CHAPTER V

SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1 INTRODUCTION

The present chapter deals with the consolidated findings of the study, discussion based on the findings, educational implications, recommendations and few suggestions for further research and conclusion in the present context. The present investigation is an attempt to study the professional ethics and emotional intelligence of higher secondary teachers in relation to their teacher effectiveness. The study is purely quantitative in nature. The study was conducted in the Anantnag District of Jammu and Kashmir State, India. Eleven higher secondary schools were selected for the pilot study and thirty-two higher secondary schools were selected for the final study.

For collecting data, the investigator visited personally each higher secondary school and got prior permission from the higher secondary principals to collect the research data from the higher secondary teachers. The data gathering tools were administered in a face to face relationship with necessary instructions.
5.2 MAJOR FINDINGS OF THE STUDY

The hypotheses formulated for the present study have been examined in the light of the data gathered. The following are the important findings arrived at the result of analyses of the data:

5.2.1 Findings based on Descriptive Analysis of Data

1. Professional Ethics

   a) The level of professional ethics among the higher secondary teachers is high.

   b) The level of professional ethics of higher secondary teachers in relation to certain demographic variables namely gender, locality of the school, type of institution, teaching experience, age, educational qualification, specialization, computer literacy, monthly income and marital status is high.

2. Emotional Intelligence

   a) The level of emotional intelligence among the higher secondary teachers is high.

   b) The level of emotional intelligence of higher secondary teachers in relation to certain demographic variables namely gender, locality of the school, type of institution, teaching experience, age, educational qualification, specialization, computer literacy, monthly income and marital status is high.
3. Teacher Effectiveness

a) The level of teacher effectiveness among the higher secondary teachers is high.

b) The level of teacher effectiveness of higher secondary teachers in relation to certain demographic variables namely gender, locality of the school, type of institution, teaching experience, age, educational qualification, specialization, computer literacy, monthly income and marital status is high.

5.2.2. Findings based on Differential Analysis of the Professional Ethics of Higher Secondary Teachers

1. Gender and Professional ethics

There is no significant difference between male and female higher secondary teachers with respect to their professional ethics.

2. Locality of the School and Professional Ethics

There is no significant difference between rural and urban higher secondary teachers with respect to their professional ethics.

3. Type of Institution and Professional Ethics

There is no significant difference between government and private higher secondary teachers with respect to their professional ethics.
4. Teaching Experience and Professional Ethics

There is no significant difference among the higher secondary teachers belonging to different years of teaching experience with respect to their professional ethics.

5. Age and Professional Ethics

There is a significant difference among the higher secondary teachers belonging to different age groups with respect to their professional ethics.

a) There is a significant difference among the higher secondary teachers belonging to the age groups below 30 years and 30-40 years with respect to their professional ethics.

b) There is no significant difference among the higher secondary teachers belonging to the age groups below 30 years and above 40 years with respect to their professional ethics.

c) There is no significant difference among the higher secondary teachers belonging to the age groups 30-40 years and above 40 years with respect to their professional ethics.

6. Educational qualification and Professional Ethics

There is no significant difference between the higher secondary teachers having post graduation and the higher secondary teachers having research (M.Phil / Ph.D) with respect to their professional ethics.
7. **Specialization and Professional Ethics**

There is no significant difference among the higher secondary teachers belonging to different specializations with respect to their professional ethics.

8. **Computer Literacy and Professional Ethics**

There is no significant difference between the higher secondary teachers having computer literacy and the higher secondary teachers who do not have computer literacy with respect to their professional ethics.

9. **Monthly Income and Professional Ethics**

There is no significant difference among the higher secondary teachers belonging to different income groups with respect to their professional ethics.

10. **Marital Status and Professional Ethics**

There is no significant difference between married and unmarried higher secondary teachers with respect to their professional ethics.

5.2.3 **Findings based on Differential Analysis of the Emotional Intelligence of Higher Secondary Teachers**

1. **Gender and Emotional Intelligence**

There is a significant difference between male and female higher secondary teachers with respect to their emotional intelligence.
2. **Locality of the School and Emotional Intelligence**

There is no significant difference between rural and urban higher secondary teachers with respect to their emotional intelligence.

3. **Type of Institution and Emotional Intelligence**

There is no significant difference between government and private higher secondary teachers with respect to their emotional intelligence.

4. **Teaching Experience and Emotional Intelligence**

There is no significant difference among the higher secondary teachers belonging to different years of teaching experience with respect to their emotional intelligence.

5. **Age and Emotional Intelligence**

There is no significant difference among the higher secondary teachers belonging to different age groups with respect to their emotional intelligence.

6. **Educational qualification and Emotional Intelligence**

There is no significant difference between the higher secondary teachers having post graduation and the higher secondary teachers having research (M.Phil / Ph.D) with respect to their emotional intelligence.
7. Specialization and Emotional Intelligence

There is a significant difference among the higher secondary teachers belonging to different specializations with respect to their emotional intelligence.

a) There is a significant difference among the higher secondary teachers belonging to the arts and science specializations with respect to their emotional intelligence.

b) There is no significant difference among the higher secondary teachers belonging to the arts and language specializations with respect to their emotional intelligence.

c) There is a significant difference among the higher secondary teachers belonging to the science and language specializations with respect to their emotional intelligence.

8. Computer Literacy and Emotional Intelligence

There is no significant difference between the higher secondary teachers having computer literacy and the higher secondary teachers who do not have computer literacy with respect to their emotional intelligence.

9. Monthly Income and Emotional Intelligence

There is a significant difference among the higher secondary teachers belonging to different income groups with respect to their emotional intelligence.
a) There is no significant difference between the higher secondary teachers belonging to the income groups below 20,000 and 20,000-30,000 with respect to their emotional intelligence.

b) There is a significant difference between that the higher secondary teachers belonging to the income groups below 20,000 and above 30,000 with respect to their emotional intelligence.

c) There is no significant difference between the higher secondary teachers belonging to the income groups 20,000-30,000 and above 30,000 with respect to their emotional intelligence.

10. **Marital Status and Emotional Intelligence**

There is a significant difference between married and unmarried higher secondary teachers with respect to their emotional intelligence.

5.2.4 **Findings based on Differential Analysis of the Teacher Effectiveness of Higher Secondary Teachers**

1. **Gender and Teacher Effectiveness**

There is no significant difference between the male and female higher secondary teachers with respect to their teacher effectiveness.
2. **Locality of the School and Teacher Effectiveness**

   There is no significant difference between the rural and urban higher secondary teachers with respect to their teacher effectiveness.

3. **Type of Institution and Teacher Effectiveness**

   There is no significant difference between government and private higher secondary teachers with respect to their teacher effectiveness.

4. **Teaching Experience and Teacher Effectiveness**

   There is no significant difference among the higher secondary teachers belonging to different years of teaching experience with respect to their teacher effectiveness.

5. **Age and Teacher Effectiveness**

   There is a significant difference among the higher secondary teachers belonging to different age groups with respect to their teacher effectiveness.

   a) There is no significant difference among the higher secondary teachers belonging to the age groups below 30 years and 30-40 years with respect to their teacher effectiveness.

   b) There is a significant difference among the higher secondary teachers belonging to the age groups below 30 years and above 40 years with respect to their teacher effectiveness.
c) There is a significant difference among the higher secondary teachers belonging to the age groups 30-40 years and above 40 years with respect to their teacher effectiveness.

6. Educational qualification and Teacher Effectiveness

There is no significant difference between the higher secondary teachers having post graduation and the higher secondary teachers having research (M.Phil / Ph.D) with respect to their teacher effectiveness.

7. Specialization and Teacher Effectiveness

There is no significant difference among the higher secondary teachers belonging to different specializations with respect to their teacher effectiveness.

8. Computer Literacy and Teacher Effectiveness

There is no significant difference between the higher secondary teachers having computer literacy and the higher secondary teachers who do not have computer literacy with respect to their teacher effectiveness.

9. Monthly Income and Teacher Effectiveness

There is a significant difference among the higher secondary teachers belonging to different income groups with respect to their teacher effectiveness.
a) There is a significant difference between the higher secondary teachers belonging to the income groups below 20,000 and 20,000-30,000 with respect to their teacher effectiveness.

b) There is a significant difference between the higher secondary teachers belonging to the income groups below 20,000 and above 30,000 with respect to their teacher effectiveness.

c) There is no significant difference between the higher secondary teachers belonging to the income groups 20,000-30,000 and above 30,000 with respect to their teacher effectiveness.

10. Marital Status and Teacher Effectiveness

There is a significant difference between married and unmarried higher secondary teachers with respect to their teacher effectiveness.

5.2.5 Findings based on Correlation Analysis

1. Relationship between Professional Ethics and Teacher Effectiveness

There is a significant relationship between professional ethics and teacher effectiveness of higher secondary teachers.

2. Relationship between Emotional Intelligence and Teacher Effectiveness

There is a significant relationship between emotional intelligence and teacher effectiveness of higher secondary teachers.
3. **Relationship between Professional Ethics and Emotional Intelligence**

There is no significant relationship between professional ethics and emotional intelligence of higher secondary teachers.

**5.2.6 Findings based on Regression Analysis**

There is a significant contribution of independent variables i.e., professional ethics and emotional intelligence on the dependent variable i.e., teacher effectiveness of higher secondary teachers.

**5.3 DISCUSSION BASED ON THE FINDINGS**

Discussion based on the findings of the present investigation in relation to earlier studies conducted has been given below variable wise:

**5.3.1 Discussion based on the Findings of Professional Ethics**

The findings of present study related to professional ethics reveals that the professional ethics of higher secondary teachers in general is high. The higher secondary teachers differ significantly with respect to their age and do not differ significantly with respect to their type of institution. These findings were supported by the earlier findings of D. Mohana, (2007). But the two studies are in contradiction with the findings related to gender and locality of the schools.
5.3.2 Discussion based on the Findings of Emotional Intelligence

The findings of present investigation related to emotional intelligence reveals that the emotional intelligence of higher secondary teachers do not differ significantly with respect to their teaching experience and educational qualification. These findings were supported by the earlier investigation of Mishra, S. and Laskar, J. H. (2013).

The findings of the present study reveals that the emotional intelligence of higher secondary teachers do not differ significantly with respect to their age and teaching experience. It is in agreement with the earlier findings of Mouton, et.al (2013).

The present investigation indicates that the emotional intelligence of higher secondary teachers do not differ significantly with respect to their age and emotional intelligence of female higher secondary teachers is higher than the male higher secondary teachers. These findings were supported by the earlier study of Anari, Nahid Naderi (2012).

The findings of the present investigation states that the emotional intelligence of higher secondary teachers differ significantly with respect to their gender and marital status and do not differ significantly with respect to their age. These these findings are in contradiction with the earlier findings of
Adilogullari, Ilhan (2011) and Gaurav Singh & Girjesh Kumar (2009).

The present findings related to emotional intelligence that there is no significant difference among higher secondary teachers with respect to their educational qualification and age were supported by the earlier findings of Sidhar & Hamid Reza Badiei (2007).

The findings of the present investigation indicate that the emotional intelligence of higher secondary teachers in different sub-samples is high. Teachers do differ significantly with respect to their gender and do not differ significantly with respect to their teaching experience were supported by the earlier findings of Sobha Tom & Sara S. Williams (2007).

The findings of the present study indicating that higher secondary teachers do not differ significantly in emotional intelligence with respect to their educational qualification, teaching experience and type of institution. It is in agreement with the findings of earlier study of Alavandar, R. (2006). But the findings of the two studies are in contradiction with respect to gender and age of teachers.

The findings related to emotional intelligence of the present study reveals that higher secondary teachers differ significantly
with respect to their gender and locality of the school. However, government higher secondary school teachers have significantly higher emotional intelligence as compared to private higher secondary school teachers. Similarly, language teachers possess higher emotional intelligence than the teachers belonging to arts faculty. These findings are in agreement with the earlier findings of Suresh, T. & Rajalakshmi (2005).

The present study indicates that the emotional intelligence of higher secondary teachers do not differ significantly with respect to their gender, age, educational qualification, teaching experience and type of school. These findings were supported by the earlier studies of Amirtha, M. (2004). However, the findings of two studies are in contradiction with respect to specialization of the teachers.

5.3.3 Discussion based on the Findings of Teacher Effectiveness

The findings of present study related to teacher effectiveness reveals that the teacher effectiveness of higher secondary teachers differ significantly with respect to their marital status is in agreement with the finding of the earlier study of Islahi, Fatima & Nasreen, Nakhat, (2013), but the two studies are in contradiction with the findings related to locality of the school.

The findings of the present investigation reveals that there is a significant relationship between emotional intelligence and
teacher effectiveness of higher secondary teachers were supported by the earlier findings of Kauts, A. & Saroj, R. (2012).

The present study indicates that the teacher effectiveness among higher secondary teachers is generally high. They differs significantly with respect to their marital status and do not differ significantly in terms of their age, type of institution and year of experience. These findings have been supported by the earlier findings of Sivasakthi Rajammal & Muthumanickam M. (2012). But the findings of the two studies are in contradiction in terms of gender, locality of the school and monthly income.

The present investigation indicates that the teacher effectiveness of higher secondary teachers do not differ significantly with respect to their gender and it is in agreement with the earlier study of Dhillon & Naveed Kumar (2009).

The findings of the present study revealing that higher secondary teachers do not differ significantly with respect to their gender, teaching experience, specialization and computer literacy in their teacher effectiveness were supported by the earlier findings of M. Rajeshkumar & R. Krishna Kumar (2009). But the two studies are in contradiction as far as findings related to educational qualification of the teachers is concerned.
The findings of the present study reveals that the teacher effectiveness of higher secondary teachers do not differ significantly with respect to their locality of the school and specialization. It is in agreement with the findings of the earlier study of Kumar, G. (2005). But the two studies are in contradiction so far as the results regarding management of the schools is concerned.

The finding based on correlation analysis that there is a significant relationship between emotional intelligence and teacher effectiveness of the higher secondary teachers given in the present study is in contradiction with the earlier findings of Latha A., Ananthasayanam, R., & Ramaswamy, S. (2005).

The findings related to the type of schools which reveals that the teachers belonging to government and private higher secondary schools do not differ significantly in their teacher effectiveness, were supported by the earlier findings of Roul, Sushantakumar (2004).

5.4 EDUCATIONAL IMPLICATIONS BASED ON THE FINDINGS OF THE STUDY

In the light of the findings of the present investigation following educational implications have been mentioned:
The necessity and role of the teacher in the society is beyond question or doubt. We cannot deny the fact that being taught by an effective teacher eventually provides positive influence on all round development of the students. Effective teachers are the role model of their students. The success of any educational institution is basically determined by its effective teachers. To provide best quality of education and to make the students perfect in all directions, there is need to have efficient teachers. It is possible when the teachers are emotionally balanced and follow the ethics of their profession well which in turn influences their teacher effectiveness in a fruitful way, because professional ethics and emotional intelligence have a great impact on teacher effectiveness.

Professional ethics of higher secondary teachers contributes maximum to their teacher effectiveness. It has been found in the present study and in the previous studies in literature also that professional ethics of teachers have a significant relationship with their teacher effectiveness. Ethics of teachers have important implication in their teaching profession. As it is well known fact that teachers are the makers of history and it is because of such teachers only who follow the ethics of their teaching profession properly can prepare the future responsible citizens of our country. Ethics literally means the capacity to distinguish between the right and wrong path. It is very important on the part of the teachers to
have good character and conduct, because it is their behavior and character only which makes them respectable and socially acceptable in the society. By following professional ethics, teachers can create their good impression on their students and in turn students would like to follow them as their ideals. Hence it is obligatory for all the teachers to follow the high standards of professional ethics in order to take in overall the society in a right direction.

In the present investigation, professional ethics of higher secondary teachers have been found to be of high degree. The findings of the present study indicates that higher secondary teachers with professional ethics have high mean scores irrespective of their gender, locality of the school, type of institution, teaching experience, age, educational qualification, specialization, computer literacy, monthly income and marital status.

However, one of the finding of the present study indicated that higher secondary teachers with age groups below 30 years, 30-40 years and above 40 years differ significantly in their professional ethics. Higher secondary teachers with age group below 30 years have more professional ethics than the higher secondary teachers belonging to 30-40 and above 40 year age groups. It might be because of the reason that youngsters have
more professional exposure and are more aware about the sex education and the impact of molestation as they remain updated in their day to day life as compared to teachers belonging to age group above 30 years who have limited professional exposure and do have less knowledge about sex education. So teachers find it easy to exploit students on one or the other pretext.

There might be another reason that nowadays youth is well aware about the importance of ethics and morality as it remains part of their syllabus during studies and also today’s youth is technically proven, so they remain active to seek all round knowledge which in turn affects their professional ethics in one way or the other. On the other hand senior teachers remain almost busy with their domestic engagements. So the teachers belonging to above 40 years of age should keep all this stuff in mind to approach more towards following their professional ethics and initiatives should be taken by the educational policy makers to organize the programmes in the educational institutions every year to encourage the higher secondary teachers belonging to this particular age group by inculcating professional ethics among them.

Emotional intelligence of higher secondary teachers also contributes maximum to their teacher effectiveness. It has been found in the present study and also in the literature of earlier
studies that emotional intelligence of teachers has significant relationship with their teacher effectiveness. Emotional intelligence plays a vital role in effectiveness of teaching and has important implication in the teaching profession as it has direct impact on the teachers behavior which in turn leads in modifying the students behavior in the desirable direction. This skill can make the teachers not only able to deal better with their students but also with their colleagues as well. The teacher with high emotional intelligence has ability to control one’s own emotions and emotions of others and this balanced state of emotions of a teacher will have healthy influence on students achievement. So it is obvious that without emotional intelligence and proper behavior of teachers, one cannot think of a well developed society.

In the present investigation, emotional intelligence of higher secondary teachers have been found to be of high degree. The findings of the present study indicates that higher secondary teachers with emotional intelligence in overall have high mean scores irrespective of their gender, locality of the school, type of institution, teaching experience, age, educational qualification, specialization, computer literacy, monthly income and marital status.

However, one of the finding of the present study indicates that male and female higher secondary teachers differ significantly
in their emotional intelligence. While comparing, female higher secondary teachers have more emotional intelligence as compared to male higher secondary teachers. It might be because of the reason that women are psychologically more stable and tend to be better at emotional empathy than men. They have more ability to manage the things properly and possess more social skills than men. So initiatives should be taken by the educational policy makers to organize the programmes and workshops every year to encourage the male higher secondary teachers by making them more aware about the importance of emotional intelligence and help them out to develop more empathy skills.

One of the finding of the present study reveals that married and unmarried higher secondary teachers differ significantly in their emotional intelligence. While comparing, unmarried higher secondary teachers have more emotional intelligence as compared to married higher secondary teachers. It might be because of the reason that married teachers concentrate more on domestic engagements as they have lot of family responsibilities. There is more anxiety among married teachers regarding their day to day busy life rather than unmarried teachers. On the other hand unmarried teachers being free from such stress, they feel emotionally more stable and balanced and have tendency to cope up with all types of situations very well. So married higher
secondary teachers should be encouraged and highly motivated to have better emotional intelligence by organizing the programmes and workshops every year in the educational institutions.

One of the finding of the present study implies that higher secondary teachers belonging to the income group below 20,000 have more emotional intelligence than higher secondary teachers belonging to income group above 30,000. In Jammu and Kashmir State government is providing job opportunities by appointing meritorious post graduation holders as one year contractual lectures in higher secondary schools by providing them salary below 20,000. Mostly all of these higher secondary teachers are unmarried youngsters. And the higher secondary teachers who come under the income group of above 30,000 are mostly married senior teachers. So the reasons for having more emotional intelligence of higher secondary teachers belonging to income group of below 20,000 as compared to higher secondary teachers having income above 30,000 are the same as mentioned above for married and unmarried higher secondary teachers. Hence same recommendations should be applied as suggested above.

In the present investigation, teacher effectiveness of higher secondary teachers have also been found to be of high degree. The findings of the present study indicates that higher secondary teachers with teacher effectiveness have high mean scores
irrespective of their gender, locality of the school, type of institution, teaching experience, age, educational qualification, specialization, computer literacy, monthly income and marital status.

However, one of the finding of the present study states that higher secondary teachers belonging to age group below 30 years have more teacher effectiveness than higher secondary teachers having age above 40 years.

Similarly, one of the finding of the present study indicates that higher secondary teachers with income below 20,000 have more teacher effectiveness than higher secondary teachers belonging to income groups 20,000-30,000 and above 30,000.

Similarly, one of the finding of the present study reveals that married and unmarried higher secondary teachers differ significantly in their teacher effectiveness. Unmarried higher secondary teachers have more teacher effectiveness as compared to married higher secondary teachers.

The reason for all the above mentioned three findings related to more teacher effectiveness on the part of higher secondary teachers is same. Higher secondary teachers who are youngsters are most probably unmarried, comes under age group below 30 years and comes under income group 20,000. Hence it might be
because of the reason that young teachers possess more critical
thinking, creativity, problem solving attitude, collaboration and
global awareness. They are more aware about technology oriented
knowledge and have more technical skills than senior teachers
who usually follow traditional teaching methods and are less aware
about recent technological trends. So the educational policy
makers and administrators should take bold step to organize the
programmes and workshops every year in the educational
institutions to develop teacher effectiveness skills among the
higher secondary senior teachers.

5.5 PRACTICAL IMPLICATIONS BASED ON THE FINDINGS OF
THE STUDY

In the light of the findings of the present investigation
following practical implications have been mentioned:

1. An orientation programme needs to be organized in schools
to inculcate professional exposure among higher secondary
school teachers and to make them aware about standards of
professional ethics in order to enhance their capacity to
literally distinguish between right and wrong path.

2. An emotionally healthy environment can promote emotional
health of students. The teachers should be competent
enough to identify the changing emotional classroom
environment and should have ability to empathize, encourage and connect with students on emotional level. Hence, the Clinical Psychologists visits may be scheduled in the educational institutions to improve emotional well-being of teachers which might help in securing their psychological and emotional distress.

3. Educational policy makers and administrators should organize training programmes and workshops every year in the educational institutions to develop teacher effectiveness skills among the higher secondary school teachers in line with recent technological trends, problem solving attitude, creativity and critical thinking.

5.6 RECOMMENDATIONS BASED ON THE FINDINGS OF THE STUDY

In the light of the above mentioned findings of the study, the following recommendations have been given in this regard:

Teachers are the heart of education. The teaching profession demands such teachers who exercise high teaching skills and have the tendency to possess high standards of professional ethics even in the most unparallel situations. Literally on the part of the teachers, the teaching profession is based on knowledge and vocational skills on the one hand and ethical norms and values on the other hand that form the basic foundation stone of any educational institution in promoting ultimate fruitful teaching
learning process. Both are necessary and neither can replace the other. Good ethical principles cannot compensate for poor teaching skills and good teaching skills cannot compensate for lack of ethical principles on the part of the teacher. In addition to it emotional intelligence of teachers plays an important role because it is linked to everything from decision making to academic achievement as it might be more important than IQ. Studies have shown that teachers with high emotional intelligence have greater professional skills and exemplary job performance in every respect.

Although in overall the higher secondary teachers possess high professional ethics, emotional intelligence and teacher effectiveness but still there are some little variations on the basis of certain demographic variables. Hence, it is recommended that educational policy makers and administrators should organize the seminars, workshops and conferences at state and national level every year to make the higher secondary teachers more aware about their professional ethics. A draft code of professional ethics including codes and conduct prescribed in teaching profession for higher secondary teachers should be provided to the teachers. The curriculum for teachers should emphasize on specific moral concepts and high standards of professional ethics.

It is recommended that educational policy makers and administrators should organize the seminars, workshops and
conferences at district, state and national level every year to make the higher secondary teachers more aware about increasing their teacher effectiveness skills and emotional intelligence skills to deal better not only with their students but also with their colleagues and higher authority as well.

It is recommended that government should take initiative to give district and state level awards for the teachers who possess more teacher effective skills which will tempt other teachers to increase their teacher effectiveness who lack or possess low level of such skills.

It is recommended that those teachers who are very well aware about the need and importance of high standards of professional ethics and empathy skills to be followed in teaching profession should contribute their thoughts and awareness in the form of articles and research papers in various journals which should benefit the educational policy makers and authorities of higher education to add to their knowledge for further development.

Inspiring addresses by eminent Indian scholars on professional ethics, emotional intelligence and teacher effectiveness would be helpful in developing a favorable attitude among higher secondary teachers towards the same so as to take the nation in perfect direction.
It is recommended that participation of higher secondary teachers should be encouraged in induction and orientation programmes for their personal and professional development which have been organized every year during winter vacations in Jammu & Kashmir State.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

The investigator by virtue of her experience has given the following suggestions for further research and for healthy research outcomes on this present theme.

1. A multiple correlation research of professional ethics, emotional intelligence and teacher effectiveness can be replicated to the sample that is more in scope.

2. The study may be conducted on the teachers who are working in special schools teaching special students only and on teachers working in tribal and remote areas.

3. Exploratory study can be taken to see the effects of professional ethics and emotional intelligence on various dependent variables like adjustment, job satisfaction, mental health, organizational climate, teacher’s attitude, family environment etc.

4. The study is confined only to Anantnag district. Similar study may be undertaken at other districts of Jammu and Kashmir State and at national level in order to generalize the results.
5. The study is confined only to higher secondary teachers. The same study may be studied with other samples like school teachers, college and university teachers as well.

6. Same study may be carried out as comparative study of higher secondary teachers and college teachers.

7. Same investigation may be carried out with respect to other demographic variables such as residential background, family background and socio economic status.

5.8 CONCLUSION

The following conclusion has been drawn while keeping the present investigation in view:

The higher secondary teachers possess high level of professional ethics, emotional intelligence and teacher effectiveness. It have been confirmed in the present study that there is a significant contribution of professional ethics and emotional intelligence on teacher effectiveness of higher secondary teachers. Professional ethics and emotional intelligence facilitates teacher effectiveness of higher secondary teachers, as it is evidenced from the present study. Hence in general, the higher secondary teachers should take keen interest in learning high standards of morality and etiquettes and should learn how to control ones emotions and feelings as well as that of others too in order to cope up with the odd situations successfully, which
ultimately will prove fruitful in developing the personal as well as professional development of higher secondary teachers. This will positively affect teachers to increase and use effective teaching skills while dealing with their students and colleagues as well. Once the students are taught by effective teachers, eventually it will result in taking the future generation in right direction which leads the nation in positive development.

The present study is therefore helpful for the teachers and educational policy makers to understand the nature and importance of professional ethics and emotional intelligence in significant relationship with teacher effectiveness. The future researchers should also concentrate more in this area to find out the strategies in order to overcome the obstacles which comes in the way of developing effective teaching skills on the part of teachers.