SUMMARY AND CONCLUSION
### CHAPTER - VI

#### SUMMARY AND CONCLUSION

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A good education educates pupils to become humane. The system of education that students pursue decides the success and values in the nation. The whole function of education can be expressed in one word i.e. "Values". Man-making and character building education is the need of the hour. Education is the support system for the smooth functioning, providing a peace and prosperous atmosphere which mould the individual into a complete human being. Human values should become the life and soul of the individual through which he can contribute to the welfare of the society.

Teacher is the sole person and a role model to the children. Teachers should encourage young people to develop strong moral identities; he should set himself as good example in his behaviour so that students can be acquainted with admirable example of their teacher. Teachers need to sensitize the students through motivation to adhere values to mould their character. Teachers should be convinced within himself, that the teaching is not a profession or occupation rather than a distinctive mission to develop values and to give vision and direction to the society. Teachers are the best minds in the country whose virtue of intellect and moral leadership can attach students for following good qualities. The success of any profession is not only decided by the intelligence, skill and technical expertise but also emotional intelligence. Mahatma Gandhi said that the education of the heart could only be done through the living touch of the teacher. Teacher occupies predominant place in any system of education. A dynamic, directional and moral leadership to education can bring harmonious development of body, mind and the heart, and make a positive impact on students’ mental health. Self awareness, managing emotions, reading emotion and handling relationship are constituted the major components of emotional intelligence.

6.1. EDUCATION

J. Krishnamurthy views that education should find ways to develop an integrated personality. There should be a quite and calm atmosphere for both
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teachers and students to watch their chattering mind and try to face from all conditioning in forms of thoughts and resultant feelings. A free and smooth atmosphere will facilitate the ground for open and secure place for the teachers to interact with students and their parents. Both students and teachers need to be in silence or in meditation to enrich their energies.

Man’s personality has five layers such as physical, vital, mental, spiritual and blissful. Matter, life, mind, understanding and delight are closely associated to them and find interwoven and interrelated. Education should cater to the needs of the individual and guarantee all round development (Ram K.Piparaiya, 2003). Education should give way to make introspection to gain internal cleanliness and purity, because knowing about one’s real self alone will motivate doing well to others. Education is viewed by Swami Vivekananda as an intellectual exercise to the students (Mohit Chakrabarti, 2006). Education is the only amenable factor promising social environment to establish a new reaction in the child. Moral behaviour arises on the foundations of innate and instinctive reactions and evolves under the influences of the methodological effects of environment (Sanjay Prakash Sharma, 2006). Education should provide full scope for the development of body, mind and heart and encourage them to adopt discipline, duty consciousness and basic human values, and which are deeply appreciated as the best qualities of students (Swami Purananda, 2002). Inculcation of right values step up one’s efficiency, helpful in managing one’s life at home and professional fields in the world. A lot of hidden mental energy so far unnoticed can be traced out and that can be utilized for the purpose of planning the future (Goyal, 2005).

6.2. TEACHERS’ RESPONSIBILITY

Teacher has professional and moral tasks which facilitates the development of responsible attitude among students. He has to act according to a set of moral and ethical principles to ensure students well being and interests. Teacher has to concern for the child and accept him as autonomous individual, make decisions about students and their educational needs and ability to deal with values. Emotional awareness of teachers provides a suitable platform for the students to make their value clarification. Teachers are responsible to structure the value system among the students (Oser & Patry, 2003).
Affective characteristics of prospective teachers are motivated by a concern for others, possess confidence in their teaching abilities, express greater concern for mastering content and perceive the nurturing aspects of teaching are more important than academic requirements (Neururer, 2003). The characteristic of teacher is essential event that can be observed directly by others. He should be capable of affecting and being affected by pupils and others who interact with teachers. Teachers are assuming a social position, and he is expected to instill thoughts of rational and reflective actions among the learners which will affect the behaviours of those who hold them (Biddle, 2003).

In sustaining values in education the teacher should possess basic virtues to uphold educational objectives and bring the desirable behavioural changes among the students. Developing the sense of love to students and respects each one's unique gifts, faithful to them and devote his life to the children. He should be humble enough to impart knowledge, listening attentively to the needs of children, leaving ego and collaborate willingly and always should try to seek the lasting good of those he teaches are considered as personal qualities. Other virtues which add the nobility to the teaching profession are quickness to understand, act slow to condemn, eager to affirm and ready to forgive. Values in education is attained through curriculum, methods of teaching, administration of the school, bringing changes in educational set up and preparing the teacher to dispel ignorance among students and enhance knowledge and wisdom. Because teachers are role model to young minds to adopt appropriate life style.

6.3. EMOTIONAL INTELLIGENCE

Daniel Goleman (1998) defines emotional intelligence as: “The capacity for recognizing our feelings, and those of others, for motivating ourselves and for managing emotions well in our relationships”

Salovey et al., (2002) “The person who is able to understand emotions-their meaning and how they blend together, how they progress over time- is truly blessed with the capacity to understand important aspects of human nature and interpersonal relationships”.
Mayer, Salovey & Caruso (2004) had defined emotional intelligence as: "The capacity to reason about emotions and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional language and to reflectively regulate emotions so as to promote emotional and intellectual growth emotional intelligence".

Emotional intelligence has the competencies of assertiveness, empathy, happiness and emotional self-awareness. The possessor of this trait distinguished from the average. Emotional intelligence facilitates the individual to handle any change, contribute active work participation in a team and maintain good interpersonal relationship. It involves accurate self-assessment enable one to make superior performance, work optimistically to increase the productivity and guide him to handle emotions in a profitable way, (Cary Cherniss, 2008). Emotional intelligence is an ability to do with discerning and understanding emotional status. Emotional intelligence knows one’s emotions, managing emotions, motivating one, recognizing emotion in others and handling relationships. The person who has emotional intelligence will have confidence, curiosity, intentionality, self control, relatedness, capacity to communicate and favours cooperativeness.

6.4. VALUES

Values are influencing force which can direct and generate others to follow. Values can better be transmitted depending upon the force of the personality and good intentions of the senior people, thus it can be easily inculcated through adult modeling. Values are high ideals of life and a set of new values of social, economic, moral, aesthetic, ethical and spiritual are presented themselves as living as well as legendary exemplary model for others to follow. Values determine one’s personality, decision, perception, kinds of relationship and other human activities. Values are like gene which decides the character and personality of human beings, which ultimately influence the nature of society and natural environment. Values can be cultivated and nourished in everyone and youth in particular (Pankajam, 2005).
6.5. PROBLEM BEHAVIOUR

Vidhu Mohan (2007) has made an exploratory research on adolescents’ behavioural problems, his literature review revealed the perspectives of such behaviour, and evolved some intervention strategies to overcome their problems in a constructive way. The major developmental areas of adolescents are physical, mental, social, emotional and moral. There should be co-ordination and balanced growth in all these areas. Violence and aggression are resultants of commission and omission towards self and others. Anger, jealousy, envy, sorrow, despair, loneliness, guilt and shame are emotional problems. These problems can be removed through emotional integration of positive parenting, encouraging social relations, giving appropriate recreation, nutrition, demonstrating love, encouraging personality development and keep keen observation of health.

Adolescence is defined as the period within the life-span when most people’s biological, psychological and social characteristics are changing from what is considered childlike to what is considered adult. They experience a set of transitions and have dramatic challenge to adjustment to change in the self, in the family and in the peer group. The adolescent’s social world is broader and more complex than that of the child world. The delinquency is a problem of adolescence which is more associated with poor interpersonal relationship, inability to tolerate the social setting, sexuality and drug abuse (Miklos & Hopes, 2003).

6.6. STATEMENT OF THE PROBLEM

The mother is the first teacher and the teacher is the second mother, ‘guru’ or teacher is for dispelling darkness from the minds of students by removing ignorance. He needs to be embodiment of all virtues, should have the ability to solve problems, should command self confidence, emotional self awareness, assess the feeling in him and others, control impulses, respect of one’s own self and get into others feelings. He needs to be sensitive to attend the needs of students with commitment, responsibility and testing the reality. He must be a role model to adopt; from him students learn values of life. IQ in a person facilitate one to exercise his technical competence to progress materially but EQ enables one to be victorious in all spheres of life including the mission and visions of job. The
students at +2 of higher secondary level are in adolescence stage requires the teachers with personal and social competence to shape the minds of students and build their character.

6.7. RATIONALE OF THE STUDY

The three main objectives of education are the moral development, the development of intellectual autonomy and the development of mental discipline. The most important duty of the teacher is to foster moral development for their students. The sort of education we produce is determined by the teacher. Teachers are the persons can change the life of anyone and bring desired modification of behaviour and mould the character of students. Students are identified with their values, attitude and beliefs. The affective domain of the teacher can support more than the cognitive and psychomotor domains.

Emotional intelligence of the teacher will facilitate students' physical, intellectual and aesthetic development of the personality. He can inculcate scientific temper, democratic, moral and spiritual values. A teacher with high self regard can foster self confidence and prepare students to face challenges. He can encourage students' dedication to uphold integrity and honour of the nation and work for the promotion of national and international understanding. The emotional intelligence is considered as an essential characteristic of a teacher to impart desirable ideals and remove the problem behaviour among the students to a great extent. Students will have motivation and role model from the teacher to develop their innate potentialities to the fullest extent.

6.8. OPERATIONAL DEFINITION OF VARIABLES

Teachers

Teachers who are qualified with one or many master degrees and professionally qualified for teaching and who teach students at higher secondary level are the target population of the study. The sample chosen from the population includes the teachers who teach main stream as well as vocational or technical subject, physical education directors and headmasters.
Summary and Conclusion

Higher Secondary Students

Students belonging to the age group of 15+ who continue his education after the completion of 10 years of study of secondary education in regular schooling join in the higher secondary course either in main stream of study or technical or vocational stream of study constitute students population in this study.

Salem District

History of Tamil Nadu goes back some 6000 years. It witnessed many great kingdoms, Tamil is the official language. The earliest of all Tamil literature Tholkappiam is dated back to the fifth century BC. It has rich heritage of art, architecture and culture. Agriculture and agro based industries are growing up and ranks top in industrialist states in India. Tamil Nadu has 32 districts. Salem is situated in the heart of Tamil Nadu.

The mountains of eternity and plains of life are inviting life to encompass it. It is the land of history date back to Paleolithic age of human settlements in India. It is one of the Neolithic regions in south India. It has a rich and varied cultural background and evidenced the rule of a number of dynasties which support the growth of culture, art and architecture. The present Salem district was formed in 1968. It is an integral part of Tamil Nadu. The name Salem was ascribed to this district due to mountains encompassing is adding beauty and attraction to this place. The total area of the land accounts to 5206 Square Kilometers. It is the common belief that the famous Tamil poetess Avvaiyar belonged to Classic Sangam period was born in Salem.

6.9. NEED AND IMPORTANCE OF THE STUDY

Emotional intelligence is more powerful than IQ. It is the best predictor of success. It helps one to make his life healthier, enjoyable, successful, productive and happy. Emotional intelligence enables one to express his feelings or emotions in a desirable way. Emotionally intelligent individual can inspire or lead others to become emotionally intelligent, it reduces interpersonal problems and conducts one's daily life and facilitates one to meet goals, and getting the job done, make
effective interactions and to become assertive and optimistic. Individual tends to be more open and agreeable than others. EI is highly preferable for the persons involving social interactions such as teaching and counseling.

The high emotional intelligence of the individuals facilitates better interpersonal and intrapersonal relationship and they will be less engage in problem behaviour and avoids self destruction. The high the EI in person is more likely to have possession of sentimental attachments around the home, positive social interactions, and more adapt of describing motivational goals, aims and missions. EI has a variety of traits that support various social benefits, possession of such characteristic would enhance the probability of one being a good parent, and a person tend to be skilled at communicating love, making the child feel valued, setting healthy boundaries and establishing a real relationship. Emotional intelligence of leader is expressed in high level in combination with technical or cognitive skills according to the nature of the job demands, enhances the organizational ability by training people to get better in the skill domain. The people under him get pleasure and there will be a "flow state" where the work itself becomes intrinsically rewarding so the people will continually be engaging.

Values are principles, standards and very important attribute of human consciousness, they prompt the individual to make unceasing quest of the common thread of goodness in the human being, the good society and the good life. Values influence one’s ideas, feelings, activities and experiences and support him to acquire and develop affects, attitudes, preferences, goals and aspirations. It sets standards and acts as guidelines to govern one’s behaviour, the quality of relationship and response to life situations.

6.10. OBJECTIVES OF THE STUDY

- To find out level of Emotional Intelligence among the Higher Secondary School Teachers in Salem District.

- To find out the level of Higher Secondary Teachers’ Perception on Students Problem Behaviour in Salem District.
To find out the level of Values practiced among the Higher Secondary Students of Salem District.

To find out the relationship between Teachers’ demographic variables such as Sex, Designation, Teaching Experience, Subject, Management Type of School, Type and Place of the School and Problem Solving, Stress Tolerance, Emotional Self awareness, Reality Testing, Self Regard, Interpersonal Relationship, Impulse Control, Flexibility, Assertiveness and Empathy and Overall Emotional Intelligence.

To find out the relationship between Teachers’ demographic variable such as Sex, Designation, Teaching Experience, Subject, Management Type of School, Type and Place of the School and various dimensions of their Perception on Students’ Problem behaviour such as Self, Interpersonal, Academic, Indifference, Truancy, Lying Reasons, Indiscipline and Violence and Overall Perception on Students’ Problem Behaviour.

To find out the relationship between Students’ demographic variables such as Sex, Number of Children in the Family, Type of Family, Parents’ Educational Qualification, Parents’ Occupation, Area of Residence, Management of The School, Type of The School, Place of The School and Stream of Study and their Aesthetic, Democratic, Economic, Hedonistic, Knowledge, Moral, Neighbourly, Personal, Religious, Social Values and Overall Students’ Values.

To find out whether teachers differ in their demographic variables such as Sex, Designation, Teaching Experience, Subject, Management Type of School, Type and Place of the School with reference to Problem Solving, Stress Tolerance, and Emotional Self Awareness, Reality Testing, Self Regard, Interpersonal Relationship Impulse Control, Flexibility, Assertiveness and Empathy of Emotional Intelligence and Overall Emotional Intelligence.

To find out whether Teachers differ in their demographic variables such as Sex, Designation, Teaching Experience, Subject, Management Type of
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School, Type and Place of The School with reference to their Perception On Students’ Self Related Problem Behaviour, Interpersonal Related Problem Behaviour, Academic Related Problem Behaviour, Problem of Indifference, Truancy, Problem of Lying Reasons and Violence Problem Behaviour and Overall Problem Behaviour.

➢ To find out whether Students differ in their demographic variables of Sex, Number of Children in the Family, Type of Family, Parents’ Educational Qualification, Parents’ Occupation, Area of Residence, Management of The School, Type of The School, Place of The School and Stream of Study with reference to their Aesthetic Values, Democratic Values, Economic Values, Hedonists Values, Knowledge Values, Moral Values, Neighbourly Values, Personal Values, Religion Values, and Social Values and Overall Students’ Values.

➢ To find out which demographic variable influences much students’ values.

➢ To find out the inter relationship among the various dimensions of teachers’ emotional intelligence with that of their perception on students’ problem behaviour.

➢ To find out the interrelationship among the various dimensions of teachers’ emotional intelligence with that of students’ values.

➢ To find out the interrelationship among the various dimensions of students’ values.

6.11. RESEARCH QUESTIONS

➢ What is the level of Emotional Intelligence Present among the Higher Secondary School Teachers of Salem District?

➢ What is the level of the Higher Secondary School Teachers’ Perception on Students’ Problem Behaviour?

➢ What is the level of Values practiced by the Higher Secondary Students in Salem District?
> What is the predominant dimension present among the various dimensions of Emotional Intelligence?

> What is the predominant dimension present among the various dimensions of Teachers' Perception on Students' Problem Behaviour?

> What is the predominant dimension present among the various dimensions of Students' Values?

> Which demographic variable has much influenced the Students' Values?

> What is the interrelationship among the various dimensions of Emotional Intelligence with that of Students' Problem Behaviour?

> What is the interrelationship among the various dimensions of Teachers' Emotional Intelligence with that of Students' Values?

> What is the interrelationship present among various types of values?

6.12. HYPOTHESES

> There is no significant relationship between Teachers' demographic variables such as Sex, Designation, Teaching Experience, Subject, Management Type of School, Type and Place of the School and Problem Solving, Stress Tolerance, and Emotional Self awareness, Reality Testing, Self Regard, Interpersonal Relationship Impulse Control, Flexibility, Assertiveness and Empathy of Emotional Intelligence and Overall Emotional Intelligence

> There is no significant relationship between Teachers' in demographic variables such as Sex, Designation, Teaching Experience, Subject, Management Type of School, Type and Place of the School and their Perception on Students' Self Related Problem Behaviour, Interpersonal Related Problem Behaviour, Academic Related Problem Behaviour, Problem of Indifference, Truancy, Problem of Lying Reasons and The Violence Problem behaviours and Overall Problem Behaviour
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There is no significant relationship between Students’ Values and the demographic variables such as Sex, Number of Children in the Family, Type of Family, Parental Educational Qualification, Parents Occupation, Area of Residence, Management of The School, Type of the School, Place of The School and Stream of Study and Aesthetic Values, Democratic Values, Economic values, Hedonists Values, Knowledge Values, Moral Values, Neighbourly values, Personal Values, Religion Values, and Social Values and Overall Students’ Values.

Teachers do not differ in their demographic variables such as Sex, Designation, Teaching Experience, Subject, Management Type of School, Type and Place of the School with reference to Problem Solving, Stress Tolerance, and Emotional Self awareness, Reality Testing, Self Regard, Interpersonal Relationship Impulse Control, Flexibility, Assertiveness and Empathy of Emotional Intelligence and Overall Emotional Intelligence.

Teachers do not differ in their demographic variables such as Sex, Designation, Teaching Experience, Subject, Type of Management of School, Type and Place of the School with reference to their Perception on Students’ Self Related Problem Behaviour, Interpersonal Related Problem Behaviour, Academic Related Problem Behaviour, Problem of Indifference, Truancy, Problem of Lying Reasons and Violence Problem behaviour and Overall Problem Behaviour.

Higher secondary students do not differ in their demographic variables of Sex, Number of Children in the Family, Type of Family, Parental Educational Qualification, Parents Occupation, Area of Residence, Management of The School, Type of The School, Place of The School and Stream of Study with reference to their of Aesthetic Values, Democratic Values, Economic values, Hedonists Values, Knowledge Values, Moral Values, Neighbourly values, Personal Values, Religion Values, and Social Values and Overall Students’ Values.
There is no interrelationship among various dimensions of Teachers’ Emotional Intelligence with that of their Perception on Students’ Problem Behaviours.

There is no interrelationship among various dimensions of Teachers’ Emotional Intelligence with that of Students’ Values.

6.13. METHODOLOGY

Research Design

This study attempted to find facts through data collection, analysis and interpretation of the data collected, so as make generalization. Hence it is normative survey or descriptive research method. Descriptive research gives the clear picture of the phenomenon under study.

Population

All teachers who teach higher secondary students and the students who study +2 course of study through regular in school during the academic year 2009-2010 in Salem district is the population of this study.

Sampling Frame

The total list of students who study in +2 of higher secondary course in Salem district with their roll number got from CEO Salem. Hence the number of population is finite. The total list of higher secondary schools in Salem district, gave the entire view of the universe under study enabled to draw the sampling frame.

Sampling Technique and Sample

The investigator used stratified random sampling technique to select sample for the study. There are 21 educational blocks which was divided into SSA educational unit for the purpose of achieving cent percent literacy by enrolling the left children to regular school education. Management type wise the schools were arranged in each educational block and the schools were chosen so randomly for the study was consisted of 59. All the teachers who teach +2 of higher secondary
students in selected schools were considered as teacher sample and the students who study in these schools were chosen randomly according to their proportion of strength to reach the needed sample fixed for the study. There are 523 post graduate teachers and 1537 students were chosen randomly for this study.

Tools Used

A standardized test for emotional intelligence developed by Bar-On was adopted for the study; the same tool was administered to the 50 teachers to verify its reliability condition. It was found that as 0.764. This tool has ten dimensions of emotional intelligence such as problem solving ability, stability, emotional self awareness, reality testing, self regard, impulse control, flexibility, interpersonal relationship, assertiveness and empathy.

An instrument was developed to measure the degree of problem behaviour prevalent among the higher secondary students as perceptive scale to the teachers who teach higher secondary classes. This tool has eight dimensions of students’ behavioural problems such as self related problem behaviour, interpersonal related problem behaviour, academic related problem behaviour, truancy problem behaviour, problem of lying reasons, indifferent attitude, problem of indiscipline and the violence problems.

Students’ values questionnaire was developed by the investigator to measure the values among the higher secondary students. This tool includes ten dimensions of values such as aesthetic values, democratic values, economic values, hedonistic values, knowledge values, moral values, neighbourly values, personal values, religious values and social values.

Validity

Validity of the research tool was found out through experts’ rating and face validity from the co-scholars and the lecturers of various faculties including psychologist, psychiatrists and education. The tool has the content validity and verified by experts and their suggestions were cautiously considered to make addition, deletions and make modifications in the structure, content and format.
Pilot Study

Research tools were taken for pilot testing to test their relevance, meaningfulness, length of the questionnaire, reaction to the wording of the questionnaire and to help to adopt better method of data collection. Hence the instrument was improved, modified substantially so as to enable the administration and completion of research later quite successful. It helped the researcher to identify the practical difficulties associated with questionnaire.

Reliability

Tools developed and adopted were put for reliability test by administering questionnaire to fifty respondents of the sample. The reliability coefficient was found significant in all the research tools of the study. The reliability testing was calculated through internal consistency of the research tools by split half technique of Cronbach’s Alpha through SPSS pedagogies.

Data Collection

The investigator himself has collected the data personally by meeting the respondent and process of data collection was done for 34 days from 03.06.09 to 07.10.2009

Administration of the Research Tool

As the respondents and authority of the schools were informed one week in advance, they were prepared psychologically to respond freely to the tools. It enabled the investigator to collect data very easily. The researcher has established friendly rapport with the respondents and explained the purpose of data collection and thanked the participants for their co-operation towards their interaction with tools.

Scoring Procedure

Emotional intelligence is an attitude scale consists of five response categories such as not true, seldom true, sometimes true, often true and true. The items were scored 4, 3, 2, 1 and 0 for the positive statements and the negative statements scored reversely.
Students’ problem behaviour questionnaire is constructed in perception scale to teachers with five response options such as very high, high, moderate, less and not all. The items were scored as 0, 1, 2, 3, and 4 for the positives statements and reverse form for negatives statements.

Students’ values questionnaire was developed to measure students’ values. This tool has five response categories such as very important, important, moderately important, less important and very less important, scored 5, 4, 3, 2, and 1 for positive statements and reverse score for negative statements.

Data Analysis

Descriptive and inferential statistics were used to test the hypotheses formulated based on the research objectives. In this study hypotheses are framed in null form and 0.05 level of significance considered to test hypothesis. The analysis of the data was done through SPSS.

6.14. SUMMARY OF THE FINDINGS

Teachers’ Emotional Intelligence with reference to the sample of the study is observed to be high in all dimensions such as Problem solving, Stress Tolerance, Emotional Self Awareness, Reality Testing, Self Regard, Impulse Control, Flexibility, Interpersonal Relationship, Assertiveness and Empathy. Their perception on students’ problem behaviour is observed to be moderate and the students’ values in all dimensions such as Aesthetic, Democratic, Economic, Hedonistic, Knowledge, Moral, Neighbourly, Personal, Religious and Social Values are observed to be high among the sample. The statistical data analyses reveal that emotional intelligence is high, problem behaviour is moderate and students’ value is high.

Teachers’ demographic variables such sex, designation, subject of specialization, teaching experience, management of school, type of school and place of the school is significantly associated with their emotional intelligence. The place of the school is significantly associated with teachers’ overall emotional intelligence. Teachers working in rural and hill place schools have high association
to their emotional intelligence. Teachers' type of the school has significant association with their perception on students' overall problem behaviour. Teachers working in boys' schools observed to be high in perception on students' problem behaviour. It is observed that none of the demographic variables of the higher secondary at +2 level students is significantly associated with their overall values.

Teachers significantly differ in sex with respect to their stress tolerance and interpersonal relationship and men teachers are better than women in stress tolerance and interpersonal relationship. Teachers differ significantly in their designation with reference to their emotional self awareness and teachers are better than headmaster/principal. Teachers significantly differ in the type of management of school with respect to their emotional self awareness, reality testing, flexibility, assertiveness and overall emotional intelligence. Teachers working in aided school are better than their counter part in emotional self awareness, reality testing, flexibility and assertiveness and also in overall emotional intelligence. Teachers do not significantly differ in type of school they work in with respect to problem solving, stress tolerance, emotional self awareness, reality testing, self-regard, impulse control, flexibility, interpersonal relationship, assertiveness, empathy and overall emotional intelligence. There is significant difference among teachers in subject of specialisation with respect to their self-regard, interpersonal relationship and empathy of emotional intelligence and the teachers whose subject of specialisation are Language, Mathematics and Science are differing with Arts, Technical and Physical education teachers in self regard, Language teachers are better than others in interpersonal relationship and the teachers whose subject of specialisation are Language have higher in empathy than their counter part. Teachers significantly differ in their teaching experience with respect to their empathy and the teachers who have 11 to 20 years of teaching experience and less than five years of teaching experience have more empathy than their counter part. Teachers differ significantly in place of working of their school with respect to their self- regard, flexibility, interpersonal relationship and overall emotional intelligence and the teachers working in rural and urban differ with hill place school in their self regard and flexibility and teachers working in urban schools
have better interpersonal relationship. Teachers working in rural place schools differ significantly with urban and hill place school teachers in overall emotional intelligence.

Teachers do not differ in their sex, designation and type of management of school with respect to their perception on any dimension of students’ problem behaviour. Teachers differ significantly in their type of school with reference to their perception on students’ problem behaviour such as self related, interpersonal related, academic related, indifference attitude, truancy, lying reasons, indiscipline and overall problem behaviour. There is no significant difference among teachers in type of management of school and teaching experience with respect to their perception on any dimension of students’ problem behaviour. There is significant difference among teachers in their place of working with respect to their perception on students violence related problem behaviour and the teachers working in urban schools have perceived more violence behaviour among students.

Boys and girls students differ significantly in democratic, hedonistic, moral, neighbourly, religious and overall values. Girl students are better in democratic, moral, neighbourly, personal, religious and overall students’ values and boy students are better than girls in hedonistic values. The nuclear and joint family students differ in hedonistic and personal values, nuclear family students better than joint family students in hedonistic and personal values. Students are differed significantly in their area of residence with respect to their aesthetic, economic, hedonistic, moral, and religious values. Students differ significantly in their stream of study with respect to their economic, knowledge and neighbourly values. Technical students are better than main stream of students in their economic values. Students differ significantly in number of children in their family with respect to their hedonistic, neighbourly and religious values. More than two children family students are better in neighbourly values. Parents’ educational qualification and parents’ occupation make significant difference in students’ economic and hedonistic values. The type of management of school makes significant difference in students all values except social and overall values. The type of school makes significant difference in students’ economic, hedonistic, neighbourly, personal, religious and social values. Students differed significantly
in their place of the school with respect to their economic, hedonistic and religious values.

There is significant difference in teachers' emotional intelligence mean score rank and the predominant dimension is the problem solving ability of the teachers' emotional intelligence, teachers' perception on students' problem behaviour is also observed to be significantly differing in its mean ranks and the predominant is students' self related problem behaviour. Students' values mean ranks are also differed significantly and the predominant dimension identified is the social values.

Teachers' emotional intelligence influences students' values. Problem solving, self regard, flexibility and assertiveness of emotional intelligence influence students' values significantly. Teachers' emotional intelligence is significantly influencing their perception on students' problem behaviour. The increasing of emotional intelligence will also increase their perception on students' problem behaviour. Hence teachers' emotional intelligence plays a decisive role in students' values and character building. It facilitates a good environment for values development and reduces the students' problem behaviour and increases teachers' perception on students' problem behaviour.

6.15. EDUCATIONAL IMPLICATIONS

- Emotional intelligence is a learned trait which can be cultivated through practice and training. Providing opportunities for leadership training, to undergo stress management technique programme, and exposed to the learning of appropriate coping strategies will enhance the emotional intelligence.

- Providing various techniques to explore the internal thoughts and make self reflection will facilitate self awareness, to read the emotion in oneself and others, and monitoring ones own and to regulate them profitably.

- Extending opportunities for simple yoga, meditation and breathing technique will enhance teachers' emotional intelligence.
Summary and Conclusion

- Orienting teachers for the personality development will support the teachers to increase their self esteem and self confidence.

- Promising an ideal teacher pupils ratio will also contribute the teacher to read the emotions of the students to guide them to adopt better value system.

- Teachers' exposure to creative and problem solving technique will facilitate them to meet any challenging situation in their personal, professional and societal related spheres.

- Special teacher orientation programmes will be useful to give training to the teachers to catch all possible situations to inculcate values among students and adopt effective methods and strategies towards it.

- All teachers should develop interest in fine arts and encourage students’ participation in cultural programmes will be helpful in value inculcation. The morning assembly can include the guest speaker to address students about the importance of virtues for a peaceful and prosperous life.

- Teachers need to develop personal values such adhering to truth, exhibiting habits which are socially acceptable, simple living, acting without bias, avoiding aggressive language, being duty conscious, giving co-operation to fellow teachers and kind enough to help the poor and needy will encourage students to adopt such principles from their teacher.

- Teachers’ personal development through their attainment of educational qualification, participation in the in- service programmes and his company of great people noted for their scholarship and good conduct will enrich students’ values.

- Teachers’ love for his profession, subject and his students will encourage good character among students. He should adopt positive approach to life; possess sense of humour and sympathy and patriotism.
Teachers' collection of quotations reflecting the qualities of hero or heroine in every classroom will be worthier and students can be encouraged to observe the values. Teacher himself must be active and capable of influencing students towards truth and anxious in scientific study.

Setting up of special clubs and reading rooms, compile a list of films, compile a list of commentaries and feature films that promote values of justice, and peace, screen them from time to time in schools will encourage students to adopt good ideals in life.

Encourage students to write articles pertaining to the themes for personal values and social outlook at higher secondary level will be very useful and celebration of the cultural and religious diversity in schools will bring national and world outlook.

The self esteem assumes importance because of learned to be feeling good is more important than being good. The positive emotional atmosphere in schools will facilitate kindness and gentleness among students and the educators need to encourage students to be connected with each other and with their teachers.

There should be good relationship between the head and teachers, their leadership style, morale, professional disposition and general atmosphere play their decisive role in students' values. Teacher need to use his interpersonal skills to motivate students to uphold human values.

Emotional intelligence is learnable characteristic and whose success in personal and professional field is very high. This should facilitate the teachers to attain the purpose of education and meaning to life. Allowing oneself for self reflection, diary writing, making note on emotional current, watching film in mute, have training in non verbal communication and regular meditation and breathing technique will increase one's emotional intelligence.
Teachers who have training in sign language can better develop their emotional self awareness. They can be given training in some basic sign language and importance of body language which will be useful in reading the students’ behaviour accurately.

Improving one’s personal appearance, listening skills, positive interaction and engaging in team work will facilitate emotional intelligence. Teachers can develop such skills through soft skill management programme.

Personality development programme for teachers will facilitate new perspective to day to day life and encourage adopting new strategies to resolve challenges differently.

Teacher needs to adopt various strategies and techniques to activate neurons in brain. It is possible through involving themselves in music, dance, fine arts, positive and assertive command, self talk, physical exercise and adopting nutritional food habits.

Teacher needs updating the knowledge of his subject of specialization and general knowledge. He needs to learn new strategies for teaching and learning, problem solving method and classroom management technique in order to ensure good academic achievement and character development among students. He should avoid giving corporal punishment to students.

Teacher should acquire knowledge and training about body language such proper eye contact, facial expression, head movements, open gestures, reasonable postures, maintaining appropriate proximity and developing interpersonal skills will facilitate good behaviours among the students. Teachers can be given training in some basic sign language which facilitates them to be good in observation and accurate in reading emotions.

Improved classroom atmosphere, increased positive regard and productivity among and between students and teachers, communicating students’ needs and problem to the school administration and offering opportunities for
students' personal growth will facilitate disciplined and appropriate behaviour.

- Motivational postures, values of the week, community service, conflict resolution, character counts program, positive emotional atmosphere, teachers' encouragement will facilitate value enrichment among the students.

- Education should guarantee all round development of the students through imparting training for better utilization of body, mind, and spirit, and to ensure perfection in thoughts, words, and deeds glowing with love. Aesthetic sense of the students should be stimulated by providing opportunity to express their hidden and original nature of singing, dancing, painting, music and to be creative in handicraft will facilitate the cultural spirit and encourage social service. By performing these students can develop their social awareness and that can contribute to the society.

- Students' attitude towards social service and aesthetic sense can both be encouraged through inviting their participation in school cleanliness and beautification of their classroom.

- Art and painting exhibitions on themes like moral, social and cultural values will be a good exposure in this aspect. Students' should be encouraged to observe the nature such as hearing bird’s voice, plants, animals, the Sun, the Moon and Stars, the early morning, late evening, seas and oceans and high astonishing mountains.

- Journal on values in life may be brought out by the institution and suitable titles can be invited for publication from students.

- Democracy can be proved successful only through the educated citizens. Citizens who are aware of constitutional principles, ideals and the rights and responsibilities can perform well to safeguard sovereignty of the country. Hence education should take the obvious role to create knowledge and understanding among the students about constitution, proper exercising of its rights and to shoulder the responsibility to the nation.
Schools should provide activities like debates and discussions on the issues and problems of our country through mock parliament and open discussion on the hot issues about socio-economic, political, environmental, financial, law and order. Welfare schemes and other needy steps towards the growth and development can also be brainstormed. The ideas evolved out of discussion can be framed and feasibility of the ideas can be analysed and the most beneficial thoughts can be disseminated. Students should be encouraged to participate in voluntary service during natural calamities.

Encourage students to read dailies, journals and magazines and collecting useful information will add their knowledge. Providing opportunities for success will increase their self esteem. Giving opportunities to catch the value of tolerance, understand the value of hard work, sacrifice needed to attain success and the values of citizenship, and importance of exercising the principles of justice, equity and liberty will enhance their democratic, neighbourly and social values.

Teacher need to develop his own life is aligned with appropriate ideals and principles to inspire his students to catch the values such as duties and responsibilities and adopt general behaviour code.

Teachers can encourage cent percent of students’ participation in any one or many of the activities like N.C.C., N.S.S., Scout, Guide, Environmental Club, Green Club, Red Cross, Blue Cross, Pollution Free Zone, Aids Awareness, Prevention of drug and alcohol abuse, Rehabilitation, Disaster Management, Charitable Institution and Blood and Organs donation organization will facilitate universal brotherhood.

Students can be given citizenship training through encouraging students’ self government in schools, creating awareness of the socio-economic condition among them and motivate them to become open minded to consider their thoughts to rise above narrow prejudices will encourage them to uphold democratic ideals.
Students should be helped to understand and appreciate themselves and continually strive for their inner development thus moving towards self realization. Education should take steps to cultivate mind and body through Yoga, Meditation, and Breathing Technique, Personality Development Programme, Training for Self Reflection, Self Awareness and SWOT analysis of strength, weakness, opportunities and threats and teach students about Physical Exercise will enable them to relieve from stress and encourage them to make purpose and meaning of one’s life.

Both teachers and Students can adopt the principle of being silent for some hours or a day which facilitates the development of emotional self awareness, concentration and go better in introspection.

Saving is better than production, so a sense of thriftiness in utilization of resources, and time management technique should be encouraged. Students should be encouraged to strive towards Socio-economic development through giving necessary knowledge about occupation of people, money transaction, production, distribution, exchange of things and condition necessary for good standard of living. Encouraging Students’ cooperative bank and cooperative post office with no profit or loss base and book exhibitions on literature related to proper utilization of time, money and resources and conservation of natural and energy resources will facilitate good values. Thriftiness in all aspects of life should be encouraged through postures, slogans, sign boards, displays on notice boards, News paper cutting, magazine, collection of journal articles and the institution and staff members are being model to these ideals will encourage the values.

Towards the development of hedonistic values some relaxation technique, laughing therapy, yoga and other physical exercise can be provided to students. Meditation and breathing technique will facilitate the students to maintain emotional equilibrium, stimulate them to be aware of them and act according to the commands of the inner heart.

Social attitude can be better encouraged among the students by involving them into community works and social service which in turn help them to
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free from malice and be friendly even to one who envies him. Students can cultivate equanimity even under the most disturbing circumstances.

➢ Students can be encouraged to participate in Anti-Illiteracy Drive for removing illiteracy among the masses out of love for the benefit of mankind. Students should be encouraged to adopt the principle of 'each one should teach one' and motivate every student to find time to impart literacy to an illiterate.

➢ Students should be encouraged to identify themselves with community and participate in community festivals and prayer, extend their service to it, take part in productive manual work oriented programmes contribute to the development of the society, cultural and recreational activities in order to preserve the cultural tradition and heritage of the nation and prepare them to extend their moral and social responsibility to the uplift of the downtrodden masses will facilitate their broader social outlook.

➢ Students should be provided platform for making important discussion on issues like natural situations, human relationship, personal hygiene and good manners. They should be encouraged to find opportunities to expand human relationship to neighbourhood, village, town, games, clubs, shops, factories and farms.

➢ Schools should encourage the students' participation in oratorical, and essay competitions and group discussion on important issues of personal, community and national development, organizing debates and group discussion will call for the students' knowledge acquisition.

➢ Students who are excelled in academic sphere have the problem of communication with the society. They feel inferior to express their valuable thoughts and ideas. So personality development, leadership training and role identification camp will invariably facilitate them to grow with self-confidence and self-esteem and make a better contribution to social empowerment.
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➢ Encouraging students to practice the habit of self analysis to facilitate to reflect ones real self and modify oneself desirable to the world. Students should be provided the atmosphere guarantees tolerance learn to be patient, praise to be appreciative, encouragement to be confident and acceptance to be love in the world.

➢ Students should be encouraged to appreciate and do manual labour in order to enrich their personal values, taking them to picnic and excursion will facilitate broader outlook and social attitude among the students.

➢ Showing documentary films, cultural programmes and other related activities connected with life history of famous scientists and inventors will encourage personal values among students.

➢ Modern scientific attitude to be developed with respect to the importance of culture, tradition and heritage, personal duties, spirit of cooperation, kindness, tolerance and sympathy, courage and fearlessness, equality in daily life and to recognize common principles of all religions. Students should be provided awareness concerning the preservation of natural environment, forestation, awareness and concern towards pollution control.

➢ Encourage students to do prayer, worship, participate in service activities, listening God in nature will facilitate personal values. Arranging for visiting to various places of worship, celebration of festivals of different religious will help students to develop common understanding of the principles and integrity.

➢ The education system needs to adopt flexible approaches to inculcate values among students through indirect encouragement to teach the meaningful and purposeful activities contribute to the personal and social development.

➢ The syllabus for the school education should be consciously prepared by giving essential values enable the students caught values and all subjects including the physical education should develop right values.
6.16. RECOMMENDATIONS FOR FURTHER RESEARCH

There is a wide scope for undertaking many experimental and survey researches pertaining to the variables of the study such as Emotional Intelligence, Problem Behaviour and the Values

- Similar studies can be undertaken at primary, secondary, college studies, diploma courses and professional education also.

- This study can also be done in state level, regional and national level with covering different educational level of students.

- Experimental studies can be done with the manipulation of variable through various promising strategies for the enhancement of emotional intelligence and values. The impact of various strategies can be evaluated.

- Survey methods of research can be undertaken for each dimension in variables separately for aesthetic values, democratic values, economic values, hedonistic values, knowledge values, moral values, neighbourly values, personal values, religious values and social values. Each variable can be explored and formed inter dimensions out of it. This will necessitate an in-depth study.

- Tribal and other unique culture of any group can be done through naturalistic inquiry to explore the value pattern practiced in the area.

- Historical monuments, traditions and cultural sources of life values can be brought light to the world.

- Content analysis and exploratory research can be done to analyze the hidden values in various religions.

- Various programme approaches can be adopted to inculcate values and their effects can be analyzed.

- Case studies can be conducted on problem behaviour of students.
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- Studies can be focused on family related factors and students' problem behaviour.
- Case studies can be conducted in renowned, vision and mission institution on values development among students.
- Self related problem behaviour such as food habits, personal cleanliness, self confidence and mental health and hygiene of adolescent students can be attempted separately with reference to their socio-economic background.
- Students' interpersonal problem behaviour with respect to their peer influence, family background and their academic difficulties can be attempted.
- Students' academic problem behaviour with respect to their study habits, time management, learning technique and listening ability can be attempted.
- Students' truancy with respect to socio-economic condition can be studied.
- State level survey can be conducted on students' violence behaviour.
- Observational studies can be attempted on prevalence of indiscipline behaviour among secondary school students.
- Intervention programme can be implemented after screening the problem behaviour among students and whose effect can be evaluated for the desired behaviour modification among the students.
- Impact of strategies for the enhancement of emotional self awareness among students can be attempted at higher secondary, college, diploma and professional course students, teachers and academic administrators.
- Strategies for the enhancement of citizenship values and their effect can be studied.
- Impact of deep breathing, yoga and meditation on students' values and emotional intelligence can be undertaken.
Many researches can be undertaken in emotional intelligence, students’ problem behaviour and their values including different population, at different level, and in different region.

6.17. DELIMITATION

Due to money, time and energy economics the investigator has restricted his study within geographical limit of Salem district, and has selected the sample from higher secondary school teachers who teach +2 to represent the teacher population and the students who study higher secondary course of +2 during the academic year 2009-2010 were selected as sample for this study.

6.18. LIMITATION

The questionnaires were used in the study in self reporting form therefore chances that the respondents may appear to be an emotionally intelligent and may hide the problem behaviours and show that they hold high values.

6.19. CONCLUSION

Man is a supreme animal whose position in the world is deciding the survival of other creatures, either the other creatures need to comply with man or they will be of in extinction. Such a powerful creation need to live a complete and conscious life, and make his life worthy and meaningful. Man’s life should be guided with ethics and moral principles. One’s life is shaped by the interaction with environment called family, relatives, neighbours, society, nation and the world. Education is a prominent social agency which plays a decisive role in shaping the personality of the child and the teacher is the shaper of the destiny of the child and the nation. Teachers’ mental dispositions, character, emotions, belief systems, knowledge and wisdom influence students’ learning of behaviour. Modification of behaviour in a desirable way is conducive to one’s personal development and contributes to the welfare of the global community and preparing the children to uphold human values are considered the purpose of education. Teachers need to enrich their emotional intelligence to enhance values among students and to mould their character through identification of their problems and resolve appropriate strategies to help students to become successful in life.
REFERENCES


