CHAPTER V
SUMMARY FINDING AND RECOMMENDATION

5.1 Introduction

Education means the well existent and presentation at man’s humanism it is the presentation of all activities at human nature. It is fir no to give knowledge. And to provide now life of human’s life activities and part. It is the point of change the life.

School is regarded as a temple of knowledge. In this temple’ pupils take the moral lessons and keep preserve the convention of the Indian rituals. Master of this temple should be very active, fondly, patience. He should be the mature with he pupils emotions talent.

Emotional intelligent is the principle of the personal improvement. It is the challenge. It epoxies, not to “get much or preserve ig” but “to be more”

Golman gives his concept’ emotional intelligent “to word. According to him ‘Emotional intelligent is a power, with this we realize our motivate us to manage our relationship and emotional bond with other.

Teacher should firm consider that his life is to progress the life of his pupils while he inters into the knowledge teaching profession. It should be considered that pupils are not the examer but the successor or the practitioner of the life. They are the spirit of their life to be the master of their all human activities.

Teacher’s basic goal is to spread his subarea knowledge, experience. Information to pupils write be works or teach in teaching profession. He explains his subject theme with pupils. Intel equal power age subject level. He examples his subject theme with relevant examples.
Teacher is the most important part of the education system. Teacher is much important and relevant part of pupils life because pupils mostly connected with teachers and come under the effect of them. Teacher consistently progresses to increase pupils intellectual emotional development.

In modern education, it can be seen that pupil is educated but not well educated. Teacher should attention on pupils emotional development to improve such circumstances with academic education.

5.2 Importance of Research.

In present research will be the benefit of all components of teaching learning. For personal development of knowledge intellect there can be tried different skills which affection teaching.

Pupil’s nature and thinking are modified by the medium of education. In which not only mistake for grantable because pupils future and his life is termed by education. Through this research. New condition, different age capacity and their comparison skill can be tried to arouse in together.

Emotional intellect is a part of teaching learning with this intellect it can be incised in persons life. Emotional intellect is important and usefully to duffel the aim of all physical mental emotional and spiritual level. Teacher should understand the pupils emotion and other skills in teaching learning process. That for firstly teacher should be capable in emotionally.

It is need to provide attention on pupils through academic education because it there is no development of emotion and if there is no control an emotional it effect on pupils and they sad on own self.
In education importance is given to quality and it is aim of all pupils on this point of view there is need of emotional intellect on nature principles them numerals quality.

We can express our emotions to anyone with emotional intellect. Who person have emotional intellect he realize how to laugh. He realizes the problem of other.

It in crises the well personality by containing the emotional intellectual study in curriculum.

It is must complimentary to develop pupil’s personality and teacher’s effective teaching by intellect and knowledge. For that emotional intellect is important to create effective teaching and input the human relationship.

5.3 Research Problem.

A study of Emotional Intelligence and their teaching effectiveness in D.T.Ed. college

5.4 Variables of Research.

• Independent Variables.
D.T.Ed. Teachers Emotional Intelligent

• Dependent Variables.
Effective teaching education

1.5 Assumption of Research.
1. Investigation male and female teacher, Aided and unaided college, rural and urban D.T.Ed. college.
2. Comparison of male and female teacher, Aided and unaided college, rural and urban D.T.Ed. college.
3. Teaching effectiveness of male and female teacher, Aided and unaided college, rural and urban D.T.Ed. college.
4. Comparison teaching effectiveness of male and female teacher, Aided and unaided college, rural and urban D.T.Ed. college.
5. Tolerant compression of rural and urban, aided unaided, male and female D.T.Ed college teacher Emotional intelligence and his effectiveness teaching study.

1.6 Objective of Research.

1. Invention of true teacher’s emotional intelligent these teacher are of rural- city and grantable non-grantable graduate level.
2. Comparison of rural-city and grantable and non-grantable graduate teacher’s emotional intellect.
3. Invention of effective study of rural –city and grantable –non grantable graduate level teacher.
4. Comparison of effective study of rural-city and grantable non grantable graduate level teacher.
5. Tolerant compression of rural city and grantable –non-grantable graduate level teacher’s emotional intellect and his effective teaching study.

5.7 Hypothesis.

1. There is no significant differences between male and female teachers in their emotional intelligence.
2. These is no significant difference between rural and urban teachers score in their emotional intelligence
3. There is no significant differences between aided and unaided teachers in their emotional intelligences
4. There is no significant differences between male and female teacher teaching effectiveness in teachers education college.
5. There is no significant differences between rural and urban teachers in their teaching effectiveness.

6. There is no significant differences between rural and urban teacher in their teaching effectiveness.

7. There is no significant co-relation between teachers emotional intelligence and teaching effectiveness in teacher education college. the apply superman a formula for examine the correlation its.

8. There is no significant co-relation between teachers emotional intelligence teaching effectiveness.

9. There is no significant co-relation between emotional intelligence and teaching effectiveness in rural areas.

10. There is no significant co-relation between teachers emotional intelligence and teaching effectiveness in urban areas.

11. There is no significant co-relation between teacher emotional intelligence and teaching effectiveness in aided teacher education college teachers.

12. There is no significant co-relation between teacher emotional intelligence and teaching effectiveness in unaided teachers education college.

5.8 Scope & limitation of Research.

In present research researcher has thought about the college of Thana district and suburban Mumbai except other.

In research have been contained the grantable non-grantable, Marathi colleges. There is not participation of grantable non-grantable residence hostel schools.

There is only the contain of Marathi medium colleges except Hindi, Urdu, Guajarati and English Medium.
5.9 **Data Collection:** The Research coolest the data from related field of the study as 62 D.T.Ed. college and 271 D.T.Ed college teacher (male – 109 & Female-162) the number of the teacher involve the study (male – 109 & Female-162) as given fear responses as 271.

5.10 **Interventional Analysis:** The researcher has false null hypothesis to examine / test of emotional intelligence & teacher effectiveness the both type of test has done as t-test for shown etc differences and r-test for shown its co-re lotion . endow group.

5.11 **Findings:**

1. These is no significant differences between male and female teachers in their emotional intelligence score in teachers Education college at 0.05 level figure.
2. There is no significant differences between rural and urban teachers.
3. There is no significant differences between aided and unaided teachers in their emotional intelligence score.
4. There is no significant differences between male and female teachers in their teaching effectiveness at .05 level.
5. There is no significant differences between, rural and urban Teachers in their teaching effectiveness in teacher education college.
6. There is significant differences between urban and rural teachers in unaided college in their teaching effectiveness at .01 level.
7. There is no significant relation between teachers emotional intelligence and teaching effectiveness in teacher education colleges.
8. There is no co-relation between teaching emotional intelligence and teaching effectiveness.
9. There is no significant co-relation between teacher emotional intelligence and teaching effectiveness in rural area.
10. There is no significant co-relation between teachers' emotional intelligence and teaching effectiveness in urban areas teachers.

11. There is no significant co-relation between teachers' emotional intelligence and teaching effectiveness in aided Teacher education college.

12. There is no significant co-relation. Between teachers' emotional intelligence and teaching effectiveness in unaided college of education.

### 5.12 Recommendation:

**Institute:-**

1. Institute should create a positive relationship with teachers.

2. Management should look after the educational progress of the school.

3. Teachers should try to solve the problems issues incurring during teachings.

4. To develop confidence in teachers & motivate them to take part in various sports, functions & develop leadership quality.

5. Motivate teachers to use modern technology in their teaching.

6. To build emotional intelligence of teachers workshop should be arranged under the guidance of experts.

7. To felicitate the teacher for his good work and bring it to the notice of everyone.

8. Understanding teachers feelings/ emotions & respecting them.

9. To improve the emotional intelligence of the teachers arranging the motivational lectures of the experts.

**Student:**

1. In the process of teaching and learning we should understand the emotions of the lechers and the students and bind them in a proper way.
2. We should explain the student by knowing each and every ones mentality so that they understand.

3. In the process of teaching, these should we acuter participation of the student.

4. To impose the intelligence of the student we should be able to solve all the problem of the student and also we should prepare proper question banks.

5. Personal problems faced by the students either then educational problems should also be known by the teacher and try to solve them which will but aerate and type of disturbance in the studies.

6. We should know how to express our feelings in front of the students.

7. A teacher should teach a student by keeping in mind the intelligence of the student and also by using proper sentence of language to make the child understand.

8. We should try our best to solve all the problems students face in a particular subject.

9. We should try to maintain clean and proper environment in our school.

10. We should learn to keep our minds stable and act adoringly.

11. We should respect our work and we should have a satisfying nature.

12. Co-retracted to over behavior Interest attitude.

13. We should pay proper attention on emotions intelligence.

14. To improve the personality of the student he/she should be allowed to participate in other curriculum activities.

15. There should be proper shafts made and displayed in the exhibition so that the students feel interest to study.

16. We should never feel that we less than others.

17. The student teacher elation should be good. A teacher should play the role of a parent, friend and also a guide. A teacher should have a positive nature towards the students. A teacher should always guide the student to study and also in maintain the environment of the class.
18. To leave their effect on the students a teacher should use different types of methods. A teacher should diffuent types teaching aides to make the students understand by motivation of the students a teacher should develop self confidence in the students.

19. By understanding the emotions of the student the teacher should pay personal attention howdahs them.

**D.T.Ed. College:**

1. Organize the Seminar Institutional level in D.T.Ed. college.
2. To prepare and display the varies kind of cartons figure, story figure.
3. Organize easy competition. Role-play startling in D.T.Ed. college.
4. To create positive atmosphere.
5. Organize the seminar for teacher and officer.
6. Organize program of teacher for develop teacher teaching style.
7. Teaching head provide in institution.

**5.13 Next title of thesis**

2. Study of teacher emotional institute of teacher effectiveness in municipal school of teacher.

**5.14 Conclusion:**

The study is related to D.T.Ed college teachers in thane and Mumbai suburban area. The researcher has tested find out the equality and differences between teachers emotional
intelligence & their teaching effectiveness the emotional effect is very popular to relationship among students. The teachers emotional intelligence & their teaching effectiveness are applicable for create learning process in the students the role of teachers and their satisfaction are very must in profession the researcher has try to examine their present condition & status and its affection Institution.