CHAPTER- V

FINDINGS AND CONCLUSION

5.1 INTRODUCTION

The ultimate goal of any research is to arrive at a final solution of the problem or an answer to the research question with which the investigation was conducted. Such a solution is in the nature of being ‘conclusion’ of the study. In this chapter, the summary of the entire survey research work, results, discussions, recommendations and suggestion for the further study with respect to Emotional Intelligence, Teaching competency and Professional Development of Teacher Educators in B.Ed. colleges. The following conclusion is drawn logically from the analysis and interpretation of data. These have been presented below in a systematic manner.

5.2 RESTATEMENT OF THE PROBLEM

In order to make a teacher perfect or better, it is essential that course for teachers be re-oriented, re-shaped, and re-drafted to improve the overall status of a teacher. An adequately trained teacher will be able to deliver quality education, which will be reflected in providing better education to the future generation of the country. The investigator is interested in knowing how far Emotional Intelligence and Teacher Competencies influence the Professional Development of one’s teaching. Hence the investigator is desirous of finding out the level of Emotional Intelligence, Teaching Competency and Professional Development of the Teacher Educators working in the B.Ed. colleges.
5.3 TITLE OF THE STUDY

“Emotional Intelligence, Teaching Competency and Professional Development of Teacher Educators in B.Ed. Colleges”.

5.4 FINDINGS OF THE STUDY

1. There is a significant difference between Emotional Intelligence and Teaching Competency of Teacher Educators in B.Ed. colleges.

2. There is a significant difference between Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges.

3. There is no significant difference between Professional Development and Emotional Intelligence of Teacher Educators in B.Ed. colleges.

4. There is a significant difference in Emotional Intelligence between male and female Teacher Educators in B.Ed. colleges.

5. There is a significant difference in Emotional Intelligence between the age group of Below 30 years and Above 30 years Teacher Educators in B.Ed. colleges.

6. There is no significant difference in Emotional Intelligence between the Rural and Urban area Teacher Educators in B.Ed. colleges.

7. There is a significant difference in Emotional Intelligence between the Government and Self-financing College Teacher Educators in B.Ed. colleges.
8. There is a significant difference in Emotional intelligence between the mean scores of teaching experience of below 5 years and Above 5 years Teacher Educators in B.Ed. colleges.

9. There is no significant difference in Teaching Competency between Male and Female Teacher Educators in B.Ed. colleges.

10. There is a significant difference in Teaching Competency between the age of Below 30 years and Above 30 years Teacher Educators in B.Ed. colleges.

11. There is no significant difference in Teaching Competency between the Rural and Urban area Teacher Educators in B.Ed. colleges.

12. There is a significant difference in Teaching Competency between the Government and self-financing colleges Teacher Educators in B.Ed. colleges.

13. There is a significant difference in Teaching Competency between the Teaching experience of Below 5 years and Above 5 years Teacher Educators in B.Ed. colleges.

14. There is a significant difference in Professional Development between Male and Female Teacher Educators in B.Ed. colleges.

15. There is a significant difference in Professional Development between the age of Below 30 years and Above 30 years Teacher Educators in B.Ed. colleges.

16. There is no significant difference in Professional Development between the Rural and Urban areas Teacher Educators in B.Ed. colleges.
17. There is a significant difference in Professional Development between the Government and Self-financing colleges Teacher Educators in B.Ed. colleges.

18. There is a significant difference in Professional Development between the Teaching experience of Below 5 years and Above 5 years Teacher Educators in B.Ed. colleges.

19. There is a correlation between Emotional Intelligence and Teaching Competency of Teacher Educators in B.Ed. colleges.

20. There is a correlation between Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges.

21. There is a correlation between Professional Development and Emotional Intelligence of Teacher Educators in B.Ed. colleges.

22. There is no correlation in Emotional Intelligence between the male and female Teacher Educators in B.Ed. colleges.

23. There is no correlation in Emotional Intelligence between the Rural and Urban areas Teacher Educators in B.Ed. colleges.

24. There is no correlation in Emotional Intelligence between the Experience of Below 5 years and Above 5 years Educators in B.Ed. colleges.

25. There is no correlation in Teaching Competency between Male and Female Teacher Educators in B.Ed. Colleges.

26. There is no correlation in Teaching Competency between the Rural and Urban areas Teacher Educators in B.Ed. colleges.
27. There is a correlation in Teaching Competency between the Experience of Below 5 years and Above 5 years Teacher Educators in B.Ed. Colleges.

28. There is a correlation in Professional Development between Male and Female Teacher Educators in B.Ed. colleges.

29. There is a correlation in Professional Development between the Rural and Urban areas Teacher Educators in B.Ed. colleges.

30. There is a correlation in Professional Development between Experience of Below 5 years and Above 5 years Teacher Educators in B.Ed. Colleges.

5.5 DISCUSSION OF THE STUDY

Finding No. 1 shows that there is a significant difference between Emotional Intelligence and Teaching Competency of Teacher Educators in B.Ed. colleges. The mean score of Teaching Competency is higher than the Emotional Intelligence in respect of their Teacher Educators working in colleges of Education. This finding is also supported by Alice J. Pitt and Chloe Brushwood Rose (2007).

Finding No. 2 points out there is a significant difference between Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges. The mean score of Teaching Competency is higher than Professional Development in respect of their Teacher Educators working in colleges of Education. This finding is also supported by Shukla, Shasi (2009).

Finding No. 4 reveals that there is a significant difference in Emotional Intelligence between male and female Teacher Educators in B.Ed. colleges. The mean score of Male is higher than Female in respect of their Emotional intelligence of Teacher Educators working in B.Ed.
colleges. This finding is also supported by **Usha (2007), lata surwade (2008).**

**Finding No.5** shows that there is a significant difference in Emotional Intelligence between the age group of below 30 years and above 30 years of Teacher Educators in B.Ed. colleges. The mean score of age group of Above 30 years is higher than below 30 years in respect of their Emotional Intelligence of Teacher Educators working in B.Ed. colleges.

**Finding No.7** reveals that there is a significant difference in Emotional intelligence between the Government and Self-financing College Teacher Educators in B.Ed. colleges. The mean score of Government College is higher than Self-Financing College in respect of their Emotional Intelligence of Teacher Educators working in B.Ed. colleges.

**Finding No.8** Justify that there is a significant difference in Emotional Intelligence between the mean scores of teaching experience of below 5 years and Above 5 years of Teacher Educators in B.Ed. colleges. The mean score of experience of above 5 years is higher than below 5 years in respect of their Emotional Intelligence of Teacher Educators working in B.Ed. colleges.

**Finding No.10** shows that there is a significant difference in Teaching Competency between the age of below 30 years and above 30 years of Teacher Educators in B.Ed. colleges. The mean score of age of above 30 years is higher than the below 30 years in respect of their Teaching competency of Teacher Educators working in B.Ed. colleges.
Finding No.12 reflect that there is a significant difference in Teaching Competency between the teacher educators of the Government and self-financing B.Ed. colleges. The mean score of Government College is higher than Self-financing Colleges in respect of their Teaching competency of Teacher Educators working in B.Ed. colleges. This finding is also supported by **Bondu Raju, G. viswanathappa (2007)**.

Finding No.13 found that there is a significant difference in Teaching Competency between the Teacher Educators of the below 5 years and above 5 years of teaching experience in B.Ed. colleges. The mean score of teaching experience of above 5 years is higher than below 5 years in respect of their Teaching competency of Teacher Educators working in B.Ed. colleges. This finding is also supported by **Praveen Sharma (2006)**.

Finding No.14 shows that there is a significant difference in Professional Development between male and female Teacher Educators in B.Ed. colleges. The mean score of male is higher than female in respect of their Professional Development of Teacher Educators working in B.Ed. colleges.

Finding No. 15 reveals that there is a significant difference in Professional Development between the age of below 30 years and above 30 years Teacher Educators in B.Ed. colleges. The mean scores of male is higher than female in respect of their Professional Development of Teacher Educators working in B.Ed. colleges. This finding is also supported by **Hill(2007)&Green (2002)**.

Finding No.17 shows that there is a significant difference in Professional Development between the Government and Self-financing colleges Teacher Educators in B.Ed. colleges. The mean score of
Government College is higher than Self-financing colleges in respect of their Professional Development of Teacher Educators working in B.Ed. colleges.

Finding No. 18 reveals that there is a significant difference in Professional Development between the Teaching experiences of below 5 years and above 5 years Teacher Educators in B.Ed. colleges. The mean score of experience of above 5 years is higher than below 5 years in respect of their Professional Development of Teacher Educators working in B.Ed. colleges.

Finding No. 19 reveals that there is a high level positive correlation between Emotional Intelligence and Teaching Competency of Teacher Educators in B.Ed. colleges. This finding is also supported by Amaladoss Xavier. S. (2009).

Finding No. 20 shows that there is a high level positive correlation between Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges. This finding is also supported by Parveen Sharma (2006).

Finding No. 21 reveals that there is a high level positive correlation between Professional Development and Emotional Intelligence of Teacher Educators in B.Ed. colleges.

Finding No. 27 shows that there is a high level of positive correlation in Teaching Competency between the Experience of Below 5 years and Above 5 years Teacher Educators in B.Ed. Colleges. This finding is also supported by puspam (2003), kulkarni U.K (2011).
Finding No.28 reflect that there is an average level of positive correlation in Professional Development between Male and Female Teacher Educators in B.Ed. colleges.

Finding No.29 shows that there is a low level positive correlation in Professional Development between the Teacher Educators of B.Ed. colleges in rural and urban areas.

Finding No.30 reveals that there is an average level of positive correlation in Professional Development between Experiences of below 5 years and above 5 years Teacher Educators in B.Ed. Colleges.

5.6 RECOMMENDATIONS OF THE STUDY

The recommendations of the present study are as follows

- It is recommended that Teacher Educators’ Professional Development could be enhanced with the use of Emotional Intelligence Training.

- Teacher Educators can plan their activities to develop Emotional Intelligence and Teaching competency in order to show a proper professional development.

- Activities that incorporate certain soft skills workshops to enhance Emotional Intelligence, Teaching competency and Professional development ability to be emphasized. These activities will foster the Emotional development and Teaching competency of Teacher educators in order to enable them to understand their own emotion and personality.

- It is recommended that the governing bodies such as NCERT and SCERT may strengthen Pre-service and In-service training
programmes for Teacher Educators. It results in improving their Teaching Competencies.

- It is recommended that the Teacher Educators may be utilized innovative trends in teaching, which creates the fruitful environment.

- More awareness may be given to the Teacher Educators for promoting the different use of Technology Integrated training programmes. It results improve their professional development.

- Teacher Educators may be involved in psychological Practical, in order to reduce their errors in teaching. It reveals to recognize the emotional Intelligence.

- Self-financing institutions may be given special care to the teacher Educators for improving the teaching competency for adopting various methods in classroom teaching.

- To implement the use of ICT in classrooms to make teaching learning more effective and convenient.

- The teacher educators for their continuous development must be engaged with various programmes like seminars, workshops, refresher courses, conferences, publications etc., and make themselves more active and dynamic.

- Recognizing the importance of Teacher Educators professional development, there is strong need to examine current professional policies for Teacher Educators, at the entrance level and programs for training of Teacher Educators on job or during the service.
Today the professional development does not include ‘Training’ which includes learning skills, rather it includes both formal and informal measures for a Teacher Educators to learn newer practices and a more deeper knowledge of pedagogy, their own practices and acquiring advance understanding of the contents and resources includes.

This requires support for teachers as they face challenges when practically applying those, especially in the use of technology. The use of current technologies and resources supplement the efforts for continued professional development.

The study recommended that the statutory body UGC may be taken essential steps to sponsor such as seminars, conferences and workshops for self-financing colleges. It is more useful to promote Teaching Competency and Professional Development of Teacher Educators.

To carry out action research in problems relating to classroom situation and applications which will enable them to gain practical experience on action research and tend them to use researchable bent of mind and aptitude while dealing with students.

The library may be improved by providing internet facilities to both the Teachers Educators and Student-Teachers. It helps to improve their Teaching competencies.

The laboratories may be improved by providing modern facilities and equipment. It is more useful to promote Teaching Competency and Professional Development of Teacher Educators.
To imbibe evaluation and feedback system to know the drawbacks of Teacher Educators through use of Modern-Technologies in classrooms and students.

5.7 EDUCATIONAL IMPLICATIONS OF THE STUDY

The major findings of the present study revealed that the variables Emotional Intelligence, Teaching Competency and Professional Development among Teacher Educators at the B.Ed. colleges have good significance. Hence the following Educational implications have been evolved and discussed.

- Emotional Intelligence is found to be significant, this could be used to help Teacher Educators to excel their best preference at the college of Education.

- The study revealed that those who have competency in teaching showed a better significance towards teaching. Hence these can be considered as an important aspect in the career of Teacher Educators.

- The study showed that Professional Development played a significant role, this component can be highlighted and focused at the Teacher Education level.

- It is recommended that Teacher Educators, Professional Development should be enhanced with the use of Emotional Intelligence Training.

- Teacher Educators can plan their lesson and activities to develop Emotional Intelligence and Teaching competency.

- Male teacher Educators are found significantly higher than the female Teacher Educators on Emotional Intelligence and
professional development factors. Therefore, this gap between male and female should be overcome through male on this particular dimension.

- Government College Teacher Educators are found significantly higher than self-financing college Teachers Educators on Emotional Intelligence, Teaching Competency and Professional Development factors.

- Experienced Teacher Educators should freely and frankly talk about their experience with other colleagues. For that, Emotional literacy programme must be included for Teacher Educators. This would strengthen the relationship between well experienced and less experienced Teacher Educators.

- A significant correlation between Emotional Intelligence and Teaching Competency shows that the Teacher Educators having high Emotional Intelligence are better for Teaching because they have high Teaching Competency.

- The results of the present study indicate that the atmosphere of the Institution should be developed in such a manner that it helps in the development of Emotional Intelligence of the Teacher Educators. Effective Teacher Educators should be employed in the colleges because Emotionally Intelligent Teacher Educators are more competent than the less Emotionally Intelligent Teacher Educators.

- The study finds that Teacher Educators have high level positive interrelationship among their Emotional Intelligence, Teaching Competency and Professional Development.

- One of the implication of the present study is of great importance in developing curriculum, text book, designing educational programs
and method of teaching etc. all should be modeled in such a fashion that they can utilize their energies in the right direction. It is therefore most important for Teacher Educators to develop the Emotional Intelligence Teaching Competency to become a perfect Teacher Educators.

5.8 SUGGESTIONS FOR FURTHER STUDY

In the light of the above findings of the study, further investigations in the following areas can be very well suggested. The suggestions are as follows.

- The study may be done in Arts and science Colleges, Teacher Training Institutes and Engineering colleges also.
- The Study may be carried out over vast number of Teacher Trainees in other Districts also.
- The same study may be done in school Education level, such us primary, Secondary and Higher secondary school Teachers.
- A similar study may be carried out for principals from various colleges of Education.
- A study of Emotional Intelligence may be conducted using more dimensions of psychological stress.
- A study of Emotional Intelligence may be conducted in the light of demographic variables and other cognitive and affective variables.
- A study of Emotional Intelligence should be conducted on normal and special group of Teacher Educators.
● A cross-sectional study of Emotional Intelligence of different socio-religious group of Teacher Educators may be conducted.

● A study of Emotional Intelligence in relation to achievement, achievement motivation, scientific attitude and science process skills should be conducted through controlling sex, locality and socio-economic status.

● A similar study may be carried out in some other subject Teacher Educators like Language, Mathematics, Physical Science, Biological Science, History etc.,

● A comparative study may be considered to work out the differences in the Teaching competency of Teacher Educators in relation to the Professional Development of Male and Female Teacher Educators working in Colleges of Education.

● A comparative study may be considered to work out the differences in the Teaching competency and Professional development of Teacher Educators in B.Ed. Colleges.

● A study could be conducted to find out the relationship between Teacher Educator’s Competency and students achievement in college level.

● The same study can be undertaken in other states and Union Territories of the country also.

● A study of relationship between Emotional Intelligence and Teaching Competency of B.Ed. students can be undertaken.
A comparative study of Emotional Intelligence of Male and Female Teacher Educators may be done.

A comparative study of Teaching Competency of rural and urban Teacher Educators may be undertaken.

A comparative study of Professional Development of rural and urban area Teacher Educators may be carried out.

5.9 CONCLUSION

Teaching is the only major occupation of man for which we have not yet developed tools that make an average person capable of competence and performance. In teaching we rely on the ‘naturals’, the ones who somehow know how to teach. Good Teacher Educators are responsible for improving the quality of its citizens. The Professional Development of a Teacher Educator mainly depends upon his Teaching competency towards Teaching.

Competency is an important human trait or characteristics, which contributes to learning, problem solving and all round development of personality. To acquire favorable competency a person should be Emotionally Intelligent. He should have the ability to manage and control his Emotions and to understand the Emotions of others.

Emotional Intelligence plays a vital role in Education; it has direct impact on the Teacher Educators behavior working in an organization and it is important for the success of their profession. Teacher Educators are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teacher Educators cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the Emotional Intelligence among Teachers Educators has
been taken attention in the educational institutions due to its great importance. In fact, Emotional Intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the Teacher Educators not only able to deal with their students but with their colleagues as well.

Emotional Intelligence is necessity for competencies of Teacher Educators, which in turn helps them to develop the professional development. Strategies of competency in Teaching can be developed in Teacher Educators by means of Emotional Intelligence. The concept of Emotional Intelligence may be incorporated in the Teacher Education curriculum to revitalize Teacher Education program.

A teacher is valued as a person, whose physical and spiritual well-being is crucial to the teaching profession. The whole person development of teachers is an indispensable part of their professional growth and development. Because of the demanding nature of teaching, teachers who manage their own lives well put themselves in a sound position to be effective professionals. Teachers are needed to see how some conceptions are interconnected across fields and related to everyday life.

This type of knowledge on the part of the competent teacher provides a foundation for pedagogical contents knowledge that facilitates teachers to make ideas accessible to others (Shulman, 1987). Professionally competent teachers must possess Instructive reasoning. He must adopt some activities to make his teaching proficient (Shulman 1986, 1987).

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they
will use with their students, and encourage the development of teachers’ learning communities. There is growing interest in developing college as learning organizations, and in ways for teachers to share their expertise and experience more systematically.

Pupil changing goals for learning, coupled with shifts in curriculum emphasis and a deeper understanding of teacher learning and student thinking, have led to new findings about the impact of teacher professional development and how best to sharpen teachers’ skills and knowledge. Professional development should improve Teacher Educators knowledge of the subject matter that they are teaching, and it should enhance their understanding of student thinking in that subject matter. Aligning substantive training with the curriculum and Teacher Educator’s actual work experiences also is vital.

Extended opportunities to better understand student learning, curriculum materials and instruction, and subject-matter content can boost the performance of both Teacher Educators and students.

The results show that the Teacher Educators have high level positive correlation between Emotional Intelligence and Teaching competency when compared to average level correlation between Professional Development and Teaching competency. High Teaching Competent Teacher Educators are found higher than low Emotional Intelligence and Professional Development Teacher Educators. The study also reveals that the well experienced Teacher Educators are found higher than the low experienced Teacher Educators are working in colleges of Education. Finally, the investigator conclude that the Emotional Intelligence, Teaching Competency and Professional Development of Teacher Educators are interrelated with each other in some aspects regarding Colleges of Education.