5.0 INTRODUCTION

The investigator has carried out a survey on “Emotional Intelligence, Critical Thinking and Stress Management of High School Teachers”. On the basis of analysis of data collected through administration of the tools on a sample of 560 high school teachers who were working in Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu, the investigator has indicated the findings, interpretations, recommendations and suggestions in this chapter.

5.1 FINDINGS OF THE STUDY

A. Percentage Analysis

5.1.1 Level of emotional intelligence and its dimensions of high school teachers

1. a. 20.2% of high school teachers have high level of awareness of self and others.
   b. 21.1% of high school teachers have high level of professional orientation.
   c. 21.4% of high school teachers have high level of intrapersonal management.
   d. 22.9% of high school teachers have high level of interpersonal management.
   e. 24.8% of high school teachers have high level of overall emotional intelligence.

5.1.2 Level of critical thinking and its dimensions of high school teachers

2. a. 20.7% of high school teachers have high level of truth seeking.
   b. 23.2% of high school teachers have high level of open-mindedness.
   c. 23.2% of high school teachers have high level of analyticity.
   d. 21.6% of high school teachers have high level of systematicity.
   e. 20.7% of high school teachers have high level of self-confidence.
   f. 20.4% of high school teachers have high level of inquisitiveness.
   g. 21.2% of high school teachers have high level of cognitive maturity.
h. 24.6% of high school teachers have high level of overall critical thinking.

5.1.3 Level of stress management and its dimensions of high school teachers

3. a. 14.5% of high school teachers have high level of personal stress.
   b. 21.7% of high school teachers have high level of family stress.
   c. 23.5% of high school teachers have high level of social stress.
   d. 24.8% of high school teachers have high level of job stress.
   e. 24.1% of high school teachers have high level of organizational stress.
   f. 22.5% of high school teachers have high level of overall stress management.

B. Differential Analysis (Significant difference between the variables)

5.1.4 Significant difference in the emotional intelligence of high school teachers

1. There is significant difference between male and female high school teachers in the dimensions of awareness of self and others, professional orientation, interpersonal management and overall emotional intelligence. While comparing the mean scores, the female high school teachers have better in the dimensions of awareness of self and others, professional orientation, interpersonal management and overall emotional intelligence than the male high school teachers, but there is no significant difference in the dimension of intrapersonal management.

2. There is significant difference between rural and urban high school teachers in the dimensions of awareness of self and others, professional orientation, intrapersonal management and overall emotional intelligence. While comparing the mean scores, the urban high school teachers have better level in the dimensions of awareness of self and others, professional orientation, intrapersonal management and overall emotional intelligence than the rural high school teachers, but there is no significant difference in the dimension of interpersonal management.

3. There is no significant difference found between who are working in Tamil and English medium high school teachers with reference to their overall emotional intelligence and its dimensions.
4. There is significant difference between married and unmarried high school teachers in the dimensions of professional orientation, intrapersonal management and overall emotional intelligence. While comparing the mean scores, the married high school teachers have better in the dimensions of professional orientation, intrapersonal management and overall emotional intelligence than the unmarried high school teachers, but there is no significant difference in the dimensions of awareness of self and others and interpersonal management.

5. There is no significant difference found between nuclear and joint family of high school teachers with reference to their overall emotional intelligence and its dimensions.

6. There is significant difference between in-service training attended and in-service training not attended high school teachers in the dimensions of professional orientation and intrapersonal management. While comparing the mean scores, the in-service training attended high school teachers have better level in the dimensions of professional orientation and intrapersonal management than the in-service training not attended high school teachers, but there is no significant difference in the dimensions of awareness of self and others, interpersonal management and overall emotional intelligence.

7. There is significant difference between rural and urban area high school teachers in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence. While comparing the mean scores, the urban area high school teachers have better level in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence than the rural area high school teachers, but there is no significant difference in the dimension of professional orientation.

5.1.5 Significant difference in the critical thinking of high school teachers

8. There is significant difference found between male and female high school teachers in the dimensions of analyticity, systematicity, self-confidence, inquisitiveness, cognitive maturity and overall critical thinking. While comparing the mean scores, the male high school teachers have better in the dimensions of analyticity, systematicity, self-
confidence, inquisitiveness, cognitive maturity and overall critical thinking than the female high school teachers, but there is no significant difference in the dimensions of truth seeking and open-mindedness.

9. There is significant difference between rural and urban high school teachers in the dimensions of truth seeking, open-mindedness, systematicity, self-confidence, inquisitiveness and overall critical thinking. While comparing the mean scores, the urban high school teachers have better in the dimensions of truth seeking, open-mindedness, systematicity, self-confidence, inquisitiveness and overall critical thinking than the rural high school teachers, but there is no significant difference in the dimensions of analyticity and cognitive maturity.

10. There is significant difference found between who are working in Tamil and English medium high school teachers in the dimension of open-mindedness. While comparing the mean scores, the Tamil medium school teachers have better in the dimension of open-mindedness than the English medium school teachers, but there is no significant difference in the dimensions of truth seeking, analyticity, systematicity, self-confidence, inquisitiveness, cognitive maturity and overall critical thinking.

11. There is no significant difference between married and unmarried high school teachers with reference to their overall critical thinking and its dimensions.

12. There is no significant difference between nuclear and joint family of high school teachers with reference to their overall critical thinking and its dimensions.

13. There is no significant difference between in-service training attended and in-service training not attended high school teachers with reference to their overall critical thinking and its dimensions.

14. There is no significant difference between rural and urban area high school teachers with reference to their overall critical thinking and its dimensions.
5.1.6 Significant difference in the stress management of high school teachers

15. There is significant difference between male and female high school teachers in the dimensions of family stress, job stress and overall stress management. While comparing the mean scores, the female high school teachers have better in the dimensions of family stress, job stress and overall stress management than the male high school teachers, but there is no significant difference in the dimensions of personal stress, social stress and organizational stress.

16. There is significant difference between rural and urban high school teachers in the dimensions of personal stress, family stress, job stress and overall stress management. While comparing the mean scores, the urban high school teachers have better in the dimensions of personal stress, family stress, job stress and overall stress management than the rural high school teachers, but there is no significant difference in the dimensions of social stress and organizational stress.

17. There is significant difference found between who are working in Tamil and English medium high school teachers in the dimensions of personal stress, family stress, job stress, organizational stress and overall stress management. While comparing the mean scores, the Tamil medium high school teachers have better in the dimensions of personal stress, family stress, job stress, organizational stress and overall stress management than the English medium high school teachers, but there is no significant difference in the dimension of social stress.

18. There is significant difference between married and unmarried high school teachers in the dimensions of personal stress, family stress, job stress and overall stress management. While comparing the mean scores, the married high school teachers have better in the dimensions of personal stress, family stress, job stress and overall stress management than the unmarried high school teachers, but there is no significant difference in the dimensions of social stress and organizational stress.

19. There is significant difference between nuclear and joint family high school teachers in the dimension of organizational stress. While comparing the mean scores, the joint family high school teachers have better in the dimension of organizational stress.
management than the nuclear family high school teachers, but there is no significant
difference in the dimensions of personal stress, family stress, social stress, job stress
and overall stress management.

20. There is significant difference found between in-service training attended and in-
service training not attended high school teachers in the dimensions of personal stress
and overall stress management. While comparing the mean scores, the in-service
training attended high school teachers have better in the dimensions of personal stress
and overall stress management than the in-service training not attended high school
teachers, but there is no significant difference in the dimensions of family stress,
social stress, job stress and organizational stress.

21. There is significant difference between rural and urban area high school teachers in
the dimensions of personal stress, family stress, job stress, organizational stress and
overall stress management. While comparing the mean scores, the urban area high
school teachers have better in the dimensions of personal stress, family stress, job
stress, organizational stress and overall stress management than the rural area high
school teachers, but there is no significant difference in the dimension of social stress.

C. Significant difference among the variables

5.1.7 Significant difference among in the emotional intelligence of high school
teachers

22. There is no significant difference among government, aided and temporary job high
school teachers with reference to their overall emotional intelligence and its
dimensions.

23. There is significant difference among government, aided and private high school
teachers in the dimension of intrapersonal management.

- The Scheffé test reveals that the aided school teachers have better in the dimension
  of intrapersonal management than the government and private high school teachers.
But there is no significant difference among in the dimensions of awareness of self and others, professional orientation, interpersonal management and overall emotional intelligence.

24. There is significant difference among boys, girls and co-education high school teachers in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence.

- The Scheffe test reveals that the boys school teachers have better in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence than their counterparts.

But there is no significant difference among in the dimension of professional orientation.

25. There is significant difference among below 5 years, 6-12 years and above 13 years experienced high school teachers in the dimensions of awareness of self and others, professional orientation and intrapersonal management.

- The Scheffe test reveals that the between 6-12 years experienced teachers have better in the dimensions of awareness of self and others, professional orientation and intrapersonal management than their counterparts.

But there is no significant difference among in the dimensions of interpersonal management and overall emotional intelligence.

5.1.8 Significant difference among in the critical thinking of high school teachers

26. There is significant difference among government, aided and temporary job high school teachers in the dimension of open-mindedness.

- The Scheffe test reveals that the temporary job teachers have better in the dimension of open-mindedness than their counterparts.

But there is no significant difference among in the dimensions of truth seeking, analyticity, systematicity, self-confidence, inquisitiveness, cognitive maturity and overall critical thinking.
27. There is no significant difference among government, aided and private high school teachers with reference to their overall critical thinking and its dimensions.

28. There is significant difference among boys, girls and co-education high school teachers with reference to overall critical thinking and its dimensions.

- The Scheffe test reveals that the boys school teachers have better in the dimensions of truth seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness, cognitive maturity and overall critical thinking than their counterparts.

29. There is significant difference among below 5 years, 6-12 years and above 13 years experienced high school teachers in the dimensions of self-confidence, inquisitiveness, cognitive maturity and overall critical thinking.

- The Scheffe test reveals that the above 13 years experienced teachers have better in the dimensions of self-confidence, inquisitiveness, cognitive maturity and overall critical thinking than their counterparts.

But there is no significant difference among in the dimensions of truth seeking, open-mindedness, analyticity and systematicity.

5.1.9 Significant difference among in the stress management of high school teachers

30. There is no significant difference among government, aided and temporary job high school teachers with reference to their overall stress management and its dimensions.

31. There is significant difference among government, aided and private high school teachers in the dimensions of personal stress, family stress and overall stress management.

- The Scheffe test reveals that the government school teachers have better in the dimensions of personal stress, family stress and overall stress management than their counterparts.

But there is no significant difference among in the dimensions of social stress, job stress and organizational stress.
32. There is significant difference among boys, girls and co-education high school teachers in the dimension of personal stress.

- The Scheffe test reveals that the boys school teachers have better in the dimension of personal stress than the co-education and girls school teachers.

But there is no significant difference among in the dimensions of family stress, social stress, job stress, organizational stress and overall stress management.

33. There is significant difference among below 5 years, 6-12 years and above 13 years experienced high school teachers in the dimensions of personal stress, family stress and job stress.

- The Scheffe test reveals that the above 13 years experienced teachers have better in the dimension of personal stress management than the between 6-12 years and below 5 years experienced teachers.

- The Scheffe test reveals that the between 6-12 years experienced teachers have better in the dimensions of family stress and job stress management than the above 13 years and below 5 years experienced teachers.

But there is no significant difference among in the dimensions of social stress, organizational stress and overall stress management.

D. Significant association between the variables

5.1.10 Significant association in the emotional intelligence of high school teachers

34. There is no significant association between the age group of the high school teachers and their overall emotional intelligence and its dimensions.

35. There is significant association found between educational qualification of the high school teachers and the dimensions of awareness of self and others, professional orientation, intrapersonal management and overall emotional intelligence, but there is no significant association between in the dimension of interpersonal management.

36. There is significant association between monthly income of the high school teachers and the dimension of awareness of self and others, but there is no significant
association between in the dimensions of professional orientation, intrapersonal management, interpersonal management and overall emotional intelligence.

5.1.11 Significant association in the critical thinking of high school teachers

37. There is significant association between the age group of the high school teachers and the dimensions of truth seeking, systematicity and cognitive maturity, but there is no significant association in the dimensions of open-mindedness, analyticity, self-confidence, inquisitiveness and overall critical thinking.

38. There is significant association between educational qualification of the high school teachers and the dimension of open-mindedness, but there is no significant association between in the dimensions of truth seeking, analyticity, systematicity, self-confidence, inquisitiveness, cognitive maturity and overall critical thinking.

39. There is significant association between monthly income of the high school teachers and the dimensions of open-mindedness, analyticity and self-confidence, but there is no significant association between in the dimensions of truth seeking, systematicity, inquisitiveness, cognitive maturity and overall critical thinking.

5.1.12 Significant association in the stress management of high school teachers

40. There is significant association between the age group of the high school teachers and the dimensions of family stress, social stress, job stress and overall stress management, but there is no significant association between in the dimensions of personal stress and organizational stress.

41. There is significant association between educational qualification of the high school teachers and the dimensions of personal stress, family stress and overall stress management, but there is no significant association between in the dimensions of social stress, job stress and organizational stress.

42. There is significant association between monthly income of the high school teachers and the dimensions of family stress, job stress and overall stress management, but
there is no significant association between in the dimensions of personal stress, social stress and organizational stress.

E. Correlation Analysis

43. There is significant relationship between overall emotional intelligence and the dimensions of critical thinking of high school teachers.

44. There is significant relationship between overall emotional intelligence and the dimensions of stress management of high school teachers.

45. There is significant relationship between overall critical thinking and the dimensions of stress management of high school teachers.

F. Multiple Correlation

46. There is significant influence of emotional intelligence, critical thinking on stress management of high school teachers.

G. Factor Analysis

47. There is significant factor with positive loading of the variables namely awareness of self and others, professional orientation, intrapersonal management, interpersonal management, overall emotional intelligence, truth seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness, cognitive maturity, overall critical thinking, personal stress, family stress, social stress, job stress, organizational stress and overall stress management. The factor for the study has been identified as ‘Emotive Thinking Management’.

5.2 INTERPRETATIONS TO THE FINDINGS

A. Differential Analysis (Significant difference between the variables)

5.2.1 Significant difference in the emotional intelligence of high school teachers

The ‘t’ test result reveals that the female high school teachers are better than the male high school teachers in their awareness of self and others, professional orientation, interpersonal management and overall emotional intelligence. This may be due to the fact
that the female teachers are genetically soft nature, polite, calm, caring and reliable. They are also expressive and sensitive in building and managing relationships. However this finding contradicts the study conducted by Manju and Mollykutty (2013) but this finding draws the support of the study conducted by Yadav and Sharma (2013).

The ‘t’ test result reveals that the urban high school teachers are better than the rural high school teachers in their awareness of self and others, professional orientation, intrapersonal management and overall emotional intelligence. This may be due to the fact that the teachers working in urban schools more exposed with the media and work-life balanced. They will easily express their emotions and are intelligent in expressing themselves. They are aware of managing relationships with others in the working place. This finding draws the support of the study conducted by Manju and Mollykutty (2013).

The ‘t’ test result reveals that the married high school teachers are better than the unmarried high school teachers in their professional orientation, intrapersonal management and overall emotional intelligence. This may be due to the fact that the married high school teachers are matured than the counter parts in dealing with the family members. After the marriage they become dependent with the new relations and therefore have the knowledge of having a good rapport with others. So they are better in their emotional intelligence and its dimensions.

The ‘t’ test result reveals that the in-service training attended high school teachers are better than those who have not attended in-service training high school teachers in their professional orientation and intrapersonal management. This may be due to the fact that the teachers who have attended in-service training could be better in their professional orientation, as they get more idea on pedagogy / methodology and techniques of teaching. They also get confidence by attending in-service training frequently which makes them feel worthy in their profession. So the intrapersonal management is better than the counter parts.

The ‘t’ test result reveals that the urban area high school teachers are better than the rural area high school teachers in their awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence. This may be
due to the fact that the urban high school teachers are from urban area where we could find
different culture, caste, creed and religion. They get the opportunities to mingle with one
another and develop the skill of sharing, but in rural area, high school teachers may not
find these mixed patterns of living. So the urban area high school teachers are better in the
emotional intelligence and its dimensions.

5.2.2 Significance difference in the critical thinking of high school teachers

The ‘t’ test result reveals that the male high school teachers are better than the
female high school teachers in their analyticity, systematicity, self-confidence,
inquisitiveness, cognitive maturity and overall critical thinking. This may be due to the fact
that the male high school teachers prepare themselves to face the challenges in all walks of
life. Such an outlook towards life makes helps men to grow better in different aspects of
their life and think systematically with self-confidence. This systematic thinking and self-
confidence leads them to critical thinking. However this finding contradicts the study
conducted by Sibichen and Annaraja (2010).

The ‘t’ test result reveals that the urban high school teachers are better than the
rural high school teachers in their truth seeking, open-mindedness, systematicity, self-
confidence, inquisitiveness and overall critical thinking. This may be due to the fact that
the urban high school teachers involve in number of constructive activities in their school,
they have better school environment and friendship that may help them to be systematic,
self-confident and inquisitive.

The ‘t’ test result reveals that the Tamil medium school teachers are better than the
English medium high school teachers in their open-mindedness. This may be due to the
fact that Tamil medium school teachers are from varied social, economical and cultural
background. They encounter lot of problems, enrich their responsibility makes them to be
open minded.
5.2.3 Significant difference in the stress management of high school teachers

The ‘t’ test result reveals that the female high school teachers are better than the male high school teachers in their family stress, job stress and overall stress management. This may be due to the fact that naturally female are soft in nature. They always have to maintain a cordial relationship with others. So they are able to manage their stress in a better way. While this result contradicts the study conducted by Suryalatha and Indumathi (2012); Suvitha and Gowri (2012), which reported that there was no significant difference between male and female in their level of stress.

The ‘t’ test result reveals that the urban high school teachers are better than the rural high school teachers in their personal stress, family stress, job stress and overall stress management. This may be due to the fact that basically the urban teachers are very open and social. They easily relax themselves with others. They have more number of friends in and outside school and share their worries with the family. So they are able to manage in the above mentioned dimensions.

The ‘t’ test result reveals that the Tamil medium high school teachers are better than the English medium high school teachers in their personal stress, family stress, job stress, organizational stress and overall stress management. This may be due to the fact that most of the Tamil medium teachers are aided, their job is secured. Economic well-being and job security enables them to manage stress and to be free from personal, family, job and organizational stress.

The ‘t’ test result reveals that the married high school teachers are better than the unmarried high school teachers in their personal stress, family stress, job stress and overall stress management. This may be due to the fact that the married high school teachers are more responsible and the experience they get in managing their stress in their family in turn paves way to manage their personal and job stress.

The ‘t’ test result reveals that the joint family high school teachers are better than the nuclear family high school teachers in their organizational stress. This may be due to the fact that the joint family high school teachers lay great emphasis on tolerance and
patience as the family members are more in number. They become more flexible which helps them to cooperate in their organization. So they are better in their organizational stress management.

The ‘t’ test result reveals that the in-service training attended high school teachers are better than those who have not attended in-service training high school teachers in their personal stress and overall stress management. This may be due to the fact that the in-service training helps the teachers not only in enriching their knowledge but also helps them to enable their skills like cooperation. More over in all in-service training special sessions are conducted on stress management techniques. This may develop them to manage their stress diligently.

The ‘t’ test result reveals that the urban area high school teachers are better than the rural area high school teachers in their personal stress, family stress, job stress, organizational stress and overall stress management. This may be due to the fact that the urban area exhibit better social and intellectual environment. Though they have lot of stress they are aware of the effective strategies like yoga and meditation. This may help them to have a better social environment and stress free environment.

B. Significant difference among the variables

5.2.4 Significant difference among in the emotional intelligence of high school teachers

The ‘F’ test result reveals that the aided school teachers are better than the government and private school teachers in their intrapersonal management. This may be due to the fact that as they are working in a conducive atmosphere in terms of job security and embracement of the administrators they are able to maintain good relationship with all the stakeholders.

The ‘F’ test result reveals that the boys school teachers are better than the girls and co-education school teachers in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence. This may be due to the fact that the teachers working in boys school atmosphere too learn to adjust themselves with their working condition.
The ‘F’ test result reveals that the teachers between 6-12 years of experience are better than the below 5 years and above 13 years experienced teachers in their awareness of self and others, professional orientation and intrapersonal management. This may be due to the fact that the experience is the real teacher of our life. It teaches a lot to our carrier and life, thus the teachers with 6-12 years of teaching experience earn sufficient experience regarding to self-awareness, professional orientation and intrapersonal management. So they are better in the above mentioned dimensions.

5.2.5 Significant difference among in the critical thinking of high school teachers

The ‘F’ test result reveals that the temporary job teachers are better than the government and aided job teachers in the dimension of open-mindedness. This may be due to the fact that even though they are temporary teachers, they are much dedicated to their profession. They adhere to any advice given by administrators because they want to gain experience and to excel in their life.

The ‘F’ test result reveals that the boys school teachers are better than the co-education and girls school teachers in their overall critical thinking and its dimensions. This may be due to the fact that boys school teachers share lot of problems. The adolescents may have antisocial behavior. The teachers always have an eye on their students. They can receive alternate information and solve them effectively. This may help them to develop their critical thinking in general.

The ‘F’ test result reveals that the above 13 years of experience teachers are better than the between 6-12 years and below 5 years of experience teachers in their self-confidence, inquisitiveness, cognitive maturity and overall critical thinking. This may be due to the fact that the years of experience help the teachers to forecast systematically, analyze, think and solve problem. Therefore they have better critical thinking.

5.2.6 Significant difference among in the stress management of high school teachers

The ‘F’ test result reveals that the government school teachers are better than the aided and private school teachers in the dimensions of personal stress, family stress and overall stress management. This may be due to the fact that nowadays government school
exhibit better learning environment. The government school teachers have more number of problematic children. They have lot of experience that may help them to select desirable ways. This experience may help them to manage their stress effectively.

The ‘F’ test result reveals that the boys school teachers are better than the co-education and girls school teachers in managing their personal stress. This may be due to the courageous of boys. They are bold enough to clarify the doubts. When the boys have problems they solve it for themselves. The teachers are tension free. So they are better than their counterparts in their management of personal stress.

The ‘F’ test result reveals that the above 13 years of experienced teachers are better than the between 6-12 years and below 5 years experienced teachers in managing their personal stress. This may be due to the fact that the years of service give them more experience from which they learn a lot. They maintain friendly relationships with others. They are more adoptive and adjustable. So the experience teachers are better in their management of personal stress.

Whereas the teachers between 6-12 years of experience are better than the above 13 years and below 5 years of experience teachers in managing their family stress and job stress. This may be due to the fact that, these groups of teachers are middle aged they are able to adopt themselves to any kind of situation. Because of their maturity they show great respect to their family members, colleagues and students. This type of behaviour leads them to be better in their family and job stress management.

C. Significant association between the variables

5.2.7 Significant association in the emotional intelligence of high school teachers

The ‘χ²’ test result reveals that there is significant association between educational qualification of high school teachers and their awareness of self and others, professional orientation, intrapersonal management and overall emotional intelligence. This may be due to the fact that whenever the teacher learns the higher education related to his profession enriches the knowledge about professional orientation and intrapersonal management. Further it helps to become mature in society and expression of one’s own emotions. The
education makes the people acquaint with the emotions of themselves and others. It prepares people to swim gently in the waves of positive and negative emotions.

The \( \chi^2 \) test result reveals that there is significant association between monthly income of the high school teachers and their awareness of self and others. This may be due to the fact that the income of the family is the key factor to the socio-economic status and the life styles of the family, they may aware of themselves and others in the society. So both the variables are associated.

5.2.8 Significant association in the critical thinking of high school teachers

The \( \chi^2 \) test result reveals that there is significant association between age of the high school teachers and their truth seeking, systematicity and cognitive maturity. This may be due to the fact that as high school teachers grow in their age, their acumen also grows. They gradually attain self-confidence of managing the affairs of their life independently. Their comprehending power and being open to new ideas and critical abilities grow gradually in keeping pace with their growth in age.

The \( \chi^2 \) test result reveals that there is significant association between educational qualification of the high school teachers and their open-mindedness. This may be due to the fact that education makes a person more rational. An educated person does not accept anything blindly. He forms his own world view towards life and lives his life accordingly. Education opens up the world of knowledge and familiarizes him with different perspectives. Hence an educated person’s view is shaped by views of different persons. His exposure to different world views psychologically helps an educated person to accept others as fellow being and to respect his value system. Thus educational qualification of high school teachers becomes an instrument to broaden his horizon and hence the association between educational qualification and their open-mindedness.

The \( \chi^2 \) test result reveals that there is significant association between monthly income of the high school teachers and their open-mindedness, analyticity and self-confidence. This may be due to the fact that the monthly income brings in a financial stability to a great extent. One can easily plan out one’s monthly budget, expenditure,
investment and saving. Whereas a person without a stable income lives in uncertainty with regard to managing his life. He is in constant search of earning his livelihood and hence he takes up jobs to generate income for himself. While in job, he devotes his entire time and energy towards completing the job. But the teaching profession is altogether a different kind. Teachers have to deal with different types of students and colleagues, which necessitate them to be open to other’s view. Their guaranteed monthly income gives them a sense of security and self-confidence. Above all it gives mental peace which is essential to make a progress in the other aspects of life. Thus there is significant association between monthly income of the high school teachers and their open-mindedness, analyticity and self-confidence.

5.2.9 Significant association in the stress management of high school teachers

The \( \chi^2 \) test result reveals that there is significant association between age of the high school teachers and their family stress, social stress, job stress and overall stress management. This may be due to the fact that the teaching profession has become a challenging one. A teacher, besides being competent in one’s subject, must master the art of teaching and should have knowledge in guidance. Managing the students and maintaining discipline are very difficult tasks. Added this, a teacher has to teach in order to complete they syllabus and evaluate the examination of paper. All these work puts mental, physical and emotional stress. A young teacher can withstand the stresses of teaching profession. A married teacher is bound to undergo additional stress of married life. Initially one has the needed mental and physical stamina to withstand all these stress. But one lacks the ability to withstand the stress as he grows in age. Therefore there is significant association between age of the high school teachers and their family stress, social stress, job stress and over all stress management.

The \( \chi^2 \) test result reveals that there is significant association between educational qualification of the high school teachers and their personal stress, family stress and overall stress management. This may be due to the fact that the educational qualification paves ways of the subject competency to a large extent. The more one studies, the more competent he/she becomes. Education also helps the persons to respond to the challenges of life in an organized way. In fact, education enables a person to face challenges of life in
a systematic way and to find solution for the problems of life. Hence there is association between educational qualification of high school teachers and their personal stress, family stress and overall stress management.

The ‘$\chi^2$’ test result reveals that there is significant association between monthly income of the high school teachers and their family stress, job stress and overall stress management. This may be due to the fact that the financial problems cause an intense mental stress. People go through lots of difficulties in earning one’s daily bread. The salaried people, especially teachers, in particular are expected to perform their specified duties at the specified time. Failure in doing job to a satisfactory level may invite criticism and at times dismissal from the job. Hence people who take job like teaching for the sake earning monthly income lead a stressful life which in turn impacts the other aspects their life. Hence there is significant association between monthly income of the high school teachers and their family stress, job stress and overall stress management.

D. Correlation analysis

The ‘$\gamma$’ test result reveals that there is significant relationship between overall emotional intelligence and the dimensions of critical thinking of high school teachers. This may be due to the fact that the success of a teaching profession depends on not so much what you teach but how you teach and how you manage your class room situation. Hence besides having subject knowledge, the teacher should learn to adapt to the level of students in order to motivate them. To do this, a teacher should constantly reflect and analyze his\her way of functioning. Such a constant effort on the part of the teacher results in their growth in emotional intelligence and critical thinking ability. Hence there is significant relation between overall emotional intelligence and the dimensions of critical thinking of high school teachers.

The ‘$\gamma$’ test result reveals that there is significant relationship between overall emotional intelligence and the dimensions of stress management of high school teachers. This may be due to the fact that the learning is a never ending process for a teacher. Teachers have to keep on updating in their subject knowledge. They also learn to adjust to the types of students they teach year after year. Failure to make the necessary adjustment
results in becoming an ineffective teacher. Hence constant effort to become an effective teacher helps a teacher to acquire different types of emotional intelligence which in turn becomes handy to deal with stressful life successfully. Therefore there is significant relationship between overall emotional intelligence and the dimensions of stress management of high school teachers.

The ‘γ’ test result reveals that there is significant relationship between overall critical thinking and the dimensions of stress management of high school teachers. This may be due to the fact that the life is a mixture of joys and sorrows and the success of life depends on how one deal with them. If he allows failure over power him, he bound to lead a unhappy life. But if he learns to overcome his failures, he is within the realm of leading a successful and happy life. It is same with regard to a life of a teacher. A teacher who teachers the other to become a successful person has the ample opportunity to reflect about life. He also distinguishes the life annihilating and promoting forces operative in the contemporary world. A teacher often guides his students towards the path of life affirming and to lead a fulfilling life. In order to guide his students towards the right path of life, a teacher constantly makes proper evaluation of life and such thinking helps a teacher to develop a good critical thinking about life which in turn helps the teacher to manage the other aspects of life as well. Hence there is significant relationship between overall critical thinking and the dimensions of stress management of high school teachers.

E. Multiple correlation

The multiple correlation result reveals that there is significant influence of emotional intelligence, critical thinking on stress management of high school teachers. This may be due to the fact that experience makes a person more knowledgeable and competent. We can notice the difference in the way an experienced persons deals with his life. He is not disappointed in wake of failure rather he makes amendment for his failure. He plans out well in order to face the future challenges of life successfully. It is very much true so in the life a teacher who goes through a world of experience after having deal with a hundred of students. Their life experience teaches them many things about life. They understand the meaning and the value of life better than anybody else. An experienced teacher in general learns to lead a well-integrated life because he has grown in various aspects of life such as
his emotional intelligence, critical thinking and stress management. Hence there is significant influence of emotional intelligence, critical thinking on stress management of high school teachers.

**F. Factor analysis**

The factor analysis result reveals that there is awareness of self and others, professional orientation, intrapersonal management, interpersonal management, overall emotional intelligence, truth seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness, cognitive maturity, overall critical thinking, personal stress, family stress, social stress, job stress, organizational stress and overall stress management. The factor for the study has been identified as ‘Emotive Thinking Management’.

**5.3 RECOMMENDATIONS TO THE FINDINGS**

In the light of the findings of the present study, the investigator offers the following recommendations to the government, administrators and teachers.

**I. Recommendations to the Government**

1. The rural school teachers could be given special orientation programme on self-awareness, personality development and professional skills by the directorate of secondary education board.
2. The full time counsellor may be appointed by the government not only for the students but also to the teachers.
3. The government may perhaps organize yoga and stress reduction training programme to the men teachers every year.
4. The school system must develop programmes on emotional coaching for both teachers and students. Thus, strengthen the educational climate of government schools.
5. The government and aided high school teachers should undergo in-service training to execute critical thinking ability organized by the government.
6. The unmarried high school teachers should be introduced to social and emotional intelligence strategies in order to balance their emotions in public by the government.
7. Female high school teachers can be given special training (puzzles, riddles and logical reasoning) for developing critical thinking skills by the government.

8. Teachers can be provided residential quarters with minimum rent near to the respective schools to avoid stress due to conveyance.

II. Recommendations to the Administrators

1. The administrators should insist high school teachers to participate in the training programme on life skills, who have failed to attend during their service.

2. The high school teachers having less than 12 years of experience can be allowed to participate periodically in programmes that are conducted to develop personal attributes by the administrators.

3. More workshops, training programme and professional orientation help can be arranged to the male teachers in order to enhance their emotional intelligence.

4. The newly appointed teachers must be given enough training on critical thinking skills.

5. The male teachers could be given family counselling and life skills training by the administrators.

6. The rural high school teachers should be given ample opportunities to undergo stress reducing programme by the administrators.

7. The private high school teachers may be given reasonable salary and job security so that they will be able to manage their stress skillfully.

8. The socially backward and rural area teachers may be provided with special professional orientation training by the management.

9. Seminars and symposiums for emotional intelligence should be given to in-service not attended high school teachers by the administrators.

10. The teachers those who are working in English medium high school should be highly motivated to think critically based on certain fixed criteria by the administrators.

11. Rural high school teachers can be given opportunities to organize and involve in stress management programme inside their school premises.
12. The high school teachers who have experience less than 6 years should be encouraged to act in matured manner and express their emotions in a socially accepted behaviour by the management.

**III. Recommendations to the Teachers**

1. Male high school teachers must be given opportunity to participate in debate, seminar, symposium, workshops etc. to make them understand about emotional intelligence, critical thinking and stress management.

2. The high school teachers must be given training in self-confidence, leadership skill, ICT skills and higher order thinking skills so that they can function as effective leaders.

3. English medium high school teachers can explore in the internet for various sources to manage stress.

4. Male high school teachers should enhance teacher-student interactions inside the class thereby increasing a positive emotional rapport with the students.

5. Introduce social and emotional intelligence strategies in high school subjects as a tool to resolve conflicts and exhibit pro-social and emotionally intelligent behaviours in the society.

6. High school teachers having experience less than 6 years can write their grievances in the box available inside the staff room and thereby reduce stressful feelings.

7. The study suggests that conducive atmosphere may be provided at home and school for the high school teachers so that they can tackle the stress-causing problems.

8. The government and private high school teachers should be participate in self-management programmes that build their emotional competencies.

9. Male high school teachers can practice yoga, meditation and play games to manage their job stress.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the findings, the investigator suggests the following topics for further research:

1. Influence of emotional intelligence and metacognition on techno pedagogy of secondary teacher education students.
2. Evolving emotional intelligent pedagogy at high school level.
4. Effectiveness of critical thinking modules on professional orientation of high school teachers.
5. A study on work-life balance of high school teachers.
6. The present study is limited to the high school teachers of southern districts of Tamil Nadu. The same study can be extended to other districts of Tamil Nadu as well.