CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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5.1 Introduction:

The preceding chapter considered the methods of analysis, inferential statistics of analysis involved in research hypotheses testing.

This chapter refers in brief to the summary and major conclusions of study, implication of the study, recommendations and topics for further study.

5.2 Summary:

5.2.1 Statement of the problem:

The statement of the problem under study is,

A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS AND CONSTRUCTION OF A STANDARDIZED SCALE FOR ITS MEASUREMENT

5.2.2 Objectives of the study:

5.2.2.1 Main Objective:

To standardize the emotional intelligence scale for secondary school teachers based on Goldman’s emotional intelligence model.

5.2.2.2 Sub Objectives:

1. To construct the emotional intelligence scale for secondary school teachers based on Goldman’s emotional intelligence model.
2. To establish the validity of the constructed emotional intelligence scale.
3. To establish the reliability of the constructed emotional intelligence scale.
4. To establish the norms of the constructed emotional intelligence scale.
5. To find out the level of emotional intelligence of secondary school teachers.
6. To compare emotional intelligence of male with female secondary school teachers.
6.1 To compare self-awareness domain in emotional intelligence of male with female secondary school teachers.
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6.3 To compare social awareness domain in emotional intelligence of male with female secondary school teachers.

6.4 To compare relationship-management domain in emotional intelligence of male with female secondary school teachers.

7 To compare emotional intelligence of open caste category with reserved caste category secondary school teachers.

7.1 To compare self-awareness domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.

7.2 To compare self-management domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.

7.3 To compare social awareness domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.

7.4 To compare relationship management domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.

8 To compare emotional intelligence of graduate with post-graduate secondary school teachers.

8.1 To compare self-awareness domain in emotional intelligence of graduate with post-graduate secondary school teachers.

8.2 To compare self-management domain in emotional intelligence of graduate with post-graduate secondary school teachers.

8.3 To compare social awareness domain in emotional intelligence of graduate with post-graduate secondary school teachers.

8.4 To compare relationship management domain in emotional intelligence of graduate with post-graduate secondary school teachers.

9 To compare emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

9.1 To compare self-awareness domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.
9.2 To compare self-management domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

9.3 To compare social awareness domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

9.4 To compare relationship management domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

10 To compare emotional intelligence of four age groups of the secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

10.1 To compare self-awareness domain in emotional intelligence of four age groups of secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

10.2 To compare self-management domain in emotional intelligence of four age groups of the secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

10.3 To compare social awareness domain in emotional intelligence of four age groups of the secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

10.4 To compare relationship management domain in emotional intelligence of four age groups of the secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

11 To compare emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

11.1 To compare self-awareness domain in emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.
11.2 To compare self-management domain in emotional intelligence of four groups of secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

11.3 To compare social awareness domain in emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

11.4 To compare relationship management domain in emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

5.2.3 Hypotheses:

The following null hypotheses were formulated keeping in view the objectives of the study.

**H**$_{1}$ There is no significant difference between the score of emotional intelligence of male and female secondary school teachers.

**H**$_{1.1}$ There is no significant difference between male and female secondary school teachers regarding self-awareness domain in the score of emotional intelligence.

**H**$_{1.2}$ There is no significant difference between male and female secondary school teachers regarding self-management domain in the score of emotional intelligence.

**H**$_{1.3}$ There is no significant difference between male and female secondary school teachers regarding social awareness domain in the score of emotional intelligence.

**H**$_{1.4}$ There is no significant difference between male and female secondary school teachers regarding relationship management domain in the score of emotional intelligence.

**H**$_{2}$ There is no significant difference between the score of emotional intelligence of open caste category and reserved caste category secondary school teachers.

**H**$_{2.1}$ There is no significant difference between open caste category and reserved caste category secondary school teachers regarding self-awareness domain in the score of emotional intelligence.
H \_2.2 \ There is no significant difference between open caste category and reserved caste category secondary school teachers regarding self-management domain in the score of emotional intelligence.

H \_2.3 \ There is no significant difference between open caste category and reserved caste category secondary school teachers regarding social awareness domain in the score of emotional intelligence.

H \_2.4 \ There is no significant difference between open caste category and reserved caste category secondary school teachers regarding relationship management domain in the score of emotional intelligence.

H \_3 \ There is no significant difference between the score of emotional intelligence of graduate and post-graduate secondary school teachers.

H \_3.1 \ There is no significant difference between graduate and post-graduate secondary school teachers regarding self-awareness domain in the score of emotional intelligence.

H \_3.2 \ There is no significant difference between graduate and post-graduate secondary school teachers regarding self-management domain in the score of emotional intelligence.

H \_3.3 \ There is no significant difference between graduate and post-graduate secondary school teachers regarding social awareness domain in the score of emotional intelligence.

H \_3.4 \ There is no significant difference between graduate and post-graduate secondary school teachers regarding relationship management domain in the score of emotional intelligence.

H \_4 \ There is no significant difference between the score of emotional intelligence of teachers of science faculty and teachers of arts faculty in secondary schools.

H \_4.1 \ There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding self-awareness domain in the score of emotional intelligence.
There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding self-management domain in the score of emotional intelligence.

There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding social awareness domain in the score of emotional intelligence.

There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding relationship management domain in the score of emotional intelligence.

There is no significant difference in the score of emotional intelligence of four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding self-awareness domain in the score of emotional intelligence.

There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding self-management domain in the score of emotional intelligence.

There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding social awareness domain in the score of emotional intelligence.

There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding relationship management domain in the score of emotional intelligence.

There is no significant difference in the score of emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding self-awareness domain in the score of emotional intelligence.
There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding self-management domain in the score of emotional intelligence.

There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding social awareness domain in the score of emotional intelligence.

There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding relationship management domain in the score of emotional intelligence.

5.2.4 Limitation of the study:

1) This study was limited to the secondary school teachers from the selected schools in Satara district only.

2) This study was limited to the secondary school teachers who were teaching IX and X std. in academic year 2007-08 and 2008-09.

3) The emotional intelligence scale for secondary school teachers was based on Daniel Goleman’s Emotional Intelligence Model.

4) Emotional intelligence scale for secondary school teachers was constructed in Marathi language.

5.2.5 Research Procedure:

5.2.5.1 Construction of the scale:

The main objective of this research work was to standardize the emotional intelligence scale for secondary school teachers based on Goldman’s emotional intelligence model.

There are number of steps in construction and standardization of E.I.S. These are as follows:
5.2.5.2 Planning of the scale:

The initial step in the construction of the scale was the preparation of the plan. So the researcher planned the objectives, content, population, item types and procedure to be followed in scale construction.

5.2.5.3 Preparation of the preliminary draft:

In this step, following steps were taken,

5.2.5.3.1 Defining what to measure –

In the present study, Goldman’s concept of emotional intelligence was taken into account.

In the Goldman’s model of emotional intelligence have four domain and 20 competencies.

Researcher had selected four domain and all these 20 competencies for construction of emotional intelligence scale and studied it in details.

Researcher had prepared a list of behavior through which emotional intelligence must manifest itself in the subject’s behaviors. Considering this list of behaviors items were prepared.

5.2.5.3.2 Sources of items:

For the writing of items, researcher was received the ideas from two sources, namely conversation and published text.

5.2.5.3.3 Writing items:

Initially, 160 items (i.e. 40 items for each domain) were developed by his own experience and above two sources.

After careful personal discussion with the experts 116 items were selected (i.e. 29 items for each domain).

5.2.5.3.4 Item evaluation:

According the selection criteria, the researcher selected the judges and gave them instructions about item evaluation.
After receiving the list of statements and evaluation scale for judges, on recommendation of the judges few items were improved or dropped, the languages of few statements were changed and few new items were introduced.

So in the preliminary draft of scale of 104 items were selected i.e. 26 items for each domain.

5.2.5.3.5 Response Format:

The researcher selected the Likert type response format for the scale. The subject’s indicate their response on the five point scale i.e. total agree, agree, neutral, disagree and total disagree.

5.2.5.3.6 Demographic and other data:

The researcher decided that which information required from the testee and put these demographic questions before the items in the scale.

5.2.5.3.7 Pre-try out of preliminary draft:

For pre-try out of the preliminary draft of scale, researcher administered the preliminary draft on 15 secondary school teachers.

5.2.5.3.8 Preparing the final draft:

The prepared preliminary draft of E.I.S. was administered on 215 secondary school teachers and scoring was done.

5.2.5.3.9 Item analysis:

The item analysis was carried out by computing inter-item correlation. The item–total correlation coefficient was calculated for each item and the significance level at 0.01 was fixed as criterion for remaining items in the scale.

So total 92 items were remaining in the scale.

5.2.5.3.10 Final draft of the scale:

In the final draft of the emotional intelligence scale, the instructions and directions for the responding the items were put in the beginning along with demographic data related to the respondent. After that, items were arranged. In front of each item the five responses were given.
5.2.5.3.11 Administration of the final draft:

In the final draft of the emotional intelligence scale in Marathi language was administered on secondary school teachers which were teaching std. IX and X.

5.2.5.3.12 Reliability:

The reliability of present scale was estimated through split –half method and method of rational equivalence. It was 0.86 and 0.93 respectively.

5.2.5.3.13 Validity:

The validity of the scale was established by face, content, concurrent validly, internal consistency and item-total correlation.

It was proved that the scale indicated high reliability and validity.

5.2.5.3.14 Norms:

In present study percentile norms for four sub-scale and the whole scale (N=962) were calculated. Descriptive norms were also established on five point scale i.e. very high, high, average, low and very low for four sub-scales and separately for the scale as whole.

5.2.6 Research Methodology:

The present study is a descriptive research; hence survey method was used to collect the data.

5.2.7 Sample:

The sample was selected by simple random sampling method. The sample consisted 962 secondary school teachers in 72 schools of Satara district.

5.2.8 Analysis of data:

The E.I.S. was administered on the sample of the secondary school teachers selected for the study. After collecting the scales from all secondary school teachers, these scales were analyzed with reference to different groups such as sex, caste category, faculty etc.

The collected data was analyzed with the help of following statistical techniques.

1) Mean

2) ‘t’ test
3) ‘F’ test

The analyzed data is presented with the help of tables and results drawn in chapter IV.

5.3 Conclusion:

The following are the conclusions of the present research study-

1. Emotional Intelligence scale constructed and standardized in this research is highly valid and reliable.
2. **71.83%** secondary school teachers are below the high level of emotional intelligence.
3. Emotional intelligence of male and female secondary school teachers is equal.
5. Emotional intelligence of male and female secondary school teachers regarding self-management domain is equal.
6. Emotional intelligence of male and female secondary school teachers regarding social awareness domain is equal.
7. Emotional intelligence of male and female secondary school teachers regarding relationship management domain is equal.
8. Emotional intelligence of open caste category and reserved caste category secondary school teachers is equal.
10. Emotional intelligence of open caste category and reserved caste category secondary school teachers regarding self-management domain is equal.
11. Emotional intelligence of open caste category and reserved caste category secondary school teachers regarding social awareness domain is equal.
12. Emotional intelligence of open caste category and reserved caste category secondary school teachers regarding relationship management domain is equal.
13. Emotional intelligence of graduate and post-graduate secondary school teachers is equal.
14. Emotional intelligence of graduate and post-graduate secondary school teachers regarding self-awareness domain is equal.

15. Emotional intelligence of graduate and post-graduate secondary school teachers regarding self-management domain is equal.

16. Emotional intelligence of graduate and post-graduate secondary school teachers regarding social awareness domain is equal.

17. Emotional intelligence of graduate and post-graduate secondary school teachers regarding relationship management domain is equal.

18. Emotional intelligence of teachers of Science faculty and teachers of Arts faculty in secondary schools is equal.

19. Emotional intelligence of teachers of Science faculty and teachers of Arts faculty in secondary schools regarding self-awareness domain is equal.

20. Emotional intelligence of teachers of Science faculty and teachers of Arts faculty in secondary schools regarding self-management domain is equal.

21. Emotional intelligence of teachers of Science faculty and teachers of Arts faculty in secondary schools regarding social awareness domain is equal.

22. Emotional intelligence of teachers of Science faculty and teachers of Arts faculty in secondary schools regarding relationship management domain is equal.

23. Emotional intelligence of four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49, and 50 to 58 years is equal.

24. Emotional intelligence of four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49, and 50 to 58 years regarding self-awareness domain is equal.

25. Emotional intelligence of four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49, and 50 to 58 years regarding self-management domain is equal.

26. Emotional intelligence of four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49, and 50 to 58 years regarding social awareness domain is equal.
27. Emotional intelligence of four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49, and 50 to 58 years regarding relationship management domain is equal.

28. Emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years is equal.

29. Emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding self-awareness domain is equal.

30. Emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding self-management domain is equal.

31. Emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding social awareness domain is equal.

32. Emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding relationship management domain is equal.

5.4 Implication of the study:

In education personality of teacher is very important and proper organization of emotions leads to the development of balanced personality. So the Emotional Intelligence scale (E.I.S) should be given to the secondary school teachers to identify their level of emotional intelligence.

Separate norms are also developed in all domain of emotional intelligence. And it is useful to secondary school teachers to judge his/her level in different domains of emotional intelligence.

Emotional intelligence is totally dependent on the environment and there is ample scope for its development at any stage. So the results of this scale will be useful to secondary school teachers to improve their emotional intelligence.

The E.I.S. can be used for individual as well as group testing. It is beneficial for secondary school teachers.
5.5 **Recommendations:**

Based on findings and conclusions of the study following recommendations are suggested.

1) It is necessary that the emotional literacy programme should be designed for secondary school teachers. By this each one know the importance of emotional intelligence and its relation with education.

2) Regional and sub-regional training workshops should be organized for secondary school teachers with a view to enhancing the orientation of different competencies of emotional intelligence. This will help to improve secondary school teachers’ performance in school and also helps to control the decline in education and strengthens educational process in accomplishing their main objectives.

3) It is very necessary to pay attention on preparation of teachers and inculcate the various competencies in them. To make emotional development, detail concept of emotional intelligence should be included into syllabus of B.Ed. Course.

4) Education of emotions is necessary both for individual and society. But education of emotions has so far been neglected. Today, in education so much attention is paid to the memory and reasoning that education of emotions has been already neglected. If proper attention is not paid to the development of emotion, the individual’s life will adversely affect the society as well. So in modern times, to train emotions should be the main objectives of education.

5.6 **Topics for further study:**

1) Present research problem can be studies in depth and in detail by increasing the geographical area.

2) Similar type of study can also be conducted on primary, Higher secondary college and University teachers.

3) Relationship between emotional intelligence and job satisfaction, economic status, teaching attitude etc. of secondary school teachers can also be studied.

4) Similar research problem can be taken up on professional college teachers.

5) Comparative study covering other states can be done.
6) To Study the emotional intelligence of University students, construct and standardize the emotional intelligence scale.

7) Each factor of emotional intelligence can be considered for the study in detail.

8) Preparation of various programmes for development of emotional intelligence for teachers and also students at different educational levels.