CHAPTER – II
REVIEW OF THE RELATED LITERATURE

Introduction

Successful research is based on all the knowledge, thinking and research that precede it, and for this reason a review of the literature is an essential step in the process of embarking on a research study. The term ‘review’ means to organize the knowledge of the specific areas of research to evolve an edifice of knowledge to show that his/her study would be an addition to this field. A review of related literature is a summary, analysis and interpretation of the theoretical, conceptual and research literature related to a topic or a theme.

“The keys to the vast storehouse of published literature may open the doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results.” C. V. Good.

Reviewing the literature has tow phases. The first phase includes indentifying all the relevant published material in the problem area and reading that part of it’s with which we are not thoroughly familiar. The second phase of the review involves writing this foundation of ideas into a section of the research and readers. For the researchers it establishes a background in the field.

A review of related research serves various purposes and helps the researcher at every step of his/her venture. The specific purposes and uses of literature review are as follows:-

1. Identifying and delimiting the problem.
2. Selection of appropriate methodology and research design.
3. Identifying the significant studies already completed in the field and placing his/her own study in the historical perspective.
4. Careful literature review helps in avoiding wastage.
5. Yields useful hints for further research for the future researchers.
6. Placing the research findings back into the theory of knowledge.
Review of related literature is an important step in preceding any scientific problem; it gives direction to research procedures and reinforces the findings of the study. The study of related literature gives an insight into the problem and helps the investigator to acquaint him with the techniques and methodology followed by earlier investigator to find and answer the problem under investigation. The purpose of this chapter is to review and synthesize the literature that informs this study. This chapter considers the purposed of a review of literature, it outlines the essential steps in conducting a review and it suggests ways of presenting it.

**Related Researches**

**Andre H. Brouwers, Welko Tomic, (1998). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management, Faculty of Social Sciences, The Open University, P.O. Box 2960 NL-6401 DL Heerlen, Netherlands**

This study examined the direction and time-frame of relationships between perceived self-efficacy in classroom management and the three dimensions of burnout among 243 secondary school teachers. Structural equation modeling (SEM) analyses indicated that perceived self-efficacy had a longitudinal effect on depersonalization and a synchronous effect on personal accomplishment. However, the direction was reversed for the relationship between perceived self-efficacy and emotional exhaustion; the time frame was synchronous. It was concluded that perceived self-efficacy in classroom management must be taken into consideration when devising interventions both to prevent and to treat burnout among secondary school teachers.

**Yates (1999). “Relationship between emotional intelligence and health habits of health education students”**

He conducted study on the relationship between emotional intelligence and health habits of health education students. The relationship between emotional intelligence and health habits of male and female students was investigated using the emotional intelligence inventory (EQI), the emotional intelligence survey (EIS), and the Health Habits Survey (HHS). This study suggested that there was a relationship between the health habits of college-aged health education students and their emotional intelligence.
Cherniss, Cary (2000). “Emotional intelligence: What it is and why it matters”. Graduate School of Applied and Professional Psychology, Rutgers University:

From this article, it was concluded that there is anything new about emotional intelligence? In some ways, emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I.Q., Psychology. Furthermore, Goleman has never claimed otherwise. In fact, one of his main points was that the abilities associated with emotional intelligence have been studied by psychologists for many years, and there is an impressive and growing body of research suggesting that these abilities are important for success in many areas of life.

However, rather than arguing about whether emotional intelligence is new, He believed it is more useful and interesting to consider how important it is for effective performance at work. Although He was not had the time to cover very much of it, He hope had shone that there now is a considerable body of research suggesting that a person’s ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost in any job. Furthermore, as the pace of change increases and the world of work make ever-greater demands on a person’s cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. And that is good news for I.Q. Psychologists, for they are the ones who are best situated to help clients to use emotional intelligence to improve both productivity and psychological well being in the workplace of tomorrow.

Syed Mohammad Azeem & Nazir A. Nazir (2000). A Study of Job Burnout among University Teachers, Faculty in Department of Business and Economics, Mazoon College, Muscat PB 101, PC 133, Sultanate of Oman.

This study investigated the levels of job burnout among 300 university teachers including Lecturers, Readers and Professors. Using Maslach Burnout Inventory-Educator's Survey, the results indicated that lecturers have high level of emotional exhaustion and are found to be significantly different on emotional exhaustion from professors and readers. Readers show less emotional exhaustion as compared to lecturers but high emotional exhaustion as compared to professors. Readers are not found to be
significantly different from professors. The three groups are not found to be significantly
different on depersonalization and personal accomplishment.

Andre Brouwers, I Will J. G. Evers, And Welko Tomic (2001). Self-Efficacy in
Eliciting Social Support and Burnout among Secondary-School Teachers, Faculty of
Social Sciences, Ketherlands Open University Heerlen. The Netherlands.

A non-recursive model with relationships between perceived lack of social
support, perceived self-efficacy in eliciting support at the workplace. And the 3
successive burnout dimensions-emotional exhaustion, depersonalization, and personal
accomplishment was tested ;, a sample of 277 secondary-school teachers in The
Netherlands. Results showed that teachers’ perceived lack of support from colleagues and
principals had a significant effect on their self-efficacy beliefs in eliciting support from
them, while these self-efficacy beliefs were shown to predict their level of burnout. The
hypothesized feedback loop was also confirmed: Teachers’ level of burnout predicted the
extent to which they feel lack of support. An additional effect of the personal-
accomplishment dimension of burnout on perceived self-efficacy was suggested. It was
concluded that perceived self-efficacy in eliciting support at the workplace is a usable
construct in the prediction of teacher burnout. Future directions in research are suggested.

Choudhary, Renu (2001). Teacher Burn-out in relation to occupational stress,
mental health problems and socio-economic status- a factor analytical study, KUK,
Kurukshestra.

Objectives of the study were:

1) To study the differences separately in burnout and its dimensions depersonalization,
personal accomplishment and emotional exhaustion among primary school teachers of
Haryana in relation to their occupational stress, mental health, problems and SES.
2) To study the differences separately in burnout and its dimensions among school
teachers in relation to their occupational stress, marital status and age group.
3) To study the differences separately in burn out and its dimensions among school
teachers in relation to their mental health, marital status and age group.
4) To study the differences separately in burnout and its dimensions among school
teachers in relation to their occupational status, teaching experience and academic
qualifications.
5) To study the differences separately in burnout and its dimensions among school teachers in relation to their mental health, teaching experience and academic qualifications.
6) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational stress, type of school and location of school.
7) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational stress, type of school and location of school.
8) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational stress, sex and residence.
9) To study the differences separately in burnout and its dimensions among school teachers in relation to their mental health, sex and residence.
10) To find out the factors implicit in the variables of mental health, occupational stress and SES as related to burn out.

Sample

Multi stage stratified random sampling technique has been used to select the sample. In the first stage 4 districts were selected randomly out of 20 districts in Haryana. In the second stage a total of 47 primary schools were selected. In the third stage a total of 400 teachers were selected randomly.

Tools and Techniques

Self prepared personal data sheet, Maslach Burnout inventory, Magotra Teachers’ Mental Health Scale, Self prepared occupational stress scale, Padhi SES scale were used for the study.

Data analysis

The data were analysed through ANOVA and Factor Analysis.

Findings

The occupational stress, mental health problems, SES, marital status, educational qualifications, teaching experience and residence of the primary school teachers have been found to have independent or interactive effect on burnout and its various dimensions to varying degrees.

This study investigated the association between perceived self-efficacy and burnout among teachers. Self-efficacy has been defined operationally based on a three-dimensional conceptualization: task, relations and organization. Efficacy variables were three classroom efficacy factors: instruction (task), discipline control (task), and consideration (relations), and two organizational efficacy factors: inclusion (task) and influence (relations). Burnout was measured as both a three-dimensional measure comprised of exhaustion, un-accomplishment and depersonalization, and as a single dimension (a composite score including all three dimensions). A sample of 322 Israeli teachers completed a self-report questionnaire. Multiple analyses of variance (MANOVA) and multiple regression analysis were used. It was found that perceived sense of self-efficacy was inversely correlated with perceived burnout: the lower the sense of self-efficacy, the higher the perceived burnout. The salience of organizational influence efficacy, and consideration efficacy (both are relations efficacies) were noted as important variables in predicting exhaustion, un-accomplishment and depersonalization. Task efficacies (e.g., instruction, discipline control, and inclusion) had no significant or meaningful weight in statistically predicting burnout beyond the relations efficacies. The importance of the organizational self-efficacy (teachers' beliefs in their ability to influence social and political forces within the organization, involvement in planning and executing important activities, as well as ability to draw upon the organization's resources to provide support and assistance) was discussed.


Miglani also found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn’t mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement.
Founded in social cognitive theory, teachers’ self-efficacy beliefs have been repeatedly associated with positive teaching behaviors and student outcomes. However, teacher efficacy has developed a storied history regarding construct validity and measurement integrity. Study of teacher efficacy now stands on the verge of maturity, but such developmental growth will likely be contingent on development of strong theoretical models and effective instrumentation to assess theoretical constructs. The purpose of the present article is to: (a) briefly review the theoretical foundation of teacher efficacy and critically evaluate historical attempts to measure teacher efficacy, (b) discuss important substantive implications stemming from efficacy research that may advance the field, (c) present recent measurement advances, and (d) highlight several methodologies that have been underutilized in development of teacher efficacy instruments.

Adeyemo D.A. & Ogunyemi Bola (2002). Emotional Intelligence and Self-Efficacy as Predictors of Occupational Stress among Academic Staff, Nigerian University, Nigeria.

The study seeks to explain the interactive and relative effects of emotional intelligence and self-efficacy on occupational stress of University academic staff. It made use of simple random sampling in selecting 300 academic staff from all the eight faculties of the institution. The study sample responded to three valid and reliable instruments. Emotional intelligence scale, General perceived self-efficacy scale and occupational stress scale. Data analysis involved the use of Pearson correlation and multiple regression procedure to investigate predictive capacity of the independent variables on the dependent variable. The results indicated that the two independent variables, when taken together, were effective in predicting occupational stress. Each of the variables contributed significantly to the prediction of occupational stress with self-efficacy making higher contribution to the prediction of occupational stress. On the basis of this finding, it is suggested that emotional intelligence programming and self-efficacy intervention techniques will benefit teachers immensely in coping with stress.
Daniel Goleman, Richard Boyatzis and Annie Mckee, (2002); Primal Leadership: Realizing the power of Emotional Intelligence. Tom Karp, a Ph.D candidate at Rushmore University, reviewed this book.

Goleman, Boyatzis and McKe’s book Primal Leadership has deal with the use of emotional intelligence in leadership. The author’s argument is that leaders should excel not just through the use of skill and intelligence, but should also, in a stronger sense, connect with others using emotional intelligence attributes such as empathy and self-awareness.

Their premises for this argument are that recent breakthroughs in neurology have shown that leaders’ moods and actions have an enormous impact on those they lead. The book rolls right past many competing theories of how human minds and psyches work, and the premises for their argument and therefore somewhat controversial.

The book raises two fundamental questions: what emotional resources do leaders need to thrive, and how do leaders create an emotional organizational climate that fosters sustainable change and performance? The best part of the book relates to the first question that is the emotional resources needed by a single leader to cope. The second question; how to create sustainable changes in organizations – is weaker and not argued sufficiently in the book, to my mind.

The book presents, however, a range of emotional intelligence concepts for leadership use, and follows up with case examples on practical application of the concepts prescribed. It is easy to read and packed with insight gained from many years of work within the field of emotional intelligence. The book will serve as a valuable guidebook – in my view as leadership development on an individual level. But other parts of the book are definitely weak. One wonders if an original and good idea by Goleman et al. has been pushed too far by publishers or others in order to have enough material for a book.

Organizations and individuals everywhere today are striving to excel in leadership. What makes good leaders is one of those subjects that will be debated forever. But the complexity in today’s business environment means that good management is no longer enough and the search for a renewed leadership agenda is more important than ever.
In the author’s and my opinion, it is today not enough to lead by virtue of power alone, but skills, experience and intelligence will still be a part of the leadership equation. Successful leaders must to be able to apply the whole range of capabilities-analytical, emotional, financial, etc.

There is today “a back to the 70,” approach in many companies with not much room for the emotional leadership as recommended by Goleman et al. in this book. It is my hope that this will pass. I therefore think the book’s timing is good – business leaders need more than ever to appear nice and not only when they are in the spot light. Today’s business environment and public arenas, the relationships and people issues, are far too complex to return to a power based, top-down style of leadership.

It is my opinion that emotional resonance will be an important key to leadership in the future. However, this is more a statement of belief and values, than a function of what we can see the traces of today. But there is certainly hope.

Will I recommend the emotional leadership as prescribed in this book when I consult and advise some of my clients? Yes I will, but I will have a hard time arguing my case…


In the Netherlands, secondary education has seen radical changes that originated with the national authorities, including the Study-home system, a pupil centered approach in which teachers help develop pupils’ independent working and creative thinking in order to get them to take responsibility for their own academic achievements. As educational innovations are more often than not accompanied by stress, the present study focuses on the onset of burnout among teachers who recently implemented this innovative system in the Netherlands.

**Aims.** To test hypotheses that the extent to which teachers have a negative attitude towards the new instructional practices relates positively to their level of burnout, and that their self-efficacy beliefs regarding implementation of the practices and coping with stress involved in this relate negatively to their burnout levels.
Sample. A random sample of 490 teachers employed in the Study-home system participated in this study.

Methods. Three questionnaires were used. The Dutch version of the Maslach Burnout Inventory for teachers (Schaufeli & Van Horn, 1995) was used to assess the teachers’ burnout level. Second, a specially developed self-efficacy questionnaire relating to the domains of: (1) guiding groups of students using the principle of differentiation, (2) involving pupils with tasks and (3) use of innovative educational practices. Last, a questionnaire on the teachers’ attitudes concerning the usefulness and effectiveness of the Study-home as an educational innovation.

Results. Regression analyses showed that the self-efficacy beliefs for each of the three domains were significantly and negatively related to the depersonalization and emotional exhaustion dimensions of burnout, and significantly positively related to the personal accomplishment dimension. Furthermore, the more negative the teachers’ attitudes towards the Study-home appeared to be, the more they appeared to suffer from depersonalization and emotional exhaustion, and the lower they scored on the personal accomplishment dimension of burnout.

Conclusions. The study’s results indicate that teachers’ self-efficacy beliefs are related to their burnout level. Teachers with strong self-efficacy beliefs seem to be more prepared to experiment with, and later also to implement new educational practices.


This study investigated the influence of emotional intelligence and gender on occupational stress among secondary school teachers. Four hypotheses were postulated and tested. An ex-post facto design was used to gather 392 usable copies of the questionnaires from secondary school teachers working in Ondo state. Stratified random sampling technique was used to choose the sample. Two instruments, Emotional intelligence and Occupational stress scales were used to collect data for the study. The t-test analysis at 0.05 level of significance indicated that there was a significant difference between the occupational stress of secondary school teachers with low and those with high emotional intelligence. There was no significant difference between the occupational stress experienced by male and female secondary school teachers. On the
basis of the findings suggestions and recommendations were made on how to reduce occupational stress among teachers.

**Williford, H., (2003); “The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders”. Naba Abisamra, Auburn University at Montgomery.**

We are at the beginning of a new century, and intelligence and success are not viewed the same way were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligence theory has been introduced by Howard Gardner (1983) and the Emotional Intelligences theory by Mayer & Salovey (1990) then Goleman, (1995). I.Q alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person’s success (Goleman, 1995). The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn’t there any relationship between their achievement and their emotional intelligence? So, the population of this study was the 11th graders in Montgomery, Alabama. The sample was 500 11th graders—boys and girls—from public and private schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample was given the BarOn Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consists of 133 items and takes approximately 30 minutes to complete. Calculated the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards compared these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.

Practicing teachers and principals in selected Government schools in Victoria provided data on their levels of emotional intelligence and teacher efficacy beliefs. The data supported the theoretical expectation of a linkage between emotional intelligence and teacher self efficacy. Regression analyses showed that neither gender nor age moderated this relationship. However length of teaching experience and current status add significant direct effects on predicting teacher self efficacy but did not moderate the relationship between emotional intelligence and teacher self efficacy. These findings are significant as this now demonstrates a relationship between levels of emotional intelligence in teachers, their self efficacy beliefs and teacher effectiveness.

Freie Universität Berlin Ralf Schwarzer & Gerdamarie S. Schmitz (2004). Perceived Self-Efficacy and Teacher Burnout: A Longitudinal Study in Ten Schools, Germany

Why do some teachers succeed in being good teachers, in continuously enhancing students' achievements, in setting high goals for themselves and pursuing them persistently, while others cannot meet expectations imposed on them and tend to collapse under the burden of everyday stress? One reason lies in a teacher's perceived self-efficacy as a job-specific personality disposition. Scales designed to measure individual and collective teacher self-efficacy were tested in a longitudinal field study. Teachers high in self-efficacy were found to sacrifice more leisure time for their students than their less self-efficacious counterparts. The development of job burnout could be well predicted by self-efficacy over a long time period. However, reciprocal determination of burnout and self-efficacy over time appears to be the most plausible explanation. Another finding was revealed by examining the intra individual differences between collective and individual self-efficacy and their distribution across schools. Context effects became visible that point to levels of self-efficacy that seem to be a result of school-specific socialization processes.

In this study it was examined that is there any relationship of emotional intelligence with cognitive ability and academic performance, for this a sample of 659 students was taken. They found that emotional intelligence moderated the relationship between academic performance and cognitive ability, where higher IQ and higher emotional quotient (EQ) led to greater academic performance. Their study also demonstrated negative associations between emotional intelligence and deviant school behavior such as unauthorized absence and expulsions.

Will J. G. Evers, Welko Tomic & André Brouwers (2004). Burnout among Teachers Students’ and Teachers’ Perceptions Compared, Department of Psychology, The Open University, Heerlen, the Netherlands

The aim of this study was to explore students’ and teachers’ perceptions of teacher burnout in relation to the occurrence of disruptive student classroom behaviour and the teachers’ competence to cope with this kind of behaviour. First, the study shows that the Maslach Burnout Inventory, the Coping with Disruptive Behaviour Scale and the Perceived Disruptive Behaviour Scale could be adapted to students to report perceived burnout symptoms among their teachers, the occurrence of perceived disruptive student behaviour and the students’ perception of their teachers’ competence to cope with disruptive student behaviour. Second, students’ perceptions do not differ according to their age. Third, we found that there was a significant difference between the perceptions of male and female students in respect of emotional exhaustion and depersonalization, but not in respect of personal accomplishment. Fourth, according to the students’ perceptions, a considerable percentage of variance in each of the three burnout dimensions was explained by teachers’ competence to cope with student disruptive behaviour and perceived disruptive student behaviour. Finally, with respect to the teachers’ self-reports, it appeared that teachers’ and students’ reports differed significantly with respect to depersonalization, personal accomplishment and the competence to cope with disruptive student behaviour. The hierarchical regression analyses of the teachers’ data showed that the competence to cope with disruptive student behaviour significantly contributed to depersonalization and personal accomplishment,
whereas the teachers’ age was significantly related with personal accomplishment. Although the students’ perceptions and the teachers’ self-reports on the teachers’ well-being differed on some dimensions, the students’ information may contribute valid information on some aspects of teachers’ mental health and classroom processes.

**Bhatia, Jyoti and Kumar, Girijesh (2005), Developing Emotional Intelligence Scale (EIS), MJP Rohilkhand University, Bareilly.**

Based on characterization of the emotional intelligence a scale in Hindi has been developed to measure various aspects of emotional intelligence on different samples. Details are presented about the psychological nature of the scale, items selection, tryout, and scoring and item analysis. Different procedures followed for estimating reliability and validity of this scale is presented. Data are also presented regarding the test of normal distribution.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
<th>Skew-ness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>35.39</td>
<td>29.66</td>
<td>30.97</td>
<td>12.56</td>
<td>-0.53</td>
<td>0.032</td>
</tr>
<tr>
<td>(N=100)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Education</td>
<td>32.37</td>
<td>35.63</td>
<td>40.13</td>
<td>16.95</td>
<td>-0.46</td>
<td>0.016</td>
</tr>
<tr>
<td>(N-40)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-trainees</td>
<td>31.63</td>
<td>32.19</td>
<td>39.01</td>
<td>15.85</td>
<td>-0.32</td>
<td>0.040</td>
</tr>
<tr>
<td>(N=50)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following table presents the data about the Skew-ness and Kurtosis on the results found on above-mentioned sample. The results from these three groups indicate that the distribution of the scores is very near to normal distribution, which confirms the validity of emotional intelligence scale (EIS).

**Jari J. Hakanen, Arnold B. Bakker & Wilmar B. Schaufeli (2005). Burnout and work engagement among teachers a Finnish Institute of Occupational Health, Department of Psychology, Topeliuksenkatu 41 A, FIN-00250 Helsinki, Finland.**

The Job Demands–Resources Model was used as the basis of the proposal that there are two parallel processes involved in work-related well-being among teachers, namely an energetically process (i.e., job demands burnout ill health) and a motivational process (i.e., job resources engagement organizational commitment). In addition, some
cross-links between both processes were hypothesized. Structural equation modeling was used to simultaneously test the hypotheses in a sample of Finnish teachers (N =2038). The results confirmed the existence of both processes, although the energetically process seems to be more prominent. More specifically, (1) burnout mediated the effect of high job demands on ill health, (2) work engagement mediated the effects of job resources on organizational commitment, and (3) burnout mediated the effects of lacking resources on poor engagement. The robustness of these findings is underscored by the fact that they were obtained in one half of the sample (using random selection) and cross-validated in the other half.

Markham (2005). “Effects of positive emotional refocusing on emotional intelligence and autonomic recovery form stress in high school students”.

They conducted study on effects of positive emotional refocusing on emotional intelligence and autonomic recovery from stress in high school students. Study investigated the effect of positive emotional refocusing on emotional intelligence (the Intrapersonal, Stress Management, and Adaptability subscales of the EQ-i: YV were used), heart rate variability, and trait anxiety in a sample of 99 grade nine students (62 trained, and 37 in the waiting group). No changes in EI or trait anxiety occurred due to training, though training did lead to significantly increased coherence during autonomic recovery from stress. Among students categorized as low anxiety, there was a positive correlation between EI and coherence and a negative relationship between trait anxiety, inter-personal intelligence and the stress management subscale.


In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. There have been many studies stating that the person’s mental health has direct and significant relationship with his / her working efficiency. Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of stress in teachers. Secondary school teachers experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy
syllabus and inadequate facilities make teachers’ work more complex. Researches in service industry like nursing, hotel and police have highlighted that working personnel experience varying degree of stress and burnout. Correlation between job satisfaction and performance has been proved in above mentioned professions. Present study was undertaken to study the burnout and stress among secondary school teachers in relation to their teaching effectiveness and also how the perceptions of teachers and their students differed on teaching effectiveness. Objectives of the study were as:

1. To ascertain the relationship between burnout in terms of (a) frequency and (b) intensity and teaching effectiveness as perceived by (i) teachers and (ii) students.
2. To ascertain the relationship between teachers’ experienced stress and teaching effectiveness.
3. To ascertain the relationship between teachers’ experienced stress and their perceived burnout.
4. To compare the relationship between perceived burnout in terms of (a) frequency and (b) intensity and teaching effectiveness as perceived by (i) teachers and (ii) students on the basis of teachers’ (a) qualification, (b) experience, (c) subjects taught, (d) type of school and (e) age.
5. To compare the relationship between teachers’ experienced stress and teaching effectiveness as perceived by (i) teachers and (ii) students on the basis of teachers’ (a) qualification, (b) experience, (c) subjects taught, (d) type of school and (e) age.

Findings of the study were as: Teaching effectiveness as perceived by teachers and burnout due to intensity & frequency of emotional exhaustion as well as personal accomplishment are significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment are significantly correlated. Teachers have the perception that teaching effectiveness is not influenced by the level of stress. Students also have the perception that teaching effectiveness is not influenced by the level of stress that teachers perceive. Teachers have shown positive relationship between stress and burnout due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) qualified / overqualified teachers, (iii) aided / unaided school and (iv) subjects taught (Language / Social science / Science)
with the exception of (i) Age of teachers, (ii) single sex / co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) Age of teachers, (iii) single sex / co-ed school, (iv) aided / unaided school with the exception of (i) qualified / overqualified teachers and (ii) subjects taught (Language / Social science / Science).

Teachers have shown that their Stress and teaching effectiveness on the basis of (i) qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related. Similarly teachers stress and teaching effectiveness as perceived by students on the basis of (i) qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related.


They explored the relationship of emotional intelligence with physical and psychological health functioning. This study investigates the relationship of emotional intelligence IE characteristics, such as perception, control, use and understanding of emotions, with physical and psychological health. In the first study, 365 individuals filled in measures of EI and general health. It was hypothesized that EI would be negatively associated with poor general health. The findings are discussed in the context of the importance of emotional competences on health and personal lifestyle, while implications for practice and directions for future research are proposed.


In recent years there has been a growing realization that medical professionals are not satisfying the general people in community. Therefore the present investigation was carried out to assess the effect of emotional intelligence and personality type on role stress among and private sector was taken and a 2x2 factorial design was employed. This study was an attempt to study the effect of emotional intelligence and personality type on role stress. Results show that there is significant effect of Emotional Intelligence and Personality type (F = 15.92, P > .01; F = 7.78, P > 0.01) on role stress, the interaction effect is also found significant (f = 5.17, P < 0.05). Researchers now believe that only one facet of the type A personality may be related to increased risk of heart diseases.
as low Emotional Intelligence can also play a role in the progression of stress. Emotional Intelligence and personality influences the performance of work, adjustment and self-satisfaction of their life. Individual having low level of intelligence and type A personality is always busy in never ending struggle of his life. They are never satisfied with their life, on the contrary. An individual having high level of E.Q and type B personality are more energetic and fully satisfied with their life. The significance of difference between government and private sector doctors regarding their emotional intelligence. Personality type A and B. On all the variables these two groups differ significantly at 0.01 level. It can be said that the doctors belonging to government sector have more type A behaviour and low level of emotional intelligence as compare to private sector. This may be due to that government sector there is more chances to get promotions. It was found that private sector doctors have high scores on type B personality scale and high level of emotional intelligence. It clears that these doctors have the characteristics of easy going, relaxed, non-competitive at work, does things methodically, are relatively constant with present work situations, speaks slowly, prefer to do one thing at a time, not easily upset by delay and also slow to be aroused to anger. These things help them in practicing successfully.


The study would reveal significant trends as to the degree an extend of predictability and relationship of Emotional Intelligence, Creativity and academic achievement and will motivate the educationists and curriculum framers to design academic as well as other activities in a way that those will Foster the ability of adolescents to face challenges of life right from the school stage. The present study was conducted on a sample of 400 XI class male and female adolescents from government and private schools situated in urban and rural areas of Jammu and Kashmir. It was found that there is positive general intelligence and emotional intelligence (r = .208). Also from the result, adolescent’s creativity was positively and significantly correlated with their Emotional Intelligence (r = .610). There is also significant positive correlation is also obtained, between academic achievement and emotional intelligence (r = 0.128).

In this study aimed at finding a) the difference in the emotional intelligence of male and female teachers; b) the difference between student teachers of arts and science faculty; and c) the relationship between emotional intelligence and academic achievement of student teachers, the investigator concludes; a) there is no significant difference between emotional intelligence of male and female student teachers; b) there is no significant difference in the emotional intelligence of student teachers of arts and science faculty; and c) there is no significant relationship between the emotional intelligence and academic achievement of student teachers. It was concluded with the study that the personality of teacher is very important and for a balanced personality proper organization of emotions is needed. So at the time of admission to B.Ed. course the EIT should be given to the candidates to identify the level of emotional intelligence and those candidate who have very low level of emotional intelligence should not be considered for admission; to ensure emotional development, the concept of emotional intelligence should be included in the syllabus of B.Ed. course; emotional literacy program for student teachers should be started. This will help to improve student teachers’ overall performance. It also helps to control the decline in education and strengthens educational process in accomplishing its main objectives.


The objectives of the study were: to assess the effectiveness of the Enneagram educational programme on the following competencies of emotional intelligence of student teachers; (a) emotional self-awareness, (b) emotional expression, (c) emotional awareness of others, (d) creativity, and (e) interpersonal connections. The investigator employed the pre-test and post-test control group design. In this design, the investigator involved two groups, the experimental group and control group, both of which were formed by random assignment and were posted. The basic design of pre-test and post-test control group design, sometimes called parallel or equivalent group design. Selecting the sample at two different stages independently is called two-stage sampling. In this study B.Ed. colleges and student teachers were two independent sets of units. In order to select
a sample through this two-stage random sampling method was used, the tools were EQ Map Questionnaire, Interview Schedule for the student teachers and reaction scale for the feedback of the intervention programme used for data collection. The data were computed by mean, standard deviation and analysis of covariance for finding result. The findings were: (1) the Enneagram, spiritual and psychological model of humanity, enables individuals to look deeply into their own character, harmonize their daily lives and their relationships both personal and professional and understand their personal path of growth. (2) Working with the Enneagram, with oneself and with students, teachers have found it more creative to recognize their passion, put their attention to it, learn to observe it and see what it teaches one about oneself. (3) This process itself loosens the grip of the automatic response and gives insight in to how to work with the issues, especially the repeated behavior and emotions. (4) The knowledge and training in Enneagram enables the individuals to improve their emotional self-awareness, emotional expression, and emotional awareness of others, creativity and interpersonal connections. (5) Practicing Enneagram knowledge in the classroom enables the teachers to improve their patterns of communication, their interpersonal relationships, integrity, and to develop and maintain a facilitative and conducive classroom climate. (6) It can be concluded that the field of education, particularly the teachers training programme is a beneficiary programme.


Survival in today’s competitive business is something, which cannot be determined by the intellect alone. Continued existence in such an unpredictable environment calls for the mutual functioning of the intellect, emotions and the method of coping adopted with daily stress and demands. It is the dearth of studies showing the relationship between emotional intelligence and types of coping resources of stress used, in the said context that prompted this study. Therefore, the present study was conducted to explore the relationship between emotional intelligence and the types of coping resources of stress among project managers (N=50) belonging to different information technology companies in Hyderabad, the study also explored the effect on emotional
intelligence and coping resources of stress used across age. The findings of the study reveal significant positive correlation between emotional intelligence and the total coping resources of stress. Emotional intelligence and coping resource of stress were found to positively increase with age. It was concluded in the end that highly emotional intelligent people use more of coping resources of stress; highly emotional intelligent people use more of cognitive and physical types of coping resources, with increase in age, emotional intelligence increases, with increase in age of the project managers the effectiveness of using the coping resource of stress also increases.


In this study aimed at finding the relationship between emotional intelligence and achievement facilitating variables, and comparing emotional intelligence of groups in pairs classified on the basis of sex, locale of the school, nature of school management and SES. The objectives of the study were: to find the relationship between emotional intelligence and achievement facilitating variables for the whole sample and relevant sub-sample; to compare emotional intelligence of groups in pairs classified on the basis of sex, locale of the school, nature of school management and socio-economic status (high SES, low SES). The investigator finds that there is significant relationship between emotional intelligence and achievement motivation, the boys and girls differ in their emotional intelligence and emotional understanding, boys performs better than girls in emotional intelligence and emotional understanding. The gender difference found in the present study was significant, and suggests that any research with this measure should take that difference into account. This study reports a gender difference with boys having higher social skills than girls. Boys and girls show no significant difference in emotional perception, emotional facilitation of thought, and emotional management.


Emotional intelligence is the latest development in understanding the relation between reason and emotion. The concept has its roots in the concept of “social intelligence”. Emotional intelligence involves some degree of skill in the affective
domain, along with some cognitive elements in each type of ability. This stands in sharp contrast to purely cognitive aspect of intelligence. The psychometric interdependence of the construct of emotional intelligence and intelligence has been theoretically explored.


This study was conducted to explore the anxiety among adolescent boys and girls, in terms of four selected areas viz.-physical, social, emotional and educational. For this purpose, 40 boys and 40 girls (15-17 years) were selected through a multistage stratified random sampling technique. To collect the information, a self-structured questionnaire was prepared. Among girls major anxiety prone area was found to be education, girls were found to be more anxious about their marks and percentage as compared to boys. Prevalence of anxiety, because of physical reasons, was found more in boys than in girls. A significant difference was observed between overall emotional anxiety among boys and girls. Girls were found more emotionally unstable than boys, whereas, anxiety and mental tension, because of unknown reasons, was found more in boys. It was also revealed that adolescents are deeply concerned as how others view them and are apt to display self-consciousness, and are embarrassed on being criticized by others.


This study aimed to find out difference in emotional intelligence of tribal, non-tribal and schedule caste college girls. Emotional intelligence scale by Ajawani et al. (2002) was administered on 20 college girls each of tribal, non-tribal, and schedule caste with an age range of 18-22 years. The scale measures 15 dimensions of emotional intelligence viz. – emotional self-awareness, assertiveness, self-regard, self-actualization, independence, interpersonal relationship, social-responsibility, empathy, reality-testing, flexibility, problem-solving, stress-tolerance, impulse control, optimism and happiness. Mean and f-ratio was calculated to observe the significance of difference in emotional intelligence of tribal, non-tribal and schedule caste college girls. Results reveal no significant difference in emotional intelligence of tribal, non-tribal and schedule caste college girls.

An attempt was made to assess the influence of age, marital status, and type of family, community and family status on the emotional intelligence of self-help group members. Anuukool Hyde, et al Emotional Scale was administered on a random sample of 305 women self-help group members. The self-help group members do not differ in their emotional intelligence based on their age, marital status, type of family, community and family status.


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. Teachers particularly need to develop emotional skills because teachers are the people who handle human beings with emotions. Teacher educator is the one who carefully produces teachers. In fact, teacher educators must be highly responsible in developing emotional skills. The present study attempts to investigate the Emotional Quotient of teacher educators in Pondicherry and Karaikal regions. The objectives of the study were; to find out the level of emotional quotient of teacher educators in the union territory of Pondicherry; to find out the level of emotional quotient of principals working in training colleges and training institutes. The present study reveals that the EQ of principals (214) is average; EQ of teacher educators in training colleges and training institutes have the same level of EQ; Emotional Quotient of teacher educators (198.34) is found to be average; there is no significant mean difference in the gender of teacher educators EQ working in training colleges; there is no significant gender difference in the level of EQ among the teacher educators working in training institutes.


Burnout is a concept which was born in the mid 1970’s in the USA and with astonishing rapidity has become a catch-word to convey an almost unlimited variety of social and personal problems afflicting workers. It describes a specific dysfunction
among helping professionals, believed to be the result of excessive demands made upon their energy, strength and resources. Although a clearly agreed upon definition does not exist, burnout is characterized by the inability to be sufficiently concerned about and involved with service recipients. A burnt out worker tends to withdraw emotionally from the demands of the job. Burnout is reflected in emotional exhaustion and apathy, physical fatigue, lack of energy, psychosomatic illness, increased alcohol and drug consumption, cynicism, inappropriate anger, depression and lack of personal achievements. Now, it is observed that teachers are also showing symptoms of burnout, which directly or indirectly affect their teaching performance. Motivated by these reasons the investigators decided to investigate the status of burnout among secondary school teachers and assess its extent in Indian teachers. This study has focused on the following points:

1. To find out the level of burnout among secondary school teachers.
2. To find out as well as compare the level of burnout in male and female secondary school teachers.
3. To find out as well as compare the level of burnout in secondary school teachers teaching arts and science subject streams.
4. To find out as well as compare the level of burnout in secondary school teachers teaching through Hindi medium and English medium.

After conducting this analysis, interpretation and discussion, the following conclusions were arrived at:

- Secondary school teachers are displaying moderate burnout levels in the areas of Emotional Exhaustion and lack of Personal Accomplishment and low burnout in the Depersonalization dimension.
- Male and female teachers as well as Hindi medium and English medium teachers display similar levels of burnout.
- Science subject stream teachers are more depersonalized than arts subject stream teachers, though they display similar levels of burnout in the Emotional Exhaustion and lack of Personal Accomplishment dimensions.

This study aimed at assessing the impact of gender on emotional intelligence and academic achievement of secondary school students, besides the relationship between emotional intelligence and academic achievement. The objectives of the study were; (i) To assess the impact of gender on emotional intelligence of secondary school students. (ii) To assess the impact of gender on academic achievement of secondary school students. (iii) To assess the relationship between emotional intelligence and academic achievement of secondary school students. The findings of the study were; (i) there is significance of difference between boys and girls with regard to their emotional intelligence; (ii) there is no significance of difference between boys and girls with regard to their academic achievement; (iii) there is no relation between academic achievement and emotional intelligence.


In this study, the investigator finds a significant negative relationship between emotional intelligence and stress for the total sample and sub-samples, and concludes that individuals having high emotional intelligence may have low stress and this will directly contribute to the positive development of the individual and the society. The main objectives of the study were: (1) to test whether there is a significant difference in the mean scores of stress between (a) male and female student teachers (b) student teachers of aided, unaided and government training colleges (c) science and arts student teachers (2) to test whether there is a significant difference in the mean scores of emotional intelligence between (a) male and female student teachers (b) student teachers of aided, unaided and government training colleges (c) science and arts student teachers (3) to find out the extent of relationship between emotional intelligence and stress of the student teachers (4) to find out whether the relationship between emotional intelligence and stress in different for the sub-samples (a) male and female student teachers (b) student teachers of aided, unaided and government training colleges (c) science and art student teachers. The findings of the study suggest that emotional intelligence and stress are negatively related to each other, i.e. a person having high emotional intelligence may have low stress.
and vice versa. This world is full of fears, doubts and excess parental pressure and cutthroat competition in academic levels. The students are compelled to excel in performance irrespective of their potential. The overemphasis on academic achievements given by parents and teachers makes the students eliminate the emotional components, which will result in failure in their life ultimately, so in these circumstances individuals should be trained to behave with emotional intelligence to make their life free from all types of stress.


This article addresses the importance of emotional intelligence and the integration of it in the classroom which would result in better teacher as well as student performance. The importance of these skills, which contribute to success in life and as a result help an individual to know himself and others better is discussed and presented here. Emotional intelligence can be thought of as a set of skills that help learners or students to be successful in school, at work and in relationships. As a consequence of this, they are more likely having robust self esteem and are better placed to cope with disappointments and setbacks. To become effective learners, young people need to develop a strong sense of self worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance and demonstrate persistence and resilience in the face of obstacles and setbacks. In conclusion, it can be said that through emotional intelligence both teachers and students will be benefited in the use, control and managing of their emotions and thus contribute not only to their development but also to the process of teaching and learning and making it far more effective.


The study presented the results of an investigation on the emotional intelligence of secondary teacher trainees. Five hundred and two teacher trainees were assessed for their emotional intelligence. The objectives of the study were: to compare the mean scores of emotional intelligence in relation to gender, to study the influence of type of family on emotional intelligence of teacher trainees, to compare the emotional intelligence of the teacher trainees on the basis of types of institution namely,
government, government-aided and private colleges of education. In the conclusion it was found that majority of teacher trainees of Coimbatore district possess average emotional intelligence. It was seen from the results that male and female teacher trainees did not differ in their emotional intelligence. The results also showed that there is no significant difference between the emotional intelligence of teacher trainees based on the sub-samples; type of family and type of institution.


The purpose of this study was partly to test the factor structure of a recently developed Norwegian scale for measuring teacher self-efficacy and partly to explore relations between teachers' perception of the school context, teacher self-efficacy, collective teacher efficacy, teacher burnout, teacher job satisfaction, and teachers' beliefs that factors external to teaching puts limitations to what they can accomplish. Participants were 2249 Norwegian teachers in elementary school and middle school. The data were analyzed by means of structural equation modeling using the AMOS 7 program. Teacher self-efficacy, collective efficacy and two dimensions of burnout were differently related both to school context variables and to teacher job satisfaction.


Averring that emotional intelligence has recently awakened great interest in researchers and mental health specialists, the author says emotional intelligence is the driving force that affects personal success and interactions with others. Most young people will develop and assume the responsibility for their own protection and peace of mind. But during the years of learning and practice, parents, teachers and helping adults need to be aware of the signs and patterns that signal danger. Awareness of adolescent stress and depression opens the door for adults to begin constructive efforts.


The study is based on the assumption that application of emotional skills can reduce distress among high school students. One thousand high school students (500
male + 500 female) of IX and X grade were selected as a sample for the study. Hindi adaptation of Cornell medical index health questionnaire (Broadman et al. 1949) by Wig et al. (1983) was used to measure the psychological distress of high school students. Emotional intelligence scale (Sharma, R. 2007) was used to measure emotional intelligence. After analysis it was found that out of 1000 high school students taken as sample, 562 students were having psychological disturbance. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional intelligence was found to be helpful in reducing psychological distress of students.

**Maria-Christina Tzioti, Eleftheria Mantelou, Nick E Degleris, Andreas Solias, Manto Karamberi, Niki Romanou (2009). Job burnout and self-efficacy survey among elementary school teachers in Greece, 1st International Congress on Neurobiology and Clinical Psychopharmacology and European Psychiatric Association Conference on Treatment Guidance Thessaloniki, Greece.**

Emotional exhaustion, depersonalization and reduced professional efficacy within the workplace are the three dimensions of the job burnout syndrome. In this study, we examined the levels of job burnout in a sample of 100 teachers of elementary education. Also, we sought to identify the relationship between job burnout and general self-efficacy, teachers’ self-efficacy and group self-efficacy. Moreover, we looked into the relationship between job burnout and the three types of self-efficacy with teachers’ perceptions of particular work-related values. Job burnout dimensions and self-efficacy are also studied in relation to teachers’ demographic characteristics.

Job burnout was measured using the Maslach Burnout Inventory (Educators Survey) [1]. Self-efficacy was measured with the Shwarzer and Jerusalem’s [2] questionnaire. The work values questionnaire was makeshift and answers were given on a 6-point scale. Findings shows that Female teachers presented higher levels of job burnout, whereas teachers over 50 years old presented higher levels of self-efficacy than those between 31-40 years old. The three types of self-efficacy were negatively correlated with the three job burnout dimensions. It was concluded that, In particular, this research stresses the importance of the relationship between group self-efficacy and job burnout. What is more, job burnout seems to have an impact on people’s perceptions
about their occupation. Moreover, it would be interesting to study the relationship between self-efficacy and job burnout in other professional groups as well.


The focus of this paper is to highlight the importance of developing greater emotional intelligence abilities in pre-service education as part of the training they receive within teacher education institutions, by first identifying the key factors at play. The objectives of the study were; to find a usable measure of emotional intelligence that relates directly to teacher trainees in colleges of education and schools, to see what information that measure can give about the levels of emotional intelligence held by teacher trainees about to embark on their career. The sample comprised of 58 students of the B.Ed. teacher education course who were invited to volunteer to participate in the research under ethical guidelines published by the college. These students had completed 40 days of teaching experience in schools and had opportunities to observe teachers and students across a range of learning environments. Categorical information was collected on gender, age group, community, marital status and educational qualifications. The emotional intelligence appraisal was administered to them individually. This study suggests that further research is warranted with both pre-service and practicing teachers. The instrument was administered only once in this study. It is important to retest participants on multiple occasions to assess the stability of findings. Following this study, it would be appropriate to survey more experienced teachers in order to assess whether levels of emotional intelligence are different between the two groups. This would give information about whether the experience of teaching also gives greater depth of experience in understanding and managing the emotional aspects of teaching learning.


The main purpose of the present study was to study of emotional intelligence in relation to personality traits of pupil-teachers. The sample consists of 130 pupil-teachers belonging to different localities, genders and personalities. The objectives of present study were: to find out the significant relationship between emotional intelligence and normal pupil-teachers, to find our the significant relationship between emotional
intelligence and neurotic pupil-teachers, to find out the significant difference in mean of emotional intelligence of normal and neurotic pupil teachers, to find out the significant difference in mean of emotional intelligence of male and female pupil-teachers, and to find out the significant difference in mean of emotional intelligence of urban and rural pupil-teachers. Findings of the study reveal that (i) there was significant positive correlation between emotional intelligence and normal behavior of pupil-teachers; (ii) there was significant negative correlation between emotional intelligence and neurotic behavior of pupil-teachers; (iii) there was significant negative correlation between emotional intelligence and neurotic behavior of pupil-teachers in emotional intelligence; (iv) there was no significant difference between male and female in emotional intelligence and (v) there was no significant difference between rural and urban pupil teachers in emotional intelligence.


Emotional intelligence (EI) is the silent partner of rational intelligence- equal in importance, yet frequently overlooked and rarely schooled or tested. One acts according to his/her emotional rational mind. The intellect is based solely on the working of the neo cortex, the more recently evolved layer at the top of the brain. The emotional centers are lower in the brain in the more ancient sub cortex. Emotional intelligence involves these emotional centers at work in concert with the intellectual centers. According to Goleman (1998), “Individual’s success at workplace is 80% contingent on EQ, our IQ gets us selected and EQ gets us promoted.” Studies have shown that IQ is inherent but EQ can be developed and nurtured by developing self-awareness, regulating emotions, motivating oneself, cultivating empathy and managing relationships.


The study aimed at finding the relationship between emotional intelligence, achievement motivation and academic achievement of primary school student teachers. Emotional intelligence scale and achievement motivation test was administered on 200 D.Ed. students, and the data obtained was subjected to descriptive, correlation and differential analysis. The objectives of the study were: to find out the relationship
between emotional intelligence, and academic achievement of student teachers, to find out the relationship between achievement motivation and academic achievement of student teachers, and to compare the emotional intelligence and achievement motivation of student teachers with respect to sex and arts and science groups. It was found that there is a positive relationship between emotional intelligence and academic achievement of primary school student teachers, there is a positive relationship between achievement motivation and academic achievement of primary school student teachers, male and female, student teachers, arts and science student teachers do not differ in emotional intelligence, and male and female student teachers, arts and science student teachers do not differ in achievement motivation.


The present study has been designed to investigate the emotional competence and mental health as predictors of academic achievement among the secondary school pupils of Kerala. For this purpose a sample of 530 students of Thrissur and Ernakulam districts of Kerala was selected on the basis of gender, type of management of school and locality. They were administered Scale of Emotional Competence, Mental Health Status Scale and Achievement Test in Physics. The hypothesis of the study were: there will be significant difference in the mean scores of emotional competence, mental health and achievement in physics for the groups formed on the basis of sex, locality and type of management of schools, there will be significant relationship between emotional competence and achievement in physics for total sample and sub-samples, there will be significant relationship between mental health and achievement in physics for total sample and sub-samples, and achievement in physics can be predicted significantly in terms of the independent variables selected such as emotional competence and mental health. The findings of the study imply that emotional competence is the best predictor of achievement in physics of secondary school pupils. Therefore more emphasis should be laid on infusing emotional literacy into the standard curriculum and to create proper school climate to enhance the development and application of emotional skills among pupils. Mentally healthy children accept their responsibilities, make their own decisions, plan ahead, set realistic goals for themselves, and in problem solving fashion, do the best
they can in the problem situations, they encounter or create. They learn how to learn and
to solve problems and they take pride in enhanced intellectual efficiency. Therefore emphasis should be laid on creating proper school climate to enhance the development of mental health of pupils.

Bhadoria, Deepti & Singh, Tara (2010). Relationships of Age and Gender with Burnout among Primary School Teachers.

The present study examined the relationships of age and gender with burnout among primary school teachers.

A sample of 152 primary school teachers (71 male and 81 female) randomly drawn from different primary schools of Jhansi (UP) were given Maslach’s Burnout Inventory Educator Survey (MBI-ES) to measure the level of burnout. Independent sample t-test revealed significant difference between levels of burnout of younger and older age group of teachers. Level of burnout was found to be higher among younger than among older group of participants. Female teachers reported significantly higher level of burnout than male teachers. Emotional exhaustion and depersonalization were significantly and positively related to gender while personal accomplishment was negatively related to gender. Age was found to be positively and significantly related to gender. Results of multiple regression analysis revealed age and gender as significant predictors of three aspects of burnout. Findings have been discussed in the light of characteristics of private schools in the district and differing roles of males and females in the Indian society.


This research was carried out to investigate the relationship between emotional intelligence and burnout syndrome on sport teachers of secondary schools. The sample in this study consisted of 183 subjects of male sport teachers that selected by a systematic stratified sampling method from among of teachers in Iran- Khuzestan province. These subjects had more than 5 years job history and they did not have special mental illness or disorder history. In this research, two questionnaires were used to collect data, such as emotional intelligence questionnaire Syber Yashring and burnout syndrome questionnaire
Maslach. This research is correlation type so to analyze the data, were used Pearson correlation co-efficient and Analysis of Regression. Research findings showed there is a significant relationship between emotional intelligence and burnout Syndrome(r=-0.627). Also there are relationship between burnout syndrome and emotional intelligence components. The level of significant in this study was P<0.01.


The objectives of the present study were 1) finding whether the sample population in this organisation is under stress; and 2) verifying the hypothesis that-is there correlation between the level of employee’s emotional intelligence and his/her wellness and examining the possibility whether they affect the level of occupational stress in this organization. The sample for this study consisted of 40 individuals, randomly selected from the population of teaching faculty in an institution of Delhi comprising of members of both sexes, with ages ranging from 35-60 years. The conclusion of the study was that organizational health depends on the health and well being of the people working in it. This can be measured by administering the set of questions used in this study. This exploratory study could show that emotional intelligence, which represents wellness of an individual, can help in overcoming job/occupational stress. The strategy to enhance emotional intelligence by identifying the areas of individual and groups such as communication, self-awareness and interpersonal relationship can assuage stress and make people more healthy and organization more productive.


This study was designed to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data. The technique employed was multistage randomization of clusters at school and section level. B-variate coefficients of correlation and t-ratio were used to analyze the data. The findings were: there exists no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between the spiritual intelligence of boys and girls. There exists positive and significant relational between academic achievement and
emotional intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Sevda Seyisa, Fatma Altuna (2011). Emotional intelligence and self-efficacy beliefs as predictors of academic achievement among high school students, Karadeniz Technical University, KTU Fatih Faculty of Education, Trabzon, 61335, Turkey

The purpose of the present cross-sectional study was to investigate the influence of emotional intelligence and self-efficacy beliefs on academic achievement of high school students. The sample consisted of 407 (Female = 236, Male = 171) participants recruited from high school students. The instruments of this study were: The Emotional Intelligence Questionnaire, Self-Efficacy Beliefs Scale and a demographic information form. The results indicated that age, gender and self-efficacy are the significant predictors of academic achievement. We found statistical evidence of an interaction effect between academic achievement and socio-economic status. On the other hand, females’ academic achievement scores were found to be significantly higher than males.


The present study was conducted to know the emotional intelligence and academic achievement of college students of Rohini in Delhi. The sample of 100 college students was taken (50 boys and 50 girls) from Rohini. The study indicated that the emotional intelligence of (Science, Art and Commerce stream) college boys and girls were similar while the academic achievement of science boys and girls were not similar, and study also indicated that there was positive relationship between emotional intelligence and academic achievement.
The main aim of this study was to gain an overall estimate of the incidence of self-reported burnout among Indian secondary school teachers. Other secondary, though closely related aims were: a) to determine whether teachers differ, with respect to selected background variables, in their perceptions of burnout; b) to investigate the differences, if any, in the responses of burnoutees and non-burnoutees to 25 selected role-related variables with a view to examining the relationship between such variables and burnout; and c) to examine the distribution of burnoutees and non-burnoutees on an internal - external locus of control dichotomy with a view to examining the relationship between this personality construct and burnout. The sample of Level One secondary school teachers in this study (N = 690) was randomly selected from a list of all Indian secondary schools in the greater Durban area (N = 59). Teachers responded to a four-part questionnaire designed to gather data relating to demographic characteristics, role-related stressors, locus of control and degree of burnout. The Maslach Burnout Inventory was used to determine whether a respondent was a "burnoutee" or a "non-burnoutee". It included 3 subscales relating to Emotional Exhaustion, Depersonalisation and Personal Accomplishment. The major findings of this study were as follows: a) Approximately 1 in 4 teachers in the sample saw himself/herself as a "burnoutee". b) When teachers were grouped according to background variables, the incidence of burnout was found to be greater among female, married, younger, less experienced, graduate and low-salaried teachers. c) The majority of both "burnoutees" and "non-burnoutees" in this study were unhappy with teaching and found it to be only "moderately satisfying". Many also declared that teaching had not lived up to their expectations and that they would readily change to an entirely new kind of occupation if they had to start their careers afresh. The low degree of satisfaction was found to correlate with perceived feelings of burnout. Older teachers, however, enjoyed greater job satisfaction than their younger counterparts. d) No relationship was found between the personality construct of Locus of Control and burnout.

These studies show the relationship between;
The review of related literature has helped the investigator developing insight into the right kind of design to be adopted for the present study. The details of the methodology for the present study are given in the following chapter.