INTRODUCTION

As we know that, Teachers are the assets of any education system. They are responsible for transmitting the knowledge, skills and values to the students. In fact, the progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher cannot perform his or her diverse tasks and responsibilities given by the institution until he or she is not updated professionally and personally.

The conventional teaching methods impart knowledge or fill students’ brains with facts, but today’s teachers have a major role of developing skills in students and manage their emotions while making responsible decisions. In brief teachers develop subject intelligence as well as emotional intelligence of students. To imbibe or develop such qualities, teachers must possess the vital skills, personality characteristics and behaviors that students perceive to impact their motivation to learn. In such circumstances teachers need to familiarize and develop Emotional Intelligence, leadership qualities in their job setting.

However, there is dearth of research thesis indicating status of leadership qualities, emotional intelligence, occupational stress and job satisfaction amongst faculties working in teachers training colleges in India. Hence, the researcher (Ramkrishan, 2012) intends to see the status of said factors and the correlation in between them, so that, the quality of education can be strengthened.

Emotional intelligence

Many psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head (value) and heart (devalue). This logical inquiry continues over the years not only in developing countries like India but all over the world, psychologists Mayer et al (1989) came with an answer by introducing the concept of Emotional Intelligence, though it was referred by various names- from smartness and personality to soft skills and competence. Today we are in the world where there are many emotional disturbances due to stress, fatigue and
technological advancement. We need better health habits to balance the emotions. We need intelligence to control these emotions. The emotional lessons we learn as college students at society shape the emotional circuits, making us more adopt or in adopt at the basics of emotional intelligence.

**JOB SATISFACTION**

Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desire ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states “*No people can rise above the level of its teachers*”. As a person imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chaffe, strengthens social and economic fabrics of the nation.

**Teacher Leadership**

Effective leadership is widely accepted as being a key constituent in achieving school improvement. The evidence from the international literature demonstrates that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students (Leithwood et al, 1999). Whilst the quality of teaching strongly influences levels of pupil motivation and achievement, it has been consistently argued that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom (Fullan, 2001; Segiovanni, 2001). A preliminary glance at the leadership research literature however reveals that it is largely premised upon individual impetus rather than collective action and offers a singular view of leadership predominantly bound up with headship. As Murphy (2000) notes that the ‘great man’ theory of leadership prevails in spite of a groundswell towards leadership as empowerment, transformation and community building. Possibly, this is because schools as
organisational structures remain largely unchanged equating leadership with status, authority and position. One of the most congruent findings from recent studies of effective leadership is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people (MacBeath, 1988; Day, Harris and Hadfield, 2000; Harris 2002). In this sense leadership is separated from person, role and status and is primarily concerned with the relationships and the connections among individuals within a school. In the USA, Canada and Australia the notion of ‘dispersed, ‘distributed’ or ‘teacher leadership’ is particularly well developed and grounded in research evidence.

**Occupational stress**

Occupational stress is an increasingly important occupational health problem and a significant cause of economic loss. Occupational stress may produce both overt psychological and physiologic disabilities. However, it may also cause subtle manifestation of morbidity that can affect personal well-being and productivity (Kahn et al., 1992). A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism, and increased frequency of drinking and smoking, increase in negative psychological symptoms and reduced aspirations and self esteem (Jick and Payne, 1980).

**Statement of the Problem**

Teaching has now become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder. Previous studies have revealed several problem areas for teachers, such as poor school environment, student misbehavior, poor working conditions, personal concerns, relationships with students, parents, time pressure (Turk, Meeks & Turk 1982; Borg & Riding 1993; Boyle et al., 1995; Saito 1999). Other cited reasons for teacher stress are lack of administrative support (Blase, Blase, & Du, 2008; Lambert et al., 2006) and the excessive number of tasks (Brown, 2005). Further, teaching has been characterized as a profession that is emotionally taxing and potentially frustrating (Lambert, O’Donnell, Kusherman, & McCarthy, 2006, p. 105). Studies
have shown that teaching is a stressful career and this can lead to teachers suffering from burnout (McCarthy, Lambert, O’Donnell, & Melendres, 2009). In fact, the symptoms of stress in teachers are manifested in anxiety and frustration (Kyriacou (2001). The increasing recognition received by teachers’ stress (Boyle, Borg, Falzon & Baglioni, 1995; Byrne, 1994; Tavers & Cooper, 1996) constitutes an indication of the difficulties encountered by teachers. In fact, occupational stress has been recognized worldwide as a major health hazard for employees (Park et al., 2009; Collins, Karasek & Costas 2005; Byne & Espnes 2008; Clays et al., 2007).

Further, one of the most important factor in the success, is job satisfaction, also career and job satisfaction of teachers is one of the most important indicators of the success of the school/college as an educational establishment. In this regard Swsan Sheikh indicates that employees at any institution are more relational, efficient and achievement motivated when they feel satisfied about their work, and this feeling increases when it comes from the work itself rather than the material return of the profession (Sawsan Sheikh, 1997, 265). So job satisfaction gained much attention of researchers in the field of education, because of its positive impact in lifting the morale and psychological harmony for teachers, raising the level of production, lowering the level of psychological pressure on the school environment.

Given the importance of this topic, the current study aimed to identify the level of leadership qualities, emotional intelligence, occupational stress and job satisfaction among the faculties of teachers training colleges of India.

**The Problem and its Relevance**

Education is the most powerful tool whose effective use requires the strength of will, dedicated work and sacrifice. Since this instrument is in the hands of teachers, they must possess qualities such as leadership, emotional intelligence and job satisfaction. Education develops desirable habits, skills and attitudes which make
an individual a good citizen. Education is the knowledge of putting one’s potentials to maximum use.

The trend of the studies done on concepts of professional development and job satisfaction shows that numerous studies have been done on these topics in the western countries but a little emphasis has been given to such studies in India. Studies done on job satisfaction are mostly centered towards the organization like corporate offices but none of the studies whether in India or abroad is done on Job Satisfaction among faculties of teacher training colleges. Hence, this study entitled “Leadership qualities, Emotional Intelligence and Job Satisfaction of Faculties Working in Teacher Training Colleges in India” has been planned.

Objectives of the Study

This study will be conducted with the following main objectives:

➢ To find out the Leadership Qualities, Emotional Intelligence, Occupational stress and Job Satisfaction of male and female faculties working in the Teachers Training Colleges in India.

➢ To compare the level of Leadership Qualities, Emotional Intelligence Occupational Stress and Job Satisfaction of male and female faculties of Teachers Training Colleges in India.

➢ To see, if the achievement score in Emotional Intelligence can predict one’s level of Job Satisfaction.

Hypotheses

Based on the available literature the Research scholar’s hypothesis is:
H₁: There might be positive relationship between leadership qualities, job satisfaction and emotional intelligence among professionals.

H₂: The professionals may have sound emotional intelligence and therefore may have better job satisfaction and leadership quality.

H₃: There would be significant difference between male–female professionals in leadership qualities, emotional intelligence, occupational stress and job satisfaction.

**Delimitation of the Study**

- This study will be delimited to faculties (B. Ed. and B.P.Ed.) working in different training colleges in India.
- The study will be restricted to the B.Ed. and B.P.Ed. colleges from jurisdiction of each regional committees of NCTE.
- The study will be restricted to four variables i.e., Leadership Qualities, Emotional Intelligence, Occupational Stress and Job Satisfaction.

**Limitations of the Study**

While conducting the experiment, the present investigator will have to record some drawbacks / limitations as follows:

- Since, the subjects for this study will be participating from different states, it will not be possible for the researcher to meet personally to each teacher and acquire the correct or candid responses from them.
The responses from the teachers will be collected through mail, post and the assistants deputed for the data collection. This could influence the results of survey.

**Definition of Important Terms Used**

**Leadership Qualities**

“Leadership is a set of processes that creates organization in the first place or adopt them to significantly changing circumstances”. This is perceived to many scholars as true including Ray Blunt (GovLeaders.org) perception of quality values in leader as “ability to build an organization where truth and transparency prevail”. It has been a clear view that an organization (Linstead et al. 2004:242).

**Emotional Intelligence**

Emotional Intelligence is the capacity for recognizing our own feeling and those of others, for motivating our selves, and for managing emotions well in ourselves and in our relationship. Emotional Intelligence describes abilities distinct from but complementary to academic intelligence or the purely cognitive capacities measured by I.Q (Daniel Goleman, 1998).

**Occupational Stress**

Is concerned with how goods, honors, and obligations are distributed within a community (Calhoun, 2003).

Job stress arises when demands exceed abilities, while job-related strains are reactions or outcomes resulting from the experience of stress (Westman).

**Job satisfaction**
Job satisfaction is desired from and is caused by many inter-related factors, although these factors can never be completely isolated from one another for analysis. They can by the use of statistical techniques be separated enough to give an indication of their relative importance for job satisfaction (Harrel).

**Faculties / Professionals**

Faculties mean full time teacher or temporary basis teacher of training colleges working in university-affiliated senior or junior colleges. These Facilities who have been associated in the profession of education continuously for a longer period of time and whose bread butter is depending upon this profession are known as the professionals of education.

**Significance of the Study**

The study is new in the research literature. It has, therefore, multiple benefits not only for the physical education teachers, but also has tremendous significance for other faculties. However, some of the points relevant to this study are as follows:

- This research will help the lecturers to develop a good Emotional Intelligence so as to increase their job satisfaction.

- This research will help to know the emotional intelligence of lecturers in teacher training colleges.

- This research will help to know the status emotional intelligence, occupational stress and job satisfaction in teachers of India. Further, if at all there is poor performance in said tests then further studies can be designed to achieve the emotional intelligence for better job satisfaction and to relieve the stress.