CHAPTER VII

SUMMARY AND CONCLUSIONS

This chapter presents the organization of the text of the present research study and also highlights the emerging conclusions followed by the implication of the study, suggestions for future research and the limitations of the present study.

Chapter I Introduction
The statement of the problem to be dealt with has been presented in this chapter. It also explains the relevance of the study in today’s setting, and a brief explanation of the concepts involved.

Chapter II Historical Perspectives
The chapter presents a brief sketch of the development of the concepts over the years, and the etiological models proposed by different researchers to explain these concepts. Finally the various scales and assessment procedures available for their measurement were outlined, and also justify the use of the specific scales for this study.
Chapter III Literature Review
An overview of the literature on EI and other mental health variables is presented in this chapter. It is suggests that EI is associated to the mental health variables like SWB, Positive Affectivity, Coping and Job Satisfaction. It also argues further that the teachers EI should be enhanced in order for them to be effective.

Chapter IV
In this chapter the aim and objectives of this study, the methodology, the nature of the sample, the measures used, operational definitions of the variables in the study, and the hypotheses to be tested have been presented.

Chapter V Results and Data Analysis
The data analysis and results of the present study are presented in this chapter and are subsequently discussed in the chapter VI.

Chapter VI Discussion
Each finding of the study is examined and discussed in light of the past research. A brief conclusion of the discussion has been used to integrate the various outcomes.

CONCLUSIONS
The results of the study have provided support for the positive association between EI and mental health variables SWB, Positive Affectivity, Coping, and Job Satisfaction. EI skills among the degree college teachers has been found to be associated to their well-being, positive affectivity, adaptive coping and higher JS. Hence the policy makers in the academic setting need to realize the necessity of training of teachers for improving their emotional competence. Special training programmes need to be devised and executed to enhance the EI among teachers.
IMPLICATIONS OF THE PRESENT STUDY

The findings of the present research suggest implications both for therapeutic as well as practical purposes. The results of the study have shown that the teachers who are emotionally intelligent tend to enjoy a better well-being, positive affect, positive coping with stressful events and a higher level of job satisfaction. It is also seen that the teachers who are not emotionally intelligent were not satisfied with their lives or with their jobs. Research has suggested that the teachers who are not emotionally intelligent experience poor well-being, and may not be effective in their classrooms and also may not be able to create a conducive environment for learning to take place. Further the teachers may not be able to be sensitive to the emotions of the students or be able to motivate them and bring out the best in them.

The implication therefore being that the emotional intelligence of teachers be enhanced so that they experience a higher well-being be more effective in managing the classroom environment for learning to take place. This will also enable the teachers to understand the emotions of the students in a better way and also motivate them in their pursuits.

This can be achieved by training the teachers in several emotional competencies. The teachers can be trained so as to develop their emotional competencies like training them to be more aware of their own feelings, as well as those of the others, make them better at mood repair so that they are able to handle stressful situations better. The training for enhancing emotional competencies should also include improvement of the social skills of the teachers. It has already been found that the social network quality and quantity matters, the social skills once developed will enable the teachers to develop better interpersonal effectiveness.

The enhancement of EI among the teachers will lead to a better SWB high positive affect, better coping better job satisfaction.
LIMITATIONS OF THE STUDY
Despite of careful judicious implementation of the plan of this study there were some limitations of the study. All the tests used in the study were self-report measures. Such data may be biased with subjects endorsing the scale items in a socially approved and self-enhancing direction.

SUGGESTIONS FOR FUTURE RESEARCH
Different avenues for future research are suggested as a result of this study. More research is needed to determine the exact relationship between EI and Personality constructs and also to explore if certain models or measures of emotional intelligence account for additional variance in performance or behavior over and above the personality factors.

Future research needs to focus on development of new ability measures of the Goleman and Bar-On’s models of emotional intelligence, considering the criticism surrounding the present measures of these constructs revolves around their self report forms. It needs to explore the predictive validity and incremental validity. It is not enough to know the EI predicts success; we also need to know if it improves our predictions so that it is worthwhile to add EI measures to existing test batteries used by the employers, institutions, or clinicians.

Research also needs to examine whether EI can be taught and acquired. This is an important area to be examined before organizations invest considerable funds into a development program.

The role of cognitive mechanisms that mediate between EI and mood-relevant behavior needs to be studied, so that cognitive therapies
could be used to alter these mechanism in order to bring about a change in the mood and the behavior of individuals.

Research should identify the work events that give rise to positive and negative emotions at work and for which EI acts as a moderator. It is also important to study the ways in which the emotional competencies play a role in workplace outcomes like performance and job satisfaction.

Research could also be emphasizing and exploring the importance and more effective use of emotional competencies in the educational context as well as other professional areas.

Therefore EI should be explored both for therapeutic and practical purposes.