CHAPTER - I

INTRODUCTION
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In this chapter, meaning and definition of emotions, importance of emotions, management of emotions, concept of intelligence, concept of emotional intelligence, definition of emotional intelligence, Goleman’s model of emotional intelligence, an Indian view of emotional intelligence, concept of Intelligence Quotient v/s Emotional Quotient, acquisition of emotional intelligence, importance of emotional intelligence, emotional intelligence and the teacher, burnout- a glance, an overview of teacher effectiveness, personality needs and adjustment needs, creativity and the significance of the study have been discussed. All the variables involved in the study are thus introduced with brief description.

1.1 EMOTIONAL INTELLIGENCE: AN INTRODUCTION

1.1.1 Meaning and Definition of Emotions

In recent years emotion has become one of the dominant areas of psychological research. Its study definitely marks another revolution after the great cognitive revolution. The study of emotion has grown in many directions and involves scholars from different backgrounds ranging from neurosciences through psychology to anthropology. It is a fascinating area of study related to everyday life and it has occupied interdisciplinary place in research.

Behavioral scientists define emotion, temperament and cognitive ability in terms of adaptation, and they describe overlapping functions of these three constructs Izard (1971), Cantor and Kihlstrom (1987), Costa Jr. and McCrae (1984), Lazarus (1990), Pervin (1990), Smith and Lazarus (1990), Sternberg (1997). Emotions are recognized as one of three or four fundamental classes of mental operations. These classes include motivation, emotion, cognition and less frequently consciousness Brain (1855, 1977), Izard (1993), Maclean (1973), Mayer (1995a), (1995b), and Mayor, Chabot and Carlsmit (1997).

Human beings are not only motivated by reason and intelligence, but are also subject to passions, desires and a range of other feelings which can motivate them
strongly often in a direction different from that of reason. These feelings are called emotions. Emotions such as happiness, fear, anger, affection, shame, disgust, surprise, lust, sadness and love directly affect our day-to-day life. The Oxford English Dictionary defines emotion as “any agitation or disturbance of mind, passion, any vehement or excited mental state”. Emotion has been defined as “the process by which motivational potential is realised or read out when activated by challenging stimuli”. In other words emotion is seen as ‘read out’ mechanism carrying information about motivational system. Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings, and actions. It is most important for each of us to learn that we create our own emotions. Our responses are shaped by our thoughts – by what we tell ourselves. As we clarify our understanding of our own beliefs and patterns, we learn that we are actually choosing our own lives. We take responsibility for our own thoughts, feelings, and actions; we become accountable.

Emotions are human beings warning systems that alert them to what is really going on around them. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as ‘Motus anima’ meaning literally the ‘spirit that moves us’; Emotions differ from feelings in the sense that a feeling is the response part of the emotion. Emotion is an umbrella term which includes the situation, the interpretation of the situation and the response related to the interpretation of the situation.

Emotions have two dimensions. The physiological dimension considers emotion as a complex state of human mind, involving bodily changes of widespread nature such as breathing, pounding heart, flushed face, sweating palms, pulse rate, glandular secretions etc. The psychological dimension considers emotion as a state of excitement or perturbation marked by strong feelings. The ‘feelings’ are what one experiences as the result of having emotions.

1.1.2 Categorisation of emotions

There are hundreds of emotions, along with their blends, variations, mutations and nuances. The categorisation of the main emotions is as follows.
Anger: Fury, outrage, charged, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and at the extreme, pathological hatred and violence.

Depression: Grief, aloofness, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and sadness.

Anxiety: Fear, apprehension, nervousness, upset, misgiving, wariness, qualm, dread, fright, terror and as a psychopathology, phobia and panic.

Happiness: Enjoyment, cheerfulness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, ecstasy and at the extreme, mania.

Love: Acceptance, mutual attraction, friendliness, trust, kindness, affinity, devotion, adoration and infatuation.

Surprise: Shock, astonishment, amazement and wonder.

Disgust: Contempt, pity, disdain, scorn, abhorrence, aversion, distaste and revulsion.

Embarrassment: Shame, guilt, chagrin, remorse, humiliation, regret and mortification.

Ancient Indian sages spoke about the ‘navarasas’ or nine emotions. Some behavioural scientists say that there are four primary emotions: happiness, sadness, fear and anger. Others speak about eight primary feelings: 1) Acceptance, 2) Disgust, 3) Anticipation / expectation 4) Anger 5) Fear, 6) Joy, 7) Sadness 8) Surprise. Combination of primary emotions leads to secondary emotions. Example:

i. Aggressiveness = anger + anticipation
ii. Awe = fear + surprise
iii. Contempt = anger + disgust
iv. Disappointment = sadness + surprise
v. Love = acceptance + joy
vi. Optimism = anticipation + joy
vii. Remorse = sadness + disgust
viii. Submission = acceptance + fear.
1.1.3 Importance of Emotions


Since emotions move humans to do things, some psychologists have compared them to the mainspring of a watch. Just as the hands of a watch would be motionless without the mainspring, so would human feeling be listless, hopeless and accomplish little or nothing if there were no emotions to motivate them. Emotions guide one’s overall assessment and experience of the world and organisms that ignore their own affective feedback are not well suited to behave adaptively.

James-Lange (1968) in his theory argued that the perception of an emotional stimulus causes bodily changes, and that these changes are experienced as emotion, which clearly places the greatest emphasis on cognition Schachter (1964). Self-attribution theory similarly argued that cognition is necessary, in interaction with bodily responding, in emotion. This is supported by Salovey, Bedell, Detweiler and Mayer (1999). According to them, the person’s ability to adapt and cope in life depends on the integrated functioning of emotional and rational capacities and success in life depends on one’s ability to reason about emotional experiences and other information.

Historically, emotions have been largely viewed as negative and disorganizing forces that disrupt one’s ability to reason and think. Emotions are held as interfering with attempts to function rationally in the world. Recent works however challenge this perspective. Now it is thought that emotions provide information, direct attention and facilitate the attainment of goals. It is held that adaptive processing of emotionally relevant information is an integral part of intelligence.
Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather they serve as a single most powerful source of human energy. In fact each feeling provides us with vital and potentially profitable information every minute of the day. This feedback ignites creative genius, improves and shapes trusting relationships, provides an inner compass for our life and career, guides us to unexpected possibilities and even saves organization from disaster.

Today great emphasis is laid on the psychological importance of emotion, and it is generally accepted that emotions augment rather than interfere with other cognitive capacities. Moreover, there is a wide agreement that emotions are the primary sources of motivation. They arouse, sustain, and direct human action Izard, (1971), Leeper (1948), and Tomkins (1962).

1.1.4 Management of Emotions

In the rush and pressure of our workdays our minds are preoccupied by the stream of thought – planning the next thing, immersion in our present task, preoccupation with things undone. It takes a mental pause to become sensitive to the subterranean murmur of mood – a moment we rarely take. Our feelings are always with us, but we are too seldom with them. Instead we typically become aware of emotions only when they build up and boil over. But if we are attentive we can experience them at subtler levels long before they emerge so strongly. As Aristotle put it “to exhibit emotion is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult”. That means one must learn to manage the emotion. It is very important to identify our feelings at the earliest and we must learn to express the feeling in the best way possible considering the situation and the person we are interacting with. Management of emotions involves channeling our emotions in the appropriate direction and express them in a way that is profitable both to ourselves and others around us. If emotions are effectively managed, they can become a source of affective conflict resolution. If they are not affectively managed, however, they can intensify a conflict, heightening tensions and making the situation more difficult to resolve.
1.1.5 Concept of Intelligence

'Intelligence' and 'Intelligence Quotient' have become the key terms of everyday life and they are the most desirable characteristics in human being. Intelligence according to Webster's dictionary is (a) the ability to learn or understand or to deal with new or challenging situations; (b) the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by tests. Wechsler (1959) perhaps provides the most famous definition of intelligence. According to him intelligence is "the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment". The common aspect that can be noticed in these definitions is the ability to adapt to the environment and to learn.

Intelligence involves not just a single ability; its multiple abilities, categorized as cognitive and non-cognitive intelligences, assess a person's performance in more than one domain. Cognitive intelligence refers to aspects like memory and problem solving. Non-cognitive intelligence addresses the personal, emotional, social and survival dimension of intelligence which are often more important for daily functioning than the mere cognitive aspects of intelligence Bar-On (1997). Emotional, personal and social intelligences are concerned with the ability to understand self and others, relate to people and adapt to and cope with the immediate surroundings. which increase one's ability to be more successful in dealing with environmental demands. The concept of non-cognitive intelligence and the concept of management of emotions is the foundation upon which the term 'emotional intelligence' is coined.

1.1.6 Concept of Emotional Intelligence

Emotional Intelligence is a recent development in the area of intelligence as well as in affective science, both of which have given birth to overlapping perspective on human nature. The concept of Emotional Intelligence implies that humans are both rational and emotional. Coping abilities in life are dependent on the integrative functioning of both rational and emotional capacities.

Over the past several years, Emotional Intelligence (EI) has found increased acceptance as a factor that is potentially useful in understanding and an influential framework in psychology because fields as varied as developmental, educational,
clinical and counseling, social and industrial, and organizational psychology are being enriched by it. Further, a major impetus of EI is tied to its potential real world applications including the workplace, ethics, gerontology and education. The concept of emotional intelligence has such intuitive appeal and face validity that in a short period of time it has captured the attention of social scientists, educational thinkers and organizational practitioners around the world.

Emotional Intelligence, can be attributed to a comprehensive package of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, which make up the competency profile of a person. Gardner (1983) has referred to the same as intrapersonal and interpersonal intelligence, in his theory of multiple intelligence. Such skills are beyond the traditional areas of specific knowledge, general intelligence, and technical or professional skill. EI per se is an offshoot of the very realization that there is such a wide variation in the professional abilities, competences and effectiveness of the people, with the same level of Intelligence Quotient and academic credentials. The heavy emphasis on cognitive aspects, such as memory and problem solving, for explaining the work efficiency, probably ignored the dynamics of the workplace and many other non-cognitive factors that remained unidentified but played an important role in determining the outcome. Emotional Intelligence is the unique repertoire of emotional skills that a person uses to navigate the everyday challenges of life. Learning how to recognize, manage, and harness one’s feelings; empathizing; and handling the feelings that arise in one’s relationships is the basics of emotional intelligence.

1.1.7 Evolution of Emotional Intelligence

It is said that in 1985 a graduate student at an alternative liberal arts college in USA wrote a doctoral dissertation which included the term “emotional intelligence” in the title and that seems to be the first academic use of the terms ‘emotional intelligence’ Steve Hein (2004). But the literature available on the emergence of the concept of Emotional Intelligence provides the idea that it was John Mayer and Peter Salovey who coined the term Emotional Intelligence.

In 1990, two American University Professors, John D. Mayer and Peter Salovey were trying to develop a way of scientifically measuring the difference between people’s ability in the area of emotions. They found that some people were
better than others at things like identifying their own feelings, identifying the feeling of others, and solving problems involving emotional issues. Thus, the term Emotional Intelligence was conceived by Peter, Salovey and John Mayer in 1990. They coined the term Emotional Intelligence and used it as an indicator for the human capacity to understand and engage in meaningful, social interaction.

1.1.8 Definitions of Emotional Intelligence

Mayer and Salovey (1990) described Emotional Intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions”. Their pioneering research, which was received with initial scepticism was further enriched by contribution notably from Daniel Goleman (1995), a New York Times behavioral science journalist. He is the person most commonly associated with and popularized the term emotional intelligence.

Daniel Goleman defines “Emotional Intelligence is comprised of the abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathise and to hope”.

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

Reuven Bar-On (1997) says that 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. Further, he defines Emotional Intelligence as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Bar-On coined the term Emotional Quotient in 1995.

Mayer and Salovey (1997) define Emotional intelligence as “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”.

8
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”. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by Intelligence Quotient.

Freedman (1998) defines Emotional Intelligence as “a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interaction with others and our understanding of ourselves. It defines how and what we learn, it allows us to set priorities, it determines the majority of our daily actions”.

Mayer, Salovey and their recent colleague David Caruso suggest that EI is a free form of intelligence which has not been scientifically measured until they began their research work. One definition they propose is “the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion” (Mayer and Cobb 2000).

According to Mayer, Salovey and Carusso (2000) Emotional Intelligence consists of the following four branches of mental ability.

1. Emotional identification perception and expression
2. Emotional facilitation of thought
3. Emotional understanding
4. Emotional management

Emotional perception involves such abilities as identifying emotions in faces, music and stories. Emotional facilitation of thought involves such abilities as relating emotions to other mental sensations such as taste and colour and using emotion in reasoning and problem solving (Also: “integrating emotions in thought”, Mayer and Coob). Emotional understanding involves solving emotional problems such as knowing which emotions are similar, or opposites, and what relations they convey. Emotional management involves understanding the implications of social acts on emotions and the regulator of emotion in self and others. Mayer and Salovey say that the above branches are arranged from more basic psychological processes to higher more psychologically integrated processes. For example, the lowest level branch concerns the simple abilities of perceiving and expressing emotion. In contrast, the
highest level branch concerns the conscious reflective regulation of emotion”. They say that “people high in emotional intelligence are expected to progress more quickly through the abilities designated and to master more of them. Even though it is a simple phrase it incorporates the complexity of a person’s capability”.

**Dalip Singh (2003)** defines Emotional Intelligence as “the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour”.

**Jitendra Mohan (2003)** defines Emotional Intelligence as “a positive combination of a deep insight into one’s emotional and cognitive capacities and a charming flair of communication, empathy and motivation, leading to personal optimism, inter-personal confluence and organizational excellence”.

**Steve Hein (2004)** defines Emotional Intelligence as “the mental ability we are born with which gives us our emotional sensitivity and our potential for emotional learning management skills which can help us maximize our long term health, happiness and survival”.

**Mala Kapadia (2004)** defines “Emotional Intelligence from Vedic psychology perspective can be described as transformation of mind, body and spirit to realise our true potential for the universal well being and abundance of joy”.

**Vinod Sanwal (2004)** defines Emotional Intelligence as “the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems”.

**N.K. Chadha (2005)** defines “All intelligence have an emotional base. Using your emotions as a source of energy to accomplish the self-defined goals is what emotional intelligence consists of”.

**Parmananda Chabungbam (2005)** defines Emotional Intelligence [or Emotional Quotient] as “the ability of a person to control impulses and persist in the face of frustration”.
**Ravi Bangar (2005)** defines Emotional Intelligence as “the capacity to create optimal results in your relationships with yourself and others”.

**Samira Malekar (2005)** defines Emotional Intelligence as “a set of factors which involve awareness of self and managing emotions, developing oneself through the power of empathy and motivation and building strong relationship with people”.

**Madhumati Singh (2006)** defines Emotional Intelligence as “the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope”.

### 1.1.9 Goleman’s Model of Emotional Intelligence

The concept of Emotional Intelligence drew on research findings from the areas of non-verbal perception, empathy, and artificial intelligence and brain research.

Based on extensive research Goleman (1995, 1998) has proposed five dimensions of Emotional Intelligence consisting of 25 competencies namely.

**I. Personal Competence**


B. Self regulation: 1. self control, 2. trust worthiness, 3. conscientiousness, 4. adaptability, and 5. innovation.


**II. Social Competence**

D. Empathy: 1. understanding others, 2. developing others, 3. service orientation, 4. leveraging diversity, and 5. political awareness.

E. Social skills: 1. influence, 2. communication, 3. conflict management, 4. leadership, 5. change catalyst, 6. building bonds, 7. collaboration and cooperation, and 8. team capabilities.
As the present investigator has followed Goleman’s model of Emotional Intelligence (1998), in the development of Teachers Emotional Intelligence Scale the investigator feels that it would be significant if a brief discussion of the parameters of Emotional Quotient is placed here.

Self awareness, self regulation and self-motivation constitute personal competencies and empathy and social skills constitute social competencies. Each of these competencies can be ‘learned’ and ‘developed’. On the one side, it may sound over simplistic, but one should not take the issue too lightly. Although the parameters are well known and often thought of, their development in a person requires serious hard work.

Self awareness may sound so simple, but being aware of one’s emotions is a difficult task. Many of us have been taught to deny our emotions, we are confused many a time as to what we are feeling. We try to tell ourselves what we ‘should’ feel rather than what we are ‘actually’ feeling. This leads to confusion, suppression of feelings and into actions that we would not have taken if we were clear of our own feeling. We need to understand that our thoughts lead to our feelings, and our thoughts are a combination of conscious, subconscious and even unconscious thoughts. The latter two consist of our programming, our indoctrination, and our beliefs. Thus different people may feel completely differently to the same stimulant. The process goes this way.

Thoughts and programming → feelings → action → reaction from others.

We need to be aware of the difference between thoughts and feelings. Many a time we tend to mix up the two. If we start the process of becoming aware of our feeling and analyzing them from time to time, we will be setting the foundation for managing our feeling, and thus our actions. This process can begin with exploring what are the types of feeling that we go through.

As it is said elsewhere in the foregoing discussions, combination of primary emotions leads to secondary emotions. But Actual combinations may be deeper and more complicated. One needs to search one’s own mind to come to the right combination of emotions one is going through. One should increase one’s vocabulary and understanding of the wide variety of primary and secondary emotions, and then
start the practice of identifying which ones or one is going through in different situations. Thus knowing one’s emotions is the key stone of emotional intelligence. This will lay the foundation for us to move towards management of one’s emotions.

Managing emotions involves channeling them in the right direction. One should understand that strong feelings are like steam pressure inside a pressure cooker. If the steam is let out completely the cooking will not take place. On the other hand, if the steam is bottled up without any outlet, the cooker may burst. What we need to do is to have a small cap on our felling, like the one on top of the cooker. One should direct the emotions correctly and let them out. Suppressing emotion is not the same as managing them.

One of the skills of management of emotions is the way we express our feeling. The time between the stimulus given by others and our response to it, is the time we have to make decisions. The faster we respond, the earlier we give up our freedom to choose, and hasty response may be detrimental to our own interest. That is why it is important to identify our feelings at the earliest, and then to express them in the best way possible considering the situation and the person we are interacting with. Many misunderstanding and conflicts take place because we do not let out our emotions the way we should, and then we expect others to respond the way we want them to.

A very valuable technique is to learn how to handle stress with the least distress. If we do not keep control over our emotions and lose touch with reality and the needs of others, we may find our relationship breaking down. Since pursuit of happiness is the goal of almost every individual, and since happiness is an emotion, management of emotions is the key to success. It requires hard work and patience, but the dividends are not only enormous but also are permanent.

Motivation has to come from within. There is no way someone else can motivate us, if we do not wish to get motivated. The first step of motivation is to set goals for oneself. If one has a goal, only then can one work towards it. When setting goals one should keep in mind one’s interest and one’s aptitude. If interest and aptitude match, any vocation can become a vacation.
Another important aspect of developing motivation is to reduce baggage from the past. Bad experiences and unpleasant thoughts do not allow us to move forward fast. We should learn to resolve past issues. With old issues resolved we can move forward towards higher motivation. We should learn to be in the company of positive persons, give ourselves positive reinforcements, and celebrate every small goal achieved. All these go towards sustaining and increasing our motivation levels. We should insulate ourselves from comparisons and tell ourselves that every small failure is a stepping stone to success.

When we have achieved awareness of our emotions, devised methods of managing and properly expressing our feelings, and having attained reasonably high motivation levels, we are ready to tackle the other people around us, and that can be done by building up our skill of empathy – understanding others’ emotions.

Empathy is most simply defined as “putting our selves in the other person’s shoes” i.e. we stop thinking only from our own point of views. We have to put our own attitudes, beliefs and principles behind us, and try to truly understand how the other person is feeling. But it is a difficult task. The reason is, we conveniently try to put every person into a slot. We try to label others. Such grouping and labeling of people prevent us from understanding them as individuals. We need to accept that regardless of the person’s gender, age, community, profession, caste, status, everyone is an individual with his own independent thinking and feeling.

We need to take the trouble to explore ‘why’ the other person is behaving in a particular way. We need to keep communication open and remind ourselves that others have their needs as much as we do and they will strive to fulfill them. We need to learn the art of balancing our needs with those of others. The greater our skill of empathizing, the better the impression we will create on others, and the more people would like to come closer to us. Once we have learnt to empathise with a wide range of people, we are ready for the last parameter of Emotional Quotient, i.e, to develop and improve our social skills.

True happiness can most simply be defined as “peace within ourselves, and harmony with others”. Once we are at peace with our own self by understanding and managing our emotions, we can strive towards building better harmony with all the people we need to interact with. We cannot change the world. Most often we cannot
change our near and dear. The only person we can change is ourself. The more we inculcate the desire and will power to improve our relations, the more we will be able to think of ways and means to develop better social skills. We change ourselves and become catalysts for others to change.

If one has to develop the basic skills required to get along better with people, one can be effective at work. When applied to workplace emotional intelligence is about thinking intelligently with emotions; perceiving, expressing, understanding and managing emotions in a professional and effective manner at work.

1.1.10 Emotional Intelligence – An Indian View

Indian view of Emotional Intelligence is embedded in its highly valued social concerns, virtues, cultural traditions and practices. In the Indian context, the use of Emotional Intelligence concept is extremely important because Indians by and large, have high affiliation need which, if effectively tapped through the appropriate use of the concept of Emotional Intelligence can lead to significant gains in the productivity.

Emotional intelligence in the Indian context includes social concerns like respecting elders, concern for others, fulfilling one’s duties. In addition to these, the moral values of Ahimsa (non-violence) kindness, benevolence provide the very basis for emotional expression and responsivity. These are built in ways an individual deals with situations – emotional, social or otherwise, are basic to the notion of Emotional Intelligence and that is why individuals approach emotions differently. Regulation of emotions too is directed inwards. Individuals attempt to change their behaviour and attempt to adapt to the environment. In this way, the need of others takes prominence over personal, social and environmental values.

Emotion is dependent on cognitive appraisals of experience and it is a culturally grounded process Lntz and white (1980), Miller (1994). For example, peace of mind and being free of worries have been emphasized as aspects of self in India Roland (1984). The private self is more organized around ‘we’ ‘our’ and ‘us’ in India than in west. By friends, individualistic cultures mean non intimate acquaintances where as collectivist cultures, as in India, consider it as a life long intimate relationship, with many obligations Misra (2001) Triandis Botempo, Villareal (1988)
Social concerns conciliate a dominant part of achievement goals with social skills constituting the means of achieving these goals Dalal, Singh and Misra (1988). Indians often treat individual inclination as consonant with social duty or dharma. The Indian view of self is characterized more as interdependent. Indians develop “a morality of caring…. a formal view of interpersonal relationships, contextual sensitivity Miller (1994). These moral values determine the emotional sensitivity which are cultural specific Mayer and Salovey (1997). Moral values are the emotional expressions valued by Indians.

The Indian tradition has also emphasized some independent but interrelated concepts such as detachment, impulse control, and transcendence in relation to stress and suffering Palsane and Lam (1996). Detachment involves viewing pleasures as well as suffering with equanimity. This helps to minimize the emotional impact of success and failure Paranjpe (1996). It is the basic for emotional stability. The concept of impulse control is related to the theme of desires. ‘Vratas’ help one to develop this oneself. The Bhagavadgeetha combines these virtues of detachment and impulse control in a personality type called ‘sthitaprajna’. There is empirical evidence to support this view Naidu (1986), Srivastav, Naidu and Misra (1986).

Transcendence means consideration of something beyond oneself, of other people, other things, and the world. This kind of thinking takes one away from one’s selfishness and is therefore consistent with the course of civilization development from one’s own self to a larger self and also with the overall principles of religion. The concept of Emotional Intelligence has linkages with the indigenous thinking of Indians on self control. Jitendriya refers to a person who is able to manage and regulate one’s emotions. He has full control over his impulses and actions. Nishkama Karma refers to the quality of non-attachment which is nothing but emotional self regulation of emotions central to cognitive functioning and health. Vratas help an individual to control and regulate his emotions himself. These cultural traditions and moral values provide a frame for emotional competencies. Moral values are bedrock of empathy and it seems unviable in Indian context to think of harassing emotions in the absence of highly valued social concerns virtues and religious traditions and customer Anjum Sibia, Girishwar Misra, Srivastava (2004).
1.1.11 Concept of Intelligence Quotient and Emotional Quotient

Intelligence Quotient is the ratio of mental age to chronological age multiplied by 100. Now, Deviation Intelligence Quotient (DIQ) is expressed because it is entirely based upon the performance of the individuals of similar chronological age and experience Ahuja (1976). Emotional Quotient represents a relative measure of a person’s emotional intelligence.

Our personality is constituted of two parts a) a thinking part, and b) a feeling part. These two parts communicate with each other and react in case of disagreement. It is the harmonious compatibility of the two components that constitutes Emotional Quotient Dalip Singh (2006).

It has been believed that success at the workplace depends on one’s level of Intelligence Quotient i.e. on intellectual credentials such as academic achievements, exams passed, marks obtained and so on. Heavy emphasis was laid on cognitive aspects such as memory and problem solving for explaining the success at work place. Non cognitive factors that remained unidentified, but played an important role in determining the outcome were ignored.

It would not be correct to assume that there was a complete absence of awareness in regard of ‘non–intellective’ psychological constructs. Thorndike discussed measurement of social intelligence as early as 1973.

High Intelligence Quotient may assure one, a top position but it cannot make him a top person. This Intelligence Quotient does not measure how smart one is. Now a new yardstick is being used to judge people. This new yardstick is Emotional Intelligence. It measures how well one is able to handle himself and others. It is applied in deciding whether a person will be hired or not, dismissed or retained, ignored or promoted. It predicts who is most likely to be successful and who is most likely to fail. The employees are being judged for emotional traits that are crucial to their marketability for future jobs or new assignment. It becomes important for it sets apart people with similar Intelligence Quotients. Emotional Quotient is considered as the prime factor which makes and keeps people employable. It is only now that there is a precise understanding of these emotional activities and a name given to it Emotional Intelligence (EI) or Emotional Quotient (EQ)
Our ability to perform at our peak depends upon our emotional activities. Our career will depend to a greater or lesser extent on how well we are able to master these activities. There are thousands of well trained, promising employees who have failed in their workplace because of crucial gaps in their emotional competencies. Employers of these days consider the following crucial qualities; listening and verbal communication, adaptability and creative responses to set backs and obstacles, personal management, confidence, motivation to work towards goals, a sense of wanting to develop one’s career and taking pride in accomplishments, group and interpersonal effectiveness, co-operation and team work, skills in solving disagreements, willingness to make a contribution, leadership potential, along with competencies in reading, writing and mathematics. Of these desirable traits, only reading, writing and mathematics are academic skills. All the others are related to the non–academic arena, to emotional intelligence.

An individual’s Intelligence Quotient may help him in understanding and dealing with the world at one level, but he needs emotions to understand and deal with himself and, in turn with others around him. It is not possible for him to get along well with others, and get ahead in the world regardless of how academically smart he is; if he is unaware of his emotions and not able to recognize and value them, and act honestly with them.

Emotional quotient is synergetic with Intelligence Quotient; top performers have both. Emotional intelligence becomes more and more important if the job is more and more complex. Deficiency in emotional abilities hinders the use of intellect a person may have. Goleman in his best selling book Emotional Intelligence -Why it matters more than IQ opined that “if Intelligence Quotient contributed up to 20% of life success, the remaining 80% has to be filled in by emotional intelligence”.

Intelligence Quotient was found to have limited power in predicting the success of people smart enough to handle the mass demanding fields, and the value of Emotional Intelligence was found to be higher for entry into particular fields. Hence, soft skills matter more for success in hard fields. It has been argued that traditional academic aptitude, school grades and advanced credentials simply did not predict how well people perform on the job or they would succeed in life. Instead there is a set of specified competencies like empathy and initiative which distinguished the most
successful from those who were merely good enough to retain their jobs. Successful politicians, bureaucrats, professionals and leaders are likely to exhibit high levels of Emotional Quotient but persons with low Emotional Quotient are judged to be misfits in a social setup.

Since Daniel Goleman’s book took the world by storm, there has been a considerable interest in understanding Emotional Quotient. People have begun to understand and accept that Emotional Quotient plays a much greater role in the success and happiness of an individual than Intelligence Quotient does. At the qualitative level if one can analyse and improve each of the above parameters of emotional intelligence, one can achieve the purpose of improving one’s quality of life.

1.1.12 Acquisition of Emotional Intelligence

The level of emotional intelligence is not fixed genetically nor does it develop only in early childhood. Unlike Intelligence Quotient which does not change much after adolescence, emotional intelligence is largely learned and continues to develop throughout life. As individual learns from his experiences, his Intelligence Quotient also keeps growing. Emotional makeup is the product of learning experiences. Emotional competencies, abilities and concepts are learned through role models, i.e., teachers, parents, celluloid heroes and so on. Emotional intelligence is learnt through the social learning process. Every one of us is expected to learn on our own and use these concepts in personal and professional life. No formal education or knowledge is imparted to teach these concepts, abilities or competencies.

Emotional intelligence skills can be acquired by any person at any age. One has to make conscious efforts and review progress periodically, including getting feedback from others.

Dalip Singh (2003) considers that EI as a right mixture of ‘The Head’ and ‘The Heart’. Further he says that “we have been told to value ‘the head’ and devalue ‘the heart’. But instinctively we value ‘the heart’ more than ‘the head’. We tend to suppress our emotions as a method of emotional management. But emotional intelligence never means suppression of emotions. When we get into the habit of suppressing emotions we are holding back our emotions and trying to ensure that they do not reach the point of explosion. This can gradually become a source of abnormal
behaviour. Job dissatisfaction, burnout, stress, inter-personal conflicts with seniors, colleagues or subordinates, frustrations, anger and anxiety are just a few factors that affect the productivity of oneself, of others and of organizations. So, we have a need to learn, or be taught different methods of managing our emotions and expressing our selves in order to attain job satisfaction and productivity”.

People work hard to develop their Intelligence Quotient and ignore their Emotional Quotient. As a result, emotions are either completely or largely ignored and there is no effort to inculcate them in their personal and professional life. It is really very unfortunate that the personnel in the system of education are not making deliberate and conscious effort to impart emotional skill to our future generation. The emphasis, even today, is on the academic factors rather than emotional factors. So there is an urgent need to make our younger generations emotionally literate.

1.1.13 Importance of Emotional Intelligence

Emotional intelligence is considered as the emerging paradigm in personnel dynamics. As a result, the field of emotional intelligence has become a new and exciting area of academic research.

EI has become something like a panacea in the business and academic selling’s. EI was declared as one of the most useful words or panacea of the late 1990s by the American Dialect Society Mayer, Salovey, and Caruso (2000).

In his book, Goleman discussed at length about the significant contribution of Emotional Intelligence to success at home, at school and at work. He emphasized more on how people with high Emotional Intelligence will be more socially effective and successful than others. For the employee, Emotional Intelligence was considered as an important factor for team work, cooperation, and working more effectively. The game of making big promise about the outcome of being an emotionally intelligent person was later joined by other people Cooper and Sawaf (1997), Goleman (1997), Saleno (1996) and Segal (1997).

Goleman was flooded with inquiries from the business community, wanting to know how to bring emotional intelligence to the workplace. This led to the sequel in 1998 “Working with emotional intelligence”. In this book, Goleman revealed the skills that distinguish star performers in every field, and the importance of self
awareness, self-confidence, and self-control among others. It is also reassured that we all possess the potential to improve our emotional intelligence, and provided guidelines for cultivating these capabilities. These ideas are not new. Classic management theory has dwelt on how people manage themselves and relate to those around them. What was new is that he used twenty-five years of empirical studies that tell us with a previously unknown precision just how much emotional intelligence matters for success.

The exponents of Emotional Intelligence argue that the individual’s emotional make up determines his professional success. McClelland (1973) argued that conventional concept of Intelligence Quotient simply could not predict how well people would perform in the work place. Emotional Intelligence determines how far an individual will succeed, personally and professionally. Emotional empathy directly affects the teacher-student relationship and influences professional performance (Marcus, 1986). Teachers also can learn the principles of Emotional Quotient to become better teachers, be more creative in their work and increase their overall effectiveness in teaching. They can achieve the above by learning powerful techniques to integrate and internalize the principles of applied emotional intelligence. Psychologists are of the opinion that Emotional Quotient can help in increasing productivity, speeding up adaptation to change, developing leadership skill, stimulating creativity and cooperation, responding effectively to competition and encourage innovative thinking. It helps in creating an enthusiastic work environment, improve the way teachers feel about themselves and how they relate to children, colleagues and other personnel concerned with his teaching profession, reduce stress and burnout levels, and resolve emotional issues, improve health and well being heighten success and enable teachers to experience greater fulfillment. It helps the teachers to resolve external and internal conflicts, enable them to accomplish their goals at all levels—physical, mental, emotional and spiritual and improve their mental abilities such as memory, clarity of thinking and coordinating the work of their colleagues and students. All these would finally make him an effective teacher.

1.1.14 Emotional Intelligence and The Teacher

A current interest in education is the growing awareness that the development of social and emotional skills in children is critical for the foundation for academic
knowledge in the classroom. The secondary teacher is in the position to be a powerful nurturer of the social emotional development in adolescents. It is unrealistic for the teacher to set aside emotions and feelings in his work environment such as teaching profession. His life requires that he works together with students and colleagues, side by side, for seven to eight hours a day. He spends more time with his fellow teachers and students than he does with his friends or spouse. Feelings and opinions just do not go away because he walks into workplace like schools and colleges. At work he can put on uniforms but he cannot take off his emotions. His emotions at work go underground and become a powerful invisible force.

At some point in their career, all teachers face a frustrating and seemingly surmountable challenge—the highly intelligent, highly skilled direct report who is failing when he should be excelling. Often this teacher is destroying not only his career but also morale of the rest of the teaching population. While this behaviour may initially seen willful, it is more than likely due to a lack of emotional intelligence—inability to comprehend one’s emotions, empathise with the feelings of others, and interact with people in ways that promote congenial working relationships. More than any other trait emotional intelligence is the one variable that can transform a mediocre teacher into an exceptional one. Teachers, as said in the foregoing discussion, have a new and demanding role. They must become such persons who can help themselves and their colleagues and students to develop emotional intelligence and the positive interpersonal relationship that result Wall (2007).

Teachers must first recognize the need to go beyond the verbal-linguistic and logico-mathematic intelligences, while these two intelligences have dominated academe traditionally, other intelligences such as emotional intelligence should not be ignored. Once having recognized the need to reach out to a learner who favours the other intelligences, teachers should empower their students to use emotional intelligence to learn.

Teacher should try to know about his emotional intelligence. Knowing about his emotional intelligence in terms of an emotional quotient has wide educational and social implications for his own welfare and the society. This fact has now been recognized and given practical shape and implications all around the globe. Emotional intelligence contributes to and the best predictor of success in life. Emotionally
intelligent teacher is likely to succeed in everything he undertakes in his life. He can make his personal and professional life more healthy, enjoyable and successful. Emotional intelligence captures the essence of what a teacher needs to know for being productive. It helps him more than professional skills and competencies. A professionally competent teacher having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with children, colleagues and the boss. Teacher's emotional intelligence helps him much in all spheres of life through its various constituents namely knowledge of his emotions, managing the emotions, motivating himself, recognizing emotions in children, colleagues and others around him, and it also helps him in handling his relationships. As a teacher, the achievement of the end results in terms of better handling mutual relationships is quite essential and significant in his life. It helps him to boost his teaching effectiveness, to recover from professional burnout, to develop personality of extraversion-introversion and to make better adjustment in life. Since the ability to deal successfully with other people and with ones own feelings count significantly towards a teacher's success in his areas of achievement, it may induce him likewise to achieve the desired success. Most of his problems are the results of his misinterpretation of the involved sentiments, feelings and emotions of the students, colleagues and others.

The educational system and programs must make efforts for training the emotions of both the students and teachers and developing proper emotional intelligence potential among them. Then it will surely help in bringing mutual emotional understanding, empathy, accompanied with the right actions and behaviour on the part of the students and teachers to lead a better life in peace and cooperation. To progress and let others progress and to live and let others live are thus should become the ultimate goals of any education or training provided for developing one's potential of emotional intelligence. It is important, therefore, to challenge secondary teachers to take a closer look at their own social and emotional skills and to systematically reassess these skills through an emotionally intelligent 'lens'.
1.2 BURNOUT: A GLANCE

1.2.1 Meaning and definition of Burnout

Many founding teachers of schools are motivated by their desire to educate in unconventional ways. They tend to be idealistic and dedicated, and to devote themselves totally to the mission of pioneering their educational enterprise, especially in the early years. However as the days, months and years go by, sustaining a high level of involvement and commitment is not always as natural as in the beginning. Teacher turnover in schools is often high, partly because of teacher exhaustion, their loss of enthusiasm and finally, 'burnout'. What teachers think and how they relate to their work is related to their proneness to burning out.

The concept of burnout emerged in the mid 1970's when Freudenberger (1974) noted a propensity among human service workers to experience a depletion of physical and mental resources. Burnout lacked definitional clarity until the development of a widely accepted instrument for its measurement, the Maslach Burnout Inventory MBI: Corders and Donghery (1993).

The MBI conceptualized burnout as a “Syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” Maslach (1996).

Maslach (1996) also reported that low degree of emotional exhaustion and depersonalization and a high degree of personal accomplishment reflect a low level of burnout: high degree of emotional exhaustion and depersonalization coupled with low degree of personal accomplishment reflect a high level of burnout. Average degrees of all three dimensions represent a moderate level of burnout.

The phenomenon of burnout has received interest among psychologists and educationists. Burnout is a negative psychological state characterized by physical and emotional exhaustion, an increased cynicism about and dehumanization of recipients a decreased concern and respect for recipients, a loss of positive feeling for others, and a tendency to blame others for distress. If this happens in the teaching profession it results in teachers quitting the job and an increase in mental illness as well as marital and interpersonal discord. Burnout occurs among individuals, whose job it is to care for other people; particularly when the demands are seen as excessive Maslach.
Burnout involves the tendency of the professional to disparage the recipients of their care, as well as to care less and focus less effort and emotion on these recipients. Individuals with burnout focus on the problems they encounter rather than on the positive, rewarding aspects of their jobs. The chances of developing burnout increase drastically in settings where the probability of successful intervention is low and employees see that their efforts make little difference in the lives of their clients.

Burnout is not just a fatigue. The exhaustion that accompanies burnout is primarily emotion. The primary cause of burnout is the unavoidable result of continual face-to-face involvement with people Edelwich and Brodsky (1998) and Witters (1998).

1.2.2 Burnout and the Teacher

Burnout is a debilitating phenomenon that affects the quality of our educational professionals, particularly teachers. The process of selecting, training and maintaining a competent corps of professional to educate the youth of the nation is an awesome responsibility and requires massive investments of time, personnel and money. If the organizational structures within which these educators work create aspects of an environment that contribute to burnout, then, measures should be taken to correct those factors in order to optimize the effect of the resources relegated to this obligation. Organizational factors such as work overload, support, and isolation along with personality characteristics, empathic self concept etc., may become the significant predictors of teacher burnout. Gender, age, type of school, the amount of administration support for teaching, recognition of and rewards for teaching are all related to level of burnout. Studies reveal that there is a significant relationship between Emotional Intelligence and Burnout. There is an urgent necessity to understand, in clear terms, the interrelationship of these factors. The results that may be obtained from such studies would do a lot in taking some honest measures to avoid burnout on the part of the teacher and it would definitely be possible to enhance the teaching effectiveness of teachers.

If a teacher works without devotion, or is frustrated (burned out) it will have a negative influence on students. The teacher is a very important role model for students. If a teacher is not interested in his or her subject students also will not be
interested in it. If he or she is not committed to the teaching profession, he or she
cannot make students work. If a teacher does not take pleasure in his or her job,
students will become uninterested. Burnout is really a problem for the teacher. One of
the defining signs of burnout is a drop in teaching effectiveness and efficiency and the
ability to accomplish even routine tasks related with the teaching profession. If that
occurs not just in few individuals but among broad swaths of teaching population,
then the performance of an educational institution inevitably suffers and the teacher’s
teaching becomes less and less effective.

If students have to bear a teacher with burnout, students will also show the
signs of tiredness and resignation earlier. Burnout develops gradually during the
years. In the beginning, early mental symptoms or signs may not be taken seriously.
Later on, even physical symptoms might appear. Emotional intelligence may work as
a mediator to experience burnout feeling. Active coping skills should be developed in
teachers in a good working, social and educational environment so that burnout
symptoms may be prevented.

Emotional disturbances definitely impact teaching effectiveness and the
teachers must gain strategies for responding to these disturbances. This will educate
and enthusiast teachers about emotional literacy while providing them with a host of
practical suggestions for working with children to increase awareness, understanding
and control of these emotions. Teachers’ healthy emotional development is based on
affirming relationships and positive experiences for some young people. The lack of
these encouragements leads to personal, social, emotional and behavioural difficulties.
The emotional worries of teachers can be overwhelming and eventually lead to
teachers leaving the profession.

It is a well-recognized fact that a burnout teacher, inspite of having a sound
academic career and professional training, will do much harm than good. A burnout
teacher will neither work whole heartedly, nor will try to contribute to education, he
will not be able to develop desirable attitude, values, work habits and adequate
personal adjustment in his staff and students.

Maslach (1976), Cherniss (1980) and Farber and Miller (1981) hold that
burnout teachers are apt to neglect preparation of their classes; they tend to behave
with exaggerated rigidity and inflexibility; display low tolerance, feel emotionally and physically exhausted, and display low commitment to teaching.

According to Cherniss (1986-87), burnout is characterized by anxiety, tension, tension plus-emotional and physical exhaustion in response to sub related stress, with eventual altitudinal and behavioural changes occurring as a result.

Teaching has been identified as a particularly stressful occupation (Cacha, 1981). Negative aspects of job such as teaching difficulties, lack of teaching skills lack of competency in communication, complex nature of the subjects being taught by the teacher, lack of mastery over the subject matter, students apathy, lack of recognition, professional identity, disciplinary problems, research publications are some of the stressors that confront teachers. Excessive prolonged stress can lead to job burnout Maslach and Schaufali (1993). Various stress producing variables have been found to be significantly related to burnout. As a result of this stressful aspects of teaching, burnout among teachers occurs and is expressed in physical (headaches, peptic ulcers) psychological (depression and anger) and behavioural deterioration in the work performance (absenteeism symptoms) Cunningham (1982).

Science teachers particularly are at great risk, for, the knowledge in science has been exploding like anything and to keep abreast of recent development is a gigantic task. So providing science teachers with encouragement and the opportunity for emotional expression becomes very important in the educational system. Somebody, through some or other innovative programs should help the science teachers to become aware of and to understand their emotions and aid them in determining the best courses of action to follow in caring for their students, colleagues, and other personnel in the system. They should be encouraged to engage in actively reducing their stress through some training. They should be encouraged to share their feeling with their fellow teachers, students, the boss and other. They should be helped to communicate effectively with other staff members to enhance their ability to deal with pressures of teaching.

Tripathis (2001) found that teaching is a stressful occupation and teachers are at risk for developing burnout syndrome and subjectively defined job stressors such as role ambiguity, unreasonable group pressure may play an important role in it. Whether a teacher becomes an effective teacher or an ineffective teacher may be
determined by the degree of burnout. Burnout may increase or decrease the degree of teaching effectiveness. This proliferation on the need to understand the relationship among teaching effectiveness, emotional intelligence, personality needs and adjustment needs, and their multifarious effects of this relationship on science teachers of secondary schools has made the investigator to take up this study. Studying this relationship, in respect of secondary teachers has implications for improving and understanding of emotional intelligence and teaching effectiveness, etc. as well as for enhancing the working life of the secondary teachers. Although there are considerable numbers of studies conducted on burnout of teachers, further research is warranted to identify the new factors that might mediate job burnout among secondary teachers. Keeping in view the studies already done, the present study has been designed to investigate further correlates of job burnout and teacher effectiveness among the secondary school science teachers.

Recently, research studies on job stress and burnout have increased. But, burnout in teaching profession, especially at school level, has not received serious attention from educationists and researchers. Therefore, the present study aimed at burnout among school teachers in relation to some demographic variables.

1.3 PERSONALITY, ADJUSTMENT NEEDS AND CREATIVITY: A BRIEF NOTE

1.3.1 Personality

Eysenck (1971) defines Personality as “the more or less stable and enduring organization of a person’s character, temperament, intellect and physique which determine his unique adjustment to the environment”. The three basic dimensions (defined as clusters or correlated traits) derived by Eysenck through his work are: Introversion-extroversion, Neuroticism(emotional instability – emotional stability) and Psychoticism. These three basic dimensions refer to definite personality types i.e. introvert-extrovert, neurotic and psychotic. However, the term ‘type’ as applied by Eysenck stands clearly for a dimension along a scale with a low end and a high end for putting people at various points between the two extremes. While the high end on the first dimension introversion-extroversion includes the highly extrovert recognized
as sociable, outgoing, impulsive, optimistic and jolly people, the lower end typifies the highly introvert recognized as quite, introspective, reserved, reflective, disciplined and well-ordered people. Eysenck believed that purely extrovert or purely introvert people were rarely found and he, therefore, preferred to use a dimension, i.e. continuum ranging from introversion to extroversion instead of naming types as introverts and extroverts.

The second major dimension involves emotional instability at the lower end and emotional stability at the upper end describing people as neurotic and not neurotic. Thus, at its lower end are the persons who are moody, touchy, anxious or restless and at the upper end are the persons who are stable, calm, carefree, even-tempered and dependable.

The third dimension is psychoticism. The people high on this dimension tend to be solitary, insensitive, egocentric impersonal, impulsive and opposed to accepted social norms while those scoring low are found to be more empathic and less adventurous and bold.

In addition to emotional intelligence and burnout, personality is one ingredient in excellence in teaching. Extroversion, introversion and neuroticism are found to be best predictors of stress levels. Personality dimensions appear to contribute more to stress levels than do the variables of either age or gender Fontana and Abouserie (1993). There is prevalence of high levels of anxiety in a certain specific personality types Mc Neil (1994). Teachers are significantly extroverted and anxious compared to other professions Roy (1995). Teacher burnout is significantly influenced by the personality characteristics of an individual. Mohammed, Derasat Nafseyah (1995) and is aggravated by the institution and the environment in which the teacher works Douglas, Bruce Earl (1995).

1.3.2 ADJUSTMENT

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs Shaffer (1961).

In addition to Emotional Intelligence and Burnout, personality needs and adjustment needs of teachers would definitely influence the students' behaviours and
their rating of teaching effectiveness Jurgenliemk (1986). The effective teachers may have a more integrated personality structure than other teachers. So, it is necessary to know the effect of Emotional Intelligence, Burnout and Personality needs and Adjustment needs and creativity of teachers on teaching effectiveness of teachers.

Adjustment is part and parcel of life and is often considered as a continuous process where in every moment the teachers are subjected to situations where they have to make an adjustment.

Teacher who is capable of adjusting himself to the existing situations makes the best use of the opportunities available to him at school and with his students and classroom situation and later in life. He is less prone to burnout, more than average in Emotional Intelligence, an extravert and less prone to neuroticism and finally more effective in teaching.

The major areas in which teachers exhibit needs to adjust are need to adjust to:
1. Academic and general, 2. Socio-psycho-physical environment, 3. Professional relationship, 4. Personal life and 5. Financial conditions and job. If his adjustment needs are many, definitely they would have their own impact on his teaching effectiveness. The quantum of his adjustment needs and their gratification determine the degree of his teaching effectiveness. These needs also bear a certain kind of relationship with emotional intelligence and burnout problem. So it is necessary to understand that in what way adjustment needs are related with teacher effectiveness and emotional intelligence.

1.3.3 CREATIVITY

Creativity is defined as “the capability of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer” Drevedahl (1956). “Creativity is the ability to see things in a new and unusual light, to see problems that no one else may even realize exist, and then to come up with new, unusual and effective solutions” Paplia and Olds (1987).

Studies have shown that creativity is only very negligibly correlated with cognitive intelligence. But not much efforts have been made to understand clearly whether the different dimensions and competences comprising creativity have
something to do with teaching effectiveness. The present investigator feels it necessary to understand the relationship between creativity and teacher effectiveness.

1.4 TEACHER EFFECTIVENESS: AN OVERVIEW

The three terms, 'school effectiveness', 'teacher effectiveness', and 'educational effectiveness' are used inconsistently in the literature, but they are interrelated. 'Teacher Effectiveness' refers to "the impact of that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on students' performance". The use of the term as an idea in research is much closer to the definition of efficacy which is defined as "the capacity to produce effects; power to effect the object intended". Jim Campbell (2004) proposes a definition of teacher effectiveness as follows; "the power to realize socially valued objectives agreed for teachers' work, especially, but not exclusively, the work concerned with enabling students to learn".

Borich and Feuton (1977) have identified three forms of teacher competencies knowledge, performance and consequence. 'Knowledge' competencies specify cognitive understanding the teacher is expected to demonstrate. 'Performance' competencies refer to the ongoing teaching behaviours as measured in terms of its effectiveness in the classroom. 'Consequence' competencies refer to the pupil outcomes provided by the teacher's proper use of an array of knowledge and performance competencies.

Gage (1962) described teachers' effectiveness in terms of teacher effects on the realization of some value, where value takes the form of some educational objectives identified in terms of pupil behaviour, ability or characteristics.

Flanders and Simon (1969) points out that, teachers' effectiveness is concerned with relationship between the characteristics of teachers' teaching act and their effects on the educational outcome of classroom teaching.

Further the term 'teaching effectiveness' is also defined by scholars in various ways. Biddle and Ellena (1964) opined that 'teacher effectiveness is the ability of a teacher to produce agreed upon educational effects in a given situations or context'.
Gupta (1976) derived the term ‘teacher effectiveness’ as a repertoire of efficacy exhibited by a teacher in Instructional strategies, Classroom management, Personal disposition, Temperament and tendencies, Evaluation and feedback, Interpersonal relations, Job involvement, Initiative and enthusiasm, Professional values and Innovativeness in every day teaching-learning situation.

Kulsum (1982) identified the dimensions of teacher effectiveness as: Preparation and planning for teaching, Classroom management, Knowledge of the subject, Teacher characteristics and Interpersonal relations.

Debnath (1971) identified professional training, intelligence, interest in teaching, friendliness, democratic behaviours, ability to judge reactions of others and possession of all round information as correlates of teaching efficiency. Sathyagirirajan (1984) found that teaching effectiveness is related to intelligence, emotional stability, conscientious, tender mindedness, trusted nature, placed nature, self-sufficiency and relaxedness factors of Cattell’s 16 PF questionnaire.

No people can rise above the level of teachers. Teachers can make or mar the society. Teachers’ personality, their academic and emotional intelligence, their level of adjustment, their creative abilities, interests and attitude affect the students’ behaviour patterns and thus ultimately shape their personality (NPE, 1986 and POA, 1992).

According to the American Commission on Teacher Education (1974) “The quality of a nation depends upon the quality of its citizens. The quality of citizens depends upon the quality of their education; the quality of their education depends more than any other single factor, upon quality of their teachers”.

It is generally agreed that the quality of an educational system, to a great extent is dependent on the quality of teachers. A school may have excellent material resources, infrastructure like equipments, building, library and other facilities along with a curriculum appropriately adopted to meet the community needs; but if the teachers, who are said to be the pivot of educational system, are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective, futile and wasted. The problem of identification of effective teachers is therefore, of prime importance for realizing the desirable goals of education. Teacher effectiveness
causes change in the overt and covert behaviour of the learner, for learning is nothing but a change in the behaviour of the learner in accordance with social and cultural expectations and norms of the society of which the learner is a member. The better a teacher can manifest this change in the students, the more effective he is.

The monumental *Common Wealth Teacher Training Study* (Charters and Waples, 1929) listed twenty-five characteristics of effective teachers. The top six on a list of twenty-five were: adaptability, considerateness, enthusiasm, good judgement, honesty and magnetism.

The teacher is the point of contact between the educational system and the pupil. The impact of any educational programme or innovation on the pupil operates through the pupil’s teachers. It is accurate to say that a school’s effectiveness depends directly on the effectiveness of its teachers. Maximizing teacher effectiveness is a major goal of education.

The studies conducted in the areas of teaching effectiveness showed that effective teaching is correlated with many variables like intelligence, personality of the teacher, classroom situation and the studies also revealed that pupils co-operation, readiness of teacher, motive to achieve better qualifications, age, sex, rewards, fulfillment of needs would influence on teacher effectiveness.

Teacher effectiveness was first perceived by researchers as a consequence of characteristics or personality. The teaching learning process is essentially a live process, in the sense that, it is a warm interaction between two living organisms and hence, while exploring the effectiveness of teaching one should take into account the non-cognitive dimensions such as warmth, understanding, empathy, concern, sharing, sympathy, deep understanding, mutual psychological explorations which are all rooted in the philosophical view of life one holds.

As it is already mentioned that there are several factors that would affect teacher effectiveness such as teaching experience, type of school, and competency in teaching. It is also true that the intelligence and creativeness, the innovative endeavour on the part of the teacher are the factors affecting the teacher effectiveness.
The above discussion implies that, teachers’ teaching effectiveness can be defined, and can only be assessed in terms of behaviour of pupils, not behaviour of teachers.

Whether teaching is an Art or Science, to be an effective teacher one must develop certain qualities which make his teaching more effective.

1.4.1 Effective Teachers

Effective teachers love their profession and are committed to it. They relish while teaching and they shape the life pattern of future generation through academic and personal-social interaction with students. Their tasks are quite challenging. The task of a teacher today, is far more difficult than it was a few decades ago. The tremendous explosion of knowledge, development of teaching technology and availability of different channels of education like TV, video and audio lessons, computer programming on the one hand provided opportunities which were not available for effective teaching and on the other hand, increased the challenges and responsibilities of the teacher. Studies have been conducted to analyze and determine the special qualities of effective teachers. Although the studies have revealed different findings, there are certain basic qualities, which are common to most of the effective teachers. These qualities are to be imbibed by all the teachers, if they are to be effective teachers. The dimension of effective teaching normally includes: human relation dimension, instruction dimension and evaluative dimension. Those teachers who are good on these dimensions can become good professionals in their fields. They are the repertoire of skills, knowledge, attitude, values and abilities which help them to effectively perform their tasks. These are the essential attributes for effective teachers.

Effective teachers are purposeful and organized, focus and channelise their energies on their teaching careers. They find their real fulfillment in teaching adolescents. They love teaching profession. They are constructive workers along the lines of some intellectual bent. One main field is important to them and they always try to develop themselves in it and keep themselves abreast of its growth. They always create a positive socio-emotional climate in their classrooms.
Effective teachers, warm up to students, communicating with their students is their prize accomplishment. Different communication style predicts teacher effectiveness and it accounts for variation among teachers Comadena (1992). Effective teachers, usually, are adept communicators. Getting through to an understanding of the students, colleagues, and others, of what it is they have to say, is more important to them. Appreciating the co-workers be he little child or old man, feeds such a teacher. They have an exciting way of seeing through the present into the possible future of the student. They stretch their responses to the present student to include at least a modest hint of expectation as to what the student may become.

Effective teachers have hunger for vividness, for wholeness and completeness in their ideas. They just cannot be content with the superficial obviousness of things, especially if it is callously flaunted by others, and they must at least make a theory of what lies beneath and beyond, in order to know which way to take their own next steps.

Effective teachers are responsive and responsible people. It is said that more effective teachers possess emotional problems Aggarwal (1998). Human distress, suffering and tragedy hurt them. But they are unfailingly impelled to respond, for their own mental hygienic they are moved to make their own response. The impact of adversity releases a ready resume of confidence in them, even against an overbearing threat of futility that some good must come of personality assenting the substance of human dignity and justice.

Effective teachers have a conscience that is bothered by interference with the expression of fullness of truth. They are patient, persistently curious and tough in the face of the hidden persuaders, the demagogues and the quacks. There is a significant link between specific Emotional Quotient competencies and behaviours of effective teaching Hasket (2003). The effective teachers who score high on Emotional Quotient assessment exhibit strong interpersonal relationship and they are effective in their teaching. Phillips (2006). Teacher self-efficacy is best explained by intrapersonal skills. DiFabio (2005). Emotional empathy directly affects the teacher-student relationship and influences the personal performance of teacher. Marcus (1986).
The qualities, mentioned above, in addition to other competences, of effective teachers stand similar to those of Emotionally Intelligent individuals. The present investigator has made a modest attempt to understand whether Emotional Intelligence, Burnout, personality needs and adjustment needs and creativity have something to do with teacher effectiveness of teachers, especially, science teachers in teaching or vice versa. Hitherto no such study has been made in Indian conditions and the results of the study may enhance our understanding of the relationship between teacher effectiveness in teaching and other variables such as those mentioned above.

1.5 NEED AND SIGNIFICANCE OF THE PRESENT STUDY

There has been a tremendous change and transformation in the world scenario—more so with the educational scenario. The concept of education and pedagogy have taken a new dimension in the present context. Liberalization, Privatization, Globalization and Corporatization have been the slogans of modern times all across, with their own force and pressure. Therefore education gains relevance only when it addresses aptly the current needs, with its updated values and techniques.

Teachers and teacher educators should never forget the fact that developing skills with the latest techniques is very much imperative on their part. Their role as facilitators gains significance when they respond positively and adopt themselves to the ‘New’ and the ‘Novel’ along with the torch of tradition. They should never lose sight of the drastic changes of the past and new vistas of education in the modern times.

It becomes an utmost necessity on the part of the teachers to be updated with the prodigious paces in education to impart quality education to their students as formation of knowledge and information. They have to amalgamate both antediluvian and the most innovative teaching method and strategies to their pupil teachers to become best teachers and to transcend it to next generation. The persona of the teachers in the life of a student is the one next to that of parents. They should consider it as an obligation to mould their students as the better citizens of the cosmos. So in addition to the development of the knowledge of the technology of the teaching process they should also imbibe in them the emotional competencies very essential for determining success in their teaching profession and psychological well being. These
competencies seem to play an important role in shaping the interaction between students, colleagues and other concerned with the profession and the work environment. To be effective and efficient and to be successful in teaching profession teachers need to have a high Emotional Quotient level, low level of burnout, lesser adjustment needs, lesser needs to become extrovert-introverts and high creativity.

Secondary education is an important stage where the desirable skills, attitudes and cognitive abilities are to be promoted among adolescents. In order to initiate desirable learning outcomes, it is not suffice, if the secondary school teacher is competent and effective in his classroom teaching. He has to learn and acquire some emotional abilities or competences, in other words, emotional intelligence, which help in making him an effective teacher. The quality of secondary education though depends on teaching competencies, it also depends on the teachers’ Emotional Quotient, their degree of burnout, personality and adjustment in relation to five areas mentioned in the foregoing paragraphs, creativity, sociological, psychological and personal factors that contribute to the improvement of his teaching competencies. Realization of this truth has led the investigator to choose emotional intelligence, burnout, personality needs and adjustment needs and creativity as factors that influence teaching effectiveness.

There is also a need to know how adjustment contributes to the quality improvement of secondary school teachers in terms of their teaching success and in lessening their burnout. Quality of secondary education can be improved only when there is proper understanding of the adjustment needs and burnout of teachers with respect to other variables which are effective indicators of teaching effectiveness. Hence these factors are studied to gain insight into the complex behaviors of teachers. Teachers who are normally shown to be emotionally maladjusted, high on burnout, neuroticism, can be identified through this study and studied in relation to their social environment. As there are no studies related to relationship of emotional intelligence, burnout, personality needs and adjustment needs and creativity with respect to effectiveness of teachers, the present study was carried out to understand the relationship between these factors with the objectives mentioned in the fore coming pages.
Though there are a considerable number of psychometrically valid instruments of measuring emotional intelligence, both in India and abroad, no attempt has been made by psychologists (to the best knowledge of the investigator) to develop Emotional Intelligence Scale suitable for Teachers. So, the investigator felt a need to develop an emotional intelligence scale which would help in measuring the level of Emotional Quotient of teachers. Doing so, investigator believes, others may be initiated to think of developing Emotional Intelligence measures which would clearly describe the construct of Emotional Intelligence.

1.6 RESEARCH QUESTIONS

Specifically, the present study attempted to answer the following questions.

1. Whether teachers’ emotional intelligence influence upon teaching effectiveness of effective and non-effective science teachers of secondary schools in the case of State Government secondary school science teachers, Central Government secondary school science teachers, male science teachers, female science teachers, PCM science teachers, CBZ science teachers, teachers with higher teaching experience and teachers with lower teaching experience, Kannada medium science teachers and English medium science teachers?

2. Whether teachers’ professional burnout influence upon teaching effectiveness of effective and non-effective science teachers of secondary schools in the case of State Government secondary school science teachers, Central Government secondary school science teachers, male science teachers, female science teachers, PCM science teachers, CBZ science teachers, teachers with higher teaching experience and teachers with lower teaching experience, Kannada medium science teachers and English medium science teachers?

3. Whether personality needs influence upon teaching effectiveness of effective and non-effective science teachers of secondary schools in the case of State Government secondary school science teachers, Central Government secondary school science teachers, male science teachers, female science teachers, PCM science teachers, CBZ science teachers, teachers with higher teaching experience
and teachers with lower teaching experience, Kannada medium science teachers and English medium science teachers?

4. Whether adjustment needs influence upon teaching effectiveness of effective and non-effective science teachers of secondary schools in the case of State Government secondary school science teachers, Central Government secondary school science teachers, male science teachers, female science teachers, PCM science teachers, CBZ science teachers, teachers with higher teaching experience and teachers with lower teaching experience, Kannada medium science teachers and English medium science teachers?

5. Whether creativity influence upon teaching effectiveness of effective and non-effective science teachers of secondary schools in the case of State Government secondary school science teachers, Central Government secondary school science teachers, male science teachers, female science teachers, PCM science teachers, CBZ science teachers, teachers with higher teaching experience and teachers with lower teaching experience, Kannada medium science teachers and English medium science teachers?

6. Whether the interaction of teachers' emotional intelligence, professional burnout, personality needs, adjustment needs and creativity of science teachers of secondary schools taken 2 variables, 3 variables, 4 variables and 5 variables at a time significantly effect upon teacher effectiveness when the data were classified into state government and central government secondary school teachers, male science teachers, female science teachers, science teachers who teach PCM subjects, science teachers who teach CBZ subjects, science teachers with higher teaching experience and teachers with lower teaching experience?

7. Whether there is any significant relationship between emotional intelligence, emotional exhaustion, depersonalization, personal accomplishment, personality needs, adjustment needs, creativity and effectiveness of science teachers of secondary schools?

8. Whether Emotional intelligence, emotional exhaustion, depersonalization, personal accomplishment, personality needs, adjustment needs and creativity are significant predictors of effectiveness of science teachers of secondary schools?
9. Whether there is any significant direct and indirect effect of Emotional intelligence, emotional exhaustion burnout, depersonalization burnout, personal accomplishment burnout, personality needs, adjustment needs and creativity on effectiveness of science teachers of secondary schools?