

## ***Summary and Conclusion***

## CHAPTER – V

### SUMMARY AND CONCLUSION

#### 5.1 INTRODUCTION

Man is primarily an emotional being. Everything that man does, or refrains from doing, is triggered by his/her emotions. Management of emotions is both a skill and an art which includes the ability to express emotions constructively, survive the phase of frustration, and keep distress from swamping the ability to think. In order to ensure a smooth passage through the storms of life, one needs to develop emotional intelligence. Emotional intelligence is an umbrella term that includes the different dimensions like intrapersonal ability, interpersonal skill, adaptability, stress management and general mood. It is an essential ingredient in enhancing the teaching-learning process. Teachers, who deal constructively with their own emotions, tend to respect their students' feelings and empathize with them and thereby encourage the development of strong emotional intelligence. Realizing the need and importance of emotional intelligence for teacher trainees, the investigator selected the research problem, **“Emotional intelligence and performance of secondary teacher trainees.”**

The objectives of the study were to :

1. construct and validate a comprehensive psychological test for assessing the emotional intelligence of teacher trainees.
2. study the influence of emotional intelligence on academic performance of teacher trainees.
3. compare the mean scores in emotional intelligence in relation to gender.
4. study the influence of type of family on emotional intelligence of teacher trainees.
5. study the influence of the educational status of parents, number of siblings and ordinal position of teacher trainees on emotional intelligence.
6. study the influence of the economic status of the family on emotional intelligence of teacher trainees.
7. compare the emotional intelligence of the teacher trainees on the basis of type of institution namely, government, government aided and private colleges of education.
8. Compare the emotional intelligence of the teacher trainees on the basis of locality of institution namely, rural and urban.
9. compare the mean scores of emotional intelligence of teacher trainees belonging to Arts and Science stream.

10. compare the emotional intelligence of teacher trainees with hostel experience and without hostel experience.
11. study the interrelationship between the dimensions of emotional intelligence namely, intrapersonal ability, interpersonal skill, adaptability, stress management and general mood.

## **5.2 METHODOLOGY**

The investigator selected 502 teacher trainees from three different types of institutions namely, government, government aided and private. Emotional intelligence scale was constructed by the investigator to assess the emotional intelligence of the teacher trainees selected for the study. The investigator included five major dimensions of emotional intelligence namely, intrapersonal ability, interpersonal skill, adaptability, stress management and general mood in the tool constructed to assess emotional intelligence. Academic performance, which included the performance in both theory and practicals was assessed on the basis of marks obtained in the B.Ed course. Both quantitative and qualitative techniques were adopted in the analysis of data.

## **5.3 FINDINGS**

1. The scores obtained by the teacher trainees on emotional intelligence indicated that a majority of them (67.93%) fall within the average level of emotional intelligence. About 16.53 per cent of teacher trainees fall

under high level and the remaining 15.54 per cent of teacher trainees belong to the low emotional intelligence level.

2. The relationship between emotional intelligence and academic performance of teacher trainees was computed using correlation analysis. The result showed that the total scores on emotional intelligence and academic performance are moderately correlated, which is evident from the significant correlation value of 0.55.
3. Chi square analysis revealed that emotional intelligence and its five dimensions are significantly associated with academic performance.
4. The differential analysis showed that the gender of the teacher trainees did not influence the total emotional intelligence score, whereas the t-value obtained for the different dimensions of emotional intelligence indicated that male teacher trainees were more adaptable ( $t=3.17$ ) and were able to manage stress better ( $t=2.93$ ) than the female teacher trainees.
5. Type of family did not make a significant influence on emotional intelligence of teacher trainees.
6. Locality of the institution did not significantly influence the emotional intelligence of teacher trainees.
7. Subject-wise analysis showed no difference in emotional intelligence of teacher trainees of arts and science streams.

8. The differential analysis indicated that there is significant difference in the emotional intelligence between teacher trainees with hostel experience and without hostel experience. The t-value (1.96) showed that teacher trainees without hostel experience were emotionally more intelligent than teacher trainees with hostel experience. It was also found that teacher trainees without hostel experience possessed better interpersonal skills than teacher trainees with hostel experience. ANOVA results indicated that number of years in hostel did not make a significant influence on emotional intelligence of teacher trainees.
9. When the emotional intelligence score of teacher trainees from different types of institutions namely, government, government aided and private were compared, it was evident that the type of institution did not influence the emotional intelligence of teacher trainees.
10. Number of siblings did not significantly influence the emotional intelligence of the teacher trainees. There was no significant influence of the number of siblings on any of the dimensions of emotional intelligence.
11. Order of birth of teacher trainees did not make significant impact on emotional intelligence.
12. The F values obtained on comparing the emotional intelligence and economic status of family of teacher trainees indicated that family

income did not contribute significantly towards emotional intelligence of teacher trainees.

13. Education of either the father or the mother did not influence the emotional intelligence of teacher trainees.

Qualitative analysis yielded the following results :

14. Of the total sample, 92 per cent of the teacher trainees were confident about their future, 88 per cent were having satisfying relationships with others and 85 per cent were bold enough to face the obstacles in life. 84 per cent of the teacher trainees were ready to accept their strengths and weaknesses whereas 80 per cent of total sample were feeling happy about their life.
15. More than 87 per cent of the teacher trainees agreed that they blame themselves when things go wrong and 79 per cent expressed that they become sad when hurt by somebody. More than 75 per cent opined that they never felt comfortable to go on stage and make any speech.
16. When item-wise analysis was made on the basis of gender, more than 81 per cent of the female teacher trainees expressed that they were always confident about their future, whereas of the sample none of the male teacher trainees was very confident about his future. It was also found that more than 65 per cent of the female teacher trainees were always ready to accept their strengths and weaknesses, face obstacles boldly and had satisfying relationships with others.

17. Analysis of emotional intelligence of visually challenged students revealed that they were confident about their future and were aware of their strengths and weaknesses than some of their sighted counterparts, whereas they get easily hurt and feel angry when things did not happen according to their wish.

#### **5.4 RECOMMENDATIONS**

Based on the findings of the study, the following recommendations are suggested by the investigator.

1. It is high time that the policymakers, administrators and teachers got oriented towards the importance of emotional intelligence. A cooperative effort by parents, teachers, administrators, counselors and educational organizations and agencies, for creating a social and educational setting that enhances emotional intelligence, is necessary.
2. The result of the study reveals that emotional intelligence and its dimensions are all associated with academic performance. It means more intrapersonal ability, interpersonal skill, adaptability, ability to manage stress and optimistic attitude are associated positively with academic performance. Hence all these dimensions should be taken care of to foster academic performance. Educational institutions should not limit themselves to teaching the academic syllabus and preparing the trainees for examination, but also concentrate on developing the social and emotional aspects of their personality.

3. It is evident from the results that day scholars possess more interpersonal skill and are emotionally more intelligent than the hostelers. Hence all efforts should be made by the higher education institutions to make hostel life more pleasant and ideal for the development of interpersonal skill.
4. Short term programmes to enhance emotional intelligence among student population can be conducted and modules on emotional intelligence can be prepared and used effectively in such programmes.
5. Adolescence, a phase of dynamic and rapid changes is an important stage of life. This stage is characterized by emotional stress and storms and as teacher trainees have to be associated with the adolescent students, it is very essential that they take care to be emotionally stable themselves and help to maintain a sound emotional tone in the school. Teacher trainees and teachers need to be sensitized towards the concept of emotional intelligence through various learning programmes and packages.
6. Last, but not the least, the school curricula needs a thorough reviewing. The aspects of emotional intelligence, apart from being taught directly could be weaved into the various subjects, especially language and moral education.

## 5.5 SUGGESTIONS FOR FURTHER RESEARCH

The findings from this study suggest a number of directions for further research. They are:

1. Studies on the influence of parenting style on emotional intelligence can be conducted.
2. Future research can examine the replicability of the present findings with other professionals and student population.
3. Longitudinal studies can be done to find out the influence of age and other psycho social variables on emotional intelligence.
4. The study relies on subjective self report data. Studies which make use of performance based tools to assess emotional intelligence can be attempted.
5. Studies can be conducted to assess the emotional intelligence of disabled children.
6. Case studies can be conducted to assess the emotional intelligence of deviants and neglected children.
7. Future research should focus on the methods of nurturing emotional intelligence.

## 5.6 CONCLUSION

Life is like a restless sea, full of wonders and always in a state of change caused by the waves of events. In this technological era, characterised by rapid changes, it cannot be denied that in most advanced societies psychological stress and anxiety leading to emotional upsets are constantly increasing. It is a fact that individuals with high emotional intelligence handle stress positively, embrace challenges instead of giving up, and organize thoughts patiently when pressurized (Bajaj and Shanwal, 2007).

In the present study, the investigator has studied the emotional intelligence of teacher trainees, who are the persons responsible for moulding the future generation. The study has thrown light on the emotional intelligence of teacher trainees and its relation to their academic performance. The study has found that emotional intelligence is positively correlated with academic performance. This study has also examined the influence of variables like gender, type of family, hostel life experience, subject specialization, type of institution, educational qualification of parents and economic status of family, on emotional intelligence of teacher trainees.

Man cannot be devoid of emotions. He certainly has them, but should not allow emotions to overwhelm him.

**Anyone can become angry- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-this is not easy.**

**- ARISTOTLE**

True to these words, to act in an emotionally intelligent manner is not that easy. A person who is able to manage and execute his emotions in a positive and constructive manner is healthier than those who do not express. Regardless of our cognitive intelligence, if we put-off others with our abrasive behavior no one will stick around long enough to notice our high IQ. In this age of psychological stress and strain, only emotionally intelligent people can lead a successful life. Education that we impart today should promote the emotional competencies of the students. It is not the physical structure of the classroom that influences the emotional aspects of the students, but the towering personality of the teachers which has a lasting impression. Teachers, the most important persons in the field of education should accept students' emotions, be supportive and encourage the children to express and handle their emotions constructively.