CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Teaching is an art that brings about a behavioral change in a child. The presented behavioural model and ideal values by the teacher, aims at not only individual and social common good but also developing emotional intelligence, in the school catalysts a welcome change. Emotional Intelligence (EI) has recently emerged as a key construct in modern-day psychological research. EI refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in oneself and others (Matthews et al., 2002). Emotional intelligence enables a teacher to tune the students to communicate clearly with them, to inspire and motivate them. Emotionally intelligent teachers can produce emotionally intelligent citizens (Indu, 2009). Emotional intelligence helps reverse a tide of educational ineffectiveness and thus strengthen the whole process (Ponni, 2011).

Critical thinking is an important life skill to succeed, overcoming the hurdles humps encountered on life-tread paths and educators are interested in imparting critical thinking skills among the students. Teachers can be transformed in their teaching and students can be transformed in their learning through continued, consistent use and application of critical thinking skills (Mimbs, 2005). Teaching critical thinking skills to students requires teachers themselves to be competent in using higher order thinking skills. Williams (2005) promotes this idea as essential for teacher educators to teach pre-service teachers who can then mould critical thinking to their students. The educational system needs teachers who are researchers and in line with the new methods in teaching. These teachers think critically and always look for new teaching techniques to be an effective teacher.

A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort this information, reason out logically and arrive at reliable conclusions to enable living an individual successfully. The ability to analyze,
solve problems, reason and think critically has been the foundation for the success and progress of the human race. These abilities have helped society move into an age of technology that was a mere fantasy to their ancestors. Societies that are technologically complex and information rich need individuals who are able to analyze the source, content and quality of information critically and utilize that information effectively (Halpern, 1998). Critical thinking involves a variety of skills such as the individual identifying the source of information, analyzing its credibility, reflecting on whether that information is consistent with their prior knowledge, and drawing conclusions based on their critical thinking (Linn, 2000).

Stress has become a part of our civilized life today. Human beings, can withstand extraordinary stresses from the environment, but if we are pushed too far, our stress response turns on our bodies and create breakdowns both mentally and physically (Kulandaivel, 2006). There is an all-round perception among teachers and those who study their behaviour that they suffer a great deal of occupational stress. Teaching including its administration is seen as a highly stressful profession perhaps more stressful than many others. This is perceived to occur at the powerful interpersonal demands of the job and its attendant roles as well as its large task demands and expectations (Suryalatha & Indhumathi, 2012).

1.1 EMOTION

Emotion is that mental condition in which a person becomes intensely excited. Emotions are feelings (such as happiness, despair and sorrow) that generally have both psychological and cognitive elements and that influence behaviour (Feldman, 2004). Emotion inspires a person to do something. If the intensity of emotion is pleasant, the person wants to see the situation for long and if it is unpleasant he wants to move away from it. Emotions are not enemies to be rebuffed, repressed or rejected but allies to be honoured, understood and directed. They are the most powerful factors that determine how we act, make decision, set personal boundaries and communicate with others. If we understand and manage our emotions, we can improve the quality of our lives. According to Crow and Crow, Emotion is an affective experience that accompanies generalized linear
adjustment and mental and physiological stirred up states in the individual that shows itself in his overt behaviour (Mangal, 2009).

**Kinds of Emotions**

It consists of two kinds, namely positive and negative emotions.

i. **Positive Emotions:** Emotions like affection, amusement, curiosity, happiness and joy which are very helpful and essential to the normal behaviour are termed as positive emotions.

ii. **Negative Emotions:** Unpleasant emotions like anger, fear and jealously which are harmful to the individuals’ development are termed as negative emotions (Weiten & Lloyd, 2007).

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(Source: http://susandayley.files.wordpress.com/2011/05/emotions-poster.jpg)
1.2 EMOTIONAL INTELLIGENCE

According to Goleman (1995), Emotional Intelligence is a set of skills, abilities, and competencies that determine the individual’s behaviour, reaction, state of mind, coping style and communication style. These factors directly affect the level of success, satisfaction, ability to connect to the other people as well as the individual’s ability to cope with stress, low self-esteem, perception of control and overall level of mental and emotional well-being (Padhi & Verma, 2011).

1.2.1 Importance of Emotional Intelligence

Emotional Intelligence is not only a very important, but a very powerful aspect of a person’s life. It helps a person very much in all spheres of his/her life through its various competencies such as knowledge, of his or her emotions i.e. Self-awareness, managing emotions, motivating one self, recognizing emotions in others i.e. empathy and handling relationships. People with high emotional intelligence are happier, healthier, self-assured and interested, full of self-esteem, self-concept, self-confidence, self-determination, inspiration, motivation, open-minded, express needs while getting along with colleagues, turn to teachers for help and follow directions and are more successful in their relationships with others. They are able to understand their own emotions, regulate them for the most happy and productive behaviour, muster high levels of motivation and understand others’ emotions. Therefore emotional intelligence helps a person to think and act with appropriate emotional control according to the social norms (Manivannan, 2011).

Emotional Intelligence is one’s ability to detect and to manage emotional cues and information (Robbins and Judge, 2007). Emotional intelligence is vital for one’s success. It accounts for 80% of one’s success in life. People with emotional intelligence succeed in their lives. It brings success in schools, work and relationships, when applied to workplace, emotional intelligence is about thinking intelligently with emotions, perceiving, expressing, understanding and managing emotions in a professional and effective manner at work. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one’s life. It can only be possible through one’s potential of emotional intelligence and its proper development.
It is also important to know that we educate students with one main objective in mind; their success. It emotional intelligence is considered now-a-days vital for success, then we need to teach its components to our students at school and colleges. If it affects students’ environment, then it is imperative for schools to integrate it in their curricula, hence raising the levels of students’ success. Teaching emotional and social skills to students in schools is very important at this age of competitiveness. It can affect academic achievement of students very positively not only during the years they are taught, but during the future years to follow as well.

1.2.2 Dimensions of Emotional Intelligence

Mangal (2007) has classified the dimensions of emotional intelligence are as follows:

i. Awareness of Self and Others

Self-awareness is very important in order to achieve personal growth. Self-awareness enables to see the strengths and weaknesses of an individual. Self-awareness is capable of changing one’s self to a more improved self. Self-awareness can lead to awareness of others. Self-awareness leads an individual to be a more confident and sociable person.

ii. Professional Orientation

Professional orientation aims to support and help persons in regard to career guidance, job seeking and finding. Professional orientation is part of training, qualification and activation measures. Professional orientation provides proper information regarding requirements and opportunities related to a defined choice. Professional orientation is a systematic process that enables individuals to realize their learning, employment and leisure potentials by developing their self-awareness and decision making capacity.

iii. Intrapersonal Management

Intrapersonal means existing or occurring within the individual self or mind. Intrapersonal management is management with one self. Like when we sometimes think in our mind what to say and how to say before speaking. Intrapersonal management refers to
the management of one’s thoughts, words and action in relation to the teaching learning process.

iv. Interpersonal Management

Interpersonal means existing or occurring between persons. An interpersonal relationship is an association between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal management refers to the ability to deal with the different people involved in teaching learning process.

1.3 THINKING

Cognitive abilities like thinking, reasoning and problem-solving may be considered to be some of the chief characteristics which distinguish human being from other species including the higher animals. Good poetry, a highly developed computer or a robot, a beautiful painting, or magnificent buildings are all products of the thinking, reasoning and problem-solving capabilities of their creators and inventors. Even to understand, appreciate or put these in to use, we have to employ our powers of thinking and reasoning. The challenges and problems faced by the individual or by society, in general are solved through serious efforts involving thinking and reasoning. The powers of thinking and reasoning may thus be considered to be essential tools for the welfare and meaningful existence of the individual as well as society. According to Ross (1951) says that, “Thinking is mental activity in its cognitive or aspect or mental activity with regard to psychological objects”.

Types of Thinking

Thinking as a mental process, is usually classified into the following categories:

i. Perceptual or Concrete Thinking

This is the simplest form of thinking. The basis of this type of thinking is perception, i.e., interpretation of sensation according to one’s experience. It is also called concrete thinking as it is carried out on the perception of actual or concrete objects and events.
ii. Conceptual or Abstract Thinking

Unlike perceptual thinking, this does not require the perception of actual objects or events. It is an abstract thinking where one makes use of concepts: the generalized ideas and language. It is regarded as being superior to perceptual thinking as it economizes efforts in understanding and problem solving.

iii. Reflective Thinking

This is somewhat higher form of thinking. It can be, distinguished from simple thinking in the following ways:

i. It aims at solving complex rather than simple problems.

ii. It requires reorganization of all the relevant experiences and the finding of a simple association of experience or ideas.

iii. Mental activity in reflective thinking does not involve the mechanical trial and error type of efforts. There is an insightful cognitive approach in reflective thinking.

iv. It takes all the relevant facts arranged in a logical order into account in order to arrive at a solution of the problem in hand.

iv. Creative Thinking

This type of thinking, as the name suggests, is associated with one’s ability to create or construct something new, novel or unusual. It looks for new relationships and associations to describe and interpret the nature of things, events and situations. It is not restricted by any pre-established rules. The individual himself usually formulates the problem and is also free to collect the evidences and to fashion the tools for its solution.

v. Critical Thinking

Critical thinking may be distinguished from general or ordinary thinking in many ways. Its real value lies in its quality of being most skillful and responsible thinking that facilitates good judgement. It definitely sets some criteria for its own procedural advancement and is self-correcting and sensitive to the contemporary issues and
circumstances. It proves to be a backbone and a reliable support for carrying out the process of problem solving. It does not teach or encourage the child to mug up things without proper understanding. Rather it makes him a self-reliant, independence inquirer and discoverer and a useful and progressive citizen as needed by a rational and democratic society. Therefore, all our efforts should be concentrated to develop the required critical thinking potential among the youngsters.

vi. Non-directed or Associative Thinking

It is essentially directed thinking which pertains to reasoning and problem-solving procedures aimed at meeting specific goals. However, there are times when we find ourselves engaged in a unique type of thinking which is non-directed and without goal. It is reflected through dreaming, free associations, fantasy, delusions, day-dreaming and other free-flowing uncontrolled activities. In psychological language these forms of thought are termed as associative thinking (Mangal, 2009).

1.4 CRITICAL THINKING

Critical thinking is not one activity; rather, the term refers to a collection of thinking skills that advance intellectual focus, motivation, and engagement with new ideas (Halonen & Gray, 2000). These thinking skills include the ability to recognize patterns; to solve problems in practical, creative or scientific ways; to engage in psychological reasoning; and to adopt different perspectives when evaluating ideas or issues. Teaching students to think critically in or outside the classroom improves their abilities to observe, infer, question, decide, develop new ideas and analyze arguments (Dunn et al., 2008). The goal of teaching critical thinking to school students is to refine their abilities to describe, predict, explain and control behavior. Teachers play an important role in supporting learners’ critical thinking. Teachers who present themselves as learners open to inquiry model the roles and processes for learners to observe. Providing formative feedback and supporting learns to formulate new questions also supports learners in developing a critical approach.
1.4.1 Qualities of Critical Thinkers

People with critical thinking experience certain helpful dispositions or qualities. These are:

i. **Habitually inquisitive:** Critical thinkers are eager to acquire true knowledge and facts about the world, things and persons, no matter from which source or when they come.

ii. **Fair–minded in evaluation:** They cannot afford to be either biased or prejudiced in evaluating any situation. They are not driven by their emotions or gut feelings when they are required to be fair – minded or objective.

iii. **Honest in facing personal biases:** They have no hesitation in accepting and admitting their inadequacies and seeking advice from the specialists when necessary.

iv. **Willing to reconsider:** They are willing to reconsider any issue afresh in another perspective based one another set of facts or logic. There is no rigidity or stagnation in them.

v. **Not impulsive:** They are not in a hurry to arrive at unsound conclusions. Emotions or impulsive reactions cannot hijack logic and sound reasoning.

vi. **Logical in discussions:** They do not lose their temper in discussion, and are open to accept other opinions if there are convincing arguments.

vii. **Orderly in complex matters:** Critical thinkers have the ability to organize and arrange even complex issues and deal with them systematically (Kamath, 2008).

1.4.2 Dimensions of Critical Thinking


i. **Truth-seeking**

Truth-seeking thinkers are those eager to seek the truths, which are courageous about asking questions, and honest and objective about pursuing inquiry even if the
findings do not support one’s interests or one’s preconceived opinions. The truth-seeker would rather pursue the truth than win the argument.

ii. Open-mindedness

Open-mindedness is a construct that targets the disposition of being tolerant of divergent views with sensitivity to the possibility of one’s own bias. The open-minded person respects the rights of others to differing opinions.

iii. Analyticity

Analyticity targets the disposition of being alert to potentially problematic situations, anticipating possible results or consequences, and prizing the application of reason and the use of evidence, even if the problem at hand turns out to be challenging or difficult. The analytically inclined person is alert to potential difficulties, either conceptual or behavioral, and consistently looks to anticipatory intervention, reason giving, and fact-finding as effective ways to resolve matters.

iv. Systematicity

Systematicity targets the disposition to being organized, orderly, focused, and diligent in inquiry. No particular kind of organization (i.e. linear or nonlinear) is given priority. The systematic person strives to approach specific issues, questions or problems in an orderly, focused, and diligent way.

v. Self-confidence

Self-confidence refers to the level of trust one places in one’s own reasoning process. Critically thinking self-confident persons trust themselves to make good judgments and believe that others trust them as well, since they believe that others look to them to resolve problems, decide what to do, and bring reasonable closure to inquiry.

iv. Inquisitiveness

The inquisitive person is one who values being well informed, wants to know how things work, and values learning even if the immediate payoff is not directly evident. This person seeks knowledge without provocation for the intrinsic benefit of knowing.
vii. Cognitive maturity

Maturity addresses cognitive maturity and epistemic development. Mature thinkers are disposed to approach problems, inquiry, and decision making with a sense that some problems are ill-structured; some situations have more than one plausible option. Mature thinkers also realize that judgments based on standards, contexts, and evidence often must be made without having the benefit of knowing all information about the situation (Facione, 1990).

1.5 STRESS

Stress is a dynamic condition in which an individual is confronted with an opportunity, demand or resource related to what the individual despites and for which the outcome is perceived to be both uncertain and important (Robbins & Judge, 2007). Stress is the general term applied to pressures people feel in life. The presence of stress at work is almost inevitable in many jobs. In the modern day-to-day life stress is unavoidable. The source of such stress may be due to the nature of the individual, the group, the organization in which the individual is working and factors outside the organization. Stress is the external pressures and tension is the internal pressures.

1.5.1 Kinds of Stress

Kinds of stress are as follows:

i. Good and Bad Stress

A stressor is any event or situation that is perceived by an individual as a threat causing one to either adapt or initiate the stress response. Therefore, a stressor is a stimulus and stress is a response. To think of it another way, the stressor is the cause and stress is the effect. Hans Selye, one of the first to study the effects of stress, coined the term eustress to explain the positive, desirable stress that keeps life interesting and helps to motivate and inspire. Eustress also involves successfully managing stress even if one is dealing with a negative stressor. Eustress implies that a certain amount of stress is useful, beneficial and even good for our health. Distress refers to the negative effects of stress that drain us of energy and surpass our capacities to cope.
ii. Acute Stress

Acute stress is the result of short-term stressors. Acute stress is usually quite intense, and then disappears quickly. Imagine being out for a leisurely evening walk, a street dog jumps at you. Acute stress can be exciting and invigorating in small doses, but too much is exhausting.

iii. Episodic Acute Stress

This is the person who elicits the response "What now?" when you see them racing towards you. It seems they are always in a rush, but usually late. If something can go wrong, it will. They just can't seem to get their act together and can't organize the many self-inflicted demands and pressures clamoring for their attention. They often blame their problems on other people and external events. This is called episodic acute stress.

iv. Chronic Stress

Chronic stress is long-term stress resulting from those nagging problems that just don't seem to go away. This is the grinding stress that can wear you down day after day, year after year. Chronic stress can result from long-term health problems, emotionally draining relationships, or from staying in an unfulfilling, energy-draining job. Chronic stress kills through suicide, heart attack and violence (Alex, 2011).

1.5.2 Sources of Stress

Stress may be induced from different sources:

i. Interpersonal issues causing stress

There are several interpersonal situations causing stress. In close interpersonal relationships deep emotions are involved. Inherent to the ancient Indian system of education has been its healthy teacher-student bonding. But with the expansion of education, there seems to be a change in the present scenario. Large class strength and unrealistic workload on teachers in the schools in India are the major causes of lack of healthy personal communication between teachers and students.
ii. Personality related stress

The personality characteristics of an individual to a large extent are responsible for appraising a situation as stressful or otherwise (fear of failure, committing mistakes). An individual’s value system is closely related to feelings of guilt and feelings of not being good enough. The change in the role of the Indian woman, who is new career-centric is resulting in role conflict in marriages - a mismatch between the career demands and traditional family values.

iii. Environmental stress

Living or working in an uncomfortable physical environment may be stress inducing. Excessive noise, heat, lack of ventilation, unhygienic surrounding, crowded or an environment with strong smell or lack of light may cause stress and lower work efficiency of teachers. For instance, after a hectic drive in heavy traffic, one may find it very difficult to immediately switch over to an important presentation or lecture in a classroom.

iv. Change-induced stress

One major potential of ‘change’ to induce stress is in the form of ‘fear of change.’ The main reason of change-induced stress is the fear of the unknown. In teaching profession, transfer of job to a remote area and many other unfamiliar aspects can be a cause of change-induce stress. The best coping strategy is to move from the unknown none to the known zone.

v. Stress caused by system issues

System refers to any organization, family, school or other social enterprises in which an individual functions. An average individual distributes his time between these systems. The stress related to ‘system’ has become highly relevant in Indian society in the context of changing demands in the family and school. A teacher has to do many duties relating to his profession as well as to his family life. Especially, the female teachers come under stress as a lot of extra work is expected from them (Kaur & Kaur, 2011).
1.5.3 Managing Stress in the Workplace

Many strategies have been developed to help manage stress in the workplace.

1. Individual Coping Strategies

i. Exercise

Exercise is one method of managing stress. People who exercise regularly are less likely to have heart attacks than inactive people. More directly, research has suggested that people who exercise regularly feel less tension and stress and are more self-confident and show greater optimism.

ii. Relaxation

A related method of managing stress is relaxation. Proper relaxation is an effective way to adapt. People can also relax while on the job. People can take regular rest breaks during their normal workday.

iii. Time Management

Time management is often recommended for managing stress. One popular approach to time management is to make a list every morning of the things to be done that day. Then you group the items on the list into three categories: critical activities that must be done; important activities that should be performed and optional or trivial things that can be delegated or postponed. Then do things on the list in their order of importance.

iv. Role Management

In role management, the individual actively works to avoid overload, ambiguity and conflict. Another role management strategy is to learn to say 'no'. A lot of people create problems for themselves by always saying 'yes'. Besides working in their regular jobs, they agree to serve on extra duties. Sometimes it will create a lot of problems.

v. Support Groups

A support group is simply a group of family members or friends with whom a person can spend time. It can help reduce the stress that builds up during the day.
2. Organizational Coping Strategies

Two basic organizational strategies for helping employees manage stress are institutional programs and collateral programs.

i. Institutional Programs

Institutional programs for managing stress are undertaken through established mechanisms. Properly designed jobs are organization's culture and work schedules can help ease stress. Supervision can play an important institutional role in managing stress.

ii. Collateral Programs

A collateral stress program is an organizational program specifically created to help employees deal with stress. Many organizations have employee fitness programs. These programs attack stress indirectly by encouraging employees to exercise, which is presumed to reduce stress. Organizations try to help employees cope with stress through other kinds of programs. They have adopted stress management programs, health programs and other kinds of programs for this purpose (Vijayalakshmi, 2012).

1.5.4 Stress Management Tips for Teachers

The process of stress management is one of the keys for teachers to have a successful professional life. Although professional life provides numerous demands that can provide difficulties to handle, stress management provides a number of ways to manage anxiety. A number of stress situations which teachers have to face are: children negative attitude towards study, little authority to carry out their responsibilities, too heavy a work load, feel dissatisfaction of the conflicting demands of the colleagues and pupils, unfamiliar of the evaluation method of teaching and tutorial work, poor working conditions i.e., badly constructed building with inadequate sound proofing, high noise level and lower level of expenditures on educational equipments. Fortunately there are a lot of stress management techniques which are helpful for teachers to improve their performance.

Suggestions for stress management of teachers are as follows:

- Over work, particularly when tired has to be avoided.
- Social contacts outside the educational institutions have to be maintained.
• Optimistic thinking should be followed.
• Good communications with other staff members is recommended.
• Lesson to be taught must be prepared well in advance.
• Firmer guidelines are to be adhered while dealing with misbehaving learners.
• Added responsibilities should be refused in a congenial manner (http://www.matthewthorburn.blogspot.in.....).

1.5.5 Dimensions of Stress Management

The dimensions of stress management are as follows,

1. Personal Stress

Personal stress can be caused by physical appearance, failure, non-acceptance by parents and peers, constant comparison at home, in school and within peer group, negative approach to life, lack of recognition, setting unrealistically high standards and goals for oneself, fear of appear foolish or incompetent to others, a feeling of anxiety, feeling tried and irritable, emotional pressure, being unable to cope (http://www.stressdirections.com).

2. Family Stress

Uncongenial atmosphere at home affects an individual very badly. The other reasons which contribute to family stress are; parental pressure for excellence in performance irrespective of the potential of the individual, lack of understanding between the parents and the individual, illness of parents, quarrel in the family, broken family, single family, compulsion for studies, over strictness, drunkard father, irresponsible father, over protection suspicious nature of mother and father and both parents working and nuclear family (http://www.stressmanagementtips.com/family.htm).

3. Social Stress

Social stress includes the general climate of the society, unsupportive events in the environment and the responsibilities of the individual in the family. This also includes; interpersonal relationship, too many function in the school, the type of friendship in the schools, no proper support from friends and peers, too many restrictions in the school,
pressure from the other sex, loss of value system, and distractions as a result of media exposure and negative influence of western culture (http://davidscottsoociology.tripod.com).

4. Job Stress

Stress at work is a relatively new phenomenon of modern lifestyles. The signs of job stress vary from person to person, depending on the particular situation, how long the individual has been subjected to the stressors, and the intensity of the stress itself. Professional stress or job stress poses a threat to physical health. Work related stress in the life of organized workers, consequently, affects the health of organizations. Professional / job stress may be caused by a complex set of reasons. These factors cause job stress are as follows; a variety of environmental events such as preparation, workload, big classes, job insecurity, high demand for performance administrative paper work, promotion, salary, lack of opportunities or acknowledgement in the work place and responsibilities at school (http://www.helpguide.org/articles/stress/stress-at-work.htm).

5. Organizational Stress

An organization is a grouping of assets, goals, strategies, and policies. In order to create groups to work, organizations generate structure, process and working conditions. In modern organizations, number of factors generates an environment of stress. These factors cause organizational stress are as follows; Job dissatisfaction, improper motivation, working conditions, Administrative Policies and Strategies, Organization Process and Styles task inter-dependency, task demands, task overload are some of the possible reasons for stress in organizations (http://www.sanctuaryweb.com/organizations.php).

1.6 NEED AND SIGNIFICANCE OF THE STUDY

An emotionally intelligent teacher is the heart and soul of a successful educational program (Mangal, 2007). A teacher is a mechanism that brings about a positive social and behavioral change in a student by presenting before him model behaviour and emotional intelligence plays a major role in this mysterious and magical person-building stream of process.
The success of teacher motivating the students and the students being motivated, learning in a happy psycho-social condition, soothing the irritant conflicts with a smiling face subduing anger that pains students and the teacher is proportionate to the caliber to handle emotional intelligence. Apart from designing and implementing the curriculum, there requires an emotionally intelligent teacher who can sense even a slight person-specific and class-specific change and can maneuver the teaching strategies accordingly. This is a herculean task as the workload of a teacher is never exhausted; rather continue to pile up in spite of being cleared up now and then. The workaholic mind-set of individuals and the organization, aiming at economic and social prosperity demands a teacher to be emotionally intelligent so that the students are in no way get affected but still imbibe positive characteristics and develop their holistic personality.

Children are not born with the power to think critically, nor do they develop this ability naturally beyond survival-level thinking. Critical thinking is a learned ability that must be taught. Most individuals never learn it. Critical thinking cannot be taught reliably to students by peers or by most parents. Trained and knowledgeable instructors are necessary to impart the proper information and skills (Schafersman, 1991).

In today’s world, people’s lifestyles have been totally changed because physical and socio-cultural environment has drastically changed with the advent of information technology. This new lifestyle has led to stress. The teaching profession is generally considered as a noble profession with a lot of expectations from the parents towards their children’s education and development of personality. These expectations arising from the various sources lead to the component of sources of teacher’s stress.

Nowadays, teaching is considered to be the most stressful occupation as teachers are today facing much dysfunctional stress arising due to certain job characteristics of factors related to the job and incumbent. Teachers must be role models and realize that each action taken will reflect upon his/her professional status as teachers. A teacher has to play multiple roles as an information provider, facilitator, mentor, accessor (of the students and curriculum), planner (curriculum planner and course planner), resource developer (the resource material creator) and the study guide producer (Kaur & Kaur, 2011). To fulfill his
duties, he needs a state of mental peace and suitable atmosphere in the institution as well as at home. In the prevailing educational setup, a teacher has to reel under pressure of working under too many constraints imposed on him from all sides. A teacher’s life is adversely affected by stress, leading to ill-health and mental ill-health as well. The stress affects his ability to function effectively. Hence the investigator wants to study the influence of emotional intelligence, critical thinking on stress management of high school teachers.

1.7 STATEMENT OF THE PROBLEM

At the present scenario, number of challenges is ahead any professionals and therefore high school teachers are in a position to overcome enormous problems to survive. It is in debt an evoking task to equip ourselves with different life skills. Performing in a societal setup, one need to understand and tackle others while sensing their emotion appropriately. High school students are today taken away by the advancement in technology without any ethics. The prime duty of the high school teachers is to possess a right conception of the student’s thoughts and deeds. The teachers are not dealing with matured personalities instead with the budding youth. At this stage, they are very sensitive and with hot blood take things for granted. They are to be molded shaped with right attitude by the teachers who are flexible in sharing emotions.

Whenever the students are assigned any work related to life skills or academics, they immediately ponder into the websites for relevant matters and concepts and copy as fresh as possible. It is the efficient work of the teachers to make the students to develop their thinking skills and enhance their abstract thinking ability. The teacher has to create various situations that in turn demand the analytical thinking capacity of the learners. On this stage of high school, the learners must be able to examine critically the experiences they undergo in their daily life situations. Hence it becomes highly important for the high school teachers to possess critical thinking skills which have immense scope in their profession.

The high school teachers have to deal with early adolescence students, which is a stressful situation as they have to focus the students on academically high score as well as
strict behavior inculcation. The high school teachers both male and female have the stress of balancing their responsibilities both in the profession and in the family. Simultaneously they have to tackle moments of depressing, negative experiences and practical difficulties in working conditions. It is a much challenging task to sense the pulse of the upcoming young generation and coincide their extraction of output from the learners. The job of placing themselves in the good books of administration, parents, students and other staff members both teaching and non-teaching demands high intelligence in tackling emotions and stress for the teachers.

The investigation is on the emotional intelligence of the high school teachers who should possess the abilities and competencies to determine the individual behaviour, reaction, state of mind, coping and communication style. Further the capacity of high school teachers to think rationally and solve problems systematically by adopting the concept of stress management is to be examined. Therefore the investigator wants to study the emotional intelligence, critical thinking and stress management of high school teachers.

1.8 TITLE OF THE STUDY

The title of the present investigation is stated as,

“EMOTIONAL INTELLIGENCE, CRITICAL THINKING AND STRESS MANAGEMENT OF HIGH SCHOOL TEACHERS”

1.9 OPERATIONAL DEFINITION OF KEY TERMS

i. Emotional Intelligence

By the term emotional intelligence, the investigator means the ability to achieve and apply knowledge from one’s emotions and the emotions of others in order to be successful.

ii. Critical Thinking

By the term critical thinking, the investigator means the ability to think clearly, rationally and solve problems systematically.
iii. Stress Management

By the term stress management, the investigator means the interventions designed or the ability to reduce the impact of stressors among teachers in their workplace and everyday life.

iv. High School Teachers

By high school teachers, the investigator means those who are handling the classes between VI to X standards of High Schools in Secondary Board of Tamil Nadu.

1.10 OBJECTIVES OF THE STUDY

The investigator has evolved the following objectives for his study.

1. To find out the level of emotional intelligence of high school teachers.
2. To find out the level of critical thinking of high school teachers.
3. To find out the level of stress management of high school teachers.
4. To find out the significant difference, if any, in the emotional intelligence of high school teachers in terms of selected background variables.
5. To find out the significant difference, if any, in the critical thinking of high school teachers in terms of selected background variables.
6. To find out the significant difference, if any, in the stress management of high school teachers in terms of selected background variables.
7. To find out the significant difference among, if any, in the emotional intelligence of high school teachers in terms of selected background variables.
8. To find out the significant difference among, if any, in the critical thinking of high school teachers in terms of selected background variables.
9. To find out the significant difference among, if any, in the stress management of high school teachers in terms of selected background variables.
10. To find out the significant association, if any, in the emotional intelligence of high school teachers in terms of selected background variables.
11. To find out the significant association, if any, in the critical thinking of high school teachers in terms of selected background variables.

12. To find out the significant association, if any, in the stress management of high school teachers in terms of selected background variables.

13. To find out whether there is any significant relationship between the emotional intelligence and critical thinking of high school teachers.

14. To find out whether there is any significant relationship between the emotional intelligence and stress management of high school teachers.

15. To find out whether there is any significant relationship between the critical thinking and stress management of high school teachers.

16. To find out whether there is any significant influence of emotional intelligence, critical thinking on stress management of high school teachers.

17. To find out whether there is any significant factor with positive loading of the variables namely emotional intelligence, critical thinking and stress management of high school teachers.

The background variables selected for this study were: Gender, Locality of the school, Medium of instruction, Marital status, Type of family, In-service training programme attended, Locality of residence, Age, Job status, Type of school, Nature of the school, Educational qualifications, Teaching experience and Monthly income.

1.11 HYPOTHESES OF THE STUDY

The researcher formulated the following null hypotheses regarding the emotional intelligence, critical thinking and stress management of high school teachers.

**H₀ ₁:** There is no significant difference in the emotional intelligence of high school teachers in terms of gender.

**H₀ ₂:** There is no significant difference in the emotional intelligence of high school teachers in terms of locality of the school.
**H₀ 3:** There is no significant difference in the emotional intelligence of high school teachers in terms of medium of instruction.

**H₀ 4:** There is no significant difference in the emotional intelligence of high school teachers in terms of marital status.

**H₀ 5:** There is no significant difference in the emotional intelligence of high school teachers in terms of type of family.

**H₀ 6:** There is no significant difference in the emotional intelligence of high school teachers in terms of in-service training programme attended.

**H₀ 7:** There is no significant difference in the emotional intelligence of high school teachers in terms of locality of residence.

**H₀ 8:** There is no significant difference in the critical thinking of high school teachers in terms of gender.

**H₀ 9:** There is no significant difference in the critical thinking of high school teachers in terms of locality of the school.

**H₀ 10:** There is no significant difference in the critical thinking of high school teachers in terms of medium of instruction.

**H₀ 11:** There is no significant difference in the critical thinking of high school teachers in terms of marital status.

**H₀ 12:** There is no significant difference in the critical thinking of high school teachers in terms of type of family.

**H₀ 13:** There is no significant difference in the critical thinking of high school teachers in terms of in-service training programme attended.

**H₀ 14:** There is no significant difference in the critical thinking of high school teachers in terms of locality of residence.

**H₀ 15:** There is no significant difference in the stress management of high school teachers in terms of gender.
H_o 16: There is no significant difference in the stress management of high school teachers in terms of locality of the school.

H_o 17: There is no significant difference in the stress management of high school teachers in terms of medium of instruction.

H_o 18: There is no significant difference in the stress management of high school teachers in terms of marital status.

H_o 19: There is no significant difference in the stress management of high school teachers in terms of type of family.

H_o 20: There is no significant difference in the stress management of high school teachers in terms of in-service training programme attended.

H_o 21: There is no significant difference in the stress management of high school teachers in terms of locality of residence.

H_o 22: There is no significant difference among the emotional intelligence of high school teachers in terms of job status.

H_o 23: There is no significant difference among the emotional intelligence of high school teachers in terms of type of school.

H_o 24: There is no significant difference among the emotional intelligence of high school teachers in terms of nature of the school.

H_o 25: There is no significant difference among the emotional intelligence of high school teachers in terms of teaching experience.

H_o 26: There is no significant difference among the critical thinking of high school teachers in terms of job status.

H_o 27: There is no significant difference among the critical thinking of high school teachers in terms of type of school.

H_o 28: There is no significant difference among the critical thinking of high school teachers in terms of nature of the school.
H₀ 29: There is no significant difference among the critical thinking of high school teachers in terms of teaching experience.

H₀ 30: There is no significant difference among the stress management of high school teachers in terms of job status.

H₀ 31: There is no significant difference among the stress management of high school teachers in terms of type of school.

H₀ 32: There is no significant difference among the stress management of high school teachers in terms of nature of the school.

H₀ 33: There is no significant difference among the stress management of high school teachers in terms of teaching experience.

H₀ 34: There is no significant association in the emotional intelligence of high school teachers in terms of age.

H₀ 35: There is no significant association in the emotional intelligence of high school teachers in terms of educational qualifications.

H₀ 36: There is no significant association in the emotional intelligence of high school teachers in terms of monthly income.

H₀ 37: There is no significant association in the critical thinking of high school teachers in terms of age.

H₀ 38: There is no significant association in the critical thinking of high school teachers in terms of educational qualifications.

H₀ 39: There is no significant association in the critical thinking of high school teachers in terms of monthly income.

H₀ 40: There is no significant association in the stress management of high school teachers in terms of age.

H₀ 41: There is no significant association in the stress management of high school teachers in terms of educational qualifications.
**H₀ 42:** There is no significant association in the stress management of high school teachers in terms of monthly income.

**H₀ 43:** There is no significant relationship between the emotional intelligence and critical thinking of high school teachers.

**H₀ 44:** There is no significant relationship between the emotional intelligence and stress management of high school teachers.

**H₀ 45:** There is no significant relationship between the critical thinking and stress management of high school teachers.

**H₀ 46:** There is no significant influence of emotional intelligence, critical thinking on stress management of high school teachers.

**H₀ 47:** There is no significant factor with positive loading of the variables namely emotional intelligence, critical thinking and stress management of high school teachers.

### 1.12 DELIMITATIONS OF THE STUDY

The present study is made keeping in mind with the following delimitations:

1. This study was limited only to the high school teachers in the 60 schools from Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu.

2. The investigator identified only four dimensions of emotional intelligence scale namely, awareness of self and others, professional orientation, intrapersonal management and interpersonal management.

3. Stress management scale included five dimensions namely, personal stress, family stress, social stress, job stress and organizational stress.

4. The sample was delimited to 560 high school teachers only.

5. The study restricted to standards IX and X handling teachers in high and higher secondary schools in Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu.

*The following chapter is on the review of related studies.*