MAIN FINDINGS, DISCUSSION OF RESULTS AND EDUCATIONAL IMPLICATIONS
CHAPTER- V

MAIN FINDINGS, DISCUSSION OF RESULTS AND EDUCATIONAL IMPLICATIONS

5.1 Main Findings

After analysis and interpretation of the data the next assignment is presentation of the main findings. In the light of the interpretation of the results of the present investigation, the following are the main findings.

5.1.1 Findings based on Overall Performance of Teachers

All the Govt. Sr. Sec. School teachers of Haryana have been found to be 'substantially effective' in their Classroom Performance. Gender, Stream and Locality have no significant effect on Classroom Performance of teachers but their Experience and Age have significant effect on their performance.

5.1.2 Findings based on comparison of two levels of Emotional Intelligence and Level of Aspiration.

A. Performance by Emotional Intelligence

Comparison of Classroom Performance of Sr. Sec. School teachers with different levels of Emotional Intelligence.

There exists significant difference in the effectiveness of classroom performance of Sr. Sec. School teachers with different levels of Emotional Intelligence (Rejection of HO2), indicating difference in favour of high Emotionally Intelligent teachers than low Emotionally Intelligent. High Emotionally Intelligent teachers tend to perform significantly better than those of low Emotionally Intelligent teachers.

B. Performance by Level of Aspiration

Comparison of Classroom Performance of Sr. Sec. School teachers with different Levels of Aspiration.

There exists no significant difference in the effectiveness of Classroom Performance of Sr. Sec. School teachers with different Levels of Aspirations (Retention of HO3).
5.1.3 **Findings based on Analysis of Variance.**

**A** The mean scores of Classroom Performance of Sr. Sec. School teachers were used to compute the differences in teachers Gender, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that

1. There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

2. There exists significant two factor interactional effect in teachers’ Gender and their Level of Aspiration (AxC). Male teachers with low Level of Aspiration show highest mean scores whereas male teachers with high Level of Aspiration show lowest mean teacher Classroom Performance scores.

**B** The mean scores of classroom performance of Sr. Sec. School teachers were used to compute the differences in teachers Experience, Emotional Intelligence and level of aspiration. Findings of the study revealed that

1. There exists a significant difference between teachers having more than 10 years of experience and below 10 years of experience. Teachers having less than 10 years of experience show better Classroom Performance as compared to the teachers having more than 10 years of experience.

2. There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.
C The mean scores of Classroom Performance of Sr. Sec. School teachers were used to compute the differences in teachers' Age, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that

1. There exists a significant difference between teachers having more than 35 years of age and less than 35 years of age. Young Teachers having less than 35 years of age show better Classroom Performance as compared to the teachers having more than 35 years of age.

2. There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

D The mean scores of classroom performance of Sr. Sec School teachers were used to compute the differences in teachers' Stream, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that

1. There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

2. There exists a significant difference between teachers having high Level of Aspiration and low Level of Aspiration. Teachers having low Level of Aspiration show better Classroom Performance as compared to those having high Level of Aspiration.

E The mean scores of Classroom Performance of Sr. Sec School teachers were used to compute the differences in teachers' Locality, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that
There exists a significant difference between rural and urban teachers. Teachers belonging to urban area show better Classroom Performance scores as compared to teachers belonging to rural area.

There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

There exists a significant difference between teachers having high Level of Aspiration and low Level of Aspiration. Teachers having low Level of Aspiration show better Classroom Performance as compared to those having high Level of Aspiration.

There exists significant two factor interactional effect in teachers’ Locality and their Level of Aspiration (Ax C) on Classroom Performance scores of teachers. Teachers from urban area with high Level of Aspiration show highest means scores whereas teachers from rural areas with high Level of Aspiration show lowest mean teachers’ Classroom Performance scores.

There exists significant two factor interactional effect in teachers’ Emotional Intelligence and Level of Aspiration on Classroom Performance of teachers. Teachers with high Emotional Intelligence and high Level of Aspiration show highest mean scores whereas teachers with low Emotional Intelligence and high Level of Aspiration show lowest mean scores.

5.2 Discussion of Results

This study, primarily, aimed at studying Classroom Performance of Sr. Sec. School teachers in relation to Emotional Intelligence and Level of Aspiration alongwith some Demographical Variables like Gender, Experience, Age, Stream and Locality. The aim was to see whether high or low Emotional Intelligence and
Level of Aspiration and Demographic Variables (Gender, Experience, Age, Stream and Locality) have their any impact on Classroom Performance of Sr. Sec. School Teachers. The further aim was also to see interaction effect of these demographic variables (Gender, Experience, Age, Stream and Locality), Emotional Intelligence and Level of Aspiration on Classroom Performance of Sr. Sec. School Teachers. The present chapter deals with the discussion of chief findings in sequence as:

5.2.1 Discussion of results pertaining to overall Classroom Performance of Teachers.

5.2.2 Discussion of results pertaining to Classroom Performance of Teachers with respect to Demographic Variables, Emotional Intelligence and Level of Aspiration.

5.2.1 Discussion of results pertaining to overall Classroom Performance of Teachers

The results of the study given in the preceding chapter reveal that teachers of Sr. Sec. Schools of Haryana are ‘Substantially Effective’ in their classroom performance. It could be ascribed to different types of reasons. Perhaps it is because of educational background, good communication skills, professional attitude, personal qualities, knowledge of teaching methodology, use of latest technologies in teaching learning process, relationship with students, positive attitude towards teaching and knowledge of subject matter of teachers etc. Effective performance of teachers may be because of their positive attitude towards teaching which enable them to have knowledge of new techniques of teachings which, in turn, improves their performance in classroom. Positive attitude towards teaching implies better performance of the teacher (Mishra, 1999).

Another reason for ‘Substantially Effective’ classroom performance of Sr. Sec. School teachers may be because of their knowledge of subject matter, teachers’ personal qualities and a caring and compassionate personality. In fact, teachers are the role model for their students as they imitate them. Perhaps this feeling makes teachers to display their optimum level of performance. Here the
study of Stiffens (1990) may be quoted, who found that teachers' mastery over the subject, their zest for teaching, enthusiasm and love for the children are some of the important characteristics which make them effective teachers. Devnath (1971) also reported that mastery of the methods of teaching, sympathetic attitude towards students, their participation, use of latest teaching aids are some of the significant determinants of teaching efficiency. Probably, these characteristics of the senior secondary school teachers make them 'Substantially Effective' in their classroom performance.

5.2.2 Discussion of results pertaining to Classroom Performance of Teachers with respect to Demographic Variables, Emotional Intelligence and Level of Aspiration.

Further the results indicate that less experienced teachers i.e. having experience less than 10 years and teachers below 35 years of age perform better than their counterparts. The reason for this may be the young, flexible, open minded, energetic personalities of the young teachers. Lehman (1953) will explain this finding in the social terms, in the way that higher the proportion of young members in the population, the more dynamic the society will be. This connotes that young are less thoroughly socialized into the existing social elements than the mature members of their group because they have yet to achieve and establish themselves in the occupational positions. For this reason, the young teachers are more amenable to developing new techniques, ideas and modes of communication. Further the young teachers are not only less habituated to establish practices and ways of the thinking of the old but are also constrained by familial and other responsibilities. They have fewer vested interests in status quo. All this makes them more amenable to flexibility and originality which in turn affect their classroom performance. Similar were the findings of Srivastava (2005), Sridhar and Bedai (2006) and Sharma and Malik (2006).

Further the results indicate that teachers from urban area are more effective in their classroom performance than the teachers from rural background. It may be due to the better living facilities, working conditions, infrastructure and
other amenities available in urban areas which help the teachers to perform better. The results are in consonance with the findings of Srivastava (1982) & Sharma (1985). The results may be explained in the words of Bhambri (1971) that urban environment provides excellent educational facilities which feeds and stimulates the minds of people. Moreover, in urban areas there are ample opportunities of libraries, public lectures and literary societies. Good library facilities, good book stalls, regular availability of newspapers and magazines in urban areas help a lot in adding to capabilities as well as creative potentials of the teachers.

Further in urban areas distinct recreational facilities are available which make life joyful and comfortable. These help in providing ample opportunities to ambitious and energetic people to display their talents.

Other factor which seems to be contributing towards difference in the performance of urban and rural subjects may be that the rural persons tend to be rigid. They have to follow the direction of elder members blindly. In other words, lack of individuality is more in rural area as compared to urban. Perhaps, this open mindedness, change in value system makes urban teachers more effective in their performance in classroom as compared to their counterparts.

Moreover, in urban areas there is great scope for adopting different line of action in a progressive environment which may lead them to production of new ideas. This urban environment perhaps provides encouragement for better performance. Perhaps, it is because of these reasons that teachers from urban area were more effective than the teachers coming from rural areas.

Another finding in the present study reveals that there is significant difference in the performance of teachers with respect to emotional intelligence i.e teachers with high level of emotional intelligence perform better than the teachers with low level emotional intelligence. The reason for better performance may be because teachers with high emotional intelligence are superior in managing and understanding the emotions of self and others (Mayer et al, 2004). Self aware teachers have a high degree of self confidence and knowledge of their abilities. They express their emotions positively without actually threatening the students. High emotionally intelligent individuals perceive and manage their emotions in a
better way and use them in their thoughts appropriately. Solving emotional problems likely requires less cognitive efforts on part of these individuals. They tend to be more open and agreeable than others. The high emotionally intelligent person is attracted towards those professions which involve more social interaction such as teaching, counselling, administration and management etc. and they are more likely to have possession of sentimental attachment and interpersonal skills. Such individuals are more adapt at describing motivational goals, aims and mission as reported in the findings of Sethi & Patel (1985), Pradhan et al (2005) and Bansibihari & Surwade (2006). They also found that people with high level of emotional intelligence possess better profile of personal effectiveness.

Another reason for better performance of teachers with high emotional intelligence can be seen in their ability to avoid stress at work place. Application of emotional intelligence at the work place enables them to develop a better conducive work environment in three important ways. Firstly, it helps them to see grievances as ‘Helpful Critiques.’ Secondly, it helps in creating an atmosphere in which ‘Diversity is Valued.’ Thirdly, it enables to create ‘Effective Networks’ where differences are respected and individuals are motivated to work towards a common goal. Perhaps, these may be the ways which might be helping the highly emotionally intelligent teachers of Sr. Sec. School of Haryana to perform better in their classrooms and adds to group IQ, i.e. the ability of group members to harmonize and work together effectively.

Other factor which seems to be contributing towards highly emotional intelligent teachers can be their sound health. A healthy person is a rich source for any society as negative emotions generally cause distress which is bad for health. A number of researches have pointed out the harmful consequences of emotional turmoil and have observed strong relationship between emotional and physical health. Asthma, arthritis, headaches, peptic ulcers and heart disease are the result of chronic anxiety, long periods of sadness and pessimism, unremitting tension or incessant hostility, relentless cynicism or suspiciousness (Friedman & Boothbay, 1987). Thus, emotionally intelligent teachers have better chances of enjoying
sound health which in turns help them in performing better in classroom as compared to the teachers having low emotional intelligence.

Apart from all this, high emotionally intelligent teachers may exhibit responsible behaviour in front of the students. They are in a position to create a healthy classroom interaction. As a result, students are encouraged, motivated and take active part in all discussions initiated by the teacher. In other words, highly emotionally intelligent teachers try to give enough space to the students’ ideas and feelings during classroom interaction. Because of this, an environment of mutual understanding & trust and a group feeling is created where students are encouraged to communicate freely (Sethi & Patel, 1985 and Bansibihari & Surwade, 2006).

The result also indicates that Level of Aspiration of teachers is also a contributive factor for their better performance in the classroom. Every person has certain aspirations and goals in life which guide his/her activities in various fields. Level of Aspiration is thus of basic importance. Teachers having low Level of Aspiration perform better than the teachers with high Level of Aspiration. Perhaps, it may be because teachers having high level of aspiration are more imaginative as they do not face the reality. Efforts made by them do not match with their goals. On the other hand teachers having low level of aspiration are more realistic and practical. If they lack somewhere they really made efforts to compensate their shortcomings. As a result, they try to achieve their goals by their hard work and sincere efforts. Similar were the findings of Gautam & Swati (2008) who found that increase in level of aspiration leads to decrease in performance.

All the results concerning main effects have been discussed in reference to classroom performance of Sr. Sec. School teachers. In order to discuss the results specifically; interactional effects were taken into consideration. The interactional effects of the study indicate that:

(a) Male teachers with high level of aspiration have maximum scores on classroom performance and male teachers with low level of aspiration have the lowest scores on classroom performance.
Urban teachers with high level of aspiration have maximum scores on classroom performance and rural teachers with high level of aspiration have the lowest scores on classroom performance.

Teachers with high emotional intelligence and high level of aspiration have maximum scores on classroom performance and the teachers with low emotional intelligence and high level of aspiration have the lowest scores on classroom performance.

All the interactional effects show that classroom performance of Sr. Sec. School teachers is linked with factors like emotional intelligence, level of aspiration and locality. The reason for all these may be substantiated from early discussion that teachers of Sr. Sec. School teachers of Haryana because of their high emotional intelligence and low level of aspiration perform better in classrooms. Their better classroom performance is linked with their factors of area, experience and age. In simple words, it may be argued that other factors remaining similar, their emotional intelligence contribute towards performance. This strengthens the hunch put forth in the beginning of the study that teachers having different levels of emotional intelligence have different performance in their class.

5.3 Conclusion

On the basis of the findings, it may be concluded that teachers with high Emotional Intelligence are more effective than the teachers with low Emotional Intelligence. In other words, the present study indicates that teachers with High level of Emotional Intelligence perform better. Further, the Demographic Variable like Area, Age and Experience definitely have their impact on the performance of the teachers, whereas the variables like Gender and Stream don’t have any independent impact on the classroom performance of Sr. Sec. School teachers, but their interaction with Emotional Intelligence and Level of Aspiration affect the classroom performance of Sr. Sec. School teachers. This shows that their particular combination has impact on the classroom performance of Sr. Sec. School teachers.
5.4 Educational Implications

The present study makes an initial effort on Classroom Performance of Sr. Sec. School teachers in relation to their Emotional Intelligence and Level of Aspiration. Despite its limitations it has significant implications for some important areas of education. The findings may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators, policy makers and teacher educators.

The key stone in the educational edifice is doubtless the teacher. The progress and prosperity of children depends a lot on the sincere efforts of teachers. No one can effectively take his place or influence children in the manner and to the degree a teacher can do it. 'Schools are the nurseries of the Nation' and 'Teachers are the Architects of the future' are not mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture where children in whose hands quiver the destiny of future, are trained and from their ranks will come out, when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher’s role is thus, as important as his responsibility is onerous.

While it is evident that some teachers are much more effective than others, the study’s findings suggest that traditional measures of teacher quality do not predict classroom performance. Educational expert might wish to rethink the current knowledge requirement of teachers for their performance rather than for qualifications that are not associated with their ability. Our compensation system might provide too little incentive for the more effective teachers to deliver their best performance. Characteristics such as experience and age should remain valued, other incentives such as pay for performance program, might help further motivation of teachers in classroom. It is also recommended that teachers should
have access to technology anywhere, anytime and from any place. Training should be provided to teachers to use latest teaching aids. Effective induction programme should be built around a well-defined learning curriculum, combining mentoring with high quality professional development to help new teachers reflect on and improve their classroom practice. Schools need to train and support their mentors to be coaches who understand the elements of good teaching. They need to equip mentors and beginning teachers with a learning curriculum so that they learn to analyze and improve classroom instruction. Besides, time and support are needed for beginning teachers and mentors to work together effectively. Moreover, government should encourage the treatment of teachers as professionals. Elements of a restructured teacher compensation system should include: raising starting salary to recruit well prepared and trained new teachers; basing a proportion of pay on teachers’ skills and knowledge and on teacher success in increasing student achievement. Good teachers produce good students. So, by improving the quality of the teachers, the quality of both the students as well as of the school can be improved.

Use of novel approaches like Team-teaching, Co-operative learning, Workshops, Seminars, Simulated teaching, Brainstorming sessions, Discussions, In-service training programmes, Orientation and Refresher courses for teachers encourage capacity building and develop them into excellent teachers. These should be organized from time to time to update their knowledge. An appropriate use of new information technology should be used as a powerful tool in the educational process, but there is need for the investment in the computer programme in schools and in the development of teacher competence. The workload of teachers has increased during recent years. From this perspective serious steps must be taken to review size of the class and working hours. Special measure might also be necessary for older teachers so that they remain efficient and effective. Better living and working conditions of the teachers not only facilitate them in performing the duties efficiently and effectively but also help in developing interest in the profession. The teachers should thus, be provided better salary, housing facilities, medical facilities, recreational facilities, library facilities
and latest teaching aids. Better work opportunities further improve the school climate to help teachers perform better, adjust and feel satisfied with the task they are assigned to do and this will definitely help in pupils’ all round achievement. Congenial teaching environment makes learning attractive and the teacher can adjust teaching according to the interest of children. Only a satisfied and emotionally balanced teacher can produce congenial climate in the classroom.

The matrix of competencies, commitment and performance proposed by NCTF to establish a healthy relationship among teachers and students which is only possible through fostering positive balance between performance, emotional intelligence and level of aspiration of teachers suggesting thereby that if the teachers are emotionally intelligent and have optimum level of aspiration and also their performance is satisfactory, they are bound to have developed their competencies as well as commitment to the profession coupled with good performance. It implies that in order to boost capacity building among teachers, particularly in respect of competencies, commitment and performance, it is imperative that they not only nurture positive attitude towards teaching but also evince harmonious relationship between their performance, emotional intelligence as well as level of aspiration of teachers. Therefore, the most important implication of the study is to augment the possibilities of maximum capacity building of teachers through a vast variety of lifelong even self motivated, self directed as well as discipline based orientation and re-orientation of teachers to improve their emotional intelligence, level of aspiration and performance.

The results of the present study also suggest that teachers having high Emotional Intelligence perform better than the teachers having low Emotional Intelligence. From the results it is evident that emotional intelligence is very important variable which affects the teaching-learning process in a collective way inside and outside the classroom. An emotionally intelligent teacher performs better than others. He can understand and manage the emotions of self and his students very well. If a teacher cannot recognize his own emotions, it creates feeling of distress. Teachers having the quality of self-awareness know about their limitations and strengths which allow them to exercise self-control. Self aware
teachers have a high degree of self-confidence and also knowledge of their abilities. The success of an educational program and the development of emotional intelligence among our students depend a lot on the level of emotional intelligence and competencies of a teacher. An emotionally competent teacher is the heart and soul of any educational program and venture. Teachers with high EQ seem to have creativity and mutual respect which is of great use within the classroom while dealing with so many individual differences in the form of 30-40 children. Emotional intelligence of the teacher is a vital necessity for the welfare of the students and the nation. Learning becomes a pleasure; student dropout decreases; and children work from setbacks through hope to success only in the presence and under the able guidance of the emotionally intelligent educator. Students can learn how to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviour through an emotionally intelligent teacher. On the other hand a teacher poor in emotional competencies can not foster a healthy classroom interaction, which can lead to low academic achievement of students, poor emotional development of the students, thus loss to the nation. The future of the children is quite safe in the hands of an emotionally intelligent teacher.

Emotional well being is increasingly recognized as a predictor of success in school, family and work life, bringing it to the attention of educational scholars who are starting to link cognition with emotional intelligence. This alert reviews the rationale for promoting emotional intelligence as early as elementary school. According to Talent Smart, 90% of the performance at the work place possesses high FQ, while 80% of low performance have low FQ. Emotional Intelligence is absolutely essential in the formation, development, maintenance and enhancement of close personal relationship. Unlike IQ, which does not change significantly over a lifetime, the EQ can evolve and increase with one’s desire to learn and grow. The EQ of the teachers can also be enhanced by the ability to deal with their own negative emotions. Perhaps no aspect of EQ is more important than the ability to effectively manage their own negative emotions, so that they don’t
overwhelm them and affect their judgement. It is imperative that teachers are provided with early interventions that involve emotional intelligence skills building. Particular attention should be paid to improve emotional intelligence competencies of teachers in early employment. Training in appropriate skill is essential for preparing teachers for career success and fulfillment. Educational planners have the responsibilities to provide their teachers with a strong foundation in both teaching and emotional training so that they will be well rounded individuals and hence worthy employees, effective managers and dynamic teachers. So the Emotional literacy programme should be organized for teachers. This programme will be beneficial and helpful to teachers in improving their Emotional Intelligence.

Level of Aspiration is of basic importance. Every person has certain aspirations and goals in life which guide his activities in various fields. Its study is held more important in the context of the present research work because every individual’s aspiration level represents him not only as he is at any particular moment but also as he would like to be at some point in the future. Parental ambitions, social expectations, desire for perfection, professional attitude, peer pressure, culture, social values and interest, socio-economic background, wishes, past experiences and sex are the factors which affect Level of Aspiration and if maintained at optimum level, help in developing teacher effectiveness.

In the present study it has been seen that some teachers have very low or very high level of aspiration. They require immediate counselling because very low level of aspiration and also very high level of aspiration is not appropriate as, this makes the subject to be satisfied with whatever he/she has achieved and never let him/her to actualise his/her potentialities. It calls for the attention of the educational planners that level of aspiration should be taken care of; if the teachers are needed to be effective. Educational administrators should devote serious thoughts to the causes of high/low level of aspiration of teachers and try to deal with these causes through informal interaction with the teachers.
Suggestion for further Study

The present study has been directed towards studying classroom performance of Sr. Sec. School teachers in relation to emotional intelligence and level of aspiration. It has been conducted under some limitation of time, sample etc. Below are given some suggestions for further research:

1. The same study may be repeated with a larger sample and at different region so as to have in-depth knowledge.

2. The present study was conducted on senior secondary school teachers only. For generalisation of the findings, the study could be extended to teachers of other educational levels- primary, secondary and higher education.

3. The study may be conducted using other methodology, population and setting.

4. Some other demographic variables like income, training could also be taken.

5. Comparative studies can be taken up between Govt. and Private schools.

6. Similar studies may be undertaken by taking other variables like Teaching competency, Job Satisfaction, Teaching Attitude, Self-concept etc.

7. Different school systems are characterized by different standards of excellence in teaching. It will be a useful research endeavour to compare different school systems such as Navodaya & Central, and Public & Ordinary in respect of the variables used in this study.

The investigator concludes the study with the hope that the findings would help improve optimum utilization of teacher effectiveness of Sr Sec. School teachers to a great extent. It is also hoped that the studies suggested elsewhere would be carried out by others.