

CHAPTER - I
INTRODUCTION

1.0 INTRODUCTION

Education not only provides us job and livelihood, but also develops our personality. It shapes our character. It makes us well mannered and cultured. It expands the intellect of mind. It develops a feeling of self reliance and self confidence. It takes us from dark to light, from untruth to truth and from wrong to right. In the words of Rabindrnanth Tagore the first noble laureate, “A Teacher can never teach truly unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.” A Teacher devotes his entire life to learning and is a living embodiment of lifelong learning. Teacher has always played a pivotal role in the society. The future of the nation is being shaped in its classrooms. Children are our future nation builders. Therefore, the teachers have a great responsibility in moulding the character of children by giving quality education in the schools.

The major goal of school education at any level is attainment of academic excellence by the students. Although there may be other peripheral objectives, emphasis is placed on the achievement of excellence in education. The extent to which this goal can be actualized depends principally on the teaching personnel. Teachers like other employees in various organization, are crucial in actualization of the school goal and objectives. It is well accepted factor that the quality of education is mediated by the teacher and what the teacher does. The performance of a good teacher depends upon the specialization of the subject or fields to be taught. Teacher have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students, making them curious and attempting self directed learning (Day 2004). The importance of teachers in a nation building cannot be over emphasized. One cannot discuss the role of education in the national development without giving central attention to teachers as the real agent of development. National development hinges on the contributions of the teachers towards attainment of academic excellence by the students. The major work of teachers is human
resources development and no nation can develop above its human resources. The different professionals trained by teachers have their contributions to national development. Thus, teachers are very important in the actualization of the school goals and national development. In order to teach effectively, teachers must not only feel psychologically and emotionally comfortable, but they must also have some sense of belief that they can make a difference to the lives of children they are teaching. They must feel their professional work in bringing about positive change in their pupils (Edward, 1996).

1.1 TEACHER EFFICACY

A teacher's perception of his/her own efficacy is seen as affecting the effort they invest in their teaching, as well as the goals they set and their level of aspiration in their professional field and career (Gordon & Debus, 2002). Teachers with a strong sense of efficacy have been found to manifest greater levels of planning and organization in their work, to be more open to new ideas and to be more willing to experiment with new teaching methods. They are more persistent in their teaching effort, less critical and more able to sustain empathy and support for their pupils. They have greater enthusiasm for and commitment to teaching and more tenacity in their work and profession (Ashton & Webb, 1986). Given that teachers' confidence in their own efficacy is based on their own perception of it, and that perception is fed by results, it follows that a construct is inferred by the literature.

1.1.1 Conceptual framework of Teacher Efficacy

The work of Tschannen-Moran and Hoy (2001) define “teacher’s efficacy belief [as] . . . a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (p. 783). They enlarge on this definition by noting that teacher efficacy is related to a range of educational outcomes. These include teachers’ persistence, enthusiasm, commitment and instructional behavior and students’ achievement, motivation, and self-efficacy beliefs.

Efficacy is the belief in one’s ability to carry out the necessary actions to achieve a certain desired outcome (Bandura 1997). Thus, one’s sense of efficacy affects personal feelings, thoughts and motivation. People with higher efficacy
possess a higher quality of decision making. On the other hand, people with low efficacy give up quickly, have low aspirations for achievement, and experience more anxiety, which leads to stress and burnout (Gibson and Dembo, 1984). In the educational context, where teachers have to meet teaching demands, teacher efficacy could be an important personal resource in coping with job stress. Thus, teacher self-efficacy is ‘the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context’ (Tschannen-Moran, Woolfolk-Hoy, and Hoy 1998, 233).

For the measurement of teachers’ self-efficacy, Bandura constructed various dimensions as (1) Efficacy to Influence Decision Making, (2) Efficacy to influence School Resources, (3) Instructional Self- Efficacy, (4) Disciplinary Self- Efficacy, (5) Efficacy to Enlist Parental Involvement, (6) Efficacy to Enlist Community Involvement, and (7) Efficacy to create a Positive School Climate. Hence, clearly the studies of this construct have borne much fruit in the field of education. Still there is a need to explore the different fields of education related to teaching and educational psychology.

Gibson and Dembo (1984) find a two-factor dimensional construct of teacher efficacy among American teachers. The first factor: Personal Teaching Efficacy (PTE) represents a teacher’s beliefs of his or her own ability to influence students’ learning and behaviour. It includes the beliefs in implementing effective teaching strategies, adopting better pedagogical skills, dealing with difficult students, bringing about positive changes in students’ learning, etc. The second factor: General Teaching Efficacy (GTE) represents the belief about the capacity of teachers and educational system as a whole to help students. It is the belief that education affect students more than home environment, family background, and parental influences.

1.1.2 Importance of Teacher efficacy

Teacher efficacy has gained great attention over the last 25 years. Researchers, on one hand, mature the construct of teacher efficacy by discussing its meaning and concept and developing its measurement; on the other hand, seek to further cultivate the importance of teacher efficacy in teaching practice by exploring
its correlates. Studies on teacher efficacy have provided evidence of the significance of the role of efficacy on teachers’ behaviours. Findings indicate that teachers’ efficacy beliefs not only have considerable influence on their instructional practices and classroom behavior but also have formative effects on their students’ achievement and motivation (Siebert, 2006). In this respect, teachers with high efficacy beliefs manage negative affective experiences better than teachers with low efficacy beliefs who may experience more anxiety. Teacher efficacy has been given much attention as research has shown that teacher self-efficacy is consistently related to positive teaching and student learning outcomes (Tschanen-Moran & Woolfolk Hoy, 2001). As Woolfolk and Hoy (1990) noted, “Researchers have found few consistent relationships between characteristics of teachers and the behaviour or learning of students, teachers’ sense of efficacy . . . is an exception to this general rule” (p. 81). The idea that teachers’ self-beliefs are determinants of teaching behaviour is a simple, yet powerful idea. Students of efficacious teachers generally have outperformed students in other classes.

Teacher efficacy is the variable whose contribution to teach effectively will be investigated in the proposed study. Since Bandura introduced the concept of self efficacy over quarter century ago, it has been widely tested in varied disciplines and settings and has received support from a growing body of findings from diverse field. A quality conscious teacher is one who is committed, enthusiastic, resourceful and intellectually as well as emotionally energetic in his/her work (Day, 2004). These attributes of teacher can influence learning and achievement of the pupils and can manage student’s behavior successfully. Such belief of a teacher about oneself is termed as teacher efficacy. Teacher Efficacy shows the belief of a teacher in his/her own capacity to organize and execute course of action in order to achieve desired outcomes (Ashton 1984). Efficacy beliefs influence teachers’ persistence when things do not go smoothly and their resilience in the face of setbacks. In addition, teachers’ efficacy belief also relate to their behaviour in classroom. Efficacy affects the effort they invest in teaching, the goals they set, and their level of aspiration. Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organization. They also are more open to new ideas and more willing to
experiment with new methods to better meet the needs of their students (Berman et. al., 1977).

Clearly the study of teacher efficacy has borne much fruit. However, teacher efficacy is the subject of current debate concerning its meaning and measure (cf. Tschannen-Moran et al., 1998). The dialogue has centered on two issues. First, based on the theoretical nature of the self-efficacy construct as defined by Bandura (1997), researchers have argued that self-efficacy is most appropriately measured within context regarding specific behaviors (Pajares, 1996). Second, the construct validity of scores from the primary instruments purporting to measure teacher efficacy has been severely questioned (Coladarei & Fink, 1992). Accordingly, teacher efficacy is presently on the precipice of inquiry; it is ready to either move forward or fall to the wayside as a good idea that ultimately had little substance. As Tschannen-Moran et al. (1998) noted: This appealing idea, that teachers’ beliefs about their own capacities as teachers somehow matter, enjoyed a celebrated childhood, producing compelling findings in almost every study, but it has also struggled through the difficult, if inevitable, identity crisis of adolescence… teacher efficacy stands on the verge of maturity. . . . I hope to explicate several issues in the study of teacher efficacy that will facilitate this maturation. My discussion, while not exhaustive, focuses on current issues in defining the theoretical construct and appropriate measurement strategies. (p. 202)

Teacher efficacy has been reported to have positive relationships with student outcome and teacher behavior. Armor and colleagues are the first researchers establishing the connection between teacher efficacy and student achievement. In addition to being related to student achievement, teacher efficacy has been associated with student motivation and their attitude toward the subject being taught. Teachers with high efficacy can impact student motivation in their learning, thus enhancing student high academic efficacy (Fives, 2003). Teacher efficacy has also been related to teacher behavior in different aspects (Milner & Hoy 2003). First aspect is that teachers with high teacher efficacy tend to have high expectations for their students and they are likely to set more demanding goals for their students as students have made a success. Second, high teacher efficacy
teachers are more skillful at classroom management. They exhibit greater levels of planning and organization, adopt activity-based teaching approach and promote learner autonomy. They are less critical of students when they make errors. Third, Teachers with high efficacy show greater professional commitment. They are enthusiastic and passionate for teaching. When facing student failure and teaching difficulties, they demonstrate strong persistence. Fourth, teachers with high teacher efficacy show positive attitudes toward lower-ability students. They are more willing to work with these students in their own class rather than referring the students to special education. In addition, Teacher efficacy is found to influence teachers’ attitude toward the implementation (Fives, 2003). Teacher efficacy is positively related to their willingness to experiment with new curriculum practices. Teachers with strong sense of efficacy are open to new ideas.

Typically, they include stressors in the areas of work role (e.g., workload); administration; class size; role ambiguity and conflict, (e.g., sometimes conflicting demands of school management); the pressures of the teachers’ roles (e.g., counsellor, facilitator); poor working conditions; little recognition and low remuneration; lack of involvement in decision-making; student recalcitrance; lack of effective communication, as well as many emotional demands of teaching (Cooper & Kelly, 1993, Chan, et. al., 2008; Day, et. al., 2009).

On the basis on discussion given above it can be concluded that a number of factors have been shown to influence teachers’ decisions about staying on or leaving the profession, including job stress, job satisfaction, resilience, and self-efficacy.

STRESS

Teaching profession has historically been viewed as the labor of love and kindness. It has many intrinsic and extrinsic rewards for people entering the pedagogical arena. However, teaching is not without its inherent problems. Problems associated with job related stress remain at the top of many teachers’ list. In recent years, it has become a global concern, considering that about as many as a third of the teachers surveyed in various studies around the world reported that they regarded teaching as highly stressful (Borg, 1990). The amount and degree of stress a teacher experiences may be related to his negative self-perception, negative life experiences,
low morale, and the struggle to maintain personal values and standards in the classroom (Worrall & May, 1989). Kyriacou (2001) stated, "the stress experienced by a particular teacher will be unique to him or her, and will depend on the precise complex interaction between his or her personalities, values, skills, and circumstances" (p. 29).

Stress is the body’s reaction to a change that requires a physical, mental or emotional adjustment or response. Stress can come from any situation or thought that makes you frustrated, angry, nervous or even anxious (Cooper, 1998). Stress is a natural, ongoing dynamic and interactive process that takes place as people adjust to their environment. The word ‘stress’ is derived from the Latin word ‘strictus’ which means tight or narrow. According to Selye (1977) "Stress is generalized response of body to demands placed on it, whether they are pleasant or unpleasant."

Thus stress is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands.

Stress at work has touched almost all professions. It occurs when there is discrepancy between the demands of the workplace and that of individual’s (Tsutsumi et al., 2009). Occupational stress is a serious work hazard which has the power to bring crisis on teachers. In recent time, many studies have examined occupational stress in the teaching profession. Studies have suggested that teachers experience disproportionately high level of stress (Adeyemo and Ogunyemi, 2005).

There are numerous definitions of stress available in the literature, such as Gmelch and Burns (1994, p. 83) who define it as "one’s anticipation of his or her inability to respond adequately to a perceived demand, accompanied by the anticipation of negative consequences for an inadequate response". Other definitions of stress generally hold two common themes: there is an imbalance between perceived environmental demands and the perceived ability to deal with such demands, and it is generally thought to be subjective in nature, rather than objective (Lazarus & Folkman, 1984; McGrath, 1970). In other words, a person’s experience of occupational stress occurs with their appraisal of their individual ability to deal with exposure to psychosocial and physical conditions in the workplace (Cooper, Clarke & Rowbottom, 1999).
1.2 OCCUPATIONAL STRESS

Occupational stress can be defined as the experience of unpleasant, negative emotions such as tension, anxiety, frustration, anger and depression resulting from aspects of work. The primary difference between occupational stress and many other forms of stress is the nature of the stressors and their interaction with the overall stress process. Work related stress of the employees consequently affects the efficiency of the organizations because when one is under stress, his ability to carry out job responsibilities gets affected. Unresolved occupational stress results in low job satisfaction, poor work performance, psychological distress, unfocused attention and lack of motivation, poor health, poor mental and physical wellbeing, absenteeism, turnover rate and intent to quit. It also has indirect negative effect on organizational commitment. In spite of the central role teachers occupy in the national development, research works (Adeyemo and Ogunyemi, 2005) have identified occupational stress as one of the cardinal factors militating against their effective performance in schools.

Occupational stress can be defined as the physiological and emotional response that occurs when workers perceive an imbalance between their work demand & their capability and or resources to meet these demands. (Goh, 2002). Stress up to moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching has been found to result in both physiological and psychological ailment, which ultimately has deleterious effects on teacher’s professional efficacy. (Kyriacou et.al., 1989). Undoubtedly, teaching has become a very stressful profession in the present times. The sources of stress for the school teachers generally are: the heavy workload, delayed salaries, duties other than teaching, lack of cooperation from head and colleagues, political interference, student’s behaviour, negative community attitude etc. (Gmelch, 1983). It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of the teacher; it definitely influences teacher efficacy and performance.
Many teachers would agree teaching is not only hard work; it can be full of stress. Pressure due to reform efforts, inadequate administrative support, poor working condition, lack of participation in decision making, the burden of paperwork and lack of resources has all been identified as factors that can cause stress among staff (Hammond and Onikama, 1997). Teachers, regardless of what level they teach are exposed to high levels of stress. In some extreme cases, they may suffer from burnout as well. The fact that teachers are exposed to high levels of occupational stress seems to be an international phenomenon.

Due to the negative outcomes associated with stress, the construct has received a lot of research attention in the last few decades. Consequences of stress not only affect individuals (e.g. various diseases), but also the organisation (e.g. increased absenteeism, labour turnover, loss of productivity, and disability pension costs) (Van der Hek & Plomp, 1997). It is normal for any person, in whichever occupation some degree of stress. Therefore, teacher stress is not new or uncommon. However, in the last few years, teaching has been identified as one of the highest stress occupations (Oginska-Bulik, 2005).

There exists a substantial body of literature describing teaching as stressful occupation and suggesting that teacher stress appears to be an increasing problem (Antoniou et al., 2006; Chaplain, 1995; Guthrie, 2006).

1.2.1 Prevalence and intensity of stress

Luthans (1995) differentiated between dark and pleasant aspects of stress. He termed the dark side of stress as distress and pleasant side of stress as eu stress (a Greek terminology). From this point of view, we come to know that stress must not always be taken as a negative phenomenon; instead, there is also a positive aspect of it. The positive aspect is related to an individual’s achievements that he/she accomplishes while being in stress. Within wide range of concepts and definitions of stress, Schafer (1996) encapsulated stress as a phenomenon made up of many connected responses, experiences and outcomes, influenced by various circumstances or events. It can be inferred from review of literature that stress is a provocation of body and mind responding to demands made upon them.
There are a large number of research studies on stress levels among teachers that show how stress is prevalent (Thorsen, 1996; Gaziel, 1993; Hammann, 1990; Easthope and Easthope, 2000; Zingle and Anderson, 1990; Troman, 2000; Vigoda, 2002). These studies pointed out that the culprits behind teachers’ stress include the demands made upon teachers including time and work overloads (Thorsen, 1996; Easthope and Easthope, 2000), collegial relationships (Troman, 2000), organizational politics (Vigoda, 2002), and poor efficacy or irrational beliefs (Zingle and Anderson, 1990). Most of these researches provide increasing evidence that teachers experience a great deal of stress that may have serious implications for their physical and mental health. Jackson and Maslach (1982) found that individuals in the helping professions such as social work, police work, or teaching are especially more vulnerable to this stress and burnout since they receive little in return with respect to what they invest. Also, those individuals who are the most productive, dedicated, and committed are likely to be affected by stress. According to Hanif (2004), there has been an increasing interest during the last 25 years in issues relating to occupational health and stress. During the late 1960’s, this interest deviated towards employed in the service sector, including those involved in education, health, and welfare, whereas after 1970’s the researchers’ well-liked target for stress studies was teachers. According to Allison (2004), studies have consistently concluded that teaching is a stressful occupation, and that a significant number of teachers, perhaps even a majority, are affected by work-related stress. According to Thorsen (1996), traditionally, professorate has not been viewed as a stressful occupation.

Thus, academic freedom seemed to provide working conditions that were free of common stress instigating factors. But now, what was recognized as stressful in other occupations has now become common in academics as well.

1.3 PROFESSIONAL ATTITUDE

The main function of the teacher is to create learning environment in the class. An effective teacher can create the environment that motivates the student to learn contrary to it an ineffective teacher just fails to provide the student with the proper climate of learning in the class-room. The professional efficiency of teacher
depends on many factors, of which attitude is regarded as an important one. Our attitudes towards other thing and other people are very complex disposition to accept or to reject. We are favorable or unfavorable toward a person, an institution, a proposal or a social issue. The positive or negative tendency is apparent in every attitude. In general sense, mere preference based upon pleasantness or unpleasantness, an esthetic judgment or the expression of an interest, all may be called attitudes. The attitude may be conscious or unconscious, verbalized or non verbalized and active or inactive at the moment.

Attitude has very distinct place in psychology and psychologists take great interest in this area. Same as other disciplines the educators also show great interest towards the attitude due to its great impact on learning. The concept of the attitude is difficult to define in satisfactorily ways but it has been define by different psychologist, philosophers, and educationists. The earliest definition was proposed by Thomas and Znaniecki (1918). They stated that it is state of readiness (mental and neural) which is organized with the help of experience which in turn have a strong effect on one’s reaction to the situations and objects one’s deal.

Attitude plays an important role in the teaching and it was defined in many ways. Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value, usually accompanied by feeling and emotions. Attitude may be considered as “Natural” or “Instinctive” from parent. They are developed through socialization process. Most of Attitude may develop gradually through a longer period of time, but it is difficult if not impossible to measure the attitude of an individual. Attitude can be observed directly it should be inferred from overt behavior both verbal and non verbal. The basic function of teaching is to prepare a student for the sound judgment and to be able to sole the problems of life. The studies of attitude will help the teacher to select suitable choices for his students. Effective teaching and learning is the product of various factors. These factors are directly related to the quality of education in general and to successful classroom instruction particular, which include, teacher background, his/her competencies, pre-service and in-service training, teacher students interaction, efficient use of instructional time and materials and assessment of
students achievement. It is imperative, that for better planning of effective and efficient education in our institutions the above factors should be well conceived, properly organized and diligently implemented.

Most of the learning occurs by observation and verbal instruction which have strong influence on attitude and attitude formation (Zimbardo and Leippe, 1991).

Attitude is a tendency of an individual to favour or not to favour same type of situation (Guilford, 1950). In general, an attitude is a tendency towards any psychological object or situation from which people can differ with respect to positive or negative effect. An individual who has positive effect or feeling associated with some psychological object is said to have a favourable attitude and who has negative effect or feeling would be said to have an unfavourable attitude.

A professional is punctual because he/she respects the valuable time of others; a professional follows the supervisor’s instructions; a professional in the field respects private and public property; a professional arrives ready to work appropriately dressed, with his or her tools, a professional is observant and sees what needs to be done; a professional is responsible and does what should be done. A professional helps to maintain a safe work place with a civilized atmosphere. A professional is perceived as a representative of his or her organization and always acts in a manner that reflects favorably on that organization.

The quality of education calls for improvement in every aspect of teaching. This necessitates not only improving the knowledge and teacher efficacy of a teacher but also inculcating in him health, professional attitude and desirable like qualities. How a teacher performs his duties as a teacher, is dependent to a great extent on his attitude, values and beliefs. A negative and unfavourable attitude makes the teaching work harder, more tedious and unpleasant (Chaudhary, 1989). Moreover, effective learning on the part of the pupils can be achieved by employing teachers with desirable attitude or shaping their attitudes in the desired direction. There is ample research evidence to show that favourable and professional attitudes towards teaching profession on the part of teachers are positively and significantly correlated with job satisfaction and teaching efficiency (Samantaroy, 1971). Malohtra (1976) found that success in teaching was significantly related to
professional attitude. Hence, it appears relevant to assess the attitudes of teachers towards the teaching profession.

In this way we can say that that attitude gives direction to one’s behaviour implies that they are very similar to motivations, goal seeking and purposive behaviour. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding.

1.4 EMOTIONAL INTELLIGENCE

The role of today’s teacher is extremely challenging. Many teachers not only face heavy workloads and time pressures in teaching, but also have to cope with students’ discipline problems and pressures from parents and administration (Brotheridge and Grandey 2002). Wubbels and Levy (1991) argued that there was a strong relationship between teachers’ affective traits and learners’ emotional development. Based on the roles that emotions play in teachers’ lives and their interactions with their students, recent theoretical and research efforts have categorized emotional competencies into two affective traits referred as emotional intelligence and self-efficacy beliefs.

Teachers who experience more positive emotions may generate more and better teaching ideas; they may also develop “broad-minded coping” skills (Frederickson, 2001, p. 223), which can help them solve more problems. Kremenitzer (2005) stated that “being able to regulate and manage emotions within the classroom is an important factor for effective and successful teaching” (p. 7). He argued that unlike other skills that a teacher has, the ability to respond to unanticipated and difficult spontaneous situations is perhaps the most challenging of all. When the time frame for reflection is short, teachers must be able to make a quick emotional adjustment even in the middle of the most negative situation.

The importance of emotions to intellectual functioning was originally studied by researchers such as Thorndike, Guilford and Gardner. As such, contemporary theories propose that emotions play an important role in organising, motivating and directing human behaviour (Salovey & Mayer, 1990). Emotional Intelligence has its root in the concept of “social intelligence” that was first identified by Thorndike (1920). Thorndike (1920) (cited in Wong and Law, 2002, p. 245) defined social
intelligence as ‘the ability to understand and manage men and women, boys and girls-to act wisely in human relations’.

In 1983, the idea of emotional intelligence resurfaced. Howard Gardner suggested that all human beings possess a number of intelligence, each as which appears to be housed in different part of the brain. Gardner’s idea came to be known as the Theory of Multiple Intelligence.’ ‘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 (Salovey, 1990).

In another definition by Bar-On (1997), EI is defined as ‘‘an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures’’ (p. 14). Schutte and Malouff (1999) argued that Goleman’s (1995) view of the adaptive nature of EI is nicely understood by this notion that cognitive intelligence may help individuals gain admission to educational settings, but that EI will determine how successful they are within these settings. As Hawkey (2006) has suggested, teacher education needs to address emotion in education in more explicit ways than is currently the case. Moreover, he points out that: Emotionality lies at the intersection of the person and society, for all persons are jointed to their societies through the self-feelings and emotions they feel and experience on a daily basis. This is the reason the study of emotionality must occupy a central place in all the human disciplines, for to be human is to be emotional (p. 139). In summary, a consideration of emotion has been traditionally neglected in the context of teaching and teacher education. Proposing different theoretical models to describe EI, many scales to measure it and studies to investigate its relationship with other concepts and variables in various fields show the importance of EI in modern psychology. Besides, closely dealing with human and their emotions, teachers need a better understanding of this concept and how it affects their job. Herein, the current study investigates the relationship between teachers’ trait EI and their self-efficacy.

In the words of Goleman (1995), ‘Emotional Intelligence is a person’s ability to understand his or her own emotions and the emotions of others and to act
appropriately based on this understanding’. It was in the mid-nineties that term emotional intelligence took the business world by a storm, and it was Daniel Goleman who popularized it through his research on Emotional Intelligence. It has been said that I.Q alone is no more the measure for success; it only accounts for 20%; Emotional and social Intelligence, and luck account for the rest. It was also found that whereas people with high I.Q were real flops in real life, in their families or community and people with high emotional intelligence have proved themselves successful in their areas. EI refers to the individual differences in the perception, processing, regulation and utilization of emotional information. Individuals with high EI believe that they are in touch with their emotions and they can regulate them in a way that promotes well-being. It is also defined as an array of non-cognitive abilities, skills that influence one’s ability to succeed in coping with environmental demands and pressure to promote growth. Emotional Quotient (EQ) is the measurement of emotional intelligence of an individual. Reuven Bar-On has conceptualized five skills of EQ: intrapersonal, interpersonal, adaptability, stress management and general mood (coping with environmental demands and pressure). Aspects of EI are relevant to work-related stress as appropriate skills in managing emotional reactions help to build adaptive responses to work-related demands.

Salovey and Mayer’s initial model suggested that EI encompass the ability to understand feelings in self and others, as well as to use those feelings as information guides for problem-solving and regulating behaviour. This description of EI suggests that it consists of three components: appraising and expressing emotions, regulating emotions, and utilising emotional information in thinking and acting (Salovey & Mayer, 1990). However, according to their definition of EI given in the previous paragraph, there are four different abilities/skills (also known as branches) of EI. Hence, in 1997 a modification was made to the initial model (Mayer & Salovey, 1997). This model is ordered hierarchically from basic psychological to more psychologically integrated processes and includes four branches. Each branch has a set of associated emotional abilities. The branches are:

1) Perception, appraisal and expression of emotion: the accuracy with which individuals can identify emotions and emotional content.
2) Emotional facilitation of thinking: describes emotional events that assist intellectual processing.

3) Understanding and analyzing emotions and employing emotional knowledge: the ability to recognize, label and interpret emotions.

4) Reflective regulation of emotions to promote emotional and intellectual growth: conscious, reflective regulation of emotions to enhance growth.

Each of the stages (i.e. branches) in the model includes levels of abilities which an individual completes in sequence before progressing to the next stage. Those who have higher levels of EI are believed to progress through these abilities quicker than those with lower levels of EI (Mayer & Salovey, 1997). Research has shown that higher levels of EI could be especially beneficial to an individual and to his/her organization. For example, emotionally intelligent individuals have abilities such as being able to persist in frustrating situations, motivating oneself, managing impulses, postponing gratification, regulating one’s moods, and being able to hope and empathize (Goleman, as cited in Newsome, Day & Catano, 2000). An individual with high levels of EI is able to “identify, understand, experience, and express human emotions in a healthy and productive way” (Justice & Espinoza, 2007, p. 457). Research findings also show that EI is positively related to other forms of intelligence. Some believe that it develops over time (e.g. Watkin, 2000) whilst others hold that it can be improved by training individuals in this field (Ashkanasy & Daus 2002; Gardner, 2005; Wong et al., 2002).

1.4.1 Importance of Emotional Intelligence at the workplace

Increasingly, companies are realizing that EI skills should be an essential part of an organization’s management philosophy. A foreign survey of benchmark practices found that four out of five organizations are now seeking to promote EI in their organization (Zeidner et al., 2004). A possible motive for this is the belief that EI could be the reason for workplace performance not accounted for by IQ or personality, and that it could be a psychological determinant of occupational success (Palmer et al., 2003). Favourable workplace outcomes for individuals with high levels of EI have been shown in a study by Palmer et al. (2003). For example, they found that individuals with higher levels of EI are more likely to perform better in
the workplace, have a lower rate of absenteeism, display higher levels of organizational commitment, have higher levels of job satisfaction, and are less prone to be affected by occupational stress (Palmer et al., 2003). According to research, individuals with higher levels of EI experience more career success, make more effective leaders, build stronger personal relationships (Cooper, 1997), and enjoy better health (Gardner, 2005; Slaski & Cartwright, 2000) than their less emotionally intelligent counterparts. Some researchers hold that work behaviours such as employee commitment, teamwork, development of talent, innovation, customer loyalty, and quality of service can be influenced by EI (Zeidner et al., 2004). Others have found that EI can predict work related outcomes such as job performance (Van Rooy & Viswesvaran, 2005), work satisfaction (Gardner, 2005), morale and success in the workplace (Cherniss et al., 2006).

It has been specified in several studies that intelligence and personality could enhance self-efficacy (Judge et al, 2007). Also researches demonstrate that emotional intelligence has a significant relationship with self-efficacy (Animasahun, 2008). Concept of emotional intelligence has been considered in many cases during recent years. Some believe that emotional intelligence is one of the success factors in educational and professional environments and social relations (Saatchi, 2000). Salovey and Mayer (1990, p 189) define emotional intelligence as the individual's ability to recognize his emotions and feelings and that of others to use such information to direct their thought and acts. Those who have a high performance enjoy higher levels of emotional intelligence and there is a strong link among their emotional capabilities and skills (Goleman, 1995).

Goleman has stated five dimensions for emotional intelligence in his two books about emotional intelligence (1995, 1998) which have been accepted by many researchers. These five dimensions are self-awareness, self-regulation, self-motivation, sympathy and social skills. Self-awareness means to have a deep understanding of one's emotions, feelings, strengths, weaknesses, needs and motivations. The second dimension of emotional intelligence is self-regulation that Goleman has called it emotions management too. Self-regulated individuals could resolve anxiety, sadness or distraction from themselves and deal with negative
consequences or failures suitably. The third dimension of Goleman's emotional intelligence is self-motivation which means controlling emotions related to endeavor, enthusiasm and confidence in the individual and is led to obtain success. Self-motivation beside self-regulation causes the individual to remain hopeful in case of encountering with failure. The fourth dimension of emotional intelligence is sympathy which helps individuals determine changing of others' emotional states and feelings and show suitable reaction to them that would be resulted in more sensitivity and social self-confidence. The fifth dimension of Goleman's emotional intelligence is social skills. The ability to recognize others and sympathize with them, making effective relationship, deep listening and asking important questions, cooperation, coaching and talking are important elements of this skill.

Three first elements of emotional intelligence, i.e. self-awareness, self-regulation and self-motivation given by Goleman refer the individual's management on himself, but sympathy deals with relationship manner of people with others although it is one of the elements of emotional intelligence (Goleman, 1995). Individuals who have rich efficiency resources (previous performance, observational learning, social encouragement and emotional excitement) have a higher sense of self-efficacy and are more successful in most aspects and show a more suitable behavior in difficult emotional interactions (Maddux, 2002).

1.4.2 Emotional Intelligence in teaching

Emotional intelligence is a developing concept in the field of education because one of the most essential features of being a teacher and teaching is the emotional relationships that teachers have with their students as discussed above. Teaching and learning are not only concerned with knowledge, cognition and skill. They are also emotional practices. As an emotional practice, ‘teaching activates, colors, and expresses the feelings and actions of teachers. Teachers can enthuse their students or bore them, be approachable or stand-offish with parents, trust their colleagues or be suspicious of them. All teaching is therefore inextricably emotional- by design or default’ (Hargreaves, 2001). Teachers feel negative emotions, such as frustration (Hargreaves, 2001), anxiety (Erb, 2002), and helplessness (Kelchtermans, 1996). They also feel different positive emotions, such
as love and affection (Godar, 1990), joy (Hargreaves, 2001), satisfaction and pleasure (Sutton, and Wheatley 2003). In other words, teachers who have high emotional competencies are likely to develop a positive rapport with their students, which in turn has an impact on students’ learning and achievement. Therefore, the way in which emotions are understood, reflected, and managed may hold promise in effective teaching.

Emotional Intelligence is an imperative construct in the field of Psychology and education. Education is viewed as an instrument to develop the cognitive qualities, tolerance, and understanding of people. Emotional Intelligence became a popular phrase in recent times. It is a form of social intelligence which involves the ability to monitor one’s own and others feelings and emotions to discriminate among them and utilize this information to guide one’s thinking and action. It was Daniel Goleman who popularized it through research. It is said that Intelligence quotient alone is no more the measure for success of the people, with high Emotional Intelligence have proved themselves successful in their walks of life and with the community. Emotional Intelligence has conceptualized in four broad abilities such as perceiving, assimilating, understanding, and managing emotions. The person who can manage the emotions and understand the feelings of other people perform better in school, college and on their jobs. The success and chance of the productive life of a student are directly dependent on the educator. Teachers lay the foundation stone for the social, emotional, and intellectual potentialities of the learner and also accounts for the success in teaching and learning and welfare of the students. Hence it is imperative to assess the Emotional Intelligence of becoming teachers.

In the recent years there has been an increased interest in the emotional intelligence concept. There are different definitions and also very different explanations regarding the emotional intelligence. The Psychology Encyclopedia Dictionary (Davis, 2005) the concept of emotional intelligence is explained through its distal origins (the construct “social intelligence” of Thorndike) and through its proximal roots (the intra and interpersonal intelligence of Gardner) and it is viewed as “a difference of the way of the accessing, processing and using the affective information”.

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The first approach of the emotional intelligence is promoted by Mayer and Salovey (1997) and they show that the definition should make the connection between the cognitive and the affective areas of the psychic life (since, traditionally the intelligence describes the cognitive dimension of the psychic). Mayer and Salovey offers two definitions for the concept: first “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 action” and secondly, revised definition which involve “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.” (1997, p.10). Bar-On (1997) defines the emotional intelligence like an area of abilities/competences/non-cognitive capacities which influence one’s ability to have success in his adjustment to the environment requirements and pressures. The emotional intelligence model is described through five general categories: intrapersonal emotional quotient (comprising self-regard, emotional self awareness, assertiveness, independence, and self-actualization), (2) interpersonal emotional quotient (empathy, social responsibility and interpersonal relationship), (3) adaptability (reality testing, flexibility and problem solving), (4) stress management (stress tolerance and impulse control), (5) general mood (optimism and happiness).

Daniel Goleman through his book Emotional Intelligence has brought a popular attention to the concept; he invests it with the power for inter-individual differences explanation regarding the success which is not due to the IQ. In a nutshell, according to his view, the emotional intelligence is almost everything but the well-known IQ, which is also a limit of his perspective ability for self-motivation and cope to the frustration; ability to control the impulses and delay gratification; ability to regulate the mood and to keep the distress from swamping the ability to think; ability to empathize and to hope”, the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.” (Sternberg, 2000, p.146) K.V. Petrides from University College from London coordinate a research program on emotional intelligence. He gives a conceptualization frame for the construct as a trait (Trait
Emotional Intelligence) after he compares two kinds of conceptualizations: the ability and the trait.

So, in trying to cope with these stressors, teachers might need to have 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.

1.5 RATIONALE OF THE STUDY

National development hinges on the contributions of the teachers towards attainment of academic excellence by the students. The major work of teachers is human resources development and no nation can develop above her human resources. The different professionals trained by teachers have their contributions to make to national development. India is faced with challenges at home whose urgency cannot be denied. Whether the country can face these internal as well as external challenges successfully will decide the quality of life of citizens of tomorrow. Education is that most effective instrument to meet these challenges. It is well accepted fact that the quality of education is mediated by the teacher and what the teacher does. Thus, teachers are very important in the actualization of the school goals and national development. In order to teach effectively, teachers must not only feel psychologically and emotionally comfortable, but they must also have some sense of belief that they can make a difference to the lives of children they are teaching and that those children are learning. They must feel their professional work in bringing about positive change in their pupils (Edward, 1996).

A teacher’s perception of his/her own efficacy is seen as affecting the effort they invest in their teaching, as well as the goals they set and their level of aspiration in their professional field and career (Gordon & Debus, 2002). Teachers with a strong sense of efficacy have been found to manifest greater levels of planning and organization in their work, to be more open to new ideas and to be more willing to experiment with new teaching methods. They are more persistent in their teaching effort, less critical and more able to sustain empathy and support for their pupils. They have greater enthusiasm for and commitment to teaching and more tenacity in their work and profession (Ashton & Webb, 1986). Given that teachers’ confidence
in their own efficacy is based on their own perception of it, and that perception is fed by results, it follows that a construct is inferred by the literature.

Teacher efficacy shows the belief of a teacher in his / her own capacity to organize and execute course of action in order to achieve desired outcomes (Ashton, 1984). So teacher efficacy is a prominent factor in bringing the desirable changes in pupil’s behaviour at any level of formal education. There are several variables which affect teacher efficacy. But some selected psychological teaching variable like occupational stress, professional attitude of the teacher and emotional intelligence seems to have high correlation with teacher efficacy. It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of the teachers, it definitely influences teaching effectiveness and performance of the teacher, (Gmelch, 1983). It becomes imperative therefore, to study the relationship between occupational stress and teacher efficacy among secondary school teachers. The role of attitude towards teaching profession can not be easily ignored. One who has no interest in the profession, lack identification with it and several contributory factors being in his favour fail to show effectiveness in his profession. The success in teaching was significantly related to professional attitude (Gupta, 1977). There is need to establish empirically the relationship between professional attitude and teacher efficacy in the class room. It in this context that present study is needed. Present study also focused upon the correlation between teacher efficacy and emotional intelligence of secondary school teachers. Some studies have reported that emotional intelligence and efficacy of the teacher are positively correlated. Such researches indicate that those teachers who fall under high category of emotional intelligence emphasize the value of positive individual differences promote the learning of team work and problem solving skills and empower children to gain positive social skills. Such social skills boost students’ relation, mutual respect and engagement in classroom as studied by Kaufhold and John, 2005. Therefore, it is essential and beneficial for planners and authorities to consider the relationship between psychological variables such as occupational stress, professional attitude, emotional intelligence and efficacy of the teachers and should try to provide suitable environment in the educational institutions so that the educational achievement of
the students at secondary level may be enhanced. Therefore the researcher made an attempt to find out the relationship among occupational stress, professional attitude, emotional intelligence and efficacy of teachers.

1.6 STATEMENT OF THE PROBLEM

TEACHER EFFICACY IN RELATION TO OCCUPATIONAL STRESS, PROFESSIONAL ATTITUDE AND EMOTIONAL INTELLIGENCE

1.7 OPERATIONAL DEFINITIONS OF THE TERMS USED

a) Teacher efficacy

Here, teacher efficacy means the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context.

b) Occupational Stress

Here, occupational stress means physiological and emotional response that occurs when teachers perceive an imbalance between their work demand & their capability and or resources to meet these demands.

c) Professional Attitude

Professional attitude means how a teacher performs his duties as a teacher. It can be favourable or unfavourable towards profession.

d) Emotional Intelligence

Here, emotional intelligence involves the ability to monitor teacher's own and others emotions to discriminate among them and to use the information to guide students' thinking and actions.

e) Secondary School Teacher

Here, secondary school teachers mean, teachers working in Govt. Middle, High and Sr. secondary schools from class 6th to 10th.

1.8 OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

1. To study the relationship between Teacher Efficacy and occupational stress of the teachers working at secondary level.
2. To study the relationship between Teacher Efficacy and Professional Attitude of the teachers working at secondary level.

3. To study the relationship between Teacher Efficacy and Emotional Intelligence of the teachers working at secondary level.

4. To assess the relationship between Teacher Efficacy and Occupational Stress of the teachers working at secondary level with respect to their gender and locale-
   i) Male teachers
   ii) Female teachers
   iii) Male teachers in rural area
   iv) Female teachers in rural area
   v) Male teachers in urban area
   vi) Female teachers in urban area

5. To assess the relationship between Teacher Efficacy and Professional Attitude of the teachers working at secondary level with respect to their gender and locale-
   i) Male teachers
   ii) Female teachers
   iii) Male teachers in rural area
   iv) Female teachers in rural area
   v) Male teachers in urban area
   vi) Female teachers in urban area

6. To assess the relationship between Teacher Efficacy and Emotional Intelligence of the teachers working at secondary level with respect to their gender and locale-
   (i) Male teachers
   (ii) Female teachers
   (iii) Male teachers in rural area
(iv) Female teachers in rural area
(v) Male teachers in urban area
(vi) Female teachers in urban area

7. To study the difference between coefficient of correlation of Teacher Efficacy and Occupational Stress of teachers working at secondary level with respect to their gender and locale-
   (i) Male and Female teachers
   (ii) Male teachers - rural and urban area
   (iii) Female teachers - rural and urban area
   (iv) Male & Female teachers in rural area
   (v) Male & Female teachers in urban area

8. To assess the difference between coefficient of correlation of Teacher Efficacy and Professional Attitude of teachers working at secondary level with respect to their gender and locale-
   i) Male and Female teachers
   ii) Male teachers - rural and urban area
   iii) Female teachers - rural and urban area
   iv) Male & Female teachers in rural area
   v) Male & Female teachers in urban area

9. To assess the difference between Teacher Efficacy and Emotional Intelligence of teachers working at secondary level with respect to their gender and locale-
   i) Male and Female teachers
   ii) Male teachers - rural and urban area
   iii) Female teachers - rural and urban area
   iv) Male & Female teachers in rural area
   v) Male & Female teachers in urban area
10. To assess the relationship between Teacher Efficacy, Occupational Stress, Professional Attitude and Emotional Intelligence of teachers working at secondary level.

11. To study the contribution of occupational stress, Professional Attitude and Emotional Intelligence as predictors to Teacher Efficacy of secondary school teachers.

1.9 HYPOTHESES OF THE STUDY

Following hypotheses were testified:

1. There is no significant relationship between Teacher Efficacy and Occupational Stress of teachers working at secondary level.

2. There is no significant relationship between Teacher Efficacy and Professional Attitude of teachers working at secondary level.

3. There is no significant relationship between Teacher Efficacy and Emotional Intelligence of teachers working at secondary level.

4. There is no significant relationship between Teacher Efficacy and Occupational Stress of teachers working at secondary level with respect to gender and locale-
   (i) Male teachers
   (ii) Female teachers
   (iii) Male teachers in rural area
   (iv) Female teachers in rural area
   (v) Male teachers in urban area
   (vi) Female teachers in urban area

5. There is no significant relationship between Teacher Efficacy and Professional Attitude of teachers working at secondary level:-
   i) Male teachers
   ii) Female teachers
   iii) Male teachers in rural area
   iv) Female teachers in rural area
v) Male teachers in urban area
vi) Female teachers in urban area

6. **There is no significant relationship between Teacher Efficacy and Emotional Intelligence of teachers working at secondary level:**
   (i) Male teachers
   (ii) Female teachers
   (iii) Male teachers in rural area
   (iv) Female teachers in rural area
   (v) Male teachers in urban area
   (vi) Female teachers in urban area

7. **There is no significant difference between coefficients of correlation of Teacher Efficacy and Occupational Stress of teachers working at secondary level:**
   i) Male and Female teachers
   ii) Male teachers - rural and urban area
   iii) Female teachers - rural and urban area
   iv) Male & Female teachers in rural area
   v) Male & Female teachers in urban area

8. **There is no significant difference between coefficients of correlation of Teacher Efficacy and Professional Attitude of teachers working at secondary level:**
   i) Male and Female teachers
   ii) Male teachers - rural and urban area
   iii) Female teachers - rural and urban area
   iv) Male & Female teachers in rural area
   v) Male & Female teachers in urban area
9. There is no significant difference between coefficients of correlation of Teacher Efficacy and Emotional Intelligence of teachers working at secondary level:-

i) Male and Female teachers

ii) Male teachers - rural and urban area

iii) Female teachers - rural and urban area

iv) Male & Female teachers in rural area

v) Male & Female teachers in urban area

10. There is no significant relationship between teacher efficacy, occupational stress, professional attitude, and emotional intelligence of teachers working at secondary level.

11. Occupational Stress, Professional Attitude and Emotional Intelligence are not predictors of Teacher Efficacy of secondary school teachers.

1.10 DELIMITATIONS OF THE STUDY

Present investigation was delimited to:

- 400 secondary school teachers only.
- Sonipat district of Haryana state only.
- 200 male and 200 female teachers belonging to rural and urban areas only.
- 4 variables only.