CHAPTER VI

SUMMARY & SUGGESTIONS

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SUMMARY AND SUGGESTIONS

6.1 INTRODUCTION

A major contributing factor for many of the problems in our society today can be traced to the lack of awareness of the key role played by the emotions. Emotions play a quite significant role in guiding and directing our behavior. Emotions have traditionally been identified as a category different from cognition or reasoning. Skills such as analytic reasoning or technical expertise or problem solving are purely cognitive whereas, combination of thought and feelings are termed as emotional. Such combination of cognitive (thought), affective (emotion) and conative (motivation) domains opens a new area of intelligence called Emotional intelligence.

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices. Indians often treat individual inclination as consistent with duty or dharma. The Indian tradition has from time to time and through different system of beliefs and practices emphasized certain interdependent but interrelated concepts with stress and suffering. In order to survive in a fast changing and competitive world every person needs to develop and nurture emotional intelligence. Emotional intelligence enlarges and enlightens the mind of the individual to be effective and successful profession and in personal in life.
Emotional intelligence in Education probably depend at least as much on the way teachers publically respond to their own shifting moods and stresses, the way they deal with the learners in the classroom. Successful schools include emotional intelligence in their curriculum because evidence shows that it is possible to enhance learners Emotional intelligence skills. Nurturing emotional intelligence creates not only higher achievement in individuals, but also increased on-task behaviours and reduction in discipline problems, without EQ, IQ remains a potential.

According to Guy Claxton’s ‘Learning itself is an intrinsically emotional business’ (Claxton 1999: 15). The process of learning in any context can involve struggle, frustration, thrill or excitement. In the public and formal context of the classroom, with all of the dynamics between teacher and learner and between learners, and with the perception that there is the prospect of success or failure, the potential for strong feelings is heightened. It follows that if the job of a teacher is to help their learners to learn, a teacher needs to be able to recognize the emotional dimension of learning and to work with it, teachers need to use their emotional intelligence. However, many teachers fail to recognize the role of emotional intelligence in their work. There are teachers who were very competent in their teaching skills but who simply did not pay attention to their emotional dimensions fail in their professional life.

Conventionally, a teacher brings two things to the classroom. One is expertise in the subject and the other is knowledge of learning and teaching methods – a teacher’s
pedagogy, such as how to structure the content being presented, how to encourage participation by learners, use of materials and so on. Emotional intelligence is the unrecognized third component of what a teacher has to offer to learners. If emotional intelligence is not used in teaching, then the value of both the subject knowledge and learning and teaching methods can be seriously diminished.

The current lack of recognition of the importance of emotional intelligence for teachers is reflected in teacher training courses at all levels. It is time to recognize the central role that emotions play in learning and to ensure that emotional intelligence is a part of every teacher’s professional development. Emotional intelligence helps the prospective teachers to be professionally competent to manage tomorrow’s turbulent classrooms. This chapter of the research report gives an overview of the significant aspects of the study Viz. need and importance of the study, the statement of the problem, definition of terms involved in the title, objectives of the study, assumptions, hypothesis, major findings, educational implications and suggestions for further research. The chapter especially highlights about the major findings and research discussions based on that.

6.2 NEED FOR THE STUDY

Education has a crucial role to play in enlarging and enlightening the mind to enable the individual to be effective and successful professionally and personally in life. The complexity of contemporary life confronts an individual with many critical crises.
So it often becomes for an individual to cope up with the problems of life, here the concept of emotional intelligence plays a significant role.

Emotional Intelligence is a type of social intelligence, which refers to the ability to set a goal in life, works towards achieving it, negotiates it and feels empathetic towards others. Though emotional intelligence gained popularity towards the end of twentieth century its origin can be traced to be discourse on Emotional Intelligence during the late seventeenth century Spinnozoa (1677) believed that emotion and intelligent together contributed to the ultimate cognitive tool. Ellis (1962) talked of an overlap between human emotion and thinking. Mowrer (1960) considered emotion themselves as a higher order of intelligence. In his early writings Piaget talked about affect and intelligence. Tomkins (1962) believed that “reason without affect would be important, affect without reason would be blind”.

Building ones EI has a lifelong impact, EQ helps us to understand how and why we react and respond to certain events in the organization, it also helps us to appreciate that our daily encounters are shaped not just by rational judgment and our personal history but are largely influenced by our perceptions and expectations.

The Primary function of teachers is imparting academic skills and it is a fact beyond doubt. But most of the researchers have been concerned with identifying certain other functions, which are responsible for individual difference among teachers in realm of scholastic accomplishment. Apart from the intellectual capacities factors like social
and emotional intelligence and teaching competency have been considered important for a teacher to perform effectively in the school.

In Education teachers begin to recognize that the traditional curriculum is insufficient to equip young learners to face the realities of the world. They have come to understand the importance of emotions and the role they can play in Education, and in our lives generally.

As teacher trainees are prospective teachers who are to become part of the educational system. They should possess both emotional intelligence and teaching competency in order to achieve the goals envisaged by their vocation. It is their duty to create a new generation who are capable of thinking for themselves and who can handle any crisis with emotional maturity. So as part of prospective teachers are concerned the two terms emotional intelligence and teaching competency are synonym to each other. So the study on this area is very significant.

6.3 STATEMENT OF THE PROBLEM

The title of the present study is “Enhancing Emotional Intelligence and its Relation to Teaching Competency of Prospective Teachers”.

6.4 DEFINITION OF KEY TERMS

The key terms of the study are defined below to have a comprehensive idea of the problem.
Emotional Intelligence (EI)

Emotional Intelligence is a type of social intelligence that involves the ability to monitor one’s own and others emotions, to discriminate among them and to use the information to guide one’s thinking and actions (Mayor and Salovey – 1993).

Operationally emotional intelligence in this study is defined as the ability to monitor one’s own and others emotions and to deal adaptively with the teaching-learning environment.

Teaching competency

Teaching competency will refer to appropriate prior knowledge, skills, attitudes, and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task and that are measured against a minimum standard. (DFRID Teaching Competency Frame Work)

Operationally Teaching competency in this study is defined as the “Effective performance of all observable teacher behaviors that bring about desired pupil outcomes”.

6.5 OBJECTIVES OF THE STUDY

The main objectives of the study are:

1. To compare the mean scores of Emotional Intelligence of Prospective teachers of Experimental group in Pre and Post stages.
2. To compare the mean scores of Emotional Intelligence of Prospective teachers of Control group in Pre and Post stages.

3. To compare the mean scores of Teaching Competency of Prospective teachers of Experimental group in Pre and Post stages.

4. To compare the mean scores of Teaching Competency of Prospective teachers of Control group in Pre and Post stages.

5. To compare adjusted mean scores of Emotional Intelligence of Experimental group and Control group by taking Pre-Emotional Intelligence as covariate.

6. To compare adjusted mean scores of Teaching Competency of Experimental group and Control group by taking Pre-Teaching Competency as covariate.

7. To study the relationship between Emotional Intelligence and Teaching Competency of Prospective teachers.

8. To study the effect of Instructional Package, Intelligence and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

9. To study the effect of Instructional Package, Intelligence and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

10. To study the effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.
11. To study the effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

12. To study the effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

13. To study the effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

6.6 ASSUMPTIONS OF THE STUDY

The present study on Emotional intelligence and Teaching competency of Prospective teachers has got the following assumptions.

1. The emotional intelligence of prospective teachers can be improved through classroom teaching.

2. A competent teacher is one who uses the classroom situations intelligently.

3. It is possible to develop a package/strategy to enhance the emotional intelligence of prospective teachers

4. The emotional intelligence of prospective teachers has got a positive association with their teaching competency.

5. The teaching competency of prospective teachers can be improved by improving their emotional intelligence level.
6.7 HYPOTHESES OF THE STUDY

The hypotheses of the study are:

1. There is a significant difference in the mean scores of Emotional Intelligence of Prospective teachers of Experimental group in Pre and Post stages.

2. There is a significant difference in the mean scores of Emotional Intelligence of Prospective teachers of Control group in Pre and Post stages.

3. There is a significant difference in the mean scores of Teaching Competency of Prospective teachers of Experimental group in Pre and Post stages.

4. There is a significant difference in the mean scores of Teaching Competency of Prospective teachers of Control group in Pre and Post stages.

5. There is a significant difference in the adjusted mean scores of Emotional Intelligence of Experimental Group and Control Group by taking Pre-Emotional Intelligence as covariate.

6. There is a significant difference in the adjusted mean scores of Teaching Competency of Experimental Group and Control Group by taking Pre- Teaching Competency as covariate.

7. There is a significant relationship between Emotional Intelligence and Teaching Competency of Prospective teachers.
8. There is a significant effect of Instructional Package, Intelligence and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

9. There is a significant effect of Instructional Package, Intelligence and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

10. There is a significant effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

11. There is a significant effect of Instructional Package, Personality type (extrovert-introvert) and their interaction on Teaching Competency by taking Pre-Teaching Competency as covariate.

12. There is a significant effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

13. There is a significant effect of Instructional Package, Personality type (emotionally balanced-neurotic) and their interaction on Emotional Intelligence by taking Pre-Emotional Intelligence as covariate.

6.8 METHODOLOGY

Experimental design method was used for collecting the data for the study.
6.8.1 RESEARCH DESIGN

The experimental design used in this study was Pre-Test – Post- Test Equivalent Group design. The design is illustrated as follows:

\[ G_1 O_1 \times O_2 \]

\[ G_2 O_3 \times O_4 \]

\( O_1, O_3 \) are Pre Tests
\( O_2, O_4 \) are Post Tests
\( X \) – Application of the experimental treatment
\( C \) - Application of the control treatment
\( G_1 \) Experimental group
\( G_2 \) control group

6.8.2 VARIABLES OF THE STUDY

The variables used in the study are Emotional Intelligence, Teaching Competency, Intelligence and Personality Types (Extrovert-Introvert, Emotionally Balanced-Neurotic). They are categorized as given below.
a) **Independent Variable**

Emotional Intelligence of the teacher trainees is taken as the independent variable.

b) **Dependent Variable**

Teaching competency of the teacher trainees is taken as the dependent variable.

c) **Control Variable**

Intelligence and Personality types (Extrovert-Introvert, Emotionally balanced-Neurotic) of the prospective teachers are taken as the control variable for the study.

### 6.8.3 CONSTRUCTION OF THE TOOLS

The study uses the following tools for its purpose

1. Emotional Intelligence Test for Prospective Teachers.
2. Proforma for Assessing Teaching Competency.
3. Teaching Competency Inventory for Prospective Teachers.

All of the tools mentioned above are developed by the researcher with the help of his supervising teacher. Out of these three tools the Emotional Intelligence Test and Teaching Competency Inventory was standardized using normal statistical procedures. The Proforma for Assessing Teaching Competency was developed on discussion with educational experts and class room teachers and was not standardized.
6.8.3.1 Reliability of the tools used

The reliability of the tools used in the study was calculated using **Split-Half** method. The correlation between the scores was calculated using Pearson’s product moment coefficient of correlation. The reliability of the test was calculated using Gutman’s split half method and the score obtained for the Emotional Intelligence test was found to be 0.72. Cronbach Alpha method was used to find out the reliability and the value obtained was 0.78. For the Teaching Competency inventory the score obtained through Gutman’s split half method is 0.83 and through Cronbach Alpha method is 0.84.

6.8.3.2 Validity of the tools used

The validity of the present tool was established in two different ways. Subjecting the test items for expert criticism, content validity of the test was ensured. As per the evaluation of the experts, the tool agrees with the components verbally and comprehensively. Face validity of the tool was also established in the conventional way. Intrinsic validity is also established for the two as it can be calculated as the square root of reliability and it was found to be 0.88 and 0.92 for the emotional intelligence test and teaching competency inventory respectively. This indicates that both the tools developed and standardized by the investigator ensure a high degree to which the items can differentiate between high and low group.
6.8.4 ADMINISTRATION OF THE TOOLS

The Pre-test was administered in the month of April 2010. The treatment with Emotional Intelligence Based Instructional Package was done from May 2010 to September 2010. Soon after the end of the treatment post-test was conducted. The package was administered in such a way that either one or two activity was given per week and this was continued till September and this method of treatment ensured retention of modified behaviours.

Before administering the test and package, clear and precise information were given to the prospective teachers about the nature of test and package. A deep trust was established between the researcher and the sample to get the responses in true form. The aim and scope of the study, way of answering the questions, the nature and importance of open expressions about the questions related to their behaviour etc. were explained. The firm assurance of keeping the response sheet confidentially was offered to the students. The researcher requested their sincere cooperation throughout the treatment. The pre test and post test were given to both the experimental and the control group on the same day.

6.8.5 SAMPLE FOR THE STUDY

The population of the present study covers the prospective teachers of Kerala. But the investigator decided to confine the study to B.Ed teacher trainees of Physical Science subject since they can consider as representative of all prospective teachers.
Care was taken to ensure that subjects selected were equivalent in many aspects. For smooth conduct of the experiment and for practical reasons it was decided to select sample from the college ensuring equivalence in both groups. Based on these criteria, the college selected for the present study was N.S.S.Training College, Ottapalam.

The college has got 50 prospective teachers in Physical Science optional including both men and women teacher trainees. Out of the 50 prospective teachers, 25 each was allotted to experimental and control group by strictly following the statistical norms.

6.9 MAJOR FINDINGS OF THE STUDY

The major findings of the study are the following

1. When the mean scores of emotional intelligence of experimental group was compared at pre and post stages, it is seen that the mean scores of emotional intelligence of prospective teachers of the experimental group (t value=4.548) at pre and post stages differ significantly. The mean score of emotional intelligence at post stage is 404.40 which is significantly higher than the pre stage where the mean score is 370.96. It may there for be said that the Prospective teachers are benefited though the treatment of emotional intelligence based instructional package.

2. The mean scores emotional intelligence of prospective teachers of the control group (obtained t-value=0.228) do not differ significantly at pre and post stages. The mean score of emotional intelligence of prospective teachers of the control group at post
stage is 366.00 which is not significantly higher than at pre stage whose value is 364.64. It indicates that there is no significant difference in the level of emotional intelligence of prospective teachers at pre and post stages of the control group. Traditional method of teaching does not influence the level of emotional intelligence of prospective teachers.

3. The mean scores of teaching competency of the prospective teachers of the experimental group at pre and post stages differ significantly (obtained t-value=6.887). The mean scores of teaching competency of the experimental group at post stage is 274.44 which is significantly higher than the pre stage whose value is 258.44. This shows that the teaching competency of prospective teachers is benefited through the treatment of emotional intelligence based instructional package.

4. The mean scores of teaching competency of prospective teachers of the control group do not differ significantly at pre and post stages (obtained t-value=1.734). The mean score of teaching competency of prospective teachers of the control group at post stage is 255.88 which is not significantly higher than at pre stage whose value is 252.60. It indicates that there is no significant difference in the level of teaching competency of prospective teachers at pre and post stages of the control group. This indicates traditional method of teaching does not influence the teaching competencies of prospective teachers.

5. When the extent of relationship was estimated between the variables emotional intelligence and teaching competency, the correlation coefficient obtained before and
after the Treatment are 0.565 and 0.613 respectively which are significant at 0.01 level with df= 48. This shows that both emotional intelligence and teaching competency were positively and significantly related to each other, both before as well as after the treatment.

6. The adjusted mean scores of emotional intelligence of experimental group and control group differ significantly. The F-Value is 12.08 (table value is 7.17) which is significant at 0.01 level with df= 1/47. The adjusted mean scores of emotional intelligence of experimental group is 401.6 which is significantly higher than that of the control group whose adjusted mean score of emotional intelligence is 368.8. This shows that the emotional intelligence based instructional package could significantly enhance emotional intelligence of the prospective teachers in comparison to traditional method when pre-emotional intelligence was considered as covariate.

7. The adjusted mean scores of teaching competency of experimental group and control group differ significantly. The F-Value is 16.08 (table value is 7.17) which is significant at 0.01 level with df= 1/47. The adjusted mean score of teaching competency of experimental group is 271.2 which are significantly higher than that of control group whose adjusted mean score of teaching competency is 259.2. This shows that the emotional intelligence based package could significantly enhance teaching competency of the students in comparison to traditional method when pre-teaching competency was considered as covariate.
8. On comparing the effect of package, intelligence and its interaction with emotional intelligence when pre emotional intelligence was considered as covariate shows that there is a significant effect of package on emotional intelligence (F ratio= 11.58) and there is a significant effect of intelligence on emotional intelligence (F ratio= 4.29). When considering the interaction between package and intelligence the effect is not significant (F ratio= 0.06). This shows that emotional intelligence was found to be independent of interaction between treatment and intelligence when pre-emotional intelligence was taken as covariate. This further shows that the package EIBIP can be used to enhance the emotional intelligence of prospective teachers irrespective of their difference in intelligence.

9. On comparing the effect of Package, intelligence and its interaction with teaching competency when pre teaching competency was considered as covariate shows that there is a significant effect of package on teaching competency (F ratio= 14.07) and there is no significant effect of intelligence on teaching competency (F ratio= 0.03). This shows that intelligence did not significantly influence teaching competency of prospective teachers. When considering the interaction between package and intelligence the effect is not significant (F ratio= 0.59). Teaching competency was found to be independent of interaction between treatment and intelligence when pre-teaching competency was taken as covariate. This further shows that the package EIBIP can be used to enhance the teaching competency of prospective teachers irrespective of their difference in intelligence.
10. On comparing the effect of package, personality type (Extrovert and Introvert) and its interaction with emotional intelligence when pre emotional intelligence was considered as covariate shows that there is a significant effect of package on emotional intelligence (F ratio= 10.96) and there is no significant effect of intelligence on emotional intelligence (F ratio= 0.00). This shows that with the difference in personality types like extrovert and introvert, the emotional intelligence of students does not differ. When considering the interaction between package and personality types like extrovert and introverts, the effect is not significant (F ratio= 0.14). This shows that emotional intelligence was found to be independent of interaction between treatment and personality type when pre- emotional intelligence was taken as covariate. This further shows that the package EIBIP can be used to enhance the emotional intelligence of prospective teachers irrespective of their difference in personality type as extrovert or introvert.

11. On comparing the effect of package, personality type (Extrovert and Introvert) and its interaction with teaching competency when pre teaching competency was considered as covariate shows that there is a significant effect of package on teaching competency (F ratio= 16.26) and there is no significant effect of personality type (Extrovert and Introvert) on teaching competency (F ratio= 0.09). This shows that personality type did not significantly influence teaching competency of prospective teachers. When considering the interaction between package and personality type (Extrovert and Introvert) the effect is not significant (F ratio=
0.82). Teaching competency was found to be independent of interaction between treatment and personality type when pre-teaching competency was taken as covariate. This further shows that the package EIBIP can be used to enhance the teaching competency of prospective teachers irrespective of their difference in personality type as extrovert or introvert.

12. On comparing the effect of package, personality type (Emotionally balanced and Neurotic) and its interaction with emotional intelligence when pre emotional intelligence was considered as covariate shows that there is a significant effect of package on emotional intelligence (F ratio= 10.95) and there is no significant effect of personality type (Emotionally balanced and Neurotic) on emotional intelligence (F ratio= 0.03). This shows that with the difference in personality types like emotionally balanced and neurotic, the emotional intelligence of prospective teachers does not differ. When considering the interaction between Package and personality types like, emotionally balanced and neurotic, the effect is not significant (F ratio= 0.61). This shows that emotional intelligence was found to be independent of interaction between treatment and personality type when pre- emotional intelligence was taken as covariate. This further shows that the package EIBIP can be used to enhance the emotional intelligence of prospective teachers irrespective of their difference in personality type as emotionally balanced or neurotic.

13. On comparing the effect of package, personality type (Emotionally balanced and Neurotic) and its interaction with teaching competency when pre teaching
competency was considered as covariate shows that there is a significant effect of Package on teaching competency (F ratio= 15.26) and there is no significant effect of personality type (Emotionally balanced and Neurotic) on teaching competency (F ratio= 0.16). This shows that personality type did not significantly influence teaching competency of prospective teachers. When considering the interaction between package and personality type (Emotionally Balanced and Neurotic), the effect is not significant (F ratio= 1.05). Teaching competency was found to be independent of interaction between treatment and personality type when pre-teaching competency was taken as covariate. This further shows that the package EIBIP can be used to enhance the teaching competency of prospective teachers irrespective of their difference in personality type as emotionally balanced or neurotic.

6.10 EDUCATIONAL IMPLICATIONS

The growing empirical link between emotional intelligence and academic success showed that there has been an increase in the programs and activities that target the development of various emotional intelligence competencies within children and youth in elementary and secondary schools. Recently implementation of programs that target emotional and social competencies has become a priority in many schools. However, there has been little evidence supporting the inclusion of such programs within schools.
The findings of the study suggest that it is possible to develop the emotional intelligence of prospective teachers and also shows a strong positive relationship between emotional intelligence and teaching competency. Therefore the study has remarked the importance of inclusion of intervention programs for enhancing social and emotional competencies in elementary, secondary and higher secondary school system.

The study promotes an insightful idea for curricular restructuring in all most all levels of teacher education. It promotes a deeper understanding of emotional and workplace competencies concerned with teachers and in teacher education field. The study also gives an idea of the intervention programs that need to be carried out in the schools for earlier promotion of emotional intelligence among school students.

It provides an empirical basis for suggesting that educational administrators could use the investigated personal factors like emotional intelligence to predict the teaching competency which will provide prospective teachers with tools to achieve long term success, increase awareness of interdependence, personal responsibility for choices and consequential thinking, create learning environment that arouse and sustain student curiosity and intrinsic motivation to build a context where high achievement is valuable and enjoyable.

The Principals, head of the institutions, and all others who lead a team that they should consider emotional intelligence as a factor for maintaining cordial relationship in their organization, encourage shared vision and decision making so that to maximize the
output. High EQ leaders are perceptive and know their own and their teams’ strengths and weaknesses, which enable them to leverage the former and compensate for the latter.

Generic skills and content knowledge competency of teachers can be developed by incorporating emotional intelligence in the curriculum. Teacher training institutions to prepare emotional intelligence packages to solve problems concerned with character formation and increasing the achievement of pupils.

Emotional intelligence can be inculcated in pupils through cooperative learning strategy, transformational learning, self science curriculum and by training sessions and leadership programs. Teacher training is an art where teachers must structure the presentation of the concepts in a style that engages emotional intelligence. They should be able to identify, appreciate and nurture emotional intelligence in the students in a proper way.

While discussing about emotional intelligence it is very important that how parents treat their children has deep and lasting consequences for their emotional life. Parents who show a lack of respect for their child’s feelings, or who accept any emotional response as inappropriate, are putting their child at risk when they start school.

Some of other important aspects of educational implication are as given below

1. Teacher training courses should be modified or restructured by incorporating emotional intelligence for enhancing their competency.
2. DIET’s NCERT’s, Colleges and Universities have to take up responsibility for incorporating emotional intelligence in all stages of education.

3. Teachers and parents play an important role in developing the emotional intelligence. Teachers and parents should help children to express their emotions freely in the classrooms and at home. This creates self confidence. Children should be taught to maintain a positive attitude towards life throughout, even failures come in their due course. Therefore teachers and parents should be good role models.

4. Prospective teachers should be trained in the art of social discourse, reading of body language and techniques of stress reduction. The power of humor and beauty of emotional and physical well being should be maintained throughout the class.

5. Efforts should be maintained to channelize the emotions of students rather than suppressing it.

6. Choose your arguments wisely. Disputes take up time and energy, especially if you want to resolve them in a positive way. Consider what is worth arguing about and what is worth letting go.

7. Work ethics, balanced work, healthy living, tendency to share opportunities should be promoted throughout the teacher training course.

8. Teach children how to defend their boundaries and reject behaviour they don’t want by saying like “I don’t like that” or “Please stop it” or “Leave me alone”. These are acceptable and effective ways of unwanted behaviour.
6.11 SUGGESTIONS FOR FUTURE RESEARCH

The study done summarizes significant contributions to the growing body of literature on emotional intelligence. It is important to note, however, that this is a relatively new area of research and, despite the recent influx of empirical papers, much work remains to be done. Some of the recent evidence is conflicting and leaves many unanswered questions and avenues to be explored.

1. Emotional Intelligence seems to be important for success in some academic areas but not others. Future work needs to look at a variety of subject areas within the elementary and secondary curriculum to see where Emotional intelligence plays a role.

2. Future research should look at long term predictability of emotional intelligence by examining multiple factors of academic performance.

3. Studies on demographic factors like age and gender should be done for finding out the influence of intelligence and personality.

4. Research on various emotional intelligence based intervention programs on personal and social life of school children, teachers, police officers and students of highly strained institutions can be done.

5. Study on relationship between emotional intelligence and Stress of defense personal, police officers, Navodaya Vidyalaya students, Nurses, doctors etc can be done.
6. Interactive instructional packages on stress and coping mechanism relate to emotional intelligence can be prepared.

7. Similar packages can be prepared for students of various professional courses like MBBS, MCA, Engg. LLB etc.

8. Studies on Emotional intelligence and hemispherity can be done to find which hemisphere is involved in emotional intelligence decisions.

9. Studies on emotional intelligence of juvenile delinquents can be done and intervention packages can be prepared to cope with delinquent behaviour.

10. Comprehensive studies can be done to find whether altruistic behaviour and emotionally intelligent behaviours are same.

11. Emotional intelligence packages can be developed to improve the performance in sports coaching field.

12. The study can be replicated on the students with learning disabilities, special needs, social disadvantage and of different classroom learning environment.