CHAPTER – VI

SUMMARY AND CONCLUSIONS
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INTRODUCTION

A teacher in Indian Society is considered as an epitome of perfection who has been given the scared duty of rearing and upbringing the new generation. So by the nature of the work a teacher is always involved in moulding, influencing and directing human material which comes with its own unique attributes. Every day is a challenge for the teacher to handle new challenges in the context of dealing with job responsibilities. A teacher has to be aware, alert and be able to understand the behaviours and aspiration of their students. Teachers unfortunately are recruited and further judged by the quantitative parameters. Inspite of high academic achievements, degrees and medals it is the missed opportunities in other professions that have been cited as reasons for individuals to take up teaching as a profession. Teaching has still not been acknowledged as a profession at par with other specialized occupations.

The teacher’s role is the behaviour pattern of teachers according to certain rules and norms, concerning with imparting knowledge, values, balanced emotions, competencies, skills, discipline and guidance etc. for the betterment of pupil and also for attaining goals of education.

The twenty-first century has witnessed phenomenal explosion of knowledge and application of communication-cum-information technologies, accelerating the access to knowledge, enhancing obsolescence of the existing body of knowledge and skills hereby affecting occupations. The expanded quantum of technologia in each profession has further refined competencies generating opportunities for life long learning, demanding purpose oriented action and commitment driven society. The demand for commitment driven teacher in a information society is no exception. In this connection NCTE (1998) recommends that
a teacher in the technological age must be having commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. Thus, a teacher in the information age warrants to be equipped with modern competencies to work effectively to cater to the needs of information society to prove himself as knowledge worker. Teachers are amazingly diverse group of people who have to play different roles in the present day world. Education has a fundamental role to play in personal and social development. It is one of the principle means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war. In other words, there are great expectations from education. Improving the quality of education depends on first improving the recruitment, training, social status and conditions of work of teachers. They need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them (Delors, 1996).

STATEMENT OF THE PROBLEM

A STUDY OF PROFESSIONALISM IN TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE LOCUS OF CONTROL AND ORGANISATIONAL CLIMATE.

OBJECTIVES OF THE STUDY

1. To construct and standardize a multi-dimensional tool to measure professionalism in teachers.
2. To study the relationship between professionalism and its four dimensions with emotional intelligence.
3. To study the relationship between professionalism and its four dimensions with locus of control.
4. To study the relationship between professionalism and its four dimensions with organizational climate.
5. To find the conjoint effect of independent variables i.e. emotional intelligence, organizational climate and locus of control in predicting the professionalism in teachers with the help of step up regression equations.

6. To compare professionalism in teachers with respect to gender, experience, type of college (government vs. private) and nature of courses taught in the colleges (professional vs. degree).

7. To study the difference in professionalism of teachers due to different levels of emotional intelligence.

**HYPOTHESES**

Related to the above stated objectives the following hypotheses have been formulated:

1. There will be no significant relationship between professionalism and emotional intelligence. To test this hypothesis the following supportive hypotheses on dimensions of professionalism are stated:

   1(a) There will be no significant relationship between professional satisfaction and emotional intelligence.

   1(b) There will be no significant relationship between professional commitment and emotional intelligence.

   1(c) There will be no significant relationship between professional involvement and emotional intelligence.

   1(d) There will be no significant relationship between professional attitude and emotional intelligence.

2. There will be no significant relationship between professionalism and organizational climate. To test this hypothesis the following are the supportive hypotheses:

   2(a) There will be no significant relationship between professional satisfaction and organizational climate.

   2(b) There will be no significant relationship between professional commitment and organizational climate.
2(c) There will be no significant relationship between professional involvement and organizational climate.

2(d) There will be no significant relationship between professional attitude and organizational climate.

3. There will be no significant relationship between professionalism and locus of control. To test this hypothesis the following are the supportive hypotheses:

3(a) There will be no significant relationship between professional satisfaction and locus of control.

3(b) There will be no significant relationship between professional commitment and locus of control.

3(c) There will be no significant relationship between professional involvement and locus of control.

3(d) There will be no significant relationship between professional attitude and locus of control.

4. The conjoint effect of independent variables of Emotional Intelligence, Locus of Control and Organizational Climate in predicting the professionalism in teachers will be more as compared to their separate prediction.

5. There will be no significant difference between the professionalism of male and female teachers. To test this hypothesis, the following are the supportive hypotheses:

5(a) There will be no significant difference between professional satisfaction of male and female teachers.

5(b) There will be no significant difference between professional commitment of male and female teachers.

5(c) There will be no significant difference between professional involvement of male and female teachers.

5(d) There will be no significant difference between professional attitude of male and female teachers.
6. There will be no significant difference between the professionalism of teachers with respect to experience (above 5 years vs. below 5 years). To test this hypothesis, following are the supportive hypotheses:

6(a) There will be no significant difference between professional satisfaction of teachers with respect to experience (above 5 years vs. below 5 years).

6(b) There will be no significant difference between professional commitment of teachers with respect to experience (above 5 years vs. below 5 years).

6(c) There will be no significant difference between professional involvement of teachers with respect to experience (above 5 years vs. below 5 years).

6(d) There will be no significant difference between professional attitude of teachers with respect to experience (above 5 years vs. below 5 years).

7. There will be no significant difference between professionalism of teachers teaching in government and private colleges. To test this hypothesis, the following are the supportive hypotheses:

7(a) There will be no significant difference between professional satisfaction of teachers teaching in government and private colleges.

7(b) There will be no significant difference between professional commitment of teachers teaching in government and private colleges.

7(c) There will be no significant difference between professional involvement of teachers teaching in government and private colleges.

7(d) There will be no significant difference between professional attitude of teachers teaching in government and private colleges.
8. There will be no significant difference between the professionalism of teachers teaching in professional and degree colleges. To test this hypothesis, the following are the supportive hypotheses:

8(a) There will be no significant difference between professional satisfaction of teachers teaching in professional and degree colleges.

8(b) There will be no significant difference between professional commitment of teachers teaching in professional and degree colleges.

8(c) There will be no significant difference between professional involvement of teachers teaching in professional and degree colleges.

8(d) There will be no significant difference between professional attitude of teachers teaching in professional and degree colleges.

9. There will be no significant difference in professionalism of teachers possessing different levels of emotional intelligence.

DELIMITATION OF THE STUDY

1. The study was delimited to 400 college teachers belonging to colleges of Chandigarh.

2. The sample was stratified at the level of gender, experience, type of management and type of courses.

METHOD AND PROCEDURE

This study has been conducted following exploratory descriptive survey method. It is exploratory in the sense that it sets out to find out the relationship between Professionalism, Emotional Intelligence, Locus of Control and Organizational Climate. It is descriptive in the sense that it lays great stress on detailed study of dependent and independent variables.
TOOLS

The following tools were used to conduct the study:

a. Demographic Data Sheet (prepared by the investigator).

b. Emotional Intelligence Scale (by Prof. N.K. Chadha and Dr. Dalip Singh, 2003).

c. Levensons Scale for Locus of Control (by Sanjay Vohra, 1998).

d. Organizational Climate Inventory (OCI Form B by N.S. Chattopdhyay and G.K. Agarwal, 1988).

e. Professionalism Scale (constructed and standardized by the investigator).

STATISTICAL TECHNIQUES USED

1. Descriptive statistics such as means, standard deviations, skewness and kurtosis were computed to study the nature of distribution of scores for all the variables of Professionalism, Emotional Intelligence, Organizational Climate and Locus of Control.

2. The t-ratios were obtained to find out the significance of difference in professionalism based on gender, teaching experience, type of college and the nature of courses taught in college.

3. Product moment correlation were worked out to study the inter-relationship of different variables.

4. Regression analysis was employed to study the predictors of professionalism.

RESULTS OF DATA ANALYSIS

On the basis of data analysis the following results have been drawn:

Results based on descriptive analysis of the variables:

i) College teachers were found to be above average on professionalism.

ii) College teachers were above average on the total measure of emotional intelligence.
iii) College teachers were above average on the total measure of organizational climate.

iv) College teachers possess above average level of individual control and average level of influence of powerful others and below average level of chance control; the three measures of Locus of Control.

I. Results based on correlation between professionalism and emotional intelligence.

There was significant relationship between professionalism and emotional intelligence. Therefore, hypothesis no. 1 stating that there will be no significant relationship between professionalism and emotional intelligence was rejected.

There was significant relationship between professional satisfaction and emotional intelligence. Therefore, hypothesis no. 1(a) stating that there will be no significant relationship between professional satisfaction and emotional intelligence was rejected.

There was significant relationship between professional commitment and emotional intelligence. Therefore, hypothesis no. 1(b) stating that there will be no significant relationship between professional commitment and emotional intelligence was rejected.

There was significant relationship between professional involvement and emotional intelligence. Therefore, hypothesis no. 1(c) stating that there will be no significant relationship between professional involvement and emotional intelligence was rejected.

There was significant relationship between professional attitude and emotional intelligence. Therefore, hypothesis no. 1(d) stating that there will be no significant relationship between professional attitude and emotional intelligence was rejected.

II. Results based on correlation between professionalism and organizational climate.

There was significant relationship in the professionalism of teachers and organizational climate. Therefore, hypothesis no. 2 stating
there will be no significant relationship between professionalism of teachers and organizational climate was rejected.

There was significant relationship between professional satisfaction and organizational climate. Therefore, hypothesis no. 2(a) stating there will be no significant relationship between professional satisfaction of teachers and organizational climate was rejected.

There was significant relationship between professional commitment and organizational climate. Therefore, hypothesis no. 2(b) stating there will be no significant relationship between professional commitment of teachers and organizational climate was rejected.

There was significant relationship between professional involvement and organizational climate. Therefore, hypothesis no. 2(c) stating there will be no significant relationship between professional involvement of teachers and organizational climate was rejected.

There was significant relationship between professional attitude and organizational climate. Therefore, hypothesis no. 2(d) stating there will be no significant relationship between professional attitude of teachers and organizational climate was rejected.

III. Results based on correlation between professionalism and locus of control.

There was significant relationship between professionalism and locus of control. Therefore, hypothesis no. 3 stating there will be no significant relationship between professionalism of teachers and locus of control was rejected.

There was significant relationship between professional satisfaction and locus of control. Therefore, hypothesis no. 3(a) stating there will be no significant relationship between professional satisfaction of teachers and locus of control was rejected.

There was significant relationship between professional commitment and locus of control. Therefore, hypothesis no. 3(b) stating
there will be no significant relationship between professional commitment of teachers and locus of control was rejected.

There was significant relationship between professional involvement and locus of control. Therefore, hypothesis no. 3(c) stating there will be no significant relationship between professional involvement of teachers and locus of control was rejected.

There was significant relationship between professional attitude and locus of control. Therefore, hypothesis no. 3(d) stating there will be no significant relationship between professional attitude of teachers and locus of control was rejected.

IV. Results based on regression analysis.

Emotional Intelligence, contributes to 17.5% variance towards the prediction of Professionalism. Organizational climate accounts for 9.7% becoming a significant predictor of Professionalism. Powerful Others, accounts for 7.3%, Individual Control accounts for 4.1% rise alone. The Powerful Others and Individual Control dimensions of Locus of Control gave significant contribution but the Chance Control dimension did not give any significant contribution.

Therefore, hypothesis no. 4 stating that the conjoint effect of independent variables of Emotional Intelligence, Locus of Control and Organizational Climate in predicting the professionalism in teachers will be more as compared to their separate prediction is accepted.

V. Results based on professionalism of college teachers with respect to gender (male vs. female).

There existed significant difference between the professionalism of male and female teachers. Therefore, hypothesis no. 5 stating there will be no significant difference between professionalism of male and female teachers was rejected.

There existed significant difference between professional satisfaction of male and female teachers. Therefore, hypothesis no. 5(a)
difference between professional involvement of teachers teaching in
government and private colleges was accepted.

There existed no significant difference between professional attitude of teachers teaching in government and private colleges. Therefore, hypothesis no. 7(d) stating there will be no significant difference between professional attitude of teachers teaching in government and private colleges was accepted.

VIII. Results based on professionalism of college teachers teaching in professional and degree colleges.

There existed no significant difference between the professionalism of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8 stating there will be no significant difference between the professionalism of teachers teaching in professional and degree colleges was accepted.

There existed no significant difference between professional satisfaction of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8(a) stating there will be no significant difference between professional satisfaction of teachers teaching in professional and degree colleges was accepted.

There existed no significant difference between professional commitment of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8(b) stating there will be no significant difference between professional commitment of teachers teaching in professional and degree colleges was accepted.

There existed no significant difference between professional involvement of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8(c) stating there will be no significant difference between professional involvement of teachers teaching in professional and degree colleges was accepted.

There existed no significant difference between professional attitude of teachers teaching in professional and degree colleges.
Therefore, hypothesis no. 8(d) stating there will be no significant difference between professional attitude of teachers teaching in professional and degree colleges was accepted.

**IX. Results based on professionalism of college teachers with respect to different levels of emotional intelligence.**

All four dimensions of Professionalism as well as total Professionalism varies due to different levels of EI. The groups formed on the basis of High, Moderate, Low levels of Emotional Intelligence and compared as High-Moderate (I & II) level of EI, High & Low (I & III) level of EI and Low & Moderate (II & III) level of EI yielded t- values significant at .05 or .01 level. This shows that all four measures as well as total Professionalism varies due to different levels of EI.

Thus, hypothesis no.9 stating that there will be no significant difference in professionalism of teachers due to different levels of Emotional Intelligence was rejected.

**MAJOR CONCLUSIONS**

The major conclusions emerging from the analysis of the results are as following:

1. The relationship between professionalism and all its dimensions with emotional intelligence among college teachers was found positive and significant. Professionalism and all its dimensions are directly correlated to the levels of emotional intelligence of teachers.

2. It was found that professionalism and all its dimensions among college teachers are directly related to organizational climate of institutions in which they were working.

3. The relationship between professionalism and locus of control among college teachers was found to be significant. While two dimensions of locus of control i.e powerful others and chance control were found to be inversely related to professionalism, the
stating there will be no significant difference between professional satisfaction of male and female teachers was rejected.

There existed significant difference between professional commitment of male and female teachers. Therefore, hypothesis no. 5(b) stating there will be no significant difference between professional commitment of male and female teachers was rejected.

There existed no significant difference between professional involvement of male and female teachers. Therefore, hypothesis no. 5(c) stating there will be no significant difference between professional involvement of male and female teachers was accepted.

There existed significant difference between professional attitude of male and female teachers. Therefore, hypothesis no. 5(d) stating there will be no significant difference between professional attitude of male and female teachers was rejected.

VI. Results based on professionalism of college teachers with respect to experience (above 5 years vs. below 5 years).

There existed no significant difference between the professionalism of teachers with respect to experience. Therefore, hypothesis no. 6 stating there will be no significant difference between professionalism of teachers with respect to experience (above 5 years vs. below 5 years) was accepted.

There existed no significant difference between professional satisfaction of teachers with respect to experience. Therefore, hypothesis no. 6(a) stating there will be no significant difference between professional satisfaction of teachers with respect to experience (above 5 years vs. below 5 years) was accepted.

There existed no significant difference between professional commitment of teachers with respect to experience. Therefore, hypothesis no. 6(b) stating there will be no significant difference between professional commitment of teachers with respect to experience (above 5 years vs. below 5 years) was accepted.
There existed no significant difference between professional involvement of teachers with respect to experience. Therefore, hypothesis no. 6(c) stating there will be no significant difference between professional involvement of teachers with respect to experience (above 5 years vs. below 5 years) was accepted.

There existed no significant difference between professional attitude of teachers with respect to experience. Therefore, hypothesis no. 6(d) stating there will be no significant difference between professional attitude of teachers with respect to experience (above 5 years vs. below 5 years) was accepted.

**VII. Results based on professionalism of college teachers teaching in government and private colleges.**

There existed no significant difference between professionalism of teachers teaching in government and private colleges. Therefore, hypothesis no. 7 stating there will be no significant difference between professionalism of teachers teaching in government and private colleges was accepted.

There existed no significant difference between professional satisfaction of teachers teaching in government and private colleges. Therefore, hypothesis no. 7(a) stating there will be no significant difference between professional satisfaction of teachers teaching in government and private colleges was accepted.

There existed no significant difference between professional commitment of teachers teaching in government and private colleges. Therefore, hypothesis no. 7(b) stating there will be no significant difference between professional commitment of teachers teaching in government and private colleges was accepted.

There existed no significant difference between professional involvement of teachers teaching in government and private colleges. Therefore, hypothesis no. 7(c) stating there will be no significant
difference between professional involvement of teachers teaching in
government and private colleges was accepted.

There existed no significant difference between professional
attitude of teachers teaching in government and private colleges. Therefore, hypothesis no. 7(d) stating there will be no significant
difference between professional attitude of teachers teaching in
government and private colleges was accepted.

VIII. Results based on professionalism of college teachers teaching in
professional and degree colleges.

There existed no significant difference between the professionalism
of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8 stating there will be no significant difference between
the professionalism of teachers teaching in professional and degree
colleges was accepted.

There existed no significant difference between professional
satisfaction of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8(a) stating there will be no significant difference between professional satisfaction of teachers teaching in
professional and degree colleges was accepted.

There existed no significant difference between professional
commitment of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8(b) stating there will be no significant difference between professional commitment of teachers teaching in
professional and degree colleges was accepted.

There existed no significant difference between professional
involvement of teachers teaching in professional and degree colleges. Therefore, hypothesis no. 8(c) stating there will be no significant difference between professional involvement of teachers teaching in
professional and degree colleges was accepted.

There existed no significant difference between professional
attitude of teachers teaching in professional and degree colleges.
Therefore, hypothesis no. 8(d) stating there will be no significant difference between professional attitude of teachers teaching in professional and degree colleges was accepted.

**IX. Results based on professionalism of college teachers with respect to different levels of emotional intelligence.**

All four dimensions of Professionalism as well as total Professionalism varies due to different levels of EI. The groups formed on the basis of High, Moderate, Low levels of Emotional Intelligence and compared as High-Moderate (I & II) level of EI, High & Low (I & III) level of EI and Low & Moderate (II & III) level of EI yielded t- values significant at .05 or .01 level. This shows that all four measures as well as total Professionalism varies due to different levels of EI.

Thus, hypothesis no.9 stating that there will be no significant difference in professionalism of teachers possessing different levels of Emotional Intelligence was rejected.

**MAJOR CONCLUSIONS**

The major conclusions emerging from the analysis of the results are as following:

1. The relationship between professionalism and all its dimensions with emotional intelligence among college teachers was found positive and significant. Professionalism and all its dimensions are directly correlated to the levels of emotional intelligence of teachers.

2. It was found that professionalism and all its dimensions among college teachers are directly related to organizational climate of institutions in which they were working.

3. The relationship between professionalism and locus of control among college teachers was found to be significant. While two dimensions of locus of control i.e powerful others and chance control were found to be inversely related to professionalism, the
third dimension of locus of control i.e individual control was found to be directly related to professionalism among the teachers.

4. Emotional Intelligence, Organizational Climate and Locus of control dimensions i.e Powerful Others and Individual Control are significant predictors of professionalism among college teachers.

5. Male and female teachers significantly differ in professionalism as exhibited in their professional satisfaction, professional commitment and professional attitude. No difference was found in professional involvement with respect to gender.

6. No significant difference was found in professionalism amongst teachers with experience above and below 5 years; between teachers from government and private colleges and also from professional and degree colleges.

EDUCATIONAL IMPLICATIONS

Professionalism is a new concept and a very broad and multi dimensional one. After review of the related literature an attempt has been made to study the professionalism of the educators. It was observed that the college teachers had above average level of professionalism which means that the educators possessed and tried to work to the best of their ability, irrespective of the type of the college or the nature of the courses being taught in the college.

Further, Emotional Intelligence of the college teachers was highly correlated with their sense of professionalism. The college teachers who scored high on Emotional Intelligence Scale also simultaneously had higher professionalism score. It can be concluded that the Emotional Intelligence helps a worker to perform better professionally and survive and progress in his profession. Locus of control is an important actor which influences the actions of an individual. The results of college teachers indicated that while Powerful Others and Internal Control dimensions of Locus of Control are significant to their professional behaviour, the Chance Control dimension of Locus of Control has little

187
place in their professional behaviour. It shows that college teachers are rational and self-dependent in chalking their course of their actions.

This study has also revealed that Organizational Climate of the institution is a significant factor in professional development of the college teachers.

**SUGGESTIONS FOR FURTHER RESEARCH**

1. The present investigation and its conclusions were based on the study of college teachers only. Similar studies may be conducted at cross-cultural level or at the university level.

2. Cross validation of the findings yielded in this study may be done.

3. Comparative case studies of professionalism in specific institutions may be carried out e.g. IIT-Mumbai and IIT-Kharagpur.

4. An indepth study of dimensions of organizational climate that promote professionalism in teachers can be taken.

5. The study of same nature can be undertaken to compare professionalism of married and unmarried teachers with respect age, experience and educational qualifications marital and non-marital status of teachers.

6. It will be fruitful to replicate the present study on teachers teaching in special institutions for mentally retarded, orthopedic schools and blind schools.

7. Other variables than those included in the present study as intelligence, self-concept, quality of work life, accountability, wellbeing, teacher effectiveness, life skills, life satisfaction, social intelligence, professional development, professional ethics etc. may also be taken up in order to examine their relationship with professionalism.