CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

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CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

6:1. INTRODUCTION

This chapter gives an outline about various aspects such as procedure adopted for the study, conclusions based on findings in brief, suggestions for improving educational practice and suggestions for further research.

6:2. STUDY IN RETROSPECT

The present study was meant to Prepare and Validate Culture-Fair Emotional Intelligence Tools Relevant for Educative Use in the Schools of Kerala. The method used for the study was Survey Method.

6:2:1. HYPOTHESES OF THE STUDY

Hypotheses formulated for the present study are:

1. There is no significant gender difference in the emotional quotient of secondary school students.

2. The emotional quotient of students will not differ on the basis of the educational status of parents.

3. The emotional quotient of students will not differ on the basis of age.

4. There is no significant difference in the Emotional Quotient of secondary school students based on types of the school.

5. There is no significant difference in the Emotional Quotient of secondary school students based on monthly income of parents.
6. There is significant difference in the emotional quotient of secondary school teachers based on gender.

7. The emotional intelligence of teachers is not independent of their marital status.

8. The emotional intelligence of teachers is not independent of their educational status.

9. There is no significant difference in the Emotional Intelligence of secondary school teachers based on type of the school in which they work.

10. There is no significance in the emotional intelligence of secondary school teachers on the basis of the management of schools in which they work.

11. There is no significant difference in the emotional quotient of secondary school teachers based on teaching experience.

6:2:2. Objectives

The study was confined to the following objectives

1  To standardize a culture-fair Emotional Intelligence inventory to find out the emotional intelligence of secondary school teachers.

2  To standardize a culture-fair Emotional Intelligence inventory to find out the emotional Intelligence secondary school students.

3  To study the Emotional Intelligence of students on the basis to their Gender, Age, Educational status of parents, Monthly income of parents and Types of school in which they study.
4 To study the emotional intelligence of teachers on the basis of Gender, Marital status, Educational status, Type of school in which they work, management of school and Teaching experience.

6:2:3. Methodology adopted for the Study Conducted

The present study is on the topic “Preparation and validation of Culture-Fair Emotional Intelligence Tools Relevant for the Educative use in the schools of Kerala”. Simple representative sampling technique was adopted in selecting the sample for the study. Thus 1500 secondary school students and 500 secondary school teachers formed the sample for the study. The scores obtained were collected and subjected to statistical techniques. Critical Ratio and ANOVA were used for the analysis. The results obtained from the above experiments can be summarized as follows.

6:3. CONCLUSIONS

The conclusions of the study are presented objective wise.

6:3:1. Comparison of Emotional Intelligence and its components of high school students based on Gender.

The Critical Ratio of the scores of male and female students on overall emotional intelligence showed that there is significant difference between their means (t=9.98, p<0.01). Hence there is significant difference between the male and female students in the level of emotional Intelligence.
6:3:1:1. Comparison of Emotional Intelligence of high school students based on Gender in the different of components of emotional intelligence.

**Category I: Self Awareness**

The Critical Ratio of the scores of male and female students on the component Self Awareness showed that there was significant difference between their means ($t=6.82$, $p<0.01$). Hence there was significant difference between the male and female students in the component Self Awareness.

**Category II: Managing Emotions**

The Critical Ratio of the scores of male and female students on the component Managing Emotions showed that there was significant difference between their means ($t=9.5$, $p<0.01$). Hence there was significant difference between the male and female students in the component Managing Emotions.

**Category III: Motivating Oneself**

The Critical Ratio of the scores of male and female students on the component Motivating Oneself showed that there was significant difference between their means ($t=10.55$, $p<0.01$). Hence there was significant difference between the male and female students in the component Motivating Oneself.

**Category IV: Handling Relationship**

The Critical Ratio of the scores of male and female students on the component Handling relationship showed that there was significant difference between their means ($t=9.23$, $p<0.01$). Hence there was significant difference between the male and female students in the component Handling Relationship.
Category V: Empathy

The critical ratio of the scores of male and female students on the component Empathy showed that there was significant difference between their means (t=9.23, p<0.01). Hence there was significant difference between the male and female students in the component Empathy.

6.3.2. Comparison of Emotional Intelligence and its components of high school students based on Age

The Critical Ratio of the scores of students that come under the category of age 12-14 and 15-17 on overall emotional intelligence showed that there was no significant difference between their means (t=1.96, p>0.01). Hence there was no significant difference between the students that come under the category of age 12-14 and 15-17 in the level of emotional Intelligence.

6.3.2.1. Comparison of Emotional Intelligence of high school students based on Age under different categories of components.

Category I: Self Awareness

The Critical Ratio of the scores of students that come under the category of age 12-14 and 15-17 on the component Self Awareness showed that there was no significant difference between their means (t=1.83, p>0.01). Hence there was no significant difference between the students that come under the category of age 12-14 and 15-17 in the component Self Awareness.

Category II: Managing Emotions

The Critical Ratio of the scores of students that come under the category of age 12-14 and 15-17 on the component Managing Emotions showed that there was no significant difference between their means (t=1.69, p>0.01). Hence there was no
significant difference between the students that come under the category of age 12-14 and 15-17 in the component Managing Emotions.

**Category III: Motivating Oneself**

The Critical Ratio of the scores of students that come under the category of age 12-14 and 15-17 on the component Motivating Oneself showed that there was no significant difference between their means \( t=1.77, p>0.01 \). Hence there was no significant difference between the students that come under the category of age 12-14 and 15-17 in the component Motivating Oneself.

**Category IV: Handling Relationship**

The Critical Ratio of the scores of students that come under the category of age 12-14 and 15-17 on the component Handling Relationship showed that there was no significant difference between their means \( t=2.29, p>0.01 \). Hence there was no significant difference between the students that come under the category of age 12-14 and 15-17 in the component Handling Relationship.

**Category V: Empathy**

The Critical Ratio of the scores of students that come under the category of age 12-14 and 15-17 on the component Empathy showed that there was no significant difference between their means \( t=1.63, p>0.01 \). Hence there was no significant difference between the students that come under the category of age 12-14 and 15-17 in the component Empathy.
6:3:3. Comparison of Emotional Intelligence and its components of high school students based on Educational Status of Parents.

The F value of the scores of students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above on overall emotional intelligence showed that there was no significant difference between their means (F=2.75, p>0.01). Hence there was no significant difference between the students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above in the level of emotional Intelligence.

6:3:3:1. Comparison of Emotional Intelligence of high school students based on Educational Status of Parents under different categories of components.

Category I: Self Awareness

The F value of the scores of students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above on the component Self Awareness showed that there was no significant difference between their means (F=2.96, p>0.01). Hence there was no significant difference between the students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above in the component Self Awareness.

Category II: Managing Emotions

The F value of the scores of students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above on the component Managing Emotions showed that there was no significant difference between their means (F=1.82, p>0.01). Hence there was no
significant difference between the students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above in the component Managing Emotions.

Category III: Motivating Oneself

The F value of the scores of students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above on the component Motivating Oneself showed that there was no significant difference between their means (F=1.79, p>0.01). Hence there was no significant difference between the students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above in the component Motivating Oneself.

Category IV: Handling Relationship

The F value of the scores of students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above on the component Handling Relationship showed that there was no significant difference between their means (F=3.45, p>0.01). Hence there was no significant difference between the students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above in the component Handling Relationship.

Category V: Empathy

The F value of the scores of students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above on the component Empathy showed that there was no significant difference between their means (F=3.1, p>0.01). Hence there was no significant
difference between the students whose parental educational status that come under the categories such as Literate, Illiterate, Up to S.S.L.C and Graduation & Above in the component Empathy.

6:3:4. Comparison of Emotional Intelligence and its components of high school students based on types of the School.

The Critical Ratio of the scores of students from different types of school such as Unisex and Integrated on overall emotional intelligence showed that there was significant difference between their means (t=5.93, p<0.01). Hence there was significant difference between the students from different types of school such as Unisex and Integrated in the level of emotional Intelligence.

6:3:4:1. Comparison of Emotional Intelligence of high school students based on types of the School under different categories of components.

Category I: Self Awareness

The Critical Ratio of the scores of students from different types of school such as Unisex and Integrated on the component Self Awareness showed that there was significant difference between their means (t=4.15, p<0.01). Hence there was significant difference between the students from different types of school such as Unisex and Integrated in the component Self Awareness.

Category II: Managing Emotions

The Critical Ratio of the scores of students from different types of school such as Unisex and Integrated on the component Managing Emotions showed that there was significant difference between their means (t=5.58, p<0.01). Hence there was significant difference between the students from different types of school such as Unisex and Integrated in the component Managing Emotions.
Category III: Motivating Oneself

The Critical Ratio of the scores of students from different types of school such as Unisex and Integrated on the component Motivating Oneself showed that there was significant difference between their means (t=6.54, p<0.01). Hence there was significant difference between the students from different types of school such as Unisex and Integrated in the component Motivating oneself.

Category IV: Handling Relationship

The Critical Ratio of the scores of students from different types of school such as Unisex and Integrated on the component Handling Relationship showed that there was significant difference between their means (t=5.41, p<0.01). Hence there was significant difference between the students from different types of school such as Unisex and Integrated in the component Handling Relationship.

Category V: Empathy

The Critical Ratio of the scores of students from different types of school such as Unisex and Integrated on the component Empathy showed that there was significant difference between their means (t=5.45, p<0.01). Hence there was significant difference between the students from different types of school such as Unisex and Integrated in the component Empathy.

6:3:5. Comparison of Emotional Intelligence and its components of high school students based on Monthly Income of Parents.

The F value of the scores of students whose parental monthly income status that come under the categories such as 2500-3500, 3500-5000, 5000-10000 and 10000-15000 on overall emotional intelligence showed that there was no significant difference between their means (F=2.41, p>0.01). Hence there was no significant
difference between the students whose parental monthly income status that come under the categories such as 2500-3500, 3500-5000, 5000-10000 and 10000-15000 in the level of emotional Intelligence.

6:3:5:1. Comparison of Emotional Intelligence of high school students based on Monthly Income of Parents under different categories of components.

Category I: Self Awareness

The F value of the scores of students whose parental monthly income status coming under the categories such as 2500-3500, 3500-5000, 5000-10000 and 10000-15000 on the component Self Awareness showed that there was no significant difference between their means (F=0.51, p>0.01). Hence there was no significant difference between the students whose parental monthly income status that come under the categories such as 2500-3500, 3500-5000, 5000-10000 and 10000-15000 in the component Self Awareness.

Category II: Managing Emotions

The F value of the scores of students whose parental monthly income status coming under the categories 2500-3500, 3500-5000, 5000-10000 and 10000-15000 on the component Managing Emotions showed that there was no significant difference between their means (F=1.98, p>0.01). Hence there was no significant difference between the students whose parental monthly income status coming under the categories 2500-3500, 3500-5000, 5000-10000 and 10000-15000 in the component Managing Emotions.

Category III: Motivating Oneself

The F value of the scores of students whose parental monthly income status coming under the categories such as 2500-3500, 3500-5000, 5000-10000 and
10000-15000 on the component Motivating Oneself showed that there was no significant difference between their means (F=3.41, p>0.01). Hence there was no significant difference between the students whose parental monthly income status coming under the categories 2500-3500, 3500-5000, 5000-10000 and 10000-15000 in the component Motivating Oneself.

**Category IV: Handling Relationship**

The F value of the scores of students whose parental monthly income status coming under the categories such as 2500-3500, 3500-5000, 5000-10000 and 10000-15000 on the component Handling Relationship showed that there was no significant difference between their means (F=2.45, p>0.01). Hence there was no significant difference between the students whose parental monthly income status that coming under the categories 2500-3500, 3500-5000, 5000-10000 and 10000-15000 in the component Handling Relationship.

**Category V: Empathy**

The F value of the scores of students whose parental monthly income status coming under the categories such as 2500-3500, 3500-5000, 5000-10000 and 10000-15000 on the component Empathy showed that there was no significant difference between their means (F=2.41, p>0.01). Hence there was no significant difference between the students whose parental monthly income status that coming under the categories 2500-3500, 3500-5000, 5000-10000 and 10000-15000 in the component Empathy.

The Critical Ratio of the scores of male and female teachers on overall emotional intelligence showed that there was significant difference between their means (t=2.59, p<0.01). This shows that there is significant difference between the male and female teachers in their level of emotional Intelligence.


Category I: Self Awareness

The Critical Ratio of the scores of male and female teachers on the component Self Awareness showed that there was significant difference between their means (t=3.18, p<0.01). This shows there is significant difference between the male and female teachers in the component Self Awareness.

Category II: Managing Emotions

The Critical Ratio of the scores of male and female teachers on the component Managing Emotions showed that there was significant difference between their means (t=2.06, p<0.01). This shows there is significant difference between the male and female teachers in the component Managing Emotions.

Category III: Motivating Oneself

The Critical Ratio of the scores of male and female teachers on the component Motivating Oneself showed that there was no significant difference between their means (t=1.84, p>0.01). This shows there is no significant difference between the male and female teachers in the component Motivating Oneself.
Category IV: Handling Relationship

The Critical Ratio of the scores of male and female teachers on the component Handling Relationship showed that there was significant difference between their means ($t=2.25$, $p<0.01$). This shows there is significant difference between the male and female teachers in the component Handling Relationship.

Category V: Empathy

The Critical Ratio of the scores of male and female teachers on the component Empathy showed that there was significant difference between their means ($t=2.83$, $p<0.01$). This shows there is significant difference between the male and female teachers in their component Empathy.


The Critical Ratio of the scores of married and unmarried teachers on overall emotional intelligence showed that there was significant difference between their means ($t=2.8$, $p<0.01$). This shows there is significant difference between the married and unmarried teachers in their level of emotional Intelligence.


Category I: Self Awareness

The Critical Ratio of the scores of married and unmarried teachers on the component Self Awareness showed that there was significant difference between their means ($t=2.07$, $p<0.01$). This shows there is significant difference between the married and unmarried teachers in the component Self Awareness.
Category II: Managing Emotions

The Critical Ratio of the scores of married and unmarried teachers on the component Managing Emotions showed that there was significant difference between their means (t=2.21, p<0.01). This shows there is significant difference between the married and unmarried teachers in the component Managing Emotions.

Category III: Motivating Oneself

The Critical Ratio of the scores of married and unmarried teachers on the component Motivating Oneself showed that there was significant difference between their means (t=2.46, p>0.01). This shows there is significant difference between the married and unmarried teachers in the component Motivating Oneself.

Category IV: Handling Relationship

The Critical Ratio of the scores of married and unmarried teachers on the component Handling Relationship showed that there was significant difference between their means (t=3.08, p<0.01). This shows there is significant difference between the married and unmarried teachers in the component Handling Relationship.

Category V: Empathy

The Critical Ratio of the scores of married and unmarried teachers on the component Empathy showed that there was significant difference between their means (t=2.35, p<0.01). This shows there is significant difference between the married and unmarried teachers in the component Empathy.

The F value of the scores of teachers whose educational status that come under the categories such as T.T.C, Degree B.Ed and P.G B. Ed on overall emotional intelligence showed that there was significant difference between their means (F=13.79, p<0.01). This shows there is significant difference between the teachers whose educational status that come under the categories such as T.T.C, Degree B. Ed and P.G B. Ed in the level of emotional Intelligence.


Category I: Self Awareness

The F value of the scores of teachers whose educational status coming under the categories T.T.C, Degree B. Ed and P.G B.Ed on the component Self Awareness showed that there was significant difference between their mean scores (F=10.51, p<0.01). This shows there is significant difference in self awareness between the teachers coming under educational categories T.T.C, Degree B.Ed and P.G., B.Ed.

Category II: Managing Emotions

The F value of the scores of teachers whose educational status coming under the categories T.T.C, Degree B. Ed and P.G B. Ed on the component Managing Emotions showed that there was significant difference between their means (F=9.43, p<0.01). This shows there is significant difference between the teachers whose educational status coming under the categories T.T.C, Degree B. Ed and P.G., B. Ed in the component Managing Emotions
Category III: Motivating Oneself

The F value of the scores of teachers whose educational status coming under the categories T.T.C, Degree B. Ed and P.G., B. Ed on the component Motivating Oneself showed that there was significant difference between their means (F=8.17, p<0.01). This shows there is significant difference between the teachers whose educational status that come under the categories T.T.C, Degree B. Ed and P.G, B.Ed in the component Motivating Oneself.

Category IV: Handling Relationship

The F value of the scores of teachers whose educational status that coming under the categories T.T.C, Degree B.Ed and P.G, B.Ed on the component Handling Relationship showed that there was significant difference between their means (F=15.68, p<0.01). This shows there is significant difference between the teachers whose educational status coming under the categories T.T.C, Degree B.Ed and P.G, B.Ed in the component Handling Relationship.

Category V: Empathy

The F value of the scores of teachers whose educational status coming under the categories T.T.C, Degree B.Ed and P.G, B.Ed on the component Empathy showed that there was significant difference between their means (F=10.91, p<0.01). This shows there is significant difference between the teachers whose educational status coming under the categories T.T.C, Degree B.Ed and P.G, B.Ed in the component Empathy.
6:3:9. **Comparison of Emotional Intelligence and its components of secondary school teachers based on types of the School in which they work.**

The Critical Ratio of the scores of teachers from different types of school Unisexual and Integrated on overall emotional intelligence showed that there was significant difference between their means (t=2.57, p<0.01). This shows there is significant difference between the teachers from different types of school Unisexual and Integrated in the level of emotional Intelligence.

6:3:9:1. **Comparison of the different components of Emotional Intelligence of secondary school teachers based on types of the Schools in which they work**

**Category I: Self Awareness**

The Critical Ratio of the scores of teachers from different types of school Unisexual and Integrated on the component Self Awareness showed that there was significant difference between their means (t=2.4, p<0.01). This shows there is significant difference between the teachers from different types of school Unisexual and Integrated in the component Self Awareness.

**Category II: Managing Emotions**

The Critical Ratio of the scores of teachers from different types of school Unisexual and Integrated on the component Managing Emotions showed that there was significant difference between their means (t=2.33, p<0.01). This shows there is significant difference between the teachers from different types of school Unisexual and Integrated in the component Managing Emotions.
Category III: Motivating Oneself

The Critical Ratio of the scores of teachers from different types of school Unisexual and Integrated on the component Motivating Oneself showed that there was significant difference between their means (t=2.82, p<0.01). This shows there is significant difference between the teachers from different types of school Unisexual and Integrated in the component Motivating Oneself.

Category IV: Handling Relationship

The Critical Ratio of the scores of teachers from different types of school Unisexual and Integrated on the component Handling Relationship showed that there was no significant difference between their means (t=1.92, p>0.01). This shows there is no significant difference between the teachers from different types of school Unisexual and Integrated in the component Handling Relationship.

Category V: Empathy

The Critical Ratio of the scores of teachers from different types of school Unisexual and Integrated on the component Empathy showed that there was significant difference between their means (t=2.59, p<0.01). This shows there is significant difference between the teachers from different types of school Unisexual and Integrated in the component Empathy.


The F value of the scores of teachers from different types of management coming under the categories such as Govt., Aided and Self-financed on overall emotional intelligence showed that there was significant difference between their means (F=16.17, p<0.01). This shows there is significant difference in the emotional
intelligence of teachers of different types of school management coming under the categories Govt., Aided and Self-financed.


Category I: Self Awareness

The F value of the scores of teachers from different types of management coming under the categories Govt., Aided and Self-financed on the component Self Awareness showed that there was significant difference between their means (F=13.14, p<0.01). This shows there is significant difference between the teachers from different types of management that come under the categories Govt., Aided and Self-financed in the component Self Awareness.

Category II: Managing Emotions

The F value of the scores of teachers from different types of management coming under the categories such as Govt., Aided and Self-financed on the component Managing Emotions showed that there was significant difference between their mean scores (F=8.43, p<0.01). This shows there is significant difference between the teachers from different types of management that come under the categories Govt., Aided and Self-financed in the component Managing Emotions.

Category III: Motivating Oneself

The F value of the scores of teachers from different types of management coming under the categories Govt., Aided and Self-financed on the component Motivating Oneself showed that there was significant difference between their mean scores (F=12.78, p<0.01). This shows there is significant difference between the
teachers from different types of management that come under the categories Govt., Aided and Self-financed in the component Motivating Oneself.

**Category IV: Handling Relationship**

The F value of the scores of teachers from different types of management that coming under the categories Govt., Aided and Self-financed on the component Handling Relationship showed that there was significant difference between their mean scores (F=14.36, p<0.01). This shows there is significant difference between the teachers from different types of management coming under the categories Govt, Aided and Self-financed in the component Handling Relationship.

**Category V: Empathy**

The F value of the scores of teachers from different types of management coming under the categories Govt., Aided and Self-financed on the component Empathy showed that there was significant difference between their mean scores (F=17.78, p<0.01). This shows there is significant difference between the teachers from different types of management coming under the categories Govt., Aided and Self-financed in the component Empathy.

**6:3:11. Comparison of Emotional Intelligence and its components of secondary school teachers based on teaching Experience.**

The Critical Ratio of the scores of teachers having different levels of teaching experiences Below 10 years and Above 10 years on overall emotional intelligence showed that there was no significant difference between their mean scores (t=1.72, p>0.01). This shows there is no significant difference between the teachers having different levels of teaching experiences such as Below 10 years and Above 10 years in the emotional Intelligence.

Category I: Self Awareness

The Critical Ratio of the scores of teachers having different levels of teaching experiences Below 10 years and Above 10 years on the component Self Awareness showed that there was no significant difference between their mean scores (t=0.12, p>0.01). This shows there is no significant difference between the teachers having different levels of teaching experiences Below 10 years and Above 10 years in the component Self Awareness.

Category II: Managing Emotions

The Critical Ratio of the scores of teachers having different levels of teaching experiences Below 10 years and Above 10 years on the component Managing Emotions showed that there was no significant difference between their mean scores (t=0.44, p>0.01). This shows there is no significant difference between the teachers having different levels of teaching experiences such as Below 10 years and Above 10 years in the component Managing Emotions.

Category III: Motivating Oneself

The Critical Ratio of the scores of teachers having different levels of teaching experiences Below 10 years and Above 10 years on the component Motivating Oneself showed that there was no significant difference between their mean scores (t=0.53, p>0.01). This shows there is no significant difference between the teachers having different levels of teaching experiences Below 10 years and Above 10 years in the component Motivating Oneself.
Category IV: Handling Relationship

The Critical Ratio of the scores of teachers having different levels of teaching experiences Below 10 years and Above 10 years on the component Handling Relationship showed that there was no significant difference between their mean scores (t=2.82, p>0.01). This shows there is no significant difference between the teachers having different levels of teaching experiences Below 10 years and Above 10 years in the component Handling Relationship.

Category V: Empathy

The Critical Ratio of the scores of teachers having different levels of teaching experiences such as Below 10 years and Above 10 years on the component Empathy showed that there was no significant difference between their mean scores (t=2.55, p>0.01). This shows there is no significant difference between the teachers having different levels of teaching experiences Below 10 years and Above 10 years in the component Empathy

6:4. SUGGESTIONS IN THE LIGHT OF CONCLUSIONS

Based on the conclusions of the study the investigator puts forth the following recommendations which she thinks if put to practice will favourably affect the educational scenario of the state.

- The present study has proved that the male and female students have difference in the level of Emotional Intelligence components like **Self-awareness, Motivating Oneself, Managing emotions, Handling relationship and Empathy**. In all these components the girls excel boys. For the purpose of improving the emotional intelligence of Boys the teachers should be more attentive and provide counselling classes for them to develop their emotional
intelligence. The teachers should provide enough occasion for students to express their emotions freely. Students should be given enough guidance to handle their emotions with their friends, members of their family and others. Enough Group activities and teamwork which would foster emotional intelligence may be provided as part of or along with learning experience.

• The present study has revealed that parental education has direct correlation with emotional intelligence of students. This should be taken seriously by educational authorities and awareness programme regarding the emotional intelligence should be organized for the parents under the auspices of parent teacher association and mother parent association to cater to the emotional development of their children.

• The financial status of parents is found to affect the emotional intelligence of students. The financially poor parents of children may be given enough incentives by the Government and other sources to improve their financial status. A few schemes sponsored by Government to ensure minimum days of labour for the parents though is welcome able. More opportunities should be in this regard for parents.

The following are the suggestions on the light of the finding of the present study in teacher’s emotional intelligence.

• The study has revealed that the components of emotional intelligence like self awareness, motivation oneself, managing emotions, handling relationship and empathy women teachers surpass men. This has to be given special consideration by the educational authorities and special in-service
educational service programme geared to the improvement of the above components may be organized by the authorities concerned.

- It was observed that the new entrants in the teaching profession with minimum teaching experience were found to have less emotional intelligence when compared to more experienced teachers. This calls for the organization of the special in-service courses for less experienced teachers in emotional intelligence.

- Emotional intelligence of teachers was found to be positively related to their educational status. This has tremendous implications at the time of teacher recruitment. Higher educational status should be always given preference in the time of appointment.

- The Emotional intelligence of teachers is established to a guaranty for their professional success. Hence emotional intelligence inventory to measure the EQ of teacher candidates may be administered and due weightage to be given to the scores obtained in this regard before real appointment is made.

- The teacher emotional quotient may vary strikingly at different contexts and varying with different situations therefore some mechanism to continuously measure the emotional intelligence is must. Those whose emotional intelligence is found to drop substantially may be given correct measures through the organizations of in-service programmes etc.
6:5. **SUGGESTIONS FOR FURTHER STUDY**

As and when the study was in progress a few areas of related study occurred in the mind of the investigator which she thinks if conducted will further highlight the significance of the study.

- The study may be extended among the students at different levels such as primary, higher secondary and college level.

- The study can be repeated on the same samples by taking much more psychological and social variables.

- The study can be conducted to find out the relation between the emotional intelligence of teachers and social adjustment of learners.

- A few case studies of selected schools with teachers having lesser emotional quotient may be conducted

- A study to find out the relation between emotional quotient and interpersonal relationship of teachers inside the school may be conducted

- A study to find out the relationship between interpersonal relationship of teachers and students in the school will be helpful for healthy social atmosphere