CHAPTER – I
INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1. INTRODUCTION

A teacher is the real dynamic force of a school. Likewise, the school without good teachers is a soulless body. Without competent teachers, even the best educational systems are bound to fail. So, a good teacher can certainly make the best of even the worst system.

Every teacher must have heard the word of William Arthur Ward, who aptly remarked, “the good teacher explains, the superior teacher demonstrates and the great teacher inspires”.

The teacher is the second parent of the child, who helps the child in the development of positive personality characteristics and good behavioural characteristics. He also performs the role of the parents not only in the classroom but also in the society. He is undertaker of the great task of educating the child.

1.2. STRESS

The concept of stress was first introduced in the life sciences by Hans Selye in 1936 (Jones, W.K., 1985). It is a concept borrowed from the natural sciences, derived from the Latin word ‘Stringere’, used in the 17th century to mean hardship, strain, adversity or fiction. It was used in the 18th and 19th centuries to denote force, pressure, strain or strong efforts with reference to an object or person.

As the world is becoming more and more complex day-by-day, the amount of stress in work is increasing, but the potential to meet the same is deteriorated. Modern civilization has made the life of man more complex and full of problems only from his own activities. This is considered as an era of strain, frustration, conflict, tension and anxiety.

Stress is common in the world of day-to-day activities. It is nothing new, but the interested people have in the subject today has come about only in the past decade or so. During this period of time, psychologists, physicians, and others working in this area
have had a problem defining stress in a clear and measurable way that is acceptable to everyone.

Various researchers found clearly that the teacher’s emotional stability affected the students’ learning. Only a cheerful, optimistic, competent and an extrovert teacher, who can teach with rigour, create delightful atmosphere in the classroom. He has to bear the hardships of life with fortitude and patience. He has to avoid projecting pessimism, frustration, maladjustment, complexes and prejudices. Teachers themselves should be free from depression, frustration, insecurity, short-temperedness and such other abnormal behaviour traits. Generally, the teachers must be gifted with emotional stability, self-resistant and self-controlled.

**Meaning of Stress**

According to Oxford Advanced Learner’s Dictionary, stress refers to pressure, tension or worry resulting from problems in one’s life. It is considered to be factor of several illnesses.

Stress is usually thought of in negative terms. It is thought to be caused by something bad, is a form of ‘distress’. But there is positive stress, the pleasant side of stress caused by good things, called ‘eustress’. There is an optimum amount of stress, which is good for people, and below and more commonly, above this optimum level, the health and work performance of individuals are affected (Luthans, 1995).

Stress is often used to denote pressure on the individual, on the effects of this pressure, or an individual’s reactions. Karl (1983) summarized stress in four ways: (a) as an environmental condition; (b) as an appraisal of an environmental situation; (c) as the response to that condition and (d) as some form of relationship between the environmental demands and the person’s ability to meet the demands.

Stress is one of the most pervasive phenomena in the modern world and it affects people from all walks of life. Right from the birth, an individual is invariably exposed to various stressful situations and it continues till his death. In the past, the term ‘stress’ designated both a stimulus (a force or pressure) and a response (adversity, affliction). More recently, it has usually been used to denote a set of changes that people undergo in situations that they appraise as threatening to their well being (Averbach, 1996).
In general sense, stress refers to a situation in which a person is overtaxed in some way. Within this general framework, a number of specific definitions have evolved, each emphasizing a different aspect of the overtaxing situation, but basically consistent with one another (Stotland, 1994).

According to Hans Selye (1956), the body goes through three stages in its response to a stressor. The first is alarm, a brief period of high arousal of the sympathetic nervous system, the body cannot maintain a high level of arousal indefinitely. If the stressor persists the body enters into resistance, a stage of moderate arousal and adaptations to the stressor. If that stage lasts too long the body passes into third stage, exhaustion. The result is general adaptation syndrome, which is characterized by weakness, fatigue, and loss of appetite, loss of interest in various activities. It may even affect the immune system of the individual.

There may be physical stress, psychological stress and psychosocial stress. Generally, stress is a stimulus that strains the physiological or psychological capacities of an organism. It may also be stated that stress occurs when the demands on the organism or person go beyond the available resources of the organism.

Hans Selye also opines, ‘Stress as the individual’s psycho-physical response, mediated largely by the autonomic nervous system and endocrine glands to any demand made on the individual (Pestongee, 1999).

According to Wolf and Wolff (1943), since stress is a dynamic state within an organism, in response to a demand for adaptation and since life itself entails constant adaptation, living creatures are continually in a state of more or less stress (Cooper and Marshall, 1978).

**Stress in Life**

Stress is a body condition that occurs in response to actual or anticipated situations in life. People often experience the stress as a result of major events in their lives. Stress may also occur in response to the daily problems such as being hurried by someone. People may experience stress when they perceive a threat to themselves. For instance, a person who feels unable to cope effectively with a change may experience the
stress. In that situation, the individual observes certain physiological changes such as increased heartbeat, high blood pressure, muscular tension, mental depression, confused mind etc. Some may use of alcohol or drugs or cigars due to the feeling of helplessness or loneliness.

Stress itself must be distinguished from stressors or things, which cause stress. These may be environmental events, interpersonal conflicts, which trigger off the problem. Secondly, the stress is distinguished from stress reactions, the responses to stress, which can be, and if controlled, usually are, disruptive and maladaptive.

Stressors affect each individual variedly. In a particular situation, one may remain quite calm while another may expose many signs of stress. It is due to the control of the situation. Stress set off an alarm reaction in the body. During the reaction, the hormones are released into blood stream in an increased amount.

If the stressor is prolonged, the stage of resistance occurs in the body. Physical resistance to the stressor reaches its peek during this stage but resistance to other stressors tends to be below normal. This helps to explain why people under great deal of job stress often are likely to catch cold and flu. If exposure to the stressor continues, the body loses its ability to adapt to the situation and enters the stage of exhaustion. During this stage, the stress will be extremely very low.

Cooper and Payner (1978) have identified six sources of stress at work, that is factors intrinsic to the job, role in the organization, relationship at work, career development, organizational structure and climate, and extra-organizational sources (homework interface).

1.3. THE TEACHER

Manu observes, “A teacher is the image of Brahma”.

Saint Kabir says, “Teacher and God, both are standing before me. Whom should I pay obeisance?; I bow to you my teacher, who guided me to God”.

Zakir Hussain says, “The teacher is indeed, the architect of our future”.

H.G. Wells says, “The teacher is the real maker of history”.

4
The teacher is the builder of a nation, the maker of history, the maker of man and much more. A good teacher is a powerful and abiding influence in the character formation. He is far more valuable than magnificent buildings, rich curricula and expensive equipment. The influence of a great teacher indirectly extends over many generations, it transcends national and international boundaries; and it advances the cause of civilization the world over.

**Qualities of a Good Teacher**

The teacher is expected to be an embodiment of all the human qualities. He should also be gifted with all the imaginable qualities. One of the most comprehensive summaries of the qualities essential to success in teaching was presented by Charters and Waples in their Commonwealth Teachers Training Study, as under:

a) Adaptability
b) Attractiveness, personal appearance
c) Breadth of interest (interest in community, interest in profession, interest in students)
d) Carefulness (accuracy, definiteness, thoroughness)
e) Considerateness (appreciativeness, courtesy, kindliness, sympathy, tact, usefulness)
f) Cooperation (helpfulness, loyalty)
g) Dependability (consistency)
h) Enthusiasm (alertness, animation, inspiration, spontaneity)
i) Fluency
j) Forcefulness (courage, decisiveness, firmness, independence, purposefulness)
k) Good judgement (discretion, foresight, insight, intelligence)
l) Health
m) Honesty
n) Industry (patience, perseverance)
o) Leadership (initiative, self-confidence)
p) Magnetism (approachability, cheerfulness, optimism, pleasantness, sense of humour, sociability, pleasing voice, wittiness)
q) Neatness
r) Open mindedness
s) Originality (imaginativeness, resourcefulness)
t) Progressiveness (ambition)
u) Promptness (Dispatch, punctuality)
v) Refinement (conventionality, good taste, modesty, morality, simplicity)
w) Scholarship (intellectual, curiosity)
x) Self-control (calmness, dignity, poise, reserve, sobriety)
y) Thrift.

Functions of a Teacher

The teacher’s job is a challenge for even the most capable. The duties and functions of a teacher are unlimited in number. These can be discussed under the following headings:

Planning

The teacher has to go about his work after careful and thorough planning. This primarily involves planning of lessons or preparation of the lessons. He should plan the use of audio-visual aids and apparatus, etc., and procure and test them in advance to obtain maximum educational benefit out of them.

Teaching

The teacher should work with determination to cause resultant learning in the students as a consequence of his teaching.

Organization

The teacher has to look to the organization of syllabus, classification of pupils, construction of timetable and assignment of duties to colleagues and students. He must conduct himself as a competent organiser of various school activities and should not consider that his job ends with teaching.

Keeping Records

The teacher has to keep a number of records pertaining to the students.

Evaluation

The teacher has to carry out frequent evaluation of the progress of the students. It helps immensely in his process of teaching.
Maintaining Relations

The school exists for its human stuff. He must develop and improve his faculties in respect of human relations.

Guidance

The students need the teacher’s guidance in various matters and situations. It is an important duty of the teacher to give educational, vocational and personal guidance to the needy students.

Supervision

The teacher has to supervise the work of the students and ensure regularity in attendance, regularity and accuracy in classroom work as well as homework and efficiency in the practical work in the laboratory.

Miscellaneous Duties

Some of other duties of a teacher can be enlisted as under:

a) Professional growth.
b) Membership and active participation in professional organizations.
c) Follow up of the students even after they have left the school.
d) Wide, broad and varied study.
e) Maintaining and upholding the dignity of his noble profession.
f) Leadership role in the community.
g) Social service in the neighbourhood.
h) Healthy cooperation with the superiors.
i) Participation in state level and national programmes in the interest of education.

1.4. STRESS OF TEACHERS

According to Milstein and Golaszewski (1985), “The end result of teacher’s stress is that many talented men and women with high expectations of achievement are dispirited and disillusioned. Some leave the profession, others stay but are plagued by a multitude of physical, emotional and behavioural stress-related manifestations” (Travers and Cooper, 1996).
Cox et al. (1988) have identified change as a major factor among sources of stress for teachers and adds that it is ‘not only change, but change-in-change beyond the control of most teachers that is a cause of stress’ (Travers and Cooper, 1996). The changes in the educational system and societal changes have lead to extra pressures being imposed upon teachers, with greater levels of uncertainty, job insecurity and the restructuring of teaching itself.

Some others explain that the extent of type of stress experienced will largely depend upon:

a) whether or not the teacher feel threatened by particular demands facing them;
b) whether or not the individual teachers, after facing initial threat, be able to modify the threat by particular actions.

Major stresses experienced by teachers are the following:

1. **Classroom Stress**

   Classroom atmosphere is one of the factors of teacher’s stress. If students are happy in the class, they maintain a good relation with their peers. The reasons for stress experienced in classrooms may be related to teacher-student relationship, teacher-teacher relationship, inadequate facilities, classroom demands and activities, over crowdedness and teaching strategies.

2. **Personal Stress**

   Causes may be many for this type of stress. Some of them are physical appearance, health problems, failures, denial to participate in other activities, incompatible goods, teasing by family members, colleagues and peers. Personal stress various from person to person. Conflicts with friends, anxiety about future vocation, social responsibilities, insecurity feelings, beliefs and values can cause personal stress.

3. **Family Stress**

   Family stress is defined as a state, which arises from an actual or perceived demand - capability imbalance in the family’s functioning and which is characterized by a multi-dimensional demand for adjustment or adaptive behaviour. Stress depends on the nature of the situations, the characteristics of the family unit, the psychological and
physical well being of its members. Stress becomes distress when it is subjectivity defined as unpleasant or undesirable by the family unit.

Stress in families and between couples is normal and at times even desirable. It is inevitable because families develop, mature and change over time, and with any change comes disturbance – what we call as stress. Even in the larger societal context, change happens. The great depression, recession in the employment market, globalisation, increasing division among rich and poor all lead to family crisis or stress both in the individual and in families. Some may be positive and some may be negative but in both the cases, they collapse the steady state of the family.

The relationship between home environment and teacher behaviour is very well established. Teachers are more affected by their home environment and their familial behaviour. Some of the reasons for stress in their home include, lack of understanding between teachers and other family members, illness of parents, too busy family members, drunkard members, compulsion for earning more money and quarrels among children. The other reasons include financial problems, high aspiration of family members, lack of consideration from family members, responsibility of young ones, lack of unity among family members, lack of space at home, excessive household works, low socio-economic status and educational level of family members.

4. Social Stress

The social reality consists of two distinct spheres, namely, the public and private arenas. In the public arena, people have to live according to explicit rules governed by law and stature and also governed by unspoken rules like in the private arena. Basically, we do not have a choice in following all these explicit and unspoken rules if they want to be accepted by society around themselves. This fact will must certainly lead to social stress in many people.

All these rules may clash with over private rules and the needs of the society. One way or other, people belong to a number of different overlapping groups. The rules of these different groups may clash with one another. But they still feel obliged to follow all these rules, which are unspoken and since it is unspoken, it is difficult to determine exactly what they are and what particular way or may feel uneasy or distressed
about our action without being able to explain it. In both the cases, it may lead to social stress.

**Sources of ‘Stress in Teaching’**

Kyriacou and Sutcliffe (1978) suggested a model to find out the sources of teacher stress. This model results in eight component parts.

a) Potential occupational stressors - These are the objective aspects of the teachers’ job that could cause excessive stress, for example, noise levels, heavy workload, inadequate buildings and physical working conditions.

b) Appraisal - This refers to how potential stressors in the teacher’s working environment are perceived. This perception will largely depend upon the personal characteristics of the individual teacher.

c) Actual Stressors - These are the potential occupational stressors that an individual teacher has been as being a threat to his/her self-esteem.

d) Coping strategies - The attempts that an individual teacher makes in order to reduce a perceived threat.

e) Teacher stress - This describes an individual teacher’s response to negative affect that has corresponding psychological, physiological and behavioural reactions.

f) Chronic symptoms - The feelings of negative effect that are both persistent and prolonged and have extreme psychological, physiological and behavioural reactions.

g) Characteristics of the individual teacher - These essential components in the experience of the teacher stress ‘interaction’ include demographics, personality attitudes, value systems and an individual teacher’s ability to cope with any demands encountered in the workplace.

h) Potential non-occupational stressors - These are those ‘negative’ aspects of the teachers’ life outside of school and that may enhance or the ‘vicious circle’ scenario of teacher stress (Travers and Cooper, 1996).

**1.5. JOB STRESS**

From the foregone discussion, it is clear that the teachers are likely to have stress as in the case of other professionals. The commonly used nomenclature to mean the stress that people undergo in different walks of life is job stress. Therefore, the present investigation is very much pertaining to job stress. Since, the mid 1980’s, job stress has
regularly found its way into the media, and has been the subject of much discussion, concern and ill-conceived rumour. It is only in recent years that people have begun to recognize its existence and have attempted to investigate into it in order to try to do something about it.

Job stress refers to the individual’s mental state aroused by combination of job situation perceived as presenting the demands which threaten to exceed the employee’s capabilities and resources for adequately meeting it, under conditions where he accept a situation differential in the costs and rewards from meeting the demands versus not meeting it.

Job stress can be defined as a state of exhaustion, irritability and fatigue that markedly decrease the worker’s effectiveness and capabilities. An inability to cope equitably with the stresses of work or personal life, to become debilitated, weakened, because of external demands on one’s physical or mental energy are the results of stress or burnout. It is also a condition produced by working too hard for too long in a high-pressure environment. It is a debilitating psychological condition resulting from work related frustrations, which results in lower productivity, morale and satisfaction.

Beehr and Newman (1978) defined job stress as “a condition arising from the interaction of people and their jobs and is characterised by changes within people that force them to deviate from their normal functioning” (Brief, 1994).

A shortage of teachers and increasing student enrollment is enough to create a highly stressful profession, but studies showed that there are many other stressors unique to the teaching profession. In fact, Forrest J. Troy wrote, “every possible societal malfunction affects the classroom”. The same stresses are not prevalent in every classroom. The same stressors may not be experienced by all teachers and stress affects every person differently, but it is easy to see why the teacher turnover rate is above normal when compared to other professions.

Common Stressors experienced by Teachers

- Poor classroom working conditions (small room, many students).
- Lack of adequate instructional materials and teaching resources.
- Lack of proper facilities within a school (heating/cooling, lighting, media facilities, noise, room structure).
- Job security.
- Decreased job mobility.
- Low salaries.
- Little opportunity for promotions.
- Annual incremental raises not in pace with cost of living.
- Interruptions during teaching time.
- Conflict between amount of time to teach and curriculum.
- Teachers’ roles: teacher, mother/father, coach, counselor etc.
- Heavy workload gives teachers no time to relax within a day.
- Teachers bring their work to home daily – no time to finish at work.
- High-Stakes Assessment Testing.
- Responsible to Administration/Board Objectives & Policies.
- Responsible to the students, parents, school administration/board.
- Physical and Mental abuse by students.

Large numbers of teachers reported high levels of stress (Jarvis, 2002). Worldwide surveys revealed widespread concern about the effects of stress on teachers’ sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction (Travers and Cooper, 1996; Schonfield, 1990).

Borg (1990) reported that up to one third of teachers perceive their occupation as highly stressful. Teacher stress can lead to alienation, apathy and absenteeism and eventually interfere with student achievement (Guglielmi and Tatrow, 1998). On a personal level teacher stress can affect health, well-being and performance (Larchick and Chance, 2002).

After examining national and state efforts to recruit new teachers, Merrow (1999) concluded that the teacher shortage problem has been misdiagnosed. He strongly asserted that the problem is not recruitment, but retention of teachers. “Simply put, we train teachers poorly and then treat them badly-and so they leave in droves” (P. 64).
Quartz (2003) strongly agreed with Merrow that the best remedy for teacher shortage is to focus on retention of qualified teachers, rather than teacher recruitment. Teachers who perceive a lack of support and poor treatment will more likely view their work as highly stressful, and high levels of stress are reported to be one of the main reasons teachers leave the profession in the early years of their career (Borg and Riding, 1991). Finding successful methods of reducing teacher stress could increase teacher retention, critical to schools for maintaining a fully qualified staff.

Teaching is considered as the noblest profession; thus, a teacher must feel valued, respected and treasured. However, there are instances wherein one faces stressful scenario due to some reasons. The following are some of them:

1. Poor Learner-Teacher Relationships

When pupils or students do not respect their teachers, chances are great that their teachers are feeling inadequate, or incompetent, or having poor feeling scenario. Pupils must have motivation to learn the lesson, values and the like towards developing rapport with their teachers. Bridging the gaps by observing empathy, respect, individuality are keys to ensuring healthy and positive teacher-pupil relationships.

2. Pressure

Time pressure is the major problem for a teacher feeling the burnt-out blues. Work overload, inhumane deadlines and demands from superiors, also, affect a teacher's mental and emotional health. Chronologically advanced teachers are leaving their jobs through early retirement, especially when they feel overwhelmed with all those mentioned concerns sans support from a superior.

3. Conflict

When innovation and change are being implemented, chronologically advanced teachers are having problems coping up, thus, they tend to feel left out, struggling or slow to accept them. These are stressful when dismissed by superior as nothing but a sign of deteriorating mental capacity, where in fact, it is a sign of mismanaging them.
4. Working Environment

Cluttered workplace is stressful. When a supervisor pays a visit and looks for something just to put a teacher on the hot seat, the more the teacher would feel incompetent, devalued or debased. Big class size, lack of facilities, noise etc. are also stressful situations for a teacher.

5. Feeling Powerless

When the reign of power is being observed by an autocratic superior say, in bureaucratic structure of organization, chances are great that a teacher suffers a lot. He has no power to decide on textbook matters and other issues which could affect his/her as teaching profession.

6. Feeling of Incompetence

Lack of training, extracurricular load beyond capability, absence of support and recognition – all are stressful for a teacher. Self-esteem diminishes when one is feeling inadequate, abused and unrecognized due to those factors.

7. Negative Feedback

Poor community relations where a teacher is not given high regard due to malicious rumors hurled at them by parents, colleagues, or even superiors. When personal life is unstable or insecure, the more stressful a teacher life can get, thus making his/her output unsatisfactory.

From the aforementioned stressful scenarios, a teacher needs conscientious colleagues and superiors who must do something to maintaining sanity and harmony within the workplace. Making a workplace conducive for a teacher's growth and professional development is a must. A good colleague or superior knows how to help.

The effects of job stressors are mediated by coping mechanisms. Kyriacou and Sutcliffe (1978) make an explicit distinction between stressors, which are mainly physical (e.g., many pupils in the classes) and those, which are essentially psychological (e.g., poor relationships with colleagues). Coping attempts can help to deal with stressful situations, that is, to reduce the perceived threat of those situations. If coping mechanisms are inappropriate, stress occurs.
Teacher stress is seen mainly as a negative affect with diverse psychological (job dissatisfaction), physiological (high blood pressure), and behavioural (absenteeism) correlates. In the long run, these negative stress effects lead to physiological and biochemical changes accompanied by psychosomatic and even chronic symptoms like coronary heart diseases. Finally, characteristics of the individual teacher are assumed to influence the process. Beneath the core biographical characteristics, there are quite a few factors, as for example self-efficacy beliefs or the perception of social support.

Teaching is a complex profession. Depending upon the different categories of school, teachers may be juggling many responsibilities in teaching. Even more demanding than the complexity of teaching is the fact that teaching can also generate a high level of stress, fatigue, and lead to burnout. Contributing factors to this stress can include:

- unclear expectations;
- spending many hours in class;
- classes that take more preparation time or having a high number of preparations in a given examination;
- handling classes with large enrollments, planning productive activities, or dealing with difficult or very needy students;
- dealing with social and learning issues, learning disabilities and attention-deficit disorder;
- newer curricular and teaching approaches, including the use of technology;
- time involved in student advising and conferences;
- increasing demands from administrative, clerical and committee duties;
- increasing diversification of expertise;
- campus politics and meeting the economic necessities of the institution;
- changes in administrative demands or administrative leadership;
- lack of financial and personnel support;
- time pressures and deadlines;
- continual overload of work; and,
- dealing with inequities and inequalities.

These factors may be compounded by student’s attendance, attention, discipline, and lack of motivation. The later can be especially stressful because uninterested
students disrupt a classroom and the work of other students. Moreover, teaching uninterested or unmotivated students can exhaust a teacher’s emotion and sense of self.

1.6. EMOTIONS

Teachers of the present era face complex challenges that demand preparedness in implementing creative and innovative solutions in the classroom. To meet those demands, teachers must continually improve their skills and knowledge. The teachers should be well-equipped with the knowledge and practice of social and emotional skills in order to achieve a kind of balance that encourages all students to learn, work and contribute to their fullest potential.

Bloom classified the educational objectives under three domains namely, cognitive, affective and psychomotor. Among these three, affective and psychomotor domains are higher order objectives. Cognitive domain includes objectives, which deal with recall and recognition of knowledge and development of intellectual abilities and skills. The affective domain includes objectives of interests, attitudes, values and development of appreciation and adjustment. Objectives in this domain are not stated very precisely and clearly because internal feelings and emotions are not as clear in behavioural manifestations. The psychomotor on motor skill domain was also recognized.

Pre-service teacher training programme does not include a methodology to train the affective domain of the students. They concentrate much on the cognitive aspects. Students must be equipped with knowledge and skills which are needed to participate effectively as a member of society and contribute towards the development of shared values and common identity. In education, teachers too have realized that the traditional curriculum is insufficient to equip young learners to face the realities of the world. They have come to understand the importance of emotions and the role they can play in education, and in their lives generally.

Emotional intelligence of a person can affect in many ways. An emotionally less intelligent person cannot afford to move to a higher ladder when compared to an emotionally stronger counterpart. The teachers shape the destiny of a nation in their classroom. The teacher’s goal in the classroom must be equipped the learners not only
with the knowledge and skills, but also the self-belief to be confident and informed citizens who contribute to see themselves as life-long learners.

To achieve the high goals and expectations of education in the 21st century, the intentional inclusion and development of emotional intelligence skills in the teacher preparation programs and student development programs are needed. In order to make use of emotional intelligence of teachers in their teaching, they should learn how to relate the emotional intelligence with their teaching profession, to assist themselves in developing their own emotional intelligence and using it with their students.

A high emotional intelligence quotient may be indicated that the teacher will have the necessary skills to be more empathic, manage their emotions and exhibit self-awareness. Teacher’s empathy is important in education because it is means of understanding children through the comprehension of their experiences. As the teacher plays important role in shaping the student’s behaviour, an intelligent and emotionally balanced teacher is the need of the hour.

1.7. EMOTIONAL INTELLIGENCE (EI)

Emotional Intelligence means being intelligent about emotions or being smart. It is the ability to acquire and apply knowledge from one’s emotions and the emotion of other in order to be successful and lead a fulfilling life.

According to Goleman, “Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions”.

Salovey and Mayer (1990) defined EI as “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

Henry L. Thompson opined that emotional intelligence is a person’s innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment and it others are present, to also perceive and mange their emotions is a manner that results in successful interpersonal interactions.
The first book on emotions was published in 1872 – Charles Darwin’s “The expression of the emotions in man and animals”. This was the first comprehensive study and written account of the expression of emotions and is still valid today. Other researchers who discovered “something emotional about intelligence” include:

- 1920 – Edward Thorndike (Social intelligence; emotional factors).
- 1940 – David Wechsler (“non-intellective aspects of general intelligence”).
- 1990 – Peter Salovey and Jack Mayer (emotional intelligence).

Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It’s being able to manage distressing moods well and control impulses. It is being motivated and remaining hopeful and optimistic when one has setbacks in working toward goals. It is empathy; knowing what the people around him are feeling. And, it is a social skill, getting along well with others, managing emotions in building relationships and being able to persuade or lead others (O’ Neil 1996, P. 6). Emotional intelligence was popularized in 1995 when psychologist Daniel Goleman wrote his book, “Emotional Intelligence: Why I can Matter More Than IQ”.

Emotional Intelligence is the ability to perceive emotions to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional intelligence is an intelligence based on emotions, and people who have this capacity are less depressed, healthier, more employable, and have better relationships.

1.8. IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence is the capacity for recognizing one’s own feelings and the feelings of others. It motivates oneself and manages his or her emotions well and one's relationship with others. It is often seen that many people who are book smart, but lack of emotional intelligence end up working for people who have lower IQs (Intelligence
EQ (Emotional Quotient) is a special capacity, which determines how well people are able to make use of the others skills, besides IQ.

People with good emotional capacity know their feelings well and are in control of them. They can read advantage over other people in all aspects of life, whether be in professional or personal, people with this type of intelligence have a defined thinking process, which in turn, promotes creativity and productivity. People who are not in control of their emotions fight internal struggles that inhibit their ability to think clearly and concentrate on their work. It is their emotional intelligence that fails them. Learning the alphabet, grammar and vocabulary of one’s emotional literacy is important for human beings to grow as an individual while sustaining a closely bonded relationship. It is basic to joy and one’s ability to love others.

1.9. NEED OF EMOTIONAL INTELLIGENCE

- The present generation is more emotionally troubled than the last. On an average that are growing more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive need to address the emotional health of our children and adolescents.
- Children with high EQ are more confident, are better learners, have higher self-esteem, have fewer behavioral problems, and are more optimistic and happier.
- People with well-developed emotional skills are more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity.
- Across various job levels, Emotional Intelligence matters twice as much as technical and analytic skill combined.
- Not only does Emotional Intelligence greatly contribute to job performance and leadership, but it has also been found to increase profits.
- EQ needs to be developed to be a truly effective teacher.

**Raising EQ among Teachers and Students**

Studies have shown that IQ is inherent but EQ can be developed. For raising EQ one should concentrate on building skills in these five areas, identified by Yale psychologist, Peter Salovey:
a. Knowing emotions: Increasing self-awareness i.e. the ability to recognize a feeling as it happens, developing the habit of monitoring feelings from moment to moment.
b. Regulating emotions: Improving ability to handle feelings and to recover quickly from upsets and distress.
c. Motivating oneself: Learning to marshal emotions in order to reach goals applying self-discipline, delaying gratification and stifling impulsiveness.
d. Cultivating empathy: Putting oneself in the order person’s shoes, trying to recognize, identify and feel what others are feelings.
e. Managing relationship: Responding appropriately and in helpful ways to the feelings of others, striving for social competence and inculcating leadership qualities.

1.10. EMOTIONALLY INTELLIGENT TEACHER

Emotionally healthy behaviour is reflected in characteristic ways of
a. Thinking,
b. Identifying, managing and expressing feelings and
c. Choosing effective behaviours.

Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students’ work and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:
a) Physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity.
b) Productivity and personal satisfaction by helping to harmonize their thinking and feeling minds.
c) Self-esteem and confidence by learning specific emotional intelligence skills.
d) Communication in personal and work relationships.
e) Ability to manage anxiety and improve performance under pressure.
f) Ability to quickly establish and maintain effective interpersonal relationships.
g) Ability to understand and accept differences in others and diversity issues.
h) Ability to plan, formulate, implement effective problem solving procedures in stressful situation.
i) Ability to positively impact, persuade and influence others.
j) Ability to direct energy and motivation to accomplish personally meaningful goals.
k) Ability to manage time to meet goals and assignments.
l) Ability to complete tasks and responsibilities in a timely and dependable manner.
m) Ability to control and manage anger and improve performance under stressful conditions and situations.

1.11. WAYS TO IMPROVE EMOTIONAL INTELLIGENCE

Emotional intelligence is not something one may born with it, but it can be learned and gradually developed from his or her birth. It is developed through experiences. People get better in handling their emotions, influencing others and in social skills.

Emotional intelligence is not learned in the standard intellectual way; it must be learned and understood on an emotional level. In order to learn about emotional intelligence in a way that produces change, people need to engage the emotional parts of the brain in several ways that connect people with others. This kind of learning is based on what one sees, hears and feels. Intellectual understanding is an important first step, but the development of emotional intelligence depends on sensory, non-verbal learning and real-life practice.

Parents and teachers always focus on the academic performance through nurturing intelligence and they give least importance to emotional intelligence of the students. A student with less emotionally intelligence cannot afford to move to a higher ladder when compared to an emotionally stronger counterpart. Emotional Intelligence can influence a student’s academic achievement too. Therefore, an emotionally intelligent student can score high in his examination. Further, one is definitely capable of facing problems with a cool stuff and performs well in the adult life as a matured personality.

Emotionally intelligent employees are better able to prioritize thinking with the help of emotions, generate emotions as an aid to judgement, and consider multiple points of view. It is expected that emotionally intelligent people would engage themselves more in deep acting (than surface acting) because by effectively using emotions they are able to swing their moods from negative to positive in order to enhance persistence during
difficult times (e.g. encountering a difficult customer) or stimulating creativity in solving difficult problems. An effective, competent and successful teacher is largely one who can handle his or her negative feeling in an authentic, real and healthy way.

1.12. MEASURING EMOTIONAL INTELLIGENCE

Schutte and Malouff (1999) in their book “Measuring Emotional Intelligence and Related Constructs” have listed 60 Emotional Intelligence inventories and assessments. Among those inventories, the following three are very useful.

1. The Emotional Quotient Inventory (EQ – I).
2. The Mayer Salovey Caruso Emotional Intelligence test (MSCEIT).
3. The Emotional Competence Inventory (ECI).

There were two types of models of emotional intelligence, one which emphasizes more on the cognitive aspects, such as perception, understanding, analysis and reflective regulation (thinking about feeling) of emotions, and others which include non-cognitive aspects, such as motivation, general mood and global personal and social functioning along with some cognitive aspects. Mayer, Salovey and Caruso (2000) have proposed mixed-models and their own model as ability model. Two measurement tools are based on Goleman model. They are as follows:

1. The Emotional Competency Inventory (ECI), which was created in 1999
2. The Emotional and Social Competency Inventory (ESCI), which was created in 2007.
3. The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360 degree assessment.

Another important affective characteristic, which very much influence an individual’s life situation is his self. It is often regarded as how good or poor one thinks about himself, i.e., called self-esteem of the individual. So, it is the right time to describe about the self-esteem.

1.13. SELF-ESTEEM

How positively or negatively, one feels about oneself is self-esteem. It is a very important aspect of personal well-being, happiness and adjustment (John P. Hewitt, 1998, P. 9).
According to John W. Santrock (2006), “Self-esteem refers to an individual’s overall view of himself or herself. Self-esteem is also referred to as self-worth or self-image. For example, a child with high self-esteem might perceive that she is not just a person but a good person” (P. 91).

1.14. IMPORTANCE OF SELF-ESTEEM

High self-esteem is related to many positive behaviours and life outcomes. People with high self-esteem are happier with their lives, have fewer interpersonal problems, achieve at a higher and more consistent level, are less susceptible to social pressure, and are more capable of forming satisfying love relationships (John P. Hewitt, 1998, P. 10).

In contrast, people with poor self-images are likely to try to make themselves feel better when they experience negative moods in response to perceived failures in their lives (Alters and Schiff, 2005, P. 33). This may be one reason why they are more prone to psychological problems such as anxiety and depression, to physical illness, and to poor social relationships and under achievement (John P. Hewitt, 1998, P. 10).

The following are some of the qualities of people with high self-esteem:
- They have a high moral and ethical sensitivity.
- They have strong sense of family.
- They are far more successful in interpersonal relationship.
- They are productive on the job.
- They are far lower in incidents of drug addiction and alcoholism.
- More likely to get involved in social and political activities in their community.
- They are far more generous to charitable institutions and give more generously to relief causes.

1.15. SELF-ESTEEM OF TEACHERS

The teacher with high self-esteem is likely to produce children with high self-esteem. There is ample evidence to show that people who have positive attitudes towards themselves are also likely to have positive attitudes towards others (Denis Lawrence, 2006, P. 74). It is generally understood that all the teachers are in a position to improve their self-esteem for better teaching. When teachers have high self-esteem,
genuine empathetic and accepting the status in the eyes of the child, they will automatically provide self-esteem enhancing the ethos in the classroom. There are more evidences to support the idea that self-esteem plays a significant role in the successful teaching-learning process.

As it has already been seen that an effective teacher can easily be noted among the so-called competent and incompetent ones, though there is difficulty in judging the effectiveness in the true sense. The successful practising of an effective teacher may be jeopardized in not so healthy school environment. Several studies (VanderHelm and Sue, 2006; Watkins, Eleanor, 2006; Woods, Denise, 2006; Black, Victor, 2007) have revealed that the teachers are able to come out of their best depending upon the environment that prevails in an institution. Therefore, an investigation aims at measuring the self-esteem of the teachers to be studied with the job stressors is the need of the hour.

1.16. MENTAL HEALTH

Mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. From the perspectives of the discipline of positive psychology or holism, mental health may include an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience.

The concept of mental health has over the years been a subject of discussion among psychiatrists, psychologists and other social scientists because of its complex nature. It is rather startling to note that there is no unanimously accepted definition of mental health.

According to Menninger (1945), mental health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness.

Selye (1946) reported, a good relationship among the members of a group is a key factor in individual and organizational health.

Hilgard (1957) argued that a mentally healthy person is an adjusted person. This statement means that a person is duly distressed by the conflicts he or she faces. The
individual attacks problems in a realistic manner, accepts the inevitable, and understands and accepts his or her own shortcomings. Mental health is a state of being conductive to harmonious and effective living (Bonney, 1960).

Jahoda (1958) proposed six characteristics of a mentally healthy individual: environmental mastery, understand perception of reality, integration, autonomy, growth and development, and attitude towards self.

Relations with teachers, parents, peers, superiors and status in the system are important factors that affect the mental health of an individual (Cooper and Kaplan, 1959).

According to Goldenson (1984), mental health is a state of mind characterized by emotional well-being, relative freedom from anxiety and disability symptoms, and a capacity to establish constructive relationship and cope with the ordinary demands and stress of life.

Kamau (1992) argued that a mentally healthy individual is one who is free from anxiety and disability symptoms. If the individual can establish relationships with others and cope well with life’s demands, then his or her physical, mental, social and emotional well-being can be said to be complete. Kamau conceptualised mental health under five subscales as follows:

1. Personal well-being.
2. Anxiety factor.
3. Disability symptoms.
4. Capacity to establish constructive relationships.
5. Capacity to cope with the ordinary demands and stress of life.

The successful performance of mental function, resulting in productive activities, fulfilling relationships with others and the ability to change and cope with adversity; from early childhood until late life, mental health is the springboard of thinking and communications skills, learning, emotional growth, resilience and self-esteem.

More recently, many studies have revealed that the mental health is more than the absence of mental illness. Even though, many of people do not suffer from a diagnosable
mental disorder, it is clear that some people are mentally healthier than others. The study of the characteristics that make up mental health has been called ‘positive psychology’.

Balance in life seems to result in greater mental health. People need to balance the time spent socially with that the time spent alone. Those who spend all of their time alone may get labeled as “loners”, and they may suppose to lose many of their skills. Extreme social isolation may even result in a split with reality. Those who ignore the need for some solitary times also risk such a split. Balancing these two needs seems to be the key – although, they balance these things differently. Other areas where balance seems to be important include the balance between work and play, the balance between sleep and wakeup, the balance between rest and exercise, and even the balance between time spent indoors and time spent outdoors.

People hold very rigid opinions. No amount of discussion can change their views. Such people often set themselves up for added stress by the rigid expectations that they hold. Working on making their expectations more flexible can improve their mental health. Emotional flexibility may be just as important as cognitive flexibility. Mentally healthy people experience a wide range of emotions and allow them to express their feelings. Some people shut off certain feelings, finding them to be unacceptable. This emotional rigidity may result in other mental health problems.

1.17. MENTAL HEALTH OF SCHOOL TEACHERS

Mental health can be socially constructed and socially defined; i.e., different professions, communities, societies and cultures have been conceptualizing its nature and causes, determining what is mentally healthy, and deciding what interventions are appropriate. Thus, different professionals may have different cultural and religious backgrounds and experiences. The teachers are not exempted from the mental health problems.

The teachers may have good or poor mental health. When they have good mental health, their decision-making capacity is too good and their decisions are very well opted by others. If a teacher has poor mental health, he may not be in a position to take any immediate action over a specific problem. So, the teacher’s mental health plays a very important role in his teaching profession.
The teachers of the present era are in a critical situation, which force them to prove their competency in the teaching-learning process. The teachers should satisfy the needs of the students, parents, administrators, government and the society. They should cope up with their colleagues so as to enable them work in a conducive atmosphere. For all these things, good mental health is a contemporary qualification of every teacher.

1.18. NEED FOR THE STUDY

Though teaching is a noble profession, the teachers feel it as a hard task to realise the goals set by them to certain satisfactory level. In fact, every minute is challenging for the teacher. As time changes, the skills and characteristics do change in students and thereby a fresh demand for change in the mode of teaching arises to challenge the resources of the teacher. Therefore, no teacher can be satisfied with what he has achieved in the past. Such a challenging situation always puts the teacher in finding the ways and means for gaining such satisfaction.

Here, comes the intention of stressors, which could confuse or demoralize even the able teachers to deviate from the chosen path. The intensity of the stressors could even cause mental agony that would force the individuals given up the chosen profession. In such a context, one could assume that the resoluteness on the past of teacher. That is why, it is felt that there is a necessity to identify the intensity of various job stressors and the factors like emotional intelligence, self-esteem and mental health that could influence the job stressors, so as to balance their teacher behaviour that could predict the prominence of such stressors is of paramount importance. That is why; the investigator would like to state the problem as given below:

1.19. STATEMENT OF PROBLEM

A STUDY ON JOB STRESSORS AFFECTING SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE, SELF-ESTEEM AND MENTAL HEALTH
1.20. OPERATIONAL DEFINITIONS

Job Stressors

By this, the investigator means the factors affecting the teachers working in primary, secondary and higher secondary schools in Ariyalur District.

Operationally, it is the score obtained on the Teachers’ Job Stressors Scale developed and validated by the investigator.

Emotional Intelligence

By this, the investigator means the ability of individual to read others’ emotions accurately, to respond to them appropriately, to motivate oneself, to be aware of one’s own emotions, and to regulate and control one’s own emotional responses.

Operationally, it is the score obtained on the Emotional Intelligence Scale developed by Anukool Hyde et al. (2001).

Self-esteem

By this, the investigator means the individual’s degree of liking or disliking themselves.

Operationally, it is the score obtained on the Self-esteem Inventory standardized by Cooper Smith (1967).

Mental Health

Mental health implies the adjustment of the individual to the world and each other maximum effectiveness and happiness.

Operationally, it is the score obtained on the Mental Health Checklist standardized by Pramod Kumar (1992).

1.21. OBJECTIVES

A) Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of School Teachers

1. To find the prominence of job stressors of school teachers in Ariyalur District.
2. To find the level of emotional intelligence of school teachers.
3. To find the level of self-esteem of school teachers.
4. To find the nature of mental health of school teachers.
5. To find the significance of difference in the job stressors of school teachers with regard to gender, marital status, locality of school, age, teaching experience and type of school.

6. To find the significance of difference in the emotional intelligence of school teachers with regard to background variables.

7. To find the significance of difference in the self-esteem of school teachers with regard to background variables.

8. To find the significance of difference in the mental health of school teachers with regard to background variables.

9. To find the significance of relationship between the job stressors of school teachers and their emotional intelligence.

10. To find the significance of relationship between the job stressors of school teachers and their self-esteem.

11. To find the significance of relationship between the job stressors of school teachers and their mental health.

12. To find the predictive nature of emotional intelligence, self-esteem and mental health of school teachers on job stressors.

B) Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Primary School Teachers

13. To find the prominence of job stressors of primary school teachers.

14. To find the level of emotional intelligence of primary school teachers.

15. To find the level of self-esteem of primary school teachers.

16. To find the nature of mental health of primary school teachers.

17. To find the significance of difference in the job stressors of primary school teachers with regard to gender, marital status, locality of school, age, teaching experience and type of school.

18. To find the significance of difference in the emotional intelligence of primary school teachers with regard to background variables.

19. To find the significance of difference in the self-esteem of primary school teachers with regard to background variables.

20. To find the significance of difference in the mental health of primary school teachers with regard to background variables.
21. To find the significance of relationship between the job stressors of primary school teachers and their emotional intelligence.

22. To find the significance of relationship between the job stressors of primary school teachers and their self-esteem.

23. To find the significance of relationship between the job stressors of primary school teachers and their mental health.

24. To find the predictive nature of emotional intelligence, self-esteem and mental health of primary school teachers on job stressors.

C) Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Secondary School Teachers

25. To find the prominence of job stressors of secondary school teachers.

26. To find the level of emotional intelligence of secondary school teachers.

27. To find the level of self-esteem of secondary school teachers.

28. To find the nature of mental health of secondary school teachers.

29. To find the significance of difference in the job stressors of secondary school teachers with regard to gender, marital status, locality of school, age, teaching experience and type of school.

30. To find the significance of difference in the emotional intelligence of secondary school teachers with regard to background variables.

31. To find the significance of difference in the self-esteem of secondary school teachers with regard to background variables.

32. To find the significance of difference in the mental health of secondary school teachers with regard to background variables.

33. To find the significance of relationship between the job stressors of secondary school teachers and their emotional intelligence.

34. To find the significance of relationship between the job stressors of secondary school teachers and their self-esteem.

35. To find the significance of relationship between the job stressors of secondary school teachers and their mental health.

36. To find the predictive nature of emotional intelligence, self-esteem and mental health of secondary school teachers on job stressors.
D) Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Higher Secondary School Teachers

37. To find the prominence of job stressors of higher secondary school teachers.
38. To find the level of emotional intelligence of higher secondary school teachers.
39. To find the level of self-esteem of higher secondary school teachers.
40. To find the nature of mental health of higher secondary school teachers.
41. To find the significance of difference in the job stressors of higher secondary school teachers with regard to gender, marital status, locality of school, age, teaching experience and type of school.
42. To find the significance of difference in the emotional intelligence of higher secondary school teachers with regard to background variables.
43. To find the significance of difference in the self-esteem of higher secondary school teachers with regard to background variables.
44. To find the significance of difference in the mental health of higher secondary school teachers with regard to background variables.
45. To find the significance of relationship between the job stressors of higher secondary school teachers and their emotional intelligence.
46. To find the significance of relationship between the job stressors of higher secondary school teachers and their self-esteem.
47. To find the significance of relationship between the job stressors of higher secondary school teachers and their mental health.
48. To find the predictive nature of emotional intelligence, self-esteem and mental health of higher secondary school teachers on job stressors.

E) Difference among the Primary, Secondary and Higher Secondary School Teachers in their Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health

49. To find the significance of difference among the primary, secondary and higher secondary school teachers in their job stressors.
50. To find the significance of difference among the primary, secondary and higher secondary school teachers in their emotional intelligence.
51. To find the significance of difference among the primary, secondary and higher secondary school teachers in their self-esteem.
52. To find the significance of difference among the primary, secondary and higher secondary school teachers in their mental health.

1.22. NULL HYPOTHESES

A) **Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of School Teachers**

1. The prominence of job stressors of school teachers in Ariyalur District is not high.
2. The level of emotional intelligence of school teachers is not high.
3. The level of self-esteem of school teachers is not high.
4. The nature of mental health of school teachers is not good.
5. There is no significant difference in the job stressors of school teachers with regard to background variables - gender, marital status, locality of school, age, teaching experience and type of school.
6. There is no significant difference in the emotional intelligence of school teachers with regard to background variables.
7. There is no significant difference in the self-esteem of school teachers with regard to background variables.
8. There is no significant difference in the mental health of school teachers with regard to background variables.
9. There is no significant relationship between the job stressors of school teachers and their emotional intelligence.
10. There is no significant relationship between the job stressors of school teachers and their self-esteem.
11. There is no significant relationship between the job stressors of school teachers and their mental health.
12. The emotional intelligence, self-esteem and mental health of school teachers are not the significant predictors of job stressors.

B) **Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Primary School Teachers**

13. The prominence of job stressors of primary school teachers in Ariyalur District is not high.
14. The level of emotional intelligence of primary school teachers is not high.
15. The level of self-esteem of primary school teachers is not high.
16. The nature of mental health of primary school teachers is not good.
17. There is no significant difference in the job stressors of primary school teachers with regard to background variables - gender, marital status, locality of school, age, teaching experience and type of school.
18. There is no significant difference in the emotional intelligence of primary school teachers with regard to background variables.
19. There is no significant difference in the self-esteem of primary school teachers with regard to background variables.
20. There is no significant difference in the mental health of primary school teachers with regard to background variables.
21. There is no significant relationship between the job stressors of primary school teachers and their emotional intelligence.
22. There is no significant relationship between the job stressors of primary school teachers and their self-esteem.
23. There is no significant relationship between the job stressors of primary school teachers and their mental health.
24. The emotional intelligence, self-esteem and mental health of primary school teachers are not the significant predictors of job stressors.

C) Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Secondary School Teachers

25. The prominence of job stressors of secondary school teachers in Ariyalur District is not high.
26. The level of emotional intelligence of secondary school teachers is not high.
27. The level of self-esteem of secondary school teachers is not high.
28. The nature of mental health of secondary school teachers is not good.
29. There is no significant difference in the job stressors of secondary school teachers with regard to background variables - gender, marital status, locality of school, age, teaching experience and type of school.
30. There is no significant difference in the emotional intelligence of secondary school teachers with regard to background variables.
31. There is no significant difference in the self-esteem of secondary school teachers with regard to background variables.
32. There is no significant difference in the mental health of secondary school teachers with regard to background variables.
33. There is no significant relationship between the job stressors of secondary school teachers and their emotional intelligence.
34. There is no significant relationship between the job stressors of secondary school teachers and their self-esteem.
35. There is no significant relationship between the job stressors of secondary school teachers and their mental health.
36. The emotional intelligence, self-esteem and mental health of secondary school teachers are not the significant predictors of job stressors.

D) Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Higher Secondary School Teachers

37. The prominence of job stressors of higher secondary school teachers in Ariyalur District is not high.
38. The level of emotional intelligence of higher secondary school teachers is not high.
39. The level of self-esteem of higher secondary school teachers is not high.
40. The nature of mental health of higher secondary school teachers is not good.
41. There is no significant difference in the job stressors of higher secondary school teachers with regard to background variables - gender, marital status, locality of school, age, teaching experience and type of school.
42. There is no significant difference in the emotional intelligence of higher secondary school teachers with regard to background variables.
43. There is no significant difference in the self-esteem of higher secondary school teachers with regard to background variables.
44. There is no significant difference in the mental health of higher secondary school teachers with regard to background variables.
45. There is no significant relationship between the job stressors of higher secondary school teachers and their emotional intelligence.
46. There is no significant relationship between the job stressors of higher secondary school teachers and their self-esteem.
47. There is no significant relationship between the job stressors of higher secondary school teachers and their mental health.
48. The emotional intelligence, self-esteem and mental health of higher secondary school teachers are not the significant predictors of job stressors.

E) Difference among the Primary, Secondary and Higher Secondary School Teachers in their Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health

49. There is no significant difference among the primary, secondary and higher secondary school teachers in their job stressors.

50. There is no significant difference among the primary, secondary and higher secondary school teachers in their emotional intelligence.

51. There is no significant difference among the primary, secondary and higher secondary school teachers in their self-esteem.

52. There is no significant difference among the primary, secondary and higher secondary school teachers in their mental health.

1.23. LIMITATIONS OF THE STUDY

The present study has the following limitations:

1. The present study is limited to the teachers working in different categories of schools in Ariyalur District in Tamilnadu.

2. The findings of the present study are derived only at 5% level of significance.

3. The sample of the study is limited to 1000 school teachers using simple random sampling technique.