1.1 NEED AND SIGNIFICANCE OF THE STUDY:

‘The Education Commission (1964-66) has rightly observed, “The destiny of India is now being shaped in her classrooms”. The National Policy on Education 1986 emphasized: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Such exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man’s eternal quest for knowledge. “Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners.” (NCFTE-2009).

According to the NCF-2005 a teacher is expected to be one who:

- Cares for children and loves to be with them, understands them within social, cultural and political contexts, treats all children equally;

- Does not treat knowledge as a ‘given’, embedded in the curriculum and accepted without question, perceives children not as passive receivers of knowledge, encourages their capacity to construct knowledge;

- Discourages rote learning, makes learning a joyful and participatory activity, organizes learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrates academic learning with productive work;

- Critically examines curriculum and textbooks, contextualizes curriculum to suit local needs; and

- Promotes peace values - democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction, reflects on his/her teaching experience.
Today’s school going youngsters will turn up tomorrow’s citizen. The basic concerns of education is to enable children to make sense of life and develop their potential, to define and pursue a purpose and recognize the right of others to do the same stand uncontested and valid even today. We live in an age of unprecedented violence—local, national, regional and global. Education often plays a passive or even insidious role, allowing young minds to be indoctrinated into a culture of intolerance, which denies the fundamental importance of human sentiments and the noble truths discovered by different civilizations. Building a culture of peace is an incontestable goal of education.

There is no doubt that the prosperity of a nation mostly depends upon the cognitive, psychomotor and affective qualities and abilities of its citizens. But there have been recent studies, leading to a unanimous notion among educationists, educational planners, educational administrators and psychologists that success in the life does not entirely depend upon the cognitive and psychomotor abilities of the individuals but also upon the affective domain related abilities. For a nation to prosper, its human power should possess updated knowledge blended with human values, techno savvy attitude in the rapidly changing techno-scientific advancement in almost all walks of life. To further the prosperity, the moral values and personality characteristics of the individuals should also be considered prominently, as these are concerned with the affective domain of the development of human personality.

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society, (NCF 2005: p.2). Living in harmony within oneself and with one’s natural and social environment is a basic human need. Sound development of an individual’s personality can take place only in an ethos marked by peace. A disturbed natural and psycho-social environment often leads to stress in human relations, triggering intolerance and conflict. ‘Maslow emphasized that human beings should be studied as integral organisms and concentrated specifically on healthy individuals and positive aspects of human behavior- happiness, satisfaction, fun, piece of mind, joy, ecstasy’, (Fritjof Kapra, 1982: p.403). Maslow rejected Freud’s view of humanity as being dominated by lower instincts and criticized Freud for deriving his theories of human behavior from the study of neurotic and psychotic individuals.
Children’s interests, physical skills, linguistic capacity, and ability for abstract thinking and generalization develop over the span of schooling, from the pre-school period through higher secondary school. This is a period of intensive growth and development, and also of fundamental shifts and changes in interests and capabilities, (NCF 2005, p.33) Secondary school is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability for abstract reasoning and logical thinking emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond the here and now. A critical understanding of the self in relation to society also emerges during this period. Such needs could be effectively met by guidance and counselling interventions of an organized nature with the support of trained teachers and professional counsellors. For a large number of children, this is also a terminal stage, when they leave school and begin acquiring productive work skills. (NCF 2005,p.68)

Education is an enlightening process in which one lamp lightens another lamp, one life makes another life and one spirit speaks to another spirit. We can achieve this objective, if the teachers have good mental health. Students develop interest in those subjects, which are taught by pleasing and genial teachers. The teacher makes the emotional atmosphere in the classroom. A neurotic teacher may spread fear, nervousness and worry in the classroom. A fanatic-teacher may spread hatred, prejudice and hostile feelings among the students. If he has a good mental health, he can create love, interest and enthusiasm for learning and a taste in the subject he teaches. Therefore, teachers are required to understand the need of every child for material education, education for becoming good human being and for divine education so that they can face the realities of life in the new millennium. There is no greater need for the cause of education today than the need for strong humanly men and motherly women as teachers for the young generation. As social engineers, the teachers can socialize and humanize the youngsters by their human-like qualities.

In order to achieve one of the goals of education as per NCF 2005 to promote values that foster peace, humaneness and tolerance in a multicultural society, the study of
the affective domain aspect of the personality characteristics of the teachers has become indispensable. The teacher is the pivot of the formal educational system. He plays a vital role in the building of life of tender students through awakening enlightenment and transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. It may be assumed that the affective domain related qualities like ‘Emotional Intelligence’, ‘Satisfaction With Life’ and ‘Happiness’ of teachers, particularly Senior School Teachers who mainly deal with the tender minds of the adolescent children, are of paramount significance for the success of the educational endeavours. Emotional Intelligence related abilities are of prime importance for handling interpersonal as well as intra personal relationships efficiently. Proper handling of human relationship is of utmost importance for the teachers in order to properly motivate, guide and help their students. It has been evident from the latest scenario of rapidly developing management sector also that dedication, commitment, persistence and balanced mental state etc. are now being considered to be of vital importance for the success of any task, especially when it happens to deal with ‘Humans’ directly. If anything, we need to reiterate the mutual interdependence of humans, and, as Tagore says, “we achieve our greatest happiness when we realize ourselves through others.” It suggests that if the teachers are satisfied with their life and feel happy only then they may be successful in the attainment of the objectives of Education.

Though verily a professional, the teacher’s personality, in being humane to the learners, is the core foundation of National Curriculum Framework for Teacher Education-2009, emphasizing: ‘Towards preparing Professional and Humane Teacher’. Therefore, at this juncture it is supposed to be more valuable if an empirical investigation is carried out to study the ‘Emotional Intelligence’, ‘Satisfaction With Life’ and ‘Happiness’ of Senior school Teachers in relation to Selected Socio-Educational Variables. The investigator has attempted to empirically study the, ‘Emotional Intelligence’, ‘Satisfaction With Life’ and ‘Happiness’ of Senior School Teachers in relation to Selected Socio-Educational Variables in a scientific and systematic manner to understand these variables comprehensively and in the proper context.
1.2 TITLE OF THE STUDY

The study has been entitled as:

Study of Emotional Intelligence, Satisfaction with Life and Happiness of Senior Secondary School Teachers in relation to Selected Socio-Educational Variables.

1.3 DEFINITIONS OF THE TERMS AND CONCEPTS:

The main terms used in the title of the study have been defined as follows:

1.3.1 Emotional Intelligence

The term Emotional Intelligence has two words, i.e., emotion and intelligence. The Oxford Advanced Learner’s Dictionary (1989:p394 & 652) defines emotion as “strong feeling of any kind: love, joy, hate, fear and jealousy or excitement or disturbance of mind, or feelings” and intelligence as “power of learning, understanding and reasoning: mental ability”.

The term “Emotional Intelligence” was first researched by Peter Salovey of Yale University and John Mayer of the University of New Hampshire in the year 1990. Emotional Intelligence received a great deal of attention in the media, especially since the book ”Emotional Intelligence” by Daniel Goleman (1995) hit the best seller list.

According to Peter Salovey (mentioned in Goleman, 1995:43), the abilities involved in the emergence of Emotional Intelligence belongs to the following five domains:

1. Knowing one’s emotions
2. Managing emotions
3. Motivating oneself
4. Recognizing emotions in others
5. Handling relationship

Emotional Intelligence is ability. It allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence.
Emotional Intelligence is a set of skills, attitudes, abilities and competencies that determine the individual’s behaviour, reactions, state of mind coping style and communication style. These factors directly affect the level of success, satisfaction, ability to connect to other people as well as the individual’s ability to cope with stress, level of self-esteem, perception and control and overall level of mental and emotional well-being.” (http://www.swiftsite.com/isaei/index).

1.3.1.1 Emotional Intelligence- The Operational Definition:
The term “Emotional Intelligence” in this study referres to a variable measured by ‘Emotional Intelligence Scale’ constructed, developed and validated by Tewari, Mala, and Joshi J.K.(1996). This is a three point scale containing 30 items spread over the five dimensions of “Emotional Intelligence” namely self-awareness, managing emotions, motivating oneself, empathy and handling relationship and concerned with eight basic emotions namely, Anger, Sadness, Fear, Joy, Love, Surprise, Shame and Disgust.

1.3.2 Satisfaction with life:
The Oxford Advanced Learner’s Dictionary (1989:p1122) defines ‘Satisfaction’ as “feeling of contentment felt when one has or achieves what one needs or desires.” Satisfaction is 'enjoyment’ (Roget’s Thesaurus, 1995:p.494). A satisfied person is expected to enjoy life and celebrate it. Life satisfaction has been defined as a “global evaluation by person of his or her life” (Pavot, Diener, Colven & Sandvik, 1991,p.150). The extent of Satisfaction With Life is the true indicator of one’s happiness.

1.3.2.1 Satisfaction with Life- The Operational Definition:
Operationally, ‘Satisfaction With Life’ in this study referres to a variable measured by employing Satisfaction With Life Scale (SWLS) designed by Ed Diener et al (1985).

1.3.3 Happiness:
The Oxford Advanced Learner’s Dictionary (1989:p567) defines ‘Happiness’ as, ”feeling or expressing pleasure, contentment, satisfaction etc.” Happiness is an emotion. Happiness is not merely a life lived by accumulation of moments of pleasure. On the contrary, happiness is a long lasting life; it is being in love with living. It is your reward for achieving a good character and personal rational values in life.
According to Aristotle, “Happiness is the meaning and purpose of life, the whole aim and end of human existence.” (Gretchen Rubin: 2009, p.14)

Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful. Happiness is when what you think, what you say, and what you do are in harmony.

1.3.3.1 Happiness- The Operational Definition:
Happiness, in this study refers to a variable measured by scores on the Happiness Questionnaire developed by Martin Seligman (http://authentichappiness.sas.upenn.edu). A translated and adapted version of this questionnaire by Verma, Pratima (2009) has been used in this investigation. Happiness Questionnaire Consists 18 items and it is five point scale. These 18 statements have been translated into Hindi language in such a manner so that the basic theme/idea inherent in the item remains the same.

1.3.4 Senior Secondary School Teachers:
Senior Secondary School Teachers are the regular teachers of Senior Secondary Schools, who are teaching students of class VI to class XII with a minimum qualification of a Post Graduate Degree in academic subject/s and B.Ed.

1.3.5 Selected Socio-Educational Variables:
The following variables shall be included in this study:

A. SEX: Sex refers to the biological/social sex of the Senior Secondary School Teachers, that is, male and female.

B. OCCUPATIONAL STATUS OF SPOUSE: It refers to whether the Spouse is Employed or Unemployed

C. EDUCATIONAL STATUS OF SPOUSE: It refers to whether the Spouse is Below Graduate, Graduate or Post Graduate.
D. **ACADEMIC STREAM:** Academic stream in this study refers to as Science stream, that is, the Senior Secondary School Teachers who teach Science subjects, i.e., Physics, Chemistry, Biology and/or Mathematics to classes VI to XII, and Non Science Stream the Senior Secondary School Teachers who teach subjects other than Science stream to classes VI to XII.

E. **TEACHING EXPERIENCE:** Teaching Experience in this study refers to a teaching experience as Senior Secondary School Teacher. On the basis of this variable the sample teachers have been divided as **Lowly experienced** having a teaching experience 1-10 years, **Moderately Experienced** having a teaching experience 11-20 years and **Highly Experienced** having a teaching experience 21 and more years

1.4 **OBJECTIVES OF THE STUDY:**

The objectives of the study are classified as:

i. Major Objectives and

ii. Subsidiary Objectives

1.4.1 **Major Objectives:**

1. To find out whether Sex wise groups of Senior Secondary School Teachers significantly differ with regard to their Emotional Intelligence.

2. To find out whether Occupational Status of Spouse wise groups of Senior Secondary School Teachers significantly differ with regard to their Emotional Intelligence.

3. To find out whether Educational Status of Spouse wise groups of Senior Secondary School Teachers significantly differ with regard to their Emotional Intelligence.

4. To find out whether Academic Stream wise groups of Senior Secondary School Teachers significantly differ with regard to their Emotional Intelligence.

5. To find out whether Teaching Experience wise groups of Senior Secondary School Teachers significantly differ with regard to their Emotional Intelligence.

6. To find out whether Sex wise groups of Senior Secondary School Teachers significantly differ with regard to their Satisfaction with Life.
7. To find out whether Occupational Status of Spouse wise groups of Senior Secondary School Teachers significantly differ with regard to their Satisfaction with Life.

8. To find out whether Educational Status of Spouse wise groups of Senior Secondary School Teachers significantly differ with regard to their Satisfaction with Life.

9. To find out whether Academic Stream wise groups of Senior Secondary School Teachers significantly differ with regard to their Satisfaction with Life.

10. To find out whether Teaching Experience wise groups of Senior Secondary School Teachers significantly differ with regard to their Satisfaction with Life.

11. To find out whether Sex wise groups of Senior Secondary School Teachers significantly differ with regard to their Happiness.

12. To find out whether Occupational Status of Spouse wise groups of Senior Secondary School Teachers significantly differ with regard to their Happiness.

13. To find out whether Educational Status of Spouse wise groups of Senior Secondary School Teachers significantly differ with regard to their Happiness.

14. To find out whether Academic Stream wise groups of Senior Secondary School Teachers significantly differ with regard to their Happiness.

15. To find out whether Teaching Experience wise groups of Senior Secondary School Teachers significantly differ with regard to their Happiness.

1.4.2 Subsidiary Objectives:

1. To identify highly Emotionally intelligent Senior Secondary School Teachers and to describe their characteristics in terms of Satisfaction with Life, Happiness, Sex, Occupational status of Spouse, Educational status of Spouse, Academic Stream and Teaching Experience.

2. To identify lowly Emotionally intelligent Senior Secondary School Teachers and to describe their characteristics in terms of Satisfaction with Life, Happiness, Sex, Occupational status of Spouse, Educational status of Spouse, Academic Stream and Teaching Experience.

3. To identify highly Satisfied with Life Senior Secondary School Teachers and to describe their characteristics in terms of Emotional Intelligence, Happiness, Sex,
Occupational status of Spouse, Educational status of Spouse, Academic Stream and Teaching Experience.

4. To identify lowly Satisfied with Life Senior Secondary School Teachers and to describe their characteristics in terms of Emotional Intelligence, Happiness, Sex, Occupational status of Spouse, Educational status of Spouse, Academic Stream and Teaching Experience.

5. To identify highly Happy Senior Secondary School Teachers and to describe their characteristics in terms of Emotional Intelligence, Satisfaction with Life, Sex, Occupational status of Spouse, Educational status of Spouse, Academic Stream and Teaching Experience.

6. To identify lowly Happy Senior Secondary School Teachers and to describe their characteristics in terms of Emotional Intelligence, Satisfaction with Life, Sex, Occupational status of Spouse, Educational status of Spouse, Academic Stream and Teaching Experience.

1.5 Delimitations of the Study:

In view of the limited time, resources and factors like finance and some administrative restrictions, the proposed study has been delimited as mentioned below:

1. Only regular teachers of Senior Secondary Schools under the Directorate of Education, Government of National Capital Territory of Delhi (GNCTD) have been included in the sample.

2. Teachers working on contact basis/part time basis were not included in the sample.

3. Teachers from the Government schools under the Directorate of Education, GNCT Delhi were not included in this study due to some administrative constraints.

4. Only married teachers were included in the sample.

5. Newly appointed teachers having an experience of less than one year were not included in the sample.

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