



**CHAPTER - 5**

**FINDINGS AND CONCLUSIONS**

In the previous chapter, namely, Analysis and Interpretation of Data, the process to examine, elicit, elucidate and explain or interpret the collected data was carried out and data have been presented in tabular form. On the basis of interpretation, made in the fourth chapter findings of the present study has been drawn and presented in the chapter in hand, that is, Findings And Conclusions. Findings of the study have been derived by validation of hypotheses of the study. In the succeeding lines validation of the hypotheses have been mentioned.

### **5.1. VALIDATION OF HYPOTHESES**

*Hypothesis Number. 1* states, emotionally high and low intelligence secondary school teachers do not differ significantly in terms of teacher pupil relationship. With regard to hypothesis no. 1, C. R. value is 15.06. It is significant at 0.01 level of confidence. It shows that emotionally high and low intelligence secondary school teachers differ significantly in terms of teacher pupil relationship. Thus hypothesis number two is rejected.

*Hypothesis Number 1.1* states, emotionally high and low intelligence secondary school female teachers do not differ significantly in terms of teacher pupil relationship. With regard to hypothesis number 1.1, critical ratio value is 11.63. It is significant at 0.01 level of confidence. It shows that emotionally high and low intelligence secondary school female teachers differ significantly in terms of teacher pupil relationship. Thus hypothesis number 1.1 is rejected.

*Hypothesis Number 1.2* states, emotionally high and low intelligence secondary school male teachers do not differ significantly in terms of teacher pupil relationship. With regard to hypothesis number 1.2 critical ratio value is 9.58. It is significant at 0.01 level of confidence. It shows that emotionally high and low intelligence secondary school male teachers differ significantly in terms of teacher pupil relationship. Thus hypothesis number 1.2 is rejected.

*Hypothesis Number 1.3* states, emotionally high and low intelligence secondary school language teachers do not differ significantly in terms of teacher pupil relationship. With regard to hypothesis number 1.3 critical ratio value is 7.66. It is significant at 0.01 level of confidence. It shows that emotionally high and low intelligence secondary school language teachers differ significantly in terms of teacher pupil relationship. Thus hypothesis number 1.3 is rejected.

*Hypothesis Number 1.4* states, emotionally high and low intelligence secondary school social study teachers do not differ significantly in terms of teacher pupil relationship. With regard to hypothesis number 1.4 critical ratio value is 8.5. It is significant at 0.01 level of confidence. It shows that emotionally high and low intelligence secondary school social study teachers differ significantly in terms of teacher pupil relationship. Thus hypothesis number 1.4 is rejected.

*Hypothesis Number 1.5* states, emotionally high and low intelligence secondary school science and maths teachers do not differ significantly in terms of teacher pupil relationship. With regard to hypothesis number 1.5

critical ratio value is 7.44. It is significant at 0.01 level of confidence. It shows that emotionally high and low intelligence secondary school science and maths teachers differ significantly in terms of teacher pupil relationship. Thus hypothesis number 1.5 is rejected.

*Hypothesis Number 2* states, secondary school teachers belonging to emotionally high and low intelligence to not differ significantly in their mental health. With regard to hypothesis number 2 critical ratio value is 9.53. It is significant at 0.01 level of confidence. It shows that secondary school teachers belonging to emotionally high and low intelligence differ significantly in their mental health. Thus hypothesis number 2 is rejected.

*Hypothesis Number 2.1* states, secondary school female teachers belonging to emotionally high and low intelligence group to not differ significantly in their mental health. With regard to hypothesis number 2.1 critical ratio value is 6.52. It is significant at .01 level of confidence. It shows that secondary school female teachers belonging to emotionally high and low intelligence differ significantly in their mental health. Thus hypothesis number 2.1 is rejected.

*Hypothesis number 2.2* states, secondary school male teachers belonging to emotionally high and low intelligence do not differ significantly in their mental health. With regard to hypothesis number 2.2 critical ratio value is 6.37. It is significant at 0.01 level of confidence. It shows that secondary school male teachers, belonging to emotionally high and low intelligence differ significantly in their mental health. Thus hypothesis number 2.2 is rejected.

*Hypothesis Number 2.3* states, secondary school language teachers belonging to emotionally high and low intelligence do not differ significantly in their mental health. With regard to hypothesis number 2.3 critical ratio value is 4.75. It is significant at 0.01 level of confidence. It shows that secondary school language teachers belonging to emotionally high and low intelligence differ significantly in their mental health. Thus hypothesis number 2.3 is rejected.

*Hypothesis Number 2.4* states, secondary school social study teachers belonging to emotionally high and low intelligence do not differ significantly in their mental health. With regard to hypothesis number 2.4 critical ratio value is 5.35. It is significant at 0.01 level of confidence. It shows that secondary school social study teachers belonging to emotionally high and low intelligence differ significantly in their mental health. Thus hypothesis number 2.4 is rejected.

*Hypothesis Number 2.5* states, secondary school science and maths teachers belonging to emotionally high and low intelligence, do not differ significantly in their mental health. With regard to hypothesis number 2.5 critical ratio value is 6.76. It is significant at 0.01 level of confidence. It shows that secondary school science and maths teachers belonging to emotionally high and low intelligence differ significantly in their mental health. Thus hypothesis number 2.5 is rejected.

*Hypothesis Number 3* states, Emotionally high Intelligent secondary school teachers and Emotionally low Intelligent teachers do not differ significantly in terms of their teaching performance. With regard to

hypothesis number 3, critical ratio value is 14.49. It is significant at 0.01 level of confidence. It shows that Emotionally high Intelligent secondary school teachers and Emotionally low Intelligent teachers differ significantly in terms of their teaching performance. Thus hypothesis number three is rejected.

*Hypothesis Number 3.1* states, Emotionally high Intelligent secondary school female teachers and Emotionally low Intelligent female teachers do not differ significantly in terms of their teaching performance. With regard to hypothesis number 3.1 critical ratio value is 12.63. It is significant at 0.01 level of confidence. It shows that Emotionally high Intelligent secondary school female teachers and Emotionally low Intelligent female teachers differ significantly in terms of their teaching performance. Thus hypothesis number 3.1 is rejected.

*Hypothesis Number 3.2* states, Emotionally high Intelligent secondary school male teachers and Emotionally low Intelligent male teachers do not differ significantly in terms of their teaching performance. With regard to hypothesis number 3.2 critical ratio value is 9.9. It is significant at 0.01 level of confidence. It shows that Emotionally high Intelligent, secondary school male teachers and Emotionally low Intelligent male teachers differ significantly in terms of their teaching performance. Thus hypothesis number 3.2 is rejected.

*Hypothesis Number 3.3* states, Emotionally high Intelligent secondary school language teachers and Emotionally low Intelligent language teachers do not differ significantly in terms of their teaching performance.

With regard to hypothesis number 3.3 critical ratio value is 7.17. It is significant at 0.01 level of confidence. It shows that Emotionally high Intelligent secondary school language teachers and Emotionally low Intelligent language teachers differ significantly in terms of their teaching performance. Thus hypothesis number 3.3 is rejected.

*Hypothesis Number 3.4* states, Emotionally high Intelligent secondary school social studies teachers and Emotionally low Intelligent social study teachers do not differ significantly in terms of their teaching performance. With regard to hypothesis number 3.4 critical ratio value is 6.98. It is significant at 0.01 level of confidence. It shows that Emotionally high Intelligent secondary school social studies teachers and Emotionally low Intelligent social studies teachers differ significantly in terms of their teaching performance. Thus hypothesis number 3.4 is rejected.

*Hypothesis Number 3.5* states, Emotionally high Intelligent secondary school science teachers and Emotionally low Intelligent science and maths teachers do not differ significantly in terms of their teaching performance. With regard to hypothesis number 3.5 critical ratio value is 9.01. It is significant at 0.01 level of confidence. It shows that Emotionally high Intelligent secondary school science teachers and Emotionally low Intelligent science and maths teachers differ significantly in terms of their teaching performance. Thus hypothesis number 3.5 is rejected.

## **5.2. CONCLUSIONS**

On the basis of analysis of data and validation of the hypotheses following conclusions are drawn

- 1) Emotionally high intelligence secondary school teachers are superior than their counterparts emotionally low intelligence secondary school teachers in terms of their teacher pupil relationship.
- 2) Emotionally high intelligence secondary school female teachers are superior than their counterparts emotionally low intelligence secondary school female teachers in terms of their teacher pupil relationship.
- 3) Emotionally high intelligence secondary school male teachers are superior than their counterparts emotionally low intelligence secondary school male teachers in terms of their teacher pupil relationship.
- 4) Emotionally high intelligence secondary school language teachers are superior than their counterparts emotionally low intelligence language teachers in terms of their teacher pupil relationship.
- 5) Emotionally high intelligence secondary school social study teachers are superior than their counterparts emotionally low intelligence social study teachers in terms of their teacher pupil relationship.
- 6) Emotionally high intelligence secondary school science and maths teachers are superior than their counterparts emotionally low



intelligence science and maths teachers in terms of their teacher pupil relationship.

- 7) Secondary school teachers belonging to emotionally high intelligence group are superior than secondary school teachers belonging to emotionally low intelligence group in terms of their mental health.
- 8) Secondary school female teachers belonging to emotionally high intelligence group are superior than secondary school female teachers belonging to emotionally low intelligence group in terms of their mental health.
- 9) Secondary school male teachers belonging to emotionally high intelligence groups are superior than secondary school male teachers belonging to emotionally low intelligence group in terms of their mental health.
- 10) Secondary school language teachers belonging to emotionally high intelligence group are superior than secondary school language teachers belonging to emotionally low intelligence group in terms of their mental health.
- 11) Secondary school social study teachers belonging to emotionally high intelligence group are superior than secondary school social study teachers belonging to emotionally low intelligence group in terms of their mental health.
- 12) Secondary school science and maths teachers belonging to emotionally high intelligence group are superior than secondary

school science and maths teachers belonging to emotionally low intelligence group in terms of their mental health.

- 13) Emotionally high Intelligent secondary school teachers are superior to, Emotionally low Intelligent secondary school teachers in term of their teaching performance.
- 14) Emotionally high Intelligent, secondary school female teachers are superior to Emotionally low Intelligent secondary school female teachers in terms of their teaching performance.
- 15) Emotionally high Intelligent secondary school male teachers are superior to Emotionally low Intelligent secondary school male teachers in terms of their teaching performance.
- 16) Emotionally high Intelligent, secondary school language teachers are superior to Emotionally low Intelligent secondary school language teachers in terms of their teaching performance.
- 17) Emotionally high Intelligent secondary school social study teachers are superior to Emotionally low Intelligent secondary school social study teachers in terms of their teaching performance.
- 18) Emotionally high Intelligent secondary school science and maths teachers are superior to Emotionally low Intelligent, secondary school science and maths teachers in terms of their teaching performance.

### **5.3. IMPLICATIONS**

The Research work is a purposeful endeavour, meaning thereby it is pursued to get solution of a problem. Findings of the research work can

school science and maths teachers belonging to emotionally low intelligence group in terms of their mental health.

- 13) Emotionally high Intelligent secondary school teachers are superior to, Emotionally low Intelligent secondary school teachers in term of their teaching performance.
- 14) Emotionally high Intelligent, secondary school female teachers are superior to Emotionally low Intelligent secondary school female teachers in terms of their teaching performance.
- 15) Emotionally high Intelligent secondary school male teachers are superior to Emotionally low Intelligent secondary school male teachers in terms of their teaching performance.
- 16) Emotionally high Intelligent, secondary school language teachers are superior to Emotionally low Intelligent secondary school language teachers in terms of their teaching performance.
- 17) Emotionally high Intelligent secondary school social study teachers are superior to Emotionally low Intelligent secondary school social study teachers in terms of their teaching performance.
- 18) Emotionally high Intelligent secondary school science and maths teachers are superior to Emotionally low Intelligent, secondary school science and maths teachers in terms of their teaching performance.

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boards i.e. subordinate selection boards Delhi, U.P., Madhyamic Shiksha Chayan Aayog etc. In this way, resulting in quality education in secondary school.

4. **Implication for interview boards:** Various interview boards for selection of teachers may test the emotional intelligence of the applicants and select the ones with high emotional intelligence which would directly lead to enhancing the quality in education.
5. **Implication for self financed institutes management:** The management of self-financed institutes should take into consideration the factor of emotional intelligence. Such an approach will help in creating an organisational culture which will not only contribute to the professional well being and increase the capability of the organization to attract, retain and motivate talented employee.
6. **Implication for school principals:** The principals should look for emotional intelligence capacities in the teachers they appoint and also the principals themselves high on emotional intelligence competencies can create a working climate conducive to achievement, clarity of vision and level of teamwork.
7. **Implication for promotion of Teachers:** Given the value of the personal and organizational effectiveness of emotional intelligence, based capabilities, there is a clear need to integrate that valuation into organization function. When it comes to promotion and succession planning, emotional intelligence should be a major

criterion. When those with high potential are being selected and groomed, emotional intelligence should be central.

The most forward-looking educators will, the researcher hopes, recognize the importance of emotional intelligence in the field of education for the vitality of the educational system as a whole. As Erasmus, the great humanist writer, tells, "The best hope of a nation lies in the proper education of its youth."

#### **5.4. SUGGESTIONS FOR FURTHER STUDIES**

In the light of the present study there can be various other studies carried out. Few of such studies are enumerated below:

1. A study of emotional intelligence of pre primary school teachers with special reference to their mental health and teachers-pupil relationship.
2. A study of emotional intelligence of primary school teachers in reference to their teaching effectiveness, mental health and teacher-pupil relationship.
3. A study of emotional intelligence of higher education/university teachers with special reference to their teaching effectiveness, mental health and teacher-pupil relationship.
4. A study of emotional intelligence of secondary school teachers of U.P. Board and its effect on their teaching effectiveness, mental health and teacher-pupil relationship.

5. A correlational study of emotional intelligence of teachers of I.C.S.E. Board with their teaching effectiveness and mental health.
6. A study of emotional intelligence of teachers with special reference to their job satisfaction, modernization and academic achievement.
7. A comparative study of emotional intelligence of teachers teaching in secondary schools recognized by U.P. Board, ICSE & CBSE.