Chapter-V
SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

V.1 SUMMARY

Education is essentially a human affair. It is the influence of one person on another, one mind, one personality and one character interact with another and that is how education begins. Good teachers and good parents are born as well as made through necessary training and guidance. Unless they themselves are the right type of human beings, no amount of child psychology and pedagogy will help them very much to exert the right influence on the child. Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. A well equipped teacher is supreme in education.

The qualitative aspect of education depends entirely on the knowledge, character, personality, experience, job satisfaction of a teacher. The problem of finding a good number of effective teachers for the entire child population all over the country has became an urgent need of the hour...

As per the University Education Commission (1948), ‘a teacher is considered to be in a key position in the educational system’ Joshi (1984) opined that the quality of education is largely dependent upon the quality of teachers for the last many years. Various educational commissions and committees of our country have accepted this fundamental assumption.

V.1.1 CONCEPT OF TEACHING EFFECTIVENESS

Teaching effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the life span of a teacher. The concept of an
effectiveness of a teacher varies from person to person place to place and from one area of culture to that of another.

Walter (1949) remarked that "Effective teaching involves many activities" i.e. teaching is effective to the extent that the teacher acts in ways that are favorable to the development to basic skill, understanding, planning programming, execution, presentation, remedial works etc. Ryan (1969) spelled out teacher effectiveness as the extent to which a teacher acts in ways that are favorable to the development of basic skills, understanding, work habits, desirable attitudes value judgment and adequate personal adjustment of pupils. Teaching effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching arts and their effect on the educational outcomes of classroom teaching (Jangira, 1979).

V.1.2 CONCEPT OF LIFE SATISFACTION

Life satisfaction is a sense of well being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self concepts and self received ability to cope with daily life. Life satisfaction is contentment with life, particularly in regard to the fulfillment of one's needs and expectations. "Life satisfaction is a cognitive process by which an individual assesses his or her progress towards desired goal" (e.g. Bearnon, 1980; Zautra & Hempel 1984).

Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of the major indicators of well being, life satisfaction, positive affect, negative affect (Diener, 1984). Although satisfaction with current life circumstances is
often assured in research studies. Diener, Suh, Lucus and Smith (1999) also include the following under life satisfaction, desire to change one’s life; satisfaction with past; satisfaction with future and significant other’s view of one’s life” Beutell (2006).

V.1.3 CONCEPT OF PERSONALITY

An individual’s personality is the life signature by which he is known, the totality of all that sets him apart and makes him unique. No two people are exactly the same—not even identical twins. Some people are anxious, some are risk taking; some are phlegmatic, some highly strung; some are confident, some shy; and some are quiet and some are loquacious. This issue of difference is fundamental to the study of personality.

Neo Five Factor Model (FFM) of Personality: In contemporary psychology the ‘Big Five’ factors (Five Factor Model: FFM) of personality are five broad domains or dimensions of personality which are used to describe human personality. It was developed by Paul. T. Costa and Robert R. McCrae (1990). The five factors are Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. These five dimensions are held to be a complete description of personality.

(a) Neuroticism (N)-A tendency to experience unpleasant emotions easily, such as anger anxiety depression or vulnerability, fear, sadness, embarrassment, guilt and disgust is the core of the N domain. People high in N are also prone to have irrational ideas, to be less able to control their impulses, and to cope more poorly than others with stress. Individual who score low on Neuroticism are emotionally stable. They are usually calm, even tempered,
and relaxed and they are able to face stressful situations without becoming upset or settled.

(b) Extraversion (E)—It is a trait characterized by a keen interest in other people and external events and venturing forth with confidence into the unknown (Ewen 1998). Extroverts are more sociable, in addition to liking people and preferring large groups and gathering, they are also assertive, active and talkative. Introverts are reserved rather than unfriendly independent rather than followers, even paced rather than sluggish. Introvert individual is shy, avoids people and enjoys being alone; they do not necessarily suffer from social anxiety.

(c) Openness (O): Openness refers to how willing people are to make adjustment in notions and activities in accordance with new ideas or situations. This trait distinguishes imaginative people from down-to-earth and conventional people.

(d) Agreeableness (A)—It measures how compatible people are with other people or basically how able they are to get along with others. It is a tendency to be companionate and cooperative rather suspicious and antagonistic towards others. Disagreeable individual place self interest above getting along with others. They are generally unconcerned with others’ well being and are less likely to extend themselves for other people.

(e) Conscientiousness (C)—It influences the way in which we control, regulate and direct our impulses. The conscientious individual is purposeful strong-willed and determined, reasonably efficient and generally sensible and rational in making decisions. Digman (1981) refer to this domain as will to Achieve.
V.1.4 EMOTIONAL COMPETENCE

Emotional competence refers to one's ability to express or release one's inner feelings. It implies a case around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others.

Emotional competence is greatly dependent on an accurate frame of reference and on overall maturity. How we perceive a situation it's meaning far us – determines what emotions will be aroused. If we see no threat, we feel no fear–however great or small the real danger. If we see our performance as superior, we feel elated regardless of the realities of the situation. And if we see ourselves as unfairly treated. We feel angry whether or not our perception is accurate. If we see ourselves as inadequate and unlovable, we feel perpetually anxious and discouraged whether we really are inferior and unlovable only think we are.

According to Sharma, A. (1994), "Emotional competence refers to a person's ability to express or release his/her inner feelings (emotions). It implies a case around other and determines our ability to effectively and successfully lead and express".

V.1.5 STATEMENT OF THE PROBLEM

"A STUDY OF CORRELATES OF TEACHING EFFECTIVENESS AMONG ELEMENTARY SCHOOL TEACHERS"

V.1.6 NEED AND SIGNIFICANCE OF THE STUDY

The role of education as the most important factors in the development of a nation is universally accepted. However, the quality of education, as we
know, largely depends upon the quality of its teachers. The importance of a teacher in education process is unquestionable. The entire edifice of education is shaky if the teacher is weak and ineffective in his/her teaching. After independence, trillions of rupees have been spent to run and open new schools and equip them with adequate equipments and other facilities. But all this is of no use and development targets are bound to remain unachieved until and unless schools are not staffed with effective teachers. The concepts of ‘teaching effectiveness’ have been used in a variety of context: for screening and appraising teachers, for evaluating the worth wholeness of instructional systems and for designing research strategies with regard to improvement of teaching.

From the point of view of dearth of needed research in the area and from the point of assessing the present status of elementary school teachers and its correlates personality, emotional competence and life satisfaction and other demographic factors. Therefore, the present study concerns itself with descriptive survey of the phenomenon of teaching effectiveness of elementary school teachers with respect to personality, emotional competence, life satisfaction and other demographic variables (gender, professional qualification, experience etc.)

In the end, it would not be an exaggeration to say that the future of our country is in the hands of teachers because they have the most potent influence on students and most potent catalysts in student learning. Understanding and promoting teachers’ effectiveness is, therefore a task of national importance and should be given the top priority for speedier educational development.
V.1.7 OBJECTIVES OF THE STUDY

The objectives of the present study were:

1. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Teaching Experience.

2. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Teaching Experience
   c) Gender and Teaching Experience
   d) Gender, Professional Qualification and Teaching Experience

   on ‘teaching effectiveness’ of elementary school teachers.

3. To study and compare ‘teaching effectiveness’ of elementary school teacher with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Life Satisfaction.

4. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Life Satisfaction
   c) Gender and Life Satisfaction
   d) Gender, Professional Qualification and Life Satisfaction

   on ‘teaching effectiveness’ of elementary school teachers.
5. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Neuroticism.

6. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Neuroticism
   c) Gender and Neuroticism
   d) Gender, Professional Qualification and Neuroticism

   on ‘teaching effectiveness’ of elementary school teachers.

7. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Extraversion.

8. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Extraversion
   c) Gender and Extraversion
   d) Gender, Professional Qualification and Extraversion

   on ‘teaching effectiveness’ of elementary school teachers

9. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
b) Professional Qualification.
c) Openness.

10. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Openness
   c) Gender and Openness
   d) Gender, Professional Qualification and Openness
   on ‘teaching effectiveness’ of elementary school teachers.

11. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Agreeableness.

12. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Agreeableness
   c) Gender and Agreeableness
   d) Gender, Professional Qualification and Agreeableness
   on ‘teaching effectiveness’ of elementary school teachers.

13. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Conscientiousness.

14. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Conscientiousness

183
c) Gender and Conscientiousness

d) Gender, Professional Qualification and Conscientiousness

on ‘teaching effectiveness’ of elementary school teachers.

15. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:

   a) Gender.

   b) Professional Qualification.

   c) Adequate Depth of Feelings.

16. To study the double and triple interaction effects of:

   a) Gender and Professional Qualification

   b) Professional Qualification and Adequate Depth of Feelings

   c) Gender and Adequate Depth of Feelings

   d) Gender, Professional Qualification and Adequate Depth of Feelings

   on ‘teaching effectiveness’ of elementary school teachers.

17. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:

   a) Gender.

   b) Professional Qualification.

   c) Adequate Expression and Control of Emotions.

18. To study the double and triple interaction effects of:

   a) Gender and Professional Qualification

   b) Professional Qualification and Adequate Expression and Control of Emotions
c) Gender and Adequate Expression and Control of Emotions

d) Gender, Professional Qualification and Adequate Expression and Control of Emotions

on ‘teaching effectiveness’ of elementary school teachers.

19. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Ability to function with Emotions.

20. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Ability to function with Emotions
   c) Gender and Ability to function with Emotions
   d) Gender, Professional Qualification and Ability to function with Emotion

on ‘teaching effectiveness’ of elementary school teachers.

21. To study and compare the “teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Ability to cope with Problem Emotions.

22. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Ability to cope with Problem Emotions
c) Gender and Ability to cope with Problem Emotions
d) Gender, Professional Qualification and Ability to cope with Problem Emotions

on ‘teaching effectiveness’ of elementary school teachers.

23. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Enhancement of Positive Emotions.

24. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Enhancement of Positive Emotions
   c) Gender and Enhancement of Positive Emotions
   d) Gender, Professional Qualification and Enhancement of Positive Emotions

on ‘teaching effectiveness’ of elementary school teachers.

25. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Emotional Competence.

26. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Emotional Competence
c) Gender and Emotional Competence

d) Gender, Professional Qualification and Emotional Competence on ‘teaching effectiveness’ of elementary school teachers.

**V.1.8 HYPOTHESES OF THE STUDY**

Keeping in view the objectives of the study following hypotheses were formulated by the investigator:

1. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   
a) Gender.
   
b) Professional Qualification.
   
c) Teaching Experience.

2. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   
a) Gender and Professional Qualification.
   
b) Professional Qualification and Teaching Experience.
   
c) Gender and Teaching Experience.
   
d) Gender, Professional Qualification and Teaching Experience.

3. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   
a) Gender.
   
b) Professional Qualification.
   
c) Life Satisfaction.

4. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   
a) Gender and Professional Qualification.
   
b) Professional Qualification and Life Satisfaction.
c) Gender and Life Satisfaction.
d) Gender, Professional Qualification and Life Satisfaction.

5. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Neuroticism.

6. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Neuroticism.
   c) Gender and Neuroticism.
   d) Gender, Professional Qualification and Neuroticism.

7. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Extraversion.

8. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Extraversion
   c) Gender and Extraversion
   d) Gender, Professional Qualification and Extraversion.

9. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Openness.

188
10. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Openness.
   c) Gender and Openness.
   d) Gender, Professional Qualification and Openness.

11. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Agreeableness.

12. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Agreeableness.
   c) Gender and Agreeableness.
   d) Gender, Professional Qualification and Agreeableness.

13. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Conscientiousness.

14. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Conscientiousness.
c) Gender and Conscientiousness.
d) Gender, Professional Qualification and Conscientiousness.

15. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Adequate Depth of Feelings.

16. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Adequate Depth of Feelings.
   c) Gender and Adequate Depth of Feelings.
   d) Gender, Professional Qualification and Adequate Depth of Feelings.

17. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Adequate Expression and Control of Emotions.

18. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Adequate Expression and Control of Emotions.
   c) Gender and Adequate Expression and Control of Emotions.
   d) Gender, Professional Qualification and Adequate Expression and Control of Emotions.
19. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Ability to function with Emotions.

20. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Ability to function with Emotions.
   c) Gender and Ability to function with Emotions.
   d) Gender, Professional Qualification and Ability to function with Emotions.

21. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Ability to cope with Problem Emotions.

22. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Ability to cope with Problem Emotions.
   c) Gender and Ability to cope with Problem Emotions.
   d) Gender, Professional Qualification and Ability to cope with Problem Emotions.

23. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
b) Professional Qualification.

c) Enhancement of Positive Emotions.

24. Elementary school teachers do not interact significantly on 'teaching effectiveness' with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Enhancement of Positive Emotions.
   c) Gender and Enhancement of Positive Emotions.
   d) Gender, Professional Qualification and Enhancement of Positive Emotions.

25. Elementary school teachers do not differ significantly in 'teaching effectiveness' with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Emotional Competence.

26. Elementary school teachers do not interact significantly on 'teaching effectiveness' with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Emotional Competence.
   c) Gender and Emotional Competence.
   d) Gender, Professional Qualification and Emotional Competence.

V.1.9 DELIMITATIONS OF THE STUDY

The study in hand delimited in terms of sample, variables, research method, and statistical techniques.

1 The initial sample of the study was restricted to 500 elementary school teachers of Himachal Pradesh but final sample was comprised of 320
(80 male and 80 female with Junior Basic Training and 80 male and 80 female with Bachelor Degree in education) elementary school teachers.

2 Study was confined with regard to Professional Qualification, Teaching Experience, Life Satisfaction, Personality domains (components) and Emotional Competence.

3 The study was delimited to the eight district of Himachal Pradesh.

4 The study was further delimited to Descriptive survey method of research.

5 Lastly, study was mainly restricted to statistical technique - Analysis of Variance (2 x 2 x 2 factorial designs)

V.1.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

The terms used in the present study may operationally be defined as under:

TEACHING EFFECTIVENESS - Teaching effectiveness stands for the positive teaching behavior of a teacher in different teaching learning situations in the classrooms.

CORRELATES OF TEACHING EFFECTIVENESS - The factors/variables which effect positively or negatively the teaching behavior of the teacher in the classroom situation are known as correlates of teaching effectiveness.

ELEMENTARY SCHOOL TEACHERS - All the male and female teachers teaching at elementary stage (from class first to class eighth) are known as elementary school teachers.

GENDER - It is the term which helps us knowing the male and female status of the teachers.
TEACHING EXPERIENCES - It is the number of years spent by a teacher in teaching profession.

PROFESSIONAL QUALIFICATION - It refers to the qualification relating to some profession. Here Junior Basic Teacher Training (JBT) and Bachelor degree in Education (B.Ed.) are the professional courses necessary for elementary school teachers.

LIFE SATISFACTION - It is a degree of satisfaction to which a person positively evaluates the quality of his/her life as-a-whole.

PERSONALITY - An individual's personality is the life signature by which he is known, the totality of all that sets him apart and makes him unique.

EMOTIONAL COMPETENCE - It refers to a person’s ability to express or release his/her inner feelings / emotions.

V.1.11 METHODOLOGY OF THE STUDY

This includes research methods, population, sample, variable, tools, data collection, scoring, tabulation and organization of data, formation of groups, design of the study and statistical techniques.

V.1.11(a) RESEARCH METHOD In the present study, Descriptive Research Method was employed as the purpose of the research was to simply explore the relationship of some selected correlates (Gender, Teaching Experience, Professional Qualification, Life satisfaction, personality domains, and Emotional Competence) on the ‘teaching effectiveness’ of elementary school teachers.

V.1.11(b) POPULATION: In the present study population was defined in terms of all the teachers serving in elementary schools of Himachal Pradesh.
V.1.11(c) SAMPLE: In the present investigation, the sample was drawn by using 'random cluster sampling technique'. Initially a sample of 500 elementary school teachers and serving in different schools of 9 district of Himachal Pradesh viz. Shimla, Solan, Una, Hamirpur, Bilaspur, Kullu, Mandi, and Sirmour. The final sample of the study comprised 320 elementary school teachers (80 teachers under each category viz. male J.B.T, male B.Ed., female J.B.T., female B.Ed.) selected randomly from the initial sample of 500 teachers.

V.1.11(d) VARIABLES: Independent variables the present study the independent variables were Gender, Professional Qualification (JBT/B.Ed.) Teaching Experience, Life Satisfaction, Personality Domains and Emotional Competence.

Dependent variables: Teaching Effectiveness was the dependable variable on which the investigator was interested in studying the effects of the different selected independent variables.

V.1.11(e) TOOLS EMPLOYED: The following tools were employed:

- Teacher Effectiveness Scale (TES) by Dr. Pramod Kumar and Professor D.N. Mutha (1985).
- Scale of Emotional Competency by H.C. Sharma and R. Bharadwaj.
V.1.11(f) ADMINISTRATION: All the selected research tools were administered to the entire sample of 500 elementary schools teachers on individual basis. Before administration the teachers were made aware the purpose of the study and procedure of recording the responses and importance of their full co-operation in the quality of the study. If any of the teachers experienced any type of problem, immediate clarification was provided to him/her by the investigator. No time restriction was imposed in completing the research tools. Hence the data was collected with great care and sense of responsibility.

After administration all the tools were scored by the investigator with the help of standard scoring procedures given by their author in the respective manuals.

V.1.11(g) STATISTICAL TECHNIQUE USED: For analysis and interpretation of the obtained data ‘Analysis of Variance’ (2x2x2 factorial design) was used by the investigator. The obtained values of ‘F’ ratios were interpreted by comparing them with the ‘F’ Table values at 0.05 and 0.01 levels of significance. Further, ‘t’ test was used to test the significance of difference between the two means, where computed ‘F’ ratio was found significant at 0.01 level of significance.

V.2 CONCLUSIONS OF THE STUDY

Following conclusions were drawn from the results of the study:

1. The main effects of gender as well as teaching experience (irrespective of professional qualification) on teaching effectiveness of teachers were found significant only at 0.05 level of significance, which indicated that
gender and teaching experience of teachers affected their teaching effectiveness significantly to some extent. None of the interaction effects were found significant.

2. The main effects of gender as well as life satisfaction (irrespective of professional qualification) on teaching effectiveness of teachers were found significant only at 0.01 level of significance, which indicated that gender as well as life satisfaction of teachers affected their teaching effectiveness significantly. The triple interaction effect was found significant at 0.05 level of significance. This indicated that they interacted significantly to some extent in their triple influence on teaching effectiveness.

3. The main effect of professional qualification (irrespective of gender and neuroticism) on teaching effectiveness was found significant at 0.01 level of significance, which indicated that professional qualification of teachers affected their teaching effectiveness significantly. Whereas, neuroticism (irrespective of gender and professional qualification) of teachers affected their teaching effectiveness significantly at 0.05 level of significance only. None of the interaction effects were found significant.

4. The main effect of gender (irrespective professional qualification of and extraversion) on teaching effectiveness was found significant at 0.01 level of significance, which indicated that gender of teachers affected their teaching effectiveness significantly. Whereas, extraversion (irrespective of gender and professional qualification) of teachers
affected their teaching effectiveness significantly at 0.05 level of significance only. None of the interaction effects were found significant.

5. The main effect of professional qualification (irrespective of gender and openness) on teaching effectiveness was found significant at 0.01 level of significance, which indicated that professional qualification of teachers affected their teaching effectiveness significantly. Whereas, gender (irrespective of professional qualification and openness) of teachers affected their teaching effectiveness significantly at 0.05 level of significance only. None of the interaction effects were found significant.

6. The main effects of gender, professional qualification as well as agreeableness on teaching effectiveness of teachers were found significant only at 0.01 level of significance. This indicated that gender, professional qualification as well as agreeableness of teachers affected their teaching effectiveness significantly to some extent. The double interaction effect of gender and agreeableness was found significant at 0.05 level of significance. This indicated that they interacted significantly to some extent in their double influence on teaching effectiveness.

7. The main effect of conscientiousness (irrespective of gender and professional qualification) on teaching effectiveness was found significant at 0.01 level of significance. This indicated that conscientiousness of teachers affected their teaching effectiveness significantly. Whereas, gender (irrespective of professional qualification and conscientiousness) of teachers affected their teaching
effectiveness significantly at 0.05 level of significance only. None of the interaction effects were found significant.

8. The main effects of adequate depth of feelings the component of emotional competence (irrespective of gender and professional qualification) on teaching effectiveness of teachers were found significant at 0.01 level of significance. This indicated that adequate depth of feelings of teachers affected their teaching effectiveness significantly. The double interaction effect of gender and adequate depth of feelings was found significant at 0.01 level of significance. This indicated that they interacted significantly to in their double influence on teaching effectiveness.

9. The main effects of adequate expression and control of emotions, the component of emotional competence (irrespective of gender and professional qualification) on teaching effectiveness of teachers were found significant at 0.01 level of significance. This indicated that adequate expression and control of emotions of teachers affected their teaching effectiveness significantly. None of the interaction effects were found significant.

10. The main effects of ability to function with emotions the component of emotional competence (irrespective of gender and professional qualification) on teaching effectiveness of teachers were found significant at 0.01 level of significance. This indicated that ability to function with emotions of teachers affected their teaching effectiveness significantly. Whereas, gender (irrespective of professional qualification
and ability to function with emotions) of teachers affected their teaching effectiveness significantly at 0.05 level of significance only. None of the interaction effects were found significant.

11. The main effects of ability to cope with problem emotions the component of emotional competence (irrespective of gender and professional qualification) on teaching effectiveness of teachers were found significant at 0.01 level of significance. This indicated that ability to cope with problem emotions of teachers affected their teaching effectiveness significantly. Whereas, gender (irrespective of professional qualification and ability to cope with problem emotions) of teachers affected their teaching effectiveness significantly at 0.05 level of significance only. None of the interaction effects were found significant.

12. The main effects of gender and enhancement of positive emotions the component of emotional competence (irrespective of professional qualification) on teaching effectiveness of teachers was found significant at 0.01 level of significance. This indicated that gender and enhancement of positive emotions of teachers affected their teaching effectiveness significantly. The triple interaction effect of gender and professional qualification and enhancement of positive emotions was found significant at 0.05 level of significance. This indicated that they interacted significantly to in their triple influence on teaching effectiveness to some extent.

13. The main effects of emotional competence (irrespective of gender and professional qualification) on teaching effectiveness of teachers were
found significant at 0.01 level of significance. This indicated that emotional competence of teachers affected their teaching effectiveness significantly. None of the interaction effects were found significant.

V.3 EDUCATIONAL IMPLICATIONS

On the basis of the results the present study has following educational implications:

1. No significant difference was found in the teaching effectiveness of elementary school teachers w.r.t. their gender, professional qualifications and teaching experience. Further, the more experienced male teachers with Junior Basic Training as well as bachelor Degree in Education were having higher mean scores as compare to other categories of teachers. To increase teaching effectiveness of teachers, disparities in the status of the teachers, insufficient numbers of teachers, extra work load and least preference to examination must be checked at earliest.

2. Significant difference was found in the teaching effectiveness of elementary school teachers w. r. t. their gender and life satisfaction. As the female teachers and teachers with average level of life satisfaction were found less effective in teaching, certain provisions such as working conditions, work places and extra work load be improved so that they may improve their level of life satisfaction and contribute significantly in teaching learning process. To promote level of life satisfaction of teachers special lectures seminars etc be organized time to time so that their teaching effectiveness may also be improved.
3. Significant difference was found in the teaching effectiveness of elementary school teachers with respect to their professional qualification and neuroticism domain of personality. As teachers with more neurotic behaviour and Bachelor Degree in education were found less effective which contributed to the fact that less neurotic teachers who are usually calm, even-tempered, relaxed and emotionally stable show high teaching effectiveness than more neurotic teachers. So special seminars, work shops, lectures and counselling program etc, be organized specially for the teachers having more neurotic behaviour so they may become able to control their neurotic behaviour more and more.

4. Significant difference was found in the teaching effectiveness of elementary school teachers w.r.t. their gender as well as extraversion. Less extrovert teachers irrespective of their professional qualification and gender were found less effective as compared to less extrovert teachers. Less extrovert teachers be trained, how to control their extravert behaviour to the normal level, so that they may also improve their teaching.

5. Significant difference was found in the teaching effectiveness of elementary school teachers w.r.t. their gender as well as professional qualification. Whereas no significant difference was found in the teaching effectiveness of teachers with less openness and more openness to experience. For the betterment of educational system more and more opportunities are given to all the teachers to improve their qualification and openness to experience domain of personality.
6. Significant difference was found in teaching effectiveness of elementary school teachers w.r.t. their gender, professional qualification and agreeableness domain of personality. Less agreeable teachers irrespective of their gender and professional qualification be given more and more opportunity to increase their agreeableness so that they may also improve their teaching effectiveness.

7. Significant difference was found in the teaching effectiveness of elementary school teachers w.r.t. their gender and conscientiousness domain of personality. As the female teachers and less conscientious are less effective in teaching. It contributed to the fact that the conscientious, well organized teachers who have high standards and who always strive to achieve their goals are more effective than easygoing, less organized careless teachers. To enhance the teaching effectiveness, teachers with less conscientious, careless, easygoing and less organized teachers be trained and motivated to become more conscientious, organized and careful to have more level of conscientiousness.

8. Significant difference was found in the teaching effectiveness of elementary school teachers w.r.t. adequate depth of feelings, component of emotional competence. Further teachers with less adequate depth of feelings are less effective in teaching, they must be trained and guided how to increase their adequate depth of feelings so that their teaching effectiveness be improved.

9. The study indicated that there is a significant difference in the teaching effectiveness of elementary school teachers with less and more
adequate expression and control of emotions. As the teachers with less adequate expression and control of emotions are less effective in teaching, they must be trained to inculcate adequate expression and control of emotions in their behaviour in the interest of the students.

10. Significant difference was found in the teaching effectiveness of elementary school teachers with less and high ability to function with emotions. As the teachers with less ability to function with emotions are less effective in teaching, they must be trained and guided in functioning with emotions so that their teaching effectiveness be improved.

11. Significant difference was found in teaching effectiveness of elementary school teachers with less and high ability to cope with problem emotions. As the teachers with less ability to cope with problem emotions are less effective in teaching, hence the teachers less ability to cope with problem emotions be trained and guided how to develop their said ability so that their teaching effectiveness be improved.

12. Significant differences were found in teaching effectiveness of male and female school teachers as well as teachers with high and low enhancement of positive emotions, component of emotional competence. The female teachers as well as teachers with low enhancement of positive emotions be properly guided, trained and encouraged to increase the level of positive emotions so that their teaching effectiveness be improved.

13. Significant difference was found in teaching effectiveness of elementary school teachers having low and high level of emotional competence.
The teachers with low level of emotional competence be trained to increase their emotional competence in different classroom situations so that teaching effectiveness be improved.

V.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A study may be replicated on a large sample of elementary school teachers to ensure the findings of the present study.

2. In the present study life satisfaction, personality and emotional competence were studied as correlates of teaching effectiveness. Different studies may be conducted on other correlates of teaching effectiveness.

3. A study may be conducted on teaching effectiveness of secondary and senior secondary school teachers in relations to certain demographic variables.

4. A comparative study may be conducted on teaching effectiveness of government and private school teachers.

5. A comparative study may be conducted on teaching effectiveness of secondary and senior secondary school teachers.