CHAPTER- VI

SUMMARY, CONCLUSION AND SUGGESTIONS

6.0 INTRODUCTION

Emotional intelligence is a new concept in the area of Education and Psychology. It consists of two words i.e. emotion and intelligence. Emotion is concerned with the intense feelings of human beings, whereas intelligence is the general mental ability of man to deal effectively with the environment. It is the ability to make adjustment with life, to learn from experiences and also to think at abstract level. Emotional intelligence more or less relates to social intelligence. It includes inter and intrapersonal intelligence in the theory of Gardner’s theory of multiple intelligence.

Emotional intelligence is concerned both with inter and intrapersonal intelligence, which is a correlative ability turned inward. It is a capacity to form an accurate model of oneself and to be able to use that model to operate effectively in life. The concept of emotional intelligence shows that to understand and appreciate intelligence in totality one needs to attend to the domains of personality, emotions and motivation. The merging of emotions and intelligence as a cognitive tool under the caption of EI was proposed by Yale Psychologists, Peter Salovey and John Mayer (1990). They defined EI as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

According to Salovey and Mayer (1993), emotional intelligence involves abilities that may be categorized into five domains:

(i) Self-awareness i.e.; observing oneself and recognizing a feeling as it happens.

(ii) Managing emotions i.e., handling feelings so that they are appropriate; realizing what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.

(iii) Motivating oneself: channeling emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.

(iv) Empathy: sensitivity to others’ feelings and concerns and taking their perspectives; appreciating the differences in how people feel about things.
(v) Handling relationships: managing emotions in others; social competence and social skills.

Later on, Daniel Goleman (1995) defined emotional intelligence “as the ability to know, manage one’s emotions and recognizes them in others and to handle one’s relationship. He (1998) says that an emotionally intelligence person is likely to be skilled in two key areas namely “personal competence”—how one manages the self, and “social competence”—how one manages relationships. EI is nothing but the ability to understand one’s emotions and those of people around us. It enables us to modify our feelings and influence what happens in the world around us. Emotional intelligence is one’s subconscious ability to create positive outcomes in one’s relationships with others and with oneself, by being in control of how one responds to the world around.

Researchers investigated dimensions of emotional intelligence by measuring related concepts such as social skills, interpersonal competence, psychological maturity and emotional awareness. “Social and emotional learning” and “personal intelligence” are aimed at raising the level of social and emotional competence. (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g; leadership, group performance, individual performance, interpersonal, social exchange, managing change and conducting performance evaluations.

6.1 LOCUS OF CONTROL

The construct of locus of control is a personality dimension involving an individual’s perceived control over events occurring in his life. People are having internal or external locus of control. Locus of control refers to a person’s beliefs about control over life events. Locus of control is the extent to which people believe that they are responsible for their behavioral outcomes. It has often been cited as an important factor in achievement oriented behavior. Some people feel personally responsible for the things that happen to them. Those people are labeled internals. People with an internal locus of control tend to believe their behavior influences outcomes, while those with an external locus of control tend to attribute outcomes to outside forces such as fate, chance, luck and other people. They feel that their outcomes in life are determined by forces beyond their control. These people are labeled as externals.

Obviously, most people fall between the two extremes forming a continuous distribution of locus of control beliefs. Locus of control is thought to be relatively enduring
dispositional characteristics, although certainly modifiable through experience. People need to believe in their own abilities to achieve and be happy. They need to develop a sense of control. People’s locus of control influences how they view the world and how they identify the causes of success or failure in their lives. Internal factors mean personal whereas external are situational ones.

The variable of locus of control is of major significance in understanding the nature of learning processes in different kinds of learning situations. This concept grew out of Rotter’s Social learning theory (1954) which provides the general theoretical background for his conception of the nature and effects of reinforcement and his work on levels of expectancies.

According to this theory, the unit of investigation for the study of personality is the interaction of the individual and his meaningful environment and it is the study of learned behavior. Behavior as described by personality theorists has a directional aspect and this aspect is inferred from the effect of reinforcing conditions. The occurrence of a behavior of a person is determined not only by the nature or importance of goals or reinforcements but also by the person’s anticipation or expectancy that their goals will occur. Thus the three basic constructs in Rotter’s social learning theory are behavioral potential, expectancy and reinforcement value.

6.2 PERCEIVED SELF-EFFICACY

Self-efficacy is another variable which needs to be probed into among the school teachers. Self-efficacy is the perceived ability to carry out a desired action (Bandura, 1982). The higher a person’s feelings of self-efficacy, the better that person tend to be at a wider range of tasks. And such success, of course, can ultimately lead to more generalized positive feelings about oneself. Self-efficacy is the individuals’ expectations concerning their ability to perform various tasks. It is a positive feeling about oneself.

The important role of self-efficacy is the individuals’ beliefs about their ability to perform at given levels. The more a person has self-confidence and self-believe, the more self-efficacy he possesses. If people conclude that no matter what they do, they lack the capacity to reach a certain goal, then effort and performance will decrease. In contrast, if they conclude that they can reach the goal, motivation and performance will be strongly enhanced.

Perceived self-efficacy can influence thought patterns, persistence and performance. Performance potential is more nearly realized when there is a personal belief of capability. If
an individual believes in himself, then effort will be increased and achievement will follow. Most people willingly undertake those activities in which they judge themselves capable of managing. The degree of self-efficacy influences the desire to initiate an activity and how often.

6.3 NEED OF THE STUDY

Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental and emotional health of the children. Teachers are made and not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Whereas the teachers should know their subject, their students; they should also know themselves. They should know their strengths and weaknesses. They can overcome their shortcomings if they are given positive feedback at the proper time. Teachers need to improve the cognitive, affective and conative aspects of their personality. In these days; it is not only the cognitive functioning which is needed; but more important is whether the teachers are emotionally matured and balanced; so that they may be able to develop the well integrated personalities of the children; as the main objective of the modern education is the overall development of the child. So it is not the I.Q of the teachers, which matters, but the E.Q, which is more important. Hence it is very important that teachers should have high emotional intelligence along with the academic and social intelligence. So there is a need to study the emotional intelligence of the teachers who are being groomed to be the future nation builders.

Every teacher has his own personality construct. Some of them are internally oriented who think that they can work on the basis of their abilities and hidden talent; while many others are of the opinion that chance or luck play an important role in their lives; as they are externally oriented. The internal and external orientations are two continuum on the personality construct of locus of control. Hence it is essential to measure the locus of control construct of personality measure of teachers under training as well as teachers in service.

Self-Efficacy is also an important characteristic of personality of a teacher. It is the function of the school to help him to develop this trait. A self-confident personality of the teacher is the need of the hour. Hence it is also necessary to assess self-efficacy among teachers and if they are lacking in this quality, educators should devise some programmes in the school, where the teachers are exposed to that environment where they get opportunities to develop this trait of personality. Moreover it is also related with emotional intelligence.
Hence there is a need to find out the relationship between emotional intelligence, locus of control and self-efficacy of the teachers.

On the basis of the above contention, the present study has been undertaken to investigate the emotional intelligence of the prospective teachers who are getting training in the different training institutions and also to find out the relationship with teachers in service on psychological variables like emotional intelligence, locus of control and perceived self-efficacy.

6.4 STATEMENT OF THE PROBLEM

The present research problem has been stated as below:

A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, LOCUS OF CONTROL AND PERCEIVED SELF-EFFICACY OF TEACHERS UNDER TRAINING AND TEACHERS-IN-SERVICE

6.5 OBJECTIVES OF THE STUDY

The present study focused on the following objectives:

1. To study the emotional intelligence, locus of control, and self-efficacy of the teachers under training and teachers in service.

2. To find out the significant differences on emotional intelligence, locus of control, and self-efficacy on the basis of sex (male and female) of the teachers whether under training or in service as well as differences between student teachers and teachers in service.

3. To find out the relationship between five components of emotional intelligence with internal and external locus of control of the teachers, both under training and in service.

4. To find out the significant differences between emotional intelligence of the teachers with high, average and low self-efficacy of both types of teachers.

5. To study the relationship between emotional intelligence and locus of control,
emotional intelligence and self-efficacy, as well as locus of control and self-efficacy of teachers under training as well as teachers in service.

6.6 HYPOTHESES

On the basis of the objectives, the following hypotheses have been framed:

1. There is no significant differences between male and female teachers of under training and in service on emotional intelligence.

2. There is no significant differences between male and female teachers of under training and in service on locus of control.

3. There is no significant differences between male and female teachers of under training and in service on self-efficacy.

4. There is no significant differences between teachers under training and teachers in service on emotional intelligence.

5. There is no significant differences between teachers under training and teachers in service on locus of control.

6. There is no significant differences between teachers under training and teachers in service on perceived self-efficacy.

7. There is no significant differences on emotional intelligence between teachers with internal and external locus of control

8. There is no significant differences on emotional intelligence among teachers with high, average and low self-efficacy.

9. There is no significant relationship between emotional intelligence and self-efficacy of teachers both under training and in service.

10. There is a significant relationship between locus of control and self-efficacy of teachers both under training and in service.

6.7 METHOD AND PROCEDURE

6.7.1 RESEARCH DESIGN
In the present study, descriptive and survey method was used. For measuring three variables of the study, four inventories of emotional intelligence, locus of control and self-efficacy were administered to the subjects. Here emotional intelligence was the dependent variable, whereas locus of control, self-efficacy was independent variables. Besides these, (i) gender, i.e., male and female teachers, (ii) type of teachers, i.e. student teachers (B.Ed students) who were undergoing training for teaching profession and trained teachers who were in jobs and working in some schools were independent variables.

6.7.2 SAMPLE

A sample of 600 teachers of two distt. Bathinda and Mansa of Punjab were selected randomly; out of which 300 were student teachers (B.Ed. students) and 300 were the working teachers in government high and enior secondary schools. Out of this sample 150 were male and 150 were female teachers under training and similarly 150 were male and 150 were female school teachers. The sample distribution is shown in the following figure.

Total Sample
(N = 600)

B.Ed Students (N = 300) Teachers (N = 300)

Male (N = 150) Female (N = 150) Male (N = 150) Female (N = 150)

6.7.3 TOOLS/TESTS USED

1. Emotional Intelligence Test: (2006) Dr. S.K. Mangal test of Emotional Intelligence was used for measuring emotional intelligence of the students. This test consists of 100 items of four different areas such as (i) intra-personal awareness (own emotions), (ii) inter-personal awareness (other emotions), (iii) intra personal management (own emotions), (iv) inter-personal management (other emotions).

2. Ekta’s Emotional Intelligence Scale: (2011) This test consists of 60 items and measures five components of EI; i.e. (i) Self-awareness; (ii) Managing emotions; (iii) Motivating oneself; (iv) Empathy and (v) Handling relationship. This scale has high reliability and validity.

3. Locus of Control Test: (1992) The most widely used test to measure locus of
control as a generalized personality characteristics is the IE scale of Rotter (1966). But the test constructed and adapted by Dr. Hasnain and Dr. Joshi was used.

4. Self-Confidence Inventory: (2005) This test was devised by Rekha Gupta. It consists of 56 items and has been designed to assess the level of self-confidence among adolescents and adults. It has high reliability and validity co-efficient. This test was used to assess the self-efficacy of the subjects.

6.8 PROCEDURE

After the data collection, the statistical analysis were computed. Means, SDs and SEs of all the variables were found out for male and female teachers both under training and in service separately. t-ratios were calculated in order to find out the significant differences on the scores of all variables under study between male and female teachers under training as well as teachers in service. Analysis of variance was applied when there were three or more groups of teachers.

The results were interpreted and discussed by drawing figures and tables. Hypotheses of the study were tested on the basis of the various theories of the variables studied as well as on the basis of the previous studies already conducted and available in the literature. Conclusions were drawn and suggestions have been given to chalk out the well planned strategies for the educational programme of the teachers.

6.9 SIGNIFICANCE OF THE STUDY

The present study is expected to enlighten the path of educational administrator and educationists to know whether would be teachers have sufficient E.Q to become the effective teachers as only the emotionally matured teachers would be able to handle the young mind and mould them into socialized human beings. Secondly, the study will be benefical not only for teachers under training or teachers in service but would being many positive outcomes. It would play a remarkable role in the field of guidance and counselling where it would help the psychologists and counselors to identify those teachers under training who have not required degree of E.Q and they can be helped to improve their E.Q. by organizing short term courses and workshop. I.Q cannot be increased but E.Q can be enhanced by training. Thirdly, the study would also be a path breaking to know if some psychological aspects like locus of control and perceived self-efficacy are related with this new concept of emotional intelligence. Besides this it would be contributing new knowledge in the literature of
educational psychology, it would help the educational planners and administrators to chalk out the well thought out educational programme and also to devise new curriculum to cater to the needs and requirements of teachers under training in the educational institutions and teachers training colleges of the country.

6.10 FINDINGS OF THE STUDY

From the results of the study, the following findings were drawn out:

1. Teachers under training and teachers in service differed each other on two aspects of emotional intelligence i.e. interpersonal awareness and intrapersonal management; where the teachers under training were better on these two aspects than the teachers in service.

2. Male teachers under training differed from male teachers in service on one aspect of emotional intelligence i.e. intrapersonal management whereas female teachers under training differed with female teachers in service on interpersonal awareness and intrapersonal management. In all these cases, teachers under training seemed to possess higher level of emotional intelligence.

3. On Ekta's test of emotional intelligence, there were no significant differences on all components of emotional intelligence between teachers under training and teachers in service; whether they were males or females or combined group of teachers. Only in case of males; where they differed on empathy aspect of EI.

4. Male and female teachers under training differed on interpersonal awareness and total EI and not on other three aspects; where female teachers seemed to be better than the males. But the male and female teachers in service differed on intrapersonal and interpersonal awareness and male teachers had higher emotional intelligence as compared to female ones.

5. There were significant differences between male and female teachers under training on self-awareness and motivating oneself component of emotional intelligence; where males were better on self-awareness and females on motivating oneself than their counterparts.

6. No significant differences were found on many components of emotional intelligence between the male and female teachers in service except the fourth one i.e. empathy component, where the males were better than females. Males and female teachers of combined group differed on only one component i.e. self-awareness; where males were better than the females.
7. Teachers under training and teachers in service differed each other on the external and total locus of control and not on the internal LOC. Here teachers in service were more externally oriented than the teachers under training. Male teachers under training also differed with male teachers in service on the external and total locus of control and not on internal LOC; where the male teachers in service were more externally oriented. But in case of female teachers under training and female teachers in service were concerned; no significant differences existed on internal, external and total LOC.

8. Male and female teachers under training also differed on external and total locus of control and not on internal LOC; where female teachers trainees were more externally oriented. The same results were found in case of male & female teachers in service as well as male and female teachers as a combined group.

9. There were no significant differences on self-efficacy between teachers under training and teachers in service; whether they were males or females or combined group.

10. No sex differences were evinced on self-efficacy between male and female teachers; whether they were under training or in service or a combined group.

11. There were no significant differences on all aspects of emotional intelligence between internal and external LOC teachers under training as well as teachers in service or a combined group. No relationship between emotional intelligence and locus of control was established.

12. Similarly, no significant differences existed on all the components of emotional intelligence between internally oriented and externally oriented teachers under training as well as teachers in service or combined group.

13. There were no significant differences on all the four aspects of emotional intelligences between the three groups of teachers formed on the basis of self-efficacy i.e. low, medium and high self-efficacy teachers.

14. No significant differences exited on all the five components of emotional intelligence between three groups of teachers with low, medium and high level of self-efficacy. So relationship between emotional intelligence and self-efficacy could not be established.

15. Internally oriented and externally oriented teachers differed on self-efficacy; whether these teachers were under training or in service or both combined group. Externally oriented teachers were more self-efficacy as compared to internally
oriented ones.

16. Teachers with different level of self-efficacy differed on the internal locus of control and not on external and total LOC. Low self-efficacy teachers were more internally oriented than the high self-efficacy teachers.

6.11 CONCLUSIONS

From the above finding; the following conclusions can be drawn:

1. Significant differences exist between teachers under training and teachers in service on some aspects of emotional intelligence; whether they are male or female teachers. But teachers under training and teacher in service do not differ on all components of emotional intelligence; both males or females.

2. Males and female teachers also differ on some aspects of emotional intelligence; whether they were undergoing training or in service. Males and females teachers also differ on some components of emotional intelligence.

3. Teachers under training and teachers in service differ on external and total locus of control and not on internal LOC. Males; but not the females also differ on these aspects i.e. external LOC. Males and female teachers under training as well as teachers in service also differ on external and total LOC.

4. On self-efficacy variable, teachers under training and teachers in service don’t differ significant; whether they are male and female teachers or combined group. These are also no sex differences on self-efficacy both in case of teachers under training and teachers in service.

5. Significant differences do not exist on all aspects and components of emotional intelligence between the internally oriented or externally oriented teachers, whether they are under training or in service or both. So no relationship between emotional intelligence and locus of control has been established.

6. There were no significant differences on all aspects and components of emotional intelligence between three groups of teachers with low, medium and high level of self-efficacy. So there is no relationship between emotional intelligence and self-efficacy.

7. Relationship between locus of control and self-efficacy has been established; as there are significant differences on self-efficacy between the internally and externally oriented teachers; both in service and under training.
6.12 SUGGESTIONS

After undergoing the present research work, the researcher thought of many other research studies which may be conducted in future by other research investigators. The future researchers may consider the following suggestions before working upon the new research project in the area of Educational Psychology.

1. The present research was conducted on the school teachers. Such type of research study needs to be done on the college and university teachers.
2. Many other psychological variables may be considered which may be related to the emotional intelligence besides the locus of control; e.g.; social maturity, emotional maturity, psychological wellbeing and self-concept.
3. There is a need to study the locus of control and perceived self-efficacy of the gifted school students.
4. Comparison may be done on emotional intelligence and locus of control between elementary school teachers and secondary school teachers.
5. Emotional intelligence may be studied for those professional students who are undergoing technical, engineering and management courses.

6.13 RECOMMENDATIONS

As E.Q. is more important than I.Q. in these days; hence the dire need is to develop and enhance the emotional intelligence of the teachers. Though I.Q. cannot be increased; but the E.Q. can be increased with some organized programmes. The following steps are being recommended to be implemented in the present setup in the field of education.

1. Curriculum at the teachers training institutions may be modified in such a way that some lessons should reflect knowledge regrading Emotional intelligence, Self-efficacy and Locus of Control to contribute a productive members of society which may help the teachers.
2. Lectures by the experts in this area; especially by counselors, psychologists or psychiatrists may be organized in the schools and colleges off and on which may enlighten people of various psychological aspects of personality.
3. Three days/five days workshop on emotional intelligence, self-efficacy and locus of control may be organized in the educational institutions; where the teachers may be trained for the sublimation of their emotional problems, to understand their self-efficacy better by focusing both on internal and external locus of control by
giving them some tasks to tackle with the help of some project method.

4. Educational administrators, school inspectors and head of the institutions may also be educated in this new area by organizing seminars or conferences where they may be asked to participate and share their knowledge regarding emotional intelligence, self-efficacy and locus of control and its contribution towards the success of teachers.

5. A basic course on behavioural skills should be included in the educational system.

6. Seminars/Workshops on mental health and fitness, recreational activities should be organized for inservice teachers to relive them stress and strain of daily life.