CHAPTER V
SUMMARY AND CONCLUSIONS

In the preceding chapters, the problem of the study, objectives, hypotheses, rationale of the study, review of related literature, tools, sample, research design, procedure statistical techniques and results were drawn and interpretations made are presented. The present chapter is devoted to summary and conclusions. Also implications, recommendations and suggestions for further research are presented.

5.1 INTRODUCTION

“Educators should be chosen not merely for their qualifications, but more for their personality and character, because we teach more by what we are than by what we teach.”

-Will Durant

Education has been increasingly advocated as the birth right of the child. It is basic to the overall development i.e. physical, material, spiritual, social and intellectual of the child. It is the investment in the present for creating well educated workforce of the future. It is the mean of attaining self reliance and helps in contributing to the goals of values enshrined in the constitution. It helps to determine the prosperity, welfare and security of the society. Thus, the societies are increasingly focusing on the development of the human resource through the means of education. With the implementation of proper, sincere and well directed efforts, it will help in ensuring economic prosperity of the nation.

It has been rightly said that no people can rise above the level of its teachers. With the increasing focus on the universalisation of education, the requirement of teachers has become an important issue. The Indian Education Commission (1966) keeping this in consideration to enjoin education with growth, in its report titled ‘Education and National Development’ gave importance to the concept. The report says, “In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of people passing out of our schools and colleges will depend on our success in the great
enterprise of national reconstruction whose principle objective is to raise the standard of living of our people”.

5.1.1  EMOTIONAL INTELLIGENCE

Emotional Intelligence, as evident from the constituent words, is the combination of two words i.e. Emotional and Intelligence. Emotional Intelligence in layman’s language means Intelligence which is concerned with Emotional aspect of one’s behavior. Emotional Intelligence is Intelligence but it is very much different from general Intelligence.

Mayer and Salovey (1995) had introduced the term emotional intelligence in their attempt to develop a scientific measure for understanding the basis of difference in people’s ability in the area of emotions. They defined emotional intelligence as the capacity to perceive emotions; to integrate them in thoughts, to understand them and to manage them. However, the credit of popularizing the notion of Emotional Intelligence goes to Goleman (1995). According to him emotional intelligence encompasses the following five characteristics and abilities i.e. self awareness, mood management, self motivation, empathy and managing relationship. Since then, the emotional intelligence is recognized as a construct which is thought as essential to individual’s social and organisational success and as an outcome of organizations (Cooper and Sawaf, 1997; Goleman, 1998; Ryback, 1998).

Individuals and organizations with high emotional intelligence are noticeable separately as they are more productive and they endorse productivity in others. Students and teachers with high EI perform better in schools and uphold safe and comfortable environment to learn. Caruso, Mayer and Salovey (2002) concluded from their research that people with high emotional intelligence tend to prefer social work and teaching rather than enterprising occupations i.e. salesman.

If proper efforts are made since childhood for the training of the emotions and developing the emotional intelligence potential, the results that will come in the form of mutual emotional understanding, empathy accompanied with right action and behavior on the part of individuals and groups would help in leading a better life in peace and harmony.
To sum up, emotional intelligence is that capacity which enables individual to respond appropriately to a diversity of environmental stimuli; and present a critical edge in different spheres of work, family, social, romantic and even spiritual settings. Emotional intelligence helps to understand emotions, which are instrumental for self-awareness and self preservation that deeply connects us to ourselves and others. Further, emotional intelligence prescribe preventive measures against bad behavior, anxiety, frustration, boredom and depression etc.

Goleman (1995) asserts that people who are emotionally proficient i.e. are able to know and manage their own feelings well, and have the skill to read and deal effectively with other people’s feelings benefit more than others in any domain of life. They are more likely to be content and effective in day to day functioning in their lives. They had mastery on their mind and they foster their own productivity and cannot be marshaled by some control over the emotional life. They can fight their inner battles that sabotage their ability for focused effort and clear thought.

Mayer, Salovey, Caruso and Sitarenios (2003) states that emotional intelligence meets traditional standards for intelligence. It can be broken down into a set of intercorrelated mental abilities; which relate positively with traditional intelligence. It can be developed with age and experience. Emotional Intelligence is the ability to regulate one's feelings, and the concept is two sided. One side involves the intellect understanding emotion and the other side involves emotion reaching into the intellectual system and generating creative ideas.

The idea of correlation with reasoning is reflected by many researches. For example, Malek (2000) concluded that Emotional Intelligence scores and scores on collaborative conflict management style are significantly correlated to each other. Similarly, Chipain (2003) finds that Emotional Intelligence is contributes positively to sales performance. Also, when sound process practices are coupled with analytical skills and Emotional Intelligence, line managers started contributing through improved productivity, quality, and cost that bettered the bottom line.

Highlighting the role of emotional intelligence Linn (2004), concluded that training in emotional intelligence could be a potent instrument in accomplishing planned business goals in the areas of hiring, training, and performance development.
Likewise, Drago (2004) concluded that academic achievement is strongly correlated with the students' ability to recognize, use, and deal with their emotions. Wilkins (2004) further suggested that the emotional intelligence skills are linked with the retention rates among learners, thus highlighting the importance of Emotional Intelligence towards enhancing learner success through designed methods.

On the effects of emotional intelligence on the correlation between job stress and job performance Yu-Chi Wu (2011) on a sample of employees in the Taiwanese finance sector concluded that emotional intelligence had a positive impact on job performance and moderated this relationship. He outlined that highly emotionally intelligent employees are more capable of reducing or transforming the potential negative effects of job stress on job performance than the employees with low emotional intelligence.

5.1.2 TEACHER EFFECTIVENESS

Teacher effectiveness is determined by a number of factors like certification, students’ ratings, experience, teacher preparation programs and degrees, teacher coursework and teacher’s own test scores.

Research on student evaluation of teaching generally concludes that student ratings tend to be reliable, valid, relatively unbiased and useful a) evaluations are generally consistent across raters, rating forms, courses and time periods for a given semester; b) they correlate moderately to highly with evaluations made of the same instructor by independent observers; c) they correlate significantly with various objective indicators of student performance, such as performance on standardized exams; and there are low correlations with extraneous factors such as class size, severity of grading etc (Murray, 1994).

Another area is the improvement through increase in the content knowledge of the teachers. Cross and Rigden (2002) describes the essentials which can improve the teacher quality i.e. by deepening teachers' content knowledge and increasing candidates' experiences in schools, hiring qualified teachers, and supporting teacher learning.

Teacher effectiveness has been a hot topic of interest among the practitioners. The educationists (Brandenburg, Slinde and Batista, 1977; Centra and Creech, 1976;
Ory, 2002; Murray, 1994; Theall and Franklin, 1990) are not in consensus on the exact definition of the concept and have defined differently to measure on different occasions.

GoldHaber and Anthony (2003) examined the research on indicators of teacher quality and found out those teachers having degrees in subjects different from the subject they teach are less effective in class and have little impact on learning of students. It is found that in certain settings, teachers with advanced degrees in specific subjects like mathematics and science can have better impact on student. But, the findings contrasts widely regarding the relationship between student outcomes and years of teaching experience.

Ivie, Roebuck and Short (2001) conducted study on 241 experienced teachers to find out their views and concluded that the 76% of the time, teachers overwhelmingly selected quotations describing teaching as an art rather than teaching is science.

Teacher effectiveness is also determined by the positive climate and workforce. McGinty, Justice and Rimm-Kaufman (2008) investigated preschool teachers' perceptions of a positive workplace climate; predictors of these perceptions (teacher qualifications and organizational features); and relationships among teachers' sense of community, classroom teaching quality, and attitudes toward teaching in a sample of 68 preschool teachers serving at-risk 4-year-olds. The results indicated that teachers provided high ratings for their sense of school community, although moderate interprogram variability and moderately large to large intraprogram variability existed. Teacher qualifications and preschool affiliation did not predict teachers' sense of community, but preschool size predicted perceptions of collegial support. Perception of collegial support and program influence was significantly related to positive attitudes toward teaching; only perceptions of program influence were related to classroom quality.

Konstantopoulos (2011) highlighted through the study the role of teachers and how do they matter and significantly affect reading and mathematics achievement not only in the current or the following year, but in subsequent years as well. Using multilevel modeling he concluded that the results suggest that overall teacher effects in early grades are evident through third grade in reading and mathematics achievement. However, the results also show that teacher effects estimates in previous grades are
smaller than estimates in later grades. The teacher effects are more pronounced in reading. These effects are considerable and comparable to achievement increases caused by cumulative effects of small classes in early grades.

Kauts and Saroj (2010) conducted research on the role of emotional intelligence in increasing teacher effectiveness and reducing occupational stress among teachers working at secondary school stage. The data was collected from the 600 teachers working in secondary schools. After the analysis of data, the results revealed that teachers with high emotional intelligence exhibit less occupational stress and more effective as teachers, whereas, teachers with low emotional intelligence experience more occupational stress and are less effective as teachers. Thus, the study highlighted the importance of emotional intelligence in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

5.1.3 OCCUPATIONAL STRESS

Stress carries a negative connotation by some people as it is thought to be something which shall be avoided. This is regrettable, because stress is a great asset to an individual as well as to an organization in managing legitimate emergencies and achieving peak performance (Nelson and Quick, 1994).

Stress also depends on the person’s evaluation of his ability to cope with whatever is threatening him. Researchers have reported that period of long anticipation or suspense, leads to greater stress as measured by heart rate and sweat gland activity. Most of the stress reactions were found to occur during the moments of anticipation, rather than while the actual accidents were on the screen. The signs of stress can include sleeplessness, aches and pains and sometimes physical symptoms of anxiety about going to work. What is more, people who are chronically stresses are no fun to work with. They may be irritable, miserable, lacking in energy and commitment, self-absorbed. They may find it hard to concentrate on any one task and cannot be relied on to do their share.

There is increasing concern among educators about teacher’s mental health. Job related stress is an important cause in teacher’s motivation and retention. Teaching once considered a routine job, became a complex profession for regular as well as special
education teachers in the last decade (Fimian and Blanton, 1987). Issues such as litigation, liability, accountability to students’ parents and managements, tenure, unions, along with increasingly diverse responsibilities and fast changing ideas have made teaching more stressful. Infact, as many as 20% of all new teachers leave education sector during the first few years due to the complexity of the job (Duke, 1984).

From the review of existing literature, it has been concluded that stress that there are essentially three different, but overlapping approaches to the definition and study of stress (Lazarus, 1966; Appley and Trumbull, 1967; Cox, 1978, 1990, 1993; Cox and Mackay, 1981 and Fletcher, 1988). The first approach conceptualizes occupational stress as an aversive or harmful characteristic of the work environment, wherein, it is treated as an independent variable - the environmental cause of ill health. This has been termed as the ‘engineering approach’. The second approach, on the other hand, defines stress in terms of the common psychological effects of a wide range of aversive or noxious stimuli. It treats stress as dependent variable - as particular physiological response to a threatening or damaging environment. This has been termed the ‘physiological approach’. The third approach conceptualizes work stress in terms of the dynamic interaction between the person and their work environment. When studied, stress is either inferred from the existence of problematic person-environment interactions or measured in terms of the cognitive processes and emotional reactions which underpin those interactions. This final approach has been termed the ‘psychological approach’.

The sources of work related stress for teachers ranged differently from one end to another and summarize the extent to which the sources are in the different aspects of responsibility a teacher undertakes in day to day routine. Hodge and Marker (1978) identified workplace related sources of stress for teachers as poor relationships with students, colleagues, and administrative staff; multifarious communication needs; inattentive students; and issues of discipline in and out of classrooms. Other factors that are mentioned are daily abuse from teachers and parents and high community standards for teacher conformity to social values (Grossnickle, 1980; Swick and Hanley, 1980; Kyriacou, 1984). Chen and Miller (1997) reported organizational characteristics and individual characteristics as the factors contributing to stress among teachers. The organizational characteristics i.e. time constraints, excessive workloads and low
salaries, Insufficient classroom resources, large classes, administrative bureaucracy, little involvement in decision making, absence of collegiality and a sense of school community, problems with student discipline and classroom management, and very less opportunities for promotions or advancement. Similarly, individual characteristics include, for instance, feeling of alienation and powerlessness among younger and less experienced teachers. Pullis (1992) conducted a survey on 244 teachers of the behaviorally disordered. Based on the analysis it is found that perceived sources of stress among school/setting factors by the teachers include career issues, and workload variables as more stressful than direct contact with students. The teachers reported that emotional exhaustion, frustration, and negative carryover of stressful events to life outside the classroom were frequent effects of stress. Schonfeld (1991) conducted a study to examine the link between occupational conditions and depressive symptoms in newly appointed teachers. On the basis of investigation, he is able to conclude that teachers in the most difficult schools showed an increase in depressive symptoms and that the relationship between working conditions and depressive symptoms is strong. Teachers in the most adverse school environments exhibited the most depressive symptoms although there were no pre employment differences in the summer questionnaire.

The job of principals or administrators in the school sector are also of too much pressure and an analysis of job factors which caused administrative stress in different studies were ‘people-related responsibility areas’ rather than routine issues related. Zimbabwean school administrators had reported that most sources of stress for them is people related i.e. supervising teachers, evaluating teachers, supervising extra curricular activities, poor students’ results, inadequate resources, overcrowded classes, lack of parental interest in students’ work, dealing with parents, and limited chances for promotion (Nhundu, 1999). Similarly, Wilson and Otto (1988) concluded that primary school administrators identify lack of autonomy and recognition, increasing workload, responsibility for others and improper resources for use are significant sources of occupational stress. Likewise, role overload and poor human resources or lack of expertise to fulfill curriculum demands are reported as sources of stress by primary head teachers (Downton, 1987). Borg and Riding (1993) also surveyed 150 Maltese
public school administrators and found that about 20% viewed their job as very stressful. They concluded that those who reported greater stress levels were least satisfied with their administrator role. Four major stress factors were lack of support and conflict resolution problems, inadequate resources, workload, and work conditions and responsibilities. Another study conducted on 575 college deans, associate deans, and chairpersons and by Blix and Lee (1991) discovered that misfit between the administrator's motivational style and job demands were found to be factor of perceived work stress and the perception of poor coping ability. The perception of poor coping ability was found to be correlated with stress-related illnesses, and misfit was correlated with consideration to change jobs.

Yang et al. (2009) found age as a significant predictor of stress among teachers. Similarly, Sun, Wu & Wang (2011) conducted study to assess the occupational stress among university teachers in China and clarify its risk factors. Eight universities (2 multidiscipline and 6 specialized) and 10% of academic staff each were randomly sampled. Chinese Version Personal Strain Questionnaire and demographic characteristics, health status, work situations, and personal and social resources were used for collection of data from 827 effective respondents. The average raw score on Personal Strain Questionnaire was 91.0 among the university teachers. General linear model analysis showed that the factors significantly associated with the Personal Strain score were, in standardized estimate (β) sequence, mental health, role overload, role insufficiency, social support, monthly income, role limitations due to physical problems, research finance and self-rated disease with adjustment for age and sex.

5.1.4 PERSONALITY TRAITS

Every individual is said to have personality of his own, which is unique and distinct from every other personality. In a popular sense, by personality we mean that an individual has some striking qualities or traits in which he differs from others that is in appearance, in aggressiveness or pleasant manners etc. But, these are not only points that make up the person. Every individual has a typical and distinctive style of behaving. The unique quality of his behavior constitutes shape to his personality that is feelings; values; reactions; prejudices; attitudes; perceptions are the basis of one’s
behavior. Thus personality includes physique, habits, temperaments, sentiments, will and intelligence etc.

Personality pervades every aspect of human life and influences every behavior. It is one of this ground that Woodworth calls personality as the quality of one’s behavior. The personality of an individual is much more complex and goes deeper. Personality is meant as the individual’s characteristics and reaction to social situations and his adaptation to his social features of his environment. Hence, personality is not only what we do in relation to others, but something more than that. Psychologically, personality is all that a person is. It is the totality of his being and includes physical, mental, emotional and temperamental make-up.

As personality traits never exists in two persons in exactly the same way because of the unique heterogeneous organization of personality. It is therefore, it has become a belief that every individual is characterized by a matchless combination of personality traits, which distinguish him as an individual. A child may be said to be sober, trustworthy while other may be characterized as being honest, compassionate and devoted. Similarly, one child may have well balanced and harmoniously developed personality-showing minimum of conflicts, another may be observed repressed and mal-adjusted. This difference in individual traits is due to various factors like physique, learning and home or social environment.

In a relationship study between subjective well-being and personality, Denghao and Hailong (2010) on a sample of 682 Chinese public servants employed by a local authority concluded that extraversion among the Big five traits, was the strongest predictor of subjective well-being.

Croy et al. (2011) conducted study to establish relationships between personality traits and sensory thresholds among Agreeable Smellers and Sensitive Neurotic. The results showed significantly enhanced odor sensitivity in socially agreeable people, significantly enhanced trigeminal sensitivity in neurotic subjects, and a tendency for enhanced pain tolerance in highly conscientious participants.

Augusto Landa, Martos and Lopez-Zafra (2010) also reported that in undergraduates low neuroticism score and high extraversion scores are correlated to all
the dimensions of psychological well-being. Furthermore, high scores in clarity and emotional repair were found to be two consistent predictors for all the scales of psychological well-being, after controlling for personality factors.

Morgan and de Bruin (2010) in his study on South African university students concluded that personality traits accounts for much variance in burn out for students. Also, Neuroticism, Extroversion and Conscientiousness are found correlated to all emotional exhaustion, cynicism and professional efficacy dimensions of burn out.

Barrick and Mount (1991) investigated the relationship between Extraversion, neuroticism, Agreeableness, Openness to Experience and Conscientiousness, personality dimensions to job proficiency, training proficiency, and personnel data among five occupational groups i.e. professionals, police, managers, sales, and skilled/semi-skilled. Results indicated that one dimension of personality, Conscientiousness, showed consistent relations with all job performance criteria for all occupational groups. Extraversion was a valid predictor for two occupations involving social interaction, managers and sales. Also, both Openness to Experience and Extraversion were valid predictors of the training proficiency criterion in all types of occupations.

The review on the different variables under consideration had justified their importance individually for variation studies and also relationship studies for different sets of population. There is quite likely evident from the review that enough research has not been conducted in this part of the world specifically the teachers who are vital for bringing change in the society.

5.2 SIGNIFICANCE OF THE STUDY

The twenty first century has witnessed change at a very fast pace. The world has evolved to a unique identity which is reflected by the emergence of multiculturalism which in itself is result of many processes going on simultaneously i.e. industrialization, urbanization, globalization and disintegration in the family system. The advancement in science and technology needs an individual to develop skills and competence to cope with external demands. Since ages, education is viewed as an instrument of change and a tool to develop the cognitive qualities, tolerance and understanding of people. It
power to change the destiny of nations is understood well. Thus all over the world its role for human resource development for fast growth is catching up. However, the education shall prepare the younger generation to understand and face the realities of globalization. The success and the chances of a productive life of a student are directly dependent on how much the educators enhance the Emotional quotient. Researches demonstrate that the affective competencies of teachers have direct impact on Student’s learning. In this context, the schools and the teachers have more responsibilities to deliver and their task as change agents in this fast changing landscape of development and ideas becomes difficult. In the event of their failure, a generation may be lost in terms of character and so is the development. Thus, the role of the teacher in the society is complex in present times and keeps on changing.

In the absence of a strong, robust and deep body of research evidence, the debate on this topic is largely ideological. Developing an approach to policy based on research evidence may prove to be helpful in removing the statistics of data on educational achievement and improvement of teaching environment in our region. Considering the very importance of teacher effectiveness, personality traits and occupational stress, the researcher intended to undertake to study how emotional intelligence of individuals affect them. This study ought to be very much helpful to the educational policy-makers, planners, administrators and teachers in identifying some policy goals on the type of personalities that should enter teaching profession. They can enhance teacher effectiveness through increasing the emotional intelligence of the teachers and further to realize the educational objectives and national goals.

5.3 STATEMENT OF THE PROBLEM

The present study was entitled as **Teacher Effectiveness, Occupational Stress and Personality Traits in Relation to Emotional Intelligence among Secondary School Teachers**. It explored the significant difference for occupational stress, teacher effectiveness and personality traits among high and low emotionally intelligent secondary school teachers of different age groups, teaching experience, qualifications working in various PSEB and CBSE affiliated government and private secondary schools in the state of Punjab. It also explored relationships among teacher
effectiveness, occupational stress, personality traits and emotional intelligence of secondary school teachers.

5.4 DELIMITATIONS OF THE STUDY

The study was delimited to the following areas:

1. It was delimited to secondary school teachers working in PSEB and CBSE affiliated government and private secondary schools.
2. It was delimited to secondary school teachers working in Jalandhar and Ludhiana districts of Punjab.

5.5 OBJECTIVES OF THE STUDY

The present study was designed to achieve the following objectives:

1. To study the relationship between teacher effectiveness and emotional intelligence of teachers working in secondary schools.
2. To study the relationship between teacher effectiveness and occupational stress of teachers working in secondary schools.
3. To study the relationship between emotional intelligence and occupational stress of teachers working in secondary schools.
4. To study the relationship between emotional intelligence and personality traits of teachers working in secondary schools.
5. To study the relationship between teacher effectiveness and personality traits of teachers working in secondary schools.
6. To study the relationship between occupational stress and personality traits of teachers working in secondary schools.
7. To study occupational stress in relation to school type, teaching experience and emotional intelligence of teachers working in secondary schools.
8. To study occupational stress in relation to age, emotional intelligence and qualification of teachers working in secondary schools.
9. To study personality traits in relation to school type, teaching experience and emotional intelligence of teachers working in secondary schools.

10. To study personality traits in relation to age, emotional intelligence and qualification of teachers working in secondary schools.

11. To study teacher effectiveness in relation to school type, teaching experience and emotional intelligence of teachers working in secondary schools.

12. To study teacher effectiveness in relation to age, emotional intelligence and qualification of teachers working in secondary schools.

5.6 HYPOTHESES

The following hypotheses were framed keeping in view the above objectives:

1. There exists no significant relationship between Emotional Intelligence and Teacher Effectiveness scores of secondary school teachers.

2. There exists no significant relationship between Occupational Stress and Teacher Effectiveness scores of secondary school teachers.

3. There exists no significant relationship between Occupational Stress and Emotional Intelligence scores of secondary school teachers.

4. There exists no significant relationship between Personality traits and Emotional Intelligence scores of secondary school teachers.

5. There exists no significant relationship between Personality traits and Teacher Effectiveness scores of secondary school teachers.

6. There exists no significant relationship between personality traits and occupational stress scores of secondary school teachers.

7. There is no significant difference between occupational stress of teachers serving in government and private secondary schools.

8. There is no significant difference between occupational stress of secondary school teachers with high and low emotional intelligence.

9. There is no significant difference between occupational stress of more experienced and less experienced secondary school teachers.
10. There is no interaction effect of school type and emotional intelligence on the scores of occupational stress of secondary school teachers.

11. There is no interaction effect of school type and teaching experience on the scores of occupational stress of secondary school teachers.

12. There is no interaction effect of emotional intelligence and teaching experience on the scores of occupational stress of secondary school teachers.

13. There is no interaction effect of school type, emotional intelligence and teaching experience on the occupational stress of secondary school teachers.

14. There is no significant difference between occupational stress of teachers belonging to different age groups.

15. There is no significant difference between occupational stress of secondary school teachers with different qualifications.

16. There is no interaction effect of age and qualification on the occupational stress of secondary school teachers.

17. There is no interaction effect of age and emotional intelligence on the occupational stress of secondary school teachers.

18. There is no interaction effect of emotional intelligence and qualification on the occupational stress of secondary school teachers.

19. There is no interaction effect of age, emotional intelligence and qualification on the occupational stress of secondary school teachers.

20. There is no significant difference between personality traits of teachers serving in government and private secondary schools.

21. There is no significant difference between personality traits of secondary school teachers with high and low emotional intelligence.

22. There is no significant difference between personality traits of more experienced and less experienced school teachers.

23. There is no interaction effect of school type and emotional intelligence on the scores of personality traits of secondary school teachers.
24. There is no interaction effect of school type and teaching experience on the scores of Personality traits of secondary school teachers.

25. There is no interaction effect of emotional intelligence and teaching experience on the scores of Personality traits of secondary school teachers.

26. There is no interaction effect of school type, emotional intelligence and teaching experience on the scores of Personality traits of secondary school teachers.

27. There is no significant difference between personality traits of teachers belonging to different age groups.

28. There is no significant difference between Personality traits of secondary school teachers with different qualifications.

29. There is no interaction effect of age and qualification on the personality traits of secondary school teachers.

30. There is no interaction effect of age and emotional intelligence on the personality traits of secondary school teachers.

31. There is no interaction effect of emotional intelligence and qualification on the Personality traits of secondary school teachers.

32. There is no interaction effect of age, emotional intelligence and qualification on the Personality traits of secondary school teachers.

33. There is no significant difference between teacher effectiveness of teachers serving in government and private secondary schools.

34. There is no significant difference between teacher effectiveness of secondary school teachers with high and low emotional intelligence.

35. There is no significant difference between teacher effectiveness of more experienced and less experienced secondary school teachers.

36. There is no interaction effect of school type and emotional intelligence on the scores of teacher effectiveness of secondary school teachers.

37. There is no interaction effect of school type and teaching experience on the scores of teacher effectiveness of secondary school teachers.
38. There is no interaction effect of emotional intelligence and teaching experience on the scores of Teacher effectiveness of secondary school teachers.

39. There is no interaction effect of school type, emotional intelligence and teaching experience on the scores of Teacher effectiveness of secondary school teachers.

40. There is no significant difference between teacher effectiveness of teachers belonging to different age groups.

41. There is no significant difference between teacher effectiveness of secondary school teachers with different qualifications.

42. There is no interaction effect of age and qualification on the teacher effectiveness of secondary school teachers.

43. There is no interaction effect of age and emotional intelligence on the teacher effectiveness of secondary school teachers.

44. There is no interaction effect of emotional intelligence and qualification on the teacher effectiveness of secondary school teachers.

45. There is no interaction effect of age, emotional intelligence and qualification on the teacher effectiveness of secondary school teachers.

5.7 METHOD AND PROCEDURE

5.7.1 SAMPLE

In the present study, 30 schools (15 government and 15 private secondary schools) comparable in terms of infrastructure, faculty and student strength each were selected randomly from two clusters i.e. Jalandhar and Ludhiana districts of Punjab. 20 teachers from each school were selected. Thus, 600 secondary school teachers each were selected from two clusters i.e. Jalandhar and Ludhiana districts of Punjab. Initially, 1200 secondary school teachers comprised the sample of the study. Out of them, 739 secondary school teachers agreed to be part of the study and who completed the exercise for final calculation of data from the two clusters i.e. Jalandhar and Ludhiana districts of Punjab. Emotional intelligence questionnaire was administered to all these secondary school teachers. The scores obtained through emotional intelligence questionnaire were arranged in ascending order. On the scores of emotional intelligence
27% top and 27% bottom school teachers were identified as teachers with low and high emotional intelligence from government and private schools. In the second phase, the selected secondary school teachers were asked to fill Personality Inventory, Teacher effectiveness scale and Occupational stress index for further investigation.

5.7.2 DESIGN OF THE STUDY

Two types of research design i.e. Correlational Research Design and 3 way ANOVA factorial design were employed to conduct the study. The designs were further split into following parts:

5.7.2.1 CORRELATIONAL RESEARCH DESIGN

a. Correlation research design was employed on the scores of teacher effectiveness and emotional intelligence of secondary school teachers.

b. Correlation research design was employed on the scores of teacher effectiveness and occupational stress of secondary school teachers.

c. Correlation research design was employed on the scores of emotional intelligence and occupational stress of secondary school teachers.

d. Correlation research design was employed on the scores of emotional intelligence and personality traits of secondary school teachers.

e. Correlation research design was employed on the scores of teacher effectiveness and personality traits of secondary school teachers.

f. Correlation research design was employed on the scores of occupational stress and personality traits of secondary school teachers.

5.7.2.2 3 WAY ANOVA FACTORIAL DESIGN

a. 2x2x2 factorial design was employed on the scores of occupational stress wherein, school type, teaching experience and emotional intelligence were studied as independent variables and were used for the purpose of classification viz. government and private; more experienced and less experienced; & high and low emotional intelligence. Occupational stress was studied as dependent variable.

The schematic layout of the design is presented below in the Fig 5.1:
FIG 5.1: SCHEMATIC REPRESENTATION OF 2x2x2 FACTORIAL DESIGN ON THE SCORES OF OCCUPATIONAL STRESS

b. 2x2x3 factorial design was employed on the scores of occupational stress wherein, age, qualification and emotional intelligence were studied as independent variables and were used for the purpose of classification viz. High Age and Low Age; Without B.Ed., Graduates with B.Ed. and Post graduate with B.Ed.; & high and low emotional intelligence. Occupational stress was studied as dependent variable.

The schematic layout of the design is presented below in the Fig 5.2:

FIG 5.2: SCHEMATIC REPRESENTATION OF 2x2x3 FACTORIAL DESIGN ON THE SCORES OF OCCUPATIONAL STRESS

c. 2x2x2 factorial design was employed on the scores of personality traits wherein, school type, teaching experience and emotional intelligence were studied as independent variables and were used for the purpose of classification viz.
government and private; more experienced and less experienced; & high and low emotional intelligence. Personality traits were studied as dependent variable.

The schematic layout of the design is presented below in the Fig 5.3:

**FIG 5.3: SCHEMATIC REPRESENTATION OF 2x2x2 FACTORIAL DESIGN ON THE SCORES OF PERSONALITY TRAITS**

d. 2x2x3 factorial design was employed on the scores of teacher effectiveness wherein, age, qualification and emotional intelligence were studied as independent variables and were used for the purpose of classification viz. High Age and Low Age; Without B.Ed., Graduates with B.Ed. and Post graduate with B.Ed.; & high and low emotional intelligence. Personality traits were studied as dependent variable.

The schematic layout of the design is presented below in the Fig 5.4:

**FIG 5.4: SCHEMATIC REPRESENTATION OF 2x2x3 FACTORIAL DESIGN ON THE SCORES OF PERSONALITY TRAITS**
e. 2x2x2 factorial design was employed on the scores of teacher effectiveness wherein, school type, teaching experience and emotional intelligence were studied as independent variables and were used for the purpose of classification viz. government and private; more experienced and less experienced; & high and low emotional intelligence. Teacher effectiveness was studied as dependent variable.

The schematic layout of the design is presented below in the Fig 5.5:

![2x2x2 Factorial Design Schematic](image)

**FIG 5.5: SCHEMATIC REPRESENTATION OF 2x2x2 FACTORIAL DESIGN ON THE SCORES OF TEACHER EFFECTIVENESS**

f. 2x2x3 factorial design was employed on the scores of teacher effectiveness wherein, age, qualification and emotional intelligence were studied as independent variables and were used for the purpose of classification viz. High Age and Low Age; Without B.Ed., Graduates with B.Ed. and Post graduate with B.Ed.; & high and low emotional intelligence. Teacher effectiveness was studied as dependent variable.

The schematic layout of the design is presented below in the Fig 5.6:

![2x2x3 Factorial Design Schematic](image)

**FIG 5.6: SCHEMATIC REPRESENTATION OF 2x2x3 FACTORIAL DESIGN ON THE SCORES OF TEACHER EFFECTIVENESS**
5.7.3 PROCEDURE

The investigator took 2 districts out of 17 districts of Punjab because of the time resources and effort required. In the present study, 30 schools (15 government and 15 private secondary schools) comparable in terms of infrastructure, faculty and student strength each were selected randomly from two clusters i.e. Jalandhar and Ludhiana districts of Punjab. 20 teachers from each school were selected randomly from the available teachers. Thus, 600 secondary school teachers each were selected from two clusters i.e. Jalandhar and Ludhiana districts of Punjab. Initially, 1200 secondary school teachers comprised the sample of the study. Out of them, 739 (61.58%) secondary school teachers agreed to be part of the study and completed the exercise for final calculation of data from the two clusters i.e. Jalandhar and Ludhiana districts of Punjab. Out of them, 341 (46.14%) are low age teachers i.e. less than 35 years and 398 (53.85%) are high age i.e. more than 35 years respectively. From qualification point of view, 138 (18.67%) are without the B.Ed qualification, 142 (19.22%) are graduates with B.Ed qualification and 459 (62.11%) are postgraduates with B.Ed qualification. Emotional intelligence questionnaire was administered to all these secondary school teachers. The scores obtained through emotional intelligence questionnaire were arranged in ascending order. Based on the scores of emotional intelligence of secondary school teachers, 27% top and 27% bottom secondary school teachers were identified as teachers with low and high emotional intelligence from government and private schools. Personality Inventory, Teacher effectiveness scale and Occupational stress Index were administered to the selected secondary school teachers in the second phase. The collected data was subjected to statistical analysis and interpretation.

5.7.4 TOOLS

The following tools were administered to conduct the present study:


c. Occupational Role Questionnaire from Occupational Stress Inventory Revised (OSI-R) by Osipow, 1998.
5.7.5 STATISTICAL TECHNIQUES

The following statistical techniques were employed to analyze the data:

a. Means and standard deviations were employed to understand the nature of data on the scores of Teacher Effectiveness, Occupational Stress and Personality traits.

b. 3 way ANOVA was employed to find significant difference between various sub groups due to various independent variables i.e. school type, teaching experience, age, qualification and emotional intelligence among secondary school teachers on the scores of Teacher Effectiveness, Occupational Stress and Personality traits.

c. Pearson’s product moment correlation was employed to study relationship between various variables Teacher Effectiveness, Emotional intelligence, Occupational Stress and Personality traits.

5.8 FINDINGS

The data analysed had put forward the following findings:

5.8.1 Correlation between Teacher Effectiveness and Emotional Intelligence

a. The relationship between teacher effectiveness and emotional intelligence is found significant and it implies that more an individual is emotionally intelligent, the more are the chances that he will be an effective teacher.

b. Self awareness ability helps in increasing teaching performance and teachers who will be able to capitalize own strengths and minimize the weakness will be effective in their performance.

c. Teachers with ability to control emotions (both negative and positive) to maintain a demeanor best suited for professional practice and activity are found to more effective.

d. Teachers who are eager, driven and ambitious are more effective in their day to day routine.
e. Teachers, who are able to read and understand other’s feelings and help accordingly, are more effective in their performance.

f. Teachers who are low aged, less experienced, not trained and are highly qualified could not empathize in their work situation and are not effective teachers. It implies that empathy dimension of emotional intelligence develops with age and experience. Also, training with respect to job is highly essential to develop empathy, however, more qualification with respect to job profile hinders in the development of empathy dimension of emotional intelligence.

g. Lastly, teachers who are able to get along with others; able to work well in teams; and are able to solve problems and conflicts with others are able to perform effectively in their different roles in the job situation.

h. Low aged teachers and not trained teachers lack skills in handling relationships and thus are not effective in teaching.

5.8.2 Correlation between Teacher Effectiveness and Occupational Stress

a. Relationship between teacher effectiveness and occupational stress is found to be negative in nature which means that with the increase in occupational stress of teachers their effectiveness starts declining, which postulates that stress contributes negatively on the teaching effectiveness.

b. Teaching effectiveness of untrained teachers is not affected by occupational stress. This might be due to the fact that they do not exactly know about the responsibilities of teachers.

c. The teachers in general and particularly high age teachers & those working in government schools perceive that they are not able to cope up with the workloads; they become ineffective in performing the duties of the teacher.

d. Experience and qualification does not have an influence on relationship between teaching effectiveness and occupational stress.

e. Teachers working in private schools feel that with increase in job demands on personal and workplace resources, their teaching effectiveness improves.

f. Trainings, education and experience contribute to improving teaching effectiveness and are a deciding factor for the teachers. The teachers apprehend
that when their training, education, skills and experiences will not be appropriate to job requirements, their teaching effectiveness is going to be poor except for untrained teachers.

g. Clarity of accountability of the role as a teacher had its influence on teaching effectiveness. More clarity increases teaching effectiveness and vice versa.

h. Untrained teachers do not find clarity of roles as a factor contributing their teaching effectiveness.

i. Conflicts at work place in terms of demands and loyalties have a negative impact on the teaching effectiveness. This is also felt by all teachers irrespective of various categorical variables i.e. school type, age, and experience. Also, post graduate teachers reported similar concern.

j. Teachers without B.Ed qualification and graduate teachers with B.Ed qualification do not agree conflicts at work place in terms of demands and loyalties have a negative impact on their teaching effectiveness.

k. Inadequate cooperation from colleagues and systemic faults is perceived by teachers working in government schools and qualified post graduate teachers. They reported that their teaching effectiveness is compromised when they have been made responsible for the performance and welfare of others at work place.


m. Physical environment within the classroom and in & around school makes impact on teacher effectiveness of teachers. Teaching effectiveness suffers in the event of poor environment. However, private schools teachers’, more experienced teachers’ and post graduate teachers with B.Ed qualification reported that physical environment does not affects their teaching duties positively or negatively.
5.8.3 Correlation between Occupational Stress and Emotional Intelligence

a. The relationship between Occupational Stress and Emotional Intelligence is found to be negative, which means that more an individual is occupationally stressed, the less are the chances that he will be emotionally intelligent.

b. Highly stressed teachers will have less self awareness about themselves and vice versa.

c. Highly stressed teachers will have less ability to handle and manage their emotions and vice versa except teachers without B.Ed qualification and teachers with B.Ed qualification.

d. Highly stressed teachers will not be able to motivate themselves to achieve goals in their job positions and vice versa.

e. Highly stressed teachers will have less ability of empathy and vice versa.

f. The teachers working in private schools, teachers without B.Ed qualification, teachers with B.Ed qualification and more experienced teachers reported no relationship which indicates that the private institutions, experience and training do not facilitate the negative relationship between total occupational stress and empathy dimension of emotional intelligence.

g. Highly stressed teachers will have less ability to handle relationships with their colleagues, students and authorities except for graduate teachers with B.Ed qualification.

h. Emotional intelligence does not help in reducing the feeling of job pressures.

i. Being self aware, motivated and empathetic does not have any influence on the feeling of job pressure.

j. The teachers working in private schools and less experienced teachers reported that when their job demands exceed personal and workplace resources, they fail to get along with others and work in teams. Also, they are not able to interact appropriately with different people in different situations.

k. Highly emotionally intelligent teachers always opined qualification, skills and experience important and continuously update their qualification and avoid situation.
l. Groupings based on qualification suggested that trained postgraduates reported similarly for self awareness ability influencing the decision for appropriate qualification, however, untrained teachers and trained graduate teachers had reported contrarily which points out to their belief that further training in the form of refresher and orientation courses, workshops and faculty development programmes do not contribute to fulfilling teaching duties effectively or improving efficiency.

m. Teachers working in different type of institutions, different ages and different teaching experience understand that those who are not equipped with proper knowledge and skills will be poor in handling their feelings and impulses.

n. Teachers without B.Ed qualification and graduate teachers with B.Ed qualification differ in opinion and are of the view that proper knowledge and skills will not help in managing their emotions properly.

o. Teachers working in different type of institutions, different ages and different teaching experience in general perceive that higher knowledge and skills in the field of work help in chalking out goals for achievement.

p. Teachers without B.Ed qualification and graduate teachers with B.Ed qualification differ and contend that teaching skills, knowledge and experience do not contribute for motivation for achievement.

q. Private school teachers, low age teachers, less experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification do not agree that better qualification, skills and experience help in understanding others and empathize with others.

r. Teachers in general, government school teachers, high age teachers, more experienced teachers, post graduate teachers with B.Ed qualification perceive that better educational knowledge and skills, enhances one’s skill to empathise better with others in terms of understanding their feelings and perspective and help them accordingly.

s. Being more qualified and skilled makes one a better team worker and develops better relations with colleagues and friends.
t. Low age teachers, less experienced teachers and teacher without B.Ed qualification reported contrarily, that being lacking in qualification, skills and experience and they are not able to appreciate the importance of acquiring more qualifications and enhancing skills for efficiency.

u. Teachers who are highly emotionally intelligent found to have clear understanding of the expectations from them, their priorities for job and evaluation criteria set for them.

v. Teachers who are highly self aware, are also clear about the expectations from them, their priorities for job and evaluation criteria set for them except for teachers without B.Ed qualification.

w. Teachers who manage their emotions well are also clear about the expectations from them, their priorities for job and evaluation criteria set for them.

x. Teachers working in government schools, low age teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification do not believe that who manage their emotions well are also clear about the expectations from them, their priorities for job and evaluation criteria set for them.

y. Motivated teachers are also clear about the expectations from them, their priorities for job and evaluation criteria set for them.

z. Empathy skills help in having clarity of expectations, priorities and evaluation criteria expected. However, private school teachers and teachers without B.Ed qualification are exception to this which might be due to the fact that empathy develops with age and experience.

aa. Teachers who are able to handle their relationships with colleagues, students and authorities are also clear about expectations, priorities and evaluation criteria required for the teaching job except for teachers without B.Ed qualification.

bb. Highly emotionally intelligent teachers are going to have less conflicting role demands and loyalties at the work setting.

cc. Highly self aware teachers will also have less conflicting role demands and loyalties in the work settings.
dd. Teachers who are able to handle and manage their feelings in adverse and favourable situations are also able to minimize the conflicting role demands and loyalties in the work settings.

e. Teachers without B.Ed qualification and graduate teachers with B.Ed qualification did not believe that managing feelings in adverse and favourable situations help in minimizing the conflicting role demands and loyalties at the work settings.

ff. Motivated teachers who are aware of their goals and work continuously to achieve those goals are having less conflicting role demands and loyalties in the work settings.

gg. Teachers working in government schools and high age teachers who are high on empathy skills are having less conflicting role demands and loyalties in the work setting.

hh. Teachers do not agree that empathy skills help in having less conflicting role demands and loyalties in the work setting.

ii. Teachers who handle and manage their relationships well are having less conflicting role demands and loyalties at the work setting.

jj. Teachers working in private schools, teachers without B.Ed qualification and graduate teachers with B.Ed qualification do not agree that that can handle and manage their relationships well are having less conflicting role demands and loyalties at the work setting.

kk. Emotional intelligence is not related to taking responsibility for performance of others.

ll. Self awareness, managing emotions, motivating oneself, handling relationships, and empathy abilities are not related to the feeling of responsibility for performance of others.

mm. Highly emotionally intelligent teachers are less likely to perceive the settings of the schools as poor and working conditions as extreme, specifically government schools teachers and less experienced teachers.
nn. Teachers having high self awareness ability perceive less about the poor surroundings and extreme physical conditions in the school setting, specifically, the teachers working in government schools, high age teachers and trained teachers confirmed this.

oo. Teachers working in government schools who score high on handling emotions are less likely to perceive the work setting of schools as poor and working conditions as extreme.

pp. Teachers’ groups reported that who score high on handling emotions are less likely to perceive the work setting of schools as poor and working conditions as extreme.

qq. The ability of motivating oneself is not related to perceiving poor working conditions and extreme facilities except the less experienced teachers.

rr. The empathy skills are not related to perceiving poor working conditions and extreme facilities.

ss. The handling relationships skills are not related to perceiving poor working conditions and extreme facilities.

5.8.4 Correlation between Personality Traits and Emotional Intelligence

a. The correlation between and neuroticism personality trait and various dimensions of emotional intelligence is found to be negative, which means that an individual who is emotionally intelligent will be less neurotic.

b. Less experienced teachers, low age teachers, teachers working in private schools who are high on emotional intelligence are going to be less neurotic.

c. Neurotic behavior is not associated to self awareness among teachers.

d. Low age teachers’ ability to experience negative behaviors like sadness, fear, anger, guilt and disgust decreases with increase in control on emotions and feelings.

e. The teachers who are better at handling and managing their emotions are going to experience less negative behavior like sadness, fear, anger, guilt and disgust & vice versa.
f. The highly motivated teachers’ exhibit less neurotic behaviors or negative moods.
g. Private school teachers, high age teachers, more experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification contend no effect of motivation on neurotic behavior.
h. The teachers who are high on empathy skills are less neurotic in nature.
i. Government school teachers are found to be good at handling and managing their relationships well are going to be less neurotic.
j. The correlation between extraversion and various dimensions of emotional intelligence is found to be positive i.e. the teachers who are extrovert are also likely to be high on emotional intelligence.
k. Teachers who are high on extraversion are also more self aware about themselves.
l. Extraversion does not found to be related to self awareness for teacher working in government schools, high age teachers, more experienced teachers and graduate teachers with B.Ed qualification.
m. Highly extrovert teachers are also going to be very good on motivating themselves for various tasks for job situation.
n. Extraversion does not found to be related to motivating themselves for various tasks for job situation for teachers working in government schools, low age teachers and trained graduate teachers.
o. Highly extrovert teachers are also going to be very good in handling their relationship with other members of the groups.
p. Extraversion does not found to be related to handling their relationships ability among more experienced and graduate teachers with B.Ed qualification.
q. The ability to handle and manage emotions is not related to extraversion trait among teachers.
r. Private school teachers who are high on extraversion are going to manage and handle their emotions well and vice versa.
s. The extraversion trait is not associated with empathy skills of teachers.

t. The correlation between openness personality trait and various dimensions of emotional intelligence is found to be positive.

u. Highly emotionally intelligent teachers are also high on active imagination, intellectual curiosity and independence of judgement.

v. Teachers working in government schools, more experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification do not find emotional intelligence leading to active imagination, intellectual curiosity and independence of judgement.

w. Teachers working in government schools, more experienced teachers, high age teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification, self awareness does not help to be high on active imagination, intellectual curiosity and independence of judgement.

x. Teachers who are able to motivate themselves to set and achieve their goals are also high on active imagination, intellectual curiosity and independence of judgement.

y. Teachers working in government schools, more experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification oes not find motivation helping to set and achieve their goals through active imagination, intellectual curiosity and independence of judgement.

z. Teachers high on active imagination, intellectual curiosity and independence of judgement are also high on empathy.

aa. Teachers working in government schools, less experienced teachers and postgraduate teachers with B.Ed do not exhibit that active imagination, intellectual curiosity and independence of judgement help teachers to be empathetic.

bb. Teachers who are highly imaginative, intellectually curious and independent in taking judgement are also effective in handling their relationships with colleagues, seniors and students at the workplace except for teachers working in
government schools, high age teachers, more experienced teachers and graduate teachers with B.Ed qualification.

c. Openness to experience personality trait is not related managing emotions among teachers working in secondary schools.

d. Teachers who are altruistic in nature are also having high emotional intelligence

e. Teachers without B.Ed qualification and graduate teachers with B.Ed qualification had reported being altruistic does not help in emotionally intelligent.

f. Teachers who are aware of their strengths and weaknesses are also good on interpersonal tendencies i.e. are sympathetic and eager to help others except for teachers with B.Ed qualification.

g. Teachers who are good at interpersonal tendencies are also good at motivating themselves to achieve their set goals except for the graduate teachers with B.Ed qualification.

h. Teachers who are good at interpersonal tendencies are also good at empathy skills.

i. Teachers working in private schools, more experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification had not reported that interpersonal tendencies help for developing empathy skills.

j. Teachers who are altruistic in nature are also good at handling relationship with other people in different type of situations except for teachers without B.Ed qualification and graduate teachers with B.Ed qualification.

k. Altruistic behavior is not found associated to managing emotions in different situations among teachers.

l. Private secondary schools teachers reported that being more altruistic in nature aids in managing emotions in different situations.

m. Teachers who are having high emotional intelligence are also good at using active process of planning, organizing and carrying out tasks.
nn. Teachers who are self aware about their strength and weaknesses are also good at using active process of planning, organizing and carrying out tasks except for teachers without B.Ed qualification.

oo. Teachers who are motivated enough to set and achieve their goals are also good at using active process of planning, organizing and carrying out tasks.

pp. Teachers who are good at empathy skills with others at workplace are also good at using active process of planning, organizing and carrying out tasks.

qq. Private secondary schools teachers’, more experienced teachers’, teachers without B.Ed qualification and graduate teachers with B.Ed qualification reported no association between empathy skills and active process of planning, organizing and carrying out tasks.

rr. Teachers who are good at handling and managing relationships are also good at using active process of planning, organizing and carrying out tasks.

ss. Teachers working in government secondary schools, more experienced teachers’, teachers without B.Ed qualification and graduate teachers with B.Ed qualification had not reported association between handling and managing relationships & using active process of planning, organizing and carrying out tasks.

tt. The relationship between handling and managing emotions with using active process of planning, organizing and carrying out tasks is not found true among teachers.

uu. Private school teachers who are able to manage their emotions are also good at using active process of planning, organizing and carrying out tasks.

vv. Graduate teachers with B.Ed qualification perceive that if they are able to handle emotions well, then their skills of using active process of planning, organizing and carrying out tasks diminishes and vice versa.

5.8.5 Correlation Between Personality traits and Teacher Effectiveness

a. The correlation between teacher effectiveness and different personality traits i.e. Extraversion, Openness, Agreeableness, Conscientiousness is found to be positive except for Neuroticism trait.
b. Teachers who experience negative emotions are going to be less effective in their teaching or other roles in the school setting.

c. Teachers who are extrovert in nature are going to be effective in their teaching or other roles in the school setting.

d. Teachers working in government secondary schools, low aged teachers and graduate teachers with B.Ed qualification do not report that extrovert nature has to do anything with effectiveness in teaching or other roles in the school setting.

e. Teachers who are good in active imagination, intellectual curiosity and independent judgement are going to be effective in their teaching or other roles in the classroom and outside the classroom setting.

f. Teachers’ working in secondary schools, teachers working in government secondary schools, low aged teachers, less experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification has not exhibited that openness to experience with teacher effectiveness.

g. Teachers who are good at interpersonal tendencies i.e. are sympathetic and eager to help others are effective in teacher roles in the school setting except for teachers working in government secondary schools, low aged teachers, less experienced teachers and graduate teachers with B.Ed qualification.

h. Teachers who are more active in using the process of planning, organizing and carrying out tasks are also effective in teaching except for teachers working in government secondary schools, low aged teachers, less experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification.

5.8.6 Correlation Between Personality traits and Occupational Stress

a. Neuroticism is not associated to experiencing more occupational stress in their place of job among teachers.

b. Low aged teachers, less experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification who are neurotic in behavior are likely to experience more occupational stress in their place of job.
c. Teachers who perceive that job demands exceed their personal and workplace resources in the school settings are far more neurotic in behavior and experience negative feelings like anger, fear etc more often except for teachers working in private secondary schools, low aged teachers, less experienced teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification.

d. Neurotic behavior of teachers is not related to inappropriate education, skills and experience to the job requirements.

e. Neurotic behavior of teachers is not related to clarity of priorities, expectations and evaluation criteria to be followed.

f. Neurotic behavior of teachers is not related to experiencing more conflicting role demands and loyalties in the work settings.

g. Less experienced teachers, more experienced teachers, low age teachers and post graduate teachers with B.Ed qualification reported that the teachers who neurotic in behavior experience more conflicting role demands and loyalties in the work settings.

h. Teachers in general, and specifically who are working in private schools, low aged, less experienced and without B. Ed qualification groups, who are neurotic in behavior also take more responsibility for the performance and welfare of others.

i. Teachers in general, and specifically less experienced and postgraduate with B.Ed qualification, who are neurotic in behavior are also those who perceive more environmental toxins and extreme conditions in terms of school situations.

j. Extraversion is not associated to experiencing less occupational stress in their place of job among teachers.

k. Teachers working in private schools, more experienced teachers and teachers without B.Ed qualification, who are extrovert, experience less occupational stress.

l. Extraversion character is not related to feeling that job demands exceed personal and workplace resources.
m. Extraversion behavior is not associated to the perception of having enough education, skills and experience w.r.t job requirements.

n. Teachers without B.Ed qualification exhibited that if their extraversion behavior increases, their perception of having enough education, skills and experience w.r.t job requirements decreases and vice versa.

o. Extraversion behavior is not associated to worries on priorities, expectations and evaluation criteria for teachers.

p. Teachers without B.Ed qualification and graduate teachers with B.Ed qualification who are assertive, active and talkative are found to be less worried on priorities, expectations and evaluation criteria for them as teachers.

q. Extraversion behavior is not related to the feelings of responsibility for the performance and welfare of teachers others on the job.

r. Extraversion behavior is not related to perceiving less exposure to environmental toxins or extreme physical conditions.

s. Extrovert teachers working in private schools and graduate teachers with B.Ed qualification tend to perceive less exposure to environmental toxins or extreme physical conditions.

t. Teachers extrovert in nature and are characterized as highly active and talkative experience less conflicting role demands and loyalties in the work settings.

u. Teachers working in government schools, low age teachers, less experienced teachers and post graduate teachers with B.Ed qualification do not report that extraversion helps in reducing conflicting role demands and loyalties in the work settings.

v. Characterization of teachers on active imagination, intellectual curiosity and independent of judgement is not related to their perceiving occupational stress at the workplace.

w. Openness to experience is not related to perception that training, education, skills and experience are appropriate to job requirements.
x. Characterization of teachers on active imagination, intellectual curiosity and independent of judgement is not related to their feelings of responsibility for the welfare and performance of others.

y. Secondary school teachers, teachers working in government secondary schools, high aged teachers, and postgraduate teachers with B.Ed qualification who are highly active, imaginative, intellectually curious and independent of judgement perceive that their job demand exceed their personal and workplace resources.

z. Teachers who are without B.Ed qualification and high age teachers who are high on active imagination, intellectual curiosity and independent of judgement are less clear about priorities, expectations and evaluation criteria prevalent for them.

aa. Secondary school teachers, high aged teachers and less experienced teachers who are high on active imagination, intellectual curiosity and independent of judgement are going to experience less conflicting demands and loyalties in the work settings.

bb. Teachers working in private secondary schools and graduate teachers with B.Ed qualification who are high on active imagination, intellectual curiosity and independent of judgement perceive less of exposure to extreme physical condition in their work environment.

cc. Teachers believe that with the increase in the interpersonal tendencies or altruistic behavior, their occupational stress decreases except for teachers working in government secondary schools and low aged teachers.

dd. Teachers feel that with the increase in their interpersonal tendencies, their feeling of their education, training, skills and experience are appropriate to their job situations.

ee. Government school teachers, teachers without B.Ed qualification and graduate teachers with B.Ed qualification feel that interpersonal tendencies do not influence their perception that their education, training, skills and experience are appropriate to their job situations.
ff. Teachers without B.Ed qualification had reported that interpersonal tendencies are influencing their perception that job demands are exceeding their personal and workplace resources.

gg. Teachers feel that with increase in their interpersonal tendencies, their clarity of their priorities, expectations and evaluation criteria increases.

hh. Teachers working in government secondary schools, teachers without B.Ed qualification and graduate teachers with B.Ed qualification do not report the influence of interpersonal tendencies on the clarity of priorities, expectations and evaluation criteria for teachers.

ii. Teachers feel that with increase in their interpersonal tendencies, their chances of experiencing conflicting role demands and loyalties in the work setting decreases.

jj. Teachers working in government secondary schools report that altruistic behavior does not minimize or leverage the chances of experiencing conflicting role demands and loyalties in the work setting.

kk. High aged teachers and teachers without B.Ed qualification feel that their altruistic behavior helps in reducing the tendency to worry for the welfare and performance of others on the job.

ll. Teachers working in private secondary schools and graduate teachers with B.Ed qualification perceive that with the increase in their altruistic behavior, they are less affected by the physical conditions on the job settings.

mm. Teachers who are good at using planning, organizing and carrying out tasks properly are going to perceive less occupational stress.

nn. Teachers’ working in government secondary schools and graduate teachers with B.Ed qualification does not hold that using planning, organizing and carrying out tasks properly are going to reduce occupational stress.

oo. Teachers working in government secondary schools and postgraduate teachers with B.Ed qualification perceive that more they use the active process of planning; organizing and carrying out tasks, the more you feel that job demands exceeding workplace and personal resources.
More a teacher uses active process of planning, organizing and carrying out tasks, the less is the feeling that his training, education, skills and experience are appropriate to the job requirements and vice versa except for graduate teachers with B.Ed qualification.

More a teacher uses active process of planning, organizing and carrying out tasks, the more are the chances that the priorities, expectations and evaluation criteria are clear to them except for teachers working in government secondary schools, low aged, less experienced and graduate teachers with B.Ed qualification.

Teachers who are good at planning, organizing and carrying out tasks properly are going to experience less conflicting role demands and loyalties in the work settings except for the sub group of teachers working in government secondary schools.

Teachers who are good at using planning, organizing and carrying out tasks properly are going to perceive less about the extreme physical conditions at the job settings except for teachers working in government secondary schools, high aged teachers, more experienced teachers, less experienced teachers, teachers without B.Ed qualification and postgraduate teachers with B.Ed qualification.

Ability of planning, organizing and carrying out tasks is not related to the feeling of responsibility for the performance and welfare of others.

5.8.7 Occupational Stress in Relation to Type of School, Teaching Experience and Emotional intelligence

Teachers working in government schools feel and take more responsibility for the performance and welfare of other teachers in the school than the teachers working in private schools.

Teachers with low emotional intelligence are experiencing more maladaptive stress than teachers with high emotional intelligence.

Teachers with low emotional intelligence think that they are a poor fit between their skills and the job they are performing, their career is not progressing and they have little future than teachers with high emotional intelligence.
d. Teachers with low emotional intelligence are not clear of what they are expected to do, and on what criteria they are being evaluated than teachers with high emotional intelligence.

e. Teachers with low emotional intelligence felt more caught between conflicting supervisory demands and factions i.e. more unclear about authority lines and having more than one person telling them what to do, than teachers with high emotional intelligence.

f. Teachers with low emotional intelligence are more worried that others will not perform well and they will be sought out for leadership to respond to other’s problems than their counterparts. Also, the teachers with low emotional intelligence are of the view of having poor relationships with people at work and feel more pressure to work with difficult teachers or the public than the teachers with high emotional intelligence.

g. Teachers with low emotional intelligence felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than teachers with high emotional intelligence. They also felt more personally isolated and are having an erratic work schedule than their counterparts.

h. Teaching experience does not make any influence on the various dimensions of occupational stress.

i. Interaction between school type and emotional intelligence; school type and teaching experience; & emotional intelligence and teaching experience does not make any influence on occupational stress among teachers.

j. Less Experienced teachers having low emotional intelligence working in government schools felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than Less Experienced teachers having high emotional intelligence working in government schools. They also felt more personally isolated and are having an erratic work schedule than their counterparts.
k. Less Experienced teachers having low emotional intelligence working in government schools felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than Less Experienced teachers with low emotional intelligence working in private schools. They also felt more personally isolated and are having an erratic work schedule than their counterparts.

l. Less Experienced teachers having low emotional intelligence working in government schools felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than Less Experienced teachers with high emotional intelligence working in private schools. They also felt more personally isolated and are having an erratic work schedule than their counterparts.

m. Less Experienced teachers having low emotional intelligence working in government schools felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than more experienced teachers’ having high emotional intelligence working in private schools. They also felt more personally isolated and are having an erratic work schedule than their counterparts.

n. More experienced teachers’ having low emotional intelligence working in Private schools felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than Less Experienced teachers’ having high emotional intelligence working in government schools. They also felt more personally isolated and are having an erratic work schedule than their counterparts.

o. More experienced teachers’ having low emotional intelligence working in Private schools felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than more experienced teachers’ with high emotional intelligence working in private schools. They also felt more personally isolated and are having an erratic work schedule than their counterparts.

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Interaction between school type, emotional intelligence and teaching experience does not influence the various dimensions i.e. ‘Role Insufficiency’, ‘Role Ambiguity’, ‘Role Boundary’ and ‘Responsibility’ dimensions of occupational stress and total score of occupational stress of secondary school teachers.

5.8.8 Occupational Stress in Relation to Qualification, Age and Emotional Intelligence

a. Postgraduate teachers with B.Ed qualification think that they are a poor fit between their skills and the job they are performing than teachers without B.Ed qualification. They feel that their career is not progressing and they have little future than teachers without B.Ed qualification.


c. Secondary school teachers with low emotional intelligence experience more maladaptive stress than teachers with high emotional intelligence.

d. Secondary school teachers with low emotional intelligence are not clear of what they are expected to do, spend their time and are being evaluated for, than teachers with high emotional intelligence.

e. Secondary school teachers with low emotional intelligence felt more caught between conflicting supervisory demands and factions than teachers with high emotional intelligence. They are more unclear about authority lines and having more than one person telling them what to do than their counterparts.

f. Secondary school teachers with low emotional intelligence are more worried that others will not perform well and they will be sought out for leadership to respond to other’s problems than teachers with high emotional intelligence.

g. Emotional intelligence does not influence ‘Role Overload’, ‘Role Insufficiency’ and ‘Physical Environment’ dimensions of occupational stress.

h. Interaction of age and qualification; age and emotional intelligence; & qualification and emotional intelligence do not influence the various dimensions
of occupational stress and total occupational stress among secondary school teachers.

i. Low emotionally intelligent, low age teachers without B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age teachers without B.Ed qualification.

j. Highly emotionally intelligent, low age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification.

k. Low emotionally intelligent, low age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification.

l. Low emotionally intelligent, high age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification.

m. Low emotionally intelligent, high age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification.

n. High emotionally intelligent, low age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotional intelligence, low age postgraduates teachers with B.Ed qualification.

o. Low emotionally intelligent, low age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification.
Low emotionally intelligent, high age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification.

Low emotionally intelligent, high age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification.


5.8.9 Personality Traits in Relation to Type of School, Teaching Experience and Emotional Intelligence

There is no influence of working in Government and private secondary schools on the various personality traits i.e. ‘Neuroticism’, ‘Extraversion’, ‘Openness’, ‘Agreeableness’ and ‘Conscientiousness’.

Teachers with high emotional intelligence are more extrovert i.e. are good at amount and intensity of social interaction, activity level, need for stimulation, and capacity for joy than teachers with low emotional intelligence.

Teachers with high emotional intelligence are high on openness i.e. are good at active seeking of experience for its own sake, tolerating and exploring the unfamiliar than teachers with low emotional intelligence.

Teachers with high emotional intelligence are high at agreeableness i.e. are good at quality of interpersonal orientation than teachers with low emotional intelligence.

Teachers with high emotional intelligence are good at conscientiousness i.e. are proficient at degree of organization, persistence, and motivation in goal-directed behavior than teachers with low emotional intelligence.
f. Emotional intelligence does not influence the neuroticism trait of personality among secondary school teachers.

g. Teaching experience does not contribute to affect the Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness personality traits among secondary school teachers.

h. Interaction between school type and emotional intelligence; school type and teaching experience; & emotional intelligence and teaching experience do not influence ‘Neuroticism’, ‘Extraversion’, ‘Openness’, ‘Agreeableness’ and ‘Conscientiousness’ personality traits among secondary school teachers.


5.8.10 Personality Traits in Relation to Age, Qualification and Emotional Intelligence


b. Post graduate teachers with B.Ed qualification are more neurotic i.e. are more anxious and prone to worry and they are less capable of handling stress than the teachers without B.Ed qualification and graduate teachers with B.Ed qualification.

c. Secondary school teachers with high emotional intelligence are more extrovert i.e. are good at amount and intensity of social interaction, activity level, need for stimulation, and capacity for joy than teachers with low emotional intelligence.

d. Secondary school teachers with high emotional intelligence are high on agreeableness i.e. good at quality of interpersonal orientation than teachers with low emotional intelligence.

e. Secondary school teachers with high emotional intelligence are high on conscientiousness i.e. are good at degree of organization, persistence, and
motivation in goal-directed behavior than teachers with low emotional intelligence.

f. Low age Postgraduate Teachers with B.Ed are more anxious and prone to worry and they are less capable of handling stress than the high age postgraduate Teachers with B.Ed.

g. Low emotionally intelligent teachers with low age are more anxious and prone to worry and they are less capable of handling stress than the high emotionally intelligent Teachers with low age.

h. Interaction of age and emotional intelligence; & emotional intelligence and qualification does not make any influence on the ‘Extraversion’, ‘Agreeableness’, ‘Openness’ and ‘Conscientiousness’ personality traits of teachers.


5.8.11 Teacher Effectiveness in Relation to Type of School, Teaching Experience and Emotional Intelligence

a. School type does not influence the teaching effectiveness of teachers.

b. Teachers with low emotional intelligence are less effective in teaching than teachers with high emotional intelligence.

c. More experienced teachers are more effective in teaching than less experienced teachers.

d. Teacher effectiveness is not affected by interaction of school type and emotional intelligence; school type and teaching experience; & emotional intelligence and teaching experience among secondary school teachers.

e. Interaction between school type, emotional intelligence and teaching experience do not influence the teacher effectiveness among secondary school teachers.
5.8.12 Teacher Effectiveness in Relation to Age, Qualification and Emotional Intelligence

a. Age does not influence the teacher effectiveness of secondary school teachers.
b. Qualification does not influence the teacher effectiveness of secondary school teachers.
c. Secondary school teachers with low emotional intelligence are found to be less effective in teaching than secondary school teachers with high emotional intelligence.
d. Interaction between age and qualification; age and emotional intelligence; & emotional intelligence and qualification do not influence the teacher effectiveness of secondary school teachers.
e. Interaction of age, emotional intelligence and qualification does not influence the teacher effectiveness of secondary school teachers.

5.9 LIMITATIONS

The limitations of the study are those characteristics of design or methodology that impacted or influenced the application or interpretation of the results of the study. Although the research has reached its aim, there are some unavoidable limitations and shortcomings. The researcher considers the following limitations in the present study:

a. Only two districts were covered in the study.
b. The size of the sample was not very large in comparison of number of teachers working in the state of Punjab.
c. Study was focused only on secondary school teachers which are generally found less in each district.
d. Number of male teachers was found to be very less as compared to females in schools.
e. Lack of prior research studies on the topic in the area had also come to be a limitation for study.
f. Lack of cooperation by the teachers in the process of data collection was a serious limitation and it took lot of time.

5.10 EDUCATIONAL IMPLICATIONS

The study indicates towards following educational implications:

a. The emotional intelligence has come out to be an important factor for determining the teacher effectiveness of the secondary school teachers. Therefore the government should make policies for developing the emotional intelligence among the existing teachers on rolls and an emotional intelligence test may be made apart of the recruitment test so that applicants for government may recruit only candidates with high emotional intelligence as teachers. The entry to the profession shall be based on the age and qualification. This shall be enforced strictly as schools employ teachers who are without any training in teaching and experience which affects the learning of the students. Even, private schools shall be forced to recruit teachers who are well qualified and are trained to teach.

b. The secondary school teachers found them to be under stress due to various factors in the school. This is adversely affecting their teaching effectiveness and their overall well being. But the inexperienced teachers had not showed any signs of occupational stress which highlights their concern for the profession. The government authorities in particular shall take steps for to minimize the workload of the teachers. This is direly needed. Also, experience either as pre service training shall be pre requisite in the appointment of teachers. The postings should be combination mix of experienced and fresh teachers in schools. Having higher qualification does not mean that they will be able to cope up with stress which indicates towards reorienting the higher degree programmes as they are lacking difference in knowledge and skills in curriculum which can help in sharpening the skills of teachers towards becoming better teachers.
c. The responsibility in private sector ensures the security to job. Thus, highlighting that inspite of increasing work load, the teacher effectiveness increases. This shall be replicated in the government sector also through licensing of teachers for specific period of time, which will lead to accountability of teachers and motivation to teachers for better productivity to secure the job for future.

d. The study also suggests that no conduct of proper training facilities, or opportunity for self growth in both the private and government sectors is contributing to stress and reducing teaching effectiveness. Therefore, proper facilities for in service trainings and self growth shall be provided to teachers. Clarity of accountability of the role as a teacher had its influence on teaching effectiveness.

e. Proper job requirements and duties shall be explained to teachers so that they may be able to perform them in a better way. In the absence of clarity of work responsibilities, the conflicts arise in between the teachers, which had a negative impact on the teaching effectiveness. Therefore, proper work manuals and instructions shall be developed for the teachers.

f. The beautification and maintenance of schools shall be concern among school authorities. Because the poor environment within the classroom and in & around school makes poor impact on teacher effectiveness of teachers.

g. The occupational stress has always a negative impact on the psychological and physical health of the individual in all professions. Similarly, it is reported among the teachers. Therefore, efforts shall be made by the planners to reduce the stress among teachers so that they can perform duties well.

h. Emotional intelligence does not reduce the occupational stress. Thus, there shall be programmes run for teachers to develop and strengthen emotional intelligence and health of teachers. Because, the study suggests that emotional intelligence does not help in reducing the feeling of job pressures. Similarly, being self aware, motivated and empathetic does not have any influence on the feeling of job pressure.
i. Emotional intelligence plays important role in making teachers effective and reducing occupational stress. As teachers who are highly self aware, motivated, manage their emotions well, empathetic, & handle their relationships with colleagues, students and authorities are clear about the expectations from them, priorities on job and evaluation criteria. Also, they have less conflicting role demands and loyalties in work settings. Emotional intelligence helps individual teachers to be focused for their own work and do not worry and necessarily take responsibility for the performance of others. As teachers who are highly self aware, motivated, manage their emotions well, empathetic, & handle their relationships with colleagues, students and authorities do not exhibit worries or responsibility for the performance of others. Similarly, Emotional intelligence helps individuals to adjust with circumstances. As is evident, that they are less likely to perceive the settings of the schools as poor and working conditions as extreme. Same is reflected in teachers who are highly self aware, manage their emotions well. This all, indicates towards making emotional intelligence as one of the criteria of selection for teachers, because success rate as teachers will be high as compared to others.

j. Emotional intelligence also plays very important role when dealing with students as it contribute toward shaping right behavior. Various personality traits are related to emotional intelligence. Neurotic behavior is not a quality of emotionally intelligent teachers. Similarly, relationships are found for different dimensions of emotional intelligence except self awareness. This implies that by developing good emotional intelligence, the teachers can restrict their negative emotions i.e. sadness, fear, anger, guilt and disgust. Also, the teachers who are extrovert are also likely to be high on emotional intelligence. Extraversion is also a quality to be looked upon when recruiting teachers because extroverts are generally good on emotional intelligence and its facets like self awareness, motivating one for various tasks, handling relationships, & handling and managing emotions. Similarly, openness to experience traits is a criterion that can be looked upon in selecting teachers as it is positively related with emotional intelligence and its various facets i.e. self awareness, motivating one
for various tasks, handling relationships, empathy, & handling their relationships. Lastly, being altruistic in nature also supports emotional intelligence and its various facets i.e. self awareness, motivating them, empathy skills, handling relationship with others, & managing emotions in different situations. Moreover, the emotional intelligent teachers are also good at using active process of planning, organizing and carrying out tasks. Various facets of emotional intelligence i.e. self awareness, motivated, empathy skills, handling and managing relationships, manage their emotions. These all suggests that both emotional intelligence or personality traits like extraversion, openness, conscientiousness and agreeableness shall be tested for teachers before their recruitment.

k. The different personality traits i.e. Extraversion, Openness, Agreeableness, Conscientiousness also reflects the teacher effectiveness. Reflecting from the fact that teachers shall be recruited after their testing on the personality traits. Neurotic teachers experience negative emotions and are less effective. Thus, neurotic behavior should be tested before giving them recruitments as teachers. Teachers who are extroverts, open to experiences, agreeable in nature and conscientious are more effective in the teaching situations.

l. Personality indicates towards the capacity of individual to perceive stress. Among teachers also it has been found true. Thus, the personality tests shall be administered while the selection of the teachers also as in other professions. Capacity to handle stress comes with age and experience and more skills. Less experienced teachers perceive more overburdened with work; take more responsibility for the performance and welfare of others; and perceive more environmental toxins and extreme conditions. Young teachers with less experience and skills are more neurotic in their behavior in the profession & shall be provided help and training from time to time to cope up with stress. Neurotic behavior is not the result of inappropriate education and skills; clarity of priorities, expectations and evaluation criteria; experiencing more conflicting role demands and loyalties. Teachers in general, become neurotic in the event of poor and extreme environmental conditions in school situations. Extraversion,
agreeableness and Openness to experience characteristic helps to some extent to reduce occupational stress, but, it is found more prevalent among experienced aged teachers. Thus, personality and emotional intelligence shall be made part of testing in the recruitment procedures of teachers at various levels as these capacities are an important determinant of a teacher’s success.

m. Taking responsibility is cause of concern among teachers working in government schools than their counterparts working in private schools. It also, points towards poor relationships among staff members. Also, the teachers with low emotional intelligence have been more stressed than teachers possessing high emotional intelligence. Contrarily, teaching experience has been found not making any influence on occupational stress pointing towards equal competence in handling stress situations. The two order interactions between factors are not able give stress to teachers. The three order interaction between school type, teaching experience and emotional intelligence for physical environment dimension of occupational stress implied that the government schools are located in places where teachers are not happy with their postings. They are not having cordial relations with colleagues. These factors are causing the teachers to experience stress. The government needs to provide support to teachers in government schools in terms of development of emotional intelligence through trainings, building their self esteem, organizing meditation and yoga sessions and fostering supportive relationship in the school campuses. The study highlights towards workplace stress and prevention and management of this requires to be done through organizational level interventions, because it is the organization that creates the stress.

n. Teachers of all ages are equally competent in handling stress which suggests that factors contributing to stress are similar to all teachers of different ages. Thus, implying that factors are basically institutional and not personal. Therefore, administrators shall probe and remove the factors that are causing stress for increasing effectiveness. Postgraduate teachers with B.Ed qualification had more occupational stress than teachers without B.Ed qualification. It is primarily because of large number of teachers being churned out of the teacher education
institutes, which had resulted in large number of more qualified teachers getting jobs lower to their qualification. Also, being a slow career advancement opportunities in teaching career develops the feeling of stagnation among teachers. This needs to be taken care of by educational planners.

o. The increasing age teachers with low or high qualification able to cope up with the situational demands of the profession and adjust in the scenario. The interaction effect of emotional intelligence, qualification and age on the occupational stress is however found to have highlighted the role of emotional intelligence and qualification to a large extent and to some extent of age in different subgroups comparisons. Thus, it can be concluded that occupational stress is managed by teachers who are good at emotional intelligence and are having good qualifications. Therefore, the authorities should concentrate on the factor of emotional intelligence while recruiting the teachers for schools.

p. Emotional intelligence and personality traits like extraversion, openness agreeableness and conscientiousness are interdependent and their identification shall be a major factor for recruitment. It will be easier for administrators to judge a teacher’s personality traits on the basis of his/her emotional intelligence. Personality traits of teachers do not vary with experience and age or working in private or government schools indicating a wrong teacher is a problem forever and personality testing shall be a pre requisite to recruitment.

q. Increasing number of output of highly qualified teachers from teacher training colleges and their exploitation on job by private schools is leading to frustrations among them. Moreover, it is prevalent among young teachers. It is a serious concern for policy makers.

r. Emotional intelligence and teaching experience matters in making of a teacher to be effective. Thus the emotional intelligence training which does not have any place in the training of pre service and in service trainings shall be made the part of orientation and refresher courses. The researches have proved that emotional intelligence can be developed. For the fresh recruitments the testing of emotional intelligence can be included alongwith the certification. Similarly, the teaching experience makes a point for the administrators that more challenging
and difficult tasks & responsibilities shall be given to more experienced teachers. Both the findings are very important for policy makers and administrators at the grassroot level of school functioning and upright at the recruitment policy by planners. All age secondary school teachers with different qualifications are equally effective. This implies trainings and refresher courses are not given proper importance by the authorities concerned which shall be part and parcel of in-service programmes.

5.11 SUGGESTIONS FOR FURTHER STUDY

Though the present investigator has taken every care to make the study as scientific as possible in terms of representativeness of the sample, validity of the tools and appropriateness of statistical design for the analysis of the data, yet there are many pitfalls and bottlenecks which have been beyond the control of the problem of the present investigator. Therefore, there are many aspects of the problem, which could be covered in the study. Although the results obtained are very enlightening in the light of the problem undertaken there is need for further research. Being cognizant of all such limitations, some personal and some related with space and time, the present investigator gives certain suggestions which can be helpful for more through investigations in the development of policies related to the secondary school teachers and teacher education sector.

a. Because of the limitations of the time, the investigator could not cover more districts in the study. Moreover, the investigator had to choose the sample from the cities of Jalandhar and Ludhiana which are more of advanced cities in terms of educational achievements. Therefore, replica studies can be taken up choosing the sample from different parts of the state which can represent the backward areas of the state.

b. A study can be conducted longitudinally to study the effect on the development of emotional intelligence in the school teachers after joining the government sector or private sector.
c. Similar studies can be conducted on teachers working in elementary schools and higher education sector.

d. As occupational stress of teachers is being studied in the study, the possible stress coping strategies used by the teachers can also be a research area for future investigators at different levels of the education sector.

e. The teacher education curriculum is in a stage of renewal and similar studies may be conducted after the change in curricula. Thus, teacher effectiveness and occupational stress needs more elucidation and wider investigation in terms of fast changing world and shall be studied qualitatively and quantitatively.