CHAPTER-5

GENERAL CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 GENERAL CONCLUSIONS

In the light of the interpretation of the results of the present investigation, the investigator laid down the following general conclusions:

5.1.1 Inferences based on Emotional Intelligence

1. Student–teachers having high emotional intelligence are more intelligent as compared to the student-teachers of low emotional intelligence.

2. Student-teachers having high emotional intelligence are high in academic achievement in comparison to the student-teachers having low emotional intelligence. It is due to the reason that the high level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. Thus, it will contribute to their academic achievement as a result.

3. Student-teachers with high emotional intelligence tend to be quick to grasp ideas, are fast learners and intelligent. There is correlation with level of culture and some with alertness.

4. Student-teachers with high emotional intelligence tend to be emotionally mature, stable, realistic about life, unruffled, possessing ego strength, better able to maintain solid group morale.

5. Student-teachers possessing high emotional intelligence are cheerful, active, talkative, frank, expressive, effervescent, and carefree.

6. Student-teachers having high emotional intelligence tend to be exacting in character, dominated by sense of duty, preserving, responsible and planful. They are usually conscientious and moralistic, and they prefer hard-working people to witty companions.

7. Student-teachers possessing high emotional intelligence are sociable, bold, ready to try new things, spontaneous, and abundant in emotional response.

8. Student-teachers having high emotional intelligence are tender-minded. They tend to be emotionally sensitive, day-dreaming, artistically fastidious, and fanciful. They are sometimes demanding of attention and help, impatient,
dependent, temperamental, and not very realistic. They dislike crude people and rough occupations.

9. Student-teachers possessing high emotional intelligence tend to be unconventional, unconcerned over everyday matters, self-motivated, imaginatively creative, concerned with “essentials,” often absorbed in thought, and oblivious of particular people and physical realities. Their inner-directed interests sometimes leads to unrealistic situations accompanied by expressive out-bursts. Their individuality can cause them to be rejected in group activities.

10. Student-teachers possessing low emotional intelligence have a strong sense of obligation and high expectations of themselves. They tend to worry and feel anxious and guilt-stricken over difficulties. Often they do not feel accepted in groups or free to participate.

11. Student-teachers having low emotional intelligence are temperamentally independent, accustomed to going their own way, making decisions and taking action on their own. They discount public opinion, but are not necessarily dominant in their relations with others.

12. Student-teachers with high emotional intelligence have strong control of their emotions and general behaviour, are inclined to be socially aware and careful, and evidence what is commonly termed “self-respect” and high regard for social reputation. They sometimes tend, however, to be perfectionistic and obstinate and are effective leaders.

14. Student-teachers possessing low emotional intelligence tend to be tense, restless, fretful, impatient, and hard driving. They are often fatigued, but unable to remain inactive. Their frustration represents an excess of stimulated, but undischarged, drive.

15. Student-teachers possessing high emotional intelligence are also higher on adjustment as compared to student-teachers having low emotional intelligence.

16. Student-teachers having high emotional intelligence experience high achievement stress than student-teachers of low emotional intelligence. Average stress is essential for achievement. In present study student-teachers’ scores on achievement stress are average. Without some motivating tension we
have no reason to act. In this way, stress can be thought of as a good thing. We are built to be motivated by stress so this often happens.

17. Student-teachers having high emotional intelligence experience high academic stress than student-teachers having low emotional intelligence. Human performance at any task varies with arousal in a predictable parabolic curve. At low arousal, people are lethargic and perform badly. As arousal increases, performance also increases - but only to a point, after which increasing arousal actually decreases performance. Arousal in this context can also be thought of as stress, which is felt as an inner motivating tension.

18. Student-teachers having high emotional intelligence are also higher on financial stress as compared to student-teachers having low emotional intelligence. There is a clear link between financial stressors and academic progress and performance or achievement in life. Finance is essential for development and provides means for achievement in life.

19. Student-teachers having low emotional intelligence are found to be higher on risk-taking behaviour. It can be inferred that people with induced positive emotions were more risk-averse and people with induced negative emotions were more risk seeking. It can be concluded that positive emotions lead to less risky decisions if the loss is real and meaningful.

5.1.2 Inferences based on Stream (Arts and Science)

20. Student-teachers of science and arts streams do not differ on intelligence, academic achievement, personality factors viz. A (reserved vs. outgoing), B (less intelligent vs. more intelligent), C (affected by feelings vs. emotionally stable), E (humble vs. assertive), F (sober vs. happy-go-lucky), G (expedient vs. conscientious), H (shy vs. venturesome), I (tough minded vs. tender minded), M (practical vs. imaginative), N (forthright vs. shrewd), Q1 (Conservative vs. experimenting), Q2 (group dependent vs. self-sufficient), Q3 (undisciplined vs. controlled) and Q4 (relaxed vs. tense), adjustment, achievement stress and risk-taking behaviour.

21. Student-teachers of science stream tend to be mistrusting and doubtful. They are often involved in their own egos and are self-opinionated and interested in internal, mental life. Usually they are deliberate in their actions, unconcerned about other people, and poor team members.
22. Student-teachers of science stream have a strong sense of obligation and high expectations of themselves. They tend to worry and feel anxious and guilt stricken over difficulties. Often they do not feel accepted in groups or free to participate.

23. Student-teachers of science stream experience high academic stress as compared to the student-teachers of arts stream.

24. Student-teachers of science stream experience high financial stress as compared to the student-teachers of arts stream.

5.1.3 Inferences based on Sex

25. Male and female student-teachers do not differ on intelligence, academic achievement, personality factors viz. A (reserved vs. outgoing), B (less intelligent vs. more intelligent), C (affected by feelings vs. emotionally stable), E (humble vs. assertive), F (sober vs. happy-go-lucky), G (expedient vs. conscientious), H (shy vs. venturesome), M (practical vs. imaginative), N (forthright vs. shrewd), Q1 (Conservative vs. experimenting), Q2 (group dependent vs. self-sufficient), Q3 (undisciplined vs. controlled) and Q4 (relaxed vs. tense), adjustment, achievement, academic and financial stress factors and risk-taking behaviour.

26. Female student-teachers tend to be emotionally sensitive, day-dreaming, artistically fastidious and fanciful as compared to male student-teachers. They are sometimes demanding of attention and help, impatient, dependent, temperamental and not very realistic. They dislike crude people and rough occupations. In a group, they often tend to slow up group performance and to upset group morale by undue fussiness.

5.1.4 Inferences based on Interaction Effects

27. The F-ratios for interaction between Emotional intelligence and stream were found to be significant on personality factor Q1 and achievement stress only which means that emotional intelligence of student teachers is dependent on stream and vice-versa. It is because of the fact that two independent variables are more or less co-related with each other in case of above mentioned factors.

28. The F-ratio for interaction between Emotional intelligence and sex was found to be significant on personality factor Q1 only which means that emotional intelligence of student-teachers is dependent on sex and vice-versa. This is due
to the reason that two independent variables are more or less co-related with each other and there is every possibility of likelihood of the two variables, affecting the personality factor Q1 (Conservative vs. experimenting).

29. None of the interaction effect between stream and sex found to be significant on various dependent variables.

30. The F-ratios of interaction between emotional intelligence, stream and sex were found to be significant on personality factor B (less intelligent vs. more intelligent), achievement stress, academic stress and financial stress which shows that emotional intelligence, stream ad sex are interdependent in case of above mentioned factors.

5.2 EDUCATIONAL IMPLICATIONS

Teachers are role models; their impact on students’ lives is huge and eternal. They need to be trained in a way that makes their impact as positive as possible. The present research emphasised the need for developing emotional competencies in student-teachers in order to enhance well-being and job performance, both in teachers as well in their future students. Investigator proposed pre-service teaching training as the priority educational context for this type of learning, which is also an indispensable requirement for later ongoing professional development. EQ skills should be taught exactly like academic skills. The results obtained in present study allow investigator to generate several educational implications. Some suggestions for improvement of student-teachers’ qualities on the basis of obtained results were given below:

1. High emotional intelligent student-teachers were found higher than low emotional intelligent student-teachers on intelligence, academic achievement, several personality factors, adjustment, stress factors and risk-taking behaviour. Therefore, this is responsibility of teacher educators of teacher education institutions and educational administrators that they organize following activities in teachers training colleges for pre-service and in-service teachers:

(i) It is recommended that student-teachers’ academic achievement should be enhanced with the use of emotional intelligence training.

(ii) Teacher educators can plan their lesson and activities to develop emotional intelligence of student-teachers properly and thereby their
intellectual abilities, achievement, personality, adjustment, stress and risk-taking behaviour.

(iii) Several programmes should be organized by educational administrators for development of emotional intelligence in student-teachers and in-service primary and secondary school teachers.

(iv) Senior teacher educators can organize training programmes for young teacher educators and student-teachers to develop their emotional intelligence.

(v) Several seminars should be organized by training institutions and other agencies in teachers training colleges related to development of emotional intelligence of student-teachers and teacher-educators.

(vi) Teacher educators can develop positive personality factors in student-teachers through training and activities.

(vii) Activities that incorporate certain soft skills workshops to enhance emotional intelligence, stress management, anger management and communicational ability should be emphasized. These activities will foster the emotional development of student-teachers in order to enable them to understand their own emotion and personality. Although some of these activities have been utilized by the university authorities either through faculties, student’s affairs department, clubs or student bodies; it should be done in such a way that it consciously tell the students the importance of emotional intelligence.

(viii) Exposure to other competencies such as administration, motivation and leadership training should be emphasized. Balance between general intelligence (IQ) and emotional intelligence (EQ) in student learning process is the key element to success in life. Shifting from academic excellence to overall excellence need a total paradigm shift in teacher training institutions. This will guarantee student-teachers success both emotionally and professionally. Institutions should look at its social responsibility in producing overall quality teachers

2. As means of high emotional intelligent student-teachers were found higher on stress factors (achievement, academic and financial). So when motivating people, find ways to increase their arousal level but only to the point where
performance is maximized. Different people have different overload points so do be careful about this.

3. Science student-teachers were found significantly higher on personality factors L and O, academic stress and financial stress than arts student-teachers. Therefore, this is responsibility of teacher educators, administrator in the field of education, psychologists and other persons working in the field of education that they overcome personality gap between science and arts student-teachers and promote their average stress for achievement.

4. Female student-teachers were found significantly higher than male student-teachers on personality factor I. Therefore, this gap between male and female should be overcome through lowering female on this particular dimension.

5. Efforts can be made by teachers and parents to develop emotional intelligence skills in the less emotionally intelligent group so that they can have better control over their emotions and their lives. This can be done by starting emotional literacy classes in schools or by reforming the curriculum in such a way that the requisite emotional skills can be taught to them while teaching other subjects like Maths, English.

6. Teacher educators may help the student-teachers to develop self-awareness, empathy, art of resolving conflict and cooperation.

7. Teacher educators should freely and frankly talk about feelings with students. For that, Emotional literacy programmes must be included in the training programmes of teacher-students. This would strengthen the relationship between parents, teachers and taught.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

After a research is completed researcher feels certain gaps and lapses that are noticed during the process of investigation which are unavoidable or not be removed or improved due to some reasons. A few suggestions are outlined in this direction:-

1. This study may be repeated on large sample and at different levels of education.

2. This study may be conducted on the students of other streams like engineering, medical, management and physical education etc.

3. A study of emotional intelligence should be conducted using more dimensions of psychological stress.
4. A study of emotional intelligence should be conducted in the light of demographic variables and other cognitive and affective variables.

5. A study of emotional intelligence should be conducted in relation of other forms of intelligence like spiritual intelligence, social intelligence and moral intelligence.

6. A cross-sectional study of emotional intelligence of different socio-religious groups may be conducted.

7. A study of emotional intelligence should be conducted on normal and special group of adolescents.

8. A study of emotional intelligence in relation to achievement, achievement motivation, scientific attitude and science process skills should be conducted through controlling sex, stream, locality and socio-economic status.