CHAPTER - V
FINDINGS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The analysis, interpretation and discussion of results have been provided in the proceeding chapter. The present chapter is devoted to the main findings, discussion, educational implications and suggestions for further research.

5.1 FINDINGS

The findings of the present investigation which are based on factual information found from the statistical analysis of the data are summarized here under the following subheads:

RELATIONSHIP BETWEEN TEACHER EFFICACY AND OCCUPATIONAL STRESS, PROFESSIONAL ATTITUDE AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS

(i) Negative and significant relationship was found out between teacher efficacy and occupational stress of teachers teaching in the secondary schools. The negative value of coefficient of correlation indicates that teachers who were highly efficacious with their job were less occupationally stressed; on the other hand teachers who were less efficacious with their job are highly occupationally stressed.

(ii) Positive and significant relationship was found out between teacher efficacy and professional attitude of teachers teaching in the secondary schools. The positive value of coefficient of correlation indicates that teachers who were highly efficacious with their job were high Professional Attitude; on the other hand teachers who were less efficacious with their job were low level of professional attitude.

(iii) Positive and significant relationship was found out between teacher efficacy and Emotional Intelligence of teachers teaching in the secondary schools. Positive value of coefficient of correlation indicates that teachers who were highly efficacious with their job were high Emotional Intelligence; on the other hand teachers who were less efficacious with their job were low level of Emotional Intelligence.
RELATIONSHIP BETWEEN TEACHER EFFICACY AND OCCUPATIONAL STRESS OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER AND LOCALE

(i) Negative and significant relationship was found out between teacher efficacy and occupational stress of male teachers teaching in the secondary schools. The negative value of coefficient of correlation indicates that male teachers who were highly efficacious with their job were less occupationally stressed; on the other hand male teachers who were less efficacious with their job were highly occupationally stressed.

(ii) Negative and significant relationship was found out between teacher efficacy and occupational stress of female teachers teaching in the secondary schools. The negative value of coefficient of correlation indicates that female teachers who were highly efficacious with their job were less occupationally stressed; on the other hand female teachers who were less efficacious with their job were highly occupationally stressed.

(iii) Negative and significant relationship was found out between teacher efficacy and occupational stress of male teachers teaching in the secondary schools in rural area. The negative value of coefficient of correlation indicates that male teachers in rural area who were highly efficacious with their job were less occupationally stressed; on the other hand teachers who were less efficacious with their job were highly occupationally stressed.

(iv) Negative and significant relationship was found out between teacher efficacy and occupational stress of female teachers teaching in the secondary schools in rural area. The negative value of coefficient of correlation indicates that female teachers in rural area who were highly efficacious with their job were less occupationally stressed; on the other hand teachers who were less efficacious with their job were highly occupationally stressed.

(v) Negative and significant relationship was found out between teacher efficacy and occupational stress of male teachers teaching in the secondary schools in urban area. The negative value of coefficient of correlation indicates that male teachers in urban area who were highly efficacious with their job were less occupationally stressed; on the other hand teachers who were less
efficacious with their job were highly occupationally stressed.

(vi) Negative and significant relationship was found out between teacher efficacy and occupational stress of female teachers teaching in the secondary schools in urban area. The negative value of coefficient of correlation indicates that female teachers in urban area who were highly efficacious with their job were less occupationally stressed; on the other hand teachers who were less efficacious with their job were highly occupationally stressed.

RELATIONSHIP BETWEEN TEACHER EFFICACY AND PROFESSIONAL ATTITUDE OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER AND LOCALE

(i) Positive and significant relationship was found out between teacher efficacy and professional attitude of male teachers teaching in the secondary schools. The positive value of coefficient of correlation indicates that male teachers who were highly efficacious with their job were having high level of professional attitude; on the other hand male teachers who were less efficacious with their job were having low level of professional attitude.

(ii) Positive and significant relationship was found out between teacher efficacy and professional attitude of female teachers teaching in the secondary schools. The positive value of coefficient of correlation indicates that female teachers who were highly efficacious with their job were having high level of professional attitude; on the other hand female teachers who were less efficacious with their job were having low level of professional attitude.

(iii) Positive and significant relationship was found out between teacher efficacy and professional attitude of male teachers teaching in the secondary schools in rural area. The positive value of coefficient of correlation indicates that male teachers in rural area who were highly efficacious with their job were having high level of professional attitude; on the other hand male teachers who were less efficacious with their job were having low level of professional attitude.

(iv) Positive and significant relationship was found out between teacher efficacy and professional attitude of female teachers teaching in the secondary
schools in rural area. The positive value of coefficient of correlation indicates that female teachers in rural area who were highly efficacious with their job were having high level of professional attitude; on the other hand female teachers who were less efficacious with their job were having low level of professional attitude.

(v) Positive and significant relationship was found out between teacher efficacy and professional attitude of male teachers teaching in the secondary schools in urban area. The positive value of coefficient of correlation indicates that male teachers in urban area who were highly efficacious with their job were having high level of professional attitude; on the other hand male teachers who were less efficacious with their job were having low level of professional attitude.

(vi) Positive and significant relationship was found out relationship between teacher efficacy and professional attitude of female teachers teaching in the secondary schools in urban area. The positive value of coefficient of correlation indicates that female teachers in urban area who were highly efficacious with their job were having high level of professional attitude; on the other hand female teachers who were less efficacious with their job were having low level of professional attitude.

RELATIONSHIP BETWEEN TEACHER EFFICACY AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER AND LOCATE

(i) Positive and significant relationship was found out between teacher efficacy and emotional intelligence of male teachers teaching in the secondary schools. The positive value of coefficient of correlation indicates that male teachers who were highly efficacious with their job were having high level of emotional intelligence; on the other hand male teachers who were less efficacious with their job were having low level of emotional intelligence.

(ii) Positive and significant relationship was found out between teacher efficacy and emotional intelligence of female teachers teaching in the secondary schools. The positive value of coefficient of correlation indicates that female
teachers who were highly efficacious with their job were having high level of emotional intelligence; on the other hand female teachers who were less efficacious with their job were having low level of emotional intelligence.

(iii) Positive and significant relationship was found out between teacher efficacy and emotional intelligence of male teachers teaching in the secondary schools in rural area. The positive value of coefficient of correlation indicates that male teachers in rural area who were highly efficacious with their job were having high level of emotional intelligence; on the other hand male teachers who were less efficacious with their job were having low level of emotional intelligence.

(iv) Positive and significant relationship was found out between teacher efficacy and emotional intelligence of female teachers teaching in the secondary schools in rural area. The positive value of coefficient of correlation indicates that female teachers in rural area who were highly efficacious with their job were having high level of emotional intelligence; on the other hand female teachers who were less efficacious with their job were having low level of emotional intelligence.

(v) Positive and significant relationship was found out between teacher efficacy and emotional intelligence of male teachers teaching in the secondary schools in urban area. The positive value of coefficient of correlation indicates that male teachers in urban area who were highly efficacious with their job were having high level of emotional intelligence; on the other hand male teachers who were less efficacious with their job were having low level of emotional intelligence.

(vi) Positive and significant relationship was found out between teacher efficacy and emotional intelligence of female teachers teaching in the secondary schools in urban area. The positive value of coefficient of correlation indicates that female teachers in urban area who were highly efficacious with their job were having high level of emotional intelligence; on the other hand
female teachers who were less efficacious with their job were having low level of emotional intelligence.

DIFFERENCE BETWEEN CO-EFFICIENT OF CO-RELATION OF TEACHER-EFFICACY AND OCCUPATIONAL STRESS OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER AND LOCALE

(i) No significant difference was found out between co-efficient of co-relation of teacher efficacy and occupational stress of male and female teachers teaching in secondary schools.

(ii) No significant difference was found out between co-efficient of co-relation of teacher efficacy and occupational stress of male teachers teaching in rural and urban area in secondary schools.

(iii) No significant difference was found out between co-efficient of co-relation of teacher efficacy and occupational stress of female teachers teaching in rural and urban area in secondary schools.

(iv) No significant difference was found out between co-efficient of co-relation of teacher efficacy and occupational stress of male rural and female rural teachers teaching in secondary schools.

(v) No significant difference was found out between co-efficient of co-relation of teacher efficacy and occupational stress of male urban and female urban teachers teaching in secondary schools.

DIFFERENCE BETWEEN CO-EFFICIENT OF CO-RELATION OF TEACHER-EFFICACY AND PROFESSIONAL ATTITUDE OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER AND LOCALE

(i) No significant difference was found out between co-efficient of co-relation of teacher efficacy and professional attitude of male and female teachers teaching in secondary schools.

(ii) No significant difference was found out between co-efficient of co-relation of teacher efficacy and professional attitude of male teachers teaching in rural and urban area in secondary schools.
(iii) No significant difference was found out between co-efficient of co-relation of teacher efficacy and professional attitude of female teachers teaching in rural and urban area in secondary schools.

(iv) No significant difference was found out between co-efficient of co-relation of teacher efficacy and professional attitude of male rural and female rural teachers teaching in secondary schools.

(v) No significant difference was found out between co-efficient of co-relation of teacher efficacy and professional attitude of male urban and female urban teachers teaching in secondary schools.

DIFFERENCE BETWEEN CO-EFFICIENT OF CO-RELATION OF TEACHER-EFFICACY AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER AND LOCALE

(i) No significant difference was found out between co-efficient of co-relation of teacher efficacy and emotional intelligence of male and female teachers teaching in secondary schools.

(ii) No significant difference was found out between co-efficient of co-relation of teacher efficacy and emotional intelligence of male teachers teaching in rural and urban area in secondary schools.

(iii) No significant difference was found out between co-efficient of co-relation of teacher efficacy and emotional intelligence of female teachers teaching in rural and urban area in secondary schools.

(iv) No significant difference was found out between co-efficient of co-relation of teacher efficacy and emotional intelligence of male rural and female rural teachers teaching in secondary schools.

(v) No significant difference was found out between co-efficient of co-relation of teacher efficacy and emotional intelligence of male urban and female urban teachers teaching in secondary schools.
RELATIONSHIP BETWEEN TEACHER EFFICACY, EMOTIONAL INTELLIGENCE, EMOTIONAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS

(i) It was found out that teacher efficacy in negatively correlated with occupational stress and positively correlated with professional attitude and emotional intelligence of secondary school teachers.

(ii) Occupational stress was found out to be negatively correlated with professional attitude and emotional intelligence of secondary school teachers.

(iii) Professional attitude was also found out to be positively correlated with emotional intelligence of secondary school teachers.

(iv) Professional Attitude and Emotional Intelligence were found out to be significant predictors of teacher efficacy of secondary school teachers.

5.2 DISCUSSION

This section of the chapter has been written with a view to discuss the results of the present investigation in the context of existing theories, findings of other researchers and psychological facts. Another objective of this section is to see how and in what way the findings of the present investigation concur with those of other investigators in the field.

Finding of the present study reveals a negative and significant relationship between teacher efficacy and occupational stress of teachers teaching in secondary schools. It indicates that teachers who were highly efficacious with their job were less occupationally stressed; on the other hand teachers who were less efficacious with their job were highly occupationally stressed.

Findings of Gohm, Corser and Dalsky (2006) are similar with the findings of the present study. The results suggest that teacher efficacy is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others.

Oginska-Bulik (2005) also concluded that the ability to effectively deal with teacher efficacy in the workplace assists employees in coping with occupational stress. Therefore, it should be developed in stress management trainings.
Gardner and Stough (2003) also revealed negative relationship between teacher efficacy and occupational stress. Similarly, Duran et al. (2004) found a significant relationship between teacher efficacy and burnout syndrome and personnel accomplishment. The data clearly revealed that teacher efficacy may impact on the perceived job stress.

Present study found no significant difference between co-relation co-efficient of teacher-efficacy and occupational stress of male and female teachers teaching in secondary schools. Hence, it can be concluded that the relationship between teacher-efficacy and occupational stress of secondary school teachers is not gender sensitive.

Present study also found no significant difference between co-relation co-efficient of teacher-efficacy and occupational stress of rural and urban teachers teaching in secondary schools. Hence, it can be concluded that the relationship between teacher-efficacy and occupational stress of secondary school teachers is not locale sensitive.

Jude (2011) also presented the same results when investigated the influence of teacher efficacy and gender on occupational stress among secondary school teachers. He found no significant difference between occupational stress experienced by male and female secondary school teachers.

McCarty et al. (2007) examined gender differences in occupational stress and burnout among male and female officers. Results indicate that male and female officers reported very similar levels of occupational stress and burnout.

Result of the present study also shows a positive and significant relationship between teacher efficacy and professional attitude of secondary school teachers.

Present study found no significant difference between co-relation co-efficient of teacher-efficacy and professional attitude of male and female teachers teaching in secondary schools. Hence, it can be concluded that the relationship between teacher-efficacy and occupational stress of secondary school teachers is not gender sensitive.

Present study also found no significant difference between co-relation co-
efficient of teacher-efficacy and professional attitude of rural and urban teachers teaching in secondary schools. Hence, it can be concluded that the relationship between teacher-efficacy and occupational stress of secondary school teachers is not locale sensitive.

Study of Singh (2011) also reported that urban teachers were possessing higher professional attitude than rural teachers, experience and gender do not play any role towards professional attitude.

Result of the present study also shows a positive and significant relationship between teacher efficacy and emotional intelligence of secondary school teachers.

In the same line, Jahanian, Zolfaghari and Bagherpour (2012) examined relationship between the Emotional Intelligence (EI) & Tehran educational principals’ Efficacy and found a significant relationship among Emotional Intelligence and principal’s efficacy.

Study of Abdolvahabi, Bagheri, Haghichi and Karimi (2012) also found significant relationship between emotional intelligence and self-efficacy in practical courses among physical education teachers.

Nikoopour, Farsani, Tajbakhsh, Kiyaie and Kocoglu (2011); Ignat andClipa (2009) investigated the relationship between emotional intelligence and teacher efficacy and findings revealed a significant, positive relationship between emotional intelligence and pre-service teachers’ efficacy.

But in contrary, study of Bryan (2011) demonstrated a significant negative relationship between Emotional Intelligence and teacher self-efficacy. Teachers with the highest levels of Emotional Intelligence were those who had lowest self-efficacy.

Result of the present study indicates no significant difference between co-relation co-efficient of teacher-efficacy and emotional intelligence of male and female teachers teaching in secondary schools. Hence, it can be concluded that the relationship between teacher-efficacy and occupational stress of secondary school teachers is not gender sensitive.

Result also shows no significant difference between co-relation co-efficient of teacher-efficacy and emotional intelligence of rural and urban teachers teaching in
secondary schools. Hence, it can be concluded that the relationship between teacher-efficacy and occupational stress of secondary school teachers is not locale sensitive.

Study of Latha (2012) also found no significant difference between Emotional Intelligence of male and female B.Ed trainees. The result also shows that no significant difference between Emotional Intelligence of Science and Arts B.Ed trainees and Aided and Private College trainees.

Rastegar and Memarpour (2009) also found the same results when they attempted to assess emotional intelligence and its relationship to self-efficacy with respect to gender and showed a positive significant correlation between perceived emotional intelligence and self-efficacy. The researchers found no significant difference among EFL teachers with regard to gender.

Tyagi, Pant and Prakash (2004) studied gender differences in emotional intelligence for Indian participants and found no substantial gender differences on the various emotional intelligence dimensions.

But results of Fabio (2008) are contrary to present study. In his study significant differences in emotional intelligence emerged with respect to gender. In comparison to females, males obtained higher scores in the intrapersonal dimension, while women scored higher on the interpersonal dimension.

Salami (2007) investigated the relationships of emotional intelligence and self-efficacy to work attitudes of secondary school teachers and results of the study indicate that emotional intelligence and self-efficacy had significant relationships with work attitudes; however, age, sex and work experience had none.

Pandey and Tripathi (2004); VanRooy, Alonso and Viswesvaran (2005) in their study examined gender differences on emotional intelligence and found that scores of females are slightly higher than males.

Adeyemo and Ogunyemi (2005) examined the interactive and relative effect of emotional intelligence and self-efficacy on occupational stress of university academic staff. Their findings revealed that emotional intelligence contributed significantly to the prediction of occupational stress of the participants. The study of
emotional intelligence significantly contributed to occupational stress among employees in Australia. In addition, Nikolaou and Tsaousis (2002) reported a negative correlation between emotional intelligence and stress at work indicating that high scorers in emotional intelligence suffered less stress related to occupational environment. Landa et al. (2008) found a differential effect of the emotional intelligence on stress.

In the present study, professional attitude and emotional intelligence were found out to be positive predictors of teacher efficacy.

Study of Moafian and Ghanizadeh (2009) also concluded that dimensions of emotional self-awareness, interpersonal relation, and solving-problem are significant predictors of teachers’ self-efficacy.

Erawan (2011) also conducted research on the predictors of teaching efficacy in a sample of pre-service teachers from a number of public universities in Thailand. According to the analysis, preparation program effectiveness, and practicum experience were significant predictors of teaching efficacy. The strongest predictor of teaching efficacy was the attitudes toward teaching profession.

5.3 EDUCATIONAL IMPLICATIONS

Inherent quality of any educational research yields some recommendations for the improvement in educational process and practices. The findings of the present investigation are also examined in this light and the following implications are traced out:

i) Their is a dire need to create influential climate in this schools that will be potentially capable to enhance teacher efficacy of the teachers. This could be made possible by providing opportunities in day to day functioning of the school which will give not only energy & scope of the teacher but will also help in demonstrating their psychosocial abilities.

ii) It was found out that teacher efficacy and Occupational Stress was negatively correlated. It implies that their is a need of good relations between the administrators and teachers as well as effective working conditions in the schools.
iii) The govt. should make provisions that teaching is the for most work of the teachers and the other works should be done by the office staff of the schools and other offices.

iv) There is positive and significant correlations between teacher efficacy and professional attitude of teachers, it implies that by selecting the teachers their professional attitude should be tested so that the teachers having professional attitude may be selected.

v) The school authorities should identify the level of efficacy of teacher and help them in developing their efficacies in right directions.

vi) The teachers training institutions should strive to develop the efficacy of the teachers during in service teaching programmes by adopting different strategies.

vii) Involvement of teachers in institutions’ planning and executing may geared them towards achieving institutional objectives and reflecting the same in terms of intended objectives that will enable individuals to understand the depth of their feelings, ability to function with emotions as well as expression and control of emotions.

viii) ‘Capacity Building’ and ‘Stress Management’ programmes can be organised with the help of subject experts. To improve the emotional health of teachers, short term courses on psychological issues are needed to be introduced during in service.

ix) Suitable mechanism for receiving feedback from the stakeholders is needed so that on the basis of findings of the feedback, problems of the institutions as well as teachers can be redressed.

x) Conducive and healthy environment is needed to be provided by the higher authorities in the institution for healthy relationship among teachers.

xi) Orientations, workshops, refresher courses and seminars should be conducted on current issues emerging in teacher education at a regular class
interval by the institutions, as these can helps in enhancing teacher efficacy of teachers.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Generally one of the outcomes of conducting any research study is to generate avenues for further research. No research is final. There is always a scope for further researches in the same area. The following are some broad suggestions on the line of which further research studies may be conducted:

i  Comparative studies covering different levels of teacher education i.e. pre-primary, primary, elementary stages may be conducted to find out the relationship of teacher efficacy, occupational stress and emotional intelligence.

ii  The present study is limited to govt. secondary schools only. Similar efforts can be put in to conduct studies on different type of govt. aided/ private schools.

iii A comparative study may be made on the variables taken for the present study with respect to teaching experience and socioeconomic status of teacher.

iv The study can be explored with respect to other teaching and psychological variables like teacher effectiveness, teachers’ pedagogical content knowledge, job satisfaction, teacher burnout, teachers’ self esteem, self concept, motivation, organizational climate and organizational health, stress, depression, daily life hassles, etc.

v  This kind of study may be conducted in the field of special education.

vi  The present study may be extended to the teachers of professional courses like that law, engineering and medical.

vii The present study was confined to secondary school of Sonipat district of Haryana State only. Similar study may be conducted in other districts of Haryana State and cities of the nation.