CHAPTER V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

INTRODUCTION

In a scientific process of research, the final step is to summarize the findings, arrive at conclusion, and make recommendations and to formulate proper generalizations for population to which these are applicable.

On the basis of the analysis and interpretation of data discussed in the previous chapter, certain findings have been generalized and conclusions have been drawn.

The findings are presented here in accordance with the Objectives of the study. The investigator has organized this chapter into following headings:

1. Findings of the study
2. Conclusions
3. Educational Implication of the study
4. Suggestions for further researches
5.1 FINDINGS OF THE STUDY:

On the basis of the analysis of the data presented in the foregoing pages the findings are systematically arranged here in accordance with the objectives as mentioned below:

FINDINGS RELATED TO OBJECTIVE - 1

The first objective was to study high emotional intelligent and moderate emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the High Emotional Intelligent teachers is greater than the mean value of Moderate Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between high emotional intelligent and moderate emotional intelligent teachers at elementary level”, is rejected.

This reveals that the High Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Moderate Emotional Intelligent Teachers.

FINDINGS RELATED TO OBJECTIVE - 2

The second objective was to study high emotional intelligent and low emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference.
The mean value of Teacher Effectiveness scores of the High Emotional Intelligent teachers is greater than the mean value of Low Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis – “There exists no significant difference in teacher effectiveness between high emotional intelligent and Low emotional intelligent teachers at elementary level”, is rejected.

This reveals that the High Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Low Emotional Intelligent Teachers.

**FINDINGS RELATED TO OBJECTIVE-3**

The third objective was to study moderate emotional intelligent and low emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Moderate Emotional Intelligent teachers is greater than the mean value of Low Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis – “There exists no significant difference in teacher effectiveness between Moderate emotional intelligent and Low emotional intelligent teachers at elementary level”, is rejected.

This reveals that the Moderate Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Low Emotional Intelligent Teachers.

**FINDINGS RELATED TO OBJECTIVE-4**
The fourth objective was to study male high emotional intelligent and male moderate emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Male High Emotional Intelligent teachers is greater than the mean value of Male Moderate Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Male High emotional intelligent and Male Moderate emotional intelligent teachers at elementary level”, is rejected.

This reveals that the Male High Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Male Moderate Emotional Intelligent Teachers.

FINDINGS RELATED TO OBJECTIVE-5

The fifth objective was to study male high emotional intelligent and male low emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Male High Emotional Intelligent teachers is greater than the mean value of Male Low Emotional Intelligent Teachers. Both groups found significant at 0.01 level. Thus both groups are not equal in their Teacher Effectiveness level. So the null hypothesis - “There exists no significant difference in teacher effectiveness between Male High emotional intelligent and Male Low emotional intelligent teachers at elementary level”, is rejected.
This reveals that the Male High Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Male Low Emotional Intelligent Teachers.

**FINDINGS RELATED TO OBJECTIVE-6**

The sixth objective was to study male moderate emotional intelligent and male low emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Male Moderate Emotional Intelligent teachers is greater than the mean value of Male Low Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis – “There exists no significant difference in teacher effectiveness between Male Moderate emotional intelligent and Male Low emotional intelligent teachers at elementary level”, rejected.

This reveals that the Male Moderate Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Male Low Emotional Intelligent Teachers.

**FINDINGS RELATED TO OBJECTIVE-7**

The seventh objective was to study female high emotional intelligent and female moderate emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Female High Emotional Intelligent teachers is greater than the mean value of Female
Moderate Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Female High emotional intelligent and Female Moderate emotional intelligent teachers at elementary level”, is rejected.

This reveals that the Female High Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Female Moderate Emotional Intelligent Teachers.

**FINDINGS RELATED TO OBJECTIVE-8**

The eighth objective was to study female high emotional intelligent and female low emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Female High Emotional Intelligent teachers is greater than the mean value of Female Low Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Female High emotional intelligent and Female Low emotional intelligent teachers at elementary level”, is rejected.

This reveals that the Female High Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Female Low Emotional Intelligent Teachers.

**FINDINGS RELATED TO OBJECTIVE-9**

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The ninth objective was to study female moderate emotional intelligent and female low emotional intelligent teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Female Moderate Emotional Intelligent teachers is greater than the mean value of Female Low Emotional Intelligent Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis – “There exists no significant difference in teacher effectiveness between Female Moderate emotional intelligent and Female Low emotional intelligent teachers at elementary level”, is rejected.

This reveals that the Female Moderate Emotional Intelligent teachers are better in their Teacher Effectiveness level than the Female Low Emotional Intelligent Teachers.

**FINDINGS RELATED TO OBJECTIVE-10**

The tenth objective was to study high professional committed and moderate professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the High Professional Committed teachers is greater than the mean value of Moderate Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis – “There exists no significant difference in teacher effectiveness between high Professional Committed teachers and moderate Professional Committed teachers at elementary level”, is rejected.
rejected.

This reveals that the High Professional Committed teachers are better in their Teacher Effectiveness level than the Moderate Professional Committed Teachers.

**FINDINGS RELATED TO OBJECTIVE-11**

The eleventh objective was to study high professional committed and low professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the High Professional Committed teachers is greater than the mean value of Low Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between high Professional Committed teachers and Low Professional Committed teachers at elementary level”, is rejected.

This reveals that the High Professional Committed teachers are better in their Teacher Effectiveness level than the Low Professional Committed Teachers.

**FINDINGS RELATED TO OBJECTIVE-12**

The twelfth objective was to study moderate professional committed and low professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Moderate
Professional Committed teachers is greater than the mean value of Low Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Moderate Professional Committed teachers and Low Professional Committed teachers at elementary level”, is rejected.

This reveals that the Moderate Professional Committed teachers are better in their Teacher Effectiveness level than the Low Professional Committed Teachers.

**FINDINGS RELATED TO OBJECTIVE-13**

The thirteenth objective was to study male high professional committed and male moderate professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Male High Professional Committed teachers is greater than the mean value of Male Moderate Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis – “There exists no significant difference in teacher effectiveness between Male High Professional Committed teachers and Male Moderate Professional Committed teachers at elementary level”, is rejected.

This reveals that the Male High Professional Committed teachers are better in their Teacher Effectiveness level than the Male Moderate Professional Committed Teachers.
FINDINGS RELATED TO OBJECTIVE-14

The fourteenth objective was to study male high professional committed and male low professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Male High Professional Committed teachers is greater than the mean value of Male Low Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Male High Professional Committed teachers and Male Low Professional Committed teachers at elementary level”, is rejected.

This reveals that the Male High Professional Committed teachers are better in their Teacher Effectiveness level than the Male Low Professional Committed Teachers.

FINDINGS RELATED TO OBJECTIVE-15

The fifteenth objective was to study male moderate professional committed and male low professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Male Moderate Professional Committed teachers is greater than the mean value of Male Low Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Male Moderate Professional Committed teachers and Male Low Professional Committed Teachers at elementary level”, is rejected.
teacher effectiveness between Male Moderate Professional Committed teachers and Male Low Professional Committed teachers at elementary level”, is rejected.

This reveals that the Male Moderate Professional Committed teachers are better in their Teacher Effectiveness level than the Male Low Professional Committed Teachers.

**FINDINGS RELATED TO OBJECTIVE-16**

The sixteenth objective was to study female high professional committed and female moderate professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Female High Professional Committed teachers is greater than the mean value of Female Moderate Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis – “There exists no significant difference in teacher effectiveness between Female High Professional Committed teachers and Female Moderate Professional Committed teachers at elementary level”, is rejected.

This reveals that the Female High Professional Committed teachers are better in their Teacher Effectiveness level than the Female Moderate Professional Committed Teachers.

**FINDINGS RELATED TO OBJECTIVE-17**
The seventeenth objective was to study female high professional committed and female low professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Female High Professional Committed teachers is greater than the mean value of Female Low Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Female High Professional Committed teachers and Female Low Professional Committed teachers at elementary level”, is rejected.

This reveals that the Female High Professional Committed teachers are better in their Teacher Effectiveness level than the Female Low Professional Committed Teachers.

**FINDINGS RELATED TO OBJECTIVE-18**

The eighteenth objective was to study female moderate professional committed and female low professionally committed teachers at elementary level on teacher effectiveness.

The mean value shows that the both groups have major difference. The mean value of Teacher Effectiveness scores of the Female Moderate Professional Committed teachers is greater than the mean value of Female Low Professional Committed Teachers. So both groups are not equal in their Teacher Effectiveness level. Both groups found significant at 0.01 level. Thus the null hypothesis - “There exists no significant difference in teacher effectiveness between Female Moderate Professional Committed teachers and Female Low Professional Committed teachers at elementary level”, is rejected.
Committed teachers at elementary level”, is rejected and investigator can say that there exists significant difference in the mean of Teacher Effectiveness scores of the Female Moderate Professional Committed teachers and Female Low Professional Committed Teachers.

This reveals that the Female Moderate Professional Committed teachers are better in their Teacher Effectiveness level than the Female Low Professional Committed Teachers.

5.2 CONCLUSIONS:

Following conclusions can be drawn on the basis of the findings:

1. High Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the both Moderate and Low Emotional Intelligent Teachers teaching at elementary level.

2. Moderate Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the Low Emotional Intelligent Teachers but less effective than the High Emotional Intelligent teachers at elementary level.

3. Male High Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the both Male Moderate and Male Low Emotional Intelligent Teachers teaching at elementary level.

4. Male Moderate Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the Male Low Emotional Intelligent Teachers but less effective than the Male High Emotional Intelligent teachers at elementary level.
5. Female High Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the both Female Moderate and Female Low Emotional Intelligent Teachers teaching at elementary level.

6. Female Moderate Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the Female Low Emotional Intelligent Teachers but less effective than the Female High Emotional Intelligent teachers at elementary level.

7. High Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the both Moderate and Low Professional Committed Teachers teaching at elementary level.

8. Moderate Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the Low Professional Committed Teachers but less effective than the High Professional Committed teachers at elementary level.

9. Male High Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the both Male Moderate and Male Low Professional Committed Teachers teaching at elementary level.

10. Male Moderate Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the Male Low Professional Committed Teachers but less effective than the Male High Professional Committed teachers at elementary level.

11. Female High Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the both Female
 Moderate and Female Low Professional Committed Teachers teaching at elementary level.

12. Female Moderate Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the Female Low Professional Committed Teachers but less effective than the Female High Professional Committed teachers at elementary level.

5.3 EDUCATION IMPLICATIONS OF THE STUDY:

Following are the implications of the study-

IMPLICATIONS FOR RESEARCH SCHOLARS: Research scholars of Education and Psychology can be benefited by the findings of the present study. Findings of the present study will serve as a basic data for the further studies related to teachers teaching at elementary level.

IMPLICATION FOR POLICY MAKERS: Findings of the present study will provide feedback to policy makers and authorities concerned with teachers teaching at elementary level. The present situation is the educational world appears to be in the state of anomie that’s why primary teachers seem to be alienated from the system. Professor J.N. Kapoor, a former Vice Chancellor wrote: “Many primary teachers are dissatisfied with the dissatisfied with the condition under which they have to work. They teach only because they have to cash their salaries and not because they enjoy teaching process. They are many other reasons for teachers being alienated from the system…” He has added, in the absence of academic satisfaction for the teacher, the only other satisfaction, which the teachers seek, is the salary satisfaction and they only struggle for this.

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Once their professional commitment is increased, the teacher effectiveness may be increased automatically and the whole system of education may uplift.

**IMPLICATIONS FOR PRINCIPALS:** Principals can also be benefited by the finding of the study in terms of making improvement in emotional intelligence and professional commitment. By this they can attract the teachers’ devotion and dedication for their institution which will ultimately work as the measure of quality improvement in elementary education.

**IMPLICATIONS FOR PRIMARY TEACHERS:** By going through the findings of the study elementary teachers can also take initiatives for the improvement of overall environment of their schools by which they can experienced themselves well committed in their job which result an experience of effective teaching in place of burden. If they increase their professional commitment, teacher effectiveness will be increasing automatically and they will get the self satisfaction.

**5.4 SUGGESTIONS FOR FURTHER RESEACHES:**

Research is a continuous process and there is no end of it. Keeping in view this fact in mind the following areas are suggest for further researchers:

1. The extent and variation of Emotional Intelligence and Professional commitment of teachers at different levels of education e.g. secondary and higher education should be studied separately as well as from a comparative point of view.
2. There is a need for searching other background variables like age, caste category, academic career, socio-economic status, community background, length of teaching experience and determine variables as principals’ style of leadership, types of management etc.

3. The relationship of Emotional Intelligence and Professionally commitment with job satisfaction, burnout, and job involvement should be traced out.

4. It is been felt that the phenomenon of academic anomie be investigated and its relationship with Professional Intelligence and commitment of teachers be traced out.

5. A study of teachers’ alienation and its relationship with emotional intelligence and professional commitment may also yield fruitful results.

While summing up the present study, we would like to acknowledge the fact that a scientific Endeavour in any field of study is an on-going process. Hence, we do not propose to claim any finality in regard to either to facts gathered or to the inferences drawn. The present study in its own limited way has, however made its share towards the process of building up a solid knowledge base regarding Emotional Intelligence, professional commitment and teacher effectiveness in education. If it succeeds in provoking further research in the field, its efforts would be fructified.

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