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CHAPTER-V
SUMMARY AND CONCLUSION

Introduction

The purpose of conducting an educational research is served only when its findings enable the investigator to recommend implications that may accomplish favorable reformations in the educational process. Furthermore, the findings should provide scope for further researches on related topics.

This final chapter summarizes and presents the findings of the present study based on the analysis and interpretation of the data gathered for it and presents recommendation for educational implications and suggests topics for further researches.

5.1 Title of the Research

The research topic selected for the present study is “A STUDY ON EMOTIONAL COMPETENCE AND TEACHING COMPETENCE OF WOMEN TEACHER TRAINEES IN COIMBATORE DISTRICT”.

Introduction

Glorifying motherhood, W. S. Ross remarks, “The hand that rocks the cradle is the hand that rules the world.” A woman’s role as a mother has a universal image; irrespective of any race or any culture. However, the power of womanhood is not to be confined to motherhood alone, for it has the mighty force that may transform the destiny of a family, a society, a nation or the whole world, and many women have proved it through their compassion, mental strength and fighting spirits over the years. Agnes Bojaxhiu who began her career as a simple school teacher in India could inspire the whole world as Mother Teresa through her selfless service to mankind. On the other hand, powerful women leaders like Indira Gandhi and Margaret Thatcher could rule their respective countries with iron hands. Dr Muthulakshmi Reddy, one of
the torch-bearers of feminism in India could enhance the abolishment of Devadasi system, thus eradicating a ban on a particular community of women through her mental courage. Environmental activist, Medha Patkar could influence many people through her fighting spirits to stand up for social and environmental issues that may pose destructive challenges on our nation. As citizens community leaders and mothers, women have emerged as major agents of social progress and their education is critical to sustain this momentum. Various concepts related to women’s education and their competencies are presented.

Review of related literature

According to P.M. Cook, “Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product of findings of a given piece of research should be an authentic verifiable and contribution to knowledge in the field studied.”

Education has been recognized as the basis for the development of an individual as well as the society. Researches carried out in the field of education prove to be vital for the educational progress of a society as they provide solutions to the problems that arise in this field. In the systematic process of an educational research, review of the related literature is a significant stage as it allows the researcher to acquaint herself with current knowledge in the field or area in which she is going to conduct her research.

Moreover, a careful review of the research journals, dissertations and other sources of information on the problem to be investigated enable the researcher to define the limits of her field. It also helps in avoiding unfruitful and useless problem areas for research. While providing an insight into the research methodology, the review prevents any unintentional duplication of well-established findings. The researcher may also get inspired by the recommendations and suggestions listed in the previous studies in selecting the areas to which her endeavors may contribute to the knowledge in a meaningful way.

The subject of emotional competence being a fairly new topic for educational researches in India, the investigator of the present study has collected more researches done abroad than those done in India on the topic. The findings of the studies are arranged under relevant headings chronologically and are reviewed.
**Objectives Restated**

The investigator identifies the following as the objectives of the study:

To study the impact of emotional competence on teaching competence of women teacher trainees studying in teacher training institutes in Coimbatore district.

To study the emotional competence of women teacher trainees with respect to their age, marital status, major subject in higher secondary course, locality of residence, their food preference, hobbies, physical activity, general health condition, educational status of parents and the nature of their family system.

To study the teaching competence of women teacher trainees with respect to their age, marital status, subject group in higher secondary course, locality of residence, their food preference, hobbies, physical activity, general health condition, educational status of parents and the nature of their family system.

**Hypotheses Restated**

The following null hypotheses are formulated for the present study;

H$_{01}$-There is no significant effect of emotional competence on teaching competence of the female teacher trainees.

H$_{02}$-Adolescent and adult teacher trainees do not differ significantly in their emotional competence.

H$_{03}$-There is no significant difference in the emotional competence of the women teacher trainees based on their major subject in higher secondary course.

H$_{04}$-There is no significant difference between the emotional competence of married women teacher trainees and that of unmarried women teacher trainees.

H$_{05}$-There is no significant difference between the emotional competence of vegetarian women teacher trainees and that of non-vegetarian women teacher trainees.

H$_{06}$-There is no significant difference between the emotional competence of women teacher trainees with hobbies and that of those without hobbies.

H$_{07}$-There is no significant difference in the emotional competence of women teacher trainees based on their extra physical activity.

H$_{08}$-There is no significant difference in the emotional competence of women teacher trainees based on their general health condition.

H$_{09}$-There is no significant difference in the emotional competence of women teacher trainees from joint family and that of those from nuclear family.
Ho10-There is no significant difference in the emotional competence of urban women teacher trainees and rural women teacher trainees.

Ho11-There is no significant difference in the emotional competence of women teacher trainees based on their fathers' educational status.

Ho12-There is no significant difference in the emotional competence of women teacher trainees based on their mothers' educational status.

Ho13-There is no significant difference in the teaching competence between the women teacher trainees who belong to the age category of late adolescence and that of those who belong to the early adulthood.

Ho14-There is no significant difference in the teaching competence in the women teacher trainees based on their subject group in higher secondary course.

Ho15-There is no significant difference between the teaching competence of married women teacher trainees and that of unmarried women teacher trainees.

Ho16-There is no significant difference between the teaching competence of vegetarian women teacher trainees and that of non-vegetarian women teacher trainees.

Ho17-There is no significant difference between the teaching competence of women teacher trainees with hobbies and those without hobbies.

Ho18-There is no significant difference in the teaching competence of women teacher trainees based on their extra physical activity.

Ho19-There is no significant difference in the teaching competence of women teacher trainees based on their general health condition.

Ho20-There is no significant difference in the teaching competence of women teacher trainees from joint family and that of women teacher trainees from nuclear family.

Ho21-There is no significant difference in the teaching competence of urban women teacher trainees and rural women teacher trainees.

Ho22-There is no significant difference in the teaching competence of women teacher trainees based on their fathers' educational status.

Ho23-There is no significant difference in the teaching competence of women teacher trainees based on their mothers' educational status.

5.2 Findings of the study

1) Emotional competence has 32 per cent effect on teaching competence. Emotional competence of women teacher trainees is found to have a positive correlation on their teaching competence.
2) Women teacher trainees, who belong to the age category of 21 to 25 years specified as early adulthood, are found to have higher level of emotional competence than the women trainees who belong to the age group of 18 to 20 years specified as late adolescence. It is concluded that age factor has an impact on the emotional competence.

3) It is found that there is no significant difference in the emotional competence of women teacher trainees with respect to their major subject they have studied in their higher secondary course. It is inferred that the subject group they studied in higher secondary course, whether science, arts or vocational subjects, has no impact on the emotional competence of the women teacher trainees.

4) Married women teacher trainees are found to be more emotionally competent than their unmarried counterparts. Hence, it is concluded that marital status, indeed, has an impact on the emotional competence of women teacher trainees.

5) Emotional competence of vegetarian women teacher trainees are found to be on the higher side when compared to that of non-vegetarian women teacher trainees. It proves that food habits affect the emotional competence.

6) Women teacher trainees who have specific hobbies are found to possess higher level of emotional competence than those who have no specific hobbies. Hence, it is deduced that being occupied in specific hobbies has a positive impact on emotional competence.

7) Emotional competence of women teacher trainees vary significantly based on the extra physical activity they do every day. Women teacher trainees who do extra physical activity are found to be more emotionally competent than their counterparts who do not do any extra physical activity.

8) Normally healthy women teacher trainees are found to possess higher level of emotional competence than those who have mild chronic illness. Hence it may be
concluded that general health condition does have its impact on the emotional competence.

9) Emotional competence of women teacher trainees from joint family is found to be on the higher level than their counterparts from nuclear family. Hence, it is deduced that the nature of family system has its influence on emotional competence.

10) Significant variation is found between the emotional competence of urban women teacher trainees and rural women teacher trainees. Urban women teacher trainees are found to be more competent emotionally than their rural counterparts. Hence, it is obvious that the locality of residence has an impact on the emotional competence of women teacher trainees.

11) Women teacher trainees whose fathers are informally educated are found to have higher emotional competence than those with formally educated father. Hence, it may be concluded that the educational status of father has an influence on the trainees' emotional competence.

12) Emotional competence of women teacher trainees does not vary according to their mothers' educational status.

13) Teaching competence level of women teacher trainees from the age group of early adulthood (ie) 21-25 years is found to be higher than that of late adolescent women teacher trainee. It is concluded that age factor has an impact on the teaching competence of women teacher trainees.

14) Teaching competence of women teacher trainees is found to vary in respect of the subject group in their higher secondary course. It is found that science group students show greater competence in their teaching than the students of the other two groups. Hence, subject group is found to have its influence on the teaching competence of the trainees.
15) No variation is found between teaching competence of married and unmarried women teacher trainees. It is deduced that marital status has no impact on the teaching competence of women teacher trainees.

16) No significant variation is found in the teaching competence of the vegetarian women teacher trainees and the non-vegetarian women teacher trainees. It may be inferred that the food habits do not have any impact on the teaching competence of women teacher trainees.

17) The teaching competence of women teacher trainees who pursue specific hobbies is found to be higher than that of women teacher trainees who do not have any specific hobbies. It is concluded that the habit of pursuing a specific hobby has a positive influence on the teaching competence of women teacher trainees.

18) The difference in the teaching competence of women teacher trainees with respect to their extra physical activity is found to be not significant. Hence, it may be concluded that the teaching competence is not altered by the extra physical activity women teacher trainees perform in a day.

19) It is revealed that normally healthy women teacher trainees are more competent in teaching than those with mild chronic illness. So, it is obvious that general good health condition does have a favorable impact on the teaching competence of women teacher trainees.

20) The level of teaching competence of women teacher trainees from joint family is found to be similar to that of women teacher trainees from nuclear family. Hence, it is concluded that the nature of family system has no impact on teaching competence.

21) Women teacher trainees from urban locality are found to possess greater level of teaching competence than their rural counterparts. Hence locality of residence does have an influence on the teaching competence of women teacher trainees.

22) Teaching competence of women teacher trainees does not vary in respect of their fathers' educational status.
23) Mothers’ educational status, whether it is formal or informal, does not affect the teaching competence of women teacher trainees.

To sum up, emotional competence has a positive impact on the teaching competence of women teacher trainees. As far as emotional competence is concerned, age, marital status, food habits, hobbies, physical activity, general health condition, nature of the family system, locality of the residence and father’s educational status are the factors that affect the emotional competence of women teacher trainees. However, subject group at higher secondary level and mother’s educational status do not affect women teacher trainees’ emotional competence. Teaching competence of women teacher trainees is affected by their age, subject group, hobbies, general health condition and locality of residence, where as it is not influenced by their marital status, food habits, extra physical activity, nature of the family system and their parents’ educational status.

5.3 Suggestions for further studies

The following topics are suggested by the investigator for further educational researches;

* The present study finds out the influence of emotional competence on the teaching competence of women teacher trainees at elementary level (i.e.) D.T.Ed. Further studies may be carried out to correlate emotional competence with teaching competence of teacher trainees at secondary and higher levels (i.e.) B.Ed. and M.Ed. trainees.

* With the advent of the ‘Theory of Multiple Intelligence’ proposed by Howard Gardner, segregation of students on the basis of their intelligence quotient alone may be impossible and that is true for the teachers also. Teaching competency may not depend on the teacher’s academic intelligence alone. Hence, the impact of multiple intelligence, teacher trainees and teachers on their teaching competence may be studied.

* A comparative study on the emotional competence of experienced teachers and teacher trainees may be carried out. Similar comparative studies may be conducted to find out the level of influence of emotional competence on teaching competence of teaching professionals with respect to variables such as their teaching experience, their social and economic background, their attitude towards teaching profession, etc.
* Emotional competence of women professionals in various fields such as literature, medicine, engineering, technology, social work, etc., may be compared.

* Emotional competence and teaching competence of teachers may be correlated with psychological factors such as creativity, personality, intelligence quotient, etc.

* Impact of emotional competence on leadership qualities of women leaders in various fields may be investigated. Emotional competence of such women may be studied by determining their self awareness, self motivation, empathy, problem solving skills, social efficiency, etc.

5.4 Recommendation for Educational Implementations

Based on the findings of the present study, the following educational implementations are recommended:

* The outcome of the present study substantiates the positive influence of emotional competence on teaching competence. Improving the emotional competence of the women teacher trainees is, thus, found to be necessary to develop their teaching competence. Hence, programs to develop skills that constitute one’s emotional competence should be incorporated in the curriculum of teacher education.

* It is revealed, through the present study, that the teacher trainees in their early adulthood show better maturity in emotions and in exhibiting their skills in teaching than their fellow trainees who are in their late adolescence stage (i.e.) below 20 year of age. Adolescents tend to suffer from swinging moods and emotional instability. They may neither be able to be emotionally competent nor be excellent in teaching skills. They need time to grow up mentally, psychologically and emotionally. Therefore, the minimum age limit for joining the teacher training course should be raised to 20 years so that the teacher aspirants would be capable of regulating their emotions positively, thus, affecting their teaching competence favorably.

* Married women candidates of teacher training course are found to excel in their personal competence, such as self awareness, self-confidence, self control, adaptability, commitment, achievement drive as well as in their social competence that include empathy, conflict management, leadership and team capabilities. Personal competence and social competence constitute emotional competence which is proved to be a vital factor in developing one’s teaching skills. Hence, married women, who have discontinued their education due to their domestic responsibilities of a wife cum mother, should be motivated to
take up teacher training courses so that they may also get empowerment through education and employment.

* Science group students are proved to be skilled in teaching and more and more science group students should be encouraged to become competent teachers. At the same time, it is not to be perceived that arts and vocational group students should be denied their rights to become teachers. Teacher training institutes, for that matter, should pay special attention to such students in order to train them to excel in teaching.

* Being engaged in specific hobbies is proved to enhance the emotional competence as well as the teaching competence of the teacher trainees. During their pre-service training, they should be motivated to pursue hobbies such as reading story books, writing poems and articles, painting, philately, numismatics, etc. Such hobbies may also kindle their creativity. Moreover, free writing activities like diary writing, as prescribed by psychological approaches as a way of giving vent to one's emotions, may lead one to be internally motivated and emotionally intelligent. Hence, teacher trainees, during their pre-service training, should be motivated positively to be engaged in some specific hobbies to foster their positive psyche and attitude towards life.

* Teachers are expected to be free from any physical or emotional disorder to perform their professional responsibilities. They should be free from mental stress and physical ailments. The present research proves that physically healthy teacher trainees exhibit higher level of teaching process as well as emotional well-being. Regular health awareness programs should be conducted in TTIs so that the teacher trainees have a positive attitude towards maintaining their health condition. It may induce them to have a proper medical care and cure their minor but chronic ailments in order to be physically fit. Moreover, regular yoga classes may be included so as to reduce the level of physical, mental and emotional disorders such as stress and high blood pressure since yoga practices lay emphasize on right thought, right action, right reaction and right attitude. It may mould the psyche of the teacher aspirants to have a holistic well-being from skin to inner self.

* Urbanization has been monumental in societal changes and urban society is often privileged to get exposure to modern inventions and innovations. As the present study establishes, urban teacher trainees are comparatively experts in their emotional competence as well as in their teaching competence. Rural student teachers, on the other hand, are proved to be weaker than their urban mates in both the aspects. Teacher training institutes may organize special bridge course programs especially for rural students on educational
* A recent research that studied the impact of consuming more vegetables and fruits on the physical health has inferred that more intakes of vegetables and fruits give an individual healthy skin which denotes absolute healthiness. The present study has also proved that the teacher trainees who prefer vegetarian food are emotionally more competent than their mates who prefer non-vegetarian food. Since food preference is one’s own right, nobody can change it. However, vegetarianism, avoidance of spicy food and intake of balanced nutritious food can be promoted during health programs in TTIS.

5.5 Conclusion

Education is a legacy that has to be passed on from one generation to another as it plays a pivotal role in the positive evolution of mankind. However, the dimensions of education undergo transformation from time to time. In the contemporary educational scenario, education is expected to be something that vouches for the development of seven R’s which include rights, responsibilities, relationships and recreation besides the traditional 3 R’s namely reading, writing and arithmetic.

These seven R’s enable one to acquire personal and social competences which are the building blocks of emotional competence. With the increasing number of adolescent suicides, on campus violence and drug addiction, fostering emotional competence as early as at primary level becomes the need of the hour and it demands competent teachers to play a vital role in it.

The concept of teaching competence includes accountability and responsibility on the part of the teacher. A teacher’s commitment is complete when her dedication and devotion to the teaching profession transforms the relationship between the teacher and the taught into that of an intimate relationship where the teacher feels for the child and is willing to do all that is possible and necessary for the child’s development.

Hence, it is indispensable to find the ways and means to foster teaching competence of teachers even when they are at pre-service level. For primary level teaching, women are preferred as their motherly instincts may help them to perform the dual role of a teacher and a mother for their wards perfectly. A simple reflection on the observation of children’s play may substantiate this point of view. While little boys identify themselves with sportsmen or police officers, little girls are often seen to be playing teacher-student game.
Hence, it is not a fallacy that women make excellent teachers and the increasing number of women joining teacher training courses at primary level testifies it.

Emotional competence being a crucial factor in influencing teaching competence, fostering it needs to gain impetus in teacher education so as to effectuate competent and committed teachers who would be the catalysts in realizing the goals of holistic education, thus, ensuring an emotionally enduring society.