# Teacher encouragement on emotional intelligence: a study on higher secondary students of Bhilai, CG, India

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## Abstract

*Teacher acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with students. A study was conducted on different schools of Bhilai. Total 160 students from eight schools were selected by purposive random sampling with a view to investigate the study scientifically, six hypotheses were formulated. Agrawal parental encouragement seal (APES) is used for measurement of parental encouragement and for the measurement of Emotional Intelligence APRC by Dr. Sheetla Prasad is used on the basis of study. It is suggested that teacher should provide proper conductive environment for the development of child environmental intelligence. Teacher should recognize the importance of emotions of student. They should provide guidance and proper counseling service to the students for balancing their emotions in different area.*

**Keywords:** Emotional Intelligence, Encouragement, Conductive Environment.

## Introduction

Teacher is the most important person for the total development of child and it is more or less equal to his parents as imparting education to the child is major responsibility of the teacher, therefore in this changing prospective of 21st century, the education is meeting many challenges due to the changing needs of learner and society, the technology advancement and globalization. The role of the teacher to merely impart content knowledge. It, however be crucial for teachers to encourage critical thinking skills, promote information literacy, and to prepare children for a new world.

The society of child begins with his family, nurturance provided by parents and teacher both. Every student has emotions and it is the duty of parents and teachers to help the child to use his emotions in the correct sense for his future development. Teacher mark the significant development in child is life by emphasizing the positive emotions and thereby minimizing the negative emotions.

It is fact that emotional intelligence is greater predictor of success in any walks of life like academic, social vocational or professional. Emotionally intelligent child are more likely to succeed in everything they undertake in their life. Success in academics also can be predicated more by emotional measures, thereby academic ability. So teacher should properly look after the emotions of then child. Emotionally intelligent student have full confidence to achieve the thought target easily in their lives.

**Emotion:** Emotion is primary motivating force and a process which arouses, sustains and directs activity.

According to N.H. Frieda "Emotions are intense feelings that are directed at someone or something" In practice, we show our emotions when we are happy about something, angry at some person and afraid of something. Thus emotions can best be described as how a person feels about something[1].

Emotion is a complete state of arousal associated with varying degrees of psychological activation, conscious awareness of feeling with a specific cognitive level and tendency to move the organism into action. Emotion prepares us for action. It helps in shaping one future behavior and interacting more effectively with others. Emotion is the ability to feel something.

**Intelligence:** Intelligence is the ability to gain knowledge. According to Terman (1922) "An individual is intelligent in the proportion that he is able to carry on abstract thinking"[2]. Jean Piaget (1952) says about intelligence that "Intelligence is the ability to adapt to ones surroundings"[3].

**Emotional intelligence:** "EI in the ability to perceive emotions to access and generate emotions to assists thought to understand emotions and emotional knowledge and to reflectively regulated emotions, so as to promote emotional and intellectual growths"[4]. Emotional intelligence refers to one's ability to recognize and regulate emotions in oneself and others[5]. Emotions are high intensity feelings that are triggered by either internal or external stimuli, demand attention and interrupt cognitive processes and behavior[6].

In the contrast to yester years, the complexities needs to be handled differently and this may be facilitated through a

understanding of a concept such as emotional intelligence. The most popular and excepted mixed model of emotional intelligence is the one proposed by Goleman[7]. He viewed as a emotional intelligence as a total personal and social competences, personal competences, determine how we manage our self, whereas social competence determines how we handle our interpersonal relationship.
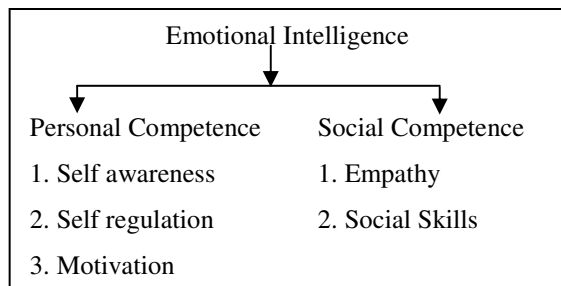


**Figure-1:** Goleman's EI model (1995).

Abraham (2003) concluded a study on the relationship between emotional intelligence and work attitudes behaviour and outcomes and found that EI augments positive work attitudes[8].

Encouragement: When a child begins to imitate teacher behavior, the Child may at first fail to perform at the same level as the Parents and hence become discouraged from further imitative attempts. Under such circumstances, it becomes important for the teacher to encourage the Child's persistent with statement, such as "I know you didn't get it perfectly right, but that's natural the first time you try to do anything. The important thing is that you started doing it. If you keep trying, you will keep getting better until you get it right". A Child who is encouraged by his or her teacher in the face of early failure to self-regulation is more likely to persist to the point of mastery than a child who is not encouraged to persist.

**Teacher encouragement:** Teacher encouragement is a treatment which is given by the teacher to their Children, by which they increases the possibilities of good behaviour in them through their proper guidance, nourishment and caring.

In the encouragement teacher helps and gives support to their student, so that the student does not get disappointed in the difficult situation. This encouragement can be given in the form of child's nourishment or can be in the form of telling the student to change his behaviour. Teacher encouragement creates the positive behaviour in the child.

Teacher encouragement affects a lot to change the Psychological behaviour of the Child and at the same time it helps in the increasing of the Emotional intelligence. If the relationship of the teacher is good with their students and they creates the good jovial atmosphere regarding their interests, work, subjects and make their emotions strong then these kinds of Children would definitely achieve the higher success in their academic fields as well as in other fields also. If there is tension

in the teacher-Child relationship or the Child didn't get the good atmosphere at the home, family then it will directly hurt their emotions and it's a true fact that the emotionally weak child don't be able to do the things properly which affects their studies also. And they will not be able to make the relationship with its work and their outer environment.

According to Rossi (1965): "When teacher approve or disapprove of any activity related to education or revoke any hurdle felt by the Student in the process, or guide him the right or wrong - this entire spectrum activity comes within the purview of teacher encouragement"[9]. In short, we can conceptualize teacher encouragement in this treatment originating from Parents towards the Child with a view to enhancing the possibilities of future occurrence of good behaviour by care, concern, approval and guidance.

**Scope of the study:** In today's modern generation we see different kinds of problems in Children like maladjusted tendency, delinquency, Criminal tendencies etc. This is all due to that they are not emotionally stable because of less Parental and teacher encouragement. This effects their career and they are not able to achieve success in their lives. But if the child is provided with a healthy emotional climate it will makes a child relaxed, Co - operative, happy motivated to study and disciplined behavior. But an un-healthy emotional Climate, makes the Child tense nervous, irritate, disinterested in studies and prone to troublesome behaviour The Present study can have extended scope in understanding the teacher encouragement on Emotional intelligence of Students. Teacher encouragement is just like a catalyst in a chemical process which cannot take part in a Chemical reaction. But increase or decrease the rate of reaction. Similarly teacher encouragement works as a Catalyst to the emotional intelligence of the child for achieving the higher objectives, goals, become more employable, and have better relationships.

Following are some of the scope and significance of this research which are as follows:
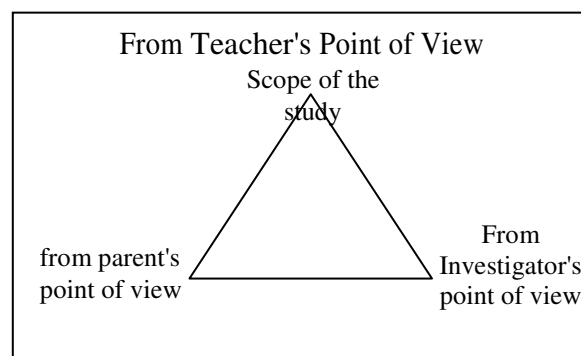


**Figure-2:** Scope of Study.

**From teacher's point of view:** Teacher should understand the emotions of Students especially weak Students and provide them proper guidance as well as feedback to their parents so that

they can improve their achievements in all the fields according to their interests.

Teacher should understand the weak emotional points of Students which is creating hurdles in their studies and provides feedback about these hurdles to their parents by which the parents with their encouragement tries to solve that points and help them to cross those hurdles so that they are able to get their exact targets for which they are working hard.

Teacher should understand the emotions of individuals and make their Parents aware of it so that they can mould their emotions in a right direction with their encouragement and this will help the child in becoming more ambitious, full of enthusiasm and are committed to achieve their goal.

**From parent's point of view:** Parents should understand the emotions of their Child because emotionally intelligent Child is more curious, creative in everything and are more prone to seek the solutions to their problems.

By understanding the Emotional intelligence of the Child, Parents can inspire them to use their emotions as a motivating agent or a force for achieving their goals.

Parents should understand the emotions of their Child *and* they should provide proper guidance, motivate them in a right manner and help them in accomplishing the targets in their career.

By understanding the Emotional intelligence of a Child, Parents help them in avoiding the costs of anxiety and depression which they are facing in any part of their career, or life.

Parents should understand that their encouragement is useful not only for increasing the emotional intelligence, academic achievement but it is also helpful for the mental health of the child. In spite of many trials if the desirable achievements would not be obtained then the child will be affected by the inferiority complex. But proper encouragement will protect the Child from complexes.

**Objectives of the study:** i. To measure the effect of Teacher Encouragement on Emotional Intelligence of Adolescence studying in Bhilai Township. ii. To determine the effect of Teacher Encouragement on Emotional Intelligence of Adolescence in 9th Class of Bhilai Township. iii. To study the effect of Teacher l Encouragement on Emotional Intelligence of Students studying in 9th Class of B.S.P. Schools. iv. To study the effect of Teacher l Encouragement on Emotional Intelligence of Students studying in 9th Class of Private Schools. v. To find out the effect of Teacher al Encouragement on Emotional Intelligence of Students studying in 9th Class of Hindi Medium Schools. vi. To know the effect of Teacher Encouragement on Emotional Intelligence of Students studying in 9th Class of English Medium Schools. vii. To determine the

effect of Teacher Encouragement on Emotional Intelligence of boys studying in 9th Class. viii. To know the effect of Teacher encouragement on Emotional intelligence of girls studying in 9th class.

## Hypothesis

$H_1$: There exists no significant effect of Teacher Encouragement on Emotional Intelligence of Students studying in 9th Class of Bhilai Township.
$H_2$: There exists no significant effect of Teacher Encouragement on Emotional Intelligence of Students studying in 9th Class of Bhilai Steel Plant Schools.
$H_3$: There exists no significant effect of Teacher Encouragement on Emotional Intelligence of Students studying in 9th Class of Private Schools.
$H_4$: There exists no significant effect of Teacher l Encouragement on Emotional Intelligence of Students studying in 9th Class of Hindi Medium Schools.
$H_5$: There exists no significant effect of Teacher Encouragement on Emotional Intelligence of Students studying in 9th Class of English Medium Schools.

**Table-1:** Total Number of Students Studying in 9$^{th}$ Class of Selected B.S.P. School.

| Name of School | No. of Females | No. of Males | Total |
|---|---|---|---|
| B.S.P. Senior Secondary School Sector – 7 | 66 | 100 | 166 |
| B.S.P. Senior Secondary School Sector – 4 | 90 | 95 | 185 |
| B.S.P. Higher Secondary School No. (1), Sector – 6 | 70 | 95 | 165 |
| B.S.P. Higher Secondary School Risali | 135 | 118 | 253 |
| Total | 361 | 408 | 769 |

**Table-2:** Total Number of Students Studying in 9$^{th}$ Class of Selected Private Schools.

| Name of School | No. of Females | No. of Males | Total |
|---|---|---|---|
| S.N.G. Vidhya Bhavan, Sector – 4 | 38 | 46 | 84 |
| Guru Nanak Senior Secondary School Sector – 6 | 28 | 32 | 60 |
| Saraswati Shishu Mandir, Sector – 4 | 76 | 70 | 146 |
| Ghalib Memorial Higher Secondary School, Sector – 6 | 12 | 16 | 28 |
| Total | 154 | 164 | 318 |

## Sampling Technique

**Purposive random sampling:** It is selected by some arbitrary

method because it is known to be representative of the total Population. It is known that it will produce well matched groups. It picks out the Sample in relation to some criterion which are considered important for a particular study Kothari C.R.[10]. It is appropriate in a study which lays special emphasis on the control of certain specific variables. The different Schools were selected by Purposive Random Sampling. Out of the total Schools of B.S.P. and Private, in all 8 Schools were chosen by the Investigator himself and in that 4 were B.S.P. Schools both English and Hindi Medium and 4 were Private Schools both English and Hindi Medium. By this method the Population has an equal and independent chance of being included in the Sample. Total 160 Students of B.S.P. and Private Schools from 8 Schools were then selected by Purposive Random Sampling.

## Statistical analysis

**Table-3:** Summary of One Way, Anova Where K Samples Are Taken In All n Items.

| Source of Variation | SS | df | MS | F Ratio |
|---|---|---|---|---|
| Between Sample of Categories | Tb Step IV | K-1 | SS Between / K-1 | F = |
| Within Sample or Categories | SS Within Step V | n-k | within SS / n-k |  |
| Total | Tss | n-1 |  |  |

'F' ratio is worked out to judge whether the difference among several Samples means is significant or it just a matter of sampling fluctuations. For this purpose we see table giving values of 'F' for degrees of freedom at difficult levels of significance. If worked out value of'F1 is equal to or less than table value of F1, the difference is taken as insignificant. If the value of 'F' Calculated is more than the table value than difference is considered as significant. The higher the calculated value of F' is above the table value, the more definite and sure one can be about his conclusions.

## Analysis and Interpretation of Data

There is two variables that is teacher encouragement and emotional intelligence. Related to this problem there are seven hypothesis, the data collected from different BSP and private school of Bhilai area where tabulated and mean, S.D., ANOVA and 't' value are calculated with the help of them. On the basis of this, significant 01 insignificance of the null hypothesis are found.

In this study the result and discussion about the effect of teacher encouragement on Emotional intelligence of IX class students is given. See its effect in each group i.e. in Girls, in Boys, B.S.P., private, English medium, Hindi medium. Each group is divided

into high, average and low and on the basis of teacher encouragement, score of emotional intelligence are taken and by applying ONE WAY ANOVA the significance in each group is found and are tabulated below according to the Hypothesis.

$H_1$-There exists no significant effect of Teacher Encouragement on Emotional Intelligence of Students Studying in IXth class of Bhilai Township.

**Table-4:** Table Showing Numbers, Means Standard Deviation of High, Average and Low Groups of Total Students Emotional Intelligence with Respect to Parental Encouragement.

| Different Groups | High | | | Average | | | Low | | |
|---|---|---|---|---|---|---|---|---|---|
|  | N | M | SD | N | M | SD | N | M | SD |
| Total Students | 40 | 59 | 6.38 | 60 | 60.83 | 8.57 | 60 | 52.91 | 6.14 |

The groups are made on the basis of Teacher Encouragement and scores of Emotional Intelligence of these groups are taken, the mean and SD of these groups' Emotional Intelligence is calculated and tabulated in above table. From table it is found that there is not much difference between High and Average groups' mean score which is 59 & 60.83 respectively. But High and Average groups' mean score both are quite high than Low groups' mean score which is found to be as 52.91. To see whether the difference is significant or not, ANOVA one way was calculated whose summary is as below.

**Table-5:** Summary of Anova One Way Total Students Groups

| Source of Variance | SS | df | Ms | F | Result |
|---|---|---|---|---|---|
| Among Three Groups | 2015.67 | 2 | 1007.835 | 21.72 | Significant P < 0.05 |
| Significant among all conditions | 7282.93 | 157 | 46.388 |  |  |
| Total | 9298.6 | 159 |  |  |  |

From above table, it is seen that calculated value of 'F' is 21.72 which is significant at 0.05 level, when df =(2,157). Since table value is less i e. at df = (2,157) table value of 'F' is 3.06, so Hypothesis H! is rejected at point 0.05 level of significance with respect to groups of Total Students.

The Hypothesis IX t there exists no significant effect of Parental Encouragement on Emotional Intelligence of Students studying in 11th Class of Bhilai Township, is rejected.

**Table-6:** Table Showing T value (Total Groups).

| Groups | df | 't' | Level of Significance |
|---|---|---|---|
| High/Average | 98 | 1.180 | P>0.05 |
| Average/Low | 118 | 6.28 | P<0.05 |
| High/Low | 98 | 4.88 | P<0.05 |

To find whether there is significant difference between each two groups or not 't' value is Calculated at df ; 98. 't' between High and Average group is 1.180 and table value is 1.98 which is greater at the same df, so it is non-significant at 0.05 level. That means High and Average groups of Total Students both are equally affected by Parental encouragement on Emotional intelligence.

When 't is worked out in between average and Low groups at df; 118 it comes 6.28 which is significant at 0.05 level, i.e. at the same df, table value is 2.62 and have found that Average group of total Students are more affected by Parental encouragement on Emotional intelligence in comparison to the Low group of total students.

When 't' is worked out in between High and Low group at df; 98 it comes 4.88 which is significant at 0.05 level, at the same df. Table value is 2.63 concludes that High group of total Students differ i.e. they are more affected by Parental encouragement on Emotional intelligence as compared to Low group of total Students.

It confirms that there is significant difference in Emotional intelligence between High and Low groups of (Total) Students regarding Parental encouragement.

High group has high Emotional intelligence and Low group has low.

$H_2$- There exists no significant effect of Parental Encouragement on Emotional Intelligence of Students studying in 9th Class of B.S.P. Schools.

**Table-7:** Table Showing Numbers, Means Standard Deviation of High, Average and Low Groups of B.S.P. Students Emotional Intelligence with Respect to Parental Encouragement

| Different | High | | | Average | | | Low | | |
|---|---|---|---|---|---|---|---|---|---|
| Groups | N | M | SD | N | M | SD | N | M | SD |
| B.S.P. Students | 14 | 61.42 | 5.75 | 29 | 61.86 | 8.38 | 37 | 52.97 | 5.62 |

The groups are made on the basis of Teacher l Encouragement and scores of Emotional Intelligence of these groups are taken, the mean and SD of these groups' Emotional Intelligence is calculated and tabulated in above table.

From table it is found that there is not much difference between High and Average groups' mean score which is 61.42 & 61.86 respectively. But High and Average groups' mean score both are quite high then Low groups' mean score which is found to be as 52.97. To see whether the difference is significant or not, ANOVA one way was calculated whose summary is as below.

**Table-8:** Summary of Anova one way, B.S.P Students' Group.

| Source of Variance | SS | df | MS | F | Result |
|---|---|---|---|---|---|
| Among three groups | 1523.69 | 2 | 761.845 | | Significant P < 0.05 |
| Significant Among all Conditions | 3673.86 | 77 | 47.712 | 15.96 | |
| Total | 5197.55 | 79 | | | |

From above table it is seen that calculated value of F1 is 15.96 which is significant at 0.05 level when df =(2, 77). Since table value is less i.e. at df = (2, 77) table value of (F' is 3.11 so hypothesis H2 is rejected at point 0.05 level of significance with respect to groups of B.S.P. Students.

The Hypothesis H2, there exists no significant effect of Teacher Encouragement on Emotional Intelligence of Students studying in 9th Class of B.S.P Schools is rejected.

**Table-9:** Table Showing T value (B.S.P. Groups).

| Groups | df | 't' | Level of Significance |
|---|---|---|---|
| High/Average | 98 | 0.29 | P > 0.05 |
| Average/Low | 118 | 7.34 | P < 0.05 |
| High/Low | 98 | 7.47 | P < 0.05 |

To find whether there is significant difference between each two groups or not 't' value is calculated at df ;98. 't' between High and Average group is 0.29 and table value is 1.98 which is greater at the same df, so it is non-significant at 0.05 level. That means High and Average groups of B.S.P. Students both are equally affected by Parental encouragement on Emotional intelligence.

When 't' is worked out in between Average and Low groups at df ;118 it comes 7.34 which is which is significant at 0.05 level, i.e. at the same df, table value is 2.62 and have found that Average group of B.S.P. Students are more affected by Teacher encouragement on Emotional intelligence in comparison to the Low group of B.S.P. Students.

When 't' is worked out in between High and Low groups at df;98 it comes 7.47 which is significant at 0.05 level, at the same df. Table value is 2.63 concludes that High group of B.S.P. Students differ i.e. they are more affected by Teacher encouragement on Emotional intelligence as compared to Low group of B.S.P. Students.

It confirms that there is significant difference in Emotional intelligence in between High and Low groups of (B.S.P) Students regarding Parental encouragement.

High group has high Emotional intelligence and Low group has low.

H₃- There exists no significant effect of Parental Encouragement on Emotional Intelligence of Students studying in 9th Class of Private Schools.

**Table-10:** Table showing numbers, means, standard Deviations of high, average and low Groups of Private Students' Emotions intelligence with Respect to teacher encouragement.

| Different Groups | High | | | Average | | | Low | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | M | SD | N | M | SD | N | M | SD |
| Total Students | 25 | 60.12 | 7.95 | 30 | 60.3 | 8.45 | 25 | 52.44 | 6.74 |

The groups are made on the basis of Teacher Encouragement and scores of Emotional Intelligence of these groups are taken, the mean and SD of these groups' Emotional Intelligence is calculated and tabulated in above; able. From table it is found that there is not much difference between High and average groups mean score which is 60.12 & 60.3 respectively. But High and Average groups, mean score both are quite high then Low groups' mean score which is found to be as 52.44, To see whether the difference is significant or not, ANOVA one way was calculated whose summary is as below.

**Table-11:** Anova one way, Private Students' Group.

| Source of Variance | SS | df | MS | F | Result |
|---|---|---|---|---|---|
| Among three groups | 1040.29 | 2 | 520.145 | 8.23 | Significant P < 0.05 |
| Significant Among all Conditions | 4861.1 | 77 | 63.13 | | |
| Total | 5901.39 | 79 | | | |

From above table it is seen that calculated value of 'F1 is 8.23 which is significant at 0.05 level when df = (2, 77) since table value is less i.e. at df =(2,77) table value of (F' is 3.11, so Hypothesis H₃ is rejected at point 0.05 level of significance with respect to groups of Private Students.

The Hypothesis H3, there exists no significant effect of Parental Encouragement on Emotional Intelligence of Students studying in 9th Class of private school is rejected.

**Table-12:** Table Showing T value (Private Groups)

| Groups | df | 't' | Level of Significance |
|---|---|---|---|
| High/Average | 98 | 0.10 | P > 0.05 |
| Average/Low | 118 | 6.09 | P < 0.05 |
| High/Low | 98 | 5.33 | P < 0.05 |

H₄: There exists no significant effect of Teacher Encouragement on Emotional Intelligence of Students studying in 9th Class of Hindi Medium Schools.

**Table-13:** Table showing numbers, means, standard Deviations of high, average and low Groups of Hindi Medium Students' Emotions intelligence with Respect to Teacher encouragement.

| Different Low Groups | High | | | Average | | | Low | | |
|---|---|---|---|---|---|---|---|---|---|
| Hindi Medium | N | M | SD | N | M | SD | N | M | SD |
| Total Students | 25 | 63.08 | 6.51 | 28 | 62.96 | 7.11 | 27 | 53.85 | 5.80 |

The groups are made on the basis of Teacher Encouragement and scores of Emotional Intelligence of these groups are taken, the mean and SD of these groups' Emotional Intelligence is calculated and tabulated in above table from table it in found that there is not much difference between high and average groups mean score which in 63.08 & 62.96 respectively. But high and average groups mean score both are quite high than Law groups mean score which is found to be as 53.85. To see whether the difference is significant or not, ANOVA one way was calculated.

**Table-14:** Variances.

| Source of Variance | SS | df | MS | F | Result |
|---|---|---|---|---|---|
| Among three groups | 1503.33 | 2 | 751.665 | 17.08 | Significant P < 0.05 |
| Significant Among all Conditions | 3388.22 | 77 | 44.00 | | |
| Total | 4891.55 | 79 | | | |

From above table it is seen that calculated value of F is 17.08, which is significant at 0.05 level when df=(2,77). Since table value in less i.e. at df=(2,77) Table value of F is 3.11, so Hypothesis H4 is rejected at point 0.05 level of significant with respect to group of Hindi medium students.

The Hypothesis H4, there exists no significant effect of Teacher encouragement on EI of students studying in 9 class of Hindi medium school is rejected.

**Table-15:** Table Showing T value (Hindi Medium Groups).

| Groups | Df | 't' | Level of Significance |
|---|---|---|---|
| High/Average | 98 | 0.08 | P > 0.05 |
| Average/Low | 118 | 8.28 | P < 0.05 |
| High/Low | 98 | 7.62 | P < 0.05 |

To find whether there is significant difference between each h groups or not 't' value is calculated at df; 98. 't' between High and Average group is 0,08 and table value is 1.98 which is greater at the same df, so it is not significant at 0.05 level.

That means High and Average groups of Hind, Medium Students both are equally affected by Parental encouragement Emotional intelligence.

When 't' is worked out in between Average and Low groups at df; 118 it comes 8.28 which is significant at 0.05 level, i.e. at the same df, table value is 2.62 and have found that Average group of Hindi Medium Students are more affected by Teacher encouragement on Emotional intelligence in comparison to the Low groups.

When 't' is worked out in between High and Low group at df; 98 if comes 7.62 which is significant at 0.05 level, at the same df. Table value is 2.63 concludes that High group of Hindi Medium Students differ, i.e. they are more affected by Parental encouragement on Emotional intelligence as compared to _low groups.

High group has high EI and Low group has low H5- there exists no significant effect of Teacher Encouragement.

**Table-16:** Table showing numbers, means, standard Deviations of high, average and low Groups of English Medium Students' Emotions intelligence with Respect to Teacher encouragement.

| Different Low Groups | High | | | Average | | | Low | | |
|---|---|---|---|---|---|---|---|---|---|
| English Medium | N | M | SD | N | M | SD | N | M | SD |
| Total Students | 14 | 56.14 | 6.35 | 31 | 59.35 | 9.17 | 35 | 51.91 | 6.20 |

Form table it is found that there is not much difference between High & average groups mean score which is 56.14 & 59.35. But high and average group mean score both are quite high than low group mean score which is found to be as 51.91.

**Table-17:** Summary of Anova one way, English Medium Students' Group.

| Source of Variance | SS | df | MS | F | Result |
|---|---|---|---|---|---|
| Among three groups | 916.32 | 2 | 458.16 | 7.80 | Significant P < 0.05 |
| Significant Among all Conditions | 4521.57 | 77 | 58.72 | | |
| Total | 5437.89 | 79 | | | |

**Table-18:** Table Showing T value (English Medium Groups)

| Groups Significance | df | 't' | Level of Significance |
|---|---|---|---|
| High/Average | 98 | 1.96 | P > 0.05 |
| Average/Low | 118 | 5.63 | P < 0.05 |
| High/Low | 98 | 3.38 | P < 0.05 |

To find whether there is a significant difference between each two groups or not (t' value is calculated at df;98. 't' between High and Average group is 1.96 and table value is 1.98 which is greater at the same df, so it is non-significant at 0.05 level. That means High and Average groups of English Medium Students both are equally affected by Teacher encouragement on Emotional intelligence.

When (t' is worked out in between Average and Low groups at df; 118 it comes 5.63 which is significant at 0.05 level, i.e. at the same df, table value is 2.62 and have found that Average group of English Medium Students are more affected by Parental encouragement on Emotional intelligence in comparison to the low group of English Medium Students.

When 't is worked out in between High and Low group at df; 98 it comes 3.38 which is significant at 0.05 level, at the same df. Table value is 2.63 concludes that high group of English medium students differ i.e. they are more effected by prenatal encouragement on EI as compared to the Low group. IT confirms that there is a significant difference in EI in between High and Low group of English Medium students regarding parental encouragement.

High group has high EI and Low group has Low.

H6- There exists no significant effect of Teacher encouragement on EI of Boys studying in 9th class.

**Table-19:** Table showing numbers, means, standard Deviations of high, average and low Groups of Boys Students' Emotional intelligence with respect to Teacher encouragement.

| Different Low Groups | High | | | Average | | | Low | | |
|---|---|---|---|---|---|---|---|---|---|
| Boys | N | M | SD | N | M | SD | N | M | SD |
| Total Students | 15 | 61.73 | 7.41 | 37 | 60.72 | 8.45 | 28 | 53.53 | 6.47 |

From table it is found that there is not much difference between high and average group mean score which is 61.73 & 60.72. But high and average group mean score both are quite high and than low groups mean score which is found to be as 53.53.

**Table-20:** Summary of Anova one way, Boys Students' Group.

| Source of Variance | SS | df | MS | F | Result |
|---|---|---|---|---|---|
| Among three groups | 1029.99 | 2 | 514.995 | 8.53 | Significant P < 0.05 |
| Significant Among all Conditions | 4645.21 | 77 | 60.32 | | |
| Total | 5676.2 | 79 | | | |

From about table it is seen that calculated value of F is 8.53, which is significant at 0.05 level when df =(2,77). Since table value is less i.e. at df=(2.77) table value of 'F' is 3.11, so Hypothesis H6is rejected at point 0.05 level of significance with respect to groups of Boys Students.

The Hypothesis H6, there exists no significant effect of Teacher Encouragement on Emotional Intelligence of Boys studying in 9th Class, is rejected.

**Table-21:** Table Showing T value (Boys Groups).

| Groups Significance | df | 't' | Level of Significance |
|---|---|---|---|
| High/Average | 98 | 0.62 | P > 0.05 |
| Average/Low | 118 | 5.66 | P < 0.05 |
| High/Low | 98 | 5.98 | P < 0.05 |

To find whether there is a significant difference between each two groups or not 't' value is calculated at df; 98. t between High and Average group is 0.62 and table value Is 1.98 which is greater at the same df, so it is non-significant at 0.05 level. That means High and Average groups' of Boys Students both are equally affected by Parental encouragement on Emotional intelligence.

When 't' is worked out in between Average and Low groups at df;118 it comes 5.66 which is significant at 0.05 level, i.e. at the same df, table value is 2.62 and have found that Average group of Boys Students are more affected by Parental encouragement on Emotional intelligence in comparison to the Low group of Boys Students.

When 't' is worked out in between High and Low group at df; 98 it comes 5.98 which is significant at 0.05 level, at the same df. Table value is 2.63 concludes that High group of Boys Students differ, i.e. they are more affected by Parental encouragement on Emotional intelligence as compared to Low group of Boys Students.

It confirms that there is a significant difference in Emotional intelligence in between High and Low groups of (Boys) Students regarding Parental encouragement. high group has high EI and low group has low.

H7- There exists no significant effect of Teacher encouragement on EI of girls studying in 9th class.

**Table-22:** Table showing numbers, means, standard Deviations of high, average and low Groups of Girls Students' Emotions intelligence with Respect to Teacher encouragement.

| Different Low Groups | High | | | Average | | | Low | | |
|---|---|---|---|---|---|---|---|---|---|
| Girls | N | M | SD | N | M | SD | N | M | SD |
| Total Students | 24 | 59.87 | 7.07 | 22 | 61.63 | 8.41 | 34 | 52.11 | 5.71 |

From table it is found that there is not much difference between high and average groups mean score which is 59.87 and 61.63 respectively, but high and average groups mean score both are quite high than low groups mean score which is found to be as 52.11. To see whether the difference is significant or not ANOVA one way was calculated when summary is as below.

**Table-23:** (Summary of Anova one way, Girls Students' Group).

| Source of Variance | SS | df | MS | F | Result |
|---|---|---|---|---|---|
| Among three groups | 1481,425 | 2 | 740.7125 | 14.73 | Significant P < 0.05 |
| Significant Among all Conditions | 3871.255 | 77 | 50.27 | | |
| Total | 5352 | 79 | | | |

The Hypothesis (H7) there exists no significant effect of Teacher encouragement on EI of girls studying in 9th class is rejected.

**Table-24:** Table Showing T value (Girls Groups).

| Groups Significance | df | 't' | Level of Significance |
|---|---|---|---|
| High/Average | 98 | 1.11 | P > 0.05 |
| Average/Low | 118 | 7.80 | P < 0.05 |
| High/Low | 98 | 6.20 | P < 0.05 |

To find whether there is a significant difference between each two groups or not (t' value is calculated at df ; 98. 't' between high and Average group is 1.11 and table value is 1.98 which is greater at the same df, so it is non-significant at 0.05 level. That means High and Average groups' of Girls Students both are equally affected by Parental encouragement on Emotional intelligence.

When 't' is worked out in between Average and Low groups at df; 118 it comes 7.80 which is significant at 0.05 level, i.e. at the same df, table value is 2.62 and have found that Average group

of Girls Students are more affected by Parental encouragement on Emotional intelligence in comparison to the Low group of Girls Students. When 't' is worked out in between High and Low group at df; 98 it comes 6.20 which is significant at 0.05 level, at the same df. Table value is 2.63 concludes that High group of Girls Students differ, i.e. they are more affected by Parental encouragement on Emotional intelligence as compared to Low group of Girls Students.

It confirms that there is a significant difference in Emotional intelligence in between High and Low groups of (Girls) Students regarding Teacher encouragement.

High group has high Emotional intelligence and Low group has low.

On the basis of the present study, It suggests the following points for the Parents and Teachers.

**Suggestion for parents:** i. Parents are the first teachers for the Child, so Parents should provide a proper conducive environment for the development of their Emotional intelligence. ii. Parents should attend to the needs and desires of the Child and if it is right they should try to fulfill it. iii. The small accomplishments and successes of the Child ought to be very warmly appreciated by the Parents. iv. Parents should not compare their Child negatively with others. This might hamper their emotions also. v. Parents should compare their Child positively with others This helps him in increasing his emotional power. vi. Parents should not focus on what the Child could not do, but instead of encourage them and be positive about what so ever small he does. vii. Parents should not be harsh in giving and kind of instructions to them. viii. The relationship between the Child and the Parents should be positive and jovial one.

**Suggestion for teachers:** i. Teachers should recognize the importance of emotions of Students and according to that proper encouragement should be given. ii. Teachers should help the Students to make their emotions strong, by encouraging them to do yoga, exercise, etc. by which concentration power also increases. iii. Teacher should develop the democratic attitude towards the Students and should encourage them to express their own ideas, views. iv. Teachers should always help the Students for expressing their emotions. v. Teacher should always try to remove fear and doubt from the minds of Students. vi. Teacher should give personal attention to each and every Student. vii. Teachers should provide extra attention to Students who are emotionally weak. viii. Students should be reinforced by the teachers by effective rewards for achieving good results and for their innovative Creations as per Amirtha. M. Kadhiravan[11].

## Conclusion

Prospective of teacher role in India have undergone a change. Teacher role in India needs a fresh look. Our society expect a lot from the teacher. It is not only the intellectual society who realizes the importance of teacher role, the general community has also expressed its concern about the quality of teacher in the society for bringing desired social change.

It is a fact that a child is naive and becomes what it is taught to become. The responsibility and challenge in front of the educators in the changing times is, by no means, a small one. Its magnitude is, much bigger than the target students development stage. Therefore, it needs to be met with as large a vision. While handling the children, teaching them and moulding them Aparajita et.al.[12].

It is essential to bring attitudinal changes and develop belief in the teacher to faster inclusion to provide instructional programmes and behavioural support to students. The present day image of the teacher is determined by the teaching profession. The teacher must acquire professional competencies and efficiency need to be empowered to perform their multiple task in teaching –learning process.

A code of professional ethics has an introduction and five parts in it. These are, teacher`s relationship with students, parents, society and nation, colleagues and responsibility of system& managements. A teacher should go on improving his professional capacities in order to shape his students personalities as per Neera Jain[13].

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