Chapter-V

Conclusion, Findings, Discussions and Suggestions
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One of the basic purpose of scientific research activity is to relate the observed facts (i.e. immediate discovery) to some organization of a system. It amounts to what Arieti (1976) names: individualizing some underlying communality or connection between things that were deemed dissimilar or unrelated before. If, however, some of the observed facts do not seem to fit in a system, such apparent contradictions should be explainable with valid reasons. When observed facts are related to a system, “the ego-strength immediate discovery may lead to additional properties hidden in the class or system’ (Arieti, 1976). Then it becomes an innovation.

This humble piece of research, does not attain that lofty ideal of innovation. It merely tends to relate some of the observed facts of affective human domain to its creative potentiality. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements.

After processing the data, obtaining and interpreting the results in the preceding chapter, the present chapter proposes to present findings, discussion of the results and conclusions which have been obtained in the study. Efforts have been made in this chapter, to throw light on the educational implications of the study in the present context. Investigator has indicated some of the potential areas for further research in the field related to this study. The statistical data of the present study is related to the following findings in the order of the objectives and hypotheses.
Major Findings:

Findings of the study are presented below in relation to each objective.

(1) Related to Objectives 1

i) As our calculated ‘r’ value .6457 exceeds the critical value at 5% (0.062) level of significance for N-2 degree of freedom.

ii) Our calculated ‘r’ value (0.6457) is greater than the critical r value (.081) at 1% level of significance for N-2 degree of freedom.

So it can be concluded that teaching competency is significantly correlated with academic qualification of preservice teacher at 1% level of significance.

(2) Related to Objectives 2

i) Value of correlation coefficient is .474. Our computed r-value is greater than the tabled r-value (0.062) at 5% level of significance for N-2 degree of freedom.

ii) Our calculated r-value (.474) is greater than the tabled r-value (.081) at 1% level of significance for N-2 degree of freedom.

So it can be concluded that teaching competency of preservice teachers is significantly correlated with their emotional intelligence at 1% level of significance.

iii) Our calculated r-value is .474 which can vary for the whole population in the range of .4108 to .5372. Only 1% cases may lie beyond this interval.

iv) Our calculated ‘r’ value is 0.474 which can vary for the whole population in the range 0.426 to 0.522. Only 5% cases may lie beyond this interval.
Findings Related to Objective 3

i) Value of partial correlation coefficient is .0540 which was tested by using ‘t’-distribution. This ‘t’-value was 1.70.

ii) This ‘t’-value (1.70) is less than the critical ‘t’-value (1.96) at 5% level of significance. So it can be concluded that the teaching competency of preservice teachers is not significantly correlated to their academic qualifications at 5% levels of significance, when the effect of emotional intelligence is partialed out.

iii) Determination value is .2916 i.e. .2916 percent variation in teaching competency is determined by the academic qualification of student-teachers.

Findings Related to Objective 4

i) Value of partial correlation coefficient is .3866 which was tested by using ‘t’-distribution. The ‘t’-value calculated for this was 13.23.

Conclusion:

i) Our calculate ‘t’-value in 13.23 which is greater than the tabled ‘t’-value (1.96) at 5% level of significance at 997 degree of freedom.

ii) Our calculated ‘t’-value is 13.23 which is greater than the tabled ‘t’-value (2.58) at 1% level of significance at 997 degree of freedom.

It can be concluded that the teaching competency of preservice teachers is significantly correlated with emotional intelligence 1% level of significance.

iii) Determination value is 14.94 i.e. 14.94% variation in teaching competency is determined by emotional intelligence.
Findings Related to Objective 5

Our calculated ‘t’-value is 10.13 which was compared with the critical ‘t’-value at 5% level (1.96) and critical ‘t’-value (2.58) at 1% level of significance at 998 degree of freedom.

Conclusion:

i) Our ‘t’-value is significant at 5% level of significance.

ii) Our ‘t’-value is significant at 1% level of significance.

So it is concluded that post graduate preservice teachers are more competent in teaching as compared to graduate preservice teachers at 1% level of significance.

Findings Related to Objective 6

Our calculated ‘t’-value is 5.396 which was compared with critical ‘t’-value at 5% level (1.96) and critical ‘t’-value at 1% level (2.59) for 498 degree of freedom.

Conclusion:

i) Our calculated ‘t’ value is greater than critical ‘t’ value at 1 percent level of significance.

It is concluded that are post graduate pre service teachers are more competent in teaching than art graduate pre service teachers at 1% level of significance.

Findings Related to Objective 7

Our calculated ‘t’-value (5.42) was compared with critical ‘t’-value at 5% level of significance (1.97) and critical ‘t’-value at 1% level of significance (2.60) at 198 degree of freedom.
i) Our calculated ‘t’ value is greater than critical ‘t’ value at 5 percent level of significance

i) Our calculated ‘t’ value is greater than critical ‘t’ value at 1 percent level of significance

**Conclusion:**

i) Science post graduate preservice teachers are more competent in teaching than science graduate preservice teachers at 1% level of significance.

**Findings Related to Objective 8**

Our calculated ‘t’-value is 5.816 which was compared with critical ‘t’-value at 5% level of significance i.e. 1.97 and critical ‘t’-value at 1% level of significance i.e. 2.59 at 297 degree of freedom.

**Conclusion:**

i) Our calculated ‘t’ value is greater than critical ‘t’ value at 5 percent level of significance

ii) Our calculated ‘t’ value is greater than critical ‘t’ value at 1 percent level of significance

Commerce postgraduate pre-service teachers are more competent in teaching than commerce graduate preservice teacher at 1 percent level of significance.

**Findings Related to Objective 9**

Our calculated ‘f’-value is 0.1455 which is less than the tabled ‘f’ value at 0.05 and 0.01 levels of significance for 2 degree of freedom for greater mean square values and for 527 degree of freedom for smaller sample mean square values.
Conclusion:

i) This value is not significant at 5% level of significance so it is concluded that there is no significant difference in teaching competency between art, commerce and science graduates at 5% level of significance.

Findings Related to Objective 10

Our calculated 'f'-value is 1.17 which is less than the tabled 'f' value at 0.05 and 0.01 levels of significance for 2 degrees of freedom for greater mean square values and for 527 degrees of freedom for smaller sample mean square values.

Conclusion:

i) This value is not significant at 5% level of significance. So it is concluded that there is not significant difference in teaching compare of art, commerce and science post graduate preservice teacher.

ii) This value is not significant at 1% level of significance. So it is concluded that there is not significant difference in teaching compare of art, commerce and science post graduate preservice teacher.

Findings Related to Objective 11

Our calculated 't' value is 15.44. it was compared with critical 't'-value at 5% level of significance (1.96) and critical 't'-value at 1% level of significance (2.58) at 993 degrees of freedom.

Conclusion:

i) Teaching competency of high emotionally intelligent preservice teachers is significantly greater than teaching competency of low emotionally intelligent preservice teachers at 1% level of significance.
DISCUSSION:


The present study also have similar results in this regard. It says streaming or discipline of B.Ed. students does not make significant difference in their teaching competency.

Jin et al. (2002) in their study indicated that emotional intelligence skills are related to the qualities of a competent teacher and showed correlation between emotional intelligence and teaching competency. It further stated Emotional Skills Assessment Process (ESAP) provides valid and reliable measurement of emotional intelligence skills and that these skills are significantly related to student’s achievement and mental health.

Result of this study also goes with the findings of above mentioned research. In this study the investigator found significant correlation between teaching competency and emotional intelligence.

Nelson et al. (2003) in a study concluded that emotional intelligence and related non-traditional measures of intelligence and human performance are as or more predictive of academic career success than IQ tests and other measures of scholastic aptitude and achievement.
This present research shows positive relationship between emotional intelligence and academic qualifications of teachers which is in agreement with the above mentioned research.

Dhull and Mangal (2005) "EI- Its Significance for School Teachers" and concluded that success of an educational programme and the development of emotional intelligence among our children depend a lot on the level of emotional intelligence and competencies of a teacher.

Our present research has findings in agreement to the above mentioned research and conclude that emotional intelligence of student-teachers is significantly correlated with the teaching competency of teachers.

Kadhiravan and Amrita (2006) studied "Influence of personality on the emotional intelligence of teachers and found that teachers’ qualifications significantly influence their problem solving, emotional intelligence and stress tolerance competencies. Teachers with post-graduation have shown higher problem solving and emotional intelligence than the graduate teachers.

The present research also shows that similar results regarding the relation of emotional intelligence and academic qualifications.

New Research (Good 2005, Justice, 2005) has indicated the importance and value of emotional intelligence in teacher preparation programmes. According to their research, Good and Justice indicate that pre-service teacher education, induction experiences with mentoring, and alternative certification programmes could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional
intelligence skills were linked to both classrooms, management performance and teacher retention factors for new and novice teachers.

This present research also show significant correlation between teaching competency of pre-service teachers and their emotional intelligence which is in agreement with the above mentioned research.

Romould (2006) conducted a study on “Enhancing emotional intelligence of student teachers through Enneagram Educational Programme” and concluded that the knowledge and training in Enneagram enables the individuals to improve their emotional self-awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections.

This present study also shows the importance of emotional intelligence in enhancing the teaching competency of pre-service teachers.

Ediger (1997) observed the emotions, feeling and values are vital for a person’s well being and achievement in life. He also states that science teachers should stress on affective domain that can not be separated from the cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others. Our present research also showed the similar results that emotional intelligence is essential for a teacher and showed significant correlation between teaching competency and emotional intelligence.

Pool (1997 observed that emotional well being is a predictor of success in academic achievement and job success among others. Our present research also showed the importance of emotional intelligence in successful teaching.
Slaski and Cartwright (2002) conducted a study on health, performance and emotional intelligence of retail managers and found that managers who scored higher in EQ suffered less subjective stress, experienced better healthy and well-being, and demonstrated better management performance. The present research has also showed the importance of emotional intelligence at work place.

Point Biserial correlation coefficient for calculating the correlation between teaching competency and academic qualifications is significant. Teaching competency of pre-service teachers is significantly correlated to academic qualifications of pre-service teachers. Because academic qualifications is a determinant of subject mastery. Subject mastery helps in improving the teaching competency of pre-service teachers. This correlation is not very much high as mastery over the subject is not the only factor for competent teaching, many other factors also contribute toward teaching competency. Relation between teaching competency and emotional intelligence was determined by using product moment coefficient of correlation. It found that teaching competency is significantly correlated to emotional intelligence of pre-service teachers. Teachers' emotional skills helps him to manage many classroom situations, distressing conditions and more over the four areas of emotional intelligence like Intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management proves as effective tool to handle classroom situations and maintaining healthy relationship with students. One more major finding of this research is discipline or streaming does not contribute towards difference in teaching competency. This may be due to the fact that a competent teacher may be in any stream or in all the streams. Competent teachers are present in all the three streams Arts, Commerce and Science which I made my sample.
SCOPE FOR FURTHER RESEARCH:

1. Studies can be conducted on all the population of the B.Ed. students of Haryana.


3. The studies can be conducted on NTT teachers also.

4. The studies can be conducted for DIET also.

5. The studies can be conducted in areas except Haryana.

6. Comparative studies of emotional intelligence of B.Ed. and J.B.T. students can be made.

7. Effect of other factors like age, sex, environmental conditions and SES on emotional intelligence and teaching competency can be seen.

8. Effect of academic qualification on emotional intelligence can also be a subject of study.

9. In correlation study, like this, regression and prediction analysis can also be employed.