CHAPTER – 5

CONCLUSIONS, SOCI-EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES
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In this Chapter some important conclusions arrived at on the basis of the statistical analysis of the data, made to test the various hypotheses and to attain the various objectives presented in Chapter-I have been presented.

This presentation is followed by the socio-educational implications and the elaboration of the conclusions of further studies has been provided.

5.1 CONCLUSIONS

On the basis of the various results obtained, some important conclusions have been derived and these are being presented below:

1. Scores pertaining to the Emotional Intelligence Study Scores and Intellectual Ability Scores were found to be approximately normally distributed among the total sample teachers (N=300).

2. Out of the total 300 sample teachers 14 teachers (4.67%) were found to display very strong Auditory Preferences. The percentage of sample teachers displaying very strong visual Preference was 05(1.67%) 18 teachers (6%) were found to display very strong Tactile/Kinesthetic Preference.

3. Sensory Preferences of Primary School Teachers are not significantly associated with their Intellectual Ability.

4. Sensory Preferences of Primary School Teachers are not significantly associated with their Sex.

5. Sensory Preferences of Primary School Teachers are significantly associated with their Caste/Religion. More of the Reserved Category Teachers displayed Auditory Preference and none of them displayed Visual Preference. Out of the total 23 General Category Teachers only 05 displayed Auditory Preference and 13 displayed Tactile/Kinesthetic Preference.

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6. Sensory Preferences of Primary School Teachers are not significantly associated with their Teaching Experience. It means that teaching experience, on its own, does not influence the Sensory Preferences of these teachers.

7. Arts Stream Teachers, Science Stream Teachers and Commerce Stream Teachers seem to be somewhat similar in their Sensory Preferences. It has been inferred on the basis of the finding that sensory preferences of Primary School Teacher are not associated with their Academic Stream.

8. It is attention worthy to note that Emotional Intelligence of Primary School Teachers is significantly associated with their Intellectual Ability. More of the very highly Emotionally Intelligent Teachers were found to be high in their Intellectual Ability and less of them were found to be low in Intellectual Ability. More of the very lowly Emotionally Intelligence Primary School Teachers were found to be low in their Intellectual Ability and less of them were found to be high in their Intellectual Ability.

9. General Category Primary School Teachers and Reserved Category Primary School Teachers were found not to differ in their Emotional Intelligence similar results were found in case of the dimension wise comparisons of Emotional Intelligence scale Scores of these two categories of Primary School Teachers. It means that these two groups of Primary School Teachers do not differ from one-another with regard to the following Emotional Intelligence related abilities respectively-
   - Self – Awareness
   - Managing Emotions
   - Motivating Oneself
   - Empathy
   - Handling Relationships

10. Academic Stream wise groups of Primary School Teachings were found not to differ in their Emotional Intelligence. Similar results were found in case of the dimension wise comparisons of Emotional Intelligence Scale scores of these three categories of Primary School Teachers. It means that these three groups of Primary School Teachers
do not differ from one-another with regard to the following Emotional Intelligence related abilities respectively-

- Self – Awareness
- Managing Emotions
- Motivating Oneself
- Empathy
- Handling Relationships

11. Teaching Experiences wise groups of Primary School Teachers were found not to differ in their Emotional Intelligence. Similar results were found in case of the dimension wise comparisons of Emotional Intelligence Scale scores of these four categories of Primary School Teachers. It means that these four groups of Primary School Teachers do not differ from one-another with regard to the following Emotional Intelligence related abilities respectively-

- Self – Awareness
- Managing Emotions
- Motivating Oneself
- Empathy
- Handling Relationships

12. Sex wise groups of Primary School Teachers were found not to differ in their Emotional Intelligence. Similar results were found in case of the dimension wise comparisons of Emotional Intelligence scale Scores of these two categories of Primary School Teachers. It means that these two groups of Primary School teachers do not differ from one-another with regard to the following Emotional Intelligence related abilities respectively-

- Self – Awareness
- Managing Emotions
- Motivating Oneself
- Empathy
- Handling Relationships
13. It is pertinent to mention here that Primary School teachers displaying similar preferences for Auditory, Visual and Tactile/Kinesthetic were comparatively higher in their Emotional Intelligence.

14. Primary School Teachers who displayed very weak Tactile/Kinesthetic Preference were comparatively lower in their Emotional Intelligence.

15. Primary School Teachers who displayed very strong Tactile/Kinesthetic preference were comparatively higher in their Emotional Intelligence.

16. Primary School Teachers displaying very Strong Tactile/Kinesthetic Preference were found to be somewhat lower in their Intellectual Ability.

17. Out of all 300 Primary School Teachers, only eight (2.67%) who obtained a score of 10 with respect to Auditory Preference or Visual Preference or Tactile/Kinesthetic Preference. Out of these eight teachers, 04 teachers obtained a score of 10 with respect to tactile/Kinesthetic Preference, 02 teachers obtained a score of 10 with respect to Auditory Preference and 02 teachers obtained a score of 10 with respect to Visual Preference.

18. Both the Primary School Teachers who displayed very strong Auditory Preference were females and had studied Arts Subject and they were having Teaching Experience from 16 to 25 years. (Appendix 9)

19. Both the Primary School Teachers who displayed very strong Visual Preferences were females and belonged to General Category and had Studied Arts subjects. (Appendix 10)

5.2 SOCIO-EDUCATIONAL IMPLICATIONS

This research was aimed to Study the Sensory Preferences and Emotional Intelligence of Primary School Teachers in relation to their Intellectual Ability and Selected Socio-educational Variables. The statistical analysis of the data led the investigator to derive some important conclusions. These conclusions are of immense significance for all those individuals who are interested in the welfare of Primary School Teachers. These conclusions
are of vital importance for educationists, educational policy makers and researchers who are engaged in educational researches. Some important social and educational implications of the conclusions of this study have been presented below:-

1. It is significant to note that a majority of Primary School Teachers (Approx-88%) do not have very Strong Sensory Preferences with regard to Auditory Preference or Visual Preference or Tactile/Kinesthetic Preferences. It may be assumed that these teachers display somewhat similar preferences to learning by sight, learning by hearing and learning by doing. This finding has significant importance for teachers, educational administrators and educational polity markers. This finding is with regard to Primary School Teachers and hence is of immense significance. As has been rightly pointed out by Sousa, D.A. (2006:57) Sensory Preferences of Teachers can affect learning and teaching. The author has rightly suggested that “Teachers should design lessons that include activities to address all sensory preference and learning styles”.

2. Intellectual Ability of Teachers at each and every stage of education is of prime concern for providing quality education to their students. Intellectual Ability may depend on many factors including genes, hereditary factors, environment variables on one hand and passion, dedication and motivation on the other hand. The findings of this study indicate that Sensory Preferences of Primary School Teachers are not significantly associated with their Intellectual Ability. Hence, it may be assumed that notwithstanding the differences in Intellectual Ability a majority of Primary School Teachers may take care of the differing Sensory Preferences of their pupils because these teachers are themselves have somewhat similar Auditory Preference, Visual Preferences and Tactile/ Kinesthetic Preference respectively.

3. A majority of educationists suggest that preference should be given to female teachers with respect to appointment in Primary Schools. This suggestion seems to be appropriate and logical. Female teachers may be expected to take care of the emotional as well as physiological needs of students at the primary stage of education more adequately. However, findings of this investigation indicate that Sensory Preference of Primary School Teachers is not significantly associated with their Sex.
Hence, it may be inferred that the variable “Sensory Preference” seems to be a ‘Sex-Free Construct’. This may have a significant implication for educational policy makers in the sense that this finding does not justify undue preference to female teachers in comparison to their male counterparts.

4. Sensory Preferences of a Primary Sensory Preferences are not significantly associated with their Teaching Experience. This finding indicates that new recruits in the teaching profession and teachers having comparatively longer teaching experience are somewhat at equal footing with regard to their Sensory Preferences. It means that increase in teaching experience, on its own, does not necessarily bring corresponding change in the Sensory Preferences of the teachers. This implies that teachers differing in their teaching experience may be expected to take care of the differing learning styles of their students somewhat similarly.

5. Studying different Academic Contents in the form of different Academic Streams does not seem to exert considerable influence on Sensory Preferences on its own. This finding is of utmost significance for policy and planning related issues of Primary education. The course subjects which have been included at primary stage of education are taught by the teachers most of whom are graduates/post graduate teachers having a teaching degree/diploma. They are either from Arts Stream, Science Stream or Commerce Stream. The findings of this investigation reveal that Academic Stream and Sensory preferences of Teachers are not significantly associated with one-another. Hence, it is expected that irrespective of differences in their Academic Stream all these teachers may be assumed to be competent enough to take care of the differing learning styles of their students.

6. Sensory preferences of Primary School Teachers are significantly associated with their Caste/Religion. More of the Reserved Category teachers display Auditory Preferences and none of them display Visual Preference. More of the General Category teachers display Tactile/Kinesthetic Preference and less of them display Auditory Preference and Visual Preference. These findings indicate a clear cut relationship between Sensory Preferences and Caste/Class of Primary School Teachers. It needs to be
accepted here that reasonable and satisfactory explanations of such a finding is beyond the scope and purpose of the present investigation. It is humbly suggested that future researchers may address this question by making use of innovative research designs by including other seemingly relevant variables.

7. Caste wise two groups of the sample teachers i.e. Reserved Category Teachers and General Category Teachers do not differ from one another with respect to the following Emotional Intelligence related abilities respectively:
   - Self–Awareness
   - Managing Emotions
   - Motivating Oneself
   - Empathy
   - Handling Relationships
   - Emotional Intelligence

This finding indicates that Emotional Intelligence related abilities are not associated with caste. It means that Emotional Intelligence is a ‘caste-free’ construct. Reserved Category Primary School Teachers and General Category Primary School Teachers are somewhat similar in their Emotional Intelligence. Hence, it may be inferred that both these two groups of Primary School Teachers are equally competent to handle the emotions related issues of their students. There seems to be no reason to believe that any teacher belonging to any of these two Caste wise groups is less or more able to effectively deal with the emotions related problems of their students. This implication is of vital significance for parents, educational administrators and educational policy makers as it informs them that these two groups of teachers are similar in their approach to take care of the emotional issues of their schools.

8. Entries in Tables 4.15 to 4.20 reveal that academic stream wise three groups of Primary School Teachers do not differ from one another with respect to the following Emotional Teachers related abilities respectively:
   - Self-Awareness
   - Managing Emotions
- Motivating Oneself
- Empathy
- Handling Relationships
- Emotional Intelligence

This finding indicates that Emotional Intelligence related abilities are not associated with the corresponding differences in the academic pursuits of Primary School Teachers in the form of differences in the educational contents involved in Arts Stream subjects, Commerce Stream subjects and Science Stream subjects respectively. Hence, one should not expect any major differences in the abilities of Primary School Teachers with Arts background, Primary School Teachers with commerce background and Primary School Teacher with Science background respectively with regard to handle the emotions related issue of their schools. These teachers are almost similar in their Emotional Intelligence related abilities. Hence, there seems to be no reason to believe that Arts Stream Teachers, Commerce Stream Teachers and Science Stream Teachers respectively differ in their Emotional Intelligence related abilities as they are almost similar in their Emotional Intelligence. Hence, all the stakeholders of Education, especially those concerned with Primary Education, may have an obvious assurance that Primary School Teachers differing in their educational background do not differ in their abilities to take care of the emotional problems of their students.

9. Values of all the 36 t-ratios, mentioned in Tables 4.21 to 4.26 were found to be insignificant at 0.05 level of significance. Teaching Experience wise four groups of Primary School Teachers do not differ from one-another with respect to the following Emotional Intelligence related abilities respectively-

- Self-Awareness
- Managing Emotions
- Motivating Oneself
- Empathy
- Handling Relationships
- Emotional Intelligence

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This finding indicates that Emotional Intelligence related abilities are not associated with corresponding differences in the Teaching Experience of Primary School Teachers. Less experienced Teachers, Moderately Experienced Teachers, Highly Experienced Teachers and Very Highly Experienced Teachers respectively are somewhat similar in their Emotional Intelligence related abilities. It means that increase in Teaching Experience, on its own, perhaps does not have any remarkable impact on the Emotional Intelligence related abilities of Primary School Teachers. This finding is of great solace to all the parents as well as the educational administrators as it reveals that new entrants in teaching profession and highly experienced Teachers all are almost similar in their Emotional Intelligence. Hence, all the stakeholders may feel confident that the emotions related problems of their wards may be taken care of appropriately by all the Primary School Teachers irrespective of differences in their Teaching Experiences.

10. Values of all the six t-ratios, mentioned in Tables 4.27 to 4.32, are insignificant at 0.05 level of significance, Sex wise two groups of the sample teachers i.e. Female and Male Teachers do not differ from one-another with respect to the following Emotional Intelligence abilities respectively:
- Self-Awareness
- Managing Emotions
- Motivating Oneself
- Empathy
- Handling Relationships
- Emotional Intelligence

The above mentioned narration indicates that Emotional Intelligence is a sex-free construct. Hence, it may be assumed that most probably Emotional Intelligence is a sex-free concept with respect to Primary School Teachers. It means that female teachers as well as male teachers may handle their responsibilities with regard to the emotions related problems of their students similarly. Their assertion is based on the finding that female Primary Schools and male Primary Teachers are almost similar in their Emotional Intelligence related abilities.

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11. Conclusion Number 13 is of immense educational significance. Primary Teachers with similar preferences for Auditory, Visually and Tactile/Kinesthetic may more efficiently deal with the differing learning styles of their schools. These teachers are comparatively higher in their Emotional Intelligence. Hence, it may be argued that these teachers have an additional ability to handle the emotions related problems of their students. It means that such teachers are assets for schools and society. All concerted efforts should be made to recruit such teaches and appropriate mechanisms should be evolved to select and appoint such teachers.

12. Conclusions 19 and 20 indicate that Arts Stream Female Teachers may have strong Auditory Preferences and strong Visually Preferences. Such teachers may be expected to teach more effectively in the class rooms as their specific strong Auditory Preferences and Visually Preferences enables them to address the differing learning styles of their students more appropriately. Teacher recruitment procedure should be modified in such a manner so that more Arts Stream Female Teachers may be appointed in Primary Schools. Adequate preference should be given to Art Stream Females for appointment in Primary Schools.

5.3 SUGGESTIONS FOR FURTHER STUDIES

On the basis of the results and conclusions of this study and also on the basis of the experience gained during the completion of the various stages of this investigation some suggestions for further studies have been made and these are as follows:-

(i) Study of Sensory Preferences and Hemispheric Preferences of adolescent students in relation to their Intellectual Ability may be made.

(ii) Study of Sensory Preferences and Learning Styles of adolescent students in relation to their Immediate Memory Span and Academic Achievement may be studied.

(iii) Emotional Intelligence and Satisfaction With Life (SWL) of Teachers at various stages of education may be studied in relation to their Sex, Academic Stream and Teaching Experience.
(iv) Emotional Intelligence and Happiness of Teachers at various stages of education may be studied in relation to their Satisfaction With Life (SWL) and some selected socio-educational variables.

(v) Study of Intellectual Ability, Emotional Intelligence and Sensory Preferences of Prospective Teachers may be studied in relation to some selected socio-education variable.

(vi) Study of Intellectual Ability, Emotional Intelligence and Satisfaction With Life (SWL) as Co-relates of Happiness with reference to Educational Administrators.