CHAPTER – V
FINDINGS, INTERPRETATIONS, RECOMMENDATIONS
AND SUGGESTIONS

5.1. FINDINGS

5.1.1. Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of School Teachers

1. 14.80% of school teachers have high level of job stressors. 15.60% of them have high level of job stressors in teacher role maintenance, 17.40% of them have high level of job stressors in respect and honour maintenance and 18.70% of them have high level of job stressors in maintenance of interpersonal relationship.

2. 19.10% of school teachers have high level of emotional intelligence.

3. 10.20% of school teachers have high level of self-esteem.

4. 17.70% of school teachers have good mental health.

5. There is significant difference between male and female teachers in teacher role maintenance, respect and honour maintenance, and job stressors. But, there is no significant difference between them in maintenance of interpersonal relationship.

6. There is significant difference between unmarried and married teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

7. There is significant difference between teachers working in rural and urban schools in teacher role maintenance, maintenance of interpersonal relationship, and job stressors. But there is no significant difference between them in respect and honour maintenance.

8. There is significant difference among the teachers aged upto 35, 36 to 50 and above 50 in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

9. There is significant difference among the teachers having the experience of upto 10, 11 to 20 and above 20 in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

10. There is significant difference among the teachers working in government, aided and self-financed schools in respect and honour maintenance, maintenance of
interpersonal relationship, and job stressors. But there is no significant difference among them in teacher role maintenance.

11. There is significant difference between male and female teachers in emotional intelligence.

12. There is significant difference between unmarried and married teachers in emotional intelligence.

13. There is significant difference between teachers working in rural and urban schools in emotional intelligence.

14. There is significant difference among the teachers aged upto 35, 36 to 50 and above 50 in emotional intelligence.

15. There is significant difference among the teachers having the experience of upto 10, 11 to 20 and above 20 in emotional intelligence.

16. There is significant difference among the teachers working in government, aided and self-financed schools in emotional intelligence.

17. There is significant difference between male and female teachers in self-esteem.

18. There is significant difference between unmarried and married teachers in self-esteem.

19. There is significant difference between teachers working in rural and urban schools in self-esteem.

20. There is significant difference among the teachers aged upto 35, 36 to 50 and above 50 in self-esteem.

21. There is significant difference among the teachers having the experience of upto 10, 11 to 20 and above 20 in self-esteem.

22. There is significant difference among the teachers working in government, aided and self-financed schools in self-esteem.

23. There is no significant difference between male and female teachers in mental health.

24. There is no significant difference between unmarried and married teachers in mental health.

25. There is no significant difference between teachers working in rural and urban schools in mental health.

26. There is no significant difference among the teachers aged upto 35, 36 to 50 and above 50 in mental health.
27. There is no significant difference among the teachers having the experience of up to 10, 11 to 20 and above 20 in mental health.

28. There is no significant difference among the teachers working in government, aided and self-financed schools in mental health.

29. There is significant relationship between the job stressors of school teachers and their emotional intelligence.

30. There is significant relationship between the job stressors of school teachers and their self-esteem.

31. There is significant relationship between the teacher role maintenance of school teachers and their mental health. But, there is no significant relationship between the respect and honour maintenance, maintenance of interpersonal relationship and job stressors of school teachers and their mental health.

32. The independent variables – emotional intelligence and self-esteem are found to be significant predictors of job stressors of school teachers in total. Self-esteem is found to be the significant predictor of job stressors in teacher role maintenance. Emotional intelligence is found to be the significant predictor of job stressors in respect and honour maintenance, and maintenance of interpersonal relationship.

5.1.2. Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Primary School Teachers

1. 69.82% of primary school teachers have high level of job stressors. 52.07% of them have high level of job stressors in teacher role maintenance, 47.34% of them have high level of job stressors in respect and honour maintenance and 50.89% of them have high level of job stressors in maintenance of interpersonal relationship.

2. None of primary school teachers have high level of emotional intelligence.

3. None of primary school teachers have high level of self-esteem.

4. 14.20% of primary school teachers have good mental health.

5. There is no significant difference between male and female primary school teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

6. There is no significant difference between unmarried and married primary school teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.
7. There is significant difference between rural and urban primary school teachers in job stressors. But there is no significant difference between them in teacher role maintenance, respect and honour maintenance and maintenance of interpersonal relationship.

8. There is significant difference among the primary school teachers aged upto 35, 36 to 50 and above 50 in teacher role maintenance. But, there is no significant difference among them in respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

9. There is significant difference among the primary school teachers having the experience of upto 10, 11 to 20 and above 20 in teacher role maintenance. But, there is no significant difference among them in respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

10. There is no significant difference among the primary school teachers working in government, aided and self-financed schools in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

11. There is no significant difference between male and female primary school teachers in emotional intelligence.

12. There is no significant difference between unmarried and married primary school teachers in emotional intelligence.

13. There is significant difference between rural and urban primary school teachers in emotional intelligence.

14. There is no significant difference among the primary school teachers aged upto 35, 36 to 50 and above 50 in emotional intelligence.

15. There is no significant difference among the primary school teachers having the experience of upto 10, 11 to 20 and above 20 in emotional intelligence.

16. There is no significant difference among the primary school teachers working in government, aided and self-financed schools in emotional intelligence.

17. There is no significant difference between male and female primary school teachers in self-esteem.

18. There is no significant difference between unmarried and married primary school teachers in self-esteem.

19. There is significant difference between rural and urban primary school teachers in self-esteem.
20. There is no significant difference among the primary school teachers aged upto 35, 36 to 50 and above 50 in self-esteem.

21. There is no significant difference among the primary school teachers having the experience of upto 10, 11 to 20 and above 20 in self-esteem.

22. There is no significant difference among the primary school teachers working in government, aided and self-financed schools in self-esteem.

23. There is no significant difference between male and female primary school teachers in mental health.

24. There is no significant difference between unmarried and married primary school teachers in mental health.

25. There is no significant difference between rural and urban primary school teachers in mental health.

26. There is significant difference among the primary school teachers aged upto 35, 36 to 50 and above 50 in mental health.

27. There is no significant difference among the primary school teachers having the experience of upto 10, 11 to 20 and above 20 in mental health.

28. There is no significant difference among the primary school teachers working in government, aided and self-financed schools in mental health.

29. There is significant relationship between the job stressors of primary school teachers and their emotional intelligence.

30. There is significant relationship between the job stressors of primary school teachers and their self-esteem.

31. There is no significant relationship between the job stressors of primary school teachers and their mental health.

32. The independent variables – emotional intelligence and self-esteem are found to be significant predictors of job stressors of primary school teachers in total. Self-esteem is found to be the significant predictor of job stressors in teacher role maintenance. None of the independent variables are found to be the significant predictors of job stressors in respect and honour maintenance. Emotional intelligence is found to be the significant predictor of job stressors in maintenance of interpersonal relationship.
5.1.3. Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Secondary School Teachers

1. 4.99% of secondary school teachers have high level of job stressors. 12.01% of them have high level of job stressors in teacher role maintenance, 17.01% of them have high level of job stressors in respect and honour maintenance and 17.74% of them have high level of job stressors in maintenance of interpersonal relationship.

2. 2.40% of secondary school teachers have high level of emotional intelligence.

3. 2.40% of secondary school teachers have high level of self-esteem.

4. 17.01% of secondary school teachers have good mental health.

5. There is significant difference between male and female secondary school teachers in maintenance of interpersonal relationship and job stressors. But there is no significant difference between them in teacher role maintenance, and respect and honour maintenance.

6. There is significant difference between unmarried and married secondary school teachers in respect and honour maintenance, maintenance of interpersonal relationship, and job stressors. But, there is no significant difference between them in teacher role maintenance.

7. There is no significant difference between rural and urban secondary school teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

8. There is significant difference among the secondary school teachers aged upto 35, 36 to 50 and above 50 in teacher role maintenance, maintenance of interpersonal relationship and job stressors. But, there is no significant difference among them in respect and honour maintenance.

9. There is significant difference among the secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in respect and honour maintenance, maintenance of interpersonal relationship, and job stressors. But, there is no significant difference among them in teacher role maintenance.

10. There is significant difference among the secondary school teachers working in government, aided and self-financed schools in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

11. There is significant difference between male and female secondary school teachers in emotional intelligence.
12. There is significant difference between unmarried and married secondary school teachers in emotional intelligence.

13. There is no significant difference between rural and urban secondary school teachers in emotional intelligence.

14. There is significant difference among the secondary school teachers aged upto 35, 36 to 50 and above 50 in emotional intelligence.

15. There is significant difference among the secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in emotional intelligence.

16. There is significant difference among the secondary school teachers working in government, aided and self-financed schools in emotional intelligence.

17. There is significant difference between male and female secondary school teachers in self-esteem.

18. There is significant difference between unmarried and married secondary school teachers in self-esteem.

19. There is no significant difference between rural and urban secondary school teachers in self-esteem.

20. There is significant difference among the secondary school teachers aged upto 35, 36 to 50 and above 50 in self-esteem.

21. There is significant difference among the secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in self-esteem.

22. There is significant difference among the secondary school teachers working in government, aided and self-financed schools in self-esteem.

23. There is no significant difference between male and female secondary school teachers in mental health.

24. There is no significant difference between unmarried and married secondary school teachers in mental health.

25. There is no significant difference between rural and urban secondary school teachers in mental health.

26. There is no significant difference among the secondary school teachers aged upto 35, 36 to 50 and above 50 in mental health.

27. There is no significant difference among the secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in mental health.

28. There is no significant difference among the secondary school teachers working in government, aided and self-financed schools in mental health.
29. There is significant relationship between the job stressors of secondary school teachers and their emotional intelligence.

30. There is significant relationship between the job stressors of secondary school teachers and their self-esteem.

31. There is no significant relationship between the job stressors of secondary school teachers and their mental health.

32. The independent variables – emotional intelligence and self-esteem are found to be significant predictors of job stressors of secondary school teachers in total. Emotional intelligence is found to be the significant predictor of job stressors in teacher role maintenance, and maintenance of interpersonal relationship. Self-esteem is found to be the significant predictor of job stressors in respect and honour maintenance.

5.1.4. Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health of Higher Secondary School Teachers

1. 1.03% of higher secondary school teachers have high level of job stressors. 1.03% of them have high level of job stressors in teacher role maintenance, 0.69% of them have high level of job stressors in respect and honour maintenance and 1.72% of them have high level of job stressors in maintenance of interpersonal relationship.

2. 61.38% of higher secondary school teachers have high level of emotional intelligence.

3. 30.69% of higher secondary school teachers have high level of self-esteem.

4. 21.03% of higher secondary school teachers have good mental health.

5. There is no significant difference between male and female higher secondary school teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

6. There is no significant difference between unmarried and married higher secondary school teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

7. There is no significant difference between rural and urban higher secondary school teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.
8. There is no significant difference among the higher secondary school teachers aged upto 35, 36 to 50 and above 50 in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

9. There is significant difference among the higher secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in teacher role maintenance and job stressors. But, there is no significant difference among them in respect and honour maintenance, and maintenance of interpersonal relationship.

10. There is no significant difference among the higher secondary school teachers working in government, aided and self-financed schools in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

11. There is no significant difference between male and female higher secondary school teachers in emotional intelligence.

12. There is no significant difference between unmarried and married higher secondary school teachers in emotional intelligence.

13. There is no significant difference between rural and urban higher secondary school teachers in emotional intelligence.

14. There is no significant difference among the higher secondary school teachers aged upto 35, 36 to 50 and above 50 in emotional intelligence.

15. There is significant difference among the higher secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in emotional intelligence.

16. There is no significant difference among the higher secondary school teachers working in government, aided and self-financed schools in emotional intelligence.

17. There is no significant difference between male and female higher secondary school teachers in self-esteem.

18. There is significant difference between unmarried and married higher secondary school teachers in self-esteem.

19. There is no significant difference between rural and urban higher secondary school teachers in self-esteem.

20. There is no significant difference among the higher secondary school teachers aged upto 35, 36 to 50 and above 50 in self-esteem.

21. There is significant difference among the higher secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in self-esteem.
22. There is significant difference among the higher secondary school teachers working in government, aided and self-financed schools in self-esteem.
23. There is no significant difference between male and female higher secondary school teachers in mental health.
24. There is no significant difference between unmarried and married higher secondary school teachers in mental health.
25. There is no significant difference between rural and urban higher secondary school teachers in mental health.
26. There is no significant difference among the higher secondary school teachers aged upto 35, 36 to 50 and above 50 in mental health.
27. There is no significant difference among the higher secondary school teachers having the experience of upto 10, 11 to 20 and above 20 in mental health.
28. There is no significant difference among the higher secondary school teachers working in government, aided and self-financed schools in mental health.
29. There is significant relationship between the job stressors of higher secondary school teachers and their emotional intelligence.
30. There is significant relationship between the job stressors of higher secondary school teachers and their self-esteem.
31. There is no significant relationship between the job stressors of higher secondary school teachers and their mental health.
32. The independent variables – emotional intelligence and self-esteem are found to be significant predictors of job stressors of higher secondary school teachers in total. Self-esteem is found to be the significant predictor of job stressors in teacher role maintenance. Emotional intelligence is found to be the significant predictor of job stressors in respect and honour maintenance, and maintenance of interpersonal relationship.

5.1.5. Difference among the Primary, Secondary and Higher Secondary School Teachers in their Job Stressors, Emotional Intelligence, Self-Esteem and Mental Health

1. There is significant difference among the primary, secondary and higher secondary school teachers in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.
2. There is significant difference among the primary, secondary and higher secondary school teachers in their emotional intelligence.

3. There is significant difference among the primary, secondary and higher secondary school teachers in their self-esteem.

4. There is no significant difference among the primary, secondary and higher secondary school teachers in their mental health.

5.2. INTERPRETATIONS

From the findings of the present investigation, it is found that the male teachers have more job stressors than female teachers in their teacher role maintenance, respect and honour maintenance and job stressors in total. Regarding the secondary school teachers, the female teachers have poor interpersonal relationship and job stressors in total than the male teachers. This may be due to the fact that the male teachers are given more and more teaching and non-teaching related works in the schools by the head of the institutions and by the management. This additional work may disturb their regular teaching job. Hence, the male teachers have more job stressors related to teacher role maintenance, respect and honour maintenance.

The unmarried teachers have more job stressors than married teachers in their teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship and job stressors in total. Regarding the secondary school teachers, the unmarried teachers are found better in their respect and honour maintenance and maintenance of interpersonal relationship and job stressors in total than the married teachers. This may be due to the reason that it is often understood that the unmarried teachers may not have familial workload or problems and hence the parents and other family members of the unmarried teachers and the management of the schools, where the teachers are working, may give more and more works to them. Hence, they have more job stressors.

The rural school teachers have more job stressors than the urban school teachers in their teacher role maintenance, respect and honour maintenance, and job stressors in total. This may be due to the reason that the rural school teachers may not have high regard towards their higher authorities and they do not oblige their superiors because of the poor infrastructural facilities. Hence, they have more job stressors.
The teachers aged upto 35 have more job stressors than teachers aged 36 to 50 and above 50 in their teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship and job stressors in total. Regarding secondary school teachers, the teachers aged upto 35 have better teacher role maintenance, maintenance of interpersonal relationship and job stressors in total than the teachers of other age groups. This may be due to the reason that the teachers aged upto 35 may have good enthusiasm over their teaching profession. Due to this, they can maintain good interpersonal relationship with their colleagues and with their superiors. The management too may give or allot more responsible works to them and hence the result.

The teachers with upto 10 years of teaching experience have more job stressors than teachers with 11 to 20 years and more than 20 years of teaching experience in their teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship and job stressors in total. In the case of secondary school teachers, the teachers with more than 20 years of teaching experience have better respect and honour maintenance than their counterparts. The teachers with upto 10 years of teaching experience have better maintenance of interpersonal relationship and job stressors in total than the teachers with 11 to 20 years and teachers with more than 20 years of teaching experience. This may be due to the reason that the teachers with upto 10 years of teaching experience are very much junior to the teachers who have 11 to 20 and more than 20 years of teaching experience. So, they have to oblige their superiors and the ultimate seniors. Hence, they differed significantly in this regard.

The self-financed school teachers have more job stressors than government school and aided school teachers in their respect and honour maintenance, maintenance of interpersonal relationship and job stressors in total. In the case of secondary school teachers, the teachers aided school teachers have better respect and honour maintenance and maintenance of interpersonal relationship than their counterparts in government and self-financed schools. The self-financed school teachers have better role maintenance and job stressors in total than the government and aided school teachers. This may be due to the aided school teachers are given high regard by the parents of the students and the management also gives due respect to the teachers. Moreover, the teachers working in aided schools are generally cooperative with each other. Hence, the aided school teachers have better respect and honour maintenance and maintenance of good
interpersonal relationship than others. Regarding the teachers working in self-financed schools are not given due respect by the management or heads of the schools. The colleagues may not consider their co-workers. This leads to poor interpersonal relationship. Hence, the teachers working in self-financed schools have more job stressors.

The female teachers are better than male teachers in their emotional intelligence. This may be due to the fact that the female teachers are generally possessing motherly nature and they can handle different situations in a different way. Hence, they may have better emotional intelligence. In the case of secondary school teachers, the male teachers have better emotional intelligence than the female teachers. This may be due to the fact that the male teachers working in secondary schools may have wide range of exposure on various things, which make them more and more emotionally matured. Hence, they found better in emotional intelligence.

The married teachers are better than the unmarried teachers in their emotional intelligence. In the case of secondary school teachers, the married teachers are found better in their emotional intelligence than the unmarried teachers. This may be due to the reason that the marriage life may bring good emotional maturity, which may develop good emotional intelligence among themselves. Hence, they differed significantly in this regard.

The urban school teachers have better emotional intelligence than the rural school teachers. This may be due to the reason that the urban school teachers may avail good amount of educational resources and they can face several situations which usually mould their emotional characteristics. Hence, they differ significantly in this regard.

The teachers aged above 50 are found better in their emotional intelligence than the teachers of other age groups. This may be due to the reason that the teachers aged above 50 may have good maturity and exposure not only in their profession but also in their daily life. This helps them to develop a better emotional intelligence when compared with others and hence the result. In the case of secondary school teachers, the teachers aged 36 to 50 have better emotional intelligence than the teachers of other age groups. This may be due to the reason that these category of teachers may be settled in a
family life, which give peace and varied amount of exposure related to life skills and hence the result.

The teachers with more than 20 years of teaching experience are better than teachers with 11 to 20 years and teachers with upto 10 years of teaching experience in their emotional intelligence. In the case of secondary school teachers, the teachers having 11 to 20 years of teaching experience have better emotional intelligence than the teachers with upto 10 years and with more than 20 years of teaching experience. In the case of higher secondary school teachers, the teachers teachers with 11 to 20 years of teaching experience have better teacher role maintenance and job stressors in total than the teachers with upto 10 years and with more than 20 years of teaching experience. The higher secondary school teachers with more than 20 years of teaching experience have better emotional intelligence than the teachers with upto 10 and 11 to 20 years of teaching experience. This may be due to the reason that the teaching experience the teachers may have, may provide various emotional skills like interpersonal relationship, good rapport with others, expressing their views in a gentle manner etc. These things may improve their emotional intelligence and hence they differ significantly in this regard.

The aided school teachers are better than the teachers of government schools and self-financed schools in their emotional intelligence. In the case of secondary school teachers, the government school teachers have better emotional intelligence than the aided and self-financed school teachers. This is because of the freedom they have in their schools. In aided schools, the teachers are not forced, but they are allotted several works gently and if someone fails to do so, they may not be disturbed. This sort of freedom may improve their emotional intelligence and hence they differed significantly in this regard.

The female teachers are better than male teachers in their self-esteem. This may be due to the reason that the female teachers may have several helping hands in almost all their activities not only in the school but also in their home too. This may improve their self-esteem and hence they differed significantly in this regard. Regarding the secondary school teachers, the male teachers have better self-esteem than the female teachers. This is because of the secondary school male teachers may have good number of opportunities in performing their daily activities not only in their school but also in
their surroundings, which may improve their self-esteem. Hence, they differed significantly in this regard.

The married teachers are better than unmarried teachers in their self-esteem. In the case of secondary school teachers, the married teachers have better self-esteem than the unmarried teachers. The married higher secondary school teachers have better self-esteem than the unmarried teachers. This may be due to the reason that the marriage life may bring some sort of self-confidence and support to these categories of teachers which ultimately improves their self-esteem and hence the result.

The urban school teachers have better self-esteem than the rural school teachers in their self-esteem. This is because of the urban atmosphere and well-established infrastructure found in the urban schools and in the surroundings may bring a sophisticated and conducive environment for these categories of teachers. While enjoying such an environment, the teachers may feel more comfort not only in their job but also in their life. Hence, they have reported a better self-esteem.

The aided school teachers are better than the teachers working in government and self-financed schools in their self-esteem. In the case of secondary and higher secondary school teachers, the government school teachers have better self-esteem than their counterparts in aided and self-financed schools. This may be due to the reason that the teachers working in aided schools may have enough freedom to work and able to implement their own teaching methodology. This independency enjoyed by these categories of teachers may develop good self-esteem and hence the result.

The rural school teachers have more job stressors than urban school teachers. This is because of the not so conducive working environment prevailing in rural area schools. Hence, the rural school teachers of primary categories may have more job stressors.

The urban school teachers of primary categories have better emotional intelligence than the rural school teachers. This may be due to the reason that primary school teachers working in urban schools may avail good infrastructural facilities. While using such facilities, they feel more comfortable in their work. Hence, they have better emotional intelligence.
The urban primary school teachers are better than rural school teachers in their self-esteem. This is because of the urban school teachers frequently meet the parents and others related to the students, and discuss several matters not only the students’ performance but also in all the school related matters. Due to this, they may have good self-esteem.

The primary school teachers of 36 to 50 years of age have better mental health than the teachers of the age group - upto 35 years and more than 50 years. This is because of the reason, the middle aged group teachers are matured and they have lot of family commitments towards their children and their life partners. In order to overcome the problems, they tend to relax in their day-today life with the required amount of relaxation techniques. Hence, they have good mental health.

The primary school teachers have better teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship and job stressors in total than the secondary and higher secondary school teachers. From this, it is clearly understood that the primary school teachers may perform their teacher role in their own manner. The parents of the primary children may give good respect and honour to the teachers. Hence, the primary school teachers differed significantly in this regard.

The higher secondary school teachers have better emotional intelligence than the primary and secondary school teachers. The higher secondary school teachers have better self-esteem than the primary and secondary school teachers. From these findings, it is clearly understood that the higher secondary school teachers may have postgraduate qualifications, which may develop good emotional characteristics and good self-esteem within themselves.

From the correlation analysis, it is found that the job stressors of primary school teachers are significantly correlated with their emotional intelligence. Similarly, the job stressors of primary school teachers are significantly correlated with their self-esteem. From these findings, it is interpreted that more the job stressors lower may be the emotional intelligence and self-esteem. That is, when a teacher has more job stressors, they are not able to maintain good relationship with others. Even they cannot express
their feelings to others. Due to these things, they may not have good self-esteem too, and hence the result.

The job stressors of teachers of different categories of schools are significantly correlated with their emotional intelligence. Likewise, significant relationship is found between the job stressors of teachers working in secondary and higher secondary schools and their self-esteem. There is significant relationship between the teacher role maintenance of school teachers and their mental health. From these findings, it is observed that the chosen variable has significant influence on determining the emotional intelligence, self-esteem and mental health of the teachers.

From the regression analysis, it is observed that the independent variables – emotional intelligence and self-esteem are found to be significant predictors of job stressors of school teachers in total, teachers of secondary schools and the teachers of higher secondary schools. Self-esteem is found to be the significant predictor of job stressors in teacher role maintenance. Emotional intelligence is found to be the significant predictor of job stressors in respect and honour maintenance, and maintenance of interpersonal relationship. Emotional intelligence is found to be the significant predictor of job stressors in teacher role maintenance, and maintenance of interpersonal relationship of secondary and higher secondary school teachers. Self-esteem is found to be the significant predictor of job stressors in respect and honour maintenance of secondary school teachers. Emotional intelligence is found to be the significant predictor of job stressors in respect and honour maintenance, and maintenance of interpersonal relationship of higher secondary school teachers. These findings may obviously explicit the influence of independent variables such as emotional intelligence and self-esteem, on the dependent variable - job stressors of school teachers, especially secondary school teachers.

The independent variables – emotional intelligence and self-esteem are found to be significant predictors of job stressors of primary school teachers in total. Self-esteem is found to be the significant predictor of job stressors in teacher role maintenance. Emotional intelligence is found to be the significant predictor of job stressors in maintenance of interpersonal relationship. From these observation, it may explicitly revealed that the influence of independent variables - emotional intelligence and self-esteem, on the dependent variable - job stressors of primary school teachers.
5.3. RECOMMENDATIONS

The investigator would like to recommend the following for improving the present scenario:

1. For reducing the job stressors of male teachers, the management should provide a better and conducive working environment by providing leisure time activities, meditation programmes, retreats etc. The environment should allow the male teachers for performing their teaching operations in a novel manner.

2. The male teachers should follow certain code of conduct, which make others to give respect to the teachers. In order to achieve this, the teachers should wear good dresses. The teachers should keep the code of conduct, which will make the public to respect them without hesitation.

3. The female teachers have reported a poor interpersonal relationship at secondary level. For overcoming such problems, the female teachers should cooperate with each other. This will improve their teacher-teacher relationship. If they have problems, they should talk directly with them, which may develop good interpersonal relationship with each others.

4. For reducing the job stressors of the unmarried teachers, their workload should be reduced and their works may be splitted to some other teachers. This may reduce the job stressors of the unmarried teachers. Moreover, the unmarried teachers may involve in their work wholeheartedly. This will improve their name and fame in their teaching profession. Household coping strategies should be practiced by teachers to perform multiple roles. These strategies may avoid some familial problems too.

5. For reducing the job stressors of rural school teachers, they should be provided good infrastructural facilities. Most of the rural school teachers are belong to urban areas. So, they have transport problems. Hence, they should be provided good transportation. These things may reduce the job stressors of the rural school teachers.

6. The teachers should try to develop positive self-esteem. Self-analysis and self-appraisal on the part of the teachers should be done periodically. This will improve their self-esteem. Seminars and workshops should be arranged for improving the self-esteem of the teachers.

7. The teachers should undergo seminars and workshops on managing the job stressors. Those who attended such seminars and workshops may be awarded with certificates.
and other monetary benefits like incentives, increments in salary etc. These things motivates the teachers to wipe out the stress from their work or to take efforts to adjust with the stressors.

8. The teachers should change their working pattern and teaching method by adopting novel and innovative methods of teaching. This will improve their confidence and competence level. In order to know the latest teaching methods and strategies, the teachers should be given in-service training programmes highlighting the latest teaching techniques.

9. The school teachers may be given orientation programmes periodically by inviting the experts in the field of teaching and renowned educationists exclusively. It will greatly help to take stock of what they have done so far and what they have to take up for future accomplishments. Such a move will increase the self-esteem of the teachers and boost up their teacher morale.

10. The government and the management may encourage diverse activities in the schools on the basis of the interest and calibre of the teachers. By this, the government and management can wipe out the job stressors. Moreover, it will bring limelight the potential of individual teachers. Therefore, the teachers may improve their professional commitment with the desire for more and more rewards and recognitions.

11. The government should change the educational policy for appointing new teachers in order to reduce the workload of the teachers. As per the present norms, 1:40 is maintained. This should be considerably reduced to 1:25. As per the experts’ opinion, the 1:25 ratio will be helpful either on the part of the teachers or on the part of the students in scoring higher marks in the examinations. This will improve the individual concentration of the teachers and the students may also approach their teachers very easily.

12. Parent - Teacher Association Meetings should be organized periodically in the schools for discussing the problems of the teachers. During these meetings, the teachers should express their problems not only with the teaching but also with the students to the parents and the managements. The open-minded free talks will sometime reduce the stress of the teachers.

13. The teachers should be given training on Yoga and Meditation techniques, and retreat camps may be organized. The teachers should take part in these programmes, which
is more and more helpful to wipe out the job stressors and also improve their mental strength and self-esteem.

14. State and National Level Awards may be announced for the teachers who really perform their duties very well. Though there are certain awards for the teachers, the procedures followed by the governments are too many and those who have high recommendations can be enlisted in the award list. This should be changed. The real torch bearers should properly be awarded and recognized.

5.4. SUGGESTIONS FOR FURTHER STUDIES

The investigator would like to suggest the following research topics for further investigation:

- A Study on the Remedial Measures on the Job Stressors of Teachers of different categories.
- A Study on the influence of Self-esteem, Self-image and Self-concept on the Job Stressors of Professors of Arts and Science Colleges.
- Job Stressors and Teacher Behaviour of School Teachers – A Critical Analysis.
- Job Stressors and Social Interaction of School Teachers of various categories.
- A Study on Job Stressors and Emotional Maturity of Rural and Urban School Teachers

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