We pass through research from subjective personal experience to objective validity and universal applicability.

- Robert R. Rushk
In the previous chapter interpretations and discussion of the results have been presented. The main findings and conclusions drawn on the basis of results and discussions in the preceding chapter indicate a wide range of implications and their potentials for further research. In this chapter following points have been discussed:-

(i) The main findings of the present study.
(ii) Conclusions of the present study.
(iii) Educational implications of the present study.
(iv) Suggestions for the further studies.

5.1 Main Findings of the Present Study:

The statistical data of the study reveals the following main findings:-

For the purpose of making the conclusions clear and perceptive, they have been divided into two sub-sections namely, (i) Findings pertaining to the personality factors and (ii) Findings pertaining to the teaching aptitude areas.

Findings pertaining to the personality on 16 PF:

i) Factor – A (Sizothymia VS. Affectothymia):
* The results indicate that govt. sec. school teachers working in urban area have affectothymia on factor – A as compared to their private sec. school counterparts who have sizothymia.

ii) Factor – B (Lower Scholastic Mental Capacity VS. Higher Scholastic Mental Capacity):
* All groups of govt. and private sec. school teachers do not differ significantly on factor – B.

Further when the two groups were compared on the basis of their rank orders, private sec. school teachers working in urban area were found intelligent on factor – B than their govt. sec. school counterparts.

iii) Factor – C (Lower Ego Strength VS. Higher Ego Strength):
* All groups of govt. and private sec. school teachers do not differ significantly on factor - C.
Further when the two groups were compared on the basis of their rank orders, govt. sec. school teachers with the higher qualification (B.Ed.+ ) were found emotionally stable on factor – C than private sec. school teachers of this group.

iv) **Factor – E (Submissiveness VS. Dominance):**

* Govt. sec. school teachers with the higher qualification (B.Ed.+ ) have dominance on factor – E as compared to their private sec. school counterparts who have submissiveness.

v) **Factor – F (Desurgency VS. Surgency):**

* All groups of govt. and private sec. school teachers do not differ on factor – F.

vi) **Factor – G (Weaker Superego Strength VS. Stronger Superego Strength):**

* Govt. sec. school teachers working in urban area have stronger superego strength on factor – G in comparison to their private sec. school counterparts who have weaker superego strength.

Further when the two groups were compared on the basis of their rank orders, govt. sec. school teachers with the higher qualification (B.Ed.+ ) were found role bounded on factor – G than private sec. school teachers of this group.

vii) **Factor – H (Threctia VS. Parmia):**

* Govt. sec. school teachers having 10 year or more teaching experience have parmia on factor – H in comparison to their private sec. school counterparts who have threctia.

* Govt. sec. school teachers with higher qualification (B.Ed.+ ) have parmia on factor – H in comparison to their private sec. school counterparts who have threctia.

viii) **Factor – I (Harria VS. Premsia):**

* Male govt. sec. school teachers have premsia on factor – I as compared to male private sec. school teachers who have harria.

* Govt. sec. school teachers with the higher qualification (B.Ed.+ ) have premsia on factor – I as compared to their private sec. school counterparts who have harria.
ix) **Factor – L (Alaxia VS. Protension):**
* All groups of govt. and private sec. school teachers do not differ on factor – L.

x) **Factor – M (Praxernia VS. Autia):**
* All groups of govt. and private sec. school teachers do not differ significantly on factor – M.

Further when the two groups were compared on the basis of their rank orders, govt. sec. school teacher working in rural area were found imaginative on factor – M than private sec. school teachers of this group.

xi) **Factor – N (Artlessness VS. Shrewdness):**
* All groups of govt. and private sec. school teachers do not differ on factor – N.

xii) **Factor – O (Untroubled Adequacy VS. Guilt Proneness):**
* Female private sec. school teachers have guilt proneness on factor-O in comparison to female govt. sec. school teachers who have untroubled adequacy.

xiii) **Factor – Q1 (Conservatism VS. Radicalism):**
* Male govt. sec. school teachers have radicalism on factor Q1 in comparison to male private sec. school teachers who have conservatism.

* Govt. sec. school teachers having 10 years or more teaching experience have radicalism on factor – Q1 as compared to their private sec. school counterparts who have conservatism.

* Govt. sec. school teachers with the higher qualification (B.Ed.+ ) have radicalism on factor-Q1 as compared to their private sec. school counterparts who have conservatism.

xiv) **Factor – Q2 (Group Adherence VS. Self-Sufficiency):**
* Male govt. sec. school teacher have self-sufficiency on factor-Q2 as compared to male private sec. school teachers who have group adherence.

* Govt. sec. school teachers having 10 years or more teaching experience have self-sufficiency on factor-Q2 as compared to their private sec. school counterparts who have group adherence.

Further when the two groups were compared on the basis of their rank orders, govt. sec. school teachers working in rural area were found self-sufficient on factor-Q2 than private sec. school teachers of this group.
xv) **Factor – Q3 (Low Integration VS High Self-concept Control):**
* Private sec. school teachers have self-concept control on factor-Q3 as compared to govt. sec. school teachers who have low integration.
Further when the two groups were compared on the basis of their rank orders, govt. sec. school teachers having less than 10 years teaching experience and with the higher qualification (B.Ed.+ ) were found socially precise than private sec. school teachers of these groups.

xvi) **Factor – Q4 (Low Ergic Tension VS. High Ergic Tension):**
* Female private sec. school teachers have high ergic tension on factor-Q4 as compared to female govt. sec. school teachers who have low ergic tension.

**Findings pertaining to the teaching aptitude on its areas:**

i) **Cooperative Attitude:**
* Govt. sec. school teachers having 10 years or more teaching experience are more cooperative as compared to their private sec. school counterparts.
* Govt. sec. school teachers having less than 10 years teaching experience are more cooperative in comparison to their private sec. school counterparts.
* Govt. sec. school teachers with the entry qualification (Degree + B.Ed.) are more cooperative as compared to their private sec. school counterparts.
Further when the two groups were compared on the basis of their rank orders, total govt. sec. school teachers, govt. sec. school teachers working in urban area and female govt. sec. school teachers were found more cooperative than private sec. school teachers of these groups.

ii) **Kindliness:**
* All groups of govt. and private sec. school teachers do not differ significantly on kindliness area of teaching aptitude.
Further when the two groups were compared on the basis of their rank orders, male and with the higher qualification (B.Ed. +) govt. sec. school teachers were found more kindly than private sec. school teachers of these groups.

iii) **Patience:**
* Private sec. school teachers working in urban have more patience as compared to govt. sec. school teachers working in urban area.
* Male private sec. school teachers have more patience as compared to male govt. sec. school teachers.
* Private sec. school teachers having less than 10 years teaching experience have more patience as compared to their govt. sec. school counterparts.

* Private sec. school teachers with the higher qualification (B.Ed.+ ) have more patience as compared to their govt. sec. school counterparts.

iv) **Wide Interest:**

* Govt. sec. school teachers working in rural area have more wide interest as compared to private sec. school teachers working in rural area.

* Female govt. sec. school teachers have more wide interest as compared to female private sec. school teachers.

* Govt. sec. school teachers having 10 years or more teaching experience have more wide interest as compared to their private sec. school counterparts.

* Govt. sec. school teachers with the entry qualification (Degree + B.Ed.) have more wide interest as compared to their private sec. school counterparts.

v) **Fairness:**

* All groups of govt. and private sec. school teachers do not differ on fairness area of teaching aptitude.

vi) **Moral Character:**

* Private sec. school teachers have high moral character in comparison to govt. sec. school teachers.

* Private sec. school teachers working in rural and urban area have high moral character in comparison to their govt. sec. school counterparts.

* Male and female private sec. school teachers have high moral character as compared to male and female sec. school teachers.

* Private sec. school teachers having 10 years or more and less than 10 years teaching experience have high moral character as compared to their govt. sec. school counterparts.

* Private sec. school teachers with the entry qualification (Degree + B.Ed.) and with the higher qualification (B.Ed.+ ) have high moral character in comparison to their govt. sec. school counterparts.

vii) **Discipline:**

* Private sec. school teachers have more discipline in comparison to govt. sec. school teachers.
Private sec. school teachers working in rural and urban area have more discipline in comparison to their govt. sec. school counterparts.

Male and female private sec. school teachers have more discipline in comparison to their govt. sec. school counterparts.

Private sec. school teachers having 10 years or more and less than 10 years teaching experience have more discipline as compared to their govt. sec. school counterparts.

Private sec. school teachers with the entry qualification (Degree + B.Ed.) and with the higher qualification (B.Ed. +) have more discipline in comparison to their govt. sec. school counterparts.

**Optimism:**

Private sec. school teachers working in rural area have more optimism as compared to their govt. sec. school counterparts.

Male private sec. school teachers have more optimism in comparison to their govt. sec. school counterparts.

Private sec. school teachers having less than 10 years teaching experience have more optimism as compared to their govt. sec. school counterparts.

Private sec. school teachers with the higher qualification (B.Ed. +) have more optimism in comparison to their govt. sec. school counterparts.

**Scholarly Taste:**

Private sec. school teachers have more scholarly taste in comparison to govt. sec. school teachers.

Private sec. school teachers working in rural and urban area have more scholarly taste in comparison to their govt. sec. school counterparts.

Male and female private sec. school teachers have more scholarly taste in comparison to their govt. sec. school counterparts.

Private sec. school teachers having 10 years or more and less than 10 years teaching experience have more scholarly taste as compared to their govt. sec. school counterparts.

Private sec. school teachers with the entry qualification (Degree + B.Ed.) and with the higher qualification (B.Ed. +) have more scholarly taste in comparison to their govt. sec. school counterparts.
Enthusiasm:

* Private sec. school teachers have more enthusiasm in comparison to govt. sec. school teachers.
* Private sec. school teachers working in rural and urban area have more enthusiasm in comparison to their govt. sec. school counterparts.
* Male and female private sec. school teachers have more enthusiasm in comparison to their govt. sec. school counterparts.
* Private sec. school teachers having less than 10 years teaching experience have more enthusiasm as compared to their govt. sec. school counterparts.
* Private sec. school teachers with the higher qualification (B.Ed. +) have more enthusiasm in comparison to their govt. sec. school counterparts.

5.2. Conclusions of the Present Study:

One of the major purpose of carrying out investigation is to draw conclusions. The conclusions are the essentials of study, tell about its out comes. They are derived from the analysis of collected data and its interpretation. On the basis of the findings of the present study the following conclusions have been draw.

For the purpose of making the conclusions clear and perceptive, they have been divided into two sub-sections namely, (i) Conclusions pertaining to the personality factors and (ii) Conclusions pertaining to the teaching aptitude areas.

Conclusions pertaining to the personality factors:

* Private sec. school teachers were found significantly higher on factor Q3. The result depicts that they have high self-concept control in comparison to govt. sec. school teachers.
* Female private sec. school teacher were found significantly higher on factors O and Q4. Which indicate that they have guilt proneness and high ergic tension in comparison to female govt. sec. school teachers.
* Govt. sec. school teachers working in urban area were found significantly superior on factor – G. It indicates that they have stronger super ego strength in comparison to their private sec. school counterparts.
Govt. sec. school teachers with the higher qualification (B.Ed.+ ) were found significantly better on factor – E. It shows that they are more dominant as compared to their private sec. school counterparts.

Male and with the higher qualification (B.Ed. +) groups of govt. sec. school teacher were found significantly superior on factor – l. It depicts that they are over protected in comparison to their private sec. school counterparts.

Male and having 10 years or more teaching experience groups of govt. sec. school teachers were found significantly higher on factors Q1 and Q2. Which indicate that they are more liberal and self-sufficient in comparison to their private sec. school counterparts.

Govt. sec. school teachers having less than 10 years teaching experience and with the entry qualification (Degree + B.Ed.) were found significantly higher on factor – H. It shows that they are socially bold in comparison to their private sec. school counterparts.

**Conclusions pertaining to the teaching aptitude areas:**

- All the groups of private sec. school teachers have high moral character, discipline, scholarly taste and enthusiasm in their teaching aptitude in comparison to their govt. sec. school counterparts.
- Working in rural area and having less than 10 years teaching experience groups of private sec. school teachers have better optimism in comparison to their govt. sec. school counterparts.
- Working in urban area, having 10 years or more teaching experience and with the higher qualification (B.Ed. +) groups of private sec. school teachers showed more patience in comparison to their private sec. school counterparts.
- Male private sec. school teachers have more optimism and patience in comparison to male govt. sec. school teachers.
- Govt. sec. school teachers having less than 10 years experience are more cooperative in comparison to their private sec. school counterparts.
- Govt. sec. school teachers having 10 years or more teaching experience and with the entry qualification (Degree + B.Ed.) have more cooperation and wide interest in comparison to their private sec. school counterparts.
- Female and working in rural area groups of govt. sec. school teachers have significantly high teaching aptitude on its area wide interest in comparison to their private sec school counterparts.
5.3 Educational Implications of the Study:

The present study has studied personality and teaching aptitude of govt and private secondary school teachers and has shown the difference in the personality and teaching aptitude between the above two streams of teachers.

The findings of the present study may be utilized in various ways. The educational implications of the present research are stated as follows:

The present study was restricted to only 500 teachers teaching at secondary standard in 40 government and 40 private secondary schools in four districts of Haryana.

The findings of the present study have important educational implications for all the teachers working in the state of Haryana as well for teachers working outside Haryana. The study may be helpful to teachers who wish to get feedback about their own personality and teaching aptitude in improving their performances and practices.

Educational planners, thinkers, demographers, teachers, teacher-educators, psychologists, policy makers and administrators may utilize the findings of the present study, in order to predict the personality and teaching aptitude of teachers and developing strategies for toning up the educational atmosphere in the schools.

Administrators and policy makers for updating the selection procedures for recruitment of teachers, nominations of teachers for refresher courses and for in-service training programmes may utilize the findings of the present study. Administrators should assure that the persons who enters the teaching profession have genuine love for teaching and desirable qualities like co-operative attitude, kindliness, patience, fairness, scholarly taste, confidence, self-concept, discipline, morality and intelligence. This will help them to assign right work to the right person.

More ever on the basis of their personality, administrators will be in a position to give opportunities to the teachers who can plan and chalk out their programmes of teaching by using their capacities to the maximum.

The comparative perspective will guide the teacher educators regarding the application of latest teaching techniques to improve the instructions for effective communication between the students and teachers.
The study also provides sufficient clues towards improving the quality of entrance test while selecting students for teacher training institutions.

The present study has given a clear picture of the current situation of personality and teaching aptitude prevailing in teachers serving in private schools are reserved, expedient, though minded, group dependent and diffident in their personality and have more patience, more discipline, good moral character, optimism, enthusiasm and scholarly taste in their teaching aptitude. Whereas govt. school teachers are careless, socially bold, outgoing, liberal, independent and self-sufficient in their personality, and have more cooperative, more kindly and active participants in their teaching aptitude. Keeping in view these aspects of teachers, planners can organize workshops for enhancing such traits of teachers working in both govt. as well as private schools.

The present study will be helpful for the parents of the children because they will know about the personality and teaching aptitude of govt. and private school teachers to whom they handover their most valuable property i.e the child.

The study will give an impetus to research in teacher education and would encourage the young researchers to think in the new directions of predictors of teaching aptitude, its varied ramifications in order to contribute significantly to the body of knowledge.

The findings of study not only have obvious as well as indirect implications both for pre-service as well as in-service Teacher Education but also for tangible schooling. The conclusions drawn have repercussions for some important areas of education.

5.4 Suggestions for further research:

Apparently due to limitations of an individual research study, the findings need to be re-confirmed and authenticated on a variety of sample and variety of situations especially in behavioural sciences. This makes replica studies on different samples necessary in order to reach broader and comprehensive generalizations. In this case also, the present investigator has suggested a few more replica studies to broaden the ambit of the problem. Therefore, the suggested topics for further research, possible could be as follows:
The study may be replicated on a large sample by including more districts or a state, taking teachers from various types of schools so as to have a broad based comprehensive understanding of the phenomenon under study.

Comparative studies can be undertaken with regard to personality and teaching aptitude in relation to their sex, socio-economic status and rural-urban background.

Comparative studies can be done between private and government school with the same variables for teachers of different levels and grades.

A study of teachers job satisfaction in relation to their personality and teaching aptitude.

Comparative studies can be taken up between two states with the same variable for teachers of different stages.

Comparative study of scholastic performance, intelligence personality traits, attitude towards teaching of hostellers and non hostellers B.Ed. students can be done.

Cross-cultural studies can also be conducted to authenticate the conclusions.

Comparative studies can be taken up between male and female private school teachers with the same variables towards their sex, working area, experience and qualification.

Comparative studies can be taken up between male and female Govt. School teachers with the same variables towards their sex, working area, experience and qualification.

Similar studies may be undertaken by taking other variable like teaching competency, self-concept, teaching aptitude, level of aspiration and attitude towards teaching etc.

A set of Nation level studies on teacher personality and teaching aptitude of school teachers at different levels of schools, need to be undertaken by a national institution like NCERT or NCTE to study the problem in depth. State as well as district level institutions may take up such studies to investigate into the problem at the grass root level to improve personality and teaching aptitude of teachers in turn to improve the quality of teachers.