CHAPTER - V

FINDINGS, RESULTS AND DISCUSSION,
RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION

The present study has attempted to find out influence of school environment and emotional intelligence on teaching competency of middle school teachers. Introduction for the present investigation was discussed in Chapter I. The relevant and apt review of literature to the problem of investigation was reviewed in Chapter II. Need and significant for the study, statement of the problem, Objectives, hypotheses, nature of the sample, tool description, data collection procedure, limitations and statistical techniques were discussed in Chapter III. Analysis of data systematically and interpretations were presented given in Chapter IV. This Chapter V presents the discussions of the hypotheses, suggestions for further study and the conclusions inferred on the basis of the research investigation.

5.2 FINDINGS OF THE STUDY

School Environment of Middle School Teachers

i) 8.1% of male middle school teachers have low, 27.7% of them have average and 5.5% of them have high level of Providing a Friendly, Rewarding and Supportive Atmosphere (PFRSA). With respect to female middle school teachers 9.6% of them have low, 33.5% of them have average and 15.5% of them have high level of PFRSA.

ii) 5.5% of male middle school teachers have low, 27.9% of them have average and 8.0% of them have high level of Supporting Cooperative Active Learning

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(SCAL). With respect to female middle school teachers 9.8% of them have low, 35.7% of them have average and 13.2% of them have high level of SCAL.

iii) 10.4% of male middle school teachers have low, 21.6% of them have average and 9.3% of them have high level of Forbidding Physical Punishment and Violence (FPPV). With respect to female middle school teachers 11.7% of them have low, 29.8% of them have average and 17.2% of them have high level of FPPV.

iv) 12.4% of male middle school teachers have low, 25.4% of them have average and 3.6% of them have high level of Development of Creative Activities and Innovation (DCAI). With respect to female middle school teachers 15.8% of them have low, 37.1% of them have average and 5.8% of them have high level of DCAI.

v) 15.8% of male middle school teachers have low, 23.8% of them have average and 1.8% of them have high level of Connecting School and Home by Involving Parents in Decision Making (CSHIPD). With respect to female middle school teachers 13.7% of them have low, 39.8% of them have average and 5.9% of them have high level of CSHIPD.

vi) 6.9% of male middle school teachers have low, 30.4% of them have average and 4.1% of them have high level of School Environment. With respect to female middle school teachers 8.8% of them have low, 38.0% of them have average and 11.8% of them have high level of School Environment.

vii) There is significant difference between male and female middle school teachers in their School Environment and its dimension of Providing a Friendly, Rewarding and Supportive Atmosphere (PFRSA), Forbidding Physical Punishment and Violence (FPPV) and Connecting School and Home by
Involving Parents in Decision making (CSHIPD). While comparing the mean scores of female middle school teachers (55.20, 37.28, 31.85 and 221.03) have better than the male middle school teachers (53.62, 37.17, 31.20 and 218.04) in their School Environment and its dimension of PFRSA, FPPV, and CSHIPD. But, there is no significant difference between male and female middle school teachers in their dimension of Supporting Co-Operation and Active Learning (SCAL) and Development of Creative Activities and Innovation (DCAI).

viii) There is significant difference between rural and urban middle school teachers in their School Environment and its dimension of PFRSA, DCAI, and CSHIPD. While comparing the mean scores of urban area middle school teachers (32.53, 32.08 and 221.47) have better than the rural area middle school teachers (32.25, 31.18 and 217.79) in their School Environment and its dimension of FPPV, and CSHIPD. But rural area middle school (53.66) teachers better than urban area middle school (52.29) teachers in their dimension of PFRSA and there is no significant difference between rural and urban middle school teachers in their dimension of SCAL, and FPPV.

ix) There is no significant difference among medium of instruction of middle Schools teachers in their School Environment and its dimension of, PFRSA, SCAL, FPPV, DCAI and CSHIPD.

x) There is significant difference between married and unmarried of middle school teachers in their School Environment and its dimension of PFRSA. While comparing means score of married (54.87 and 220.36) of middle school teachers are better than unmarried (53.69 and 218.26) middle school teachers in their School Environment and its dimension of PFRSA. But, there is significant
difference between married and unmarried of middle school teachers in their
dimension of SCAL, FPPV, DCAI and CSHIPD.

xi) There is significant difference between nuclear and joint family of middle
school teachers in their School Environment. While comparing means score of
Nuclear family (220.87) of middle school teachers are better than joint family
(218.42) middle school teachers in their School Environment. But, there is no
significant difference between nuclear and joint family of middle school
teachers in their dimension of PFRSA, SCAL, FPPV, DCAI and CSHIPD.

xii) There is significant difference between in-service training attended and not
attended of middle school teachers in their School Environment and its
dimension of, PFRSA, DCAI and CSHIPD. While comparing means score of
in-service training attended (56.86, 32.96, 32.49 and 21.35) middle school
teachers are better than in-service training not attended (55.41, 32.58, 31.90 and
218.54) middle school teachers in their School Environment and its dimensions
of PFRSA, DCAI and CSHIPD. But, there is significant difference between in-
service training attended and not attended of middle school teachers in their
dimension of SCAL and FPPV.

xiii) ANOVA test result shows that, there is significant difference among religion of
middle school teachers in their School Environment and its dimension of
PFRSA and SCAL. While, comparing means score of Muslim middle school
teacher (56.16, 65.29 and 222.99) are better than Hindu (54.31, 63.60 and
219.19) and Christian (53.98, 63.36 and 218.93) middle school teachers in their
school environment and its dimensions of PFRSA and SCAL. But, there is no
significant difference among religion of middle school teachers in their
dimension of FPPV, DCAI and CSHIPD.
xiv) ANOVA test result shows that, there is no significant difference among type of school of middle school teachers in their School Environment and its dimensions of PFRSA, SCAL, FPPV, DCAI and CSHIPD.

 xv) ANOVA test result shows that, there is significant difference among nature of middle school teachers in their School Environment. While, comparing means scores of co-education middle school teachers (220.55) are better than boys (217.51) and girls (220.01) middle school teachers in their school environment. There is no significant difference among nature of middle school teachers in their dimension of PFRSA, SCAL, FPPV, DCAI and CSHIPD.

 xvi) Chi-square results show that, there is no significant association between age of middle school teachers in their School Environment and their dimensions expect PFRSA.

 xvii) Chi-square results show that, there is no significant association between educational qualifications of middle school teachers in their School Environment and its dimensions.

 xviii) Chi-square results show that, there is no significant association between teaching experiences of middle school teachers in their School Environment and their dimensions expect PFRSA.

 xix) Chi-square results show that, there is no significant association between monthly income of middle school teachers in their School Environment and their dimensions expect PFRSA.
EMOTIONAL INTELLIGENCE OF MIDDLE SCHOOL TEACHER

i) 10.7% of male middle school teachers have low, 25.8% of them have average and 4.8% of them have high level of Self-Awareness. With respect to female middle school teachers 12.0% of them have low, 38.3% of them have average and 8.4% of them have high level of Self-Awareness.

ii) 6.7% of male middle school teachers have low, 31.0% of them have average and 3.6% of them have high level of Self-Management. With respect to female middle school teachers’ 9.5% of them have low, 32.1% of them have average and 17.4% of them have high level of Self-Management.

iii) 12.1% of male middle school teachers have low, 24.3% of them have average and 4.9% of them have high level of Social Awareness. With respect to female middle school teachers 12.5% of them have low, 40.4% of them have average and 5.8% of them have high level of Social Awareness.

iv) 8.4% of male middle school teachers have low, 28.6% of them have average and 4.4% of them have high level of Relationship Management. With respect to female middle teachers 8.7% of them have low, 45.3% of them have average and 4.7% of them have high level of Relationship Management.

v) 8.4% of male middle school teachers have low, 30.9% of them have average and 2.1% of them have high level of Emotional Intelligence. With respect to female middle teachers 10.3% of them have low, 31.9% of them have average and 16.5% of them have high level of Emotional Intelligence.

vi) There is significant difference between male and female middle school teachers in their Emotional Intelligence and its dimensions. While comparing means scores of female (52.52, 65.04, 32.81, 95.49 and 245.87) middle school teacher
have better than male (52.30, 63.75, 32.35, 94.63 and 242.75) middle school teachers in their Emotional Intelligence and its dimensions.

vii) There is significant difference between rural and urban middle school teachers in their Emotional Intelligence and its dimensions. While comparing means scores of urban (52.56, 65.45, 32.84, 95.57 and 246.42) middle school teacher have better than rural (52.03, 63.38, 32.34, 94.62 and 242.37) middle school teachers in their emotional intelligence and its dimensions.

viii) There is significant difference between medium of instruction of middle school teachers in their Emotional Intelligence and its dimensions. While comparing means scores of English (52.56, 65.45, 32.84, 95.57 and 246.42) medium middle school teacher have better than Tamil (52.03, 63.38, 32.34, 94.62 and 242.37) medium middle school teachers in their emotional intelligence and its dimensions.

ix) There no is significant difference between married and unmarried middle school teachers in their Emotional Intelligence and its dimensions.

x) There is no significant difference between nuclear and joint family of middle school teachers in their Emotional Intelligence and its dimensions.

xi) There is significant difference between in-service training attended and not attended of middle school teachers in their Emotional Intelligence and its dimension. While comparing means scores of in-service training attended (52.55, 65.61, 32.90, 95.64 and 246.69) middle school teacher have better than in-service training (52.13, 63.63, 32.39, 94.73 and 242.88) not attended middle school teachers in their emotional intelligence and its dimensions.

xii) ANOVA test result shows that, there is no significant difference among religion of middle school teachers in their Emotional Intelligence and its dimensions.
ANOVA test result shows that, there is no significant difference among type of middle school teachers in their Emotional Intelligence and its dimensions of Self-Awareness, Self-Management and Relationship Management. But, there is significant difference among type of middle school teachers in their dimension of Social Awareness. While comparing means scores of government middle school teachers (32.82) are better than aided (32.36) and private (32.69) middle school teacher in their dimension of social awareness.

There is no significant difference among nature of the school of middle school teachers in their Emotional Intelligence and its dimensions.

Chi-square results show that, there is no significant association between age of middle school teachers in their Emotional Intelligence and its dimensions. But, there is significant association between age of middle school teachers in their dimension of Social Awareness.

Chi-square results show that, there is no significant association between educational qualifications of middle school teachers in their Emotional Intelligence and its dimensions. But, there is significant association between educational qualifications of middle school teachers in their dimensions Self-Awareness and Social Awareness.

Chi-square results show that, there is no significant association between teaching experiences of middle school teachers in their Emotional Intelligence and its dimensions. But, there is significant association between teaching experiences of middle school teachers in their dimension of Social Awareness.

Chi-square results show that, there is no significant association between monthly income of middle school teachers in their Emotional Intelligence and its dimensions.
TEACHING COMPETENCY OF MIDDLE SCHOOL TEACHER

i) 4.8% of male middle school teachers have low, 15.1% of them have average and 21.4% of them have high level of Use of Appropriate Techniques. With respect to female middle school teachers 19.1% of them have low, 33.7% of them have average and 5.9% of them have high level of Use of Appropriate Techniques.

ii) 8.8% of male middle school teachers have low, 28.8% of them have average and 3.7% of them have high level of Efficacy in Teaching. With respect to female middle school teachers’ 23.5% of them have low, 28.6% of them have average and 6.6% of them have high level of Efficacy in Teaching.

iii) 8.5% of male middle school teachers have low, 31.5% of them have average and 1.4% of them have high level of Effective use of Aids. With respect to female middle school teachers 13.7% of them have low, 40.4% of them have average and 4.5% of them have high level of Effective use of Aids.

iv) 6.5% of male middle school teachers have low, 31.2% of them have average and 3.7% of them have high level of Rapport with Students and Colleagues. With respect to female middle teachers 16.8% of them have low, 35.3% of them have average and 6.6% of them have high level of Rapport with Students and Colleagues.

v) 8.1% of male middle school teachers have low, 7.7% of them have average and 25.5% of them have high level of Catering of Individual Difference. With respect to female middle teachers 25.0% of them have low, 20.2% of them have average and 13.5% of them have high level of Catering of Individual Difference.

vi) 2.5% of male middle school teachers have low, 19.6% of them have average and 19.2% of them have high level of Teaching Competency. With respect to
female middle teachers 8.5% of them have low, 46.4% of them have average and 13.7% of them have high level of Teaching Competency.

vii) There is significant difference between male and female middle school teachers in their Teaching competency and its dimensions. While comparing the mean scores of male (53.48, 57.62, 32.08, 42.39, 14.05 and 199.61) middle school teachers have better than the female (51.59, 56.34, 31.52, 40.22, 12.94 and 192.61) middle school teachers in their Teaching competency and its dimensions of Use of Appropriate Techniques, Efficacy in Teaching, Effective use of Aids, Rapport with Students and Colleagues and Catering of Individual Difference.

viii) There is significant difference between rural and urban middle school teachers in their Teaching competency and its dimensions. While comparing the mean scores of rural(53.33, 57.50, 32.10, 42.28, 13.96 and 199.14) middle school teachers have better than the urban(51.57, 56.34,31.46, 42.25, 12.93 and 192.47) middle school teachers in their Teaching competency and its dimensions of Use of Appropriate Techniques, Efficacy in Teaching, Effective use of Aids, Rapport with Students and Colleagues and Catering of Individual Difference.

ix) There is significant difference among medium of instruction of middle Schools teachers in their Teaching competency and its dimensions. While comparing the mean scores of Tamil (53.13, 57.60, 33.10, 42.25, 13.96 and 198.14) medium middle school teachers have better than the English (51.47, 56.24, 30.46, 40.17, 11.93 and 192.47) medium middle school teachers in their Teaching competency and its dimensions of Use of Appropriate Techniques,
Efficacy in Teaching, Effective use of Aids, Rapport with Students and Colleagues and Catering of Individual Difference.

x) There is no significant difference between married and unmarried of middle school teachers in their Teaching competency and its dimensions.

xi) There is significant difference between nuclear and joint family of middle school teachers in their Teaching competency and its dimension of Use of Appropriate Techniques. While comparing the mean scores of joint family (52.59 and 196.40) middle school teachers have better than the nuclear family (52.19 and 194.80) middle school teachers in their Teaching competency and its dimensions of Use of Appropriate Techniques. But, there is no significant difference between nuclear and joint family of middle school teachers in their dimension of Efficacy in Teaching, Effective use of Aids, Rapport with Students and Colleagues and Catering of Individual Difference.

xii) There is significant difference between in-service training attended and not attended of middle school teachers in their Teaching competency and dimensions of Use of Appropriate Techniques, Efficacy in Teaching, Effective use of Aids, Rapport with Students and Colleagues and Catering of Individual Difference. While comparing the mean scores of in-service training attended (53.22, 57.45, 32.18, 42.24, 13.93 and 199.01) middle school teachers have better than the in-service training not attended (51.31, 56.15, 31.22, 39.73, 12.75 and 191.16) middle school teachers in their Teaching competency and its dimensions of Use of Appropriate Techniques, Efficacy in Teaching, Effective use of Aids, Rapport with Students and Colleagues and Catering of Individual Difference.
xiii) ANOVA test result shows that, there is significant difference among religion of middle school teachers in their Teaching competency and its dimension expect Effective use of Aids and Catering of Individual Difference. While comparing means scores of Hindu (52.53, 56.97, 41.36 and 196.21) have better than Christian (52.46, 56.94, 41.34 and 195.93) and Muslim (51.78, 56.47, 40.11 and 192.86) middle school teacher Teaching competency and its dimensions of Use of Appropriate Techniques, Efficacy in Teaching and Rapport with Students and Colleagues.

xiv) ANOVA test result shows that there is no significant difference among type of school of middle school teachers in their Teaching competency and its dimensions.

xv) ANOVA test result shows that, there is no significant difference among nature of middle school teachers in their Teaching competency and its dimensions.

xvi) Chi-square results show that, there is no significant association between age of middle school teachers in their teaching competency and its dimensions. But, there is significant association between age of middle school teachers in their dimension of Catering of Individual Difference.

xvii) Chi-square results show that, there is no significant association between educational qualifications of middle school teachers in their teaching competency and its dimensions.

xviii) Chi-square results show that there is no significant association between monthly income of middle school teachers in their teaching competency and its dimensions expect Catering of Individual Difference. But, there is significant association between monthly incomes of middle school teachers in their dimensions Catering of Individual Difference.
xix) Chi-square results show that, there is significant association between teaching experiences of middle school teachers in their teaching competency. But, there is no significant association between teaching experiences of middle school teachers in their dimension of Use of Appropriate Techniques, Efficacy in Teaching, Effective use of Aids, Rapport with Students and Colleagues and Catering of Individual Difference.

**RELATIONSHIP BETWEEN THE VARIABLES**

i) There is significant relationship is found between school environment and emotional Intelligence of the middle school teachers.

ii) There is significant relationship is found between school environment and teaching Competency of the middle school teachers.

iii) There is significant relationship is found between emotional intelligence and teaching competency of the middle school teachers.

**Influence of School Environment and Emotional Intelligence on Teaching Competency of Middle School Teachers**

i) There is significant Influence of School Environment and Emotional Intelligence on Teaching Competency of the middle school teachers.

**Factor Analysis of School Environment and Emotional Intelligence on Teaching Competency**

ii) There is significant factor with positive loading of the variables namely PFRSA, SCAL, FPPV, DCAI, CSHIPD, school environment, self-awareness, self-management Social awareness, relationship management, emotional intelligence, use of appropriate techniques, efficacy in teaching, effective use of aids, rapport with students and colleagues, Catering of individual difference and teaching competency of Middle School Teachers.
5.3 RESULTS AND DISCUSSION

The study discusses the influence of school environment and emotional intelligence on teaching competency of middle school teachers.

The study results show that there is significant difference between male and female middle school teachers in their School Environment and its five dimensions, namely Providing a friendly, rewarding and supportive atmosphere, Supporting co-operation and active learning, Forbidding physical punishment and violence, Development of creative activities and innovation and Connecting school and home by involving parents in decision making. But a similar study conducted by Van Dat Tran (2015) reveals that most of the teachers had high perceptions of school-level environment factors (principal leadership, mission consensus, professional interest, affiliation, student support, innovation, and resource adequacy), teaching efficacy (classroom management, student engagement, and instructional strategies), job satisfaction, and teacher stress (classroom stress and workload stress). Further the study reveals that significant differences were found between females and males on the mean scores of school-level environment factors, teaching efficacy, stress, and job satisfaction. Female teachers scored higher than male teachers on both stress while male teachers scored higher than female teachers on school-level environment factors, teaching efficacy and job satisfaction. Male teachers with less stress had higher perceptions of school-level environment factors, higher teaching efficacy and higher job satisfaction, whereas female teachers with greater stress had lower perceptions of school-level environment factors, lower teaching efficacy and lower job satisfaction.

The finding of the study on the influence of personality on the emotional intelligence of teachers conducted by Amirtha and Kadhiran (2006) reveals that thinking and judging dimensions of personality have a significant positive impact on
emotional intelligence. The sensing and intuitive dimensions of personality do not significantly influence the emotional intelligence of teachers.

Sreekala Edannur (2010) the results show that the group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

There is no significant association between age of middle school teachers in their Emotional Intelligence and its dimensions except social awareness dimension. This finding coincides with the findings of Gaurar Singh and Girijesh Kumar (2009). The findings of the study were: (i) emotional intelligence of secondary school teachers differed significantly in relation to their age difference. (ii) it also had been observed that on the aspects like self-awareness, emotional stability, managing relation, integrity and self-development, teachers with age group of 30 years and above are much better, whereas on the aspects like self-motivation, commitment and altruistic behavior, the teachers with age group less than 30 years have greater mean value. (iii) there was no significant difference on empathy and value orientation aspects of emotional intelligence between teachers of age group less than 30 years and with age group 30 years and above.

The study results show that there is no significant association between age, educational qualification and teaching experience of middle school teachers in their Emotional Intelligence and its dimensions. But, there is significant association between age and teaching experience of middle school teachers in their dimension of Social Awareness. The study of Paul, and Mondal (2012) reveals that Emotional Intelligence among teachers significantly affected by their own personality and attitude with respect to their age, experience, qualification and training.
The study reveals that there is no significant association between teaching experiences of middle school teachers in their dimension of Efficacy in Teaching; there is significant relationship between Emotional Intelligence and Teaching Competency of the middle school teachers.

The results of the study of Andre Penrose et al. (2007) showed that neither gender nor age moderates this relationship. However length of teaching experience and current status add significant direct effects on predicting teacher self-efficacy but did not moderate the relationship between emotional intelligence and teacher self-efficacy. These findings are significant as this now demonstrates a relationship between levels of emotional intelligence in teachers, their self-efficacy beliefs and teacher effectiveness.

The study results reveals that those teachers who have attended their in-service training had better teaching competency than those teachers who have not attended the in-service training programmes. The finding of the study is in accordance with the study of Sabu (2010) who found out that there was a significant difference in the teaching competence of secondary school teachers with regard to the number of in-service training programmes attended.

The study reveals that there is significant difference between male and female middle school teachers in their Teaching competency. This finding is contrary to the study of Daniel (2010) who found out that there no significant difference between male and female primary school teachers in their teaching competency, subject competency, motivation, organization, classroom management and communication with reference to gender.

There is significant relationship between Emotional Intelligence and Teaching Competency of the middle school teachers. The study of Rhoda David and Reema Roy (2010) also revealed that there was a moderate relationship between the emotional intelligence and teacher competency.
5.4 RECOMMENDATIONS OF THE STUDY

Recommendations to the Government Authorities

i) The present existing teacher-student ratio of 1:40 may be reduced to 1:25. This will provide an opportunity to improve the quality of education by paying individual attention to all the students in the class.

ii) Include emotional intelligence as one of the topics in the in-service training programmes to help the smooth handling of their students by the teachers and State Council of Educational Research and Training (SCERT), and District Institutes of Education and Training (DIETs) may play an active role in this aspect.

iii) A few questions on emotional intelligence may be included in Teacher Eligibility Tests (TETs) to have quality teachers.

iv) Research should be encouraged on the nature of the environment, classroom activities undertaken, type of administrative authority and other emotional factors involved for effective teaching-learning process.

Recommendations to the School Authorities

i) Some of the experienced primary school teachers could be trained as master trainers to conduct seminars, workshop for the newly recruited middle school teachers as resource persons to improve in their school environment, emotional intelligence, and teacher competency.

ii) Continuous evaluation may be conducted by the head of the institutions to enhance school environment, emotional intelligence and teaching competency of middle school teachers.

iii) Feedback of student evaluation of their teachers could be communicated to the teachers, so that the teachers may improve their weaker areas.
iv) Focus should be on improving school climate that will help the teachers to perform better in teaching learning process.

v) There should not be much interference in the work of teachers by higher authorities so that they can prove their potentialities without stress and strain.

**Recommendations to the Middle School Teachers**

i) The middle school teachers while teaching the lesson should consider emotional intelligence of their students during the classroom instructional process for effective leaning.

ii) The middle school teachers may be given orientation programmes periodically by inviting the experts in the field of teaching and renowned educationists exclusively. It will greatly help to take stock of what they have done so far and what they have to take up for future accomplishments. Such a move will increase the teaching competency of the middle school teachers.

iii) The teachers should change their working pattern and teaching method by adopting novel and innovative methods of teaching. This will improve their confidence and competence level. In order to know the latest teaching methods and strategies, the teachers should be given in-service training programmes highlighting the latest teaching techniques.

iv) State and National Level Awards may be announced for the teachers who really perform their duties very well. Though there are certain awards for the teachers, the procedures followed by the governments are too many and those who have high recommendations can be enlisted in the award list. This should be changed. The real torch bearers should properly be awarded and recognized.

v) They should organize orientation courses for the teachers in various aspects of emotional intelligence so that they may take care of the development of emotional intelligence in their students.
vi) Teachers may give more importance in arranging field trips, using local resources in making teaching-learning material which may help in motivation of their students.

vii) Teachers may try to take maximum benefits from the in-service courses they attend every year, as the success of all training programmes largely depends on the cooperation of the participants.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The investigator suggests the following topics for further research based on her investigation.

i) A study on relationship between emotional intelligence and multiple intelligence of high school teachers.

ii) Effectiveness of different teaching strategies and teacher effectiveness.

iii) A study on the cognitive, effective and psychomotor factors affecting teaching competency.

iv) The effect of in-service training programmes in increasing teaching efficiency.

v) The present study can be conducted on other levels of education - secondary schools, higher secondary schools, colleges, etc.

vi) The same study can be extended to the other districts of the state to get more generalized findings.