CHAPTER 1

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Education is the most powerful and effective instrument for inducing radical changes in the behavior. It is the process through which an individual develops individuality. Education should be individualized and personalized to the utmost and should constitute preparation for self-learning. The essence of education lies in stimulating the growing generation with a consistent, compelling and creative system of values around which cultural heritage, both spiritual and material of the community is transmitted, to the tender souls so as to develop them into civilized, creative and productive members of a progressive society.

The development of any nation depends mainly on the standards of its educational institutions. Education in India is provided by the public / government sector as well as private sector, with control and funding from different levels. Education in India falls under the control of both the union Government and the states, with some responsibilities lying with the union and the states having autonomy for others.

Education is essential to bring about a desired change in the social and cultural life of a nation. The person who shapes this whole process of education and plays a vital role in the development of the society is the teacher. It is the teacher who creates interest in students to develop progress and achieve whatever aims they set for themselves. Thus, teaching is a challenging profession. Only those teachers can shoulder this responsibility of the nation building, who are adequately prepared, well trained and have a positive attitude to carry the dignified role of a teacher. A teacher who has a broader vision delivers his/ her lecture more effectively as compared to the one who restricts himself/herself in a particular domain (Gautmen, 2001).
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The quality of nation depends upon the quality of education imparted to its citizens, which in turn depends upon the quality of its 'teachers'. The term quality of teacher i.e., span of knowledge, teaching skill and teaching behavior comprising his emotional intelligence (Sunita Godiyal, 2011).

"The destiny of a nation is being shaped in the classrooms. The all round development of the children is only in the hands of teachers." (Kothari Commission, 1964-66).

Gurudev Tagore said "A teacher can never teach unless he is still learning himself". The ideal teacher is one who through his thoughts, words and deeds gives an impression of honest upright life which can serve as a model for the students to copy, follow and emulate. A teacher should be a good model or a leader so as to be initiated by his/her students both within and outside the classroom situations. The interrelationship between the teacher and the taught is well expressed with a degree of difference among teachers through a good saying that:

"The mediocre teacher tells,  
The good teacher explains,  
The superior teacher demonstrate and  
The great teacher inspires"

India's education system is divided into different levels such as pre-primary, primary, elementary education, secondary education, undergraduate and post-graduate education. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools and oversees many aspects of enforcement of education policies.

A system of public education called "Gurukula" existed in India since antiquity and continues to exist in some regions. For the welfare of socially disadvantaged groups, the Government started Gurukula schools/Government residential schools with special and additional facilities/provisions/services. These institutions provide uniform education following the same syllabus at the same pace.
Private schools/independent schools are not administered by local, state or national Governments; they retain the right to select their students and are funded in whole or in part by charging their students tuition, rather than relying on mandatory taxation through public (Government) funding, and in some private schools students may be able to get a scholarship, which makes the cost cheaper, depending on the talent of the student.

Private secondary schools varies from school to school and depends on many factors, including the location of the school, the willingness of parents to pay, peer tuitions and the school’s financial endowment. High tuitions, schools claim, is used to pay higher salaries for the best teachers and also used to provide enriched learning environments, including student teacher ratio, small class sizes and services, such as libraries, science laboratories and computers.

Teaching has been one of the oldest and most respected professions in the world. When a systematically organized human society can....into existence the need to mould its students on proper lines arose requiring persons who could perform the role as teacher effectively.

OPERATIONAL DEFINITIONS

- **EMOTIONAL INTELLIGENCE** is the capacity for recognizing our own feelings and those of others, for motivating, managing emotions well in ourselves and in our relationships.

- **PERSONAL STRAIN** is an excessive tension in muscle or in a nerve unit due to an activity or emotional overload, or in psychological adjustment. People’s physical, psychological or behavioral expression caused by social and psychological factors, disruption in inter personal relationships are the important sources of personal strain.

- **COPING STRATEGIES** are “the person’s cognitive and behavioral attempts to manage specific situational, internal and external demands in the person-environment transaction”.
HIGH SCHOOL TEACHERS are teachers who are dealing with 8th to 10th class students in different types of educational institutions.

TEACHER PERFORMANCE is the way in which a teacher behaves in the process of teaching. Teacher's performance is known to be related to teacher’s effectiveness.

EMOTIONAL INTELLIGENCE

Robert Cooper (1996) defined Emotional Intelligence as the ability to sense, understand and effectively apply the power of the acumen of emotions as a source of human energy, information, trust, creativity and influence.

According to Reuven Bar-on (1997) Emotional Intelligence reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits.

Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions so as to promote emotional and intellectual growth (Mayer, J. and Salovey, P., 1997).

Daniel Goleman (1998) defines Emotional Intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships.

HISTORICAL EVOLUTION AND GROWTH OF EMOTIONAL INTELLIGENCE

The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and, second, adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people. Similarly, in 1940, David Wechsler described the influence of non-intellectual factors on intelligent behavior, and further argued that our models of intelligence would not
be complete until we could adequately describe these factors. In 1983, Howard Gardner’s “Frames of Mind: The Theory of Multiple Intelligences” introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

In Gardner’s view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence were lacking in ability to fully explain performance outcomes. The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence*. However, prior to this, the term "Emotional Intelligence" had appeared in Leuner (1966) and also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995). The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000 (Friedman et al., 2000).

**NEED OF EMOTIONAL INTELLIGENCE**

Emotional Intelligence is the silent partner of rational intelligence, equal in importance, yet frequently overlooked and rarely schooled or tested. The skills which being to the highly developed emotional intelligence include: to be independent from own feelings, ability to adjust oneself to them, ability to recognize, name and direct one’s feelings, discern the nuances of feelings and use them in a positive way, and be able to derive actions from them. Emotional Intelligence accompanies daily life and in many cases is as important as the common intelligence, especially in this modern life.

The teacher’s ability to deal with emotional problem is a powerful factor in molding the mind. A teacher who is able to carry out reasoning with regard to emotion and uses emotion to enhance reasoning will succeed in developing the emotional intelligence of students. He is always optimistic in thinking and accept the problems of life positively and more strong in the outlook and goals in comparison to pessimistic person. Emotionally Intelligent teacher help the students with improved
motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and team work.

CONCEPT OF EMOTIONAL INTELLIGENCE

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

Goleman posited that there may be certain aspects of individual such as credibility and commitment, which may be thought of as the prerequisites of Emotional Intelligence at work to align with the goals of a group or organization. He regards commitment as the integral part of Emotional Intelligence skills.

In recent literature, the construct of commitment has been viewed as a composite of three main components consisting of:

1. The affective commitment: Employees with a strong affective commitment continue their employment with organization; because they want to do so.

2. The normative commitment: this has been found to be distinct from affective commitment. Employees with strong normative commitment remain with the organizations because they ought to do so.
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3. Continuance commitment: Employees whose primary links to the organization are based on continuance commitment remain, because they need to do so.

COMPONENTS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence consists of 15 conceptual components. They are

**Emotional Self-awareness**: Emotional Self-awareness is the ability to recognize one's feelings. It is not only the ability to be aware of one's feelings and emotions, but also to differentiate them, to know what one is feeling and why, and to know what caused the feelings. These individuals thrive on open, honest, compassionate feedback about their strengths and weaknesses. They seek a more accurate view of themselves than they alone could provide.

**Assertiveness**: Assertiveness is the ability to express feelings, beliefs and thoughts and defend one's rights in a nondestructive manner. Assertiveness is composed of three basic components: (1) the ability to express feelings (e.g., to accept and express anger, warmth and sexual feelings), (2) the ability to express beliefs and thoughts openly (i.e., being able to voice opinions, disagree and to take a definite stand even if it is emotionally difficult to do and even if one has something to lose by doing so) and (3) the ability to stand up for personal rights (i.e., not allowing others to bother you or take advantage of you). Assertive people are not over controlled or shy-they are able to outwardly express their feelings (often directly), without being aggressive or abusive.

**Self-Regard**: Self-Regard is the ability to respond and accept oneself as basically good. Respecting oneself essentially likes the way one is. Self-acceptance is the ability to accept one's perceived positive and negative aspects as well as one's limitations and possibilities. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence and feelings of self-adequacy.

**Self-Actualization**: Self-Actualization pertains to the ability to realize one's potential capacities. This component of emotional intelligence is manifested by becoming involved in pursuits that lead to a meaningful, rich and full life. Striving to actualize
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one's potential involves developing enjoyable and meaningful activities and can mean a lifelong effort and an enthusiastic commitment to long-term goals. Self-actualization is an ongoing, dynamic process of striving toward maximum development of one's abilities, capacities and talents. This factor is associated with persistently trying to do one's best and trying to improve oneself in general. Excitement about one's interests and energies motivates him/her to continue these interests. Self-actualization is affiliated with feelings of self-satisfaction.

Independence: Independence is the ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency. Independent people are self-reliant in planning and making important decisions. They may, however, seek and consider other people's opinions before making the right decision for themselves in the end.

Empathy: Empathy is the ability to be aware of, to understand and to appreciate the feelings of others. It is 'turning in' (being sensitive) to what, how and why people feel the way they do. Being empathetic means being able to 'emotionally read' other people.

Interpersonal Relationship: Interpersonal relationship skill involves the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and received affection. Mutual satisfaction includes meaningful social interchanges that are potentially rewarding and enjoyable. Positive interpersonal relationship skill is characterized by the ability to give and receive warmth and affection and to convey intimacy to another human being.

Social Responsibility: Social responsibility is the ability to demonstrate oneself as a cooperative, controlling and constructive member of one's social group. This ability involves acting in a responsible manner, even though one may not benefit personally. Socially responsible people have social consciousness and a basic concern for others, which is manifested by being able to take on community-oriented responsibilities.

Problem Solving: Problem solving aptitude is the ability to identify and define problems as well as generate and implement potentially effective solutions. Problem solving is multiphasic in nature and includes the ability to go through a process of
(1) sensing a problem and feeling confident and motivated to deal with it effectively, (2) defining and formulating the problem as possible (e.g., gathering relevant information), (3) generating as many solutions as possible (e.g., brainstorming) and (4) making a decision to implement one of the solutions (e.g., weighing the pros and cons of each possible solution and choosing the best course of action). Problem solving is associated with being conscientious, disciplined, methodical and systematic in persevering and approaching problems. This skill is also linked to a desire to do one's best and to confront problems, rather than avoiding them.

Reality Testing: Reality testing is the ability to assess the correspondence between what experienced and what objectively exists. Testing the degree of correspondence between what one experiences and what actually exists involves a search for objective evidence to confirm, justify and support feelings, perceptions and thoughts. Reality testing involves 'tuning in' to the immediate situation, attempting to keep things in the correct perceptive and experiencing things as they really are, without excessive fantasizing or daydreaming about them.

Flexibility: Flexibility is the ability to adjust one's emotions, thoughts and behavior to changing situations and conditions. This component of emotional intelligence refers to one's overall ability to adapt to unfamiliar, unpredictable, and dynamic circumstances.

Stress Tolerance: Stress tolerance is the ability to withstand adverse events and stressful situations without 'falling apart' by actively and positively coping with stress. It is the ability to weather difficult situations without getting too overwhelmed.

This ability is based on (1) a capacity to choose courses of action for coping with stress (i.e., being resourceful and effective, being able to come up with suitable methods and knowing what to do and how to do it), (2) an optimistic disposition toward new experiences and change in general and towards one's ability to successfully overcome the specific problem at hand (i.e., a brief in one's ability to face and handle these situations), and (3) a feeling that one can control or influence the stressful situation (i.e., keeping calm and maintaining control).
This component of emotional intelligence is very similar to what has been referred to as ‘ego strength’ and ‘positive coping’. Stress tolerance include having a repertoire of suitable responses to stressful situations.

**Impulse Control**: Impulse control is the ability to resist or delay an impulse, drive or temptation to act. It entails a capacity for accepting one’s aggressive impulses, being composed and controlling aggression, hostility and irresponsible behavior.

**Happiness**: Happiness is the ability to feel satisfied with one’s life, to enjoy oneself and others and to have fun. Happiness combines self-satisfaction, general contentment and the ability to enjoy life. This component of emotional intelligence involves the ability to enjoy various aspects of one’s life and life in general.

**Optimism**: Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Optimism assumes a measure of hope in one’s approach to life. It is a positive approach to daily living.

**THEORY AND MEASUREMENT OF EMOTIONAL INTELLIGENCE**

Various models and measures of Emotional Intelligence have been developed since Salovey and Mayer conceptualized and coined the construct in 1990. These models and measures have been compared according to their theoretical structure as well as the way they measure Emotional Intelligence. As such, two general groupings were identified by Mayer et al. (2000): ‘mixed’ (personality) and ‘ability’ models of Emotional Intelligence.

Mixed model define Emotional Intelligence as a combination of emotion-related competencies, personality traits and behavioural dispositions (Mayer et al., 2000; Palmer, Monach, Gignac and Stough, 2003). On the other hand, ability model define Emotional Intelligence as an intelligence, where emotion and thought act together in meaningful and adaptive ways. In this approach, Emotional Intelligence is conceptualised as a set of mental abilities which has to do with emotions and the processing of information that are part of, and contributes to intelligence in general (Palmer et al., 2003).
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The two types of models are best reflected by the two main approaches to the measurement of Emotional Intelligence. Petrides and Furham (2001) categorised instruments according to their measurement approaches as trait EI measures (also known as self report measures of Emotional Intelligence) and performance-based (objective) measures (also known as ability-Emotional Intelligence). The former category concerns models of Emotional Intelligence that are intended to measure an individual’s belief about emotional abilities, rather than his/her actual ability (Mayer et al., 2000). The other category (performance-based measures) pertains to ability models that include a series of emotion-related questions for which there are more or less correct answers. The only set of performance based measures available is the Multi-Factor Emotional Intelligence Scale (MEIS), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Palmer et al., 2003).

The Multi-Factor Emotional Intelligence Scale (MEIS) was developed by Mayer, Salovey and Caruso. It is a multi task ability measure based on the four-branch ability model of Emotional Intelligence. Tasks such as judging emotions on faces and designs, and defining complex emotion terms are included in this measure. An overall Emotional Intelligence score, four subscores that correspond to each of the four branches and 12 scores for individual subtests are provided. In a study by Caruso et al. (2002), the measure demonstrated adequate internal consistency, but reliability scores were lower than desired. The most recent operationalisation of Mayer and Salovey’s ability model of Emotional Intelligence is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The MSCEIT was developed to improve upon the MEIS in three areas: scoring, reliability and factor structure. Research subsequently indicates that the MSCEIT’s psychometric properties are significantly better than the MEIS’s. The MSCEIT was designed to measure Emotional Intelligence on eight subtests, divided into four skill groups: perceiving emotions; using emotions; understanding emotions; and managing emotions. These groups comprise of two subtests. Mayer, Salovey and Caruso (2004), reported an overall reliability of 0.91 or 0.93 (depending on whether expert or consensus scoring was used), and area reliabilities ranging from 0.68 to 0.90. However, in a recent study by Rossen, Krantzler and Algina (2008), evidence indicated that the MSCEIT lacks
structural fidelity, the precision of reproduction and that the measure does not measure all of the factors of Emotional Intelligence. (Keele and Bell, 2008).

**Trait Emotional Intelligence / Self-report Measures**

The Bar-On model of Emotional Intelligence entails a selection of personal, emotional and social abilities and skills. From a review of the mental health literature, this model identified determinants of positive psychological well-being and healthy emotional functioning, which are defined as the components of this model. This model and instrument (the Emotional Quotient Inventory, (EQ-i) have five broad factors of Emotional Intelligence, each factor consisting of several narrower facets: (1) Intrapersonal; (2) Interpersonal; (3) Stress Management; (4) Adaptability and (5) General Mood.

Studies using the EQ-i have shown that Emotional Intelligence can significantly predict academic success and is related to life satisfaction and adaptive coping strategies. Similar to the MSCEIT, females also tend to score higher on the EQ-i than males (Parker et al., 2006).

Various studies that used the EQ-i support the validity of Emotional Intelligence in the workplace. The Swinburne University Emotional Intelligence Test (SUEIT) was developed by Palmer and Stough (2001) in their attempt to deduce the most distinct dimensions of Emotional Intelligence from the multitude of models and measures that existed at the time of their study.

The SUEIT is an empirically based model of Emotional Intelligence, consisting of five factors representing related abilities on how effectively emotions are dealt with in the workplace. This measure provides scores on:

1. Emotional Recognition and Expression - the ability to identify one’s own feelings and emotional states, and the ability to express those inner feelings to others;

2. Emotions Direct Cognition – the extent to which emotions and emotional knowledge are incorporated in decision making and/or problem solving;
3. Understanding of Emotions (External) – the ability to identify and understand the emotions of others;

4. Emotional Management – the ability to manage positive and negative emotions within both others and oneself; and

5. Emotional Control – how effectively emotional states experienced are controlled.

Emotional intelligence is one of the most widely discussed topics in educational work and organizational psychology. Mayer et al. (2001) and Afolabi (2009) contend that emotional intelligence is not a single trait or ability rather, a composite of distinct emotion and reasoning abilities. Perceiving emotions consist of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. Understanding emotions involve comprehension of how basic emotions are blended to form complex emotions.

Regulating emotions encompasses the control of emotions in oneself and others. An individual’s emotional intelligence is an indicator of how he or she perceives, understands and regulates emotions. Sternberg (1997) has proposed a different conception of intelligence, which he calls successful intelligence. Successful intelligence involves three distinct types of mental abilities: analytic, creative and practical. Emotional intelligence was defined as: The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer and Salovey, 1997). But later Bar-On defines emotional intelligence as being concerned with understanding oneself and others, relating to people, adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On developed one of the first measures of emotional intelligence which focuses on an array of emotional and social abilities, including the ability to be aware of, understand, express oneself and relate to others and also posits that emotional intelligence develops over time and it can be improved through training, programming and therapy.

Bar-On, (2002) hypothesizes that those individuals with higher than average Emotional Quotient are in general more successful in meeting environmental demands
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and pressures. He also noted that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. Goleman (1998) and Boyatzis et al., (1999) have stressed 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 ways in sufficient frequency to be effective in the situation.

Goleman included a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random, they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis et al., 1999).

EMOTIONAL INTELLIGENCE AND TEACHER

School education puts more emphasis on the learning of knowledge rather than on student’s frame of mind. Yet students feel nervous, anxious, frustrated, depressed and abased when instructors ignore their emotions. If students cannot receive timely guidance from school authorities, teachers or their parents or timely concern from their peers or siblings, then their unstable emotions may result in behavioral disorders. Furthermore, mental disorders can influence student’s academic achievement and life adaptation. Entry into the secondary school is a trajectory changing event that represents a convergence of physical, mental, social, familial and social development. Clearly, there is reason to be concerned about the well-being of early adolescents.

Educators often underestimate the importance of developing student’s abilities to adapt and get along with people; however, student’s learning abilities depend on their experience, of their ability to adapt and cope with people (Chan et al., 2006).
Schutte et al., (1998) showed that emotional intelligence is associated with affective outcomes such as greater optimism, less depression and less impulsivity. There is conflicting direct evidence that the concept of Emotional Intelligence might be relevant for the teaching profession. Although the notion that the traits associated with high Emotional Intelligence are necessary for teachers to possess certain amount of prima facie validity. Byron (2001) found that pre-service teachers in her sample did not score differently in Emotional Intelligence than the normal sample. Studies have demonstrated that people who report higher levels of emotional intelligence also report higher levels of attending to health and appearance and more positive interactions with friends and family (Brackett and Mayer, 2003).

Teachers have rated school children with higher emotional intelligence as less aggressive and more pro-social than their peers. Customer service personnel with higher emotional intelligence were rated as more effective by their managers than those with lower levels of emotional intelligence.

Emotional Intelligence is the ability to understand your own emotions and those of people around you” (Mohamed Abdul Madhar, 2010). Mayer and Salovey (1997) describes four-branch model of emotional intelligence as four areas of capacities or skills that collectively reflect many areas of Emotional Intelligence. Daniel Goleman (1995) comes with an answer for what exactly the skills are: self-awareness, managing emotions, empathy, communicating, co-operation and resolving conflicts.

The milestones of Emotional Intelligence can be applied to teaching specially in improving students' proficiency through five stages.

The first stage is Self-Awareness – recognizing a feeling as it happens—the keystone of Emotional Intelligence. The self-aware teacher should be fully cognizant of the methodology he/she is going to adopt in the improvement of the proficiency of his/her wards. There should be realism in the approach and the crucial detail to remember is that no two learners have the same problems. Then the prognosis should be drill and practice with remedial teaching. Hence the teacher should be aware of the entire problem and also be conscious of her limitations and strengthen those areas to
make her approach absolutely foolproof in realizing the objectives and reaching the target.

The second stage is Managing Emotions – handling feelings is an ability based on self-awareness. In any class, the teacher has to reach out on the emotional level in the sense she must deal with emotional conflicts and postmortems of emotional conflicts and enable the students to speak out freely. The present day teacher should give room to the learner to freely express his handicap or learning difficulties to enable meaningful learning experiences. The learners need to get so involved in the learning experience skillfully manipulated by the teacher. The teacher who is cognizant always targets sensitively at the learning experience gently but firmly, carefully keeping in mind the repeated errors/problems related to the concepts taught. The teacher without Emotional intelligence carried away by the emotion fraught atmosphere should anchor the class in the knowledge development activity.

The management of self includes discriminate use of words, as words are endowed with the power to make or destroy a relationship. In the classroom, words reflect the thoughts and play a crucial role. If one looks at the amount of interest evinced in the area of emotional intelligence in Education and the fields related to development, it is not surprising. The second milestone- Managing one's emotions involves mainly three steps 1. Facing one's emotions 2.accepting them 3.mastering them 4. moving on after overcoming them. This is the most important milestone in the road to emotional intelligence as this paves way to emotional self-control and recovery.

The third stage is Motivating One – marshalling emotions based on self-knowledge leads to emotional self-control, which helps to be more highly productive and effective.

If the teacher is able to reach out to the students in ways that matter, it is then that the students blossom like the buds at the first ray of sunshine. The way the teacher channels the rays of her knowledge is the core issue. Here the teacher's emotional control determines the ability to conduct the knowledge transaction and to realize the objectives of the teaching session (Shirin Rahgozar et al., 2011).
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The fourth stage is Recognizing Emotions in Others. Empathy builds on emotional self-awareness—this is the fundamental people skill. People who are empathic are more attuned to social signals (Shirin Rahgozar et al., 2011). Teachers who are sensitized are empathic. This empathy is the ability to put oneself in the place of the learner, feels his diffidence, sense his drawbacks and unobtrusively corrects him. The correction of error should be brought out through remedial teaching i.e. by reinforcement and practice.

The fifth stage is Handling Relationships. Self-awareness and emotional self-control skill in managing emotions in others thereby leading to skilful management of relationships. The teacher should definitely relate to the learner at verbal and psychological level to help the individual get over that mental block which causes the inhibition. What makes the learner tick is what he should gauge and then once the learner overcomes the hurdle then it is smooth sailing thereon. The emotional control implied here is that ability of the teacher to conceal his incredulity even when the learner talks of an improbable prospect. Most relationships between the learner and the teacher thrive with the indispensable quality “sense of humour”. Thus using the right words in the right situation plays an important part in cementing relationships.

Education is the process which prepares the individual for a productive, progressive, cultured and civilized life. The teacher occupies a central position in the educational system. In the new millennium, the teachers are challenged to educate students at an ever higher level of literacy to meet the demands of an internationally competitive global society. They are not only required to focus on student’s cognitive development but also need to be competent to handle students continuing physical, emotional, social and spiritual growth.

Emotional Intelligence is a blanket under which a teacher could generate warmth into classes, generating real people into the society. People who are sensitive and positively channeled attain overall progress. Trust this concept of relating emotional intelligence to Gurus of the Globalised world will open a world of productive thought leading to a beneficial rapport between the teacher and the taught.
STRESS AND STRAIN

The word stress which has its origin in the French word 'Recevoir' means contraction, limitations. Stress or stressors refers to any environmental, social, or internal demand which requires the individual to readjust his/her usual behavior patterns. The term stress reaction refers to the state of physiological or emotional arousal that usually, but not inevitably, results from the perception of stress or demand. Stress is the process that occurs in response to stimulations or events that disrupt or threaten one's physical or psychological functioning. There are certain stresses which are useful to complete a task and achievement. Based on this, stress is classified as:

1. Eustress - Positive Stress:

Positive emotions like eagerness, excitement and confidence enhances concentration, increases performance and energizes one to motion and leads to happiness, pride and relief. It leads to positive outcomes.

2. Distress – Negative Stress:

It brings conflicts, confusion, undesirable and unscheduled changes, loss of motivations and reduces effectiveness. It causes physical, mental and behavioral problems.

Stress is a type of acute or strong and fast change in outer environment due to which there is change in one's tolerating power which takes the form of physical or mental disorder. In scientific form, outer pressure on person is called stress where as pressure produces inside is called strain to save from outer stress. Deformation in sample/subject caused by stress is called strain. Stress is an external event and strain is proposed as suitable term for the affective, physiological and cognitive changes induced by stress. The manifestation of stress is anxiety, strain and tension.

Teaching related stress commonly termed Teacher stress is defined as teachers' experience of unpleasant negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou, 2001). Teaching related stress can affect teacher's health, wellbeing and
performance. The study of teachers stress, its sources and how teachers cope with their stress continuous to attract widespread interest and attention. There are several sources for teachers’ stress; some of the common sources are: the need to make adaptations to sudden curriculum changes and feeling of disempowerment and change in school structure.

The effects of stress have received less attention from researchers than the nature of stress itself. Strain can be defined as the response to stress that is manifested by the individual and may include psychological strains such as depression or anxiety, or physical and biological strains such as disease. Strain is considered to be the outcome of stress of the negative effects of stressful events (Fletcher, 1988; Hobfoll, 1988; Jones and Kinman, 2001).

Jones and Fletcher (1996) described strain as the result of an imbalance in the demands and constraints placed on an individual in relation to the supports available. Specific conditions under which stressors leads to strain, have become the predominant focus of research. This focus includes the way in which factors in the individual or the environment interact. A variety of approaches have been developed by Jones and Kinman (2001), to explain how individual and environmental factors interact with stressors. Typically, the following three types of measures are used in this type of interactional approach

(1) Measures of environmental events or situations (stressors) such as workload and stressful life events.

(2) Measures of intervening or moderating variables such as personality traits or coping strategies

(3) Measures of strain outcomes such as anxiety or physical symptoms

One of these interactional approaches to stress is the Osipow and Spokane (1984) Occupational stress model which was revised in 1998.

A stressful situation is perceived as a negative emotional experience, and immediate response is elicited. There are a variety of often negative feelings reflecting the individual disposition and situational factors. These strains are
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undesirable consequences of stressors. This stress response or emotional experience may be accompanied by changes in perceptual or cognitive processes and in behavioral or physical functioning.

According to Osipow and Davis (1988), the outcome of the occupational stressors is believed to be personal strain, which is manifested in vocational, psychological, interpersonal and physical strain.

Vocational symptoms of Strain:

Symptoms of vocational strain are behavioral reactions to stressful work situations. These include boredom, dread, lack of interest, poor concentration, and increased accident proneness. These symptoms may have a direct affect on the organization. Job dissatisfaction, for example, may result in lowered productivity levels (Gherman, 1981; Sutherland, Fogarty and Pithers, 1995).

According to Osipow and Davis (1988), vocational strain is related to the occupational stressors like role overload, role insufficiency, role boundary and physical environment.

Psychological symptoms of Strain:

Psychological reactions to stress begin with initial shock and disbelief followed by defensive reactions, denial, blame and ultimately acceptance. Strain recreations may be temporary or long term, mild or severe depending on the longevity of the causes, how strong they are and the strength of the individual’s ability to recover and cope (Bailey and Bhagat, 1987).

The following are the examples of psychological strain symptoms that can be measured:

- Subjective symptoms of mental disorders (such as anxiety, depression, irritation, anger and loss of temper, frustration, low self-esteem, nervousness and apathy).

- Cognitive symptoms (Inability to make decisions, poor concentration, short attention span, hypersensitivity and mental blocks).
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- Worrying and neurosis about work (Continuity of organization, relations with others and own competence levels).

- Behavioral symptoms of psychological strain, which can have physically detrimental effects (alcoholism, drug abuse, emotional outburst, excessive eating, excessive smoking and impulsive behavior).

Interpersonal Symptoms of Strain:

Interpersonal contact can be fulfilled in numerous settings - work, home and social. In the work context, interaction happens in the form of formal discussions and interactions with superiors, peers, subordinates, parents, students and general public. The degree of pressure and stress experienced will vary between individuals depending on their perception of the situation and comfort in dealing with others. The strength of the relationship depends on whether it serves or frustrates the individual and the way people behave is determined by their reactions to each other as individuals or groups. Both prolonged isolation and too much interpersonal contact increase strain. Underload and overload of interpersonal contact may result in negative emotional reactions, excessive conflict, restlessness and anxiety, which need to be balanced to prevent mental and physical illness (Gherman, 1991).

Physical and Physiological symptoms of Strain:

The experience of stress is associated with changes in attitudes and behaviors, which relate to the maintenance of a healthy state (Antonovsky, 1987). Self-report measures of experienced symptoms and objective physiological measures, which are regarded as having superior validity compared to the former. Objective indices are typically used to measure physiological changes thought to be precursors of disease, such as cardiovascular symptoms and biochemical symptoms.

According Osipow and Davis (1998), who used self-report indices to ascertain the influence of stress on strain symptoms, physical strain is most likely to occur as a result of the following occupational stressors: role overload. Role insufficiency and responsibility.
THE LOAD-STRAIN-STRESS MODEL

Selye has described the General Adaptation Syndrome (GAS) as an adaptation process that occurs in three phases i.e., those of alarm, adaptation and exhaustion. In this connection, he defines stress as the non-specific response of the body to any demand. This is, in fact, too wide a definition (Selye, personal communication, 1982). Indeed, he had started his investigation with the study of what he called the syndrome of being sick. It had struck him that sick people, irrespective of their specific disorder, have many characteristics in common: tired appearance, lack of energy, weakness, lack of appetite etc., in brief: their being sick. This is typically strain. In a recent leading article in TIME on stress, "the rate of wear and tear in the body" was quoted as a definition by Selye. Only the real "response" to the strain can be considered as stress. From this model, it appears how specific disorders, such as myocardial infarction, gastric ulcer, depression, etc. can be kept separated from the process of adaptation. Genetic factors determine the susceptibility to the specific disorder, which is formed in the development, and therefore they are of another order than strictly aetiological factors, such as strain.

The changes of strain and stress take place in the organism in a homeostasis which is genetically co-determined. The genetics of strain and stress, however, are in no way connected with those of the specific disorder. It is now important that in the exhaustion phase of the GAS, the reserves (energy) of stress have been used up and that in this phase the risk of provoking specific disorders (by strain). Moreover, during the emotions of the alarm phase, the transient strain can become too strong and, via the sympathetic nerve system, provoke a heart attack.

ROBERT AGNEW'S GENERAL STRAIN THEORY

Agnew's general strain theory is based on the general idea that "when people are treated badly, they may get upset and engage in crime". The general strain theory identifies the ways of measuring strain, different types of strain, the link between strain and crime, and policy recommendations.

Agnew also noted several processes that must be employed in order to get an effective measure of strain. First, the researcher must develop a comprehensive list of
negative circumstances that can result in strain. In this process, it must be taken into account that strain is experienced differently by each individual. Also, the specific situations must be objectively identified along with variables that can determine the individual’s reaction to strain. To obtain an effective measure of strain, the cumulative impact of negative relations must be taken into account. It is not entirely clear whether this relationship is additive or interactive. Another factor that must be considered is the presence of positive relations and the lessening effect that they may have on the strain that the individual may experience. The last things that should be considered when measuring strain are the magnitude, recency, duration, and clustering of negative events.

**MAJOR TYPES OF STRAIN**

There are three major types of strain according to general strain theory. They are:

(i) Failure to achieve positively valued goals,

(ii) The loss of positive stimuli, and

(iii) The presentation of negative stimuli.

(i) **Failure to achieve positively valued Goals:**

The first strain results from an individual’s failure to achieve positively valued goals. Agnew noted that there are three different types of goals for which members of the society strive. The first of these is money. Money is a cause of strain when it is not available to the individual through legitimate means. Another type of positively valued goal is that of status and respect. This is an especially important factor in regard to masculine status. This type of status differs culturally, but in order for an individual to prove their masculinity, they may resort to crime to achieve that status. Traits that are associated with masculinity are often displayed through criminal behavior. Autonomy, the power over oneself, is the third type of goal that is valued in a society. Another source of strain due to goal blockage is the disjunction between expectations and actual achievements.
(ii) The loss of positively valued stimuli:

Agnew’s research in the stress literature led him to the discovery that the removal of positive stimuli can also cause strain. This loss could manifest itself in the form of a death or a broken relationship with a friend or partner, or it could be a result of the theft of a valued object. According to Agnew, the strain that is felt by the individual, due to the loss, could lead the individual to delinquency as the individual attempts to prevent its loss, retrieve what was lost, or seek revenge on those who removed the positive stimuli.

(iii) The presentation of negative stimuli:

This type of strain had been largely left out of criminology. There are three different types of coping strategies put forth by the general strain theory that enable the individual to deal with the strain in the life through legitimate means. Cognitive, emotional, and behavioral coping strategies can be used to lessen the amount of strain in an individual’s life.

Osipow and Spokane (1983) intended a causal link when they made a distinction between stress and strain, the former indicating environmental states, the latter personal reactions. The separation of stress and strain made it quite clear that individuals deal with stressors in some way before any strain response occurs. The first pathway in our structural model is therefore a direct path from stress to strain, with an expectation that the two constructs will relate positively. Coping resources enable an individual to encounter a stimulus, appraise it as stressful, yet deal with it in such a way that less strain results. Thus, it is clear that there should also be a pathway from coping to strain, with an expected negative relationship. The link between coping and stress is not quite so easy to specify. The description by Osipow and Spokane suggests that coping is a reaction to encountering stressors and that a causal pathway, with a negative sign, can be drawn from stress to coping and then to strain.

**COIPNG STRATEGIES**

The scientific study of gender specific coping mechanisms began in the 1970s, ultimately resulting in a few different theories that concern stress management...
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differences in gender. All research conducted by men did not explore a large enough scope to apply to large groups of people. Difference between genders in regard to coping strategy choices still remained unclear. There were gender differences in the sources of stressors, but gender differences in coping were relatively small. Studies began to compare and contrast sources of stressors for both males and females.

An individual cannot remain in a state of stress and strain and tries to adopt some strategy to deal with the stress. Stress is also defined as a mismatch between demands and coping resources. Coping refers to the thoughts and acts people use to meet the internal and external demands.

Coping has been defined as the behavioral and cognitive efforts, a person uses to manage the demands of a stressful situation. DeLongis et al., (1986) define coping as “the person’s cognitive and behavioral efforts to manage the internal and external demands in the person-environment transaction”. In times of stress, an individual normally engages in certain coping strategies to handle the stressful situations and their associated emotions.

Coping resources enable the individual to handle stressors more effectively, reduce the intensity of symptoms and help recover faster from exposure. These are adaptive capacities that provide immunity against damage from stress. These resources are psychological prophylaxis that can reduce likelihood of stress (Baum and Singer, 1982).

Kucukalic et al., (2003) emphasized that coping is a dynamic process that is reciprocally related between the individual and his environment. Evidence from the research efforts on science teacher stress suggests strategies such as meditation and relaxation and engagement in leisure-time activities for palliating stress.

According to Cox (1985) coping is a form of problem solving behavior, whereas the stress is the result of failed problem solving. Coping involves cognitive and behavioral strategies and represents either an adjustment to the situation or an adjustment of the problem has been directly reduced. Osipow and Davis (1988) found that all coping resources were effective in reducing the global strain.
Hobfoll distinguished between two types of coping resources—internal and external resources. Internal, individual resources are seen as those factors that exist within the individual, such as personalities, personal styles and ways of looking at problems. External, environmental resources are those that come from outside the individual, such as social support, valued aspects of the physical environment and material resources available to the individual.

Osipow et al., (1985) predicted that life stage will reflect differences in occupational stresses and will result in different occupational strains and differing availability of coping resources. Workers tend to experience increased responsibility and work overload as they are matured. However role demands as age and tenure increased. This however did not seem to result in an increase in total strain experienced and could be attributed to a shift in the coping skills as people mature. The tendency of workers was to use more coping mechanisms (except social support) as they are matured. The findings were that “given equal amounts of stress, strain, varies as a function of coping resources”.

Osipow et al., (1985) reported that older respondents showed a tendency towards decreasing vocational, psychological, physical and interpersonal strain in comparison with their younger counterparts.

As far as coping mechanisms are concerned, social support is used at all ages. Recreational, physical and rational-cognitive coping was not used much by younger respondents, although it appeared to be higher in older respondents.

Recreational activities provide a distraction from stressful events and are a source of satisfaction. In coping with stress, it is critical for individuals to take advantage of leisure time to engage in activities they find relaxing. Making use of separate time for recreational and hobby activities is an important aspect of coping (Osipow1998).

The involvement in healthy and health promoting activities is another coping strategy called “Self-care”, which differentiate individuals who cope better with stress. Regular exercise, sleep, healthy diet, dental health, relaxation techniques and
avoiding harmful substances and a general awareness of personal safety—all contribute to this positive coping strategy (Cooper and Bright, 2001).

Social support refers to the relationships with family and friends as well as social groups. It is important for individuals to have people they can count on and talk to about their work problems. Social support comes in a variety of forms namely:

- **Instrumental Support**: (Helping others directly by doing things)
- **Emotional support**: (Giving care, Love, Sympathy)
- **Informational support**: (Providing information that can be used for coping)
- **Appraisal support**: (Feedback about personal functioning directed at enhancing esteem)

Cognitive/Rational coping skills involve the ability to reduce stress through the effective management of time and effort and the use of a systematic approach to problem solving, thinking through the consequences of choices and identifying important elements of problems encountered. The setting and follow-up of priorities and techniques to avoid being distracted, as well as being able to recognize the work schedule when required are significant aspects of this type of coping behavior. In addition, the ability to separate the job and home and the realization that they can do, enable individual to cope better with stressful work conditions.

Understanding the sources of stress and identifying relevant coping strategies that moderate the resulting strain are the important steps in reducing stress through which the organizations get benefit. Regular relaxation will definitely reduce stress. Participation in stress management courses, involvement in health promoting activities makes individuals to cope better with stress.

Coping is "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing" or "exceeding the resources of the person". It is an expending conscious effort to solve personal and interpersonal problems and seeking to master, minimize or tolerate stress or conflict. Psychological coping mechanisms are commonly termed as coping strategies or coping skills. Coping strategies refer to the specific efforts, both behavioral and
psychological, that people employ to master, tolerate, reduce, or minimize stressful events. The term coping generally refers to adaptive or constructive coping strategies, i.e., the strategies that reduce stress levels. However, some coping strategies can be considered maladaptive, i.e., stress levels increase. Maladaptive coping can thus be described, in effect, as non-coping. Coping responses are partly controlled by personality (habitual traits), but also partly by the social context, particularly the nature of the stressful environment.

Types of Coping Strategies:

Hundreds of coping strategies have been identified. Classification of these strategies into a broader architecture has not yet been agreed upon. Common distinctions are often made between various contrasting strategies, for example: problem-focused versus emotion-focused; engagement versus disengagement; cognitive versus behavioral. The psychology textbook by Weiten has provided a useful summary of three broad types of coping strategies.

- Appraisal-focused: (adaptive cognitive)
- Problem-focused: Any coping behavior that is directed at reducing or eliminating a stressor.
- Emotion-focused: Directed towards changing one's own emotional reaction to a stressor

Appraisal-focused strategies occur when the persons modifies the way they think, for example: employing denial, or distancing oneself from the problem. People may alter the way they think about a problem by altering their goals and values, such as by seeing the humor in a situation: "some have suggested that humor may play a greater role as a stress moderator among women than men".

Problem-focused Coping Strategies: Seeking social support and "taking action to get rid of the problem is problem-focused strategy. People using problem-focused strategies try to deal with the cause of their problem. They do this by finding out information on the problem and learning new skills to manage the problem. Problem-focused coping is aimed at changing or eliminating the source of the stress."
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Emotion-focused strategies involve releasing pent-up emotions, distracting oneself, managing hostile feelings, meditating or using systematic relaxation procedures. Emotion-focused coping "is oriented toward managing the emotions that accompany the perception of stress".

Folkman and Lazarus identified five emotion-focused coping strategies:

- Disclaiming
- Escape-avoidance
- Accepting responsibility or blame
- Exercising self-control
- Positive reappraisal

A mixture of all three types of coping strategies, and coping skills will usually change over time. All these methods can prove useful, but some claim that those using problem-focused coping strategies will adjust better to life. Problem-focused coping mechanisms may allow an individual greater perceived control over the problem, whereas emotion-focused coping may sometimes lead to a reduction in perceived control (maladaptive coping).

Lazarus "notes the connection between his idea of 'defensive reappraisals' or cognitive coping and Freud's concept of 'ego-defenses'. Coping strategies are thus overlapping with a person's defense mechanisms. Cognitive coping strategies enable the individual to rationalize the stressors in a different way. This can take three different forms. The first is to minimize the importance of the strain causing event or circumstance. This may lead the individuals placing less importance on a particular goal in order to escape from the strain that they feel for not reaching that goal. The second form involves the individual maximizing the positive while minimizing the negative outcomes of an event. This is an attempt to ignore the fact that there has been a negative event. The third way of cognitively coping with strain is utilized for the individual when they accept responsibility for the negative outcomes."
Positive Techniques: (Adaptive or Constructive Coping)

One positive coping strategy, "anticipating a problem...is known as proactive coping." Anticipation is when one reduces the stress of some difficult challenge by anticipating what it will be like and preparing to cope with it.

Two others are "social coping, such as seeking social support from others, and meaning-focused coping, in which the person concentrates on deriving meaning from the stressful experience". Yet another way of coping is avoiding thoughts or circumstances that cause stress.

Negative Techniques: (Maladaptive Coping or Non-Coping)

While adaptive coping methods improve functioning, a maladaptive coping technique will just reduce symptoms while maintaining and strengthening the disorder. Maladaptive techniques are more effective in the short term rather than long term coping process. Examples of maladaptive behavior strategies include dissociation, sensitization, safety behaviors, anxious avoidance, and escape (including self-medication).

These coping strategies interfere with the person's ability to unlearn, or break apart, the paired association between the situation and the associated anxiety symptoms. These are maladaptive strategies as they serve to maintain the disorder.

Dissociation is the ability of the mind to separate and compartmentalize thoughts, memories, and emotions. This is often associated with Post Traumatic Stress Syndrome.

Sensitization is when a person seeks to learn about, rehearse, and/or anticipate fearful events in a protective effort to prevent these events from occurring in the first place.

Safety behaviors are demonstrated when individuals with anxiety disorders come to rely on something, or someone, as a means of coping with their excessive anxiety.

Anxious avoidance is, when a person avoids anxiety provoking situations by all means. This is the most common strategy.
Escape is closely related to avoidance. This technique is often demonstrated by people who experience panic attacks or have phobias. These people want to flee the situation at the first sign of anxiety.

Becoming aware of possible causes of stress for school teachers and the coping behaviors they utilize is significant for many reasons. Teaching as a profession is progressively becoming a stressful occupation (Hepburn and Brown, 2001). Teaching is more stressful today, because teachers have many deadlines to meet as well as more responsibilities to shoulder. These responsibilities include lesson planning, teaching, accountability for student performance, classroom management and discipline, supervisory role, and extra-curricular activity conducting and monitoring. Identifying possible stressors can help teachers choose positive coping strategies rather than negative strategies that may be unhealthy towards other aspects of life. If they can identify possible stressful situations, teachers can actively use coping strategies to deal with them, or even be able to avoid the situation altogether. Coping with strain is important for teachers, so that their stress does not interfere with the achievement of their educational goals and they have better quality of life; both personally and professionally (Guglielmi and Tatrow, 1998).

Gender differences in coping strategies are the ways in which men and women differ in managing psychological stress. There is evidence that males often develop stress due to their careers, whereas females often encounter stress due to issues in interpersonal relationships. Early studies indicated that "there were gender differences in the sources of stressors, but gender differences in coping were relatively small after controlling for the source of stressors"; and more recent work has similarly revealed "small differences between women's and men's coping strategies when studying individuals in similar situations."

The NUD*IST program was employed for qualitative analysis of student teachers written comments. Four main categories of coping strategies were identified: Personal, Professional, Social, and Institutional. A number of sub categories were associated with these main categories.
1. **Personal Coping Strategies:**

Five specific strategies were identified under the category of Personal coping strategies. Personal coping was represented in:

(i) **Cognitive strategies** such as positive thinking, setting realistic expectations, pragmatism, and blocking the negative and included comments like:
(I concentrated on the positive aspects more than the negative and telling myself that I am not an experienced teacher and cannot expect to perform like one).

(ii) **Physical strategies**, some of which were active (recreation, sport and general exercise) while others were passive (listening to music, watching TV, reading or simply relaxing or taking “long hot baths” at the end of a day).

(iii) **Behavioural strategies**, These included the reported practice of engaging in routines, like housework that did not require thought. Eating and drug-taking (e.g. alcohol, tobacco, caffeine) were also behaviors that some students consciously or habitually used (I coped with stress by having a can of coke and a biscuit at recess times).

(iv) **Emotional strategies** included use of self-deprecation, a capacity of students to laugh at themselves: (If you make a mistake, like writing a word incorrectly in front of the class, it shows you are human” and trying not to be hard on themselves “I just did the best that I could).

(v) **Rational/Time Organization strategies** were identified by students in the way they clearly defined their priorities for work and free time (Having a balance between work and social life and on weekends I spent some time not thinking about anything involved with teaching.) Students commonly stressed the importance of making time for themselves during the teaching practicum. Finding the time to relax, either passively or in a physically active way, was a widely reported strategy.
2. Professional Coping Strategies:

Being well prepared for lessons as well as for the general responsibilities associated with life as a school teacher were seen as important strategies in avoiding stress. Three specific Professional coping strategies were identified.

(1) Knowledge of the curriculum and what they were expected to teach and knowing the structure, organization and culture of the school help teachers feel comfortable in that environment.

(2) Use of self-management skills such as preparation, planning and organizational skills were reflected in their comments (I tried to be well organised to prevent a last minute panic. I used detailed lesson plans and programmed the day in detail. On the home front I also tried to be better organized). Some students used self-reflection (I'm here to learn to be better so I have to face all challenges) while others reported techniques for managing school related problems (Taking deep breaths and counting to ten and some described teaching strategies Harassment between students was a problem at times. I developed a few lessons to deal with these problems like role plays etc).

(3) Professional qualities were classified as strategies where they were clearly adaptive (At least one lesson a week I would plan something I enjoyed as much as the kids e.g. music and drama). Students generally did not emphasize the role that a sound grasp of the curriculum or an awareness of school organization and culture as coping strategies. However, it might be that these are assumed elements of 'being prepared'.

3. Social Coping Strategies:

Turning to family and friends in times of crisis or simply for conversation and reflection was widely reported as a significant coping strategy. Involvement in social events such as 'partying' and general socializing, away from their practicum school were seen by the students as important. Thus, Social coping included:
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(1) Discussion with people who were identified as friends and family: (I never had any stress. I made sure of this by socialising with staff and other students at a cafe after school) and

(2) Involvement in social events: (After school socialising, general socialising and partying).

4. Institutional Coping Strategies:

Within this category were, human and system-related strategies involving both the School and the University. Considerable emphasis was given to the importance of talking to, and learning from supervising teachers. Having other student teachers in the school with whom to share experiences was also significant.

(1) At the school level, the support of the students' supervising teacher, other teachers and student teacher peers provided a human contact in times of stress. A system-related school strategy was exemplified by use of non-instructional time that provided 'breathing space' in a hectic week.

(2) At the University level, the University supervisor provided a human point of contact while contact with the University Teaching Experience Office was identified as a system-related coping strategy.

TEACHER PERFORMANCE

The teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by the teachers, as much as through their personal examples and teaching-learning processes.

The term teaching performance is referring to the conduct of instruction posing questions, providing explanations, giving directions, showing approval, engaging in the myriad instructional acts that a teacher performs in the classroom. The term is meant to encompass neither the effects or products of instruction, such as student achievement or personal growth, nor such teacher characteristics as attitudes and expectations. According to Oxford Concise Dictionary (1999) the word 'perform' means "to carry out, to accomplish or fulfill an action or task"; it also means 'work,
function or to do something to a specific standard’. Performance is “an action or process of performing a task or function”. In contrast, Edis (1995) argues that performance is something that the person leaves behind and that exists apart from the purpose. Measurable actions are considered to constitute performance and one has to differentiate between an action (behavioural) aspect and an outcome aspect of performance. Thus, action (behavioural) aspect of performance refers to what an individual does in the work situation according to organizational goals and outcome is the consequence or result of the individual’s behaviour.

Defining performance in this somewhat restricted sense allows one to draw upon a considerable body of empirical literature on the modification of teacher behaviour and the acquisition of teaching skills. It is from this literature, that the variables to be discussed have been drawn. One can best bring by attending to the place of practice, with brief consideration of its uses and values in teacher training. Teacher’s performance is the way in which a teacher behaves in the process of teaching. Teacher’s performance is known to be related to teacher’s effectiveness (Medly and Shannon, 1994).

Teacher performance is very crucial in child’s development. The identification and nurturing of talents is one of the main responsibilities of a teacher. Riley (1994) has stated “as an interpreter, the teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. In order to be good mediator, he has to understand a great deal about the way in which the people at various ages and stages of development perceive the world around them, As a guide, he has to teach the students ‘how to learn’ rather than stuff his mind with factual information”.

The importance of teacher in educational set up is unquestionable. He plays a vital role in teaching-learning process upon whose competency and efficiency, the standard of education depends. Teacher who belongs to human factor is the single most important factor responsible for the success reforms and advancement of the educational programmes. Spenser and Ingram (1965) have rightly stated that “the degree of success or failure of the enterprise would depend upon the extent to which the leader of the group, the teacher, takes account, the emerging social emotional
climate in the classroom and acts accordingly. If a teacher is uninspiring and is a square peg in a round hole, even a school fully equipped at heavy cost will not serve as a temple of learning". So, teachers can act as trailblazers in the lives of learners and in the process of education for development. There is no doubt that teachers occupy an important and crucial place in shaping and moulding the abilities in right direction. If teacher is incompetent, dissatisfied with his job and not guided by proper values, the entire edifice of education system will be shaky.

“In general, the teacher’s role is changing, in that authoritative delivery of knowledge is being supplemented, spending more time in diagnosing the learner’s needs, motivating and encouraging study and checking the knowledge required” (UNESCO, 1972). The effectiveness of any educational system is gauged to the extent of pupils’ involvement in the system to achieve weather it is to be cognitive or psychomotor domain. To maximize the achievement within given set up is, therefore, the goal of every, educationist- a teacher or an educational administrator. Anderson (1991) states that “great teachers are defined in terms of their impact on students’ achievement scores. They are those teachers who have a positive impact, that is greater than expected and who are in addition, consistent in their impact from year to year. Research has come to our aid by looking what variables-personal, home, school, teacher, etc. promote achievement.”

Panda and Mohanty (2003) stated that the classroom behavior of a teacher will influence the learning outcome of students. Baiocco (1998) discovered significant relationship between teacher influence and pupil achievement and attitudes on the basis of several correlational, field and experimental studies. He concluded that indirect teacher influences are related to higher pupil achievement and more positive attitudes as compared to direct teacher influence.

The standards communicate the range of performance expected of teachers, without stating how well a teacher must perform, to be judged effective as a beginning or advanced teacher. Performance based standards represent the first step towards establishing performance levels. Agreement within the profession on standards for what a teacher should know and be able to do is the initial step in the development of assessment of those abilities. Once assessments have been designed
and are demonstrated to be valid and reliable, the profession can then establish reasonable expectations for teachers at different points in their career. These “benchmark performances” then define the performance levels expected of teachers with respect to the standards (Harper and William, 1997).

**STANDARDS FOR TEACHERS**

<table>
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<th>Contents</th>
<th>The teacher understands the core concepts and structures of the disciplines and creates learning experiences that make the content meaningful to students.</th>
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<tbody>
<tr>
<td>Human Development and Learning</td>
<td>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional and physical development of the students.</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>Communication</td>
<td>The teacher understands and uses effective communication.</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation and positive social interaction.</td>
</tr>
<tr>
<td>Planning</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, and the community.</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</td>
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<tr>
<td>Professional Growth</td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
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Professional Relationships
The teacher understands the role of institution in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.

Educational Technology
The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.

Professional Conduct
The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

Performance is the ability of employee to accomplish work related goals and expectations in accordance to certain predetermined work standards (Campbell, 1990). The Job Stress actually hampers such abilities consequently and resultantly the academic staff cannot perform effectively (Xiao Xing He, et al., 2000). The models on Job Stress and Performance show that the ability of employees to handle their Job Stress often leads to better performance. Such models state that certain factors moderate the negative effects of Job Stress on Job Performance. These factors were termed as resources (Bakker and Demerouti, 2007). Among these resources, Emotional Intelligence is important, because its existence within organization can help the employees to boost up their performance and fight Job Stress (Lyons, Schneider, 2005). In fact the two important dimensions of Emotional Intelligence, i.e. Intrapersonal and Interpersonal competencies as defined by Goleman (1998) enable the employees to decide, how well they managed themselves and how they interact with others. It means that Emotional Intelligence is a group of certain affection related abilities and skills which act as a catalyst to enable employees to identify and utilize their emotions for regulating things or situations around them (Salovey and Meyer, 1990; Salovey and Meyer, 1997).

Therefore there is strong relationship between Job stress, Performance and Emotional Intelligence, because the ability of employees to properly direct their
emotions and the emotions of other employees will help them to deal with Job Stress as a result of which their Job Performance will be improved.

Keeping these in view, a need was felt to study the impact of gender, type of institution and social status on Emotional Intelligence, personal strain and coping strategies among high school teachers. An attempt is also made to examine the impact of independent variables on teacher performance. Impact of experience on Emotional Intelligence, Personal Strain, Coping Strategies and Performance of teachers and the relationship among Emotional Intelligence, Personal Strain, Coping Strategies and Teacher Performance is also studied in the present research.