CHAPTER - II

REVIEW OF RELATED STUDIES

2.0 INTRODUCTION

According to Aggarwal (2000) “The related literature implies locating, reading and evaluating reports of research as well as causal observation and opinions that are related to the individuals planned research project”.

Best and Khan (1999) opinion, “A brief summary of previous research and the writing of recognized experts’ evidence that the research is familiar with what is already known and what is still unknown and untested”.

Thus the review of related literature is a valuable guide to define problem, recognizing its significance, suggesting, promising data, gathering devices, appropriate study design and source of data. The investigator can ensure that his/her problem blankness and that the work has already been done on topics which are directly related to his proposed investigation.

The investigator collected essential literature related to emotional intelligence and leadership traits from the sources such as journals dealing with teacher education and education based resources at different levels, Dissertation Abstract International, ERIC data bases and relevant websites. A careful perusal of the literature enabled the investigator to identify relevant studies dealing with the problem in hand. Because of the enormity of the studies, the investigator categorized the selected ones and presented them in two categories as:

i. Related Indian Studies

ii. Related Abroad Studies

2.1 RELATED INDIAN STUDIES

1. Studies related to Emotional Intelligence

Menon and Shweta (2014) conducted a study on “Effect of emotional intelligence, social intelligence and spiritual intelligence on academic achievement of college students”. The
findings of the study were: i) there exists significant interaction at different levels of emotional intelligence and spiritual intelligence on academic achievement of college students, ii) there exists significant interaction at different levels of social intelligence, spiritual intelligence on academic achievement of college students, iii) there exists significant interaction at different levels of emotional intelligence and social intelligence of college students.

Yadav (2014) conducted a study on “Emotional Intelligence, creativity and their impact on academic achievement of senior secondary class students”. The major findings of the study were: i) there was no significant difference between the emotional intelligence of senior secondary class students of government and non-government schools and ii) there was no significant impact of creativity on the academic achievement of students who fall in 76 and above category and 51 and 75 category but there was a significant impact of creativity on the academic achievement of students who fall in 50 and below category.

Rani and Kaur (2014) investigated on “Academic achievement of teacher-trainees in relation to their emotional intelligence”. The findings of the study revealed that there was no significant difference in the emotional intelligence of male and female trainees, there was no significant difference in the emotional intelligence of science and arts faculties and there was significant relationship between emotional intelligence and academic achievement of teacher-trainees.

Shalini Yadav (2014) investigated on “Emotional Intelligence and self-concept of government and private school students – A comparative study”. The major findings of the study showed that i) there was significant difference between the emotional intelligence of government and private schools students, ii) there was significant difference between the self-concept of government and private schools students and iii) there was no significant difference between the emotional intelligence of government schools boys and girls.

Aggarwal and Bhalla (2014) made a study on “Emotional intelligence of adolescents in relation to creativity”. The major findings of the study were: i) there was significant difference between the emotional intelligence of adolescent boys with high creativity and adolescent girls with high creativity, ii) there was significant difference between the
emotional intelligence of adolescent boys with low creativity and adolescent girls with low creativity and iii) there was significant correlation between emotional intelligence and creativity of adolescents.

Arya (2014) investigated on “Emotional intelligence of prospective teachers”. The findings of the study were: i) the majority of prospective teachers 52% were found to had average level of emotional intelligence followed by 36% of prospective teachers were found to had good level of emotional intelligence and 12% prospective teachers lies in very good category of level of emotional intelligence and ii) there was no significant difference between level of emotional intelligence of male and female prospective teachers.

Karthikeyan and Gnanam (2014) carried out a study on “Professional adjustment and emotional intelligence of special school teachers”. The findings of the study were: i) there was significant difference between male and female special school teachers in their professional adjustment, ii) there was significant difference between arts and science subject handled special school teachers in their professional adjustment, iii) there was significant difference between male and female special school teachers in their emotional intelligence and iv) there was significant difference between arts and science subject handled special school teachers in their emotional intelligence.

Sharma and Ahuja (2014) conducted a study on “Emotional intelligence of management students”. The findings of the study revealed that there was no significant variance difference among government, deemed and private universities students in terms of emotional intelligence and there was a significant difference between general and reserved category students with regard to level of emotional intelligence.

Irudhayamary and Annaraja (2014) investigated on “Emotional intelligence and quality of life among high school teachers”. The findings of the study were: i) there was no significant difference between male and female high school teachers in their emotional intelligence and its dimensions of self-awareness, self-management, social awareness and relationship management, ii) there was no significant difference between male and female high school teachers in their quality of life and its dimensions of physical, emotional,
social, intellectual, economic wellness and standard of living and iii) there was significant association between quality of life and emotional intelligence of high school teachers.

**Ushalayaraj and Samuel (2014)** carried out a study on “Emotional intelligence of B.Ed. teacher trainees”. The major findings of the study were: i) there was a significant difference of emotional intelligence among B.Ed. teacher trainees based on gender, ii) there was a significant difference of emotional intelligence among B.Ed. teacher trainees based on type of management and iii) there was a significant difference of emotional intelligence among B.Ed. teacher trainees based on type of college.

**Basu (2014)** conducted a study on “Emotional intelligence and mental health of secondary school teachers”. The major findings of the study were: i) there was a significant difference between the mean scores on mental health inventory obtained by male and female secondary school teachers, ii) there was no significant difference between the mean scores on mental health inventory for urban and rural secondary school teachers and iii) there was a positive correlation between emotional intelligence and mental health of secondary school teachers.

**Manju and Mollykutty (2013)** made a study on “Emotional intelligence and valuing competencies of secondary school students”. The findings of the study were: i) there was a significant difference in the mean scores of emotional intelligence of secondary school students based on gender, locality and type of management, ii) male was found to be higher than female students in their emotional intelligence and valuing competencies and iii) urban students was found to be higher than rural students in their emotional intelligence and valuing competencies.

**Yadav and Sharma (2013)** made a study on “Emotional intelligence and self-concept of B.Ed. students”. The findings of the study were: i) no significant difference was observed in the inter and intra personal awareness of emotional intelligence of male and female students, ii) emotional intelligence of female students was significantly higher than the emotional intelligence of male students, iii) no significant difference was observed in the temperamental, educational, moral and intellectual, self-concept of male and female
students and self-concept of male students was significantly higher than the self-concept of female students.

Agarwal (2013) made a study on “Creativity of senior secondary school students in relation to their emotional intelligence”. The findings of the study were: i) the high and low emotionally intelligent adolescent senior secondary students were found significantly different in creativity, ii) there was significant difference between high and low emotionally intelligent adolescent senior secondary students on fluency as a factor of creativity and iii) there was significant difference between high and low emotionally intelligent adolescent senior secondary students on flexibility as a factor of creativity.

Khati (2013) made a study on “Intellectual ability, emotional intelligence and spiritual intelligence of postgraduate students in relation to their gender, academic stream and academic attainments”. The main findings of the study were: i) there was no significant difference between male and female students in their intellectual ability, ii) there was significant difference between commerce stream postgraduate students and science stream postgraduate students in their intellectual ability, iii) there was no significant difference between male and female students in their spiritual intelligence, iv) there was significant difference between arts stream postgraduate students and science stream postgraduate students in their spiritual intelligence and v) there was no significant relationship between spiritual intelligence and emotional intelligence in case of the total sample postgraduate students.

Selvin and Francisca (2012) conducted a study on “Influence of emotional intelligence on academic achievement of B.Ed. college students in southern districts of Tamil Nadu”. The result revealed that there was significant difference between male and female students in their emotional intelligence and its dimensions such as emotional stability, integrity, value orientation and commitment and there was significant difference between students of arts and science discipline in emotional intelligence and its dimensions such as integrity, self-development and commitment.

Ramesh (2012) made a study on “Emotional intelligence of B.Ed. students of distance education mode in terms of their age”. Findings of the study were: i) the B.Ed. students of
different age groups had moderate level self-awareness, self-management, social awareness, relationship management and emotional intelligence, ii) the B.Ed. students belonging to the age group 26 to 30 found to had higher level of emotional intelligence than their counterparts and iii) the B.Ed. students of different age groups do not differ in their emotional intelligence.

Joshith (2012) investigated on “Emotional intelligence as a tool for innovative teaching”. The major findings of the study were: i) the emotional intelligence based instructional package (EIBIP) could significantly enhance emotional intelligence of prospective teachers when pre-emotional intelligence was considered as covariate, The F-value is 12.08 (table value is 7.17) which is significant of 0.01 level with df = 1/47. The adjusted mean scores of emotional intelligence of experimental group (401.6) and control group (368.8) differ significantly and ii) the increase in the percentage of commonness between emotional intelligence and teaching competency shows the influence of the package (EIBIP).

Venkataraman (2012) conducted a study on “Judgement of students’ emotional actions in relation to their brain dominance”. The major findings of the study were: i) there was no difference between boys and girls of integrated-brain dominance in identifying various emotional actions from the photographs. They were equal in judgement of emotional actions, ii) there was no difference between left and integrated-brain dominants in identifying various facial expressions. Both the brain dominants were equal in identifying various facial expressions from photographs and iii) there was difference between integrated and right-brain dominants. The right-brain dominants were better in judgement of facial actions.

Sreenivasulu and Reddy (2012) conducted a study on “Teacher’s effectiveness in relation to mental health, stress and emotional intelligence”. The findings of the study were: i) mental health had no significant impact on teacher’s effectiveness. However the teachers with high mental health were more effective in teachers than teachers with low mental health, ii) stress had significant impact on teacher’s effectiveness, iii) emotional intelligence had significant impact on teacher’s effectiveness. Teachers with high emotional intelligence were effective than the teachers with low emotional intelligence and
iv) there was significant interaction between stress and emotional intelligence on teachers effectiveness.

Ponni (2011) made a study on “Emotional intelligence of the secondary school teachers towards teaching profession”. The findings of the study were: i) the mean value of the secondary school teachers in the age group of 21-30 years and 31-40 years were more than the older secondary school teachers which means that younger secondary school teachers were more emotionally intelligent than the older secondary school teachers, ii) male and female secondary school teachers do not differ significantly from one another in their emotional intelligence, iii) there was significant difference among the secondary school teachers in their emotional intelligence belonging to different types of school and iv) the mean value of post graduate secondary school teachers were higher than mean value of graduate secondary school teachers.

Koneri and Patted (2011) carried out a study on “Emotional intelligence of adolescents in relation to demographic characters”. The major findings of the study were: i) the boy and girl adolescents of secondary schools do not differ significantly with respect to dimension of emotional intelligence, ii) the boy and girl adolescents of secondary schools differ significantly with respect to dimension of emotional intelligence, iii) the girl adolescents of secondary schools had significant higher intra personal abilities as compared to boy adolescents, iv) the girl adolescents of secondary schools had significant higher stress management abilities as compared to boy adolescents and v) the girl adolescents of secondary schools had significant higher adaptability abilities as compared to boy adolescents.

Mahajan (2011) made a study on “Academic achievement in relation to emotional intelligence and spiritual intelligence”. The findings of the study were: i) there exists no significant difference between the emotional intelligence of boys and girls, ii) there exists no significant difference between the spiritual intelligence of boys and girls, iii) there exists positive and significant relationship between emotional intelligence and academic achievement of boys and girls. Also, the relationship was found positive and significant for boys and girls separately, iv) there exists positive and significant relationship between
spiritual intelligence and academic achievement of boys and girls. Also, the relationship was found positive and significant for boys and girls separately and v) there exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Santhosh Kumar (2011) investigated on “Effect of cognitive style on emotional intelligence of higher secondary school students”. The findings of the study were: i) the mean score of emotional intelligence of science students was more than their humanities counterparts, ii) the mean score of emotional intelligence of boys was higher than the girls, iii) the mean value of cognitive style of boys was higher than that of girls, iv) the mean value of cognitive style on humanities students was slightly higher than the science students, v) there was no significant gender wise difference on emotional intelligence even at 0.05 level, vi) gender wise difference on cognitive style was significant at 0.01 level and vii) there was significant relation found between the variables of cognitive style and emotional intelligence.

Bindhu (2011) conducted a study on “Self-assertiveness and emotional intelligence of higher secondary students”. The findings of the study revealed that the study may be influenced by this lack of instability in emotions so at the time of admission and self-assertiveness and emotional intelligence should be tested and those candidates had very low level in these qualities should be given special training, assertiveness training and emotional literary programmes.

Subramanyam (2011) conducted a study on “Impact of emotional intelligence and study skills of high school students”. The study concluded that there was significant difference between boys and girls with regard to their emotional intelligence and there was no significant difference between boys and girls with regard to their study skills.

Poornima and Reddy (2011) investigated on “Emotional intelligence and occupational stress of special teachers working in the schools for hearing-impaired children”. The major objectives of the study are: i) to find out the relationship between the dimensions of emotional intelligence and the dimensions of occupational stress of special education teachers working in the schools for hearing-impaired children. The major findings of the
study are there was no significant relationship between the dimensions of emotional intelligence and the dimensions of occupational stress of special education teachers working in the schools for hearing-impaired children.

Mittal (2011) made a study on “Emotional intelligence of teacher-trainees in relation to anxiety”. The major findings of the study were: i) significant relationship exists between emotional intelligence and anxiety of teacher trainees. Emotional intelligence and anxiety are dependent on each other, ii) male and female teacher-trainees do not differ significantly in their emotional intelligence, iii) there was no significant differences exist in the emotional intelligence of teacher-trainees belonging to arts and science streams and iv) significant differences exist in the emotional intelligence of teacher-trainees belonging to high and low levels of anxiety.

Khatoon (2010) conducted a study on “Effect of emotional intelligence on academic achievement of student-teachers”. The major findings of the study were: i) there was positive relationship between emotional intelligence on academic achievement of student-teachers, ii) male and female student-teachers do not differ in their emotional intelligence and iii) male and female student-teachers do not differ in their academic achievements.

Basu (2010) carried out a study on “Emotional intelligence and teacher effectiveness of secondary school teachers”. The major findings of the study were: i) emotional intelligence of secondary school teachers varies significantly when gender is taken into consideration, ii) the teacher effectiveness of secondary school teachers differs significantly when gender was taken into account and iii) emotional intelligence of secondary school teachers was significantly positively correlated with their teacher effectiveness.

Indu and Nishakumari (2010) made a study on “Emotional intelligence of college students”. The major findings of the study were: i) there was no significant difference between the emotional intelligence of male and female college students, ii) undergraduate and postgraduate students showed significant difference in their emotional intelligence. It was found that postgraduate students were emotionally intelligent than the undergraduate students and iii) there was no significant difference in the total emotional intelligence of
arts, science and commerce students, but there was significant difference in the dimensions like inter-personal skill and adaptability.

**Jadhav and Patil (2010)** conducted a study on “Emotional intelligence among student teachers in relation to general intelligence and academic achievement”. The result showed that there was no significant relationship between emotional intelligence and general intelligence of student teachers and there was no significant relationship between emotional intelligence and academic achievement of student teachers.

**Sahayamary and Samuel (2010)** investigated on “Influence of emotional intelligence on attitude towards teaching of student-teachers”. The major findings of the study were: i) the present study reveals that the student teachers have attitude towards teaching and their emotional intelligence was found to be satisfactory, ii) there was significant difference between the community, influence of others and attitude towards teaching of student teachers and iii) there was significant relationship between the attitude towards teaching and emotional intelligence.

**Gupta (2009)** conducted a study on “Emotional intelligence of senior secondary students in relation to their reasoning ability”. The findings of the study were: i) there was positive relationship between emotional intelligence and reasoning ability of senior secondary students and ii) there were no significant difference was found between male and female senior secondary students in their emotional intelligence.

**Singh and Kumar (2009)** made a study on “Emotional intelligence of in-service and pre-service trainee teachers: A comparative study”. The findings of the study were: i) the emotional intelligence was found significantly different in trainee teachers of pre-service training programme (B.Ed. Regular) and in-service training programme (B.Ed. Distance mode), which means that mode of training had a significant relationship with emotional intelligence and ii) on all of the aspects of emotional intelligence, mean scores of trainee teachers of pre-service training programme (B.Ed. Regular) and in-service training programme (B.Ed. Distance mode) were significantly different.
Indu (2009) carried out a study on “Emotional intelligence of secondary teacher trainees”. The findings of the study were: i) majority of the teacher trainees possessed average emotional intelligence, ii) male and female teacher trainees did not differ in their emotional intelligence and iii) there was no significant difference between the emotional intelligence of teacher trainees based on the sub-samples, type of family and types of institution.

2. Studies related to Critical Thinking

Gurubasappa (2014) investigated on “Critical thinking, emotional intelligence and their effect on academic achievement in science of secondary school students”. The findings of the study were: i) there was a significant effect of critical thinking on the academic achievement in science of secondary school students, ii) there was a significant effect of emotional intelligence on the academic achievement in science of secondary school students and iii) there was a significant main and interactive effect of critical thinking and emotional intelligence on the academic achievement in science of secondary school students.

Subramanian and Yogaraj (2014) made a study on “Critical thinking on learning style among B.Ed. trainees”. The findings of the study were: i) there was significant difference between male and female B.Ed. trainees in disposition critical thinking on leaning style and ii) there was no significant difference among the parents educational qualification of critical thinking on learning style of B.Ed. trainees and its dimensions.

Jeyanthamary and Selvakumar (2013) investigated on “Critical thinking dispositions of higher secondary students”. The findings of the study were: i) there was significant difference between male and female students in the dimensions of maturity, innovations and critical thinking dispositions in total, ii) there was significant difference between Tamil and English medium higher secondary students in the dimension of innovations but not significantly different in the dimensions of maturity and critical thinking dispositions in total.

Srinivasalu (2012) conducted a study on “Development of critical thinking skills with an inquiry oriented approach in teaching of Civics”. The result of the study revealed that a positive effect on experimental group by this model had produced a great effect on students
thinking. So it was more psychological to view this as a highly effective learning technique, which helps in development of critical thinking ability. The study developed healthy respect for knowledge and thinking with the involvement of student in genuine issues of inquiry. It was one of the most effective teaching-learning strategies used in civics to made learning a joyful activity. The study encouraged students to develop their own rational faculties, by inviting them to design the ways of overcoming the issue.

**Gupta (2011)** made a study on “Need for integrating critical thinking skills in mathematics instruction”. The findings of the study were: i) the analysis of variance showed that effect of psychoticism on depression was significant at 0.01 level, ii) to find out at which levels of the psychoticism the differences in depression were significant, iii) the analysis of variance shows that effect of neuroticism on depression was not significant even at 0.05 level and iv) the analysis of variance shows that effect of extraversion was not significant even at 0.05 level.

**Harish (2011)** investigated on “Impact of integrated critical thinking skills on achievement in mathematics of secondary school students”. The major findings of the study were: i) there was a significant difference between the post-test achievement of control and experimental groups, ii) there was no significant difference between the mean scores of boys and girls in the post-test achievement, iii) there was a significant interaction between group and gender on post-test achievement and iv) there was a significant interaction between group and gender on total integrated critical thinking skills on achievement after the intervention program.

**Sibichen and Annaraja (2010)** conducted a study on “Critical thinking and decision making skills in teaching: A paradigm shift”. The findings of the study were: i) there was no significant difference between male and female secondary teacher education students in their critical thinking and decision making skills, ii) there was significant difference between graduate and post-graduate secondary teacher education students in their critical thinking and decision making skills and iii) there was no significant difference among English, Social science, Mathematics, Natural science and Physical science secondary teacher education students in their critical thinking and decision making skills.
Smitha and Rao (2009) made a study on “Effectiveness of guided discovery learning on critical thinking of secondary school students”. The findings of the study were: i) guided discovery learning was more effective than conventional teaching in developing critical thinking of secondary school students, ii) it was also found that boys and girls were equally benefited from guided discovery learning, iii) the gender had no effect in developing critical thinking. Moreover it was also found that there was no interaction effect of gender and group on critical thinking.

3. Studies related to Stress Management

Yadav (2014) investigated on “Effect of personality dimensions on occupational stress of teachers”. The major findings of the study were: i) there was significant relationship between psychoticism and occupational stress of high school teachers, ii) there was no significant relationship between extroversion and occupational stress, iii) there was significant relationship between psychoticism and neuroticism with occupational stress of government high school teachers and iv) there was significant relationship between psychoticism and neuroticism with occupational stress of private high school teachers.

Mehar and Kanwar (2014) made a study on “Effect of online mastery learning strategy on achievement in English in relation to academic stress”. The major findings of the study were: i) the performance through online mastery learning strategy group was more effective than that of conventional teaching groups, ii) the performance through online mastery learning strategy does interact with different levels of academic stress in English and iii) the performance of students through online mastery learning strategy in English was found more effective than the conventional method of teaching.

Selvakumar and Ramesh (2014) made a study on “Job stressors and mental health of primary school teachers in Ariyalur district”. The major findings of the study were: i) there was no significant difference between male and female primary school teachers in their teacher role maintenance, maintenance of interpersonal relationship and job stressors, ii) there was no significant difference between unmarried and married primary school teachers in their teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship and job stressors, iii) there was no significant difference
between male and female primary school teachers in their mental health, iv) there was no significant difference between unmarried and married primary school teachers in their mental health.

Karally and Usha (2014) investigated on “Relationship between emotional intimacy and occupational stress: A study among special educators of mentally challenged children”. The major findings of the study were: i) there was a significant relationship between occupational stress and emotional intimacy, ii) there was no significant difference in the emotional intimacy between two groups, but the group 1 shows a comparatively high mean score (197) when compared to group 2 (183) and iii) there was a significant difference in occupational stress among special educators when classified based on their length of service.

Kusuma (2013) investigated on “Academic stress in scheduled caste adolescent boys”. The findings of the study were: i) there was significant association between academic stress in adolescent boys and their age, ii) there was significant association between academic stress in adolescent boys and their ordinal position, iii) there was significant association between academic stress in adolescent boys and their fathers education level and iv) there was significant association between academic stress in adolescent boys and their mothers education level.

Meera and Kader (2013) made a study on “Effect of lifestyle factors on academic stress among higher secondary school students of Kerala”. The findings of the study were: i) there was significant difference in the mean scores of the life style factors of higher secondary school students of the total score of sub samples based on locale, gender and type of management, ii) there was significant difference in the mean scores of the academic stress of higher secondary school students of the total score of sub samples based on locale, gender and type of management and iii) the life style factors had significant effect on the academic stress in higher secondary school students.

Venkataraman (2013) carried out a study on “B.Ed. students’ academic stress in Nagappattinam district of Tamilnadu”. The major findings of the study were: i) there was significant difference between male and female students with respect to their academic
stress, ii) there was no significant difference between arts and science students with respect to their academic stress, iii) there was significant difference in the academic stress of B.Ed. students with illiterate and school educated parents and iv) there was no significant difference between students with illiterate and school and college level educated parents.

Reddy and Ammani (2013) conducted a study on “Stress management: A case study of professional students on impact of meditation and yoga on stress levels”. The findings of the study were: i) there was significant impact of yoga on stress among professional students with regard to pre-test and post-test and ii) there was significant impact of meditation on stress among professional students with regard to pre-test and post-test.

Suvitha and Gowri (2012) made a study on “Stress among secondary school teachers”. The findings of the study were: i) there was significant difference between mean scores of undergraduate and postgraduate qualified teachers in their stress and ii) there was significant difference among below 5 years, 6-15 years and above 15 years of teaching experienced secondary school teachers in their stress.

Ali and Fatima (2012) investigated on “A study of religiosity and psychological distress among cancer patients”. The main findings of the study are there was significant difference between low religious and high religious groups in the dimensions of inadequacy, depression, anxiety, sensitivity, anger, tension and composite psychological distress.

Suryalatha and Indumathi (2012) conducted a study on “Stress among school teachers”. The findings of the study were: i) the stress level of the selected teachers, majority of them (100 male and 101 female teachers) were in the category of high stress level, ii) there was no significant difference between level of stress and gender, iii) there was a significant difference between level of stress and types of school, iv) there was no significant difference between level of stress and level of teaching and teaching experience.

Krishnakumari (2012) made a study on “Occupational stress among the heads of higher secondary schools”. The findings of the study were: i) 25% of the total sample were highly stressors and 5% were mild stressors, 70% of the total sample were moderately stressors, ii) 15% of the male principals were highly stressors and 5% were mild stressors, 80% of
the males were moderately stressors, iii) 40% of the female principals were highly stressors and 25% were mild stressors, 35% of the females were moderately stressors, iv) there exists significant difference between the mean scores of occupational stress of male and female principals. Females had more occupational stress than the male’s principals and v) there was no significant difference between the mean scores of occupational stress based on the administrative and academic dimensions with respect to the total sample.

**Minikumari (2012)** investigated on “Stress among prospective teachers”. The major findings of the study were: i) the mean stress score for the total sample was 102.63 and the standard deviation was 12.48. This shows that the prospective teachers had high stress, ii) there was significant difference between the male and female prospective teachers in their stress, iii) there was no significant difference between the prospective teachers of different age groups in their stress level, iv) there was significant difference between the rural and urban prospective teachers in their stress, v) there was no significant difference between the prospective teachers of arts and science subjects in their stress level.

**Vijayalakshmi and Susan (2012)** conducted a study on “Effect of stress on academic success among higher secondary school students”. The findings of the study were: i) 20% of the higher secondary school students experienced low level of academic stress. Most of (80%) the students experience either high (49.6%) or moderate (30.4%) level of academic stress, ii) the significant difference exists between the sub samples of higher secondary school students (based on gender, locale, subject stream) with respect to the level of academic stress, iii) the coefficient of correlation between stress and academic success for the total sample and for the sub samples were negative significant.

**Sindhya (2012)** made a study on “Adolescent stress and spiritual intelligence: An analytical study". The findings of the study were: i) on the whole majority of the secondary school students had average level of spiritual intelligence (71.4%-Average, 12.2% High, 16.4%-Low) level of stress, ii) rural students were in a better position than urban students with respect to high level of spiritual intelligence, iii) there was negative relationship between stress and spirituality, i.e. high spiritual intelligence was associated with low
stress level and vice versa, iv) the study reveals that even though the stress level of adolescents was moderately high, those having a high score in spiritual intelligence showed less stress.

**Gupta and Sharma (2011)** conducted a study on “Impact of occupational stress on transactional styles: Role of B.Ed. colleges”. The major findings of the study were: i) the occupational stress had a major effect on rescuing style, sulking style, resilient style, prescriptive style, normative style, innovative style, confronting style and aggressive style, ii) the sex had significant effect on supportive style, rescuing style, task obsessive style, resilient style and bohemian style, iii) the effect of sex on transactional styles of school teachers on comparison of the means it was found that male school teachers using rescuing style, supportive style, task obsessive style and resilient style.

**Sujeetha and Natesan (2011)** investigated on “Management of stress and academic problems of adolescents through positive therapy”. The findings of the study were: i) initially 78% of the sample had high / very high stress and only 5% had low stress. After positive therapy 38% had high / very high stress and 39% had low stress, ii) before positive therapy, 91% of the sample had academic problems, 47% had more than five academic problems. After positive therapy, the academic problems of the sample had reduced markedly; 46% did not have any academic problems and only 4% had more than five academic problems.

**Anbuchelvan (2010)** conducted a study on “Occupational stress of high school teachers”. The findings of the study were: i) there was significant difference between male and female teachers in high schools with regard to occupational stress, ii) there was no significant difference between high school teachers on the basis of educational qualifications, marital status, location of the school and teaching experience.

**Shyamala and Sekar (2008)** made a study on “Occupational stress and mental health of teachers of physical education in the schools in Trichy district”. The major findings of the study were: i) physical education teachers in the schools in Trichy district were found to be low in their occupational stress, ii) the level of occupational stress was low for male physical education teachers whereas it was between average and high for female, iii) the
study showed that occupational stress of physical education teachers in significantly correlated but in the negative with the mental health of physical education teachers of different gender, different age group and working in different types of school.

Sheela (2008) conducted a study on “Occupational stress among teachers in Tuticorin district”. This study was intended to test the occupational stress of teachers in terms of sex, their education, location and the subject of study. The findings of the study were: i) female teacher’s experience more occupational stress than male teachers, ii) there was no difference in the occupational stress of teachers educationally.

Sebastian and Pragash (2007) carried out a study on “Stress management of higher secondary students in relation to their academic achievement”. The findings of the study were: i) there was a significant difference between higher secondary boys and girls in their social stress management. The girls were better than the boys in their social stress management, ii) there was a significant difference between government and aided higher secondary school students in their family stress management. Government higher secondary school students were better than the aided higher secondary school students in their family stress management, iii) there was a significant difference among the students of boys’ and girls’ and co-education schools in their family, academic and social stress management. Students of girls’ schools were better than those of boys’ and co-education schools in their stress management, iv) there was no significant relationship between academic achievement and stress management of higher secondary students.

Suriyakanth and Nellaiyapan (2006) made a study on “Stress management of the higher secondary girls of Cuddalore District”. The findings of the study were: i) the stress management level of the higher secondary girls was high and more than 78% of higher secondary girls were having high level stress management. Out of this 26% were having very high level, ii) significant difference existed in the stress management levels of various categories of sub samples of which XII standard girls, private school girls, urban girls; girls of educated parents, girls of self employed parents and day scholar girls stress management level was superior than their counter parts and iii) for the stress management
of higher secondary girls four variables like locality, parental education, type of schools and domicile of the girls contributed to the extent of 30.04%.

**Sabu and Jangaiah (2005)** conducted a study on “Stress and teaching competency of secondary school teachers”. The findings of the study were: i) there was a negative correlation between stress and teaching competence of secondary school teachers. Teachers with high stress had low teaching competence and teachers with high teaching competence had low stress, ii) there was a significant difference between male and female teachers with regard to stress. Female teachers had high stress than male teachers, iii) there was no significant difference between male and female teachers with regard to their teaching competence and iv) there was no significant difference between teachers of different qualifications with regard to their teaching competence.

### 2.2 RELATED ABROAD STUDIES

**1. Studies related to Emotional Intelligence**

**Gorji et al. (2014)** made a study on “A comparative analysis of the relationship between emotional intelligence and entrepreneurial orientation in public and private banks”. The major findings of the study were: i) there was no significant difference between self-awareness and corporate entrepreneurial orientation in both public and private banks, ii) there was a significant difference between self-management and corporate entrepreneurial orientation in both sectors, although the correlation was more among the private sector’s employees than the public serviceman, iii) there was a significant difference between self-motivation and corporate entrepreneurial orientation with more correlation in the private sector, iv) there was a significant difference between self-motivation and corporate entrepreneurial orientation in private and public sectors.

**Saat et al. (2014)** made a study on “Status of emotional intelligence (EI) level of biomedical science programme in Kuala Lumpur”. The findings of the study reveals that the mean of EI male students (111.84±12.92 S.D.) was lower than that in female students (112.02±10.23 S.D.), the mean of EI among student staying in campus (112.55±10.947 S.D.) were higher than campus student staying off-campus (110.76±10.274 S.D.) and the mean of EI among first year (114.35±13.32 S.D.) was the highest compared to that in year
second (113.16±9.592 S.D.) and Year third (109.93±10.169 S.D.). However there was no significance mean difference of EI between gender, year of study and residences (p>0.05). Emotional Intelligence (EI) was at average level (79.7%) and it was not depending on gender, year of study and residences.

**Arabsarhangi and Noroozi (2014)** conducted a study on “The relationship between self-awareness and learners’ performance on different reading comprehension test types among Iranian EFL elementary learners”. The major findings of the study were: i) there was not significant relationship between emotional self-awareness and learner’s performance on different reading comprehension test types among Iranian EFL elementary learners, ii) there was significant relationship between accurate self-assessment and learner’s performance on different reading comprehension test types among Iranian EFL elementary learners and iii) there was significant relationship between self-confidence and learner’s performance on different reading comprehension test types among Iranian EFL elementary learners.

**Supardi (2014)** conducted a study on “Teacher emotional intelligences: a demographic perspective of a comparative study of the teachers at public senior high schools at Tangerang, Banten, Indonesia”. The findings of the study showed that there was a difference between the sex-based teacher emotional intelligence and the subthemes of self-awareness, self-management, social awareness and relation management, the results of the one-way ANOVA of the differences of the teacher emotional intelligence based on age showed that there was a significant difference of the mean score of the teacher emotional intelligence based on age (F; 6: 1217.47) = 5.91; sig .000).

**Ghanadi and Ketabi (2014)** made a study on “The relationship between emotional intelligence and learners’ beliefs about language learning: Iranian advanced EFL learners in focus”. The major findings of the study were: i) there was a significant and positive relationship between EI and learners’ belief about language learning and ii) emotional intelligence can predict approximately 0.73 of variance in learners’ beliefs about language learning (0.729, Sig= 0.00).
Sarinnapakorn and Sucaromana (2013) investigated on “Emotional intelligence among business consultants: a comparative study”. The findings showed that there was no significant difference between levels of EI based on gender and years in the industry, the EI level of the student who had a full time job is higher than the student who did not have a full time job and the relationship between EI and work performance among corporate executives in terms of different demographic variables such as gender, academic qualifications and years in the industry.

Gondal and Husain (2013) investigated on “A comparative study of intelligence quotient and emotional intelligence: effect on employees’ performance”. The findings of the study reveals that emotional intelligence compensates for low levels of cognitive intelligence, as effective social interaction, good decisions and high motivation results in enhanced employees’ performance, emotional intelligence is found to have significant relationship with employees’ performance signifying that emotional intelligence is more important than intelligence quotient at workplace.

Runcan and Iovu (2013) made a study on “Emotional intelligence and life satisfaction in Romanian university students: the mediating role of self-esteem and social support”. The findings showed that the influence of emotional intelligence was not significant once it was adjusted for the set of mediators indicates that the mediators completely mediated the effect of EI on life satisfaction, Emotional intelligence had a positive influence on self-esteem \((b = -.331, p < .001)\). The results also showed that emotional intelligence had a positive effect on social support \((b = .534, p < .01)\). These indicate that students who feel adequate emotional competent display good global personal value and self-acceptance.

Esfahani and Soflu (2013) investigated on “Emotional intelligence and transformational leadership in physical education managers”. The results showed a significant relationship between emotional intelligence and transformational leadership method. Also, the results of multiple regression test indicated that among transformational leadership micro scales, personal considerations was the strongest predictive variable in transformational leadership method and among emotional intelligence micro scales, empathy had a great influence on emotional intelligence of physical education managers. The results of Pearson test
indicated that social skills had a high relationship with motivation \((r = 0.53)\), also a weak relationship existed between behavior and self-management of managers \((r = 0.085)\). Besides, a direct and high relationship existed between emotional intelligence and transformational leadership style \((r = 0.61)\).

**Seyal and Afzaal (2013)** investigated on “Relationship among Emotional Intelligence, Organizational Commitment and Job Satisfaction: Evidence from Academics in Brunei Darussalam”. The findings showed that a significant correlation between the overall constructs of emotional intelligence, organizational commitment and job satisfaction, the significance of emotional intelligence variables among the surveyed academics revealed some interesting findings. The study has found that out of the seven dimensions of emotional intelligence, only two i.e. emotional self-awareness and emotional self-management were related with the job satisfaction.

**Ziaaddini and Makiabadi (2013)** investigated on “Studying the relationship between employees’ kind of personality and their emotional intelligence in Sijan executive systems”. The result showed that there was a meaningful indirect relationship between employees’ introversion and their emotional intelligence in Sijan executive systems and the relationship between extroversion and emotional intelligence show that there was a positive, direct and meaningful relationship between extroversion and emotional intelligence.

**Alavinia and Ahmadzadeh (2012)** conducted a study on “Toward a reappraisal of the bonds between emotional intelligence and burnout”. The findings showed that EI was reversely correlated with burnout, and it could be a potent predictor of burnout. Also, in line with the gained upshots age and teaching experience were positively correlated with EI and reversely correlated with teacher burnout. Finally, significant differences among teachers’ burnout (but not their EI) were found with respect to gender.

**Bharti and Sidana (2012)** investigated on “A study of emotional intelligence in relation to academic achievement and academic stress of student-teachers”. The results of descriptive statistics showed that there was a significant difference between high and low emotional intelligent student-teachers on academic achievement and academic stress. Findings
showed that the high emotional intelligent student-teachers were high on academic achievement and academic stress. There was necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students.

**Saini (2012)** conducted a study on “Self-efficacy in relation emotional intelligence of senior secondary school students”. The results obtained from Pearson Correlation showed that there was a positive significant correlation between emotional intelligence (EI) and self-efficacy (r =0.3). It was also found that female students were better than male students with regard to their self-efficacy and emotional intelligence. Self-efficacy was positively correlated with emotional intelligence of male and female students. The mean scores show that female students had more self-efficacy than male students. The mean scores show that female students had more emotional intelligence than male students.

**Kumar et al. (2012)** carried out a study on “The relationship between emotional intelligence and students’ attitude towards computers: a study on polytechnic engineering students”. The findings revealed that there was no significant difference between the overall levels of emotional intelligence between the groups of male and female. The relationship between emotional intelligence and attitude towards computer was positive, weak (rho=0.103, p=0.512) and non-significant. The male students were reported to had an overall positive non-significant relationship (rho=0.292, p=0.166) between emotional intelligence and attitude towards computers.

**Goroshit and Hen (2012)** made a study on “Emotional intelligence: a stable change”. The results of this study indicate that the potential for enhanced emotional intelligence can be improved in the traditional classroom, employing experiential teaching methods. Further, the findings revealed a significant difference instability measures between social work and education students, indicating that EI course “Doing Psychotherapy” (conceived by the study’s authors) had a differential effect on students of the two faculties.

**Vaezi and Fallah (2012)** conducted a study on “Sense of humor and emotional intelligence as predictors of stress among EFL teachers”. The findings revealed that EFL teachers’ sense of humor and EI were reversely correlated with their stress level. It was
also found that, after accounting for the contribution of demographic variables, sense of humor and EI could collectively add to the prediction of teacher stress, however, only EI could separately predict teacher stress.

Sasanpour et al. (2012) investigated on “The relationship between emotional intelligence, happiness and mental health in students of medical sciences of Isfahan University”. The results show that there was a positive and meaningful relation between emotional intelligence, happiness and mental health. Besides, students with high emotional intelligence had more happiness and mental health.

Azouzi and Jarboui (2012) conducted a study on “CEO emotional intelligence and board of directors’ efficiency”. The results revealed that the presence of a high emotional intelligence rate was not always positively correlated with the executives’ suggestibility with respect to behavioral biases. They had also affirmed the existence of a complementarily relationship between emotional intelligence and the board of directors.

Moradi et al. (2012) made a study on “The relationship between emotional intelligence and job satisfaction among coaches in premier under-20 football league”. Results showed that there was significant association between emotional intelligence, subscale self-awareness, empathy and social skills with job satisfaction (p≤0.05). However, there was not significant association between subscale self-motivation and subscale self-control with job satisfaction. Self-awareness, empathy and social skills (predictors) predicted job satisfaction (criterion) significantly.

Hosein and Yousefi (2012) conducted a study on “The role of emotional intelligence on workforce agility in the workplace”. The results also had revealed that factors which were related to interpersonal competence (Self-awareness, self-control and self-motivation) have more effects on the agility than factors which were related to social competence (empathy and relation management) and had a greater role in workforce agility changes. Use of the results of this survey in the selection and training of human resources help to create appropriate environment for changing management and organizations movement to agility.
Saeidipour et al. (2012) carried out a study on “The effect of emotional intelligence on organizational learning staff, case study: Jihad agriculture organization of Isfahan”. The results of this survey had shown that there was a significant relationship between emotional intelligence and organizational learning. Results in a significant level of 99% showed that emotional intelligence had a significant effect on organizational learning.

Kalyoncu et al. (2012) made a study on “Analysis of the relationship between emotional intelligence and stress caused by the organization: a study of nurses”. The findings revealed that there was a significant relationship between the emotional intelligence of the participating nurses and the medium stress-level group and the relationships between the emotional intelligence of participating nurses and their stress levels will show differences.

Martin (2012) conducted a study on “Evaluation of object oriented programming skills of students with respect to trait emotional intelligence based on student’s performance”. The main purpose of this study was to attain insight on how will a student perform based on the Trait Emotional Intelligence (TEI) and the students programming skills. The association was found that male students from rural areas with self-control, sociability and well-being agree were awarded high in their programming skills, the female students who were sociability agree achieved first class in the same.

Madankar (2012) investigated on “Relationship between emotional intelligence and attitude towards training programmes of DIET's among teacher trainees”. The findings of the study revealed that there was a positive significant relationship between emotional intelligence and attitude towards training programmes of boys teacher trainees, there was a positive significant relationship between emotional intelligence and attitude towards training programmes of arts teacher trainees and there was a positive significant relationship between emotional intelligence and attitude towards training programmes of science teacher trainees.

Sucaromana (2012) made a study on “Contribution to language teaching and learning: a review of emotional intelligence”. Emotional intelligence was still not widely known, used or studied in the world of language teaching and learning, although increased efforts to popularize this term have occurred in the past two decades. For this to be achievable in
language teaching and learning, scholars and researchers need to pay attention to emotional intelligence. Therefore, both language teachers and students should be aware of and cooperate together to improve emotional intelligence and to create a more effective learning atmosphere for language teaching and learning.

**Jorfi et al. (2011)** conducted a study on “The relationship between demographics variables, emotional intelligence, communication effectiveness, motivation, and job satisfaction”. As a result, this research proposes a relationship between demographic variables, emotional intelligence (i.e., intrapersonal, interpersonal, adaptability, general mood, and stress management), communication effectiveness, job Satisfaction and motivation.

**Kravvariti et al. (2010)** carried out a study on “Emotional intelligence and coronary heart disease: How close is the link?” As hypothesized, the results emerged from the study indicated that facets of trait emotional intelligence such as decreased ability to use and regulate emotions as well as frequency of negative expressiveness were associated with incidence of coronary heart disease. The discussion focuses on the role and applications of trait emotional intelligence in the clinical domain.

**Kilic et al. (2010)** conducted a study on “SEM analysis of Turkish teachers’ views on emotional intelligence”. The findings indicate no significant difference in views about emotional intelligence when comparing the gender, status, and living places of the teacher respondents, but there were significant differences when comparing their age and seniority.

**2. Studies related to Critical Thinking**

**Sepahi et al. (2014)** investigated on “The correlation between critical thinking disposition and academic achievement of preclinical and clinical medical students at Kermanshah University of medical sciences”. The findings of the study revealed that the mean of critical thinking disposition in the preclinical stage was 209.08±26.24 indicating a significant correlation with academic achievement (p=0.003, r=-2.64). In the clinical stage, however, the mean of critical thinking disposition was 214.07±28.15 which showed no significant correlation with academic achievement. Moreover, the mean of critical thinking
disposition and its components in preclinical and clinical stages revealed not significant correlation and merely curiosity component showed a significant correlation (p=0.04).

Slameto (2014) conducted a study on “Developing critical thinking skills through school teacher ‘Training and Development Personnel Model’ and their determinants of success”. Based on the ANOVA results as the 11 independent variables, only 3 models obtained with only 3 variables into a variable determinant of the development of critical thinking skills of teachers, while the other 8 variables excluded from the model, because it is not significant. Model 1 is obtained $F = 9.896$ with a significance level = 0.008; This means that the variable elaboration knowledge be determinant developing critical thinking skills through training model of teachers 'Training and Development Personnel' by the influence of 40.60%. Model 2 obtained at $F = 9.572$ with a significance level = 0.004.

Sanavi and Tarighat (2014) conducted a study on “Critical thinking and speaking proficiency: A mixed-method study”. The results showed that the independent t-test ($t (58) = 2.27, P = .029 < .05, r = .28$), with an almost moderate effect size, indicated that there was a significant difference between experimental and control groups means on the gained score of speaking. Thus, the first null-hypothesis as the experimental group does not make a significantly better progress in their ability to speak English than the control group was rejected. The experimental group shows a higher gained score on the speaking test.

Manshaee et al. (2014) investigated on “Comparison of critical thinking in students’ interested and uninterested in learning a second language”. The findings of the study showed that there was a significant difference in the critical thinking aspects between female and male students interested and uninterested in learning a second language and there was a significant difference in the critical thinking components of students interested and uninterested in learning a second language but these differences are not significant within groups with regard to gender.

Evens et al. (2014) carried out a study on “The development of critical thinking in professional and academic bachelor programmes”. The result showed that the independent samples t-test could reveal a significant growth in CT during the first two professional bachelor years. Differences between the beginning of the first year and the end of the
second year were significant, \( t(401) = -2.80, p< .01, r = .14 \). First bachelor students scored on average 50.81 (SD = 7.61) at the beginning of the year and 52.58 (SD = 7.95) at the end of the year. The mean scores of second year bachelor students also increased between the beginning (M = 54.15, SD = 7.18) and the end (M = 56.45, SD = 8.04) of the academic year. In the third bachelor year the mean score was again lower (M = 51.15, SD = 8.05) at the start, but at the end of the year the average score increased until 56.27 (SD = 8.45).

**Amiri and Sheikhy (2014)** conducted a study on “The comparative impact of autonomy and critical thinking on EFL learners’ writing achievement”. The result showed that the difference between the mean scores of the two groups on the writing pre-treatment test turned out to be non-significant (\( t=.176, p=.861>.05 \)) with the equal variances condition assumed. Therefore, any possible difference in their posttest writing scores could reasonably be attributed to the treatment they received and there was no significant difference between the impact of autonomy and critical thinking on EFL learners’ writing achievement.

**Evens et al. (2013)** made a study on “Critical thinking in college freshmen: the impact of secondary and higher education”. The findings of the study revealed that there was a significant interaction effect between field of study in Secondary Education (SE) and discipline in Higher Education (HE) on entrance CT performance, \( F (8, 680) = 2.03, p < .05 \). No significant differences between the separate academic fields of study in SE were found. Furthermore, there were no significant differences in growth based on field of study in SE. As a consequence, also at the May administration there were no significant differences between the separate academic fields of study in SE.

**Birjandi et al. (2012)** conducted a study on “Manifestation of critical thinking skills in the English textbooks employed by language institutes in Iran”. The findings of the study revealed that the comparison of the mean rank of the skills in the three books also disclosed that as for lower order thinking skills there wasn’t a significant difference among the books; however, as for other skills Topnotch was marginally higher. The results of the study had significant implications for material developers, educational policy makers and teachers.
Hashemi and Zabihi (2012) investigated on “Does critical thinking enhance EFL learners‘ receptive skills?” Results from Pearson product-moment correlation showed significant correlations between WGCTA subscales and proficiency scores. The mean proficiency scores of the three groups were compared. One-way ANOVA indicated significant differences in the mean proficiency scores among the three groups. The results of the post-hoc Scheffe test revealed that there was a significant difference between the proficiency scores of the high creative group and those of the two other groups.

Fahim et al. (2012) made a study on “Effects of critical thinking strategy training on male/female EFL learners’ reading comprehension”. The results suggested CT skills significantly affected EFL learners’ reading comprehension performance. However, the effect of critical thinking strategy training didn’t vary across different language proficiency levels. Overall, the findings provide empirical support for the facilitative effect of critical thinking strategy training on reading comprehension performance of EFL learners.

Ghadi et al. (2012) made a study on “Construct validity examination of critical thinking dispositions for undergraduate students in university Putra Malaysia”. The findings showed that the Critical Thinking Disposition (CTD) had satisfactory construct validity with seven factors extracted and confirmed by confirmatory factor analyses. Construct validity results were supported with the Cronbach’s alpha values which indicates high validity and reliability for the instrument to measure critical thinking dispositions.

Mohammadi et al. (2012) conducted a study on “The relationship between critical thinking ability and reading strategies used by Iranian EFL learners”. Results of the study showed that the most frequently used reading strategy was meta-cognitive strategy. Statistical analyses revealed a low positive significant correlation between learners’ critical thinking ability and their overall use of reading strategies. The participants’ critical thinking ability also correlated positively with their use of each one of cognitive, meta-cognitive, and compensation strategies. An independent-samples t-test was employed to examine the difference between critical thinking ability of males and females and the result revealed a significant difference between male and female learners in their critical thinking; males’ critical thinking ability was higher than that of females.
Alwehaibi (2012) carried out a study on “Novel program to promote critical thinking among higher education students: empirical study from Saudi Arabia”. The effectiveness of the program was examined using a critical thinking assessment instrument that evaluated five critical thinking skills: causal explanation, determining the reliability of sources, argument, prediction, and determining parts-whole relationships. The data demonstrated statistically significant gains in the five critical thinking skills tested. Thus, this study provides a framework for creating teaching methods that provide effective direct instruction for the development of critical thinking skills of college students.

Duran and Sendag (2012) made a study on “A preliminary investigation into critical thinking skills of urban high school students: Role of an IT/STEM program”. Findings indicate that based on a mean score of 15.77, the average participant scored between the 16th and 19th percentiles at the beginning of the program compared to an aggregated national sample. In addition, data showed significant improvement in inductive reasoning skills of the program participants during the first nine months with continuing improvement in the second nine months. In contrast, data presented improved inference skills during the first nine months with significant gains during the second half of the program.

Zhou et al. (2012) made a study on “Integrating web quest into chemistry classroom teaching to promote students’ critical thinking”. The California Critical Thinking Disposition Inventory (CCTDI) and the California Critical Thinking Skills Test (CCTST) were employed as data collection tools. Both CCTDI and CCTST scores of the participants showed significant differences ($p < 0.05$) between before and after Web Quest learning. The subscale scores of CCTDI showed significant differences in all aspects of dispositions toward critical thinking except open-mindedness and maturity. For CCTST subscales, the scores showed significant differences in analysis and evaluation but in inference. These findings add to the evidence that integrating Web Quest into science classroom teaching might be an effective way to develop high school students’ critical thinking.

Yuksel and Alci (2012) conducted a study on “Self-efficacy and critical thinking dispositions as predictors of success in school practicum”. Statistically significant
correlation was found between the self-efficacy and critical dispositions scores, and between critical thinking disposition scores and school practicum grades of the participants. The results of the regression analysis showed that teacher candidates’ critical thinking dispositions scores predict their success in school practicum course. However, contrary to the expectations, their senses of self-efficacy scores do not predict their success in the same course.

**Nahangi et al. (2012)** made a study on “Critical thinking ability and its associated factors among preclinical students in Yazd Shaheed Sadoughi University of medical sciences (Iran)”. The findings of the study revealed that the mean total score for this sample was 45.33±5.4. Significant differences were found in total critical thinking score by gender (p= 0.022), residency (p= 0.026) and the year of education (p= 0.01). A significant correlation was found between the total CT score and the student’s number of passed credits (r= 0.297, p= 0.003). Also, a significant difference was found in the students’ scores on the WGCTA evaluation subtest by passing any research method courses (p= 0.04). The CT ability in medical and dental students in the present study was weak overall.

**Maroofi et al. (2012)** made a study on “Relationship between female pre university students' critical thinking skills and their mental health”. Research findings show that the average point of students' critical thinking skills is (6.51 out of 34) and their average point of mental health was (31.52).Multiple regression analysis show that there was negative and significant differences between critical analysis and deductive rational skills with psychological disorder symptoms, that was when students' critical thinking skills increases, the psychological disorder symptoms decrease.

**Coleman et al. (2012)** conducted a study on “Does a business curriculum develop or filter critical thinking”. Investigate whether a business curriculum develops critical thinking ability or at least serves as a filter for critical thinking (i.e., students who cannot think critically tend not to progress toward graduation). The findings revealed that students who had completed more credit hours score significantly higher than those with fewer hours completed.
Yang and Rusli (2012) investigated on “Using debate as a pedagogical tool in enhancing pre-service teachers’ learning and critical thinking”. The results had shown that 83.9% of teachers agree that debate stimulated their thinking more than textbook readings and lectures, while 14.3% of teachers felt neutral, and 1.8% of teachers strongly disagree. Eighty two percent of teachers found debate very helpful to their learning while 16.1% felt neutral. In addition, 80.4% of teachers agree that debate helps them to make connections between the subject matter and the real life experiences while 17.9% of teachers felt neutral.

Silvester (2012) conducted a study on “Coffee anyone, an unstructured capital budgeting project to encourage critical thinking skills in accounting students”. As a result, the students can experience significant technical, professional, and intellectual growth as they proceed through the process of conceiving, budgeting, and evaluating their own new business proposal. The instructor was challenged to step back from the role of expert and to actively participate with the students in the form of guided questions. The project ends with a poster session in which the students interact with and receive feedback from other professionals.

Shim and Walczak (2012) made a study on “The impact of faculty teaching practices on the development of students’ critical thinking skills”. The results from multinomial logistic regression and OLS regression analyses showed that asking challenging questions increased both students’ self-reported and the directly measured critical thinking abilities. Interpreting abstract concepts as well as giving well-organized presentation increased students’ self-reported gains in critical thinking; however, these same practices did not significantly impact their CAAP scores.

Khodadady and Ghanizadeh (2011) investigated on “The impact of concept mapping on EFL learners' critical thinking ability”. The results of pretest indicated that the participants of the two groups were homogenous with regard to their proficiency level and critical thinking ability. The experimental group was instructed to construct concept maps after reading each text and formulated the required post-reading activities on the basis of the
constructed maps. The results of posttest indicated that concept mapping has a positive and significant influence on learners' critical thinking ability.

3. Studies related to Stress Management

**Williams et al. (2014)** conducted a study on “An intervention to reduce psychosocial and biological indicators of stress in African American lupus patients: The balancing lupus experiences with stress strategies study”. The findings of the study revealed that there was no significant differences found between the experimental and control groups in terms of biological indicators of stress and no significant differences were found on the State-Trait Anxiety Inventory. Similar patterns were evidenced at four months post-intervention compared to baseline.

**Heckman et al. (2014)** investigated on “Factors related to financial stress among college students”. The result revealed that the dummy variables for male students, and Black students remained significant. Students reporting higher financial self-efficacy were significantly less likely to report financial stress (OR = .670). Males were significantly less likely to report financial stress than females (OR = .593). Black students were significantly less likely to report financial stress than white students (OR = .465).

**Masureik et al. (2014)** conducted a study on “Stress, anxiety levels and decision making styles of South African senior learners: results of a science fair project”. The result showed that the majority of participants were aged 16, female (57.3%), identified themselves as coloured (60.5%), spoke English as a home language (84.7%) and lived with both parents (74.5%), the male senior learners had lower levels of anxiety and stress than female senior learners. there are significant correlations between the variables. Anxiety has a significant positive relationship with a hypervigilant decision-making style (r = .22; p < 0.01) and defensive decision-making style (r = .17; p < 0.05). Stress has a significant positive relationship with a hypervigilant decision-making style (r = .18; p < 0.05) and with anxiety (r = .78; p < 0.01).

**Xiang et al. (2014)** made a study on “Workplace Stress and Job Satisfaction among Biologics Development Professionals”. The results revealed that the regression model indicated that the workplace stressors and their two-level interactions significantly
predicted employees’ job satisfaction, which explained 89% of the variance in level of job satisfaction \((R^2 = 0.89, F (17, 16) = 7.251, p = 0.0001)\). The statistically significant correlations \((p < 0.05)\) labeled, the negative correlation occurred between social support and job demand \((r = -0.368, p < 0.05)\), perceived control and job conflict \((r = -0.341, p < 0.05)\), and job satisfaction and self-rated stress \((r = -0.336, p < 0.05)\), the independent variables and their two-level interactions significantly predicted job satisfaction, which explained 89% of the variance \((R^2 = 0.89, F(17, 16) = 7.251, p = 0.0001)\).

**Aqilah and Juliana (2012)** made a study on “Association between occupational stress and respiratory symptoms among lecturers in university Putra Malaysia”. The findings of the study revealed that female lecturers were significantly experienced high stress level compared to male \((p=0.035)\). They were also significantly had more breathlessness symptom compared to male lecturer \((p=0.011)\). Study highlighted in study population, gender plays a significant role that influenced level of occupational stress and also gender has role in resulting occupational stress level and respiratory symptoms. There was no significant association between occupational stress and respiratory symptoms.

**Sikander et al. (2012)** made a study on “Stress, task and relationship orientations: analysis across two culturally diverse countries”. Stress was a normal part of the workplace and it is perhaps heavily influenced by one’s level of task and relationship orientation. To explore the stress and leadership orientation of people in two different cultures, this study focused on the differences of 64 Australian and 155 Pakistani respondents. It appears that they had similar scores on the task orientation and stress perception, but Australians were more relationship-oriented. Overall, both groups reported a moderate level of stress with no statistically significant differences.

**Asore (2012)** investigated on “Emotional competence and stress management techniques applied by women administrators for work-life balance”. The findings revealed that there was significant association between emotional competence and age of women administrators and they applied positive and effective stress management techniques for work-life balance. There was significant association between emotional competence and stress management techniques applied by women administrators. Thus from this study, it
was revealed that women administrators with high level of emotional competence employ efficient stress management techniques for their work-life balance.

Magdalena and Marius (2011) conducted a study on “Stress management and work performance – a case study”. Currently, more and more organizations begin to understand and be increasingly concerned to obtain benefits from implementation of coherent human resource management, as a result of a modern management and professional focused especially on employees in order to maximize the performance during their remaining within the organization. Work was now no longer just a way of satisfying individual necessity but also as an opportunity that contribute to shaping a favorable self-image.

Moeini et al. (2011) carried out a study on “The impact of cognitive-behavioral stress management training program on job stress in hospital nurses: applying PRE - CEDE model”. The present study aimed to determine the effect of a cognitive-behavioral stress management training program based on PRE-CEDE model on stress reduction among nurses. The baseline score average of job stress was 113.0 and 109.8 for intervention and control groups respectively (\( P=0.250 \)). After intervention, score average of job stress decreased to 94.0 in experimental group while that of control group remained relatively unchanged (109.2), (\( P<0.001 \)). A significant difference was found in PRE-CEDE model constructs and stress management behaviors in intervention group compared to control group after training interventions (\( P<0.001 \)). Training programs based on PRE-CEDE model might be effective on decreasing job stress in nurses.

Sprenger et al. (2011) made a study on “Stress and coping behaviors among primary school teachers”. The results indicated that unrealistic expectations set forth by school officials and parents were the most frequent source of stress followed by excessive paperwork, and school administration. The results also indicated that primary school teachers would most often employ neutral coping behaviours, followed by positive coping behaviours and negative coping behaviours.

Fisher (2011) investigated on “Factors influencing stress, burnout and retention of secondary teachers”. Analysis of Variance (ANOVA) statistics were conducted that found the burnout levels between new and experienced teachers are significantly different, with
novice teachers having higher burnout, but their difference in stress levels was not statistically significant. In three multiple regression tests, stress and burnout were found to be statistically significant predictors of job satisfaction; years of experience, job satisfaction, and burnout were statistically significant predictors of stress; and job satisfaction, preventive coping skills, and stress were statistically significant predictors of burnout.

Hanif et al. (2011) made a study on “Personal and job related predictors of teacher stress and job performance among school teachers”. The findings revealed that negative significant relationship exists between teachers stress and job performance. The step-wise regression analysis revealed school system, gender, job experience, number of family members and number of students as significant predictors of teacher stress and gender, school system, family members, job experience and age as significant predictors of teachers’ job performance.

Maria et al. (2010) made a study on “Greek registered nurses’ job satisfaction in relation to work-related stress: A study on army and civilian registered nurses”. Findings of this research suggest that military health organizations, educational preparation, and personal characteristics of registered nurses affect their level of satisfaction. The findings from the study suggest a lack of co-worker support and lack of social award of the profession were related to dissatisfaction in civilian nurses.

Samad et al. (2010) investigated on “Assessment of stress and its risk factors among primary school teachers in the Klang Valley, Malaysia”. Results showed that most of the teachers experience moderate stress level (71.7%) and only 12.1% had low mental health status. Student misbehavior was the main stressor in the school environment (mean= 2.62). Gender (p=0.001) and workload (p=0.002) showed a significant contributing factors towards mental health status. These primary school teachers experience stress mainly due to the student misbehavior and the mental well-being were influenced by the workload and gender. Women teachers with heavy workload had lower mental health status.

Alaba et al. (2010) conducted a study on “Teachers’ management of stress using information and electronic technologies”. The results showed that teachers’ use of
information and electronic technologies for stress management was not gender driven, while academic qualification and marital status of the teachers influenced their use of information and electronic technologies as stress coping strategy. By implication, the findings of this study direct that teachers should be responsive to the increasing technological innovations that serve as preventive and proactive coping strategy that will minimized excess workload that have direct and indirect ripple effects on teachers’ mental and physical health as well as quality of education.

Morales et al. (2010) conducted a study on “Selected demographic characteristics and social interest as predictors of teacher stress”. Significant differences were found in stress, as measured by the job recognition or status or respect subscale of the TSI and educational levels taught by teachers and the educational levels of teachers (type of college degrees). A significant difference was found in stress, as measured by the workload overload subscale of the TSI and educational levels taught by teachers. Significant differences were found in stress, as measured by the time management concerns subscale of the TSI and age and gender.

Torres et al. (2009) investigated on “Job-related stress among secondary agricultural education teachers: a comparison study”. From the findings, it was concluded that agriculture teachers in Missouri and North Carolina are not in an overall state of stress compared with norm data. However, time-related job tasks were found to be a source of stress among both teacher samples, and “excessive paperwork” was identified as the highest stressor. Low stress items among teachers fell into three broad job-related categories best described as supervision, advancement and inactivity.

2.3 SYNTHESIS OF REVIEWED STUDIES

The investigator reviewed 136 studies of which 67 were Indian studies and 69 were abroad studies. These studies were related to the emotional intelligence, critical thinking and stress management. The investigator reviewed 65 studies on emotional intelligence, 31 studies on critical thinking and 40 studies on stress management on both Indian and abroad studies. Many of the studies adopted self-made questionnaires for collection of data. The
researcher from India and abroad, had mostly taken school or college students as sample for their studies and there are related to their studies are related to the emotional problems.

The investigator would like to add the following critical comments with the three variables namely, emotional intelligence, critical thinking and stress management. After the critical evaluation of the studies related to emotional intelligence, the investigator has made the following conclusions: Yadav (2014) stated that there was no significant difference between the emotional intelligence of senior secondary class students of government and non-government schools. Shalini Yadav (2014) concluded that there was significant difference between the emotional intelligence of government and private schools students. Sreenivasulu and Reddy (2012) concluded that there was significant interaction between stress and emotional intelligence on teacher’s effectiveness. Ponni (2011) concluded that there was significant difference among the secondary school teachers in their emotional intelligence belonging to different types of school. Padhi and Varma (2011) stated that there was a positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers.

After a critical evaluation of the studies related to critical thinking, the investigator has made the following conclusions: Gurubasappa (2014) stated that there was a significant effect of critical thinking on the academic achievement in science of secondary school students. Subramanian and Yogaraj (2014) revealed that there was significant difference between male and female B.Ed. trainees in disposition critical thinking on leaning style. Sibichen and Annaraja (2010) concluded that there was no significant difference between male and female secondary teacher education students in their critical thinking and decision making skills.

After a critical evaluation of the studies related to stress management, the investigator has made the following conclusions: Selvakumar and Ramesh (2014) concluded that there was no significant difference between unmarried and married primary school teachers in their teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship and job stressors. Venkataraman (2013) stated that there was significant difference between male and female students with respect to their academic stress. Suryalatha and Indumathi (2012) concluded that there was no significant
difference between level of stress and gender. Minikumari (2012) concluded that there was significant difference between the male and female prospective teachers in their stress. Anbuchelvan (2010) concluded that there was no significant difference between high school teachers on the basis of educational qualifications, marital status, location of the school and teaching experience.

From the available resources as well as the knowledge of the investigator is concerned on review literature, the investigator did not come across any research work undertaken by neither Indian nor abroad level studies on emotional intelligence, critical thinking and stress management of high school teachers. Therefore, the investigator has decided to undertake this topic for his research which focuses on high school teachers working in three districts namely, Tirunelveli, Thoothukudi and Kanyakumari.

2.4 UNIQUENESS OF THE PRESENT STUDY

1. There were studies on emotional intelligence and stress management among the students. But in addition to this, critical thinking of high school students in a new area of investigation.

2. The review of studies revealed that no study has been done fusing emotional intelligence, critical thinking and stress management of high school teachers.

3. The study is unique in terms of tools used to measure the variables selected. The investigator constructed and validated the tools to measure the emotional intelligence, critical thinking and stress management of high school teachers.

4. The study is unique in terms of the area, sample and variables selected for investigation.

Hence, the investigator tries to investigate the “emotional intelligence, critical thinking and stress management of high school teachers” would certainly be different from the studies conducted so far. This study is so much relevant to the present day context and the findings of the present investigation would be of great help to the local, state and central government, the teaching community and those who are associated with emotional intelligence at the school and college levels.

*The following chapter elaborates the methodology of the study.*