CHAPTER-V

SUMMARY & CONCLUSIONS

The present research is an attempt to study the impact of Gender, Type of Institution and Social Status on Emotional Intelligence, Personal Strain and Coping Strategies of High school teachers.

High school teachers who are working in Government, Private and Government Residential schools in Rayalaseema Districts (Chittoor, Kadapa, Kurnool and Anantapur) were selected as sample for the present investigation.

Among the population of 1620 teachers, 1034 are men and 586 are women teachers. A sample of 720 teachers were selected by quota sampling method in such a way that they fit into a 2 x 3 x 4 factorial design with a sample of 30 in each cell.

VARIABLES:

Independent Variables:

➢ Gender (Men and Women)
➢ Type of Institution (Government, private and Govt. Residential Schools)
➢ Social status (OC, BC, SC and ST)

Dependent Variables:

➢ Emotional Intelligence
➢ Personal strain and
➢ Coping strategies

In addition to these variables, Experience and Performance of Teachers were also taken in the present research as per the guidelines of NCERT in Annual Meet-2012.
Summary of Conclusions

TOOLS:


4. Teacher Performance Scale: Teacher Effectiveness Scale developed by Umme Kulsum (2009) was modified by the researcher.

Against this backdrop, the present investigation was envisaged with the aim to study the impact of Gender, Type of Institution and social status on Emotional intelligence, Personal strain coping strategies and Teacher Performance. Impact of experience on dependent variables, relation among teacher performance, Emotional intelligence, Personal strain and coping strategies of high school teachers were also analysed in the present research.

OBJECTIVES:

> To study the effect of Gender, Type of Institution and Social Status on the Emotional Intelligence among High School teachers.

> To study the effect of Gender, Type of Institution and Social Status on the Personal Strain among High School teachers.

> To study the effect of Gender, Type of Institution and Social Status on the Coping strategies among High School teachers.

> To examine the impact of Gender, Type of Institution and Social Status on Performance among High School teachers.
Summary of Conclusions

- To study the effect of Experience on Emotional Intelligence, Personal Strain, Coping Strategies and Performance among high school teachers.

- To study the relationship among Emotional Intelligence, Personal Strain and components of Personal Strain, Coping Strategies and Performance of high school teachers.

In order to realize the objectives, the following hypotheses were formulated

**Hypothesis 1 (A):** There would be significant impact of Gender, Type of Institution and Social Status on the Emotional Intelligence of high school teachers.

**Hypothesis 1(B):** There would be significant interaction effect of Gender, Type of institution and social status on the Emotional Intelligence of high school teachers.

**Hypothesis 2(A):** There would be significant impact of Gender, Type of Institution and Social Status on the Personal Strain of high school teachers.

**Hypothesis 2(B):** There would be significant interaction effect of Gender, Type of Institution and Social Status on the Personal Strain of high school teachers.

**Hypothesis 3(A):** There would be significant impact of Gender, Type of institution and Social Status on the Vocational Strain (component-A of Personal Strain) of high school teachers.

**Hypothesis 3(B):** There would be significant interaction effect of Gender, Type of Institution and Social Status on the Vocational Strain of high school teachers.

**Hypothesis 4(A):** There would be significant impact of Gender, Type of Institution and Social Status on the Psychological Strain (Component-B of Personal Strain) of high school teachers.

**Hypothesis 4(B):** There would be significant interaction effect of Gender, Type of Institution and Social Status on the Psychological Strain of high school teachers.
Hypothesis 5(A): There would be significant impact of Gender, Type of Institution and Social Status on the Interpersonal Strain (Component-C of Personal Strain) of high school teachers.

Hypothesis 5(B): There would be significant interaction effect of Gender, Type of Institution and Social Status on the Interpersonal Strain of high school teachers.

Hypothesis 6(A): There would be significant impact of Gender, Type of Institution and Social Status on Physical Strain (Component-D of Personal Strain) of high school teachers.

Hypothesis 6(B): There would be significant interaction effect of Gender, Type of Institution and Social Status on the Physical Strain of high school teachers.

Hypothesis 7(A): There would be significant impact of Gender, Type of Institution and Social Status on “Recreation” coping of high school teachers.

Hypothesis 7(B): There would be significant interaction effect of Gender, Type of Institution and Social Status on “Recreation” coping of high school teachers.

Hypothesis 8(A): There would be significant impact of Gender, Type of Institution and Social Status on “Self-Care” coping of high school teachers.

Hypothesis 8(B): There would be significant interaction effect Gender, Type of Institution and Social Status on “Self-Care” coping of high school teachers.

Hypothesis 9(A): There would be significant impact of Gender, Type of Institution and Social Status on “Social Support” coping of high school teachers.

Hypothesis 9(B): There would be significant interaction effect of Gender, Type of Institution and Social Status on “Social Support” coping of high school teachers.

Hypothesis 10(A): There would be significant impact of Gender, Type of Institution and Social Status on “Rational/Cognitive” coping of high school teachers.
**Summary of Conclusions**

**Hypothesis 10(B):** There would be significant interaction effect Gender, Type of Institution and Social Status on “Rational /Cognitive” coping of high school teachers.

**Hypothesis 11(A):** There would be significant impact of Gender, Type of Institution and Social Status on the Performance of high school teachers.

**Hypothesis 11(B):** There would be significant interaction effect of Gender, Type of institution and social status on Performance of high school teachers.

**Hypothesis 12:** There would be significant impact of (a) Experience on Emotional Intelligence, (b) Personal Strain, (c) Coping strategies and (d) Performance of high school teachers.

**Hypothesis 13:** There would be significant positive relation between Teacher Performance and Emotional Intelligence of High School teachers.

**Hypothesis 14:** There would be significant negative relation among teacher performance, personal strain and different components of personal strain among High school teachers.

**Hypothesis 15:** There would be significant positive relation among teacher performance, Recreation, Self-Care, Social Support and Rational/ Cognitive Coping.

**Hypothesis 16:** There would be significant negative relation among Emotional Intelligence, personal strain and different components of personal strain among High school teachers.

**Hypothesis 17:** There would be significant negative relation among personal strain and Recreation, Self-Care, Social Support and Rational/ Cognitive Coping among High school teachers.

**PROCEDURE:**

The researcher collected list of schools from concerned District Educational Officers of Chittoor, Kadapa, Kurnool and Anantapur districts. After obtaining permission from the head of the institution the researcher personally visited the schools and established rapport with the teachers. Questionnaires along with general
information forms were distributed to the teachers with necessary instructions. Teachers were assured of confidentiality and requested to answer all the statements and also informed to feel free to ask for any clarifications while answering the statements.

The obtained data were analysed to examine the hypotheses. In the light of the results obtained, the following conclusions are drawn.

1. There is no significant difference between men and women teachers regarding their Emotional Intelligence.
2. Teachers working in Government Residential schools possess high Emotional Intelligence than the teachers working in Government and private schools.
3. Teachers with open category social status possess better Emotional Intelligence than the teachers belong to Backward category, Scheduled caste and scheduled tribe social status.
4. There is no significant interaction effect of Gender, Type of Institution and social status on the Emotional Intelligence of high school teachers.
5. Women teachers experience more personal strain than men teachers.
6. Teachers working in private schools experience more personal strain than the teachers working in Government and Government Residential Schools.
7. Teachers belong to schedule tribe category experience more personal strain than the teachers belong to open category, Backward category and schedule caste category.
8. There is significant interaction effect among gender, Type of Institution and social status on the personal strain of high school teachers.
9. There is no significant difference between men and women teachers in the amount of vocational strain experienced.
10. Teachers working in private schools experience more vocational strain than the teachers working in Government Residential Schools and Government schools.
11. Scheduled tribe category teachers experience more vocational strain than open category, Backward-category and scheduled caste category teachers.

12. There is no significant interaction effect among Gender, Type of institution and social status on the vocational strain of high school teachers.

13. Women teachers experience more psychological strain than men teachers.

14. Teachers working in Government schools experience more psychological strain than the teachers working in private and Government Residential Schools.

15. Social status has no significant impact on the psychological strain of high school teachers.

16. There is significant interaction effect among Gender, Type of institution and social status on the psychological strain of high school teachers.

17. There is no significant difference between men and women teachers in the amount of Interpersonal strain experienced.

18. Teachers working in private schools experience more interpersonal strain than the teachers working in Government and Government Residential Schools.

19. Social status has no significant impact on the amount of interpersonal strain experienced by high school teachers.

20. There is no significant interaction effect among Gender, Type of institution and social status on the interpersonal strain of high school teachers.

21. Women teachers experience more physical strain than men teachers.

22. Teachers working in private schools experience more physical strain followed by teachers working in Government Residential and Government schools.

23. Social status of the high school teachers has no significant impact on the amount of physical strain experienced by them.

24. There is significant interaction effect among Gender, Type of institution and social status on the physical strain of high school teachers.
25. Gender and Type of Institution have no significant impact on Recreation coping of High school teachers.

26. Teachers belong to open category social status gives much preference to Recreation as a coping strategy to derive pleasure/ alleviate strain.

27. There is no significant interaction effect among Gender, Type of institution and social status on “Recreation” coping of high school teachers.

28. Gender and Social status has no significant impact on Self Care coping of High school teachers.

29. Teachers working in Government Residential Schools followed by teachers working in private and Government schools.

30. There is no significant interaction effect among Gender, Type of institution and social status on “Self-Care” coping of high school teachers.

31. Gender and Type of Institution have no significant impact on Social Support coping of High school teachers.

32. Teachers with open category social status prefer “Social Support” coping more, followed by teachers with Backward category scheduled caste and scheduled tribe status.

33. There is no significant interaction effect among Gender, Type of institution and social status on “Social Support” coping of high school teachers.

34. There is no significant difference between men and women teachers regarding their preference for Rational/ Cognitive Coping.

35. Preference for Rational/Cognitive coping is more among teachers working in Government Schools followed by teachers working in Government Residential and private schools.

36. Preference for Rational /Cognitive coping is more among teachers with Backward social status followed by teachers with open category social status, scheduled caste social status and scheduled tribe social status.
37. There is no significant interaction effect among Gender, Type of institution and social status on "Rational/Cognitive" coping of high school teachers.

38. Performance of men teachers is better than women teachers.

39. Performance of teachers working in Government Residential Schools is better than the teachers working in private and Government schools.

40. Social status has no significant impact on the Performance of high school teachers.

41. There is significant interaction effect among Gender, Type of institution and social status on the Performance of high school teachers.

42. (a) Teachers with 21 years and above experience possess high Emotional Intelligence followed by teachers with 11-20 years of experience and 1-10 years of experience.

43. (b) Teachers with 1-10 years of service experience more personal strain consists of vocational, psychological, Interpersonal and Physical strain than the other groups of teachers.

44. (c) Teachers with 21 years and above service prefer "Recreation" coping more, than the teachers with 1-10 years and 11-20 years of experience. Experience has no significant impact on the Self care coping adopted by High school teachers.

Teachers with 11-20 years of experience prefer/adopt more social support and Rational/Cognitive coping strategies followed by teachers with 21 years and above and 1-10 years of experience.

45. (d) Performance of teachers with 21 years and above service is better than the other groups of teachers.

46. There is significant positive relation between Performance and Emotional Intelligence among High School teachers.
47. There is significant negative relation among performance, personal strain and different components of personal strain among High school teachers.

48. Teacher Performance has no relation with Recreation and Self-Care Coping. Teacher Performance is significantly related Social Support and Rational/ Cognitive Coping.

49. Relationship of Emotional Intelligence with personal strain and different components of personal strain is significantly negative.

50. Personal Strain is negatively correlated with Recreation, Self-Care, Social Support and Rational/ Cognitive Coping among High school teachers.

IMPLICATIONS OF THE STUDY:

As teachers are the nation builders and Emotional Intelligence skills are linked to classroom management and performance, inclusion of training of Emotional Intelligence in the teacher training programmes will result into a very long term effect on the teaching profession.

The present study strongly recommends the Government and Private managements to conduct in-service training programs every year regularly that enhances teacher’s ability in meeting the emotional needs of the students and make them more sensitive and caring for their students.

An emotionally competent teacher should design programmes to promote social competencies among students to solve social and emotional problems. Principals should organize programmes which develop and increase Emotional Intelligence of teachers; so that they may give better performance.

Teachers experience more stress due to several factors which leads to negative influences on the quality of teaching. So it is important to create awareness among teachers. Teachers are to be trained better, to deal with the stressful aspects of teaching. Programmes are to be developed to enhance teachers self efficacy, self confidence, self concept etc.
Summary of Conclusions

The present study documented that women experience more personal strain for which stress management programs are to be conducted. Improving interactions between colleagues to enhance collegial support and to reduce personal strain is important. Principals have to play key role in mediating between teachers needs and demands of educational system which in turn reduces personal strain.

Teachers may be trained to use appropriate coping strategies effectively that alleviate personal strain depending upon the problem/situation.

It is documented in the present research that, the more the years of experience, the better the emotional intelligence. It help us to understand that teachers who have put in more years of service, perceive the problems/situations in a positive way which in turn decreases the personal strain. This kind of positive perception of problems definitely make teachers more effective in their profession.

It is documented in the present research that social support i.e., support from other teachers and others in the society help teachers to alleviate personal strain.

SUGGESTIONS FOR FURTHER RESEARCH:

A detailed study may be conducted on the amount of personal strain experienced by teachers working in rural and urban areas. Impact of type of family (Joint/ Nuclear) and marital status on the amount of personal strain experienced by the teachers may also be studied.

A detailed study may be conducted on the impact of emotional intelligence on personal strain and teacher performance.

A separate study may also be conducted on the emotional intelligence among teachers in relation to number of siblings and socio-economic status of the family.

Age differences in Emotional Intelligence and teacher performance may also be studied in detail. A detailed study may be conducted on teacher performance in relation to self confidence, achievement motivation or teaching aptitude.