Most things that matter in life are not easy to achieve. How do we manage to attain our goals while being happy in life? 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 appears 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 is the well being, however, as neuroticism increases, well being tends 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 life over the past day, week or month, how do their chronic motivations influenced the way they give weight to the many and varied emotional experiences they had over the given duration? Sheldon and Elliot (1999) 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. Longer term judgments of well being are likely to be
grounded in the continued experience of daily well being, the processes of daily level of well being are likely to affect long-term well being as well (Shelley et al. 2004).

Higher sense of well being and work are significantly related (Larsen, 1990), especially among teachers, who have positive sense of self and healthy psychological well being and are more willing to attend work. The teacher has 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, 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 contributed to their physical and psychological well being.

The notion of teachers 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.

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 is a sense of control over one’s destiny.

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

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

World Health Organization (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) consider well-being as: (i) good physical well being; (ii) accepting one’s strengths and weakness; (iii) accepting other people; (iv) seeking as well as having a warm feeling towards them; (v) a confidential relationship; (vi) active attention; (vii) social participation; (viii) satisfying work; (ix) creative experience and (x) using the scientific method.

Brower (1961) described that 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.’

Dunn (1961) who coined the term ‘wellness’ had defined it as “an integrated method of functioning, which is oriented toward maximizing the potential, of which the individual is capable.” He suggested that mental health or well-being must involve a balance among several components (neuromuscular, chemical, mind, and body) of the individual and the society in which he lives.

Schneider’s (1965) propound a criteria of mental well being, which is as follows: (i) mental efficiency; (ii) control and integration of motives; (iii) control of conflicts and frustrations, (iv) positive and healthy feelings and emotions; (v) tranquility of peace of mind; (vi) healthy attitudes; (vii) healthy self concepts, (viii) adequate ego identity; and (ix) 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 and challenging society.

Laycock (1966) supported the above idea that there is no consensus on the meaning of well being. He further asserts that mental well being involves a value judgment.

Random House Dictionary (Stein, 1966) defined that well being is good or satisfactory condition of existence; a state characterized by health, happiness, prosperity and welfare.

Well being is also seemed as preponderance of positive affect over negative effect (Brandburn, 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 emotions whether or not he/she is currently experiencing them.
Andrew and Witney (1976) defined psychological well being as both a cognitive evaluation and some degree of positive and negative feelings, i.e. “affect”.

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 (Goldensen, 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 to cope with ordinary demands and stress of life.”

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

Jasnoski and Schwartz (1985) described 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 et al. (1987) after conducting an exhaustive review of the literature defined 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) stated 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.

Chandler et al. (1992) maintain that spiritual health can not be conceptualized as just one of the six dimensions of wellness. Spiritual well being is considered as component present, along with a personal component, 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.

Rytt (1995) put forth a multi dimensional model of well being which includes dimensions of self acceptance, positive relations with others, sense of autonomy, environmental mastery, purpose in life and personal growth.

Diener et al. (1998) viewed that subjective well being is also a part of well being and in colloquial terms is sometimes labeled “happiness”. Subjective well being refers to people’s evaluations of their lives evaluation that are both affective and cognitive. People experience abundant subjective well being, when they feel many pleasant and unpleasant emotions, when they are engaged in interesting activities, when they experience many pleasures and few pains and when they are satisfied with their lives. In the field of subjective well being, focus is on people’s own evaluation of their lives. As people throughout the world, fulfill more of their basic material needs, it is likely that subjective well being become an even more valued goal, although subjective well being is not sufficient for the good life.

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 and Gupta (1999) considered that being a very exhaustive term, well being covers all aspects of health—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.

Melamed (2000) explained that 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.

Schaufeli and Bakker (2001) proposed a model of well being that helps distinguish between two dimensions that may be applied to classify four types of well being at work. The vertical axis represents extent of pleasure derived at work, ranging from pleasurable to un-pleasurable. This taxonomy allows for a distinction between burnout and engagement and work holism, versus the work experience called “nine-to-five”. The model is illustrated in fig. 1.1 below.

![Fig. 1.1: Taxonomy of well being at work](image)

Blalock and Blalock (2002) explained that the overall feelings of well being refers to a state, that implies the ability to balance personal and work life and is associated with physical, psychological, social and spiritual health.

Dunn (2002) defined well being as it involves comparative private experiences with regard to self-perceived quality of an individual’s life; it also includes both affective and cognitive components.

Keys (2002) stated well being as the quality of life of an individual or other social unit.

Pivot and Diener (2003) have 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.

Van Praag et al. (2003) stated that the term subjective well being, satisfaction with life, happiness and general satisfaction are often used interchangeable.

Altermann, Engels, Van Petgem and Verheghe (2007) has provided a positive definition for teachers well being that it is a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand and the personal needs and expectations of teachers on the other hand.

Thomson (2007) defined well being as:

- **Objective well being**: Well being is achieved if a large amount listed is available to the individual.
- **Subjective well being**: Well being is achieved if an individual feels positive about their life.
- **Psychological well being**: Psychological well being is linked with existential challenges of life. It has six dimensions: Self acceptance, positive relations with others, autonomy,
environmental mastery, purpose in life and personal growth.

Rijaves, Brder and Miljoric (2009) discussed various types of well being as:

- **Hedonic approach**: Hedonic approach conception of well being which creates high levels of happiness and foster positive emotionality.

- **Eudaimonic approach**: Which expands potentials and cultivate personal growth.

Thus well being can be grouped into following three categories:

i). 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 areas. 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 well being given by Tatarkiewicz (1976) is success which must be defined relative to some standards.

ii).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.

iii). 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.

1.2 EMOTIONAL INTELLIGENCE

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 shown: 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, empathic with others and build consensus, tap situations during crisis 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.

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. Goleman (1995) called these abilities emotional Intelligence, which includes self-control, zeal and persistence and the ability to motivate oneself.

Emotional intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain.

Buck (1985) has defined emotion as the process by which motivational potential is realized or ‘read out’, when activated by challenging stimuli. In other words, emotion is seen as a ‘read out’
mechanism carrying information about motivational systems. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as ‘motus anima’, meaning literally the spirit that moves us. Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather, they serve as the single most powerful source of human energy. In fact our feeling provides us with vital and potentially profitable information every minute of the day. This feedback ignites creative genius, improves and shapes trusting relationships, provides an inner compass for one’s life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term “Emotional Intelligence”.

Bar-On was the first who use the abbreviation for emotional quotient (EQ) in the 1980’s. In 1990 Mayer and Salovey followed and published their so-called landmark conceptualization of emotional intelligence. The concept was popularized by Goleman’s (1995) with his widely published and popularized book ‘Emotional Intelligence’. The cover article in the Time (Gibbs, 1995) and some other books (Cooper & Sawaf, 1997; Gottman, 1997; Salerno, 1996; Segal, 1997).

Although some may argue that the concept of emotional intelligence is new, its origin is indeed well-imbedded in psychological thought over the past centuries. Its origins can be traced to the discourse on emotional intelligence during the late seventeenth century. Spinoza (1677) believed that emotion and intellect together contributed to the ultimate cognitive tool. According to him, there were three layers of cognition: emotional cognition, intellectual cognition and a kind of intuition. Aristotle
(1984) emphasized understanding what reason dictated when one became angry with the right person to the proper extent at the right time. Ellis (1962) talked of an overlap between human emotion and thinking. Mowrer (1960) considered emotions themselves as higher order intelligence. Tomkins (1962) believed that “reason without affect would be important, affect without reason would be blind.” Mahoney (1991) described that the cognitive constructivists view feeling, knowing and acting as inseparable experiences of one’s adaptation and development. Gardner’s (1983) theory of multiple intelligences includes intrapersonal and interpersonal intelligences. He conceptualized intrapersonal intelligence as the ability to understand one’s own emotion and interpersonal intelligence as the ability to understand other’s emotions and intentions. Sternberg’s (1985) concept of contextual intelligence overlaps with emotional intelligence because it is concerned with the management of one’s ability to handle everyday life affairs in an efficient and practical way. Emotional Intelligence has its roots in the concept of ‘social intelligence’, first coined by 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.

Bar-On conceptualized emotional intelligence in combination with other important determinants as a basis for success in life. These include an individual’s biomedical predisposition and conditions, cognitive intellectual capacity and the limitations and realities of the changing context in which he/she lives.

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.

Goleman (1995) has adapted Mayer and Salovey (1990)’s model into a version. He found most useful for understanding how these talents matter in working life. His adaptation includes the following emotional and social competencies:

**Self-Awareness**: This involves knowing what we are feeling at the moment and using this understanding to guide our decision making, having a realistic assessment of our own abilities and a well-grounded sense of self confidence. It also implies observing ourselves and recognizing our feelings; building a vocabulary for feelings and knowing the relationship between thoughts, feelings and reactions.

**Self regulation**: It includes self-acceptance, assertiveness, conflict resolution, communication and personal responsibility, handling your emotions, so that they facilitate rather than interfere with the task at hand, being conscientious and delaying gratification to pursue goals and recovering well from emotional distress. It involves feeling pride and sensing yourself in a positive way, recognizing your strengths and weaknesses; being able to laugh at yourself; stating your concerns and feelings without anger or passivity.

**Motivation**: This involves using your priorities to move and guide yourself towards your goals; to help yourself to take the initiative and strive to improve and to preserve in the face of setbacks and frustrations.

**Empathy**: Empathy is sensing what people feel, being able to take their perspective and cultivate rapport and attunement with a broad diversity of people; understanding others’ feelings and concerns and their perspectives and appreciating the differences in how people feel about things.
Social Skills: Social skills enables handling emotions in relationship well and accurately reading social situations and networks, interacting smoothly using these skills to persuade and lead and negotiating and setting disputes for cooperation and teamwork.

Personal Decision-Making: Examining your actions and knowing their consequences; knowing if thought or feeling is ruling a decision; applying these insights to issues such as sex and drugs.

Managing Feelings: Monitoring “Self-talk” to catch negative messages such as internal put-downs; realizing what is behind a feeling (e.g., the hurt that underlies anger); finding ways to handle fears and anxieties, anger and sadness.

Handling Stress: Learning the value of exercise, guided imaginary relaxation method.

Communication: Talking about feelings effectively; becoming a good listener and question-asker; distinguishing between what someone does or says and your own reactions or judgements about it.

Self-Disclosure: Valuing openness and building trust in a relationship knowing when it is safe to risk taking about your private feelings.

Insight: Identifying patterns in your emotional life and reactions, recognizing similar patterns in others.

Self acceptance: Feeling pride and seeing you in a positive light recognizing your strengths and weaknesses; being able to laugh at yourself.

Assertiveness: Stating your concerns and feelings without anger or passivity.

Personal responsibility: Taking responsibility; recognizing the consequences of your decisions and actions, accepting your feelings and moods, following through commitments (e.g. studying).

Group Dynamics: Cooperation, knowing when and how to lead, when to follow.
Conflict Resolution: How to fight fair with other kids, with parents, with teachers; the win-win model for negotiating compromise.

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.

Goleman (1995) refers emotional intelligence as the capacity or recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.

There is two different kinds of intelligence-Intellectual and Emotional, express the activity of different parts of the brain. We have two minds-one that thinks (rational mind) and one that feels (emotional mind). One acts according to his/her emotional and rational mind. The intellect is based solely on the workings of the neo-cortex, the more recently evolved layers at the top of the brain. The emotional centers are lower in the brain, in the more ancient sub-cortex. Emotional intelligence involves these emotional centers at work in concern with the intellectual centers.

Goleman (1995) explains that academic intelligence has little to do with emotional life. The brightest among us can flounder on the shoals of unbridled passions and unruly impulses; people with high IQs can be stunningly poor pilots of their private lives. Driving ambition and high IQ might give one a head start in the race for the top, but emotional intelligence is essential for medium to long term success in one’s life. Goleman suggested 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. He 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 (1995) described that emotional intelligence consists of five factors, namely: knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

Bar-On (1997) defined it as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. He argued that emotional intelligence is an important predictor of success in life and directly influences an individual’s general psychological well-being and health. These include an individual’s biomedical predisposition and conditions, cognitive intellectual capacity and the limitations and realities of the changing context in which he/she lives.

Cooper and Sawaf (1997) define 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) argued 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.

Higgs and Dulewicz (2000), 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 et al. (2000) explained that emotional intelligence
refers to the capacity to perceive, assimilate, understand, analyze
and regulate emotions. It means emotional intelligence represented
a set of mental abilities, including the ability to perceive emotions,
access and generate emotion, to assist thought, understand and
read on about emotion, and reflectively regulate emotions to
promote emotional and intellectual growth.

Goleman (2001) developed a competency model of emotional
intelligence. In this model Goleman defined emotional intelligence
as “a learned capability based on emotional intelligence that results
in outstanding performance at work”. Boyatzis et al. (2000)
demonstrate a longstanding interest in the workplace and what
supports exceptional leadership, management and effectiveness in
the work context. These authors base their model of emotional
intelligence on those competencies enabling individuals to
demonstrate intelligent use of their emotions in effectively
managing both themselves and others at work. They view emotional
intelligence as a convenient phrase to focus attention on human
talent and to anchor the consequences of the individual’s
behaviour; and more specifically, success or effectiveness at work.

Boyatzis et al. (2000) research in the field of emotional
intelligence assists understanding of characteristics that predict
better performance in a quest for greater effectiveness at work
whilst simultaneously striving for more fulfilling and balanced lives.
Clusters of behavioural groups constitute desired competencies,
defined by a theory, often linked conceptually, and provide a convenient way to describe which competencies are associated with or related to others. Goleman (2001) the most parsimonious definition suggested that emotional intelligence includes the abilities to recognize and regulate emotions in oneself and in others. Four domains, namely self-awareness, self-management, social awareness and relationship management are included. Self-awareness and self-management relate to what Gardner (1983) labels as intra-personal intelligence, whilst social awareness and relationship management fit into his definition of inter-personal intelligence.

Boyatzis et al. (2000) hold that “emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self management, social awareness, and social skills at appropriate times and in sufficient frequency to be effective in the situation” (p 344). Personal competence includes the abilities to manage oneself, whilst social competencies determine how an individual manages his/her relationships with others.

Goleman (2001) viewed that we cannot for example; demonstrate competencies of trustworthiness and conscientiousness if we have not yet mastered the fundamental ability of self-management. This most recent model was confirmed by statistical analyses conducted by Richard Boyatzis.

Goleman (2001) maintain that emotional intelligence underscores our potential for learning those practical skills that underlie the four emotional intelligence clusters. Competence depicts to what extent we have realized this potential by learning and mastering skills to translate intelligence to “on-the-job capabilities” (p.28). These competencies as conceptualized by Goleman (2001) contains a number of sub-competencies as illustrated in table 1.1.
Table 1.1
A Framework of Emotional Competencies

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<td>Recognition</td>
<td>Self-Awareness</td>
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<td></td>
<td>- Emotional self-awareness</td>
<td>- Empathy</td>
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<td></td>
<td>- Accurate self-assessment</td>
<td>- Service orientation</td>
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<td></td>
<td>- Self-confidence</td>
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<td>Regulation</td>
<td>Self-management</td>
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<td></td>
<td>- Emotional self-control</td>
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<td>- Trustworthiness</td>
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<td>- Teamwork and collaboration</td>
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Stein and Book (2001) described emotional intelligence as a set of skills that enables us to make our way in complex world. The personal, social and survival aspect of overall intelligence, exclusive common sense and sensitivity those are essential to effective daily functioning.

Sibia, Srivastava and Mishra (2003) viewed that the concept of emotional intelligence in the Indian context is embedded in its
highly valued social concerns, virtues, religious traditions and cultural practices. Keeping in view the distinctive characteristics of the Indian cultural, a culturally appropriate model of emotional intelligence must take into cognizance the following factors:

(i) Social Sensitivity: This refers to the quality of relationship between individuals and groups. It also includes the way people relate to all other beings. This may be expressed in different ways, such as:

- Showing respect for significant others, for instance, parents, elders and all beings.
- Prosocial activities including helping, cooperating, comforting, showing affection, empathizing, being sincere in relationships, etc.
- Expressing and experiencing affection: This refers to the ability to be able to understand their emotions. It also includes understanding and expressing emotions towards equal/superior/subordinate in day-to-day interaction and implication for future.
- Building social support for oneself: It is the effectiveness with which one can organize others in support of oneself. It requires understanding the minds of others and influencing them in one’s favour.
- Expression and control of negative emotions such as anger, aggressiveness, unhappiness, jealousy, greed and intolerance.

(ii) Time Orientation: This dimension refers to the awareness of the significance of time. The importance of time cannot be overemphasized in Indian thinking which assumes that any behavior has antecedents and consequences. Good behaviour leads to good consequences and bad behavior leads to bad consequences. The importance of time is reflected in
emotional intelligence in relation to the following:

- The extent to which an individual is mindful of the future consequences of behaviour.
- The extent to which an individual remains prepared to meet future contingencies.
- The extent to which an individual is able to regulate and control the self and is thus able to monitor progress in his life course. In relation to time, certain emotional ups and downs are experienced while constructing the self. Emotional learning in the Indian context needs to be viewed as a lifelong process of a personal journey (looking inward) towards the discovery of the true self. This process is marked by beliefs and practices about yoga, karma, dharma, vratas, caring and benevolence. Though not empirically tested, but the existence of these cannot be denied since they have found expression in literature, folklore, popular songs, idioms, and other Indian works.

(iii) **Prosocial Values:** In the western context, emotional intelligence is chiefly concerned with the maximization of self-interest. However, in collectivist societies like India, group welfare receives priority over the self. As a result, two different types of values are given prominence in various societies. In the Indian context, values like patience, affect, tolerance, kindness and endurance are closer to the concept of emotional intelligence.

(iv) **Action Tendencies:** Emotional intelligence does not exist in a vacuum; it is related to the competence with which an individual performs a task. Competencies such as persistence, dedication, discipline, punctuality and sense of time are closely related to the notion of emotional intelligence in the Indian context.
(v) *Affective States*: Emotional intelligence is closely related to the quality of emotional life of people. It is concerned with these emotions which facilitate one’s life course. Thus, an emotionally intelligent person would be happy, contended, creative, open to exposure, optimistic etc.

Singh (2003) defined emotional intelligence as the ability of an individual to respond appropriately and successfully to a variety of emotional stimuli elicited from the inner self and the immediate environment.

Mangal (2004) describe emotional intelligence as the ability to use one’s emotions to solve problems and live an effective life. It includes four areas such as intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management.

Uma Devi and Mayuri (2006) defined emotional intelligence as the assessment of one’s own self in terms of touching one’s own feelings and ability to express feelings and convey ideas with confidence. It consists of five dimensions which include emotional self-awareness, assertiveness, self-actualization, self-regard and independence.

*Emotional self-awareness*: It is the ability to be aware of and understand one’s feelings.

*Assertiveness*: The ability to express feelings, beliefs and thoughts and defends one’s rights in a non destructive manner is known as assertiveness.

*Self-Regard*: It is the ability to be aware of, understand, accept and respect one self.

*Self-Actualization*: The ability to realize one’s potential capacities and to do what one can do, wants to do and enjoy doing.

*Independence*: It is defined as the ability to be self directed and self controlled in one’s thinking and actions and to be free of emotional
dependency.

Thus, emotional intelligence is our capacity to recognize our feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships.

1.3 STRESS

Teacher stress was first identified as a work issue in the 1930s and continues to be identified as a problem for many teachers today. Jarvis (2002) viewed that a large number of teachers reported a high level of stress.

Travers and Coopers (1993) reported that as compared to the general population, teachers are at more risk for high levels of psychological distress and lower levels of job satisfaction.

Crute (2001) in a recent survey conducted by Optum Research, a Minnesota-based company that studies work related health risks, found that 88 percent of teachers experience moderate to high levels of stress.

Goyal and Goel (2009) described that to be a teacher requires imparting knowledge or skill through instruction. However, a teacher takes on several other roles. A teacher is seen as a counselor to both students and parents, sometimes a nurse, social worker and even to some degree a parent for the students who are under his or her tutelage. With the increasing number of roles that students and parents ask from teachers, as well as, the requirements from the local boards of education and State Departments of Education, it is no wonder that teachers’ stress and burnout are on a steady increase.

Selye (1974) who is the father of modern stress research defined it as the “non-specific” response of the body to any specific condition which makes it up. He found that stress is physiological, psychological and environmental demands. When confronted with
stressors, the body creates extra energy and stress occurs, because our bodies do not use up all of the extra energy that has been created. Selye used the term distress and eustress and made the distinction between them. Distress is harmful and destructive. It is a bad or negative stress. However, eustress is desirable and productive. An interesting challenge and existing opportunity or a rewarding vocation may produce eustress or ‘good’ stress. Without eustress life would hardly be worth living. It acts as a source of motivation to do work, whereas distress threatens the physical and mental well being of the person.

Warr and Wall (1975) have defined stress in general, in terms of an individual’s experience of tension, anxiety, fear, discomfort and associated psychological disorders, resulting from aspects of the work situation, which depart from the optimum either too little or too much work.

Beehr and Newman (1978) defined job stress as “a condition arising from the interaction of people and their jobs characterized by changes within the people that force them to deviate from their normal functioning.

Lazarus and Folkman (1984) defined stress as a relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being.

Wallace et al. (1986) describing that occupational stress is a function of personal symptoms of stress interacting with environmental sources of stress which are moderated by the individual’s self concept.

Brown and McGill (1989) defined stress as the response to events that threaten or challenge a person. Whether it is a paper or examination deadline, a family problem faced by people on the job, life is full of circumstances known as planning a party or beginning
a sought-after job can produce stress, although negative events result in greater detrimental consequences than positive ones.

D’Arcy (1989) remark, the most frequently quoted definition of teacher stress is the one proposed by Kyriacou and Sutcliffe (1978). According to them teacher stress is “a response syndrome of negative effect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic physiological and biochemical change (such as increased heart rate or release of adreno-corticortophic hormones into the blood stream) resulting from aspect of the teacher’s job and mediated by the perception that the demands made upon the teacher continue as a threat to his self-esteem or well being and by coping mechanisms activated to reduce the perceived threat.”

Kyriacou (1989) viewed occupational stress as a negative feeling or unpleasant emotional state resulting from work as a teacher.

Okebukola and Jegede (1989) defined occupational stress as “a condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment.”

Kagan et al. (1995) observes occupational stress as the emotional, mental and behavioural reaction. Vulnerability caused by elements in job environment that are in large part out of the awareness of the worker.

Herbert and Cohen (1996) described stress as a process in which external or internal demands are interpreted by persons in relation to their own resources, values and goals. It occurs if demands are appraised as taxing or exceeding the person’s abilities or resources to cope with those demands.

Jones and Bright (2001) used the term stress as an umbrella term which includes a range of potentially demanding
environmental stimuli and responses and other variables such as personality factors that influence the relationship between the two.

Ghosh (2000) refers stress to a state of the organism resulting from some interaction with the environment.

Kyriacou (2001) described teacher stress as “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher”.

Stokes and Kite (2001) suggested that stress can be viewed as, “an agent, circumstance, situation or variable that disturbs the ‘normal’ functioning of the individual. It is also seen as an effect that is the disturbed state itself.”

Weber (2003) reported stress as an un-avoidance characteristic of life and work. It is a generalized non-specific response of the body to any demand made on it. Stress is a process in which external or internal demands are interpreted by persons in relation to their own resources, values and goals. Stress occurs if demands are appraised as taxing or exceeding the person’s abilities or resources to cope with those demands. The most widely examined manifestations of stress are emotional and biological responses, particularly neuroendocrine, cardiovascular and immune responses.

Weismann (2007) stated that stress is the non specific response of the body to any distraction.

The Dictionary of Psychology (2008) described stress as, “a condition typically characterized by symptoms of mental and physical tension or strain, as depression or hypertension that can form a reaction to a situation in which a person feels threatened, pressured etc.”

Thus occupational stress refers to physical, mental and emotional wear and tear brought about by incongruence’s between
two requirement of job and capabilities, and resources and need of
the teacher to cope with job demands.

1.4 SELF-ESTEEM

An individual’s personality development involves three basic
determinants – genetic inheritance, socio-cultural inheritance, and
self-structure. This influence is most noticeable in physical
features, such as eyes, colour, hair, health etc. that directly
influence our self-concept and self-esteem. Self-esteem means a
favourable opinion of oneself. Developing good self-esteem involves
encouraging a positive (of course realistic) attitude towards
ourselves and the world around us and appreciates our worth.

Self-esteem is the way one feels about one-self including the
degree to which one possesses self respect and self-acceptance.
Self-esteem, in very general term, means the value ascribed by the
individual to himself, the way he views or evaluates himself. Like
the other aspects of the self it is learnt and builds up by interacting
with the others significant factors.

James (1892) gave the first clear definition of self-esteem
when he said that self-esteem equals success divided by
pretensions.

Horney (1937) views self-esteem as essential for adequate
personal functioning.

Bee (1939) believed that during the process of self-
description, the evaluative positive or negative statement about
himself is referred as self-esteem.

Fiedler et al. (1959) stated that self-esteem is the rating a
person, gives himself on a set of items and descriptive of personal
attributes.

Stotland (1961) described self-esteem as an individual’s
evaluation of his own worth, attributes and an individual’s self-
esteem affects the evaluation he places on his performance in a particular situation and proposed that individual with high self-esteem may react with expectations of success while those with low self-esteem may have expectations of failure.

Miller (1963) distinguished three components of self: “Self-esteem” (a person’s evaluation of his own attributes), “subjective public esteem” (a person’s evaluation of other’s evaluation of him) and “Objective public-esteem” (a person’s evaluation actually held by others).

Cohen (1968) described as “Self-esteem concerns the amount of value an individual attributes to various facets of his person, it may be defined as the degree of correspondence between an individual’s deal and actual concept of himself.”

Elder (1968) defined self-esteem as ‘feeling of personal worth – influenced by performance, abilities, appearance and judgments of significant others.

Mossman and Ziller (1968) make the point that self-esteem, is the component of an individual’s self-esteem, most closely associated with his consistency of self response.

Sears (1970) viewed that self-esteem plays an important role in a persons adjustment to home, school and society.

Gordan and Gergen (1971) defined self-esteem as a person’s characteristic evaluation of himself and what he thinks of himself as an individual.

Morval and Morval (1971) views self-esteem as value attributed to self.

Brissett (1972) describes self-esteem as there are psychological processes, self-evaluations and self worth’s, it is conscious judgment regarding social importance and a sense of personal competence and security.

Many authors have categorized self-esteem into two kinds –
global self-esteem and social self-esteem. Global self-esteem (Rosenberg, 1965; Coopersmith, 1967; Leonard and Weitz, 1971 and Diphoje, 1977) involves the enduring perception or the overall worth the individual has over a number of areas, including such characteristics as cognitive, competence, physical skills, popularity, physical appearance, morality, personality traits and affective reactions of adequacy or worth.

Dictionary of Education (1973) defines it as “How a person judges and values himself. People who have little self-esteem are likely to be depressed and apathetic and unsympathetic to others.

Morrison et al. (1973) defined self-esteem as “personality variables expected to influence a person’s evaluation of his work.

Calhoun, Warren and Kurfiss (1976) view self-esteem as the individual’s satisfaction with the self concept.

Calhourn and Morse (1978) states “Self-esteem is conditioned by the resources of the individual, and person uses numerous means to enhance the self-concept.

German, (1978) considers self-esteem as the esteem attached to the self as it is known to the individual.

Sueann (1978) describe it as a mirror image of the judgment of others.

Weiner and Elkind, (1978) also view it as value to which they anticipate success in what they do.

Harten (1982) opined self-esteem as global evaluation one makes of his worth and competence.

International Dictionary of Education (1982) “A person’s judgment of the self-esteem he/she has formed, estimate of whether his/her self-concept reaches his/her standard and values, influences, attitudes and behaviour: if we do not like our idea of ourselves we tend to become negative, depressed etc.”

Reidle De (1983) revealed it as an attitude toward the self
with positive or negative dimensions of evaluation.

Stanwyck (1983) self-esteem in adulthood is primarily a reflection of social relationships and career development.

Bridle, (1985) views that self-esteem is the product of the evaluation process that involved judgment about the self.


Coopersmith (1989) revealed that self-esteem is the individual evaluation of the gap between self-image and ideal self. Self-esteem is not fixed and we are all constantly engaged in the processes that test modify and restructure it. Self-esteem refers to person’s evaluation regarding one’s self, judgment of worthiness and feelings about ones’ goodness as measured by self-esteem inventory.

Blascovich and Tomaka (1992) refers self-esteem as individual’s sense of his or her value or worth, or extent to which a person values, approves of, appreciates, prize or likes him or herself. It is the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or effective ones.

Greenberg et al. (1992) reported that self-esteem had been found to function as a buffer, which protects against the negative impact of stress and reduces anxiety.

Brown and Mankowski (1993) considered self-esteem as it is a person’s global orientation towards the self and is measured by the degree to which the person endorses various evaluative statements about the self.

Zervas and Sherman (1994) referred to self-esteem as the affective or evaluative component of self-perception, and positive self-esteem is considered as crucial and psychological and emotional well-being.

Stephen and Donold (1995) suggested that the individual’s
feeling of self worth involves an analysis only of the personal or unique aspects of the social or collective part.


Stratton and Hayes (1996) described self-esteem as the personal evaluation which an individual makes of herself or himself; the sense of their own worth, or capabilities.

Magill (1996) explained that self-esteem is a relatively permanent positive or negative feeling about self that may become more positive or negative as a person encounters success and failure in daily life.

Leary (1999) stated that individual’s self-esteem is their positive or negative affective self evaluation, which is tied to self-worth or value.

Tesser (2000) described that self-esteem is a global evaluation reflecting our view of our accomplishments and capabilities, our values, our beliefs, other responses to us and even on occasion, our possessions. Low or negative self-esteem is often aversive and is correlated with depression. Positive self-esteem is thought to be important to psychological adjustment. It is often affected by how well or poorly a person performs, particularly in comparison to others.

Sedikides and Gregg (2003) defines it as a person’s subjective appraisal of himself or herself as intrinsically positive or negative to some degree.

Concise Oxford English Dictionary (2008) defined self-esteem as confidence in one’s own worth or abilities.

Thus self-esteem is a particular way of experiencing the self. It connotes individual’s attitude towards self in personal, social, family, and academic areas of experience that reflect on their judgment of self worth. Self-esteem also entails certain action
dispositions; to move toward life rather than away from it; to move
toward consciousness rather than away from it; to treat facts with
respect rather than denial and to operate self-responsibly rather
than the opposite.

1.5 Emergence of the Problem

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 emotion of teachers leading to some kind of stress and
lowered levels of self-esteem. 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 elementary 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
elementary 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 teachers’ vis-à-vis their certain personality
characteristics. Hence it was thought worthwhile to undertake the
present research problem.

A Study of Well Being of Elementary School
Teachers in Relation to Emotional Intelligence
Stress and Self-Esteem
1.6 SIGNIFICANCE OF THE STUDY

The school teachers in general, and at elementary stage are under heavy pressure in the wake of universalization of elementary education and implementation of right to education for the same. The teaching learning process, to provide quality education, is to be taken care of by teacher as all students are not in position of same level of learning outcome. Hence teachers dealing with such groups of student face a high level of stress and also a low self-esteem that is detrimental to their well being. Therefore, the results of the study have a significance for the overall well being of teachers to be seen in reference to other variables. The finding are expected to have a place for teacher education programmes as well such finding will also be helpful to policy makers to take care of needs of teachers.

1.7 OBJECTIVES

1. To study the nature of distribution of elementary school teachers’ scores on psychological variables such as well being, emotional intelligence, stress and self-esteem.
2. To study the relationship of well being with emotional intelligence among elementary school teachers.
3. To study the relationship of well-being with stress among elementary school teachers.
4. To study the relationship of well being with self-esteem among elementary school teachers.
5. To study the interrelationship between emotional intelligence, stress and self-esteem among elementary school teachers on a total sample and (i) having more than 15 years and less than 10 years teaching experience, (ii) teachers working in urban and rural schools (iii) male, female teachers (iv) teachers working in government elementary schools on regular basis and under panchayati raj institution on
contract basis.

6. To find out the difference in relationship of emotional intelligence, occupational stress and self-esteem with measures of well being among elementary school teachers across level of teaching experience (i.e. more than 15 years and less than 10 years), location, gender and type of recruitment.

7. To find out the conjoint effect of emotional intelligence, stress and self-esteem predicting the well being of elementary school teachers.

8. To study difference in well-being of elementary school teachers in relation to certain demographic variables: type of recruitment, locale, gender and teaching experience.

9. To study the interactive effect of emotional intelligence, stress and self-esteem on well being of elementary school teachers.

1.8 DELIMITATIONS OF THE STUDY

1. The present study was delimited to government elementary schools of Punjab.

2. The number of districts at the time of data collection was 17 which are now 22.

3. The study was delimited to only psychological variables.

4. Correlation approach was applied to study the relationship.

5. Analytical approach was applied for analysis of data, by using ANOVA and t-ratio.

1.9 OPERATIONAL DEFINITION OF KEY TERMS

Well-being connotes individual’s feeling of contentment, happiness, satisfaction with life experiences and one’s role in the world of work in terms of ‘physical’, ‘mental’, ‘social’, ‘emotional’ and ‘spiritual’ aspects (Singh & Gupta, 2001).

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 (Hyde, Pathe & Dhar 2002).

**Occupational Stress** refers to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands (Kaur, 2006).

**Self-Esteem** connotes individual’s attitude towards self in personal, social, family and academic areas of experience, that reflect in their judgement of self-worth (Coopersmith, 1989).