CHAPTER-5

SUMMARY OF THE STUDY, FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

The economic and social development of a nation is entirely dependent on its education system which determines the way individuals learn, create new technologies, adjust to changing environment and refine their behaviour. Education enhances the capabilities of people, capacities of institutions and becomes a channel for all the closely interrelated economic, cultural, social, and demographic changes that is define as national development. Education and schooling can make major contributions to economic productivity of individual, to enhance earnings and to the processes of knowledge dissemination, to decrease poverty, to maintain healthy families, to create gender equity, to generation and share values, responsibilities of citizenship and to provide quality of life. Education has its impact on every walk of human life and also on the occupation of the individual life.

Teacher Effectiveness

The term Teacher Effectiveness refers to the quality of a teacher who teaches and communicates knowledge or skills to the learner being successful in producing a projected result. Teacher effectiveness is the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness includes effectiveness in strategies of instruction, student and classroom management, inter personal relations, evaluation and feedback.

There are many attempts to conceptualize the term teacher effectiveness, and to define it. Teacher effectiveness is most often referred to as the ability of the teachers to produce gains in achievement scores of
students.

According to Biddle and Elenna,

“Teacher effectiveness is the ability of teacher to produce agreed upon educational effects in a driven situation or context.”

According to Flanders and Siman,

“Teacher effectiveness is concerned with relationship between the characteristics of teachers teaching out and their effects on the individual outcome of classroom teaching”

Medley terms teacher effectiveness as,

“The possession of knowledge and skills that falls under the headings of teacher performance and use of knowledge and skills in the classroom as teacher performance with the accomplishment of teacher goals”.

Kulsum opines that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process. Anderson states, “an effective teacher is one who achieve the goals set by him or has been set for him by others. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved”.

SOCIAL INTELLIGENCE

The original definition of social intelligence was formulated by Thorndike. Social Intelligence is equivalent to interpersonal intelligence; a type of intelligence recognized in multiple intelligence theory proposed by Howard Gardner and is closely related to emotional intelligence. Few
definitions of social intelligence are restricted to deal only with awareness of social situations, and maybe called social cognition.

“Social intelligence shows itself abundantly in the nursery, on the playground, in camp and factories and salesrooms, but it avoids the formal standardized conditions of the testing laboratory.” Edward Thorndike a psychologist, proposed the concept in 1920. He observed that interpersonal effectiveness was very important for achievement in various areas, mainly leadership. But by the late 1950’s David Wechsler viewed social intelligence as merely “general intelligence applied to social situations”. Recently, “Social Intelligence” has to be rethought as neuroscience has begun to map brain areas that control interpersonal dynamics.

According to Vernon,

“Social Intelligence is the capacity to form concepts and grasp their significance or mental efficiency”

Social intelligence of teachers indicates their mental ability to understand the intentions, emotions, actions and motives of their students, colleagues, administrators, and stakeholders to influence and motivate their behavior. Teachers with high social intelligence would be good in recognizing delicate verbal, facial, and behavioral clues in students, colleagues, administrators, and stakeholders which could signify their intentions and emotions.

In the field of education, social intelligence is utilized for understanding the students and to maintaining good relationship with students, administrators and community which would contribute to perform his functions effectively. Self-concept may improve teacher’s efficiency in the role of interaction in teaching and learning process. Many psychologists prefer to speak of multiple selves, “the self concept includes hundreds
perhaps thousands of self perception in varying degrees of clarity and intensity that on individual may have acquired while growing up.

**SELF-CONCEPT**

The term self-concept generally refers to the organized, complex and dynamic system of learned attitudes, beliefs and opinions that each person holds to be true regarding their personal existence. Franken (1994) opined that “there is a great deal of research which shows that the self-concept is, perhaps, the basis for all provoked behavior. It is the self-concept that gives rise to possible selves and it is possible selves that create the provocation for behavior” individual maintain and develop their self-concept through the process of taking action and then reflecting on what individual have complete and what others tell them about what others have done. Individual reflect on what they have done and can do in comparison to our expectations and the expectations of others and to the characteristics and happenings of others. That is, self-concept is not natural, but is developed by the individual through interaction with the reflecting and environment on that interaction.

It is the person’s perception of oneself. It is important to note that self-concept includes the subjective thoughts and perception about oneself rather than an objective valuation of the person. Self-Concept refers to self evaluations or self perception and it represents the sum of an individual’s belief about their own attributes.

According to William James.

“One’s self a schema, consisting of an organized correction of belief and feelings about our self.”

According to Attwater, “It is necessary to identify the components of self concept, Traditionally there are three components viz., Self Image, Self Esteem, and Self Identity”.

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(a) **Self Image**: is defined as, “the total subjective perception of oneself, including an image for self-concept. One’s self image is one’s mental picture”.

(b) **Self Esteem**: William James says, “Whenever two people meet, there are really people present. There is each person as he sees himself. Each person as the other person and each person as he really is the set of attitudes a person holds towards himself”.

(c) **Self Identity**: is, “the sum total of a being’s knowledge and understanding of his or herself”.

The self concept is different from an awareness of one’s self. Factors of self-concept includes physical, psychological and social attributes, which can be influenced by the individual’s attitudes, habits, belief and ides.

Self concept is composed of multidimensional characteristics, it is highly complex, well organized and works in a consistent way. Self related photo types or self schema that make up a teacher’s self concept organize and guide processing of their self. It guides psychological functioning of the teacher by helping him/her maintain the consistency within himself/herself. This may contribute to enhance the effectiveness of teacher’s performance.

### 5.2 NEED AND IMPORTANCE OF THE STUDY

Today’s children are the builders of the future of a nation. Kothari Commission opines that the future citizens of the nation are shaped in its classrooms. It also opines that the teachers are the builders of the nation. The role of teachers, particularly those of secondary schools in shaping the personality of younger generation, is becoming increasingly important. Whether teacher is viewed as a model, director, supervisor, guide, co-worker or leader, the teacher has a crucial role in moulding the behaviour of pupils. Any invention or technological advancement, cannot replace a teacher if he/she is effective.
Highly effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. It is empirically evident that these effective teachers have a direct influence in developing the overall personality of a child. Years of research on teacher quality, support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement. Effective teachers are the most valued professionals in developed nations.

Effective teachers in the future will need to deal with a climate of continual change in which interaction with learners and other personnel of the education system will become more ubiquitous and prevalent. The “effective teachers” of the future will be those who will be able to create a school climate that fosters development of social skills framework for continuous improvement where one is likely to be open to the integration of good practice from other teachers, schools, regions or even countries. This will require the teacher to possess the ability for team work and the right attitude to give and receive mutual feedback as an essential part of professional development. Hence the teacher needs the ability to act wisely to maintain human relations. According to Goleman (1995) our emotions and social skills can be effective in determining success. Goleman (1995) stated, “People who are empathic attend more to the subtle social signals that indicate what others need or want. This makes them better at caring professions like teaching, medicine, sales and management”. Teachers need to possess a basic understanding of students and skills for interacting successfully with them. They need to modify their pattern of social skills. This requires the teachers to be socially intelligent. Social intelligence as a sophisticated ability is important in teaching and learning process.

Social awareness of a teacher in addition to his/her self awareness would contribute in achieving his goal. Being social intelligent enables the teachers to understand students better. A teacher who understands
himself/herself and possess a positive self-concept may form a better model for students.

Hence to be effective the teachers also need to possess a positive self-concept. The teacher’s belief in his or her own ability to succeed, and to rise to challenges matters. Being confident about personal skills and believing in the value of their work in what they know is a demanding and helps teachers to have a strong sense of identity and also help them to set boundaries for themselves so they know what they can and should take on and thus it may contribute towards their effectiveness in work.

A positive self-concept builds the optimism needed to try things out, to aim high, and to succeed. It built emotional resilience to deal with challenging pupils, and the stamina necessary for a sustained contribution in the classroom. Effective teachers believe in themselves and have the conviction to be ambitious for their pupils, for the school, and for themselves.

Self-concept and social intelligence are constructs that may play an important role in enhancing teacher effectiveness and this need to be studied. From the review of related studies it is evident that various studies related to teacher effectiveness have been conducted but there have been no efforts to study teacher effectiveness in relation to social intelligence and self-concept of secondary school teachers. Hence the present study is a modest venture in this direction.

5.3 REVIEW OF RELATED LITERATURE

This research study is based on all the relevant thinking and research that has preceded it and hence contributes to thinking and research in this field.

The studies reviewed have been classified into following three sections:

1. Studies related to Teacher Effectiveness
2. Studies related to Social Intelligence
3. Studies related to Self-Concept

An overview of related studies is present in table No5.1

Table no.5.1: Table showing an overview of the related studies reviewed with respect to variables.

<table>
<thead>
<tr>
<th>Section</th>
<th>Variables</th>
<th>Studies</th>
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It has been found from the review of related literature that research has been carried out in different context and the researchers have conceptualized teacher effectiveness, social intelligence and self-concept using different sets

|---|---|---|
of variables. Thus, the absence of common models to assess and measure teacher effectiveness, social intelligence and self-concept is noticeable. The diverse measure uses to assess teacher effectiveness, social intelligence and self-concept probably indicates the context-specific nature of the concepts.

**Conclusions**

The studies reviewed related to different components and dimensions of the criterion variables viz., Teacher Effectiveness, Social Intelligence and Self-Concept.

Studies on teacher effectiveness were found to focus on different context which were considered for finding the teacher classroom effectiveness, with respect to teacher intensity, job satisfaction, personality and mental health, professional competency, organizational climate, self-concept, temperamental, occupational stress, attitude towards teaching profession, communication, emotional mature, intelligence, teacher intensity, teacher effectiveness on learning process, gender, stream, location, types of school, teaching experience, teaching competency, creativity and interpersonal relationships and other related learning and teaching process.

The related literature and studies reviewed on social intelligence were found to be in relation to the job satisfaction, cognitive intelligence, academic achievement, self-esteem, communication, social interaction, aggressive nature of students, teachers in general and that of physical education and music teachers in particular.

Studies reviewed on self-concept have concentrated on studying the individual self-concept, academic self-concept, cognitive and affective self-concept, multiple domain specific self-concept in relation to other variables like achievement motivation socio motivational support, family academic expectations and gender differences, few studies also have attempted to study find the predictors of self-concept.
The review of related studies reveals that none of the studies have attempted to study teacher effectiveness in relation to social intelligence and self-concept of secondary school teachers. Hence this study attempted to bridge this gap in research aimed at studying the levels of teacher effectiveness, social intelligence and self-concept among secondary school teachers and the relationship between these variables.

5.4 STATEMENT OF PROBLEM

The present study intends to analyze the levels of Teacher Effectiveness, Social Intelligence and Self-Concept of secondary school teachers and also to find out the relationship among these variables.

Hence the title of the present study is entitled,

“A Study on Teacher Effectiveness in Relation to Social Intelligence and Self-Concept of Secondary School Teachers”

5.5 OBJECTIVES OF THE STUDY

The following are the objectives of the study:-

1. To assess the level of Teacher Effectiveness among secondary school teachers.

2. To assess the level of Social Intelligence among secondary school teachers.

3. To assess the level of Self-Concept among secondary school teachers.

4. To compare Total Teacher Effectiveness and its dimensions among secondary school teachers with respect to following categories

   (i) Male and Female

   (ii) Government, Private aided and Private unaided schools
(iii) Less and More experience

(iv) Arts and Science faculty

5. To compare Total Social Intelligence and its dimensions among secondary school teachers with respect to following categories

   (i) Male and Female

   (ii) Government, Private aided and Private unaided schools

   (iii) Less and More experience

   (iv) Arts and Science faculty

6. To compare Total Self-Concept and its dimensions among secondary school teachers with respect to following categories

   (i) Male and Female

   (ii) Government, Private aided and Private unaided schools

   (iii) Less and More experience

   (iv) Arts and Science faculty

7. To study the relationship between Teacher Effectiveness and Social Intelligence of secondary school teachers.

8. To study the relationship between Teacher Effectiveness and Self-Concept of secondary school teachers.

9. To study the relationship between Social Intelligence and Self-Concept of secondary school teachers.

5.6 HYPOTHESES OF THE STUDY

In pursuance with the objectives of the study, the following hypotheses were formulated:
1. There is no significant difference between / among the following categories of secondary school teachers with respect to Teacher Effectiveness and its dimensions
   (i) Male and Female
   (ii) Government, Private Aided and Private Unaided schools
   (iii) Less and More Experience
   (iv) Arts and Science faculty

2. There is no significant difference between / among the following categories of secondary school teachers with respect to Social Intelligence and its dimensions
   (i) Male and Female
   (ii) Government, Private Aided and Private Unaided schools
   (iii) Less and More Experience
   (iv) Arts and Science faculty

3. There is no significant difference between / among the following categories of secondary school teachers with respect to their Self-Concept and its dimensions
   (i) Male and Female
   (ii) Government, Private Aided and Private Unaided schools
   (iii) Less and More Experience
   (iv) Arts and Science faculty

4. There is no relationship between Teacher Effectiveness and Social Intelligence of secondary school teachers.

5. There is no relationship between Teacher Effectiveness and Self-Concept
of secondary school teachers.

6. There is no relationship between Social Intelligence and Self-Concept of secondary school teachers.

5.7 VARIABLES OF THE STUDY:

Variables of the study are:

Criterion variables:
Teacher Effectiveness
Social Intelligence
Self-Concept

Background Variables:

➢ Gender: Male and Female teachers.

➢ Length of Experience: More Experience (above 10 years) and Less Experience (below 10 years and equal to ten years).

➢ Type of Institution: Government, Private aided and Private unaided schools.

➢ Stream: Arts and Science.

5.8 OPERATIONAL DEFINITION OF THE KEY TERMS

➢ Teacher Effectiveness
  Teacher Effectiveness means that teachers have attained the needed competence in their roles and functions, namely preparation for teaching and planning, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations. Also these excel in their other personality characteristics. They are said to be the best teachers”.
Teacher Effectiveness is measured on the following five dimensions in the study:

❖ **Preparation for Teaching and Planning:** This area refers to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course by using different source material.

❖ **Classroom Management:** This area refers to the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.

❖ **Knowledge of subject matter:** This area refers the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing in the classroom situations. Delivery of course contents and its presentation including black board summary constitute essential aspects of teaching learning process.

❖ **Teacher characteristics:** This area pertains to the personality make-up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arose a ‘perspective mass’ and seeking active participation of pupils constitutes essential demand characteristic of effective teacher.

❖ **Interpersonal Relations:** The ability of the teacher to adopt himself/herself to maintain inter personal relation and communication skills with their colleagues and pupils, their parents and other persons in the community with whom he/she is to interact as a part and parcel of his/her profession form the basis to have statements pertaining to this area.
**Total Teacher Effectiveness:** is indicated by the sum total of the scores on these five dimensions of Teacher Effectiveness. In the present study Teacher effectiveness of teachers is represented by scores obtained on Teacher Effectiveness scale developed by Dr. (Mrs.) Umme Kulsum.

- **Social Intelligence**

  Social intelligence refers to the ability of an individual to comprehend, analyze and manage people, get along with them, be susceptible to social stimuli and have insight into the emotion and personality traits of people in social situations.

  Social intelligence is measured on the following seven dimensions in the study:

  - **Patience** – refers to the characteristics of an individual being even tempered, perseverant under demanding situations.
  - **Co-operativeness** – refers to the degree to which an individual is flexible while interacting with others and willing to act in conjunction with others.
  - **Confidence level** – refers to the level of having certainty and believing in ones potential.
  - **Sensitivity** – refers to the ability to understand the physical and emotional needs of others and respond in a responsive manner
  - **Recognition of Social Environment** – refers to ability of an individual to comprehend social situations involving human feelings, attitude and beliefs.
  - **Tactfulness** – refers to the ability of individual to say and act the right way and right time.
  - **Memory** – refers to the potential of an individual to remember, recall and recognize people with their names and past experience with them.
**Total Social Intelligence:** is indicated by the sum total of the scores on these seven dimensions of social intelligence. In the present study social intelligence of teachers is represented by scores obtained on Teacher’s Social Intelligence Scale developed by the researcher.

### Self-Concept

Self-concept refers to the overall perception of an individual about the various abilities and attributes of oneself.

Self-Concept is measured on the following six dimensions in the study:

- **Physical Self-Concept:** Physical self-concept refers to the perception individual about one’s own physical appearance and this would be in relation to what is considered to be attractive. It refers to how anxious, how happy or satisfied one feels with one’s own physical appearance.

- **Social Self-Concept:** Social self-concept refers to personal believes about an individual ability or skills initiate and maintain interpersonal relationships. It also refers to his ability to read social cues and to feel the need to be a part of a group.

- **Temperamental Self-Concept:** Temperamental self-concept is the ability to accurately recognize emotional signals which are key aspects of emotional functioning. It is the perception of an individual about the ability of oneself to control the expression of emotion at various situations.

- **Moral Self-Concept:** Moral identity, moral cognitions, and Moral behaviors are important to moral self-concept. Perception of oneself with respect to moral identity, moral cognitions, and moral behaviors indicate moral self-concept.

- **Work-related Self-Concept:** refers to perception of oneself about self-efficacy, work-related performance and efficiency.
Intellectual Self-Concept: is indicated by perception of oneself about his/her capacity to take in and recognize related data, compare them and make sense of the information to find solution to problems.

Total Self-Concept: is indicated by the sum total of the scores on these six dimensions of self-concept. In the present study Self-Concept of teachers is represented by scores obtained on Self-Concept Inventory developed by the researcher.

Type of School

In this study the following three categories of schools were considered:

- **Government School**: Schools which are established, funded and managed by State Government of Karnataka were classified as Government schools.

- **Private Aided School**: Schools which are established and owned by private management and funded by Government of Karnataka were classified as private aided schools.

- **Private Unaided School**: Schools which are established owned, funded and managed by private management and recognized by Government of Karnataka were classified as private un-aided schools.

Length of Experience

In the present study length of teaching experience means the total number of years of experience in teaching from the beginning of teacher’s career (irrespective of the institutions/schools were they worked) till the date of the teachers filling the tools.

In the present study teachers are categorized into two groups on their teaching experience viz.,
More experience: Teachers working for ten years and above were considered as high experienced teachers.

Less experience: Teachers having below ten years and equal to ten years of experience were considered as low experienced teachers.

5.9 METHOD OF STUDY:

The study is a descriptive survey. The researcher personally visited the schools and administered the Teacher Effectiveness Scale, Teacher’s Social Intelligence Scale and Self-Concept Inventory. The teachers were informed about the purpose of this research study. They were instructed to fill in the three tools and necessary clarifications were given. Sufficient time was given to the teachers to respond to the three tools.

5.10 SAMPLE

5072 teachers working in Government, Private aided and Private unaided schools of seven taluks in Mysore district namely, Nanjangudu, T.Narsipura, Hunsuru, Piryapatna, H.D.Kote, K.R.Nagara and Mysore urban formed the population of the study.

The sample for the study was selected by adopting multistage sampling technique involving two stages.

Stage 1: In stage one four taluks namely Nanjangudu, T. Narasipura, Hunsur and Mysore Urban were randomly selected from the seven taluks.

Stage-II: Selection of Teachers

In stage II, 351 teachers were selected from 3850 of them working in secondary schools of these four selected taluks. (D.Morgan table). 121 teachers from Government schools out of which 68 were male and 53 were female, 73 teachers from aided schools out of which 47 were male and 26 were female whereas 157 teachers from Private unaided schools out of which
45 were male and 112 were female were selected using stratified random sampling technique. Thus 351 secondary school teachers formed the sample of the study.

5.11 TOOLS USED FOR COLLECTION OF DATA

The tools used to measure the variables and to collect the data are shown in table no 3.1.

Table no 5.2: Table showing tools used for collection of data with respect to the variables of the study

<table>
<thead>
<tr>
<th>Variables measured</th>
<th>Tool used</th>
<th>Constructed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Social Intelligence(TSI)</td>
<td>Teacher’s Social Intelligence Scale(TSI) (English and Kannada version)</td>
<td>Investigator</td>
</tr>
<tr>
<td>Self-Concept</td>
<td>Self-Concept Inventory (English and Kannada version)</td>
<td>Investigator</td>
</tr>
<tr>
<td>Teacher Effectiveness</td>
<td>Teacher Effectiveness Scale (English and Kannada version)</td>
<td>Dr.(Mrs.) Umme Kulsum (Kannada version - Investigator)</td>
</tr>
</tbody>
</table>

5.12 STATISTICAL TECHNIQUES USED TO ANALYZE THE DATA

To analyze the collected data SPPS package version 20.0 was used and all the hypotheses were tested at 0.05 and 0.01 level of significance.

For the analysis of the data the following statistical techniques were used:

- **Percentage analysis**: was employed to study the level of teacher effectiveness, social intelligence and self-concept of secondary school teachers.
- **t-test**: 't' test was employed to find out the significant for difference between various categories of secondary school teachers in relation to criterion variables of the study.

- **One Way ANOVA**: was employed to find out the significant for difference between secondary school teachers belonging to Government, Private aided and private unaided schools with respect to the criterion variables.

- **Pearson Product Moment Correlation**: was employed to find whether these existed significant correlation between the variables of the study.

### 5.13 LIMITATION OF THE STUDY

- Social Intelligence Scale and Self-Concept Inventory constructed by the investigator for this study were not standardized, but only reliability and validity was established.

### 5.14 MAJOR FINDINGS OF THE STUDY

The major findings that emerged out of the present study are presented below

1. It was found that 62.39% of secondary school teachers possess high level of Teacher Effectiveness and 37.61% of secondary school teachers possess low level of Teacher Effectiveness.

2. Majority of teachers that is 75.5% of secondary school teachers possess average level of Social Intelligence. It is also seen that only 13.1% possess high level of Social Intelligence and 11.4% of secondary school teachers possess low level of Social Intelligence respectively.
3. Majority of teachers that is 68.1% of secondary school teachers possess moderate level of Self-Concept. It is also seen that only 17.9% possess high level of Self-Concept and 14% of secondary school teachers possess low level of Self-Concept respectively.

4. No significant difference was found between male and female teachers, less and more experienced teachers, and teachers belonging to arts and science faculty with respect to Total Teacher Effectiveness and those belonging to government, private aided and private unaided schools.

5. No significant difference was found between Preparation for Teaching and Planning, Classroom Management, Knowledge of subject matter, Teacher Characteristics and Interpersonal Relations - dimensions of Teacher Effectiveness between male and female secondary school teachers and those belonging to government, private aided and private unaided schools teachers.

6. No significant difference was found between Preparation for Teaching and Planning, Classroom Management, Knowledge of subject matter, Teacher Characteristics and Interpersonal Relations-dimensions of Teacher Effectiveness between less and more experienced teachers and also secondary school teachers belonging to arts and science faculty.

7. No significant difference was found between male and female teachers, less and more experienced teachers, and also secondary school teachers belonging to arts and science faculty with respect to Total Social Intelligence.

8. Significant difference was found among secondary school teachers belonging to government, private aided and private unaided schools with respect to Total Social Intelligence.

9. No significant difference was found between Patience, Cooperativeness, Confidence level, Sensitivity, Recognition of Social
Environment, Tactfulness and Memory-dimensions of Social Intelligence between male and female secondary school teachers.

10. Significant difference was found between Co-operativeness, Confidence level, Recognition of Social Environment, Tactfulness and Memory - dimensions of Social Intelligence among secondary school teachers belonging to government, private aided and private unaided schools.

11. No significant difference was found between Patience, Sensitivity - dimensions of Social Intelligence among secondary school teachers belonging to government, private aided and private unaided schools.

12. No significant difference was found between Patience, Co-operativeness, Confidence level, Sensitivity, Recognition of Social Environment, Tactfulness and Memory - dimensions of Social Intelligence between less and more experienced secondary school teachers.

13. No significant difference was found between Patience, Co-operativeness, Confidence level, Sensitivity, Recognition of Social Environment, Tactfulness and Memory - dimensions of Social Intelligence between secondary school teachers belonging to arts and science faculty.

14. No significant difference was found between male and female teachers, less and more experienced teachers, belonging to arts and science faculty with respect to Total Self-Concept and those belonging to government, private aided and private unaided schools teachers.

15. No significant difference was found in Physical Self-Concept, Social Self-Concept, Temperamental Self-Concept, Moral Self-Concept and Intellectual Self-Concept - dimensions of Self-Concept between male and female secondary school teachers.
16. Significant difference was found in Work related Self-Concept - a dimensions of Self-Concept between male and female secondary school teachers.

17. No significant difference was between Physical Self-Concept, Social Self-Concept, Temperamental Self-Concept, - dimensions among secondary school teachers belonging to government, private aided and private unaided schools.

18. Significant difference was between Moral Self-Concept and Intellectual Self-Concept - dimensions among secondary school teachers belonging to government, private aided and private unaided schools.

19. No significant difference was found in Physical Self-Concept, Social Self-Concept, Temperamental Self-Concept, Moral Self-Concept and Intellectual Self-Concept - dimensions of Self-Concept between less and more experienced secondary school teachers.

20. No significant difference was found in Moral Self-Concept– dimension of Self-Concept between less and more experienced secondary school teachers.

21. No significant difference was found between Physical Self-Concept, Social Self-Concept, Temperamental Self-Concept, Moral Self-Concept and Intellectual Self-Concept - dimensions of Self-Concept in secondary school teachers belonging to arts and science faculty.

22. Negligible positive relationship was found between Teacher Effectiveness and Social Intelligence of secondary school teachers. High positive relationship was found between Teacher Effectiveness and Self-Concept of secondary school teachers. No relationship was found between Social intelligence and Self-Concept of secondary school teachers.
5.15 EDUCATIONAL IMPLICATIONS

The following educational implications emerged from the findings of the study:

- The present study identified that 62.39% of secondary school teachers possess high level of Teacher Effectiveness and 37.61% of teachers possess low level of Teacher Effectiveness. Training institution, NCTE, CTE, University departments should organize programs and workshops, to train teachers in various teaching skills, master a strong professional development to enhance teaching involvement, and communication skills to enhance teacher effectiveness irrespective of gender, stream, length of experience and types of school. Certain types of behaviours are must for an effective teacher. So, it is needed to train the teachers to modify their behaviours to a required teaching situation. Understanding and practice of various teaching techniques and teaching models can contribute significantly to effectiveness of a teacher.

- Teacher training programs need to organize simulated social skill training, team teaching and interaction analysis training. Simulated social skill training encourages certain behavior in an artificial circumstances. Teacher trainees has to play different roles as a teacher, as a learner and as a supervisor. Pre service training in team teaching where many teachers holding harmonizing teaching skills willingly plan and implement the method for a single group of students using flexible scheduling and grouping method to meet the particular method should be provided. Communication analysis method for analyzing and monitoring the classroom behavior should be practiced in teacher training institutions to provide the formation, element and flow of behavior of classroom activities. Feedback technique like training where a group of trainees without leaders
numbering six to eight, discuss the problems of teaching without any outline and recommend some solutions on basis of their skills should be organized.

- It is obvious that most teacher valuation systems do little to differentiate teachers those who act upon different levels. Teachers rating based on the development by their students, annual examination score data cannot provide significant feedback to teachers. Hence, it becomes more important to provide teachers with clear suggestion of the quality of their teaching and the course to improvement. Presently valuation effectiveness of teachers may need to retool their valuation technique from students growth based measures of teacher effectiveness with suitable assessments of their practice. In addition to planning better systems to assess teachers’ training needs, teacher education policy needs to judge how to practice high quality, responsible teachers.

- Providing learning experiences to students in service training to use online based tools to evaluate students regularly, establish learning challenge, and select the most excellent responses to the obstacle students face to work in partnership and learn from one another across geographic limitations need to be provided to teachers irrespective of gender, length of experience and type of educational institution they work. Modern teaching technology and the web could provides excellent lesson plans created by others and tap the wisdom of other teachers in meeting their challenges through online discussion and through direct interaction with other teachers.

- Research indicates that faculty can acquire teaching skills that make them more effective and excited, especially if faculty development programs are responsive to the time restraint on teachers. Participation in faculty skill improvement is often a low priority. Institutions must
acknowledge that faculty need to acquire important skills, and that they may need support and the opportunity.

- Effective communication is an essential component of good teaching. A teacher’s communication skill during lesson delivery is a unique factor in student learning outcomes. According to Meyers students’ perception of teacher credibility holds much influence. Credibility includes competence, character and caring ability to express concern about a student’s welfare. Research shows a significant and positive relationship between their ability to communicate effectively with perceived teaching effectiveness. Students who perceive instructors as highly credible to see them as more effective and competent and report higher levels of motivation. Teachers need to be trained in communication skills to archive high level of teacher effectiveness.

- To join with students and impact their lives resourcefully teachers must be student-centered and demonstrate respect for their conditions, beliefs, ideologies and learning styles. Teacher training curriculum should emphasize on differentiated instruction, cultural sensitivity, and open communication. The teacher educators play very important role in enhancing teacher quality. Hence professional programs need to be planned to train teacher educators.

- The assessment of the quality of teacher training programs should be based on the effectiveness of the teachers that upgrade from the programs. It is a needed to strengthen teachers training programs at the secondary school level in particular in order to meet the demands of vocation readiness. Regular review of activities and programme to bring about quality of learning and teaching in secondary schools, monitoring by the department and follow up session will motivate the teachers and improve the task performance of teachers and learning outcome of the students. This could be done by formal and informal
procedures of assessing teachers activities through formal and informal methods like observation of instruction.

- Teachers’ belief about their effectiveness has significant effect on their performance and hence teacher development programs need to concentrate on developing positive beliefs in their capabilities. Promoting effective and orderly environment, establishing favorable school environment will positively help to perform well teacher effectiveness. The educational departments, private aided and private unaided school managements should be motivated from time to time to play their role by providing them with orientation programs which will enable them to build strategies for effective teaching behavior and strong professional skill development.

- An exchange program between the government, private aided and private unaided secondary school teachers could be organized to learn and to share the different experiences and teaching techniques to improve teacher effectiveness. This will enrich and enhance the possibilities of building good relationship among schools and create a healthy exchange of ideas and promote the teacher effectiveness. Continues evaluation and supervision by the DIET, BRP and CRP could also help the secondary school teachers to be more conscious of their teaching effectiveness.

- It was found that majority (75.5%) of secondary school teachers possess average level of Social Intelligence and 11.4% of teachers possess low of and Only 13.1% teachers were found to possess high level of Social Intelligence. Secondary school teachers need to deal with students of adolescent age which is the period when children under gone rapid physical, social and emotional development this needs the teacher to support adolescent age children to deal with their problems with social and emotional adjustment. Hence the teachers
themselves possess and exhibit high social and emotional skills. These needs the teachers to be highly social intelligence. Teacher education needs to discuss and explain the need for good communication and social skill in the classroom situation. Teacher educator should focus on listening social skills like accepting differences, being patient, taking responsibilities for his/her behaviour, communicating clearly, complementing and encouraging others, listening, actively, resolving conflicts, recognition of social environment and others feelings etc. They need to teach these to students trainees who need to practice it.

➢ In-service trainings programmers for teachers need to concentrate on sensitivity training which could help to improve relationships among students training. They need to focus on grouping training that concentrate on helping teachers to develop better awareness classroom group dynamic and the role of the members of the group this training need to address issues like multicultural and gender sensitivity towards children with diverse needs. Training programmes should assess teachers to cultivate good interpersonal relationships facilitate productive relations. They should also be need trained sharing there self perception about their own personality characteristics, emotions, interest and concerns which would help to exhibit meaningful effective classroom behaviour.

➢ It was found that teachers of government school teachers scored significantly less in total Social Intelligence, Co-operativeness, and Confidence level, Recognition of social environment, and Tactfulness and Memory. Learning at educational institution happens in a closely knit web of social relationship since students and teachers interact formally an informally to enhance to support teaching and learning. Government teacher to be trained to nurture school environment. In which the students are made to feel safe secure.
Significantly high positive relationship was found between teachers' effectiveness and self-concept. It was also found that majority of (68.1%) of secondary school teachers possess moderate level of Self-Concept. 14% of teachers possess low level and only 17.9% teachers possess high level of self-concept. In teachers will increase trust in their thinking and judgment which would help them to take better decision, build confidence in their abilities and hope with the challenges and professions. High self-concept is vital for psychic well being teachers which would create effective interpersonal relationship and thus contribute to their performance. Low self-concept develop fear of new challenges to be faced and rebellious behaviours, hence teacher education curriculum and teaching methodology followed should focus on inspiring high levels of self-concept among teachers, develop belief in their ability to perform create sense of self-responsibility. They are and helpful the trainer’s skills they possess responsibility, self management and acquire high level of personal self-awareness.

5.16 SUGGESTIONS FOR FURTHER STUDY

The following are the suggestions for further study:

1. Studies can be undertaken to study the Self-esteem, Personality types, and Mental health on the variables of Teacher Effectiveness, Social Intelligence and Self-Concept.

2. The present study could be extended to teacher of primary school teachers and other higher education’s institutions.

3. Impact of training program, orientation program and refresher courses on Teacher effectiveness, Social Intelligence and Self-Concept is fertile area of research.