social aspect may be sufficient to promote overall well being.

Age, marital status, type and length of education and professional experience were not related to mental well-being assessment (Harri, 1993).

Students of difference faculties have significant difference in their life satisfaction and general well-being, but there is no gender difference regarding life satisfaction and general well-being (Moorjani and Mamta, 2004).

Well being of high school teachers having high emotional intelligence is significantly higher as compared to their counterpart. Similar results are found by (Singh, 2003, Usha and Sen 2006). Schutee et al., (1998) found that high EQ individual is on the higher level of success and satisfaction.

Highly emotionally intelligent individuals appear to experience significantly less stress at work than less emotionally intelligent counterparts. They had better physical and psychological well being, and demonstrate higher in-role job performance (Bar-On, 1997, Slaski and Cartwright, 2002).

People with high emotional intelligence are happier and more successful is closely related with feeling of life satisfaction (Singh, 2003).

There is no significant difference between rural and urban students emotional intelligence but means of emotional intelligence is high for private school students when compared with that of government school students. The results also indicated that there is a significant difference between girls and boys’ emotional intelligence (Darsana, 2007).

Teachers were found to be more moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration. There were no difference in the level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than the male and unmarried teacher (Singh, 1974).

Male and female teachers in government and private schools differ significantly in their total life satisfaction (Chadda, 1998).
Married female teachers are highly emotional intelligence and more satisfied than unmarried of high school teacher (Devi et al., 2011).

Hardy women are more satisfied than less hardy women. Hardy person are more satisfied and note suffering from stress and burnout (Rhodewalt and Zone, 1989).


Well being and life satisfaction of teachers are positively related (Devi, et al., 2012, Vahedi, S and Mohammed Ali Nazari, 2011)

Hardiness, overall, was a better predictor of mental rather than physical health (Mathis and Len, 1999). Hardy woman are more satisfied with their lives and with their husband (if they are married) than those who were less hardy (Rhodewalt and Zone, 1989).

Family hardiness and emotional intelligence had separate and direct effects on self-perceived creativity, and their effects were additive, rather than multiplicative, as their interaction terms did not yield significant increment in variance accounted for in the criterion of prediction (Chan, 2006).

Sex, age, grade in school, religion and well being were significantly related with difference in hardiness (Hanna and Craig, 1987).

### 2.6 Hypotheses

1. The scores are normally distributed among the measures of well-being, emotional intelligence, life satisfaction and personality hardiness.
2. High school female teachers do not differ significantly in their well-being with respect to marital status and emotional intelligence.
3. High school female teachers do not differ significantly in their well-being with respect to marital status and life satisfaction.
4. High school female teachers do not differ significantly in their well-being with respect to marital status and personality hardiness.

5. High school female teachers do not differ significantly in their well-being with respect to emotional intelligence and personality hardiness.

6. High school female teachers do not differ significantly in their well-being with respect to emotional intelligence and life satisfaction.

7. High school female teachers do not differ significantly in their well-being with respect to life satisfaction and personality hardiness.

8. High school female teachers do not interact significantly towards well-being with respect marital status and emotional intelligence.

9. High school female teachers do not interact significantly towards well-being with respect to marital status and life satisfaction.

10. High school female teachers do not interact significantly towards well-being with respect to marital status and personality hardiness.

11. High school female teachers do not interact significantly towards well-being with respect to emotional intelligence and life satisfaction.

12. High school female teachers do not interact significantly towards well-being with respect to emotional intelligence and personality hardiness.

13. High school female teachers do not interact significantly towards well-being with respect to life satisfaction and personality hardiness.

14. There will be significant interrelationship among well-being, emotional intelligence, life satisfaction and personality hardiness of high school female teachers.

15. There will be significant interrelationship among well-being, emotional intelligence, life satisfaction and personality hardiness of married high school female teachers.

16. There will be significant interrelationship among well-being, emotional intelligence, life satisfaction and personality hardiness of unmarried high school female teachers.
CHAPTER –III

Methodology and procedure
The present study aimed at studying well-being among high school female teachers in relation to their marital status, emotional intelligence, life satisfaction and personality hardiness. For this purpose, descriptive method of research was used in the conduct of the present study. It was required to select a representative sample of high school female teachers and the necessary tools for collecting the requisite information. The relevant details regarding these aspects of the study are given as under:

3.1 Research method
Educational research involves several research methods viz. philosophical, historical, experimental and descriptive. Philosophical method is used when analysis and criticism of educational thought introduced or advanced by a great thinker is involved. Historical method is preferred when the events and observation relating to the past are to be studied. Experimental method answers the question, “If this is done under carefully controlled conditions what will happen? Experimental manipulate certain stimuli treatments or environmental conditions and observe how the condition or behavior of the subjects is affected or changed? Descriptive research method is concerned with condition or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present although it often considers past events and influences as they related to current conditions.

In the present research, Descriptive research method was employed as the purpose of the research was simple to study the difference in the well-being of high school teachers and involve its relationship to emotional intelligence, life
satisfaction and personality hardiness without any rigorous controlled and manipulation of independent variables like that of experimental method

3.2 Universe of the study
The universe of the study is high school female teachers of Punjab at teaching up to 10\textsuperscript{th} class. Keeping in view the geographical diversity of the state comprising 19 districts at the time of data collection, it was decided to use stratified random sampling. For this purpose, it was decided to select 3 districts on random basis for the selection of schools giving nearly equal representation to rural and urban areas. After selecting 3 out of 19 districts to a random manner, listing of high schools was made to select schools from rural and urban. All the teachers did not cooperate during field work and some of them did not complete the tools, as per instruction. On scrutiny a number of respondents were to be detected for the purpose of analysis, hence 600 high schools female teachers teaching in 120 selected schools constituted the sample for the study as shown in the table 3.1.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of district</th>
<th>Number of schools</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ferozepur</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>2</td>
<td>Faridkot</td>
<td>30</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>Muktsar</td>
<td>50</td>
<td>250</td>
</tr>
</tbody>
</table>

3.3 Research tools
The selection of suitable tools is of vital importance for successful research. The success of any research endeavour is largely dependent upon the tools which are used for data collection. The following tools were selected and used by the investigator in the study:


3.3.1 Well-being scale

Well-being scale developed by Singh and Gupta (2001) was used to measure well-being of high school teachers. This scale is comprised of five sub-dimension i.e. physical, mental, social, emotional and spiritual. This sale consists of 50 items pertaining to the dimensions the distribution of items in each dimension is given in table-3.2

<table>
<thead>
<tr>
<th>Subscales</th>
<th>S.N items of scales</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical well-being</td>
<td>Positive 1,5,6,9,10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Negative 2,3,4,7,8</td>
<td></td>
</tr>
<tr>
<td>Mental well-being</td>
<td>Positive 11,13,14,15,20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Negative 12,16,17,18,19</td>
<td></td>
</tr>
<tr>
<td>Social well-being</td>
<td>Positive 21,22,24,25,27,29,30</td>
<td>10</td>
</tr>
<tr>
<td>Emotional well-being</td>
<td>Positive 31,38</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Negative 32,33,34,35,36,37,39,40</td>
<td></td>
</tr>
<tr>
<td>Spiritual well-being</td>
<td>Positive 41,42,43,44,45,46,47,48,49,50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Negative NO</td>
<td></td>
</tr>
</tbody>
</table>

The respondent is required to respond on each statement on a 5-point continuum “Strongly agree to Strongly disagree” the possible range of scores on physical, mental, social emotional and spiritual subscales is in the range of 10-50. A high score is indicative of enhanced sense of well-being and vice-versa.

Reliability and validity: the inter dimension and dimension total well-being score coefficient of correlation are given in table 3.3.

It is evident that the coefficient of correlation among five sub scale was reported to be in the range of 0.26 to 0.98. The lowest value in case of social well-being (SOWB) and spiritual well-being (SWB) subscale and highest in case of
emotional well-being (EWB) and spiritual well-being (SWB) subscales. The coefficient of correlation between subscale and total subscale were in the range of 0.44 to 0.88. The split-half and test-retest reliability coefficient of the scale have been reported to be 0.96 and 0.98 respectively. The internal consistency (among subscale and with total scale) and stability over time indicates reliability of well-being scale.

Table 3.3

Inter- correlation between the sub scale of total well-being scale (N = 50)

<table>
<thead>
<tr>
<th>Variable Code</th>
<th>Physical well-being</th>
<th>Mental well-being</th>
<th>Social Well-being</th>
<th>Emotional well-being</th>
<th>Spiritual well-being</th>
<th>Total well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical well-being</td>
<td>-</td>
<td>0.33**</td>
<td>0.40*</td>
<td>0.33**</td>
<td>0.31**</td>
<td>0.65*</td>
</tr>
<tr>
<td>Mental well-being</td>
<td></td>
<td>0.77*</td>
<td>0.80*</td>
<td>0.44*</td>
<td></td>
<td>0.85*</td>
</tr>
<tr>
<td>Social well-being</td>
<td></td>
<td></td>
<td>0.74*</td>
<td>0.26**</td>
<td></td>
<td>0.88*</td>
</tr>
<tr>
<td>Emotional well-being</td>
<td></td>
<td></td>
<td></td>
<td>0.98*</td>
<td></td>
<td>0.78*</td>
</tr>
<tr>
<td>Spiritual well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.44*</td>
</tr>
<tr>
<td>Total well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p <0.05   **p < 0.01

The validation of the scale has been reported to be established in terms of content validity and item total well-being scale scores turned out to be in the range of 0.25 to 0.71 (except item no. 41 in which the value of ‘r’ is 0.19) The item-physical well-being subscale total score correlations come out to be in the range of 0.29 to 0.69, the item-mantel well-being sub scale correlation came out to be in range of 0.28 to 0.73, the item-social well-being subscale score came out to be in the range of 0.28 to 0.77, the item-emotional well-being subscale scores were in
the range of 0.22 to 0.78, and item- spiritual well-being subscale scores were in the range of 0.34 to 0.68. All these co-efficient of correlation are significant indicating high level of internal consistency determining construct validity.

The coefficient of correlation of physical mental, social, emotional and spiritual well-being dimensions with subjective well-being inventory (Sell and Nagpal, 1992) scores was found to be 0.45, 0.87, 0.90, 0.28, and 0.18 respectively. Also the relationship between total scores in both the scales came out to be 0.53 which is significant at 0.05 levels.

High scores on the subjective well-being inventory (SWBI) show the higher probability that person enjoys a good sense of well-being. Higher scores for the well-being scale (WBS) indicate enhanced sense of well-being; the relationship of subscales of well-being scale with subjective well-being inventory is indicative of concurrent validity.

3.3.2 Emotional intelligence scale
This part is the 33-items emotional intelligence scale (Schutte et al., 1998) that has been translated into Malay Language by the authors. The scale uses 5-point scale where “1” represents “strongly disagree and “5” represents “strongly agree”. Thus, the higher the total score, the higher is the EI. The original authors reported that the scale is one-dimensional, reflecting a general EI factor (Schutte et al., 1998) However, in an exploratory factor analysis using varimax-rotated solution, Petrides and Furnham (2000) came out with four factors in which they labeled ‘optimism/mood regulation’, ‘appraisal of emotion’, ‘social skills’, and utilization of emotion’. With a more complex analysis, (Saklofske et al., 2003) suggested hierarchical factor structure with a super-ordinate factor and four lower-level factors. They suggested that a scale could be analyzed according to the total score and also according to the four factors. [The items in their four factors do not match those reported by Petrides and Furnham (2000)]. The scale’s internal consistency
range from .90 to 87. And its test–retest reliability was reported at 0.78 (Schutte et al., 1998).

3.3.3 Life satisfaction scale
This scale is prepared by Alam and Srivastva (1993) and was used to collect requisite data for the present investigation. This scale covers six major areas of life satisfaction viz. health, personal, Economic, marital, social and job mention by various researches and industrial psychologists. The responses have to be given in Yes or no. Every ‘yes’ is assigned ‘1’ mark where as ‘0’ (zero) mark is to be assigned for ‘no’ response.

This tool in Hindi and is standardized tool which consists of only sixty statements all relevant to the field of present investigation. It is a self administration tool. The items of the present tool are related to the following six areas of life satisfaction viz.

1. Health satisfaction
2. Personal satisfaction
3. Economics satisfaction
4. Marital satisfaction
5. Social satisfaction
6. Job satisfaction

Reliability of the scale
The test-retest reliability was worked out for the scale. The obtained value of the test- retest reliability is 0.84.

Validity of the scale
The validity of the scale was obtained by correcting it with Saxena’s Adjustment Inventory. The Quotient was 0.74 and 0.82 respectively. Further, the scale has face validity as all the items are closely related to the covered areas. It is also possesses context validity as all the items were judged by the experts.
### Table 3.4
Table norms of the scale

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Range of Raw Scores</th>
<th>Range of ‘T’ Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>45-60</td>
<td>56.15-72.93</td>
</tr>
<tr>
<td>Average</td>
<td>30-44</td>
<td>39.37-55.03</td>
</tr>
<tr>
<td>Low</td>
<td>15-29</td>
<td>22.5-33.29</td>
</tr>
</tbody>
</table>

#### 3.3.4 Personality hardiness scale
Personality based hardiness is a composite of commitment, challenge and control (Kobasa, 1979). Originally, it employed six scales from existing questionnaires having 89 items as composite measures of hardiness. Negative indicators of commitment were the alienation items from self scale of the alienation test (Maddi et al., 1979) control was measured negatively by the external locus of control scale (Rotter et al., 1962) and the powerlessness scale (Maddi et al., 1979). The negative indicators of challenge were the security scale of the California Life Goals Evaluation Schedules (Hahn, 1966) and the cognitive structure scale of the Personality Research Form (Jackson, 1974).

The personality dispositions of commitment, control and challenge were each measured by two scales. In the case of commitment, the Alienation (From Self) and Alienation (From Work) scales of the Alienation Test (Maddi, Kobasa and Hoover, 1979) were employed as negative indicators, high scores on alienation from self reflects a lack of involvement with one’s distinctive skills, sentiments and values and a positive attitude towards personal decision making and goal setting. Sample items include, “The attempt to know yourself is a work of effort” and “Life is empty and has no meaning in it for me.” Strong agreement with the 12 items like these indicates a lack of the self recognition and fundamental sense of purpose associated with the committed person. High scores on alienation from work indicate a lack of personal investment in that area of life involving a
socially productive occupation. To the extent that these items depict work as linking the individual to society, they portray a general sense of meaninglessness, apathy and detachment across various adult samples, the alienation from self and alienation from work scales have shown an average internal consistency Coefficient of 0.85 and 0.79, respectively (Maddi et al., 1979).

As to stability, the scales respectively show correlation of 0.77 and 0.70 over two administrations reported by a gap of 3 week periods (Maddi et al., 1979). Consistent with their roots is existential psychology; these scales show construct validity in negative relationships with such variables i.e. empathy, endurance achievement initiation, purpose in life and role consistency (Maddi et al., 1979). Also there are positive relationships between alienation from work and leisure activities and between alienation from self and TV watching (Csikzentmihalyi, 1975). The disposition of control was measured negatively by the External Locus of Control Scale (Rotter et al., 1962) and the Powerlessness scale of the Alienation Test (Maddi et al., 1979). The familiar Locus of control scale consists of items presented in a forced choice format. Considerable research has shown that this scale is a reliable and valid index of belief in whether one is controlled by external forces (e.g. Phares, 1976). Although newer, the powerlessness measure shows average internal consistency of 0.88 over several adult samples and a stability correlation of 0.71 over a gap of 3 week period (Maddi et al., 1979). Relevant to construct validity, powerlessness shows a negative correlation with dominance and positive correlation with trait anxiety, external locus of control and confirms (Maddi et al., 1979).

The challenge disposition was measured negatively by the security scale of the California Life Goal evaluation schedule (Hahn, 1966) and by the cognitive structure scale of the personality research form (Jackson, 1974).

Both scales have been used widely with normal adult samples and al reliable and valid.
The security scales are to measure the degree to which safety, stability and predictability are deemed importance. Person high on this scale is unlikely to perceive changes as ultimate challenges to growth. The cognitive structure scale appears to emphasize inflexibility of cognitive categories and imbalance of ambiguity, which may, therefore, render change threatening.

In our investigation we have taken only 36 items. The items consist of attitudes with which the subjects may or may not agree. Many of the items are worded very strongly. This is so to decide the degree to which the subject agrees or disagrees.

3.4 **Data collection: Administration of tools**
The researcher herself administered well-being emotional intelligence, life satisfaction and personality hardiness to each teacher selected for the present study individually. The teachers were asked to read the instructions carefully and respond accordingly. Each respondent was asked to answer all items on well-being, emotional intelligence, life satisfaction and personality hardiness. If items were left blanks by the respondents, then that respondent was not taken in account for the final sample. To avoid fake information teachers selected for the sample were assured that the information provided by them would be used the research purpose only and not to be disclosed to answer at any cost.

The obtain data on dependent variables were tabulated according to 2x2 factorial design with equal number of scores under each independent variables. The equal number of scores was selected from the final sample of the study; the complete chart of scores of well-being emotional intelligence; life satisfaction and personality hardiness were prepared.

3.5 **Scoring and tabulation:**
The data collected with the help of different research tools was scored as per scoring procedure given in their manuals. The data was tabulated in following manner:
Well-being Score: the well-being scale was scored by attributing the value 5, 4,3,2,1 to response categories to positive items. And 1,2,3,4,5 to the negative items. Thus five dimension scores were obtained and total well-being scores was also obtained by summing up their dimensional scores.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>S.N of items in Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>1-10</td>
</tr>
<tr>
<td></td>
<td>2,3,4,7,8,*</td>
</tr>
<tr>
<td>Mental</td>
<td>11-20</td>
</tr>
<tr>
<td></td>
<td>12,16,17,18,19,*</td>
</tr>
<tr>
<td>Social</td>
<td>21-30</td>
</tr>
<tr>
<td></td>
<td>23,26,28*</td>
</tr>
<tr>
<td>Emotional</td>
<td>31-40</td>
</tr>
<tr>
<td></td>
<td>32,33,34,35,36,37,38,39,40,*</td>
</tr>
<tr>
<td>Spiritual</td>
<td>41-50</td>
</tr>
<tr>
<td>Total Number positive items =29</td>
<td>Total Number Negative items=21</td>
</tr>
</tbody>
</table>

Negatively worded are scored in reverse order.

The maximum score that are contained is 250 and minimum is 50 with a range of 10-50 for each of the five dimension of well-being scale. A high score indicates enhanced sense of well-being and low score denotes diminished sense of well-being.

**Emotional intelligence scale scoring key**

Emotional intelligence scale was scored on five point scale to obtained emotional intelligence scores of high school female teachers.

**Step 1:**

“Reverse Score” the following items #5, #28, #33

For these 3 items, go back and change your score according to this scale:

If you originally rated the item 1, change that rating to a 5

If you originally rated the item 2, change that rating to a 4
If you originally rated the item 3, do not change that rating
If you originally rated the item 4, change that rated to a 2
If you originally rated the item 5, change that rated to a 1
Remember; change your original rating for items #5, #28, #33 only leave all other rating as they are.

Step 2:
Sum your rating for all 33 items to obtain one total score.

**Life satisfaction:** The responses have to be given in Yes or no. Every ‘yes’ is assigned ‘1’ mark where as ‘0’ (zero) mark is to be assigned for ‘no’ response and then all the scores were summed up.

**Personality hardiness:** For the first 25 items reverse scoring was done. For 0 we assigned 3, for 1=2 and 3=0, and then all the scores were summed up. For the rest 10 items, as there are two statements, one has a reactive indicator, as if negative indicator item as marked by the subject was given 0 and other then 3. The total hardiness scores were obtained by summing up all the scores of 36 items.

**3.6 Statistical treatment of data**
Descriptive statistics was applied to draw frequency distribution of WB, EI, LS and PH of female high school teachers. The coefficient of correlation of WB with EI, LS and PH were computed for the total sample 600 of high school female teachers. The coefficient of correlation of WB with EI, LS and PH were computed for the total sample 300 of married and 300 of unmarried of high school female teachers. In order to find out the main and interaction effects of WB among high school female teachers 2x2 factorial designs were formed. Low and high group on EI, LS and PH were formed using Q1 and Q3 and average groups were not taken into account. While selecting cases in each group number of cases were different in different cells, for it is available to apply the ANOVA with equal numbers in each cell.
ANALYSIS AND INTERPRETATION OF DATA
Once the data has been collected, the next step is to reduce them into statistical analysis because the data have no meaning unless it is analyses and interpreted by sophisticated statistical techniques in order to arrive at certain reliable and valid conclusions.

Analysis of data, thus involves the breaking of the complex factors into simple parts and putting them in new arrangements for the purpose of interpretation.

The data was analyzed keeping in view various hypotheses which were formulated according to the different objectives set in the present study. An attempt has been made to link the outcomes of the analysis of data, so as to arrive succinct conclusion.

4.1 Description of variables
The description of variables under study namely, well-being, emotional intelligence, life satisfaction and personality hardiness was done in term of frequency distribution as given below:

4.1.1 Well-being (Married female teachers)
In order to understand the nature of well-being among high school married female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.1

The table shows that 134 out of 300 teachers (44.46) have well-being scores up to 149 below mean interval (150-164) where 19.34% teachers have well-being scores above 164. The mean scores turned out to be 151.82 SD=145.46 where median (152) and mode (145) lie in same class interval (150-164) thus scores are normally distributed.
Table 4.1
Frequency distribution of well-being score among married high school female teachers (N = 300)

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>%Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>180-194</td>
<td>8</td>
<td>2.67</td>
<td>100</td>
</tr>
<tr>
<td>165-179</td>
<td>50</td>
<td>16.67</td>
<td>97.33</td>
</tr>
<tr>
<td>150-164</td>
<td>108</td>
<td>36</td>
<td>80.66</td>
</tr>
<tr>
<td>135-149</td>
<td>105</td>
<td>35</td>
<td>44.66</td>
</tr>
<tr>
<td>120-139</td>
<td>22</td>
<td>7.33</td>
<td>9.66</td>
</tr>
<tr>
<td>105-119</td>
<td>7</td>
<td>2.33</td>
<td>2.33</td>
</tr>
</tbody>
</table>

Mean =151.82   S.D=145.46   Skewness=-139
Median =152    Kurtosis=.045   Range=80
Q1 =143        Q3=162.75     Mode=145

Fig. 4.1: Distribution of well-being score among married high school female teachers.

4.1.2 Emotional intelligence (Married female teachers)
To understand the nature of emotional intelligence among high school married female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.2
Table 4.2
Frequency distribution of emotional intelligence score among married high school female teachers (N = 300)

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>%Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>160-174</td>
<td>2</td>
<td>0.67</td>
<td>100</td>
</tr>
<tr>
<td>145-159</td>
<td>8</td>
<td>2.67</td>
<td>99.33</td>
</tr>
<tr>
<td>130-144</td>
<td>70</td>
<td>23.33</td>
<td>96.66</td>
</tr>
<tr>
<td>115-129</td>
<td>141</td>
<td>47</td>
<td>73.33</td>
</tr>
<tr>
<td>100-144</td>
<td>47</td>
<td>15.67</td>
<td>26.33</td>
</tr>
<tr>
<td>85-99</td>
<td>32</td>
<td>10.66</td>
<td>10.66</td>
</tr>
</tbody>
</table>

Mean = 121.28
S.D=14.05
Skewness= -110
Median =123.00
Kurtosis=.231
Range=85
Q1 =112.25
Q3=130.00
Mode=126

Fig. 4.2: Distribution of emotional intelligence score among married high school female teachers.

The table shows that 79 out of 300 teachers (26.33) have emotional intelligence scores up to 144 below mean interval (115-129) where 26.67% teachers have emotional intelligence scores above 129. The mean scores turned out
to be 121.28 SD =14.05 where median (123) and mode (126) lie in same class interval (115-129) thus scores are normally distributed.

4.1.3 Life satisfaction (Married female teachers)
To understand the nature of life satisfaction among high school married female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.3

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>%Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-49</td>
<td>27</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>40-44</td>
<td>75</td>
<td>25</td>
<td>91</td>
</tr>
<tr>
<td>35-39</td>
<td>82</td>
<td>27.34</td>
<td>65.99</td>
</tr>
<tr>
<td>30-34</td>
<td>73</td>
<td>24.33</td>
<td>38.66</td>
</tr>
<tr>
<td>25-29</td>
<td>43</td>
<td>14.33</td>
<td>14.33</td>
</tr>
</tbody>
</table>

Mean =36.27
S.D=5.78
Skewness=0.24
Median =36
Kurtosis=-0.798
Range=24
Q1 =32.00
Q3=41.00
Mode=35

Fig. 4.3: Distribution of life satisfaction score among married high school female teachers.
The table shows that 116 out of 300 teachers (38.66) have life satisfaction scores up to 34 below mean interval (35-39) where 34.01% teachers have life satisfaction scores above 39. The mean scores turned out to be 36.27 SD=5.78 where median (36) and mode (35) lie in same class interval (35-39) thus scores are normally distributed.

4.1.4 Personality hardness (Married female teachers)

To understand the nature of personality hardiness among high school married female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.4

The table shows that 65 out of 300 teachers (21.67) have personality hardiness up to 39 below mean interval (40-49) where 47 teachers have personality hardiness scores above 49. The mean scores turned out to be 47.87 SD=10.20 where median (49) and mode (52) lie in same class interval (40-49) thus scores are normally distributed.

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>%Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-79</td>
<td>3</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>60-69</td>
<td>38</td>
<td>12.67</td>
<td>99</td>
</tr>
<tr>
<td>50-59</td>
<td>100</td>
<td>33.33</td>
<td>86.33</td>
</tr>
<tr>
<td>40-49</td>
<td>94</td>
<td>31.33</td>
<td>53</td>
</tr>
<tr>
<td>30-39</td>
<td>49</td>
<td>16.33</td>
<td>21.67</td>
</tr>
<tr>
<td>20-29</td>
<td>16</td>
<td>5.34</td>
<td>5.34</td>
</tr>
</tbody>
</table>

Mean = 47.87  S.D=10.20  Skewness=-0.129
Median =49    Kurtosis=-.286  Range=53
Q₁ =41.00     Q₃=54.00     Mode=52
4.1.5 Well-being (Unmarried female teachers)
In order to understand the nature of well-being among high school unmarried female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.5

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>% Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>175-184</td>
<td>3</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>165-174</td>
<td>6</td>
<td>2</td>
<td>99</td>
</tr>
<tr>
<td>155-164</td>
<td>22</td>
<td>7.33</td>
<td>97</td>
</tr>
<tr>
<td>145-154</td>
<td>69</td>
<td>23</td>
<td>89.67</td>
</tr>
<tr>
<td>135-144</td>
<td>66</td>
<td>22</td>
<td>66.67</td>
</tr>
<tr>
<td>125-134</td>
<td>101</td>
<td>33.67</td>
<td>44.67</td>
</tr>
<tr>
<td>115-124</td>
<td>30</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>105-114</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Mean = 138.91  S.D=11.55  Skewness=0.547
Median =136  Kurtosis=0.582  Range=69
Q₁ =132.00  Q₃=145.00  Mode=134

Fig. 4.5: Distribution of well-being score among unmarried high school female teachers

The table shows that 200 out of 300 teachers (44.67) have well-being scores up to 134 below mean interval (135-144) where 33.33% teachers have well-being scores above 144. The mean scores turned out to be 138.91 SD=11.55 where median (136) and mode (134) lie in same class interval (135-144) thus scores are normally distributed.

4.1.6 Emotional intelligence (Unmarried female teachers)

To understand the nature of emotional intelligence among high school unmarried female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.6

The table shows that 121 out of 300 teachers (40.34) have emotional intelligence scores up to 119 below mean interval (120-129) where 41.33% teachers have emotional intelligence scores above 129. The mean scores turned out to be 122.55 SD=13.71 where median (123) and mode (132) lie in same class interval (120-129) thus scores are normally distributed.
Table 4.6
Frequency distribution of emotional intelligence among unmarried high school female teachers (N = 300)

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>%Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-159</td>
<td>4</td>
<td>1.33</td>
<td>100</td>
</tr>
<tr>
<td>140-149</td>
<td>24</td>
<td>8</td>
<td>98.67</td>
</tr>
<tr>
<td>130-139</td>
<td>96</td>
<td>32</td>
<td>90.67</td>
</tr>
<tr>
<td>120-129</td>
<td>55</td>
<td>18.33</td>
<td>58.67</td>
</tr>
<tr>
<td>110-119</td>
<td>81</td>
<td>27</td>
<td>40.34</td>
</tr>
<tr>
<td>100-109</td>
<td>20</td>
<td>6.67</td>
<td>13.34</td>
</tr>
<tr>
<td>90-99</td>
<td>18</td>
<td>6</td>
<td>6.67</td>
</tr>
<tr>
<td>80-89</td>
<td>2</td>
<td>.67</td>
<td>0.67</td>
</tr>
</tbody>
</table>

Mean = 122.55  S.D=13.71  Skewness=-0.193
Median =123  Kurtosis=.471  Range=68
Q1 =112.25  Q3=133.00  Mode=132

Fig. 4.6: Distribution of emotional intelligence among unmarried high school female teachers.

4.1.7 Life satisfaction (Unmarried female teachers)
To understand the nature of life satisfaction among high school unmarried female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.7
### Table 4.7
Frequency distribution of life satisfaction scores among unmarried high school female teachers

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>% Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-49</td>
<td>26</td>
<td>8.67</td>
<td>100</td>
</tr>
<tr>
<td>40-44</td>
<td>20</td>
<td>6.67</td>
<td>91.33</td>
</tr>
<tr>
<td>35-39</td>
<td>38</td>
<td>12.67</td>
<td>84.66</td>
</tr>
<tr>
<td>30-34</td>
<td>121</td>
<td>40.33</td>
<td>71.99</td>
</tr>
<tr>
<td>25-29</td>
<td>67</td>
<td>22.33</td>
<td>31.66</td>
</tr>
<tr>
<td>20-24</td>
<td>28</td>
<td>9.33</td>
<td>9.33</td>
</tr>
</tbody>
</table>

Mean = 32.65  
S.D=6.32  
Skewness=0.549  
Median =33  
Kurtosis=-.222  
Range=28  
Q1 =28.00  
Q3=35.00  
Mode=34

![Bar chart showing frequency distribution]

**Fig. 4.7: Distribution of life satisfaction scores among unmarried high school female teachers.**

The table shows that 95 out of 300 teachers (31.66) have life satisfaction scores up to 29 below mean interval (30-34) where 28% teachers have life satisfaction scores above 34. The mean scores turned out to be 32.65 SD=6.32 where median (33) and mode (34) lie in same class interval (30-34) thus scores are normally distributed.
4.1.8 Personality hardiness (Unmarried female teachers)
To understand the nature of personality hardiness among high school unmarried female teachers, frequency distribution along with descriptive statistics was derived, as given in table 4.8

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>%Age</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-79</td>
<td>6</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>60-69</td>
<td>10</td>
<td>3.33</td>
<td>98</td>
</tr>
<tr>
<td>50-59</td>
<td>28</td>
<td>9.33</td>
<td>94.67</td>
</tr>
<tr>
<td>40-49</td>
<td>63</td>
<td>21</td>
<td>85.34</td>
</tr>
<tr>
<td>30-39</td>
<td>102</td>
<td>34</td>
<td>64.34</td>
</tr>
<tr>
<td>20-29</td>
<td>91</td>
<td>30.34</td>
<td>30.34</td>
</tr>
</tbody>
</table>

Mean =37.14  S.D=11.82  Skewness=1.050
Median =34  Kurtosis=0.803  Range=53
Q1 =28.00  Q3=45.00  Mode=34

Fig. 4.8: Distribution of personality hardiness scores among unmarried high school female teachers.
The table shows that 91 out of 300 teachers (30.34) have personality hardness scores up to 29 below mean interval (30-39) where 35.66% teachers have personality hardness scores above 39. The mean scores turned out to be 37.14 SD=11.82 where median (34) and mode (34) lie in same class interval (30-39) thus scores are normally distributed.

4.2 Selections of cases in factorial design
The major objective of the present study was to study well-being in relation to their marital status, emotional intelligence, life satisfaction and personality hardiness and for this purpose factorial design was to be used for applying analysis of variance.

In order to find out the significance of main and interactive effects of marital status, emotional intelligence, life satisfaction and personality hardiness, two-way analysis were carried out in the following combinations:

1. Marital status x emotional intelligence (2x2)
2. Marital status x life satisfaction (2x2)
3. Marital status x personality hardiness (2x2)
4. Emotional intelligence x life satisfaction (2x2)
5. Emotional intelligence x personality hardiness (2x2)
6. Life satisfaction personality hardiness (2x2)

4.3 WELL-BEING IN RELATION TO MARITAL STATUS AND EMOTIONAL INTELLIGENCE
4.3.1 Well-being among high school female teachers in relation to marital status and emotional intelligence.

The mean well-being scores of high school female teachers along with their SDs in Marital status x emotional intelligence factorial design are given in table 4.9.
Table 4.9
Means and SDs of well-being among high school female teachers in marital status x emotional intelligence.

<table>
<thead>
<tr>
<th>Emotional intelligence</th>
<th>Marital Status (A)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Married (A₁)</td>
<td>Unmarried (A₂)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>High (B₁)</td>
<td>N 54</td>
<td>54</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 152.72</td>
<td>138.72</td>
<td>145.72</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD 11.85</td>
<td>9.08</td>
<td>12.64</td>
<td></td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>N 54</td>
<td>54</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 148.46</td>
<td>139.44</td>
<td>143.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD 14.94</td>
<td>11.18</td>
<td>13.89</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>N 108</td>
<td>108</td>
<td>216</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 150.59</td>
<td>139.09</td>
<td>149.83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD 13.59</td>
<td>10.14</td>
<td>13.28</td>
<td></td>
</tr>
</tbody>
</table>

It may be seen from the table 4.9 that married high school female teachers with high emotional intelligence have mean well-being score of 152.72 as compared to mean score of 138.72 in case of their unmarried high school female teachers with same level of emotional intelligence. In case of low emotional intelligence, married high school female teachers have mean well-being score of 148.46 as compared to mean score of 139.44 in case of their unmarried high school female teachers. In order to find out the significance of mean difference among high school female teachers in term of marital status and emotional intelligence the analysis of variance is applied. The summary of ANOVA is given in Table 4.10

The perusal of table 4.10 shows that the F-value for the main effect of marital status came out to be 50.06, which is significant even at 0.05 level. This mean that married high school female teachers have higher well-being than unmarried high female school teachers. This means that our hypothesis “High
school female teachers do not differ significantly in their well-being with respect to marital status was not retained”.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Means of Squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital Status</td>
<td>7153.00</td>
<td>1</td>
<td>7153</td>
<td>50.06*</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>1.18</td>
<td>1</td>
<td>168.89</td>
<td>1.18</td>
</tr>
<tr>
<td>Marital Status x Emotional Intelligence</td>
<td>334.84</td>
<td>1</td>
<td>334.84</td>
<td>2.34</td>
</tr>
<tr>
<td>Error Variance</td>
<td>30288.6</td>
<td>212</td>
<td>142.87</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>37777.62</td>
<td>215</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

**p<.01  * p<.05

The perusal of table 4.10 shows that the F-value for the main effect of emotional intelligence 1.18, which is not significant at 0.05 level, thereby meaning that there is no significant difference in well-being scores of high and low emotional intelligence of high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to emotional intelligence was retained.”

The F-value for the interactional effect of marital status x emotional intelligence came out to be 2.34, which is not significant at 0.05 level. This means that significance effect of marital status along with insignificant of emotional intelligence does not influence the well-being of high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to marital status and emotional intelligence was retained”.

81
4.4 WELL-BEING IN RELATION TO MARITAL STATUS AND LIFE SATISFACTION

4.4.1 Well-being among high school female teachers in relation to marital status and life satisfaction.

The mean well-being scores of high school female teachers along with their SDs in Marital status x life satisfaction factorial design are given in table 4.11.

It may be seen from the table 4.11 that married high school female teachers with high life satisfaction have mean well-being score of 149.78 as compared to mean score of 138.33 in case of their unmarried high school female teachers with same level of life satisfaction. In case of low life satisfaction, married high school female teachers have mean well-being score of 150.77 as compared to mean score of 140.03 in case of their unmarried high school female teachers. In order to find out the significance of mean difference among high school female teachers in term of marital status and life satisfaction the analysis of variance is applied.
Table 4.11
Means and SDs of well-being among high school female teachers in marital status x life satisfaction factorial design.

<table>
<thead>
<tr>
<th>Life satisfaction</th>
<th>Marital Status (A)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Married (A&lt;sub&gt;1&lt;/sub&gt;)</td>
<td>Unmarried (A&lt;sub&gt;2&lt;/sub&gt;)</td>
<td>Total</td>
</tr>
<tr>
<td>High (B&lt;sub&gt;1&lt;/sub&gt;)</td>
<td>N 54</td>
<td>54</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Mean 149.78</td>
<td>138.33</td>
<td>144.05</td>
</tr>
<tr>
<td></td>
<td>SD 14.6</td>
<td>10.79</td>
<td>14.02</td>
</tr>
<tr>
<td>Low (B&lt;sub&gt;2&lt;/sub&gt;)</td>
<td>N 54</td>
<td>54</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Mean 150.77</td>
<td>140.03</td>
<td>145.40</td>
</tr>
<tr>
<td></td>
<td>SD 16.61</td>
<td>11.8</td>
<td>15.32</td>
</tr>
<tr>
<td>Total</td>
<td>N 108</td>
<td>108</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>Mean 150.20</td>
<td>139.18</td>
<td>144.73</td>
</tr>
<tr>
<td></td>
<td>SD 15.58</td>
<td>11.28</td>
<td>14.66</td>
</tr>
</tbody>
</table>

The summary of ANOVA is given in Table 4.12

Table 4.12
Summary table of analysis of variance (marital status x life satisfaction)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Means of Squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital Status</td>
<td>6644.46</td>
<td>1</td>
<td>6644.46</td>
<td>35.65*</td>
</tr>
<tr>
<td>Life satisfaction</td>
<td>98.68</td>
<td>1</td>
<td>98.68</td>
<td>0.52</td>
</tr>
<tr>
<td>Marital Status x Life satisfaction</td>
<td>6.69</td>
<td>1</td>
<td>6.69</td>
<td>0.03</td>
</tr>
<tr>
<td>Error Variance</td>
<td>39504.6</td>
<td>212</td>
<td>186.34</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>46254.43</td>
<td>215</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** p<.01  * p<.05
The perusal of table 4.12 shows that the F-value for the main effect of marital status came out to be 35.65, which is significant even at 0.05 level. This means that married high school female teachers have higher well-being than unmarried high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to marital status was not retained”.

The perusal of table 4.12 shows that the F-value for the main effect of life satisfaction came out to be 0.52, which is not significant at 0.05 level, thereby meaning that there is no significant difference in well-being scores of high and low life satisfaction of high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to life satisfaction was retained”.

![](image)

**Fig. 4.10: Interactive Effect of Marital Status and Life Satisfaction.**

The perusal of table 4.12 shows that the F-value for the interactional effect of marital status x life satisfaction came out to be 0.03, which is not significant at 0.05 level. This means that significance effect of marital status along with insignificant of life satisfaction does not influence the well-being of male high school female teachers. This means that our hypothesis “High school female
teachers do not differ significantly in their well-being with respect to marital status and life satisfaction was retained”.

4.5 WELL-BEING IN RELATION TO MARITAL STATUS AND PERSONALITY HARDINESS

4.5.1 Well-being among high school female teachers in relation to marital status and personality hardiness.

The mean well-being scores of high school female teachers along with their SDs in Marital status x personality hardiness factorial design are given in table 4.13.

<table>
<thead>
<tr>
<th>Personality hardness</th>
<th>Marital Status (A)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Married (A₁)</td>
<td>Unmarried (A₂)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>High (B₁)</td>
<td>N 54</td>
<td>54</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 152.20</td>
<td>140.85</td>
<td>146.52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD 13.6</td>
<td>11.39</td>
<td>13.72</td>
<td></td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>N 54</td>
<td>54</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 149.59</td>
<td>139.03</td>
<td>144.31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD 17.5</td>
<td>8.83</td>
<td>14.78</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>N 108</td>
<td>108</td>
<td>216</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 150.89</td>
<td>139.94</td>
<td>145.42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD 10.18</td>
<td>15.62</td>
<td>14.27</td>
<td></td>
</tr>
</tbody>
</table>

It may be seen from the table 4.13 that married high school female teachers with high personality hardiness have mean well-being score of 152.20 as compared
to mean score of 140.85 in case of their unmarried high school female teachers with same level of personality hardiness. In case of low, personality hardiness married high school female teachers have mean well-being score of 149.59 as compared to mean score of 139.03 in case of their unmarried high school female teachers. In order to find out the significance of mean difference among high school female teachers in term of marital status and personality hardiness the analysis of variance is applied. The summary of ANOVA is given in Table 4.14

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>Sum of squares</th>
<th>df</th>
<th>Means of squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital status</td>
<td>6479.12</td>
<td>1</td>
<td>6479.12</td>
<td>37.05*</td>
</tr>
<tr>
<td>Personality hardiness</td>
<td>264.45</td>
<td>1</td>
<td>264.45</td>
<td>1.5</td>
</tr>
<tr>
<td>Marital status x Personality hardiness</td>
<td>8.65</td>
<td>1</td>
<td>8.65</td>
<td>0.049</td>
</tr>
<tr>
<td>Error variance</td>
<td>37072.54</td>
<td>212</td>
<td>174.87</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>43824.76</td>
<td>215</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**p<.01  * p<.05

The perusal of table 4.14 shows that the F-value for the main effect of marital status came out to be 37.05, which is significant even at 0.05 level. This mean that married high school female teachers have higher well-being than unmarried high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to marital status was not retained”.

The F-value for the main effect of personality hardiness came out to be 1.5, which is not significant at 0.05 level, thereby meaning that there is no significant difference in well-being scores of high and low personality hardiness of high school female teachers. This means that our hypothesis “High school teachers do not d female differ significantly in their well-being with to respect personality hardiness was retained”.

86
The F-value for the interactional effect of marital status x personality hardiness came out to be 0.049, which is not significant at 0.05 level. This means that significance effect of marital status along with insignificant of personality hardiness does not influence the well-being of high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to marital status and personality hardiness was retained”.

Fig. 4.11: Interactive effect of marital status and personality hardiness.

4.6 WELL-BEING IN RELATION TO EMOTIONAL INTELLIGENCE AND LIFE SATISFACTION

4.6.1 Well-being among high school female teachers in relation to emotional intelligence and life satisfaction.

The mean well-being scores of high school female teachers along with their SDs in emotional intelligence and life satisfaction factorial design are given in table 4.15.
Table 4.15
Means and SDs of well-being among high school female teachers in emotional intelligence x life satisfaction factorial design.

<table>
<thead>
<tr>
<th>Life satisfaction</th>
<th>Emotional intelligence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High ($A_1$)</td>
<td>Low ($A_2$)</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>High ($B_1$)</td>
<td>18</td>
<td>144.22</td>
</tr>
<tr>
<td>Low ($B_2$)</td>
<td>18</td>
<td>141.05</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>142.64</td>
</tr>
</tbody>
</table>

High school female teachers with high emotional intelligence group having high life satisfaction have mean well-being scores 144.42 as compared to low life satisfaction with mean scores 141.05. High school female teachers with low emotional intelligence having high life satisfaction with mean well-being scores 148.00 as compared low life satisfaction having means scores 145.77. In order to find out the significance of mean difference among high school female teachers in term of emotional intelligence x life satisfaction the analysis of variance is applied. The summary of ANOVA is given in Table 4.16

Table 4.16
Summary table of analysis of variance (emotional intelligence x life satisfaction)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Means of Squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>234.72</td>
<td>1</td>
<td>234.72</td>
<td>1.20</td>
</tr>
<tr>
<td>Life satisfaction</td>
<td>22.22</td>
<td>1</td>
<td>22.22</td>
<td>0.11</td>
</tr>
<tr>
<td>Emotional Intelligence x Life satisfaction</td>
<td>76.06</td>
<td>1</td>
<td>76.06</td>
<td>0.39</td>
</tr>
<tr>
<td>Error Variance</td>
<td>13232.78</td>
<td>68</td>
<td>194.59</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>13565.78</td>
<td>71</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** p<.01   * p<.05
The perusal of Table 4.16 shows that the F value for the main effect of emotional intelligence came out to be 1.20, which is not significant at 0.05 level. Thus, it may be interpreted that high school female teachers having low and high emotional intelligence do not differ significantly in their well-being level. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to emotional intelligence was retained”.

The F-value for the main effect of life satisfaction came out to be 0.11, which is not significant at 0.05 level. Thus, it may be interpreted that high school female teachers having low and high life satisfaction do not differ significantly in their well-being level. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to life satisfaction was retained”.

The F-value for the interaction effect of emotional intelligence x life satisfaction came out to be 0.39, which is not significant at 0.05 level. Thus, it may be interpreted that emotional intelligence and life satisfaction did not influence each other significantly in their combined influence on well-being of high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to emotional intelligence and life satisfaction was retained”.

4.7 WELL-BEING IN RELATION TO EMOTIONAL INTELLIGENCE AND PERSONALITY HARDINESS

4.7.1 Well-being among high school female teachers in relation to emotional intelligence and personality hardiness.

The mean well-being scores of high school female teachers along with their SDs in emotional intelligence and personality hardiness factorial design are given in table 4.17.
Table 4.17
Means and SDs of well-being among high school female teachers in emotional intelligence x personality hardiness factorial design.

<table>
<thead>
<tr>
<th>Personality hardness</th>
<th>Emotional intelligence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High (A₁)</td>
<td>Low (A₂)</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>High (B₁)</td>
<td>18</td>
<td>147.22</td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>18</td>
<td>141.50</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>144.36</td>
</tr>
</tbody>
</table>

High school female teachers with high emotional intelligence group having high personality hardiness have mean well-being scores 147.22 as compared to low personality hardiness with mean scores 141.50. High school female teachers with low emotional intelligence having high personality hardiness with mean well-being scores 148.61 as compared low personality hardiness having means scores 137.94.

In order to find out the significance of mean difference among high school female teachers in term of emotional intelligence x personality hardiness the analysis of variance is applied. The summary of ANOVA is given in Table 4.18

Table 4.18
Summary table of analysis of variance
(emotional intelligence x personality hardiness)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Means of Squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>21.13</td>
<td>1</td>
<td>21.13</td>
<td>0.16</td>
</tr>
<tr>
<td>Personality hardiness</td>
<td>1209.34</td>
<td>1</td>
<td>1209.34</td>
<td>96.15*</td>
</tr>
<tr>
<td>Emotional Intelligence x Personality hardiness</td>
<td>109.05</td>
<td>1</td>
<td>109.05</td>
<td>0.86</td>
</tr>
<tr>
<td>Error Variance</td>
<td>8552.84</td>
<td>68</td>
<td>125.77</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>9892.36</td>
<td>71</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** p<.01   * p<.05
The perusal of Table 4.18 shows that the F-value for the main effect of emotional intelligence came out to be 0.16, which is not significant at 0.05 level. Thus, it may be interpreted that high school female teachers having low and high emotional intelligence do not differ significantly in their well-being level. This means that our hypothesis “High School female teachers do not differ significantly in their well-being with respect to emotional intelligence was retained”.

The F-value for the main effect of personality hardiness came out to be 96.15, which is significant at 0.05 level. Thus, it may be interpreted that high school female teachers having low and high personality hardiness differ significantly in their well-being level. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to personality hardiness was not retained”.

The F-value for the interaction effect of emotional intelligence x personality hardiness came out to be 0.86, which is not significant at 0.05 level. This mean the results of significant main effects of personality hardiness are not dependent upon emotional intelligence to influence the well-being of high school female teachers. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to emotional intelligence and personality hardiness was retained”.

4.8 WELL-BEING IN RELATION TO LIFE SATISFACTION AND PERSONALITY HARDINESS

4.8.1 Well-being among high school female teachers in relation to life satisfaction and personality hardiness.

The mean well-being scores of high school female teachers along with their SDs in life satisfaction and personality hardiness factorial design are given in table 4.19.
Table 4.19
Means and SDs of well-being among high school female teachers in life satisfaction x personality hardiness factorial design.

<table>
<thead>
<tr>
<th>Life satisfaction</th>
<th>Personality hardiness</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High (A₁)</td>
<td>Low (A₂)</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>High (B₁)</td>
<td>18</td>
<td>150.33</td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>18</td>
<td>139.33</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>144.83</td>
</tr>
</tbody>
</table>

High school female teachers with high personality hardiness group having high life satisfaction have mean well-being scores 150.33 as compared to low life satisfactions with mean scores 139.33. High school female teachers with low personality hardiness having high life satisfaction with mean well-being scores 149.38 as compared low life satisfaction having means scores 139.93. In order to find out the significance of mean difference among high school female teachers in term of life satisfaction x personality hardiness the analysis of variance is applied. The summary of ANOVA is given in Table 4.20

Table 4.20
Summary table of analysis of variance (life satisfaction x personality hardiness)

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Means of Squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life satisfaction</td>
<td>0.9</td>
<td>1</td>
<td>0.9</td>
<td>0.06</td>
</tr>
<tr>
<td>Personality hardiness</td>
<td>1401.4</td>
<td>1</td>
<td>1401.4</td>
<td>10.00*</td>
</tr>
<tr>
<td>Life satisfaction x</td>
<td>9.4</td>
<td>1</td>
<td>9.4</td>
<td>0.06</td>
</tr>
<tr>
<td>Personality hardiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Error Variance</td>
<td>9524.75</td>
<td>68</td>
<td>140.06</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10936.09</td>
<td>71</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** p<.01   * p<.05
The perusal of Table 4.20 shows that the F-value for the main effect of life satisfaction came out to be 0.06, which is not significant at 0.05 level. Thus, it may be interpreted that less and more satisfied high school female teachers do not differ significantly in their well-being level. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to life satisfaction was retained”.

F-value for the main effect of personality hardiness came out to be 10.00, which is significant at 0.05 level. Thus, it may be interpreted that high school female teachers having low and high personality hardiness differ significantly in their well-being level. This means that our hypothesis “High school female teachers do not differ significantly in their well-being with respect to personality hardiness was not retained”.

The F-value for the interaction effect of life satisfaction x personality hardiness came out to be 0.06, which is not significant at 0.05 level. This means the results of significant main effects of personality hardiness are not dependent upon life satisfaction to influence the well-being of high school female teachers. This means that our hypothesis “High school teachers do not differ significantly in their well-being with respect to marital status and life satisfaction was retained”.

### 4.9 CORRELATIONAL ANALYSIS

#### Table 4.21

| Co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of high school female teachers with well-being (N = 600) |
|---------------------------------|-------------------------------|----------------|----------------|
|                                 | WB   | EI  | LS  | PH  |
| WB                             | -    | -   | -   | -   |
| EI                             | 0.033| -   | -   | -   |
| LS                             | 0.102*| -0.002| -   | -   |
| PH                             | 0.256*| 0.103*| 0.186**| -   |

* Significant at 0.05 level
** Significant at 0.01 level
Table 4.21 represents the co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of high school female teachers with total well-being. The entries made in this table reveal that the co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of high school female teachers with total well-being came out to be 0.033, 0.102, and 0.256 respectively. The co-efficient of correlation of emotional intelligence with life satisfaction and personality hardiness came out to be -0.002 and 0.103 respectively. The co-efficient of correlation of personality hardiness with life satisfaction came out to be 0.186.

From the table 4.21 it is clear that well-being is significantly related to life satisfaction, personality hardiness and have no relation with emotional intelligence. This means that well-being of high school female teachers depend upon to life satisfaction, personality hardiness, but not upon emotional intelligence.

Further the table 4.21 indicate that the co-efficient of correlation of emotional intelligence with life satisfaction came out to be non-significant \((r = -0.002 \ p > 0.05)\) among high school female teachers and to be positive and significant with personality hardiness \((r = 0.103 \ p < 0.05)\).

The co-efficient of correlation of life satisfaction with personality hardiness came out to be positive and significant \((r = 0.186 \ p < 0.01)\) among female high school teachers.

**Table 4.22**

<table>
<thead>
<tr>
<th>Married</th>
<th>WB</th>
<th>EI</th>
<th>LS</th>
<th>PH</th>
</tr>
</thead>
<tbody>
<tr>
<td>WB</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td>0.126*</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS</td>
<td>0.001</td>
<td>0.001</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>PH</td>
<td>0.098</td>
<td>0.151**</td>
<td>0.083</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 4.22 represents the co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of married high school female teachers with total well-being. The entries made in this table reveal that the co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of married high school female teacher with total well-being came out to be 0.126, 0.001, and 0.098 respectively. The co-efficient of correlation of emotional intelligence with life satisfaction and personality hardiness came out to be 0.001 and 0.151 respectively. The co-efficient of correlation of personality hardiness with life satisfaction came out to be 0.083.

From the table 4.22 it is clear that well-being is significantly related to emotional intelligence, life satisfaction and personality hardiness. This means that well-being of married high school female teachers depend upon to life satisfaction, personality hardiness and emotional intelligence.

Further the table 4.22 indicates that the co-efficient of correlation of emotional intelligence with life satisfaction came out to be positive (r=0.001 p< 0.01) among married high school female teachers and significant with personality hardiness(r=0.151 p< 0.01).

The co-efficient of correlation of life satisfaction with personality hardiness came out to be positive (r=0.083 p< 0.01) among married high school female teachers.

<table>
<thead>
<tr>
<th>Unmarried</th>
<th>WB</th>
<th>EI</th>
<th>LS</th>
<th>PH</th>
</tr>
</thead>
<tbody>
<tr>
<td>WB</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td>-0.027</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS</td>
<td>-0.062</td>
<td>0.013</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>PH</td>
<td>0.059</td>
<td>0.126*</td>
<td>0.060</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.23 Co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of unmarried high school female teachers with well-being (N = 300)
Table 4.23 represents the co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of unmarried high school female teachers with total well-being. The entries made in this table reveals that the co-efficient of correlation of emotional intelligence, life satisfaction and personality hardiness of unmarried high school female teachers’ total well-being came out to be -0.027, -0.062, and 0.059 respectively. The co-efficient of correlation of emotional intelligence with life satisfaction and personality hardiness came out to be -0.013 and 0.126 respectively. The co-efficient of correlation of personality hardiness with life satisfaction came out to be 0.060.

Form the table 4.23 it is clear that well-being is negatively related to emotional intelligence, life satisfaction and not significantly with personality hardiness. This means that well-being of unmarried high school female teachers are independent on emotional intelligence, life satisfaction and personality hardiness.

Further the table 4.23 indicate that the co-efficient of correlation of emotional intelligence with life satisfaction came out to be positive (r =0.013 p> 0.05) among unmarried high school female teachers and to be positive and significant with personality hardiness (r =0.126 p< 0.05)

The co-efficient of correlation of life satisfaction with personality hardiness came out to be positive (r=0.060 p< 0.01) among unmarried high school female teachers.

4.10 Testing of Hypotheses

1 Since the main effect of marital status turned out to be significant in all the analyses (Marital Status X Emotional Intelligence, Marital Status X Life Satisfaction, and Marital Status X Personality Hardiness). Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to marital status” was not retained. Thus, it may be
interpreted that marital status of high school female teachers had significantly different in their level of well-being.

2 The main effect of emotional intelligence came out to be non-significant in all the analyses (Marital Status X Emotional Intelligence, Emotional Intelligence X Life Satisfaction and Emotional Intelligence X Personality Hardiness). Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to emotional intelligence” was retained. Thus, it may be interpreted that emotional intelligence of high school female teachers had not significantly different in their level of well-being.

3 The main effect of personality hardiness turned out to be significant in the analyses (Life satisfaction X Personality Hardiness, Emotional Intelligence X Personality Hardiness) except in the analysis marital Status x personality hardiness which turned out to be insignificant. Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to personality hardiness” was partially retained. Thus, it may be interpreted that personality hardiness of high school female teachers had significantly different in their level of well-being.

4 The main effect of life satisfaction turned out to be insignificant in the analyses (Marital Status X Life Satisfaction, Emotional Intelligence X Life Satisfaction and Life Satisfaction X Personality Hardiness). Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to personality hardiness” was retained. Thus, it may be interpreted that life satisfaction of high school female teachers had not significantly different in their level of well-being.

5 The interaction effect of marital status x emotional intelligence, marital status x life satisfaction and marital status x personality hardiness came out to be non-significant in all analyses, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect
to marital status, emotional intelligence, life satisfaction and personality hardiness” was retained. Thus, it may be interpreted that marital status, emotional intelligence, life satisfaction and personality hardiness had not influence each other significantly in their double influence on well-being of high school female teachers.

6 The interaction effect of emotional intelligence x life satisfaction came out to be non-significant, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect to emotional intelligence and life satisfaction” was retained. Thus, it may be interpreted that emotional intelligence and life satisfaction had not influence each other significantly in their double influence on well-being of high school female teachers.

7 The interaction effect of life satisfaction x personality hardiness came out to be non-significant, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect to life satisfaction and personality hardiness” was retained. Thus, it may be interpreted that life satisfaction and personality had not influence each other significantly in their double influence on well-being of high school female teachers.

8 The interaction effect of emotional intelligence x personality hardiness came out to be non-significant, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect to emotional intelligence x personality hardiness” was retained. Thus, it may be interpreted that life satisfaction and personality had not influence each other significantly in their double influence on well-being of high school female teachers.
4.11 Discussion of results
The present study revealed that married female teachers have better well being level as compared to unmarried female teachers. Marital status, level of education, parental satisfaction influences the life satisfaction is similar to Ishi-Kuntz (1991), Kaiser (1993), Mahanian et al. (2006), Bulte (1996). Devi et al. (2011) found that married female teachers are highly emotional intelligence and more satisfied than unmarried of high school teachers.

The present study further revealed that well being of high school teachers having high emotional intelligence is significantly higher as compared to their counterpart. Similar results are found by Singh (2003), Usha and Sen (2006), Schutte et al., (1998) found that high EQ individual are on the higher level of success and satisfaction. Singh (2003) concluded that the people with high emotional intelligence are happier and more successful. Devi et al., (2011) found that married female teachers are highly emotional intelligence and more satisfied than unmarried of high school teachers.

The present study further revealed that well being of high school teachers having high life satisfaction is significantly higher as compared to their counterpart. Medley (1980), Valois et al., (2004) and Taburan (1993) suggested that age influence the life satisfaction level. Marital status, level of education, parental satisfaction influences the life satisfaction is similar to Ishi-Kuntz (1991), Kaiser (1993), Mahanian et al., (2006), Bulte (1996). Chadda (1998) concluded that private and government school teachers differ in their life satisfaction. Campbell (1981) indicated the fact that self esteem is closely related with feeling of life satisfaction. Devi. et al., (2012) found that that the level of well being increased with age and educational level and urban teachers have better life satisfaction as compared to rural teachers.

The study also showed that hardy high school teachers have better well being scores as compared to low hardy. Maddi (1997) examined high hardy women showed greater well being than low hardy women when they experience
discrimination, and imagined themselves in a similar situation. Rhodewalt and Zone (1989) examined hardy women are more satisfied than less hardy women. Hardy persons are more satisfied and note suffering from stress and burnout. This is in line of findings of Kenna and Alder (1985), Kennedy (1988), Hirky (1998), Maddi et al., (1992). Hannah and Craig (1987) examined that age, sex, religion and happiness influence the hardiness. Uehara et al., (1999) observed that personality trait such as neurotics are associated with depression disorder which influences the hardiness. Social support is positively related to health which influence the well being Clark (1987), Mookherjee (1994), Ruiz (2007), Emma (2008). Dytell (1991) found that physical fitness closely related to health’s which improve the well being. Levitt et al., (1987) and Stenson (1989) suggested that social aspect may be sufficient to promote overall well being.

The present study further revealed that there is a significant positive relationship between well being and emotional intelligence. Results of the present study resemble with the results of Sehgal that psychological well being showed high significant positive correlation with emotional intelligence. Bar On study (2003) indicated a moderate yet significance relationship of emotional intelligence with psychological health. Devi and Lohumi (2010) indicated that there exist significant relationship between well being and emotional intelligence and higher EQ linked with higher age and educational level.

The present study further revealed that there is a significant positive relationship between well being and life satisfaction. Devi et al., (2012), Vahedi and Mohammed (2011) examined that well being and life satisfaction of teachers are positively related.

The present study further revealed that there is a significant positive relationship between well being and personality hardiness. Hanah and Craig (1987) found that sex, age, grade in school religion and well being are significantly associated with differences in hardiness. Kulshetra and Sen (2006) examined emotional intelligence and locus of control has significant correlation with
subjective well being. Kobasa (1982) examined that hardiness is to be indirectly related to less illness development in the presence of stressful life events.
5.1 **Summary**

The education policy of most of the nations is based on the premise that quality education can be achieved only when teachers are professionally satisfied, motivated, committed and are willing to perform for the benefit of the learners, community and the society. The responsibilities and the demands on teachers are greatly increased that they have to take into account the difficulties children face while coming to school on account of their poverty, social environment or physical disabilities.

No education system is better than its teachers. ‘Goodness’ of an education programme is determined to a large extent by the teacher. The quality of education and the standards of achievement are inseparably interrelated with the quality of teachers.

The teacher with higher well-being and with high hardy personality has a strong sense of life and work commitment, a greater belief of control and more openness to change and challenges in life. People strong in challenge believe in continual growth through wisdom of what is learned from experience.

The best teacher is one who along other qualities possesses good mental health, well being and emotional intelligence, and who is fully satisfied with his/her occupation. Due to advancement in every field, life of teacher too has become more complex and stressful, his emotional intelligence and well being are affected.
Overview
The perusal of review of related literature provides a picture reflecting on well being, emotional intelligence, life satisfaction and personality hardiness. The review of related literature provides indications that may be briefly summed up as under:

Social support is positively related to health which influence the well being (Clark, 1987, Mookherjee, 1994, Ruiz, 2007, Emma, 2008). Dytell (1991) found that physical fitness closely related to health’s which improve the well being. Stenson (1989) suggested that social aspect may be sufficient to promote overall well being.

Age, marital status, type and length of education and professional experience were not related to mental well-being assessment (Harri, 1993).

Students of difference faculties have significant difference in their life satisfaction and general well-being, but there is no gender difference regarding life satisfaction and general well-being (Moorjani and Mamta, 2004).

Well being of high school teachers having high emotional intelligence is significantly higher as compared to their counterpart. Similar results are found by (Singh, 2003, Usha and Sen 2006). Schutte et al., (1998) found that high EQ individual is on the higher level of success and satisfaction.

Highly emotionally intelligent individuals appear to experience significantly less stress at work than less emotionally intelligent counterparts. They had better physical and psychological well being, and demonstrate higher in-role job performance (Bar-On, 1997, Slaski and Cartwright, 2002).

People with high emotional intelligence are happier and more successful is closely related with feeling of life satisfaction (Singh, 2003).

There is no significant difference between rural and urban students emotional intelligence but means of emotional intelligence is high for private school students when compared with that of government school students. The
results also indicated that there is a significant difference between girls and boys’ emotional intelligence (Darsana, 2007).

Teachers were found to be more moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration. There were no difference in the level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than the male and unmarried teacher (Singh, 1974).

Male and female teachers in government and private schools differ significantly in their total life satisfaction (Chadda, 1998).

Married female teachers are highly emotional intelligence and more satisfied than unmarried of high school teacher (Devi et al., 2011).

Hardy women are more satisfied than less hardy women. Hardy person are more satisfied and note suffering from stress and burnout (Rhodewalt and Zone, 1989).


Hardiness, overall, was a better predictor of mental rather than physical health (Mathis and Len, 1999). Hardy woman are more satisfied with their lives with their husband (if they are married) than those who were less hardy (Rhodewalt and Zone, 1989).

Family hardiness and emotional intelligence had separate and direct effects on self-perceived creativity, and their effects were additive, rather than multiplicative, as their interaction terms did not yield significant increment in variance accounted for in the criterion of prediction (Chan, 2006).
Sex, age, grade in school, religion and well being were significantly related with difference in hardiness (Hanna and Craig, 1987).

The problem
Well-being of a person plays a key role in the life of an individual. It affects the behavior of the individual in the entire three domains viz. cognitive, affective and psychomotor. Well-being not only facilitates well adjustment in different walks of life, but also enhances all types of productivity. Contribution of well-being is directly linked with prosperity of individual and indirectly prosperity of the nation. Well-being is a quality which is essential for the learner as well as the teachers. The teaching profession at different stages of education i.e. elementary, secondary and tertiary gives a set of challenges in which teachers demonstrate or display emotions while they may not actually feel. Teachers are expected to demonstrate love and kindness to students. They are also expected to serve as mentors and motivate students who are unwilling to learn. Such kind of expectations leads to a kind of discrepancy between the expected and actual emotions of teachers leading to some kind of stress. This may be detrimental to well-being of teachers. These psychological attributes are crucial for exploration to know their dynamics in the personality make up of teachers.

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

“Well-being of High School Female Teachers in Relation to Their Marital Status, Emotional Intelligence, Life Satisfaction and Personality Hardiness”.

Objectives
1. To study the nature of distribution of scores among psychological variables such as well-being, emotional intelligence, life satisfaction and personality hardiness.
2. To study and compare the well-being of high school female teachers with respect to their marital status and emotional intelligence.
3. To study and compare the well-being of high school female teachers with respect to their marital status and life satisfaction.
4. To study and compare the well-being of high school female teachers with respect to their marital status and personality hardiness.
5. To study and compare the well-being of high school female teachers with respect to emotional intelligence and life satisfaction.
6. To study and compare the well-being of high school female teachers with respect to emotional intelligence and personality hardiness.
7. To study and compare the well-being of high school female teachers with respect to life satisfaction and personality hardiness.
8. To study the double interaction effect of marital status and emotional intelligence with respect to well-being of high school female teachers.
9. To study the double interaction effect of marital status and life satisfaction with respect to well-being of high school female teachers.
10. To study the double interaction effect of marital status and personality hardiness with respect to well-being of high school female teachers.
11. To study the double interaction effect of emotional intelligence and life satisfaction with respect to well-being of high school female teachers.
12. To study the double interaction effect of emotional intelligence and personality hardiness with respect to well-being of high school female teachers.

13. To study the double interaction effect of life satisfaction and personality hardiness with respect to well-being of high school female teachers.

14. To study the interrelationship between emotional intelligence, life-satisfaction and personality hardiness among high school female teachers on a total sample of well-being.

15. To study the interrelationship between emotional intelligence, life-satisfaction and personality hardiness among married high school female teachers on a total sample of well-being.

16. To study the interrelationship between emotional intelligence, life-satisfaction and personality hardiness among unmarried female high school female teachers on a total sample of well-being.

Hypotheses

1. The scores are normally distributed among the measures of well-being, emotional intelligence, life satisfaction and personality hardiness.

2. High school female teachers do not differ significantly in their well-being with respect to marital status and emotional intelligence.

3. High school female teachers do not differ significantly in their well-being with respect to marital status and life satisfaction.

4. High school female teachers do not differ significantly in their well-being with respect to marital status and personality hardiness.

5. High school female teachers do not differ significantly in their well-being with respect to emotional intelligence and personality hardiness.

6. High school female teachers do not differ significantly in their well-being with respect to emotional intelligence and life satisfaction.
7. High school female teachers do not differ significantly in their well-being with respect to life satisfaction and personality hardiness.

8. High school female teachers do not interact significantly towards well-being with respect to marital status and emotional intelligence.

9. High school female teachers do not interact significantly towards well-being with respect to marital status and life satisfaction.

10. High school female teachers do not interact significantly towards well-being with respect to marital status and personality hardiness.

11. High school female teachers do not interact significantly towards well-being with respect to emotional intelligence and life satisfaction.

12. High school female teachers do not interact significantly towards well-being with respect to emotional intelligence and personality hardiness.

13. High school female teachers do not interact significantly towards well-being with respect to life satisfaction and personality hardiness.

14. There will be significant interrelationship among well-being, emotional intelligence, life satisfaction and personality hardiness of high school female teachers.

15. There will be significant interrelationship among well-being, emotional intelligence, life satisfaction and personality hardiness of married high school female teachers.

16. There will be significant interrelationship among well-being, emotional intelligence, life satisfaction and personality hardiness of unmarried high school female teachers.

**Delimitations of the study**

The present study was delimited in the following manner:

1. The present study was delimited to 600 female teachers serving in high schools of 3 districts of Punjab viz. Muktsar, Ferozpur and Faridkot affiliated to P.S.E.B. (Mohali).
2. The study was delimited to only psychological variables.
3. Analytical approach was applied for analysis of data, by using ANOVA and correlation or any other tools

**Operational definition of the terms**

1. **Well-being** connotes individual’s feeling of contentment, happiness, satisfaction with life experience and one’s role in the world of work in terms of ‘physical’, ‘mental’, ‘social’, ‘emotional’ and ‘spiritual’ aspects.
2. **Emotional intelligence** refers to a capacity of recognizing our feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.
3. **Life-satisfaction**: Life satisfaction of personal adjustment is defined as the quality, state and level of satisfaction which is a result of various interest and attitudes of a person towards life. It is considered as positive attitude which is very important variable among younger, mature as well as aged people.
4. **Personality hardiness** refers to as a personality based tendency to diminish the impact of stressful life events by optimistic cognitive appraisal and decisions coping action.

**Methodology**

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

**Universe of the study**

The universe of the study is high school female teachers of Punjab at teaching up to 10\(^{th}\) class. Keeping in view the geographical diversity of the state comprising 19 districts at the tie of data collection, it was decided to use stratified random sampling. For this purpose, it was decided to select 3 districts on random basis for the selection of schools giving nearly equal representation to rural and urban areas.
After selecting 3 out of 19 districts to a random manner, listing of high schools was made to select schools from rural and urban. All the teachers did not cooperate during field work and some of them did not complete the tools, as per instruction. On scrutiny a number of respondents were to be detected for the purpose of analysis, hence 600 high schools female teachers teaching in 120 selected schools constituted the sample for the study.

**Research tools**
The selection of suitable tools is of vital importance for successful research. The success of any research endeavour is largely dependent upon the tools which are used for data collection. The following tools were selected and used by the investigator in the study:


**Statistical treatment of data**
Descriptive statistics was applied to draw frequency distribution of WB, EI, LS and PH of female high school teachers. The coefficient of correlation of WB with EI, LS and PH were computed for the total sample 600 of high school female teachers. The coefficient of correlation of WB with EI, LS and PH were computed for the total sample 300 of married and 300 of unmarried of high school female teachers. In order to find out the main and interaction effects of WB among high school female teachers 2x2 factorial designs were formed. Low and high group on EI, LS and PH were formed using $Q_1$ and $Q_3$ and average groups were not taken.
into account. While selecting cases in each group number of cases were different in different cells, for it is available to apply the ANOVA with equal numbers in each cell.

**Testing of hypotheses**

1. Since the main effect of marital status turned out to be significant in all the analyses (Marital Status X Emotional Intelligence, Marital Status X Life Satisfaction, and Marital Status X Personality Hardiness). Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to marital status” was not retained. Thus, it may be interpreted that marital status of high school female teachers had significantly different in their level of well-being.

2. The main effect of emotional intelligence came out to be non-significant in all the analyses (Marital Status X Emotional Intelligence, Emotional Intelligence X Life Satisfaction and Emotional Intelligence X Personality Hardiness). Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to emotional intelligence” was retained. Thus, it may be interpreted that emotional intelligence of high school female teachers had not significantly different in their level of well-being.

3. The main effect of personality hardiness turned out to be significant in the analyses (Life satisfaction X Personality Hardiness, Emotional Intelligence X Personality Hardiness) except in the analysis marital Status x personality hardiness which turned out to be insignificant. Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to personality hardiness” was partially retained. Thus, it may be interpreted that personality hardiness of high school female teachers had significantly different in their level of well-being.

4. The main effect of life satisfaction turned out to be insignificant in the analyses (Marital Status X Life Satisfaction, Emotional Intelligence X Life
Satisfaction and Life Satisfaction X Personality Hardiness). Hence, the hypothesis: “High school female teachers do not differ significantly in their well-being with respect to personality hardiness” was retained. Thus, it may be interpreted that life satisfaction of high school female teachers had not significantly different in their level of well-being.

5 The interaction effect of marital status x emotional intelligence, marital status x life satisfaction and marital status x personality hardiness came out to be non-significant in all analyses, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect to marital status, emotional intelligence, life satisfaction and personality hardiness” was retained. Thus, it may be interpreted that marital status, emotional intelligence, life satisfaction and personality hardiness had not influence each other significantly in their double influence on well-being of high school female teachers.

6 The interaction effect of emotional intelligence x life satisfaction came out to be non-significant, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect to emotional intelligence and life satisfaction” was retained. Thus, it may be interpreted that emotional intelligence and life satisfaction had not influence each other significantly in their double influence on well-being of high school female teachers.

7 The interaction effect of life satisfaction x personality hardiness came out to be non-significant, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect to life satisfaction and personality hardiness” was retained. Thus, it may be interpreted that life satisfaction and personality had not influence each other significantly in their double influence on well-being of high school female teachers.
The interaction effect of emotional intelligence x personality hardiness came out to be non-significant, therefore the hypothesis: “High school female teachers do not interact significantly towards well-being with respect to emotional intelligence x personality hardiness” was retained. Thus, it may be interpreted that life satisfaction and personality had not influence each other significantly in their double influence on well-being of high school female teachers.

**Discussion of results**
The present study revealed that married female teachers have better well being level as compared to unmarried female teachers. Marital status, level of education, parental satisfaction influences the life satisfaction is similar to Ishi- Kuntz (1991), Kaiser (1993), Mahanian et al.; (2006), Bulter (1996). Devi et al., (2011) found that married female teachers are highly emotional intelligence and more satisfied than unmarried of high school teachers.

The present study further revealed that well being of high school teachers having high emotional intelligence is significantly higher as compared to their counterpart. Similar results are found by Singh (2003), Usha and Sen (2006), Schutte et al., (1998) found that high EQ individual are on the higher level of success and satisfaction. Singh (2003) concluded that the people with high emotional intelligence are happier and more successful Devi et al. (2011) found that married female teachers are highly emotional intelligence and more satisfied than unmarried of high school teachers.

The present study further revealed that well being of high school teachers having high life satisfaction is significantly higher as compared to their counterpart. Medley (1980), Valois et al. (2004) and Taburan (1993) suggested that age influence the life satisfaction level. Marital status, level of education, parental satisfaction influences the life satisfaction is similar to Ishi- Kuntz (1991), Kaiser
(1993), Mahanian et al., (2006), Bulter (1996). Chadda (1998) concluded that private and government school teachers differ in their life satisfaction. Campbell (1981) indicated the fact that self esteem is closely related with feeling of life satisfaction. Devi et al., (2012) found that that the level of well being increased with age and educational level and urban teachers have better life satisfaction as compared to rural teachers.

The study also showed that hardy high school teachers have better well being scores as compared to low hardy. Maddi (1997) examined high hardy women showed greater well being than low hardy women when they experience discrimination, and imagined themselves in a similar situation. Rhodewalt and Zone (1989) examined hardy women are more satisfied than less hardy women. Hardy person are more satisfied and note suffering from stress and burnout. This is in line of findings of Kenna and Alder (1985), Kennedy (1988), Hirky (1998), Maddi et al., (1992). Hannah and Craig (1987) examined that age, sex, religion and happiness influence the hardiness. Uehara et al., (1999) observed that personality trait such as neurotics are associated with depression disorder which influences the hardiness. Social support is positively related to health which influence the well being Clark (1987), Mookherjee (1994), Ruiz (2007), Emma (2008). Dytell (1991) found that physical fitness closely related to health’s which improve the well being. Levitt et al., (1987) and Stenson (1989) suggested that social aspect may be sufficient to promote overall well being.

The present study further revealed that there is a significant positive relationship between well being and emotional intelligence. Results of the present study resemble with the results of Sehgal that psychological well being showed high significant positive correlation with emotional intelligence. Bar On study (2003) indicated a moderate yet significance relationship of emotional intelligence with psychological health. Devi and Lohumi (2010) indicated that there exist significant relationship between well being and emotional intelligence and higher EQ linked with higher age and educational level.
The present study further revealed that there is a significant positive relationship between well being and life satisfaction. Devi et al., (2012), Vahedi and Mohammed (2011) examined that well being and life satisfaction of teachers are positively related.

The present study further revealed that there is a significant positive relationship between well being and personality hardiness. Hanah and Craig (1987) found that sex, age, grade in school religion and well being are significantly associated with differences in hardiness. Kulshetra and Sen (2006) examined emotional intelligence and locus of control has significant correlation with subjective well being. Kobasa and editors (1982) examined that hardiness is to be indirectly related to less illness development in the presence of stressful life events.

5.2 Conclusions
The following conclusions were drawn on the basis of analysis and interpretation of data.

1. There is significant difference in the level of well-being of married and unmarried high school female teachers
2. There is no significant difference in the level of well-being of married and unmarried high school female teachers having high and low level of emotional intelligence
3. There is no significant difference in the level of well-being of married and unmarried high school female teachers having high and low level of life satisfaction of high school female teachers.
4. There is no significant difference in the level of well-being of married and unmarried high school female teachers having high and low level of personality hardiness.
5. There is no significant interactional effect of marital status and emotional intelligence on the level of well-being of high school female teachers.
6. There is no significant interactional effect of marital status and life satisfaction on the level of well-being of high school female teachers.

7. Marital status and personality hardiness did not influence each other significantly in their double influence on well-being of high school female teachers.

8. There is no significant difference in the level of well-being of high school female teachers having high and low level of emotional intelligence.

9. There is no significant difference in the level of well-being of high school female teachers having high and low level of life satisfaction of high school teachers.

10. There is significant difference in the level of well-being of high school female teachers having high and low level of personality hardiness.

11. Emotionally intelligence and life satisfaction did not influence each other significantly in their double influence on well-being of high school female teachers.

12. Emotional intelligence and personality hardiness did not influence each other significantly in their double influence on well-being of high school female teachers.

13. Life satisfaction and personality hardiness did not influence each other significantly in their double influence on well-being of high school female teachers.

14. Well being is positively and significantly related with life satisfaction and personality hardiness among high school female teachers.

15. Well being is positively and significantly related with emotional intelligence among married high school female teachers.

16. There will be no relationship of emotional intelligence and life satisfaction with well being of unmarried high school female teachers.
5.3 **Educational implications**

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

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

3. The educational authorities at district and state level must ensure a supportive role to teaching community and arrange periodic in-service teacher education programmes, yoga and meditation camps for developing teachers well-being, emotional intelligence, life satisfaction and reducing stress.

4. The teachers will be motivated to work only if they are satisfied with their jobs and the value pattern of the society they are living in.

5. There should be a good school community interaction so that teachers may not develop negative symptoms and have a positive outlook towards teaching profession. Public and also the education officers condemn the teachers more than to encourage them.

6. The school programmes should ensure maximum utilization of teachers’ potential for academic pursuits.

5.4 **Suggestion for future research**

1. The scope of the present study was delimited in term of only four psychological variables, namely well-being, emotional intelligence, life satisfaction and personality hardiness and high school female teachers keeping in view the delimitations of the study and conclusions certain
suggestions may be laid down for educational implications and further research.

2. Replicated studies involving others school Novodyas vidayla be undertaken to extend the result of the present research for broad generalization.

3. Similar kind of study can be undertaken on elementary school and college teachers.

4. Similar kind of study carried out on professional and technical teachers.

5. A comparative study of well-being of teachers in diverse educational setting across different regions of country may also be taken.

6. Well-being may be studied in relation to others psychological variables.

7. Since well-being is a multifaceted construct new instruments to assess well-being may be developed in local cultural milieu.

8. Well-being may be studied as a predictor of intellective, creative and academic performance of the students.

9. Co relational studies may be undertaken to explore well-being among teachers vis-à-vis other pertinent psychological variable such as teacher stress, burnout social and social and organizational support to identify effective teachers and psychological characteristic associated with teacher effectiveness.

10. A study can be taken to investigate the well-being of in-service teachers as various variables may be inquired

11. The ongoing in-service teacher’s education programmes need to be evaluated in term of their effectiveness inculcating wellness professional attitude and values among teacher trainees.

12. Experimental studies need to be undertaken to assess impact of stress reduction strategies on teacher’s well-being and effectiveness at different stages of school education
13. Similar study may be planned on a larger sample from the state of Punjab and from other states in order to find out the reliability of the findings of this study.
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