SUMMARY

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A STUDY OF IMPACT OF EMOTIONAL INTELLIGENCE ON TEACHER
EFFECTIVENESS, MENTAL HEALTH AND JOB STRESS OF SECONDARY
SCHOOL TEACHERS.

A. JUSTIFICATION OF THE PROBLEM

In the last two decades great interest has arisen concerning the role which
affectivity and emotions play in education. Education professionals the world over
have understood the importance of feelings in the overall development of their pupils
and in their daily task. Thus they are voicing the need to encourage not only the
academic development of children, but also the development of their social and
emotional competencies (Elias et al. 1997; Greenberg et al. 2003). Research studies
have shown that socio emotional education not only increases academic learning
however, emotional capability of teachers is also essential, both in general for their
own general health and happiness and for competence and quality in carrying teaching
learning in the classroom, and specifically for the socio-emotional growth of students
(Sutton and Wheatly, 2003). Researches reveal that those teachers who belong to high
emotional intelligence group put extra importance to the value of positive individual
differences, encourage the learning through team work and problem solving abilities.
Such social skills boost students’ relation, mutual respect and engagement in
classroom learning (Kaufhold, 2005). The researchers conclude by recommending
explicit development of both social and emotional competencies not only at school but
also at institutions which train teachers.

Teachers are considered the builders of society. But these aspirations can
come true only when teachers perform their duty with dedication and sincerity which
is possible only if they possess good mental health. Mental ill health causes the feeling
of shame, guilt, rejection, isolation and terror etc. A teacher with mental ill health may
get away from the feelings such as ability to love work, adequacy in interpersonal relationship, adjustment & problem solving.

Teaching is considered to be one of the most stressful occupation, especially because it involves work based on social interactions where the teacher must make great efforts to regulate not only his or her own emotions but those of students, parents, colleagues etc (Brotheridge & Grandey, 2002). Unfortunately, teachers more often experience negative emotions than positive ones. Negative emotions, for example stress obstructs their mental capability for delivering knowledge, while positive emotions expand their creative ability for producing new ideas and thus, capacity to deal with problems. Positive emotions in teachers can increase teachers well being and also students levels of adjustment. This positive affect may also produce a more suitable climate for learning.

Studies carried out in the line of positive psychology put forward the need to generate classroom climate of security and positive emotions in order to encourage students development and well being or happiness. It is now established that positive emotions encourage learning and the attainment of significant interpersonal relationship and decreased maladjusted behaviors.

Burnout has been shown to have negative repercussions not only on the teacher’s well being but also on the teaching – learning process in which he or she is immersed. Prior studies show that burnout negatively influences student performance and quality of teaching (Vanderberghe & Huberman, 1999) and negatively affects interpersonal relations between student and teacher. It is not surprising then, that teachers identify the ability to regulate their emotions as an indispensable competency in order to reach academic goals, build positive social relationship and control classroom processes. On the other hand, training in emotional competencies for new teachers has proven effective not only in increasing their own emotional competency, but also in predicting a well adjusted transition from the role of student to that of professional life (Byron, 2001).

Moreover, it is well accepted that the quality of education is mediated by the teacher. Teachers with a quality consideration for teaching are those who are committed, enthusiastic and intellectually and emotionally energetic in their work with children. They are aware of the role played by emotions in teaching and classroom.
They are committed to working collaborately and cooperatively with colleagues. In order to teach effectively the teachers must feel psychologically and emotionally comfortable. Managing and knowing one's own and others feelings is a main feature of all teachers work. A less emotionally intelligent teacher cannot learn and apply emotional intelligence abilities to enhance stress management, self regard and self-confidence, positive change in personality, ability to take decisions, leadership declaration and dedication which would be led to increase the quality of teacher and consequently quality of education. Teachers who understand and improve their emotional intelligence skills are able to simultaneously develop professional and personal strength as well as improve areas of weakness.

Teaching as a profession requires interacting with people, working with team in educational institution or having informal relationship. Teachers are supposed to have ability to manage their moods, the mood of others (Parents, students, head of the institution, co-teachers), motivate, show empathy and social skills such as cooperation and leadership.

Moreover, with increasing industrialisation, urbanisation and societal upliftment from the modifications required in all major institutions of society, school can’t be excluded. In such a society the responsibilities of the teachers are multiple. They are vested with vital responsibility of grooming the minds of the young to be self reliant and self directed individuals with scientific and humanistic outlook.

In *National Policy of Education (1986)*, it was clearly stated that conscious effort should be made through the curriculum to develop social-cultural values. Efforts are also needed to increase sensitivity of children towards aesthetics, beauty, adaptability and reinforcement.

Above all, with rapid change in socio, emotional and educational environment, the professional profile of the teacher is rapidly changing. Teachers have to perform multi-roles in their professional life. The teacher is placed on the central axis of the educational community, as a coordinator for an entire network of interpersonal relationship and educational processes which are found therein. It is therefore, necessary to study the social and emotional competencies of teachers and their relation to such variables as are important for success in the profession.
Moreover, literature shows that emotional intelligence gained a large attention through a wide variety of research in the field of management and industry but restricted efforts have been made to study emotional intelligence in relation to different variables within the teaching sector. Given the lack of studies on the employees’ emotional intelligence in teaching sector, this study attempts to reduce the research gap by empirically examining how the emotional intelligence of teachers influence their teaching effectiveness, mental health and job stress.

B. STATEMENT OF THE PROBLEM

Considering these powerful submissions, the investigator selected the following problem for research “A Study of Impact of Emotional Intelligence on Teacher Effectiveness, Mental Health and Job Stress of Secondary School Teachers”.

C. VARIABLES OF THE STUDY:-

a) Independent variable
   i) Emotional Intelligence.
   ii) Gender.
   iii) Teaching Experience.

b) Dependent variable
   i) Teacher Effectiveness
   ii) Mental Health
   iii) Job Stress

D. OPERATIONAL DEFINITIONS OF TERMS

i) Emotional Intelligence:-

Knowing our emotions (Self awareness) managing them, motivating ourselves, recognizing emotions in others (empathy) and handling relationship. In the present study, emotional intelligence refers to (i) Awareness of self & others (ii) Professional orientation (iii) Intra-personal Management (iv) Inter-personal
Management as measured by Dr. (Mrs) Shubra Mangal Teacher’s Emotional Intelligence Inventory.

ii) Gender:-

In the present investigation, gender means the state of being male & female.
iii) Teaching Experience:-

In the present investigation, teaching experience means number of years put in by a teacher in teaching profession.

iv) Teacher Effectiveness:-

Teacher effectiveness is exceptionally a vital input in the process of education. It is an important indicator of the quality of teachers’ performance in schools. In a society teachers’ collective professional competence and efficiency determines the effectiveness of school system. The consideration about the quality of education basically rotates around the devotion and dedication with which the teachers involve themselves. The effective teachers have the tendency to know goals of teaching and effectively follow those goals & focus to achieve them. Teachers conduct and communication with students in the classroom is guided by these goals.

Stating briefly teachers’ effectiveness means teachers’ capability to teach the students successfully. It is a record of their expert competency. Teachers’ ability to evoke a successful craving for learning amongst the students concisely but accurately represents what is implied by teachers’ effectiveness. In the present investigation teacher effectiveness is comprised of certain academic, professional, social, emotional moral & personality characteristics as measured by Kumar & Mutha (1999 Revision) Teacher Effectiveness Scale.

v) Mental Health:-

Mental health is the ability of an individual to adjust to the world and to each other with maximum success & satisfaction. Teacher’s mental health is a significant constituent of his personality. It has direct application on his teaching
and students learning. His character, emotional development, conduct and way of adjustment in life within himself and with his surrounding stand for his mental well-being. A mentally healthy teacher is satisfied and successful teacher. Teachers without required mental health can ruin the teaching learning environment in the school. In the present investigation mental health means (i) Self concept (ii) Concept of life (iii) Perception of self (iv) Perception of others (v) Personal adjustment (vi) Record of achievement as measured by RCE Mental Health Scale.

vi) Job Stress:-

Job stress is stress at work. Job stress represents physical, mental and emotional exhaustion caused by incompatibility between the necessity of job and the capabilities, assets and need of the employee to adapt to job demands (Akinboye, Ankieboye and Adeyemo, 2002). Job stress (JS) refers to one’s emotional response to work place that seems threatening to workers (Gill, Flaschner & Shachar, 2006). Numerous individuals consider stress an excess of demands over assets. In the present study job stress means overloadness, role conflict, powerlessness, role ambiguity, motivelessness & frail interpersonal relationship as measured by Rathod & Varma Teacher’s Job Stressors Scale.

E. OBJECTIVES OF THE STUDY:-

The following were the objectives of the study:-

1. To study the significance of mean difference in teacher effectiveness of secondary school teachers for the main effects of emotional intelligence, gender and teaching experience.
2. To study the joint effect of emotional intelligence and gender, emotional intelligence and teaching experience and gender and teaching experience on teacher effectiveness of secondary school teachers.
3. To study the triple interaction effect of emotional intelligence, gender and teaching experience on teacher effectiveness of secondary school teachers.

4. To study the significance of mean difference in mental health (composite mental health and different dimensions of mental health separately) of secondary school teachers when emotional intelligence, gender and teaching experience were taken as independent variables.

5. To study the joint effect of emotional intelligence and gender, emotional intelligence and teaching experience and gender and teaching experience on the mental health (composite mental health and different dimensions of mental health separately) of secondary school teachers.

6. To study the triple interaction effect of emotional intelligence, gender and teaching experience on the mental health (composite mental health and different dimensions of mental health separately) of secondary school teachers.

7. To study the significance of mean difference in the job stress scores of secondary school teachers for the main effects of emotional intelligence, gender and teaching experience.

8. To study the joint effect of emotional intelligence and gender, emotional intelligence & teaching experience and gender & teaching experience on job stress of secondary school teachers.


F. HYPOTHESES:

The following hypotheses were formulated:

1. There will be no significant difference in mean teacher effectiveness scores of secondary school teachers for the main effect of emotional intelligence, gender and teaching experience.
2. The joint effect of emotional intelligence and gender, emotional intelligence and teaching experience and gender and teaching experience will have no significant impact on teacher effectiveness.

3. The triple interaction effect of emotional intelligence, gender and teaching experience will have no significant impact on teacher effectiveness.

4. There will be no significant mean difference in mental health scores (total mental health and components of mental health) of secondary school teachers when emotional intelligence, gender and teaching experience will be taken as independent variables.

5. The joint effect of emotional intelligence and gender, emotional intelligence & teaching experience and gender and teaching experience will have no significant impact on the mental health (total mental health & different components of mental health) of secondary school teachers.

6. The triple interaction effect of emotional intelligence, gender and teaching experience will have no significant impact on mental health (total mental health & different components of mental health) of secondary school teachers.

7. There will be no significant difference in the mean job stress scores of secondary school teachers when emotional intelligence, gender and teaching experience will be taken as independent variables.

8. The joint effect of emotional intelligence & gender, emotional intelligence and teaching experience and gender and teaching experience will have no significant impact on secondary school teachers’ job stress.

9. The triple interaction effect of emotional intelligence, gender and teaching experience will have no significant impact on the job stress of secondary school teachers.

**G. POPULATION AND SAMPLE**

In the present study, the population comprised of secondary school teachers of ten districts of Jammu province. These districts were Jammu, Kathua, Samba, Udhampur, Reasi, Rajouri, Doda, Ramban, Kishtwar & Poonch.

Simple random sampling technique was used for the selection of sample of the present investigation. In the first phase out of ten districts of Jammu province six
districts were randomly chosen by draw of lots. These districts were Jammu, Kathua, Samba, Udhampur, Reasi and Rajouri. There were 1125 secondary schools both government and private in selected six districts of Jammu province. The list of schools in each district was taken from the Director School Education, Jammu. All the schools in six districts could not be included in the study by a single researcher. Hence it was decided to select a representative sample of 113 schools (Approximately 10% of the total schools) on the basis of simple random sampling from the six districts. The sample of the schools in each district was proportionate to the total no of schools in that district. The description of the sampled schools is given in table.

**Description of sample (Schools)**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Districts</th>
<th>Total no of secondary schools</th>
<th>Sample of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jammu</td>
<td>447</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Samba</td>
<td>106</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Kathua</td>
<td>183</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Udhampur</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Reasi</td>
<td>80</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Rajouri</td>
<td>159</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1125</strong></td>
<td><strong>113</strong></td>
</tr>
</tbody>
</table>

In the third phase a sample of 600 secondary school teachers (300 males and 300 females) was chosen from 113 secondary schools on the basis of simple random sampling.

**H. TOOLS USED**

1. Teacher’s Emotional Intelligence Inventory by Dr. (Mrs.) Shubhra Mangal.
2. Teacher Effectiveness Scale by Dr. Parmod Kumar and Prof. D.N. Mutha, 1999 Revision.
4. Teacher’s Job Stressors Scale by Meena Buddhisagar Rathod and Madhulika Varma.

I. ADMINISTRATION AND SCORING OF TOOLS
The tools were administered on the chosen sample and scoring was done according to the scoring procedure given in the manuals of all the tests.

J. STATISTICAL TECHNIQUES USED

In the present study, analysis of the collected data has been done with the help of appropriate statistical techniques. The data has been subjected to the different statistical techniques as explained under:

Mean and Standard Deviation

Mean and standard deviation were computed to categorize the data into high emotionally intelligent and low emotionally intelligent groups.

Analysis of Variance

Three-Way Analysis of Variance (2x2x2 Factorial Design) is used to accomplish the objectives of the study.

J. Conclusions:

- There was significant mean difference in teacher effectiveness of secondary school teachers belonging to high and low level of emotional intelligence. Teachers with high emotional intelligence level showed more teacher effectiveness in comparison to those having low emotional intelligence. There was significant gender difference in mean teacher effectiveness scores of secondary school teachers. This leads to the conclusion that gender is impacting effective teaching. Female teachers were more effective than male teachers. There was no significant
difference in teacher effectiveness of teachers having different level of teaching experience. First order interaction between emotional intelligence and gender revealed no significant difference in teacher effectiveness. First order interaction between emotional intelligence and experience indicated significant difference in mean effectiveness scores of teachers. This means joint interaction of emotional intelligence and experience influence teacher effectiveness of secondary school teachers. First order interaction between gender and teaching experience indicated no significant difference in teacher effectiveness. The second order interaction between emotional intelligence, gender and teaching experience depicted no significant difference in mean teacher effectiveness scores of secondary school teachers. It can be concluded that emotional intelligence, gender and experience when interacted jointly did not impact significantly teacher effectiveness.

- Significant difference was found in mental health of secondary school teachers for the main effect of emotional intelligence. Teachers with high emotional intelligence were having better mental health. No significant gender difference was found in the mental health of male and female secondary school teachers. Teaching experience revealed significant mean difference in mental health of secondary school teachers. Teachers having more teaching experience were having better mental health than teachers having less teaching experience. The first order interaction between emotional intelligence and gender revealed significant difference. It means when emotional intelligence and gender interacted jointly, influenced mental health of secondary school teachers. The first order interaction between emotional intelligence and experience, gender and experience indicated no significant difference in mean mental health scores. The second order interaction between emotional intelligence, gender and teaching experience depicted significant difference in mental health of secondary school teachers. It can safely we concluded that when emotional intelligence, gender and teaching experience worked jointly, influenced mental health of secondary school teachers.

- Significant difference was found in self concept dimension of mental health of secondary school teachers belonging to high and low level of emotional
intelligence. There were significant gender difference in mean self concept scores of secondary school teachers. Female teachers showed higher self concept than those of male teachers. Significant difference was showed in self concept dimension of mental health of secondary school teachers having different levels of teaching experiences (1-13 yrs & 16 yrs -onwards). The teachers who were having teaching experience 16 years – onwards had better self concept. First order interaction between emotional intelligence and gender indicated significant mean difference in self concept dimension of mental health of teachers. It means when emotional intelligence and gender worked jointly influence self concept of secondary school teachers. First order interaction between emotional intelligence and experience and gender and experience revealed no significant difference in self concept dimension of mental health. Second order interaction between emotional intelligence, gender & teaching experience revealed no significant differences in self concept dimension of mental health of secondary school teachers. It can be concluded that emotional intelligence, gender and experience when worked jointly did not create any difference in self concept dimension of mental health of secondary school teachers.

- Significant mean difference in concept of life component of mental health was found among secondary school teachers belonging to high and low level of emotional intelligence. High emotionally intelligent teachers depicted better concept of life than low emotionally intelligent teachers. There was no significant gender difference in concept of life dimension of mental health of secondary school teachers. There was significant mean difference in concept of life dimension of mental health of secondary school teachers having different levels teaching experience i.e 1-13 years and 16 years – onwards teaching experience. The first order interaction between emotional intelligence and gender depicted no significant difference in concept of life dimension of mental health scores of secondary school teachers. This means joint influence of emotional intelligence and gender did not influence concept of life scores of secondary school teachers. First order interaction between emotional intelligence and teaching experience & gender and teaching experience indicated no significant mean difference in
concept of life dimension of mental health of secondary school teachers. Second order interaction between emotional intelligence, gender and teaching experience revealed no significant difference in concept of life dimension of mental health of secondary school teachers. It makes to draw conclusion that emotional intelligence, gender and teaching experience when worked jointly did not impacted significantly the concept of life dimension of mental health.

- There was significant mean difference in perception of self amongst others dimension of mental health scores of secondary school teachers with high and low level of emotional intelligence. The teachers with high emotional intelligence had higher level of perception of self amongst others in comparison to those with low level of emotional intelligence. No significant mean difference was found for the main effect of gender with respect to perception of self amongst others dimension of mental health. There was no significant mean difference in perception of self amongst others dimension of mental health of secondary school teachers with different levels of teaching experience (1-13 yrs & 16 yrs- onwards). First order interaction between emotional intelligence and gender & gender and teaching experience revealed no significant mean difference in perception of self amongst others dimension of mental health. First order interaction between emotional intelligence and teaching experience revealed significant mean difference in perception of self amongst others dimension of mental health of secondary school teachers. It can safely be concluded that emotional intelligence and teaching experience when interacted jointly impacted perception of self amongst others dimension of mental health. The second order interaction between emotional intelligence, gender and teaching experience revealed no significant difference in perception of self amongst others dimension of mental health of secondary school teachers.

- Significant mean difference in perception of others dimension of mental health scores was found among secondary school teachers belonging to high and low level of emotional intelligence. High emotionally intelligent teachers were better on perception of others dimension of mental health than low emotionally
intelligent secondary school teachers. Significant gender difference was found in perception of others dimension of mental health of secondary school teachers. Female teachers had better perception of others than male teachers. Significant mean difference in perception of others dimension of mental health was found among secondary school teachers having different levels of teaching experience. More experienced teachers depicted better perception of others than less experienced teachers. The first order interaction between emotional intelligence and gender revealed significant difference in perception of others component of mental health of secondary school teachers. This means joint influence of these variables do impact perception of others dimension of mental health of secondary school teachers. The first order interaction between emotional intelligence & teaching experience and between teaching experience and gender indicated no significant difference in perception of others dimension of mental health of secondary school teachers. The second order interaction between emotional intelligence, gender and teaching experience revealed significant mean difference in perception of others dimension of mental health. It can be concluded that emotional intelligence, gender and teaching experience when worked jointly created differences in perception of others dimension of mental health.

- Significant mean difference in personal adjustment dimension of mental health was found among secondary school teachers with high and low level of emotional intelligence. Secondary school teachers having high emotional intelligence were better on personal adjustment as compared to teacher with low emotional intelligence. No significant gender difference was found in personal adjustment scores of secondary school teachers. Significant mean difference in personal adjustment dimension of mental health was found among secondary school teachers having different level of teaching experience. Teachers with more experience of teaching depicted better personal adjustment than teachers with less teaching experience. The first order interaction between emotional intelligence and gender, emotional intelligence and teaching experience & gender and teaching experience depicted no significant mean difference in personal adjustment dimension of mental health of secondary school teachers. The second order
interaction between emotional intelligence, gender and experience indicated no significant mean difference in personal adjustment dimension of mental health of secondary school teachers. It can be concluded that emotional intelligence, gender and teaching experience when worked jointly didn’t create any differences in personal adjustment dimension of mental health of secondary school teachers.

- There was significant mean difference in record of achievement component of mental health of secondary school teachers with high and low level of emotional intelligence. The teachers with high emotional intelligence depicted higher level of record of achievement in comparison to those with low emotional intelligence. Significant mean difference in record of achievement dimension of mental health was found for the main effect of gender and length of teaching experience. Female teachers depicted better record of achievement than male teachers. Similarly the teachers having teaching experience 16 years and onwards were found to be better on record of achievement dimension of mental health. Interaction effect of emotional intelligence and gender had significant impact on record of achievement scores of secondary school teachers. Again first order interaction between emotional intelligence and teaching experience and between gender and teaching experience depicted no significant mean difference in record of achievement dimension of mental health of secondary school teachers. The triple interaction effect of emotional intelligence, gender and level of teaching experience depicted significant mean difference in record of achievement dimension of mental health of secondary school teachers. It can be concluded that emotional intelligence, gender and length of teaching experience when worked jointly impacted record of achievement dimension of mental health of secondary school teachers.

- Significant mean difference in job stress was found among secondary school teachers in relation to emotional intelligence, gender and teaching experience. High emotionally intelligent teachers were found less stressful than teachers having low emotional intelligence. The male secondary school teachers were found more job stressful than female secondary school teachers. The teachers having more experience were having less job related stress in comparison to teachers
having less teaching experience. First order interaction between emotional intelligence and gender and emotional intelligence and teaching experience revealed significant difference in job stress of secondary school teachers. No significant mean difference was found in mean job stress scores of secondary school teachers due to the interaction effect of gender and teaching experience. Second order interaction between emotional intelligence, gender and teaching experience revealed no significant difference in mean job stress scores of secondary school teachers. It can be concluded that emotional intelligence, gender and teaching experience when worked jointly did not make any difference in job stress of secondary school teachers.

K. Educational implications:-

Teachers effectiveness is very crucial input in the process of education. In a society teachers’ collective professional competence and efficiency determines the effectiveness of school system. Researches have proved that teachers have great potential to effect students’ educational outcomes (Anderson, 2004). Teaching is considered both science and arts. It is art because the teachers needs fine qualities such as sensitivity to the needs, interests and progress of pupils, sympathetic personal relationship and skill in working with children. Teaching is not mere acquisition of bookish knowledge but infact interaction between the teacher & the pupils’ knowledge, understanding & handling emotions in right manner, at the right time, in the right way. Since it is teacher’s job to connect with each student to foster the passion and excitement to learn, the teacher is a key person in educational process whose emotional intelligence is of great relevance not only for organization but it also helps in the development of emotionally intelligent students.

Teachers are considered the builders of society. But these aspirations can come true only when teachers perform their duty with dedication and sincerity which is possible only if they possess good mental health. Mental ill health causes the feeling of shame, guilt, rejection, isolation and terror etc. A teacher with mental ill health may
get away from the feelings such as ability to love work, adequacy in interpersonal relationship, adjustment & problem solving.

Teachers job stress is used as an umbrella term that includes a range of potentially demanding environmental stimuli and responses and other variables such as personality factors, that influence the relationship between person & his environment. Coping with the role complexity and the numerous responsibilities associated with work of teaching is a major source of concern. The multiple tasks teachers have to perform and timing pressure from working constantly under deadlines and conditions of overload and constant change create a great deal of stress for teachers. If the stressful situation is unmanageable, various aspects of teachers’ performance such as creativity, classroom management & implications of the educational techniques may suffer.

The present study was conducted to explore the impact of emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers. In the results, the teachers with high emotional intelligence have been found to have more teacher effectiveness. The research studies report that teachers with high emotional intelligence are optimistic, adaptable, collaborative, confident, open, approachable and enthusiastic. The results of the study indicate that higher the emotional intelligence, the better teacher effectiveness is.

The findings of the study support positive impact of emotional intelligence on mental health. Research supports that awareness of self and others, professional orientation and interpersonal and intrapersonal management develop positive self concept, better perception of others and good personal adjustment. In the present investigation the teachers with high emotional intelligence have been found to have low job stress. By the nature of the construct of emotional intelligence, it is expected that, the understanding of one’s and other people’s emotions, and one’s ability to regulate and manage them lessen the effect on work related stress.
In the changing classroom situations, teachers are supposed to imbue students with social skills, positive attitudes, critical thinking, applying knowledge and achieving excellence. This requires emotional competencies like rapport, harmony and comfort while dealing with the pupils. The teacher with high I.Q. may not necessarily be high on these emotional competencies. The classroom teaching apart from knowledge and methodology requires traits like effective communication, patience, calmness, perseverance, sympathy, optimism and fairplay. These activities are part of one's emotional intelligence. Moreover, emotions like anger, frustration, stress, tension and anxiety can be controlled by an emotionally intelligent teacher.

Emotional intelligence can be developed and nurtured even in adulthood. Teachers need to be trained in communicative skills and made to participate in community festivals and functions. Emotional intelligence can be improved and studies suggest that people can quite effectively increase their emotional intelligence. Keeping in view the impact of emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers, emotional intelligence training should be incorporated in the teacher education programme at the secondary school level. This is an argument for developing pre-service and in-service courses for teachers that focus on the studies associated with emotional intelligence. Enhancing teachers’ emotional intelligence appears to be a means of achieving improved student outcomes. Besides giving subject knowledge & developing pedagogical skills, emotional intelligence intervention programmes be made must for better efficiency in teaching learning process, better mental health and less job stress. Firstly, emotional intelligence intervention programme must focus on making teacher understand the power of emotions, their motivational aspect in teaching learning process and role of emotional intelligence in their professional as well as personal life. Secondly, techniques to improve the emotional stability of teachers must be incorporated. Importance of emotional intelligence competencies like self awareness, managing relations, self motivation, integrity, commitment and self development in enhancing teacher effectiveness, developing good mental health and reducing job stress can be highlighted through group activities, case studies, group discussion and setting up guidance & counseling bureau service in secondary schools etc. Yoga should also be
made an integral part of curriculum in secondary teacher education programme. There should be provision for games, support, dance, dramatics, music and fine arts in teacher training programme (both pre-service and in-service level). These activities have cathartic effect and hence are helpful in release of negative emotions. Method of instruction in teacher education programmes should focus on cooperative and collaborative learning. NCTE (2014) curriculum for teacher education has taken care of all these activities.

L. Suggestions for further studies:-

No research is last word in a particular field of study. Hence scope for further research is always there. In the light of the conclusions drawn from the study, the following suggestions may be considered for further studies:

1. Apart from the variables investigated in the present study other variables such as adjustment, personality, job satisfaction, professional commitment, values etc. can be explored in relation to emotional intelligence of secondary school teachers.
2. The present study can be conducted on primary school, college & university teachers.
3. A study can be conducted by employing other statistical techniques such as correlation and regression equations.
4. Present study was conducted on the secondary school teachers of Jammu province. The study may be conducted on secondary school teachers of Kashmir province and a comparative analysis can be made.
5. Present study was conducted on a sample of 600 secondary school teachers. It can be replicated on a larger sample.
6. Training programmes to enhance emotional intelligence can be devised by the further researcher.
7. A follow up study may be conducted to see the impact of training in emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers.