CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Based on analysis of data and discussions of results the main conclusions of the present study were drawn which are presented as under.

5.1 Conclusions:

❖ There was significant mean difference in teacher effectiveness of secondary school teachers belonging to high and low level of emotional intelligence. Teachers with high emotional intelligence level showed more teacher effectiveness in comparison to those having low emotional intelligence. There was significant gender difference in mean teacher effectiveness scores of secondary school teachers. This leads to the conclusion that gender is impacting effective teaching. Female teachers were more effective than male teachers. There was no significant difference in teacher effectiveness of teachers having different level of teaching experience. First order interaction between emotional intelligence and gender revealed no significant difference in teacher effectiveness. First order interaction between emotional intelligence and experience indicated significant difference in mean effectiveness scores of teachers. This means joint interaction of emotional intelligence and experience influence teacher effectiveness of secondary school teachers. First order interaction between gender and teaching experience indicated no significant difference in teacher effectiveness. The second order interaction between emotional intelligence, gender and teaching experience depicted no significant difference in mean teacher effectiveness scores of secondary school teachers. It can be concluded that emotional intelligence, gender and experience when interacted jointly did not impact significantly teacher effectiveness.

❖ Significant difference was found in mental health of secondary school teachers for the main effect of emotional intelligence. Teachers with high emotional intelligence were having better mental health. No significant gender difference
was found in the mental health of male and female secondary school teachers. Teaching experience revealed significant mean difference in mental health of secondary school teachers. Teachers having more teaching experience were having better mental health than teachers having less teaching experience. The first order interaction between emotional intelligence and gender revealed significant difference. It means when emotional intelligence and gender interacted jointly, influenced mental health of secondary school teachers. The first order interaction between emotional intelligence and experience, gender and experience indicated no significant difference in mean mental health scores. The second order interaction between emotional intelligence, gender and teaching experience depicted significant difference in mental health of secondary school teachers. It can safely we concluded that when emotional intelligence, gender and teaching experience worked jointly, influenced mental health of secondary school teachers.

• Significant difference was found in self concept dimension of mental health of secondary school teachers belonging to high and low level of emotional intelligence. There were significant gender difference in mean self concept scores of secondary school teachers. Female teachers showed higher self concept than those of male teachers. Significant difference was showed in self concept dimension of mental health of secondary school teachers having different levels of teaching experiences (1-13 yrs & 16 yrs onwards). The teachers who were having teaching experience 16 years – onwards had better self concept. First order interaction between emotional intelligence and gender indicated significant mean difference in self concept dimension of mental health of teachers. It means when emotional intelligence and gender worked jointly influence self concept of secondary school teachers. First order interaction between emotional intelligence and experience and gender and experience revealed no significant difference in self concept dimension of mental health. Second order interaction between emotional intelligence, gender & teaching experience revealed no significant differences in self concept dimension of mental health of secondary school teachers. It can be concluded that emotional intelligence, gender and experience
when worked jointly did not create any difference in self concept dimension of mental health of secondary school teachers.

❖ Significant mean difference in concept of life component of mental health was found among secondary school teachers belonging to high and low level of emotional intelligence. High emotionally intelligent teachers depicted better concept of life than low emotionally intelligent teachers. There was no significant gender difference in concept of life dimension of mental health of secondary school teachers. There was significant mean difference in concept of life dimension of mental health of secondary school teachers having different levels teaching experience i.e 1-13 years and 16 years – onwards teaching experience. The first order interaction between emotional intelligence and gender depicted no significant difference in concept of life dimension of mental health scores of secondary school teachers. This means joint influence of emotional intelligence and gender did not influence concept of life scores of secondary school teachers. First order interaction between emotional intelligence and teaching experience & gender and teaching experience indicated no significant mean difference in concept of life dimension of mental health of secondary school teachers. Second order interaction between emotional intelligence, gender and teaching experience revealed no significant difference in concept of life dimension of mental health of secondary school teachers. It makes to draw conclusion that emotional intelligence, gender and teaching experience when worked jointly did not impacted significantly the concept of life dimension of mental health.

❖ There was significant mean difference in perception of self amongst others dimension of mental health scores of secondary school teachers with high and low level of emotional intelligence. The teachers with high emotional intelligence had higher level of perception of self amongst others in comparison to those with low level of emotional intelligence. No significant mean difference was found for the main effect of gender with respect to perception of self amongst others dimension of mental health. There was no significant mean difference in perception of self amongst others dimension of mental health of secondary school teachers with
different levels of teaching experience (1-13 yrs & 16 yrs- onwards). First order interaction between emotional intelligence and gender & gender and teaching experience revealed no significant mean difference in perception of self amongst others dimension of mental health. First order interaction between emotional intelligence and teaching experience revealed significant mean difference in perception of self amongst others dimension of mental health of secondary school teachers. It can safely be concluded that emotional intelligence and teaching experience when interacted jointly impacted perception of self amongst others dimension of mental health. The second order interaction between emotional intelligence, gender and teaching experience revealed no significant difference in perception of self amongst others dimension of mental health of secondary school teachers.

❖ Significant mean difference in perception of others dimension of mental health scores was found among secondary school teachers belonging to high and low level of emotional intelligence. High emotionally intelligent teachers were better on perception of others dimension of mental health than low emotionally intelligent secondary school teachers. Significant gender difference was found in perception of others dimension of mental health of secondary school teachers. Female teachers had better perception of others than male teachers. Significant mean difference in perception of others dimension of mental health was found among secondary school teachers having different levels of teaching experience. More experienced teachers depicted better perception of others than less experienced teachers. The first order interaction between emotional intelligence and gender revealed significant difference in perception of others component of mental health of secondary school teachers. This means joint influence of these variables do impact perception of others dimension of mental health of secondary school teachers. The first order interaction between emotional intelligence & teaching experience and between teaching experience and gender indicated no significant difference in perception of others dimension of mental health of secondary school teachers. The second order interaction between emotional intelligence, gender and teaching experience revealed significant mean difference
in perception of others dimension of mental health. It can be concluded that emotional intelligence, gender and teaching experience when worked jointly created differences in perception of others dimension of mental health.

- Significant mean difference in personal adjustment dimension of mental health was found among secondary school teachers with high and low level of emotional intelligence. Secondary school teachers having high emotional intelligence were better on personal adjustment as compared to teacher with low emotional intelligence. No significant gender difference was found in personal adjustment scores of secondary school teachers. Significant mean difference in personal adjustment dimension of mental health was found among secondary school teachers having different level of teaching experience. Teachers with more experience of teaching depicted better personal adjustment than teachers with less teaching experience. The first order interaction between emotional intelligence and gender, emotional intelligence and teaching experience & gender and teaching experience depicted no significant mean difference in personal adjustment dimension of mental health of secondary school teachers. The second order interaction between emotional intelligence, gender and experience indicated no significant mean difference in personal adjustment dimension of mental health of secondary school teachers. It can be concluded that emotional intelligence, gender and teaching experience when worked jointly didn’t create any differences in personal adjustment dimension of mental health of secondary school teachers.

- There was significant mean difference in record of achievement component of mental health of secondary school teachers with high and low level of emotional intelligence. The teachers with high emotional intelligence depicted higher level of record of achievement in comparison to those with low emotional intelligence. Significant mean difference in record of achievement dimension of mental health was found for the main effect of gender and length of teaching experience. Female teachers depicted better record of achievement than male teachers. Similarly the teachers having teaching experience 16 years and onwards were found to be better on record of achievement dimension of mental health.
Interaction effect of emotional intelligence and gender had significant impact on record of achievement scores of secondary school teachers. Again first order interaction between emotional intelligence and teaching experience and between gender and teaching experience depicted no significant mean difference in record of achievement dimension of mental health of secondary school teachers. The triple interaction effect of emotional intelligence, gender and level of teaching experience depicted significant mean difference in record of achievement dimension of mental health of secondary school teachers. It can be concluded that emotional intelligence, gender and length of teaching experience when worked jointly impacted record of achievement dimension of mental health of secondary school teachers.

- Significant mean difference in job stress was found among secondary school teachers in relation to emotional intelligence, gender and teaching experience. High emotionally intelligent teachers were found less stressful than teachers having low emotional intelligence. The male secondary school teachers were found more job stressful than female secondary school teachers. The teachers having more experience were having less job related stress in comparison to teachers having less teaching experience. First order interaction between emotional intelligence and gender and emotional intelligence and teaching experience revealed significant difference in job stress of secondary school teachers. No significant mean difference was found in mean job stress scores of secondary school teachers due to the interaction effect of gender and teaching experience. Second order interaction between emotional intelligence, gender and teaching experience revealed no significant difference in mean job stress scores of secondary school teachers. It can be concluded that emotional intelligence, gender and teaching experience when worked jointly did not make any difference in job stress of secondary school teachers.

5.2 Educational implications:-

Teachers effectiveness is very crucial input in the process of education. In a society teachers’ collective professional competence and efficiency determines
the effectiveness of school system. Researches have proved that teachers have
great potential to effect students’ educational outcomes (Anderson, 2004). Teaching is considered both science and arts. It is art because the teachers needs
fine qualities such as sensitivity to the needs, interests and progress of pupils, sympathetic personal relationship and skill in working with children. Teaching is
not mere acquisition of bookish knowledge but infact interaction between the
teacher & the pupils’ knowledge, understanding & handling emotions in right manner, at the right time, in the right way. Since it is teacher’s job to connect with
each student to foster the passion and excitement to learn, the teacher is a key
person in educational process whose emotional intelligence is of great relevance
not only for organization but it also helps in the development of emotionally intelligent students.

Teachers are considered the builders of society. But these aspirations can
come true only when teachers perform their duty with dedication and sincerity which is possible only if they possess good mental health. Mental ill health causes
the feeling of shame, guilt, rejection, isolation and terror etc. A teacher with
mental ill health may get away from the feelings such as ability to love work, adequacy in interpersonal relationship, adjustment & problem solving.

Teachers job stress is used as an umbrella term that includes a range of potentially demanding environmental stimuli and responses and other variables such as personality factors, that influence the relationship between person & his environment. Coping with the role complexity and the numerous responsibilities associated with work of teaching is a major source of concern. The multiple tasks teachers have to perform and timing pressure from working constantly under deadlines and conditions of overload and constant change create a great deal of stress for teachers. If the stressful situation is unmanageable, various aspects of teachers’ performance such as creativity, classroom management & implications of the educational techniques may suffer.
The present study was conducted to explore the impact of emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers. In the results, the teachers with high emotional intelligence have been found to have more teacher effectiveness. The research studies report that teachers with high emotional intelligence are optimistic, adaptable, collaborative, confident, open, approachable and enthusiastic. The results of the study indicate that higher the emotional intelligence, the better teacher effectiveness is.

The findings of the study support positive impact of emotional intelligence on mental health. Research supports that awareness of self and others, professional orientation and interpersonal and intrapersonal management develop positive self concept, better perception of others and good personal adjustment. In the present investigation the teachers with high emotional intelligence have been found to have low job stress. By the nature of the construct of emotional intelligence, it is expected that, the understanding of one’s and other people’s emotions, and one’s ability to regulate and manage them lessen the effect on work related stress.

In the changing classroom situations, teachers are supposed to imbue students with social skills, positive attitudes, critical thinking, applying knowledge and achieving excellence. This requires emotional competencies like rapport, harmony and comfort while dealing with the pupils. The teacher with high I.Q. may not necessarily be high on these emotional competencies. The classroom teaching apart from knowledge and methodology requires traits like effective communication, patience, calmness, perseverance, sympathy, optimism and fairplay. These activities are part of one's emotional intelligence. Moreover, emotions like anger, frustration, stress, tension and anxiety can be controlled by an emotionally intelligent teacher.

Emotional intelligence can be developed and nurtured even in adulthood. Teachers need to be trained in communicative skills and made to participate in community festivals and functions. Emotional intelligence can be improved and
studies suggest that people can quite effectively increase their emotional intelligence. Keeping in view the impact of emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers, emotional intelligence training should be incorporated in the teacher education programme at the secondary school level. This is an argument for developing pre-service and in-service courses for teachers that focus on the studies associated with emotional intelligence. Enhancing teachers’ emotional intelligence appears to be a means of achieving improved student outcomes. Besides giving subject knowledge & developing pedagogical skills, emotional intelligence intervention programmes be made must for better efficiency in teaching learning process, better mental health and less job stress. Firstly, emotional intelligence intervention programme must focus on making teacher understand the power of emotions, their motivational aspect in teaching learning process and role of emotional intelligence in their professional as well as personal life. Secondly, techniques to improve the emotional stability of teachers must be incorporated. Importance of emotional intelligence competencies like self awareness, managing relations, self motivation, integrity, commitment and self development in enhancing teacher effectiveness, developing good mental health and reducing job stress can be highlighted through group activities, case studies, group discussion and setting up guidance & counseling bureau service in secondary schools etc. Yoga should also be made an integral part of curriculum in secondary teacher education programme. There should be provision for games, support, dance, dramatics, music and fine arts in teacher training programme (both pre-service and in-service level). These activities have cathartic effect and hence are helpful in release of negative emotions. Method of instruction in teacher education programmes should focus on cooperative and collaborative learning. NCTE (2014) curriculum for teacher education has taken care of all these activities.

5.3 Suggestions for further studies:-
No research is last word in a particular field of study. Hence scope for further research is always there. In the light of the conclusions drawn from the study, the following suggestions may be considered for further studies:

1. Apart from the variables investigated in the present study other variables such as adjustment, personality, job satisfaction, professional commitment, values etc. can be explored in relation to emotional intelligence of secondary school teachers.

2. The present study can be conducted on primary school, college & university teachers.

3. A study can be conducted by employing other statistical techniques such as correlation and regression equations.

4. Present study was conducted on the secondary school teachers of Jammu province. The study may be conducted on secondary school teachers of Kashmir province and a comparative analysis can be made.

5. Present study was conducted on a sample of 600 secondary school teachers. It can be replicated on a larger sample.

6. Training programmes to enhance emotional intelligence can be devised by the further researcher.

7. A follow up study may be conducted to see the impact of training in emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers.