CHAPTER – V

Findings, Interpretations, Recommendations and Suggestions
CHAPTER – V
FINDINGS, INTERPRETATIONS, RECOMMENDATIONS
AND SUGGESTIONS

5.1. FINDINGS

PART – I
Section – A

1. The School Robustness perceived by English language teachers in secondary schools in Tirunelveli Central Educational District is found to be average as 53.10% falls under this category and a small percentage of them falls under low and high categories of School Robustness.

When School Robustness is studied in terms of Teacher Effectiveness, it is found that the English language teachers having low Teacher Effectiveness have recorded low School Robustness; whereas the English language teachers having moderate and high Teacher Effectiveness have recorded only average School Robustness.

When the independent variable is studied in terms of its dimensions in correspondence with the dependent variable, it is found that the same trend is recorded as in the case of the total sample, that is English language teachers having low Teacher Effectiveness with regard to its dimensions – cognitive, affective and psychomotor – fall under low categories of School Robustness with those of moderate and high Teacher Effectiveness falling under average categories of School Robustness.

2. Moreover, the differential analysis confirms that the perception of School Robustness by the English language teachers of different levels of Teacher Effectiveness is statistically different with teachers of high Teacher Effectiveness scoring the highest followed by Teachers of average Teacher Effectiveness and teachers of low Teacher Effectiveness.

The same trend is recorded when the same analysis is done in terms of the three dimensions of Teacher Effectiveness – Cognitive, Affective and Psychomotor – with the high category perceiving School Robustness the highest in affective, and psychomotor domains, followed by average and low categories of Teacher Effectiveness.

However in the cognitive dimension – the average category of Teacher Effectiveness has scored the highest in School Robustness followed by high and low categories.
On computing regression analysis, it is found that the cognitive domain is a **major contributive factor** for perceiving School Robustness.

3. On analyzing the dependent variable School Robustness in terms of the independent variable Self-esteem, it is found that the English language teachers having low and high **Self-esteem are high** in perceiving School Robustness; whereas those of moderate **Self-esteem are average** in perceiving School Robustness.

On differential analysis, it is found that the English language teachers with high **Self-esteem** are the **highest** in the mean score on School Robustness, followed by those with average and low **Self-esteem**.

The regression analysis reveals that the independent variable is a **major contributive factor** for School Robustness.

4. When School Robustness is studied in terms of the personality types, it is found that School Robustness as perceived by English language teachers is **average** for those having the personality type – Extroversion. It is found to be **high** for those falling under the personality type – Introversion.

On verifying the association between School Robustness and Personality types of English language teachers, it is found that there is **no significant association** between the two variables.

However, from the regression analysis, it is found that the Personality types – Extroversion and Introversion are the **significant predictors** of the perception of School Robustness of English language teachers.

**Section – B**

1. The English language teachers working in government, aided and private secondary schools are found to be just **average** in perceiving School Robustness, as a large percentage of them falls under **average** category of School Robustness.

However, a good percentage of government (30%) and aided (29.63%) falls under **high** category of School Robustness.

2. On studying School Robustness perceived by English language teachers in terms of **Teacher Effectiveness** in toto with regard to type of management, it is found that in all the three categories of management, the English language teachers with low **Teacher Effectiveness are low** in School Robustness and those who are moderate and high in **Teacher Effectiveness are just average** in School Robustness.
However, in the case of teachers of private management, it is found that those with low Teacher Effectiveness are equally distributed under low (50%) and high (50%) category of School Robustness.

3. On computing differential analysis, it is found that the School Robustness perceived by English language teachers in government, aided and private schools is the same in terms of Teacher Effectiveness in toto and in dimensions. But it is found that the English language teachers in government schools are significantly different in perceiving School Robustness in terms of Teacher Effectiveness in toto with high category scoring the highest means in School Robustness followed by average and low categories.

The same trend is found in the case of three dimensions of Teacher Effectiveness with the high scoring the highest in School Robustness followed by the average and low categories of Teacher Effectiveness.

It is found from the regression analysis that none of the dimensions of Teacher Effectiveness is significant enough to predict the perception of School Robustness in the case of government, aided and private secondary school teachers of English.

However, in the case of English language teachers in aided secondary schools, the affective dimension of Teacher Effectiveness is found to be a major contributive factor for School Robustness.

4. The level of School Robustness perceived by English language teachers in boys’, girls’ and co-education secondary schools in Tirunelveli district is found to be just average, as a large percentage of them falls under this category.

However, a good percentage of them falls under high School Robustness of English language teachers in girls’ (30.77%) and co-education (29.82%) secondary schools.

5. Moreover, it is found that when School Robustness is studied in terms of Teacher Effectiveness in toto as well as in dimensions with respect to boys’, girls’ and co-education secondary schools, those falling under low category of Teacher Effectiveness are also low in School Robustness irrespective of the nature of the School.

Similarly, those who are falling under moderate and high categories of Teacher Effectiveness are just average in School Robustness.

The same trend is found to continue in the case of cognitive and affective dimensions of teachers in boys’, girls’ and co-education schools with regard to School Robustness.
Only in psychomotor dimension, irrespective of the levels of Teacher Effectiveness, the teachers in boys', girls' and co-education secondary schools are just average in perceiving School Robustness.

When the English language teachers of different levels of Teacher Effectiveness in boys', girls' and co-education schools are subjected to differential analysis in terms of School Robustness, it is found that there exists a significant difference among the teachers in boys' schools in School Robustness with regard to Teacher Effectiveness in toto, with the teachers of high Teacher Effectiveness scoring the highest in School Robustness followed by average and low categories of Teacher Effectiveness. The same trend is found in School Robustness with regard to the three dimensions of Teacher Effectiveness.

In the case of teachers in girls' secondary schools, no significant difference is found in School Robustness with regard to Teacher Effectiveness in toto and in its dimensions. However, the teachers in co-education secondary schools vary from the other two categories. That is in terms of Teacher Effectiveness in toto, the School Robustness is the same. In the case of dimensions, the mean on School Robustness is found to be the highest for those of high Teacher Effectiveness followed by average and low categories with regard to cognitive and affective dimensions.

In the case of psychomotor dimension, no significant difference is observed. From the regression analysis, it is observed that none of the dimensions of Teacher Effectiveness is a significant predictor of School Robustness perceived by English language teachers in boys', girls' and co-education secondary schools. However, the affective dimension is found to be a major contributive factor for the perception of School Robustness.

6. The level of School Robustness perceived by English language teachers in secondary schools having different length of experience is found to be average, as a large percentage of them falls under this category. However, a good percentage of them falls under high School Robustness in the case of teachers with nine and below years of experience (31.37%) and those with 20 and above years of experience (32.35%).

7. The level of School Robustness perceived by English language teachers having upto 9 years of experience, having 10-19 years of experience and, 20 and above years of experience in terms of Teacher Effectiveness is found to vary uniformly, that is the
teachers with low Teacher Effectiveness irrespective of the length of experience are invariably low in School Robustness.

Similarly, teachers with moderate and high Teacher Effectiveness are found to be the same in perceiving School Robustness with a large percentage of them falling under the average category of School Robustness, irrespective of the length of experience.

However, in the case of teachers with 10 to 19 years of experience, a good percentage (45.45%) of teachers of high Teacher Effectiveness falls under high School Robustness. In the case of 20 and above years of experience, the teachers of high Teacher Effectiveness are found to be equally distributed under average (50%) and high (50%) categories of School Robustness.

In the cognitive dimension, teachers having upto 9 years of experience with low Teacher Effectiveness are found to be also low in School Robustness. Teachers with moderate and high Teacher Effectiveness are found to be just average in School Robustness. The teachers with 10 to 19 years of experiences with low Teacher Effectiveness are found to be low in School Robustness. Similarly, teachers with moderate Teacher Effectiveness are average in School Robustness. The teachers of high Teacher Effectiveness, though found to be average in School Robustness, a good percentage of them (45.45%) falls under high School Robustness. The teachers with 20 and above years of experience with low Teacher Effectiveness are found to be equally distributed under low (44.44%) and high (44.44%) School Robustness. Teachers with moderate Teacher Effectiveness are found to be just average in School Robustness. But, the teachers of high Teacher Effectiveness with 20 and above years of experience are found to be equally distributed under average (37.50%) and high (37.50%) categories of School Robustness.

In the case of affective dimension of Teacher Effectiveness, teachers with upto 9 years of experience having low Teacher Effectiveness are found to be low in School Robustness, whereas teachers with moderate Teacher Effectiveness are found to be equally distributed under average (50%) and high (50%) categories of School Robustness. Teachers with high Teacher Effectiveness are just average in School Robustness.

The teachers with 10 to 19 years of experience with low, moderate and high Teacher Effectiveness are found to be low, average and high categories of School Robustness respectively. However, in the case of teachers of high Teacher Effectiveness, a good percentage of them (45.45%) is found to be fall under high School Robustness.
In the case of teachers with 20 and above years of experience with low Teacher Effectiveness are found to be distributed equally under low (40%) and high (40%) categories of School Robustness. Those with moderate Teacher Effectiveness and high Teacher Effectiveness are found to be average and high respectively in School Robustness.

In the case of psychomotor dimension of Teacher Effectiveness, teachers with 9 years of experience having low Teacher Effectiveness are found to be low in School Robustness. But those with moderate Teacher Effectiveness are found to be equally distributed under average (50%) and high (50%) categories of School Robustness. Teachers with high Teacher Effectiveness are found to be just average in School Robustness.

In the case of teachers with 10 to 19 years of experience with low Teacher Effectiveness are found to be low in School Robustness. Similarly, those with moderate Teacher Effectiveness are found to be average in School Robustness, but teachers with high Teacher Effectiveness are found to be average in School Robustness.

In the case of teachers with 20 and above years of experience with low, moderate and high Teacher Effectiveness are found to be at the same level – low, average and high respectively in School Robustness.

On differential analysis, it is found that the mean scores obtained on School Robustness by English language teachers with upto 9 years of experience are found to have no significant difference among those with low, average and high categories of Teacher Effectiveness with regard to affective and psychomotor dimensions, and Teacher Effectiveness in toto. Only in the case of cognitive dimension, significant difference is observed among teachers of low, average and high Teacher Effectiveness with the average scoring the highest, followed by high and low categories.

In the case of teachers with 10 to 19 years of experience, significant difference is noted in the means scores of teachers with low, average and high Teacher Effectiveness in toto and in terms of cognitive, affective, and psychomotor dimensions with the teachers of high Teacher Effectiveness scoring the highest followed by average and low categories.

However, in the case of teachers with 20 and above years of experience, no such significant difference is observed in any of the categories of teachers with regard to School Robustness.
On computing the predictive nature of the independent variable, it is found that the
cognitive and psychomotor dimensions are the *major contributive factors* of School
Robustness in the case of English language teachers with up to 9 years of experience.

8. The level of School Robustness perceived by English language teachers having
employed and non-employed spouses in terms of Teacher Effectiveness in toto is *low*
for those with low Teacher Effectiveness and *average* for those who are moderate and
high in Teacher Effectiveness of both categories of teachers, as a large percentage of
them falls under the respective categories of School Robustness.

When School Robustness is studied in terms of spouse employment status with regard
to the dimensions of Teacher Effectiveness, it is found that those with low Teacher
Effectiveness are *low* in School Robustness, and those with moderate and high Teacher
Effectiveness are just *average* in School Robustness as large percentage of them falls
under that category of School Robustness in the case of all the three dimensions -
cognitive, affective and psychomotor.

On testing the significance of difference in the mean scores on School Robustness of
Teachers with employed spouses with regard to their Teacher Effectiveness in toto and
in terms of its dimensions, it is found that in terms of toto, the *differences* is
*significant*, with the average Teacher Effectiveness scoring the *highest* in School
Robustness followed by high and low Teacher Effectiveness. Similarly, *significant
difference* is recorded in the cognitive dimension of Teacher Effectiveness.

*No* such *significant difference* is observed in the case of affective and psychomotor
dimensions of Teacher Effectiveness of teachers with employed spouse.

In the case of teachers with unemployed spouse, *significant difference* is found in
School Robustness with regard to Teacher Effectiveness in toto and in terms of its
dimensions – cognitive, affective and psychomotor with the high Teacher
Effectiveness scoring the *highest* followed by average and low categories.

*None* of the dimensions is found to be a *significant predictor* of School Robustness for
both categories of teachers with employed and unemployed spouses.

9. The level of School Robustness perceived by English language teachers is found to be
in correspondence with their levels of moderate and high Self-esteem for English
language teachers working in government, aided and private secondary schools. That
is, teachers of moderate and high Self-esteem are found to be *average* and *high* in
School Robustness. But teachers with low Self-esteem have invariably recorded *high* in
School Robustness.
The means scores obtained on School Robustness by English language teachers of
different levels of Self-esteem are found to be significantly different in the case of
teachers of private and government secondary schools with high Self-esteem scoring
the highest followed by the average and low. However, in the case of teachers of
government aided secondary schools, no such difference is found.

From the regression analysis, it is found that the independent variable Self-esteem is a
significant predictor of the perception of School Robustness of English language
teachers in government secondary schools. It is also found to be a major contributive factor for the teachers of private schools.

10. The level of School Robustness perceived by English language teachers is found to be
high for those with low Self-esteem and high Self-esteem, and average for those with
moderate Self-esteem in all the three types of secondary schools – boys’, girls’ and
co-education.

On verifying the statistical difference in the mean scores obtained on School Robustness in
the case of teachers of different levels of Self-esteem working in boys’, girls’ and
co-education and boys’ schools, it is found that there exists a significant difference in
the boys’ and co-education schools with those having high Self-esteem scoring the
highest, followed by the average and low. In the case of teachers working in girls’
schools, no such difference is observed.

On computing regression analysis, it is found that the independent variable Self-
estee is a significant predictor of the level of perception of School Robustness in the
case of English language teachers in co-education secondary schools. Moreover, it is
found to be a major contributive factor for teachers of boys’ and girls’ schools.

11. When levels of School Robustness are studied along with the levels of Self-esteem in
terms of the length of experience of English language teachers, it is found that those
who are low and high in Self-esteem are high in perceiving School Robustness and
those who are moderate are also average in perceiving School Robustness in the case of
teachers having 10 to 19 years of experience and 20 and above years of experience.

In the case of teachers with upto 9 years of experience, with low Self-esteem are
average in School Robustness and those of moderate and high Self-esteem are average
and high in perceiving School Robustness respectively.

It is found from the differential analysis that the means scores obtained on School
Robustness by English language teachers of different level of Self-esteem are found to
be statistically different with high Self-esteem scoring the highest followed by the
average and low in the case of teachers with up to 9 years of experience and those having 10 to 19 years of experience.

No significant difference is observed in the case of the teachers with 20 and above years of experience.

Moreover, the independent variable Self-esteem is found to be a major contributive factor of School Robustness for teachers with up to 9 years of experience and those having 20 and above years of experience.

12. The English language teachers of low Self-esteem with employed as well as unemployed spouses are found to perceive high School Robustness. The teachers of moderate Self-esteem are also average in School Robustness as in the case of those with high Self-esteem perceiving high School Robustness only in the case of teachers with unemployed spouse. The teachers of low Self-esteem are equally distributed under average and high categories of School Robustness.

The differential analysis confirms the significance of difference in the mean scores of School Robustness of teachers with employed spouses as well as unemployed spouses with the high category in Self-esteem scoring the highest in School Robustness followed by average and low categories.

The Self-esteem is found to be a major contributive factor of School Robustness in the case of teachers with unemployed spouses.

13. On studying School Robustness in relation to the Personality type of English language teachers working in different types of management, it is found that the teachers of introvert type are invariably high in perceiving School Robustness irrespective of the type of management.

In the case of other type – extrovert, they are found to be average in perceiving School Robustness irrespective of the type of management in which they work.

It is found from further statistical analysis that the personality types – Extrovert and Introvert are significantly associated with the levels of School Robustness of teachers working in government, aided and private schools.

None of the personality types is a significant predictor of School Robustness of Teachers in different types of management.

14. English language teachers of the personality type – introvert is found to perceive high School Robustness irrespective of the nature of school – boys’, girls’ and co-education.
English language teachers of the personality type – extrovert are found to be just *average* in perceiving School Robustness irrespective of the nature of school in which they work.

It is also found that the personality types of English language teachers working in boys’, girls’ and co-education secondary schools are *significantly associated* with the levels of perceiving School Robustness.

*None of the personality types is a significant predictor* of School Robustness.

15. English language teachers of introvert type are found to be *high* in perceiving School Robustness irrespective of their length of experience. The extrovert type are found to be *average* in perceiving School Robustness irrespective of their length of experience.

The associational analysis confirms the presence of *significant association* between the personality types and the level of perceiving School Robustness in the case of English language teaching having different years of teaching experience.

*None of the personality types is a significant predictor* of the perception of School Robustness of English language teaching having different lengths of teaching experience.

16. The English language teachers having extrovert type of personality with employed and unemployed spouses are found to be *average* in perceiving School Robustness; whereas the introverts are found to be *high* in perceiving School Robustness.

The further statistical analysis reveals that the personality types of English language teachers with employed and unemployed spouses are *significantly associated* with the levels of perceiving School Robustness.

*None of the personality types is found to be a significant predictor* of the perception of School Robustness in the case of English language teachers having employed and unemployed spouses.

**PART – II**

**Section – A**

1. The level of School Robustness perceived by Male English language teachers in secondary schools in Tirunelveli district is found to be just *average*, as a large percentage of them falls under this category.

2. The Male English language teachers with low Teacher Effectiveness is found to be *low* in perceiving School Robustness. But those with moderate and high Teacher
Effectiveness are found to be just *average* in perceiving School Robustness as a large percentage of them falls under this category.

In terms of the dimensions of Teacher Effectiveness also, the same trend is found, as those with low Teacher Effectiveness are *low* in perceiving School Robustness and those with moderate and high Teacher Effectiveness are found to be just *average* in perceiving School Robustness in the case of all the three dimensions – cognitive, affective and psychomotor.

The differential analysis reveals the *significance of difference* in the mean scores on School Robustness obtained by English language teachers of different levels of Teacher Effectiveness in toto and in terms of its dimensions, with the high Teacher Effectiveness scoring the *highest* in School Robustness followed by the moderate and the low in all cases except for the cognitive dimension, in which the moderate Teacher Effectiveness is at the top followed by the high and the low.

However, *none* of the dimensions of Teacher Effectiveness is found to be a *significant predictor* of School Robustness.

3. The level of School Robustness perceived by male English language teachers with low and high Self-esteem are found to be *high*, while those of moderate Self-esteem are *average* in perceiving School Robustness.

The differential analysis confirms the *significance of difference* in the mean scores obtained on School Robustness with those of high Self-esteem scoring the *highest* followed by the average and the low categories.

Self-esteem is found to be a *significant predictor* of male English language teachers’ perception of School Robustness.

4. The level of School Robustness perceived by the male English language teachers of the personality type extroversion is found to be *average* in perceiving School Robustness; whereas those of introversion are *high* in perceiving School Robustness.

The personality types of male English language teachers are not found to be *significantly associated* with their perception of School Robustness.

*None* of the personality types is a *significant predictor* of the perception of School Robustness by male English language teachers.

**Section – B**

1. The level of School Robustness perceived by male English language teachers in government schools is found to be *low*; whereas in the case of government aided and
private schools, it is found to be average, as a large percentage of them falls under this category.

2. The level of School Robustness perceived by male English language teachers with low level of Teacher Effectiveness is found to be high in perceiving School Robustness; whereas those in government and government aided are only low in perceiving School Robustness.

The male English language teachers with moderate and high levels of Teacher Effectiveness are found to be just average in perceiving School Robustness irrespective of the type of management.

In the case of cognitive dimension, English language teachers in government schools having low Teacher Effectiveness are low in perceiving School Robustness; while those of moderate and high levels are only average in perceiving School Robustness.

The same trend is found in government aided schools with an exception that those with high Teacher Effectiveness are equally distributed under average (40%) and high (40%) perception of School Robustness. However in private schools those with low Teacher Effectiveness are found to be high in perceiving School Robustness, those with high Teacher Effectiveness are equally distributed under average (50%) and high (50%) categories of School Robustness and those of moderate level are found to be just average in perceiving School Robustness.

In the case of affective dimension, the English language teachers in government schools with low Teacher Effectiveness are found to be low in perceiving School Robustness and those with moderate and high levels of Teacher Effectiveness are just average in perceiving School Robustness.

The English language teachers in government aided schools with low and moderate Teacher Effectiveness are low and moderate in perceiving School Robustness; whereas those with high Teacher Effectiveness are equally distributed under average (50%) and high (50%) perception of School Robustness. In private schools, those with low Teacher Effectiveness are high in School Robustness; whereas those with moderate and high Teacher Effectiveness are just average in School Robustness.

In the case of psychomotor dimension, the English language teachers in government schools with low Teacher Effectiveness are found to be low in School Robustness and those with moderate and high Teacher Effectiveness are just average in School Robustness. The English language teachers in government aided schools with low and moderate Teacher Effectiveness are just low and average in School Robustness; whereas
those with high Teacher Effectiveness are found to be equally distributed under average (50%) and high (50%) categories of School Robustness. The English language teachers in private schools are found to be just average in perceiving School Robustness irrespective of the differences in their levels of Teacher Effectiveness.

On computing differential analysis, it is found that those English language teachers in government schools with different levels of Teacher Effectiveness are significantly different in perceiving School Robustness with average Teacher Effectiveness scoring the highest on School Robustness followed by high and low categories.

The same trend is found in the case of cognitive dimension also with the same statistical significance.

In the case of affective and psychomotor dimensions, no such significant difference is observed.

In the case of government aided schools and private schools, no significant difference is observed in the mean scores on School Robustness with regard to Teacher Effectiveness in terms of its dimensions and in toto.

The dimensions of Teacher Effectiveness are not found to be significant predictors of the perception of School Robustness of English language teachers in government, government aided and private schools.

3. The level of School Robustness perceived by male English language teachers in boys’ secondary schools is found to be low, whereas those in girls’ and co-education secondary schools are just average in perceiving School Robustness.

4. When School Robustness is studied in terms of Teacher Effectiveness of English language teachers in boys’ secondary schools, significant difference is noted in the means of School Robustness obtained in terms of Teacher Effectiveness in toto and in terms of cognitive and psychomotor dimensions with the high Teacher Effectiveness scoring the highest in School Robustness followed by average and low categories. No significant difference is observed in the case of affective dimension.

In the case of girls’ schools, no significant difference is observed in the means of School Robustness in any of the categories of Teacher Effectiveness.

In the case of co-education schools, significant difference is observed in School Robustness in terms of only cognitive and affective dimensions with the high Teacher Effectiveness scoring the highest followed by the average and low categories of Teacher Effectiveness.
Only the affective dimension of Teacher Effectiveness is found to be a major contributive factor for perception of School Robustness in the case of the English language teachers in co-education secondary schools.

5. When School Robustness is studied in terms of the length of experience of male English language teachers, it is found that those having up to 9 years of experience are low in perceiving School Robustness; whereas those having 10 to 19 years of experience and 20 and above years of experience are just average in perceiving School Robustness.

6. On studying School Robustness in terms of Teacher Effectiveness, the male English language teachers having up to 9 years of experience, it is found that there exists a significant difference in the mean scores of School Robustness obtained in different levels of Teacher Effectiveness of the cognitive dimension only, with the average scoring the highest followed by the high and low levels of Teacher Effectiveness.

In the case of those having 10 to 19 years of experience, it is found that the mean scores obtained on School Robustness of the male English language teachers of different levels of Teacher Effectiveness, a significant difference is found among the different levels of Teacher Effectiveness in toto and in terms of its dimensions – cognitive, affective and psychomotor with the high scoring the highest followed by the average and low categories.

In the case of those having 20 and above years of experience, no significant difference is observed in School Robustness for the English language teachers with different levels of Teacher Effectiveness.

None of the dimensions of Teacher Effectiveness is found to be a significant predictor of perception of School Robustness.

7. The level of School Robustness perceived by male English language teachers having employed spouse is found to be low; whereas those having unemployed spouse are average in perceiving School Robustness.

8. When School Robustness is studied for male English language teachers having employed and unemployed spouse in terms of their Teacher Effectiveness, it is found that those with low Teacher Effectiveness are low in School Robustness and those with moderate and high Teacher Effectiveness are average in School Robustness for both the categories of male English language teachers.

However, in the case of English language teachers with unemployed spouse with high Teacher Effectiveness, the level of perception of School Robustness is equally distributed under average (50%) and high (50%) categories of School Robustness.
In the case of cognitive dimensions, the male English language teachers of low Teacher Effectiveness are found to be low in School Robustness for those having employed as well as unemployed spouse; whereas those having moderate and high levels of Teacher Effectiveness are just average (40%) and high (40%) categories of School Robustness respectively.

In the case of affective and psychomotor dimensions, the English language teachers having employed and unemployed spouse with low Teacher Effectiveness are found to be low in School Robustness; whereas those with moderate and high Teacher Effectiveness are just average in perceiving School Robustness.

On testing the significance of difference in School Robustness of male English language teachers having employed spouse with different levels of Teacher Effectiveness in toto and in terms of dimensions, it is found that School Robustness is significantly different in terms of Teacher Effectiveness in toto and in its dimensions – cognitive and affective with high Teacher Effectiveness scoring the highest School Robustness followed by the average and low categories.

In the case of male English language teachers having unemployed spouse significant difference is observed in School Robustness in terms of Teacher Effectiveness in toto and its dimensions – cognitive, affective and psychomotor – with the high Teacher Effectiveness scoring the highest followed by the average and low categories. None of the dimensions of Teacher Effectiveness is a significant predictor of School Robustness in the case of English language teachers having employed and unemployed spouse.

9. The level of School Robustness perceived by male English language teachers in government schools with different levels of Self-esteem is found to be low for those of moderate Self-esteem, and high for those with high Self-esteem. None is found to fall under low Self-esteem.

In the case of government aided schools, English language teachers with low and high Self-esteem are high in School Robustness while those of moderate Self-esteem are average in School Robustness.

In the case of private schools, male English language teachers with moderate and high Self-esteem are average and high respectively in School Robustness. None is found to be low Self-esteem in this category.

The mean scores on School Robustness obtained by English language teachers with different levels of Self-esteem in government and private secondary schools are found
to be significantly different with the high Self-esteem scoring the highest in School Robustness followed by the average and low categories.

Self-esteem is not found to be a significant predictor of School Robustness of English language teachers in government, aided and private schools.

10. The level of School Robustness perceived by male English language teachers of different levels of Self-esteem in boys’ schools is found to be high for those with low Self-esteem, average for those with moderate Self-esteem and high for those with high Self-esteem.

In the case of girls’ schools, those who are with low Self-esteem are equally distributed under average (50%) and high (50%) categories of School Robustness.

In the case of co-education schools, English language teachers with moderate Self-esteem are average in School Robustness, and those of high Self-esteem are high in School Robustness.

None is found to fall under low categories of Self-esteem.

Significant difference in the mean scores obtained on School Robustness of male English language teachers is found in terms of boys’ and co-education schools with high Self-esteem scoring the highest in School Robustness followed by average and low categories.

Self-esteem is found to be a major contributive factor of School Robustness in the case of male English language teachers in co-education schools.

11. The level of School Robustness perceived by male English language teachers of low, moderate and high levels of Self-esteem having upto 9 years of experience is found to be average, low and high respectively.

In the case of male English language teachers with 10 to 19 years of experience, the level of School Robustness is found to be high, average, and high for those having low, moderate and high Self-esteem.

The same trend is found in the case of male English language teachers with 20 and above years of experience.

The differential analysis reveals that the perception of School Robustness by English language teachers of low, moderate and high Self-esteem with upto 9 years of experience and 10 to 19 years of experience is significantly different with the high Self-esteem scoring the highest in perceiving School Robustness followed by the average and low.
Self-esteem is found to be a *major contributive factor* for perceiving School Robustness in the case of male English language teachers with up to 9 years of experience.

12. On studying School Robustness along with Self-esteem of male English language teachers having employed spouse, it is found those with low Self-esteem are *high* in School Robustness, and those who are moderate and high are also *average* and *high* in perceiving School Robustness.

In the case of unemployed spouse, those with low and moderate Self-esteem are *average* in School Robustness and those with high Self-esteem are *high* in School Robustness.

On testing the significance of difference in School Robustness perceived by Male English language teachers having employed and unemployed spouse in terms of the levels of Self-esteem, it is found that there exists a *significant difference*, with high Self-esteem scoring the *highest* followed by the average and low categories.

Self-esteem is *not* found to be a *significant predictor* of School Robustness perceived by male English language teachers having employed and unemployed spouse.

13. The level of School Robustness perceived by male English language teachers of different personality types in government secondary schools is found to be *low* for extroverts. The perception of School Robustness by introverts is found to be *average*, as well as *high*, as equal percentage (41.18%) falls under both the categories.

In the case of aided schools, extroverts are *average* in perceiving School Robustness. Introverts are equally distributed under *average* (47.06%) and *high* (47.06%) categories of School Robustness.

In the case of private schools, extroverts are found to be *average* in School Robustness, while introverts are noted to be *high* in School Robustness.

The personality types of male English language teachers in government, aided and private schools are found to be *not significantly associated* with the level of School Robustness perceived by them.

The personality types – extroversion and introversion are found to be *major contributive factors* of School Robustness for male English language teachers in government and aided schools.

The male English language teachers in boys’ secondary schools having the personality type – extroversion are found to be *low* in School Robustness; whereas the introverts are found to be equally distributed under *average* (47.06%) and *high* (47.06%) categories of School Robustness.
In the case of male English language teachers in girls' schools, the extroverts are average in School Robustness; whereas introverts are high in School Robustness.

In the case of co-education schools, extroverts are average in perceiving School Robustness; while the introverts are found to be high in School Robustness.

However, no significant association is found between the personality types and School Robustness of male English language teachers in boys’, girls’ and co-education schools.

Personality types – extroversion and introversion of male English language teachers are found to be significant predictors of School Robustness of male English language teachers in boys’ secondary schools. Extroversion and introversion are also found to be major contributive factors of perceiving School Robustness in the case of male English language teachers in co-education schools.

14. The male English language teachers in boys’ secondary schools having the personality type – extroversion is found to be low in School Robustness; whereas introverts are found to be equally distributed under average (47.06%) and high (47.06%) categories of School Robustness.

In the case of male English language teachers in girls’ schools, the extroverts are average in School Robustness; whereas introverts are high in School Robustness.

In the case of co-education schools, extroverts are average in perceiving School Robustness; while the introverts are found to be high in School Robustness.

However, no significant association is found between the personality types and School Robustness of male English language teachers in boys’, girls’ and co-education schools.

Personality types – extroversion, introversion of male English language teachers are found to be significant predictors of School Robustness of male English language teachers in Boys’ secondary schools. Extroversion and introversion are also found to be major contributive factors of perceiving School Robustness in the case of male English language teachers in co-education schools.

15. The male English language teachers with upto 9 years of experience having the personality type – extroversion are found to be equally distributed under low (50%) and average (50%) categories of perceiving School Robustness; whereas introverts are high in perceiving School Robustness.

In the case of male English language teachers with 10 to 19 years of experience, the extroverts are found to be average in perceiving School Robustness; whereas the
introverts fall under **average** (50%) and **high** (50%) categories equally in perceiving School Robustness.

In the case of Male English language teachers with 20 and above years of experience, the extroverts and introverts are found to be **average** and **high** respectively in perceiving School Robustness.

*No significant association* is found between the personality types and the School Robustness perceived by the male English language teachers with different years of teaching experience.

Extroversion is found to be a *significant predictor* of School Robustness perceived by male English language teachers having up to 9 years of experience.

Introversion is found to be a *significant predictor* of School Robustness of male English language teachers having 10 to 19 years of experience.

Moreover, extroversion and introversion are found to be *major contributive factors* of School Robustness for male English language teachers having 20 and above years of experience.

16. The level of School Robustness perceived by male English language teachers of personality type – extroversion having employed spouse is found to be **average**; whereas the introverts fall under **average** (47.83%) and **high** (47.83%) categories of School Robustness equally.

In the case of male English language teachers having unemployed spouse, the perception of School Robustness is **average** for extroverts and **high** for introverts.

*No significant association* is found between the personality types of male English language teachers having employed and unemployed spouse and their perception of School Robustness.

Extroversion and introversion are found to be *significant predictors* of perception of School Robustness of male English language teachers having employed spouse.

Extroversion is found to be a *major contributive factor* for perceiving School Robustness in the case of male English language teachers having unemployed spouse.

**Section – C**

1. The level of School Robustness perceived by female English language teachers in secondary schools in Tirunelveli district is just **average**, as a large percentage of them falls under this category.
2. On studying School Robustness of female English language teachers in terms of Teacher Effectiveness, it is found that those with low Teacher Effectiveness are low in School Robustness and those with moderate and high Teacher Effectiveness are only average in perceiving School Robustness.

The dimension-wise analysis shows the presence of the same trend with low Teacher Effectiveness perceiving low School Robustness and moderate and high Teacher Effectiveness scoring average School Robustness in the case of all the three dimensions - cognitive, affective and psychomotor.

On testing the statistical significance of the difference in means of School Robustness, it is found that there is no significant difference in the means of School Robustness of female English language teachers in terms of the levels of Teacher Effectiveness in toto and in terms of its dimensions.

None of the dimensions of Teacher Effectiveness is found to be a significant predictor of School Robustness of female English language teachers.

3. The levels of School Robustness perceived by female English language teachers is found to be high for those with low Self-esteem; average for those moderate in Self-esteem and high for those who are high in Self-esteem.

However, no significant difference is found among the means of School Robustness of female English language teachers with low, moderate and high Self-esteem.

Self-esteem is not found to be a significant predictor of School Robustness of female English language teachers.

4. The level of School Robustness perceived by female English language teachers is found to be average for extroverts and high for introverts.

No significant association is found between the personality type of female English language teachers and their School Robustness.

Personality type is not found to be a significant predictor of School Robustness of female English language teachers.

Section – D

1. The level of School Robustness perceived by female English language teachers in the government, government aided and private schools is found to be just average, as a large percentage of them falls under this category.

On relating School Robustness with Teacher Effectiveness of female English language teachers in government schools, it is found that those who are low in Teacher Effectiveness
Effectiveness are low in School Robustness, and those who are moderate and high in Teacher Effectiveness are only average in School Robustness.

In the case of government aided schools, those who are low in Teacher Effectiveness are found to be high in School Robustness, those who are moderate are equally distributed under average (45.45%) and high (45.45%) School Robustness, and those of high Teacher Effectiveness are just average in School Robustness.

In the case of private schools, those having low Teacher Effectiveness are found to be low in School Robustness and those having moderate and high Teacher Effectiveness are just average in perceiving School Robustness.

In the dimension-wise analysis, in the case of cognitive dimension, those who are low in cognitive dimension of Teacher Effectiveness are low in School Robustness and those who are moderate and high in cognitive dimension are just average in School Robustness.

In government aided schools, those who are of low Teacher Effectiveness in cognitive dimension are high in School Robustness and those with moderate and high are just average in School Robustness.

In private schools, those with low Teacher Effectiveness are low in School Robustness and those with moderate and high are average in School Robustness.

The same trend is found in the case of female English language teachers in government, government aided and private schools in the affective and psychomotor dimensions.

On testing the significance of difference in the means of School Robustness of female English language teachers with different levels of Teacher Effectiveness, it is found that there is significant difference in the case of government schools with regard to different levels of Teacher Effectiveness in toto and in terms of the cognitive dimension, with the high scoring the highest in School Robustness followed by average and low categories.

In all other cases, no significant difference is observed.

Teacher Effectiveness and its dimensions are not found to be significant predictors of School Robustness.

2. The level of School Robustness perceived by female English language teachers of boys' school in terms of Teacher Effectiveness is found to be average, and it is high for those with moderate and high Teacher Effectiveness. No one is found to be low in Teacher Effectiveness.
In girls’ schools, those who are low in Teacher Effectiveness are low in School Robustness, and those who are moderate and high are just average in School Robustness. In the case of co-education schools, those who are low in Teacher Effectiveness are high in School Robustness, and those of moderate and high in Teacher Effectiveness are just average in School Robustness. The same trend is observed in boys’, girls’ and co-education schools with regard to cognitive dimension.

In the case of affective dimension, the female English language teachers in boys’ schools with low and moderate Teacher Effectiveness are just average in School Robustness, and those of high Teacher Effectiveness are distributed equally under average (40%) and high (40%) School Robustness. In girls’ schools, those with low Teacher Effectiveness are low in School Robustness and those with moderate and high Teacher Effectiveness are just average in School Robustness.

In the case of co-education schools, those with low Teacher Effectiveness are high in School Robustness and those with moderate and high Teacher Effectiveness are average in School Robustness. In the case of psychomotor dimension, those in boys’ schools having moderate and high Teacher Effectiveness are average in School Robustness. No one is recorded under low Teacher Effectiveness.

In the case of girls’ schools, those with low Teacher Effectiveness are equally distributed under low (50%) and average (50%) School Robustness, and those with moderate and high Teacher Effectiveness are just average in School Robustness. In co-education schools, those who are low in Teacher Effectiveness are found to be high in School Robustness, whereas those with moderate and high Teacher Effectiveness are found to be average in School Robustness. On testing the significance of difference in means, it is found that in co-education schools, there is significant difference in School Robustness with regard to Teacher Effectiveness in toto and in terms of cognitive, affective and psychomotor dimensions, with the average Teacher Effectiveness scoring the highest in School Robustness followed by high and low categories.

The Teacher Effectiveness as well as its dimensions are not found to be significant predictors of perception of School Robustness by female English language teachers in boys’, girls’ and co-education schools.
3. The female English language teachers having upto 9 years of experience with moderate Teacher Effectiveness are found to be high in School Robustness, whereas those with high Teacher Effectiveness are average in School Robustness. Those with 10 to 19 years of experience having low Teacher Effectiveness are found to be low in School Robustness; whereas those with moderate and high Teacher Effectiveness are average in School Robustness.

Those with 10 to 19 years of experience having low Teacher Effectiveness are found to be low in School Robustness; whereas those with moderate and high Teacher Effectiveness are average in School Robustness.

Those with 20 and above years of experience having low Teacher Effectiveness are equally distributed under low (50%) and high (50%) School Robustness as in the case of those with moderate Teacher Effectiveness being distributed equally under average (42.86%) and high (42.86%) School Robustness; and those with high Teacher Effectiveness are found to be average in School Robustness.

In the case of cognitive dimension, those having upto 9 years of experience with moderate Teacher Effectiveness are found to be high in School Robustness, whereas those with high Teacher Effectiveness are just average in School Robustness. No one is found to have low Teacher Effectiveness in this category.

In the case of 10 to 19 years of experience, those with low Teacher Effectiveness are low in School Robustness, those with moderate Teacher Effectiveness are average in School Robustness, and those of high Teacher Effectiveness are found to be equally distributed under average (50%) and high (50%) School Robustness.

In the case of 20 and above years of experience, those with low Teacher Effectiveness are high in School Robustness, and those with moderate and high Teacher Effectiveness are average in School Robustness.

In the case of affective dimension, those having upto 9 years of experience with low Teacher Effectiveness are average in School Robustness, those with moderate Teacher Effectiveness are high in School Robustness, and those of high Teacher Effectiveness are found to be average in School Robustness.

In the case of 10 to 19 years of experience those with low Teacher Effectiveness are found to be in low School Robustness, those with moderate Teacher Effectiveness are average in School Robustness; whereas those of high Teacher Effectiveness are equally distributed under average (50%) and high (50%) School Robustness.

In the case of 20 and above years of experience, those with low Teacher Effectiveness are found to be high in School Robustness, and those with moderate and high Teacher Effectiveness are found to be average and high in School Robustness respectively.
In the case of psychomotor dimension, those having upto 9 years of experience with moderate Teacher Effectiveness are found to be high in School Robustness, whereas those with high Teacher Effectiveness is just average in School Robustness. None is found to fall under low Teacher Effectiveness in this category.

In the case of 10 to 19 years of experience, those who have low Teacher Effectiveness are found to be equally distributed under low School Robustness (42.86%) and average School Robustness (42.86%). Those with moderate Teacher Effectiveness and high Teacher Effectiveness are found to be just average in perceiving School Robustness.

In the case of those having 20 and above years of experience those with low Teacher Effectiveness are found to be equally distributed under low (50%) and high (50%) School Robustness; whereas those with moderate and high Teacher Effectiveness are average and high in School Robustness respectively.

The female English language teachers having upto 9 years of experience, and 20 and above years of experience are not found to be significantly different in perceiving School Robustness in terms of the levels of Teacher Effectiveness in toto and in its dimensions – cognitive, affective and psychomotor.

In the case of 10 to 19 years of experience significant difference is observed in School Robustness in terms of Teacher Effectiveness in toto and in its dimensions – cognitive and affective, with the high scoring the highest in School Robustness followed by the moderate and the low.

Only psychomotor dimension is found to be a major contributive factor for perceiving School Robustness by female English language teachers having upto 9 years of experience.

4. The female English language teachers having employed spouse with low Teacher Effectiveness are found to be low in School Robustness; whereas those with moderate and high Teacher Effectiveness are just average in School Robustness.

In the case of female English language teachers having unemployed spouse with low Teacher Effectiveness are found to be equally distributed under low (50%) and high (50%) School Robustness, whereas those with moderate and high Teacher Effectiveness are just average in School Robustness.

In the case of cognitive dimension of the English Language Teachers having employed spouse, with low Teacher Effectiveness are found to be low in School Robustness, and those with moderate and high Teacher Effectiveness are just average in School Robustness. In the case of unemployed spouse also, the same trend exists;
however in the case of low Teacher Effectiveness, 50% of the sample also fall under high School Robustness.

In the case of affective dimension, those having employed spouse with low Teacher Effectiveness are found to be low in School Robustness; whereas those with moderate and high Teacher Effectiveness are just average in School Robustness.

In the case of unemployed spouse, those with low Teacher Effectiveness are equally distributed under low (33.33%), average (33.33%) and high (33.33%) School Robustness. However, those with moderate and high Teacher Effectiveness are just average in School Robustness.

In the case of psychomotor dimension, those having employed spouse and unemployed spouse with different levels of Teacher Effectiveness are found to perceive School Robustness as in the case of affective dimension.

From the differential analysis, it is found that there is no significant difference in School Robustness in terms of Teacher Effectiveness in toto and in its dimensions – cognitive, affective and psychomotor of female English language teachers having employed as well as unemployed spouse.

Teacher Effectiveness and its dimensions are not found to be significant predictors of School Robustness of female English language teachers having employed and unemployed spouse.

5. The level of School Robustness perceived by female English language teachers in the government schools with low Self-esteem are found to be high in School Robustness; whereas those with moderate and high Self-esteem are average and high in School Robustness respectively.

In the case of government aided schools, the same trend exists as in the case of government schools.

In private schools, no one is found to be low in Self-esteem. Those who are moderate in Self-esteem are found to be equally distributed under low (37.50%) and high (37.50%) categories of School Robustness. Those who are high in Self-esteem are also found to be high in School Robustness.

The differential analysis reveals that the female English language teachers in government, aided and private schools with different levels of Self-esteem are not significantly different in their School Robustness.
However, Self-esteem is not found to be a significant predictor of the perception of School Robustness of female English language teachers in different types of management.

6. The female English language teachers in boys’ schools with low Self-esteem are found to be high in School Robustness; whereas those with moderate and high Self-esteem are average and high in School Robustness respectively.

In the case of girls’ schools, those with low Self-esteem are found to be equally distributed under low (50%) and high (50%) categories of School Robustness. Those with moderate and high Self-esteem are average and high in School Robustness respectively.

The female English language teachers in co-education schools with low School Robustness are found to be high in School Robustness; whereas those of moderate and high Teacher Effectiveness are average and high in School Robustness respectively.

On testing the significance of difference in the means of School Robustness of female English language teachers of different levels of Self-esteem, it is found that there is significant difference only in the case of co-education schools, with high Self-esteem scoring the highest followed by the low and average.

However, Self-esteem is not found to be a significant predictor of School Robustness of female English language teachers in boys’, girls’ and co-education schools.

7. The female English language teachers having upto 9 years of experience with moderate and high Self-esteem are found to be average and high in School Robustness.

No one is found to fall under low Self-esteem in this category.

In the case of 10 to 19 years of experience, those with low Self-esteem are found to be high in School Robustness and those with moderate and high Self-esteem are average and high in School Robustness respectively.

In the case of 20 and above years of experience, the same trend is found as in the case of those with 10 to 19 years of experience.

However, only in the case of female English language teachers with 10 to 19 years of experience, significant difference is observed in School Robustness in terms of Self-esteem with the average scoring the highest followed by the high and average categories.

However, Self-esteem is not found to be a significant predictor of School Robustness of female English language teachers with different years of experience.
8. The female English language teachers having employed spouse with low Self-esteem are found to be high in School Robustness; whereas those with moderate and high Self-esteem are average and high in School Robustness respectively. Similar distribution is found in the case of those having unemployed spouse. No significant difference is found in the means of School Robustness of those having employed and unemployed spouse.

Moreover, Self-esteem is not found to be a significant predictor of School Robustness of those with employed and unemployed spouse.

9. The female English language teachers in government secondary schools having extroversion type of personality are found to be average in School Robustness, whereas those with introversion type are high in School Robustness. The extroverts and introverts in government aided schools are found to perceive School Robustness as in the case of those in government secondary schools. In private schools, female English language teachers are found to have only average School Robustness irrespective of their personality types. However, the personality types of female English language teachers are not found to be significantly associated with the perception of School Robustness irrespective of the type of management.

Extroversion is a major contributive factor of perception of School Robustness for female English language teachers in government secondary schools only.

10. The female English language teachers in boys’ school with extroversion type of personality are found to be average in School Robustness; those with the personality type – introversion are high in School Robustness. In girls’ schools, the female English language teachers with different personality types are found to be the same as in boys’ schools in perceiving School Robustness. The extrovert and introvert in co-education school are found to be the same as in the case of those in boys’ and girls’ schools. The personality types of female English language teachers are not found to be significantly associated with their perception of School Robustness irrespective of the nature of school in which they are working. None of the personality types is found to be significantly associated with the perception of School Robustness of those in boys’, girls’ and co-education schools.

11. The extroverts having upto 9 years of experience are found to be average in School Robustness; whereas introverts are high in School Robustness.
Similar trend is found in the case of female English language teachers with 20 and above years of experience.

In the case of female English language teachers with 10 to 19 years of experience, irrespective of the personality types, the female English language teachers are found to be **average** in School Robustness, with a small variation of the introverts falling equally under **average** (50%) and **high** (50%) School Robustness.

*No significant association* is found between personality types and School Robustness for female English language teachers with different years of experience.

Extroversion is found to be a **significant predictor** of School Robustness in the case of female English language teachers having 20 and above years of experience.

12. The female English language teachers having employed and unemployed spouse are found to be the **same** in perceiving School Robustness in terms of the respective personality type – with extroverts falling under **average** School Robustness and introverts falling under **high** School Robustness.

*No significant association* is found between the personality type and School Robustness of female English language teachers having employed and unemployed spouse.

Extroversion is found to be a **significant predictor** of School Robustness of female English language teachers having employed spouse. Moreover, it is found to be a **major contributive factor** for those having unemployed spouse.

**PART – III**

**Section – A**

1. *No significant difference* is found in the means of the dimension of Teacher Effectiveness – Cognitive, of male and female English language teachers who perceived low School Robustness. But **significant difference** is found in the means of the dimensions of Teacher Effectiveness in Toto and in the dimensions – Affective and Psychomotor, of male and female English language teachers who perceived low School Robustness. The female teachers have higher Teacher Effectiveness than the male teachers.

2. *No significant difference* is found in the means of the Self-esteem of male and female English language teachers who perceived low School Robustness.
3. *No significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers who perceived low School Robustness in terms of Type of Management.

4. *No significant difference* is found in the means of the Self-esteem of male and female English language teachers who perceived low School Robustness in terms of Type of Management.

5. *Significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in boys’ schools who perceived low School Robustness. The female teachers working in boys’ schools have higher Teacher Effectiveness than their male counterparts. *But no significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in girls’ schools and co-education schools who perceived low School Robustness.

6. *Significant difference* is found in the means of the Self-esteem of male and female English language teachers working in boys’ schools who perceived low School Robustness. The female teachers working in boys’ schools have higher Self-esteem than their male counterparts. *But no significant difference* is found in the means of the Self-esteem of male and female English language teachers working in girls’ schools and co-education schools who perceived low School Robustness.

7. *Significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers having up to 9 years of teaching experience who perceived low School Robustness. The female teachers having up to 9 years of teaching experience have higher Teacher Effectiveness than their male counterparts. *But no significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers having 10 to 19 years, and 20 and above years of teaching experience who perceived low School Robustness.

8. *Significant difference* is found in the means of the Self-esteem of male and female English language teachers having up to 9 years of teaching experience who perceived low School Robustness. The female teachers having up to 9 years of teaching experience have higher Self-esteem than their male counterparts. *But no significant difference* is found in the means of the Self-esteem of male and female English language teachers having 10 to 19 years, and 20 and above years of teaching experience who perceived low School Robustness.
9. **No significant difference** is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers who perceived low School Robustness in terms of Spouse Employment Status.

10. **No significant difference** is found in the means of the Self-esteem of male and female English language teachers who perceived low School Robustness in terms of Spouse Employment Status.

### Section – B

1. **Significant difference** is found in the means of the dimensions of Teacher Effectiveness in Toto and in the dimensions – Affective and Psychomotor, of male and female English language teachers who perceived average School Robustness. The female teachers have higher Teacher Effectiveness than the male teachers.

2. **No significant difference** is found in the means of the Self-esteem of male and female English language teachers who perceived average School Robustness.

3. **No significant difference** is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in government and private management schools who perceived average School Robustness. But **significant difference** is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in aided management schools who perceived average School Robustness. Female teachers have higher Teacher Effectiveness than their male counterparts.

4. **No significant difference** is found in the means of the Self-esteem of male and female English language teachers who perceived average School Robustness in terms of Type of Management.

5. **Significant difference** is found in the means of the Teacher Effectiveness in Toto and in the dimensions – Cognitive and Psychomotor of male and female English language teachers working in boys’ schools who perceived average School Robustness. The female teachers working in boys’ schools have higher Teacher Effectiveness than their male counterparts. Similarly, **significant difference** is found in the means of the Teacher Effectiveness in Toto and in the dimensions – Cognitive and Psychomotor of male and female English language teachers working in co-education schools who perceived average School Robustness. The female teachers working in co-education schools have higher Teacher Effectiveness than their male counterparts. But, no
*significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in girls’ schools who perceived average School Robustness.

6. *No significant difference* is found in the means of the Self-esteem of male and female English language teachers working in boys’ schools, girls’ schools and co-education schools who perceived average School Robustness.

7. *Significant difference* is found in the means of the Teacher Effectiveness dimension – Psychomotor of male and female English language teachers having up to 9 years of teaching experience who perceived average School Robustness. The female teachers having up to 9 years of teaching experience have higher Teacher Effectiveness than their male counterparts. Likewise, *significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers having 20 and more years of teaching experience who perceived average School Robustness. The female teachers having 20 and more years of teaching experience have higher Teacher Effectiveness than their male counterparts. But *no significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers having 10 to 19 years of teaching experience who perceived average School Robustness.

8. *No significant difference* is found in the means of the Self-esteem of male and female English language teachers who perceived average School Robustness in terms of teaching experience.

9. *No significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers having employed spouses who perceived average School Robustness. But *significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers having unemployed spouses who perceived average School Robustness. Female teachers with unemployed spouses have higher Teacher Effectiveness than their male counterparts.

10. *No significant difference* is found in the means of the Self-esteem of male and female English language teachers who perceived average School Robustness in terms of Spouse Employment Status.
Section – C

1. **Significant difference** is found in the means of the Teacher Effectiveness in Toto and in the dimensions – Psychomotor, of male and female English language teachers who perceived high School Robustness. The female teachers have higher Teacher Effectiveness than the male teachers. But no significant difference is found in the means of the dimensions of Teacher Effectiveness – Cognitive and Affective, of male and female English language teachers who perceived high School Robustness.

2. **No significant difference** is found in the means of the Self-esteem of male and female English language teachers who perceived high School Robustness.

3. Understanding Teaching Lece is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in aided and private management schools who perceived high School Robustness. But significant difference is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in government management schools who perceived high School Robustness. Female teachers have higher Teacher Effectiveness than their male counterparts.

4. **No significant difference** is found in the means of the Self-esteem of male and female English language teachers who perceived high School Robustness in terms of Type of Management.

5. **No significant difference** is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers working in boys’ schools, girls’ schools and co-education schools who perceived high School Robustness.

6. **No significant difference** is found in the means of the Self-esteem of male and female English language teachers working in boys’ schools, girls’ schools and co-education schools who perceived high School Robustness.

7. **Significant difference** is found in the means of the Teacher Effectiveness dimension – Affective of male and female English language teachers having upto 9 years of teaching experience who perceived high School Robustness. The female teachers having upto 9 years of teaching experience have higher Teacher Effectiveness than their male counterparts. But no significant difference is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English
language teachers having 10 to 19 years, and 20 and more years of teaching experience who perceived high School Robustness.

8. *No significant difference* is found in the means of the Self-esteem of male and female English language teachers who perceived high School Robustness in terms of teaching experience.

9. *No significant difference* is found in the means of the Teacher Effectiveness in Toto and in all the dimensions of male and female English language teachers having unemployed spouses who perceived high School Robustness. But *significant difference* is found in the means of the dimension of Teacher Effectiveness – Psychomotor, of male and female English language teachers having employed spouses who perceived high School Robustness. Female teachers with employed spouses have higher Teacher Effectiveness than their male counterparts.

10. *No significant difference* is found in the means of the Self-esteem of male and female English language teachers who perceived high School Robustness in terms of Spouse Employment Status.

5.2. INTERPRETATIONS

The present study reports that the English language teachers working in secondary schools in Tirunelveli Central Educational District perceive their School Robustness as average. The study was undertaken with the assumption that the perception of School Robustness by these teachers would be high, because of the various efforts taken by the Government of Tamilnadu for making English language teaching in schools effective as well as interesting. The adoption of ABL (Activity Based Learning) and ALM (Activity Learning Method) methods of teaching for all subjects, modification of curricular activities, introduction of fluency test in English, to say a few, is believed to have brought in visible changes in the teaching-learning process. Encouraged by these achievements, it is hoped that the English language teachers may also be happy about their job of teaching the second language English with the facilities offered by the institution. In this context, the level of a perception of School Robustness would certainly be higher than just average. In spite of such positive trends, the outcome of the study is contrary to what was assumed.
As large as 53.10% of the sample involved in the study falls under the average category of the English language teachers’ perception of School Robustness dislodging the assumption held at the time of forming the major hypothesis.

School Robustness is stated to be a characteristic feature of a school comprising the physical well-being, in simple terms, the adequacy of the infrastructure and other facilities; fullness of human resources; the compatibility of the management and authorities; the involvement of parents and the public; and the emotional well-being of the teachers, students and the Head. Precisely, it stands for the physical, intellectual, emotional and social well-being of a school. The present finding, therefore, signals a not so healthy atmosphere as perceived by English language teachers. The robustness, which the institutions with the help of the Government trying to build up, is not yet fully achieved as far as the English language teaching is concerned. Though externally a bright picture of English language teaching is put up due to the introduction of innovative methods of teaching, modification of the learning materials provided to students and adoption of a new evaluation system at secondary and higher secondary levels for all the four language skills, the situation, it seems, has not much been improved for the English language teachers. It may be interpreted that teachers of English language teaching are not still completely convinced of the total environment available in the school as healthy, or robust for discharging their responsibilities. This may be the reason for the target population under investigation to perceive their school’s robustness as just average.

The present study was extended further to generate new information related to the concept School Robustness. The dependent variable, therefore was studied in terms of Teacher Effectiveness. Any teacher, irrespective of the subject being taught would be happy about the profession only when the students approve of his or her teaching as effective. An effective teacher, apart from being competent in the subject, would feel healthy in all aspects of Robustness - physical, intellectual, emotional and social. Thus, the investigator assumed one to one correspondence between School Robustness and Teacher Effectiveness and thereby attempted to probe into their relationship. The effect on the part of the investigator in this regard is found to yield valid information. It is reported that English language teachers who are low in Teacher Effectiveness are also low in perceiving School Robustness. Though the finding is in correspondence with the
assumption, it paints a gloomy picture of the school environment. In an educational
district, around 18 percent of teachers can’t afford to be low in perceiving School
Robustness. These English language teachers would naturally be low in Teacher
Effectiveness making the school environment not congenial for English language
teaching. Moreover, those of moderate and high in Teacher Effectiveness are reported to
be predominantly average in perceiving School Robustness. It contradicts the
assumption that higher the teacher effectiveness, the better would be the perception of
School Robustness. Therefore, one is prompted to think that those of high in Teacher
Effectiveness might have been deprived of certain elements of School Robustness. Such
of those teachers were judged effective in the classroom but their expectation with regard
to physical or intellectual or emotional or social well-being might not have been
completely fulfilled.

However, the differential analysis shows that mean score on perception of School
Robustness by teachers of high Teacher Effectiveness is the highest, followed by the
average and the low. The analysis of School Robustness on the basis of cognitive,
affective and psychomotor domains of Teacher Effectiveness shows that cognitive
domain is far more influential for perceiving School Robustness than the affective and
psychomotor domains. It may be attributed to the major expectation of varied groups
about schools, which is primarily to generate intellectually competent men and women.
The teachers who may be considered effective because of their mental and teaching
abilities may fulfill the major aim of teaching. These teachers who are appreciated on
this ground may perceive the school as highly robust. But the teachers who are not so
strong in cognitive aspect may do well in the affective and psychomotor domains.
However, he or she may not gain as much of appreciation as in the case of those with a
strong cognitive base. They may be deprived of encouragement and rewards, which in
turn may have influenced them to perceive the robustness of the school as just average.
In this context, the study reveals the fact that cognitive related activities on the part of
English language teachers are regarded supreme. Due to this state of affair, it is found in
the present study, that cognitive domain comes out a major contributive factor for
perceiving School Robustness.

On studying the target population, the English language teachers in terms of
government, aided and private schools, similar finding is reported. All the categories of
teachers perceive their School Robustness as just average. It may thus be interpreted that
type of management of a school, in which they work, does not wield any influence on
them.

Further, on studying these teachers of different managements in terms of Teacher
Effectiveness also similar findings have been reported, that is, teachers with low
effectiveness are low in perceiving School Robustness, and those who are moderate and
high in Teacher Effectiveness are just average in School Robustness. The differences
that are generally observed among these teachers with regard to status, service
conditions, promotional opportunities do not seem to affect the perception of School
Robustness. It may be inferred from this that teachers of English language teaching is
the same in all these categories of schools and they may not have any difference with
regard to problems and difficulties, in teaching English as a second language. The
differences in the available facilities, infrastructure, teacher-headmaster relationship,
teacher-parent relationship etc., do not seem to have any significant impact over
perceiving School Robustness in all these three categories of teachers.

Moreover, when the sub samples of teachers of different managements were
studied in terms of School Robustness with regard to levels of Teacher Effectiveness in
dimension-wise, again it is found that the sub samples behave as the total sample, that is,
the high group scores high in School Robustness followed by the average and low
categories. However, the affective dimension of Teacher Effectiveness is found to be a
major contributive factor for School Robustness. It is interesting to note that the
affective dimension has registered good contribution over and above the cognitive
dimension for predicting School Robustness. It is recorded only in the case of English
language teachers in government and aided secondary schools, signaling the differences
in emotionality between the teachers of government and aided schools, and those at
private schools. It may be the reason why the English language teachers are equal at low
School Robustness (50%) and high (50%) School Robustness. The teachers in private
schools are found to be low in School Robustness in spite of good infrastructure and
other available facilities. It may be due to lack of emotional and social well-being.

On sub-dividing the sample on the basis of teachers working in boys’ schools,
girls’ schools and co-education schools, the collected data were subjected to similar
analysis, but no unique finding has come out. The sub-samples behave similar to that of
the total sample. It may be inferred that English language teachers serving in boys’, girls’ and co-education schools are not very much influenced by the nature of the school. In schools, the student population, whether purely boys or purely girls or boys and girls mixed does not seem to influence the English language teachers in their perception of School Robustness.

However, when the data from the sub-samples formed on the basis of years of experience are subjected to similar analysis, a few valid findings have come out. Though all the categories of the teachers, teachers with upto 9 years of experience, teachers having 10-19 years of experience, and teachers with more than 20 years of experience have reported just average level of School Robustness, a good percentage of them falls under high School Robustness in the case of teachers with 9 and below years of experience (31.37%), and those with 20 and above years of experience (32.55%). Again when these sub-samples are studied in relation to Teacher Effectiveness, certain important findings have emerged. In the case of teachers with 10-19 years of experience a good percentage (45.45%) of teachers of high Teacher Effectiveness falls under high School Robustness. In the case of 20 and above years of experience, the teachers of high Teacher Effectiveness are found to be equally distributed under average (50%) and high (50%) categories of School Robustness. On computing differential analysis on the dimensions of Teacher Effectiveness in relation to School Robustness, it is recorded that in the case of teachers with 10-19 years of experience, significant difference is noted in the mean scores of teachers in toto and in terms of cognitive, affective and psychomotor dimensions. The teachers of high Teacher Effectiveness have scored the highest followed by average and low categories.

From these, it may be stated that years of experience has got something to do with their perception of School Robustness. The teachers with minimum years of experience, say upto 9 years, seem to behave as the total sample. However, the teachers with 10-19 year of experience are found to be in accordance with the assumption that the teachers of low effectiveness are low in School Robustness as in the case of average and high categories of teachers who are of the same in the level of School Robustness. It is confirmed by the differential analysis also. Therefore, it may be interpreted that the teachers with optimum years of experience may be an asset to an institution as far as English language teachers are concerned. Such a behaviour may be attributed to their
maturity in the profession, possible good physical and mental well-being, good social status available in and outside the school etc. Being content with the profession and competent in the job, they may look at only positive happenings in various phases of school activity. Therefore, in this category of teachers if one is low in Teacher Effectiveness, he is bound to be low in perceiving School Robustness. Higher the Teacher Effectiveness, the higher will be their perception of School Robustness.

The status of the spouse as an employee or a non-employee may affect the perception of School Robustness. On the basis of this assumption, the hypothesis is formed to study the perception of the individual about School Robustness having employed or unemployed spouse. The percentage analysis revealed that it is average for both the categories. Therefore, it may be interpreted that the employment status of the spouse does not have any impact over the perception of School Robustness. However, one cannot undermine the influence of family on various activities in which they are involved may be their usual teaching or evaluation of students, or the responsible activities outside the school. The happy and go lucky family is sure to be a factor to keep the teacher energetic and enthusiastic all the time. Contrary to this, the not so happy family is likely to pull down the lively spirit of the teacher or make him or her run out of strength and spirit quickly. The main force behind such families is thought out to be the employment or non-employment of the spouse. But now by interpreting the finding on the basis of this argument, it is learnt that the spouse employment is not a deciding factor of one’s family condition. This may be the reason why in the present study, the target population having employed and unemployed spouse behave in a similar fashion with regard to their perception of School Robustness.

On further analysis with regard to the variable spouse employment status in terms of Teacher Effectiveness, it is reported that both the categories of teachers behave similarly as in the case of the total sample, be they low or moderate or high in Teacher Effectiveness. The same trend is observed, when the analysis goes still further at the three dimensions of Teacher Effectiveness. Such a similarity or uniformity suggests both the categories of teachers, i.e., with employed and unemployed spouse are the same as far as the level of perception of School Robustness is concerned. However, in the differential analysis in terms of Teacher Effectiveness among the teachers with employed spouse, it is reported that teachers with average Teacher Effectiveness have scored the
highest in their perception of School Robustness followed by those who are high and low. But in the case of teachers with unemployed spouse, those who are high in Teacher Effectiveness are on the lead in perceiving School Robustness followed by those who are average and low. Such a difference may be attributed to the individual differences which may be dominant in teachers with average perception of School Robustness and having employed spouse and also for those in the high category of School Robustness having unemployed spouse. From this, it may be concluded that spouse employment is not an effective variable to alter perception of School Robustness directly as well as in terms of Teacher Effectiveness.

Several studies have shown that Self-esteem as a personality trait could wield greater influence on all the dimensions of an individual, i.e., cognitive, affective and psychomotor. That is the reason, why it is treated as an independent variable of the dependent variable - perception of School Robustness by English teachers of secondary schools. It is reported that teachers with low Self-esteem and high Self-esteem are high in perceiving School Robustness, whereas those who are moderate in Self-esteem are just average in perceiving School Robustness. Though the assumption held in the beginning of the investigation was that the level of perception of School Robustness could be in accordance with the level of Self-esteem, the outcome of the study is found to be a little different. The difference in the perception of School Robustness by those of low in Self-esteem may be attributed to the very nature of the trait Self-esteem. Several studies have brought out the fact that the Self-esteem is useful and influential in deciding goal setting behaviours, sustaining the interest and motivation in the process of achieving the set goals, and also for the manifestation of resilient behaviour at the face of success or failure. In the present study, the English language teachers who are reported to be low in Self-esteem are stated to be high in perceiving School Robustness instead of perceiving low. It means that those who are low in Self-esteem in this category of target population have not acted emotionally in perceiving School Robustness. Because of the fact that those who are moderate are average in the perception of School Robustness and those who are high in their perception of School Robustness are also high in Self-esteem, the inference drawn earlier regarding those who are low in Self-esteem looks valid. Moreover, the further analysis with regard to perception of School Robustness and Self-esteem in the context of the background variables - type of management (government, aided and private); nature of school (boys’, girls’ and co-education); length of teaching
experience (upto 9, 10-19 and 20+) and the status of spouse employment (employed and unemployed) - also reveals that those who are low in Self-esteem are high in perceiving School Robustness, and those who are moderate are average in perceiving School Robustness, and those who are high in Self-esteem are high in School Robustness, as in the case of the total sample, irrespective of the type of school in which they work, the nature of school wherein they are employed, the years of experience they have put in, and the status of employment of their spouse. Therefore, one can easily come to the conclusion that the noted deviation in the behaviour of those who are low in Self-esteem is not without reason. One can also understand the underlying fact that teachers, especially the English language teachers, are not simply directed by their emotive force but rather rational in perceiving the conditions in their school environment. In other words, the reported perception of this category of teachers is more of objective in nature than giving vent to their 'self'.

As out of three, two categories of teachers with respect to Self-esteem are high in perceiving School Robustness, it may be concluded that the observed School Robustness is not just average as reported in the major finding based on the percentage analysis, but there is a ray of brightness shown by a fairly good percentage of teachers with low and high Self-esteem reporting high School Robustness.

Apart from studying the perception of School Robustness by English language teachers in terms of their Self-esteem, the investigator goes further to relate the dependent variable with the personality types - Extroversion and Introversion. Generally, people with extrovert type of personality are outgoing, fond of interacting with others and command social respects by virtue of making the presence known in a small gathering as well as in formal get together. Teachers who are often considered as extroverts in school situations by virtue of their mingling with the students, colleagues, authorities and the public, in reality, only a few percentage of them are identified as extroverts. In the present study, 54% of the target population is extroverts and the remaining 46% is noted to be introverts. While relating the extroversion with the perception of School Robustness, it is reported that the extroverts are just average in perceiving School Robustness. But in the case of introverts, they are found to be predominantly high in perceiving School Robustness. Such a difference in the total sample between extroverts and introverts is found to be the same when the sub samples
are formed on the basis of type of management, nature of school, length of teaching experience and the employment of spouse. Therefore, one can easily confirm the strength of the finding on the basis of similarities identified in all the sub samples. The reason for such a difference in the perception of School Robustness between the two groups is found to be due to the distinct nature of the personality types. The school environment including the interpersonal relationship that exists among the students, staff and the management, the family involvement of all these categories, the interaction of these groups with the society around the institution are all in fact perceived to be average by extroverts. The School Robustness, which is a combination of all these interactive forces along with the available infrastructure and other facilities, is not found to be so high in the perception of these teachers. However, the same prevailing situation termed as School Robustness have been perceived to be high by introverts who are also working in the same institutions along with those marked as extroverts. Introverts are generally thought of as individuals who prefer action to words. They may be men of few words, perceiving the positive elements of the situation for their plan of achieving their goals. Therefore, it may be presumed that the introverts in the present study may not have lost sight of the good things in all the dimensions of Robustness in the school situation. This may be taken as the reason for their reported perception of School Robustness as high. This is also confirmed by the associational analysis wherein the chi-square test shows the presence of significant association between the perception of School Robustness and personality type of English language teachers in the case of all the sub samples excepting the total.

When the total sample is divided on the basis of gender as male and female, it takes the analysis into another phase wherein the data of male and female English language teachers have been exclusively studied and a new light was thrown on the nature of gender with reference to the dependent and independent variables. It has been brought out in the differential analysis pertaining to the male teachers that the teachers who perceive School Robustness as high are to lead others perceiving average, and low. The same trend is noticed when School Robustness is analyzed in terms of the dimensions of Teacher Effectiveness with minor variations in the case of those working in government schools, those who are having upto 9 years of experience and those who have employed spouse. In all these cases, those who are average in perceiving School Robustness are at the top as far as the mean score is concerned followed by who perceive
high and low. In the case of teachers in aided schools, girls’ schools and those who are above 20 years of experience, no significant difference is reported among those who are low, average and high in perceiving School Robustness in terms of Teacher Effectiveness in toto as well as in terms of its dimensions. It may therefore be interpreted that the sub samples of male category are likely to behave differently with regard to the dependent variable studied in terms of the independent variable Teacher Effectiveness. The conclusion may be drawn from the findings that the schools of different types of management and the schools of different nature be it boys’, girls’ or co-education, the teachers of different length of experience and the teachers having employed or unemployed spouse are capable of influencing Teacher Effectiveness, thereby affecting their perception of School Robustness.

Similarly, when the female sample is studied with regard to perception of School Robustness in terms of Teacher Effectiveness, altogether different findings have emerged. In most of the sub samples such as aided schools, private schools, boys’ schools, girls’ schools, teachers upto 9 years of experience, teachers with 20+ years of experience and the teachers with employed and unemployed spouse, no significant difference is observed in these sub samples as well as in the total sample. In the case of other sub samples, the noted difference is identical except in the case of co-educational schools, wherein those who perceive average School Robustness are found to be at the top followed by those who perceive high and low. From this, it may be inferred that in the case of female English language teachers, the perception of School Robustness in terms of Teacher Effectiveness with regard to background variables is not uniform.

The attempted deeper analysis on the perception of School Robustness in terms of Self-esteem in the case of male teachers of English language has brought out the fact that those who are high in Self-esteem have scored the highest in the perception of School Robustness followed by the average and low categories showing the impact of Self-esteem on the perception of School Robustness in the case of male teachers. Similar trend is found in the case of sub samples formed on the basis of government schools, private schools, boys’ schools, co-education schools, teachers with upto 9 years of experience, teachers with 10-19 years of experience and teachers with employed spouse and teachers with unemployed spouse confirming the significant impact of Self-esteem on the dependent variable. Only in the case of aided schools, girls’ schools and teachers
with more than 20 years of experience, no significant difference is observed among them. Therefore, the merit of Self-esteem is very much seen in the case of male English language teachers while they come to report the robustness of their institution.

However, in the case of female counterparts, the role of Self-esteem rather comes out to be different. In the differential analysis, female teachers in co-education schools and teachers with 10-19 years of experience alone are found to be similar to their counterparts. In perceiving School Robustness in terms of Self-esteem with regard to the total sample as well as the sub samples - government, aided and private schools, boys' and girls' schools, teachers with upto 9 years of experience and teachers with above 20 years of experience and teachers with employed spouse and unemployed spouse, no significant difference is observed among all these categories. In short, it may be stated, Self-esteem does not seem to have impact over the perception of School Robustness with regard to the total sample of female English language teachers as well as most of the sub samples.

Similarly on analysing the personality types - extroversion and introversion of the male and female samples in toto as well as in terms of management type, nature of school, length of teaching experience and spouse employment status, it is reported that no significant difference is found in the case of any of the sub groups as well as the total samples, thus revealing the not so significant relationship between the personality types and the perception of School Robustness.

In the case of the total sample, on computing multiple regression analysis to identify the predictive factor or factors of School Robustness in terms of Teacher Effectiveness along with its dimensions, personality aspect Self-esteem and the personality types - extroversion and introversion, it has been brought out that the cognitive dimension and psychomotor dimension of Teacher Effectiveness are significant predictors of English language teachers who are upto 9 years of experience. For the same total sample, Self-esteem is found to be a significant predictor of perception of School Robustness in the case of English language teachers in government schools, private schools, co-education schools and in the case of those with upto 9 years of experience and those with unemployed spouse, whereas in all other cases, it has come out to be a major contributive factor. The personality types - extroversion and introversion are reported to be significant predictors for the total sample.
When the data of male English language teachers are subjected to predictive analysis, it is found that Self-esteem is the only predictive factor of perception of School Robustness for the total sample. The personality type - extroversion has come out to be a predictive factor in the case of teachers in boys' schools, co-education schools, with upto 9 years of experience, with above 20 years of experience and with employed spouse. Likewise, introversion is stated to be a predictive factor for teachers in boys' schools, teachers with upto 9 years of experience, teachers with 10-19 years of experience and teachers with employed spouse. However, the predictive nature of these variables is found to be different in the case of female teachers. Psychomotor dimension of Teacher Effectiveness and the personality type - extroversion are the significant predictors for female teachers with upto 9 years of experience. For teachers with 20 and above years of experience and teachers with employed spouse, the personality type - extroversion is found to be significant predictor of perception of School Robustness. Thus, male and female teachers of English stand wide apart when they are juxtaposed on the basis of the predictive nature of the various independent variables that are studied in terms of perception of School Robustness. One interesting feature identified in the regression analysis is that the personality aspect Self-esteem is found to be a predominant predictor for most of the sub samples formed on the basis of the background variables in predicting the perception of School Robustness. But in the case of the female group, Self-esteem is not found to be a significant predictor for the total female group as well as for all its sub groups. However, in the case of the male group, Self-esteem has come out to be a significant predictor for the total male sample. For none of the sub samples of male group, it is not reported to be a significant predictor of perception of School Robustness. Therefore, it may be concluded that gender-wise analysis has brought to lime light the gender difference that exists between male and female English language teachers with regard to their effectiveness in teaching, their personality aspect Self-esteem and their personality types extroversion and introversion which may not be exhibited externally in normal school situations.

5.3. RECOMMENDATIONS

On the basis of the findings drawn from the present study, the investigator was able to draw certain conclusions by means of his due interpretations. Some of the inferences arrived at the end call for recommendations, which would promote the
prevailing situations with regard to the dependent variable perception of School Robustness and all those factors associated with it.

The School Robustness perceived by teachers of English language teaching in the secondary schools in Tirunelveli Central Educational District is stated to be just average. It has already been interpreted that such a situation prevails because of lack of expected impact of the governmental measures on English language teaching and learning. Instead of attributing the loss of effort in strengthening the teaching-learning process of English language in the secondary schools to the authorities who are meant for implementing the schemes such as Activity Learning Method (ALM) and Activity Based Learning (ABL), the investigator would like to modify the mental makeup of the teachers in the classrooms to effect considerable change in the teaching-learning process for achieving the proposed ends. As conceptualised, the teacher who is the pivot of all activities in and outside the classroom, alone can promote quality in the teaching learning process involving English language acquisition. The governmental attempts in toning up the standard of teaching English may not be successful unless there is a real change in the thinking of the practising teachers. Therefore, the investigator would like to recommend the following:

A few booster programmes may be organized exclusively for the teachers of English for instilling the feeling of confidence for being successful in the accepted profession.

The importance of being a teacher of English, the roles to be played as a teacher of English, the honour of being eloquent in the language taught, the status of being a master of English in the society etc., may form the essential units in the booster programmes.

Such booster programmes if organized at regular intervals with experts and specialists, the teachers of English might shed off their negative thinking and might get strengthened mentally and emotionally to restart their working in the classroom with a boosted spirit.

Almost all the secondary schools in the State of Tamilnadu are fairly equipped with necessary infrastructure for teaching English as a second language. On the side of human resources also, all the schools are having necessary manpower to handle almost all subjects and execute varied institutional activities. Therefore, for teaching English as
a second language, no school is in impoverished condition. But the problem is the lack of interpersonal understanding within the teacher groups and between teachers and authorities. Moreover, the available infrastructure as well as other facilities are not fully tapped by individual teachers for the fuller achievement of their goals. This is the problem being widely found but rarely attempted for modifications. The reason for such prevailing situations is not the non-practice of the code of conduct of teachers or non-fulfillment of the requirements by the management as well as by the government. It is purely a matter of individuals and their thinking. Therefore, the investigator would like to suggest the following for bringing about desired changes in the minds of all those involved in teaching different subjects in a school and its authorities.

Series of workshops may be organized with the help of outside talents

(a) Firstly to organize workshop for all the teachers teaching different subjects for giving up their differences of opinion and enabling them to come together as the members of the same family for the cause of teaching.

(b) Secondly, workshops may be organized for authorities to understand the real problems of the teachers and develop a mind to remedy them as early as possible. The authorities should develop a large heart to come down as teacher colleagues and friends to mingle with the practicing teachers for better identification of the stumbling blocks on the way to achieving the goals and prepare course of actions for rectifications and modifications for final positive outcome.

(c) Thirdly, a series of workshops may be organized for different subject teachers separately with the help of English language experts to prepare them for being resourceful enough to collaborate and co-ordinate with English language teachers for promoting English language learning in all situations.

The individual English language teachers may confront with unique problems depending on their calibre, co-operation of other subject teachers and involvement of authorities. In practice, one can find most of the problems in second language acquisition is situation based. The recommendations of the government to practice innovative methods of teaching may not be highly successful in all situations because of such individual problems faced by the teachers of English. Therefore, the investigator suggests the following recommendations:
i. The management of the institution with the guidance of the head of institution should first identify the real problems faced by the practicing teachers in their school.

ii. After identifying the problems, the head of the institution with the help of the management as well as with the help of English language teaching experts should prepare a plan of action which should not exceed the time limit of six months.

iii. Such detailed plans worked out for each identified problem in terms of money or infrastructure or materials or the constraints of time or even the expertise of particular teacher may be sorted out in a time bound manner.

iv. Such time bound actions taken up with the help of the internal and external resources should certainly yield rich dividend in realizing the said goals of English language teaching.

Therefore, the investigator is of the opinion, by implementing the above stated recommendations the quality of teaching and learning of English would turn a new leaf, thereby modifying the perception of School Robustness by English language teachers in a more positive perspect.

One of the important variables taken for School Robustness in the present investigation is Teacher Effectiveness. It has earlier been defined as a quality of a teacher comprising teaching competence and essential teacher characteristics such as tolerance, patience, sympathy, sacrificing tendency and a benevolent attitude towards younger generation. An effective teacher is one who performs his job well as expected by the stakeholders in addition to maintaining a good classroom climate for effective teaching and learning. For this, an effective teacher may have to manifest all essential qualities pertaining to the cognitive, affective and psychomotor domains.

In the present investigation, when Teacher Effectiveness is studied in terms of School Robustness, it is shown that the target population is just average in this aspect. It has been conceptualised that the Teacher Effectiveness of English language teachers could be high in the present situation; but in contrary to expectation, it is only average among the English language teachers. Therefore, the investigator would like to recommend the following for enhancing Teacher Effectiveness:
Since Teaching Competency is a major component of Teacher Effectiveness, the different teaching styles good for different situations may be made known to these teachers by means of demonstration classes and at the end each one may be enabled to develop an integrated model of teaching and learning styles suitable for the students. The following are the five teaching styles for adoption:

a) Expert - is concerned with the transmitting information with from an expert status; challenges students to enhance their competence.

b) Formal authority - is concerned with the acceptance ways to do things and providing students with the structure they need to learn.

c) Personal Model - believes in teaching by personal example, oversees and guides students to emulate.

d) Facilitator - emphasizes the personal nature of teacher-student interactions, guides students towards developing their capacity for independent action.

e) Delegator - is concerned with developing students' capacity to function autonomously; encourages independent projects (Grasha, 1996).

Such a training would help the teachers reflect over the styles of teaching and keep them ready enough to use them at the right time in the changing classroom situations.

Another important dimension of Teacher Effectiveness is stated to be the maintenance of congenial classroom climate. Freiberg (1998) notes, "the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn optimum level" (P.22). It has been found that a positive classroom climate can yield positive educational and psychological outcome for students, a negative one can prevent optimal learning and development. Therefore, the investigator recommends a few intervention programmes for the following to improve classroom climate:

- Increased parent and community involvement.
- Implementation of character education or the promotion of fundamental moral values in children.
- Use of violence - prevention and conflict - resolution - curricula.
- Peer mediation.
- Prevention of acts of bullying (Peterson & Skiba, 2001).
Teachers treat students fairly, equally and with respect.
Provide a safe environment for every student (Harris & Lowery, 2002).
Personalization through adopt-a-kid programs, honouring most improved students and block scheduling (Shore, 1995).

It has been discussed at length, the various reasons for the teachers of English, who are identified as extroverts to perceive School Robustness not as high as their counterparts the introverts. In the view of Karl Jung, an introvert is more interested in inner world of thoughts and feelings than in the outer world of affairs and actions. An introvert is devoted to duty and takes special care of time. Another important feature of an introvert pointed out by Karl Jung is that a person of this type does not care about pleasing the world. He goes on doing his work without paying much attention to the criticism by others. In all the cases, the extrovert stands in contrast to the introvert. Therefore, the act of perceiving School Robustness as not so high or as average by extroverts is mainly because of this bent of mind. In the school situation, though extrovert type of behaviour is important in certain cases; for example, to easily mix with others, to show interest in things of outer world, to be tactful in worldly matters and to provide good company to those around him, it should not become too dominant to topple the purpose of very classroom or school situations. In other words, extrovert type of behaviour is to be manifested at times when needed, while the introvert type of behaviour is advocated in most of the school situations. Only when the individuals perceive the environment as realistically as possible, they may not apply their mind to perform in a way warranted by the situation. When individuals with dominant extrovert type of behaviour fall short of necessary actions at the right time, they may not be considered fit for maintaining ideal classroom situations for effective teaching and learning. That is why, the investigator would like to give the following recommendations for making the extroverts more effective in the given school environment so as to keep up a high School Robustness.

Some specific ‘self-analysis’ and ‘self-awareness’ programmes may be organized for the English language teachers who may visibly be termed as extroverts in order to help them analyse and understand their own prominent behavioural aspects and develop an awareness about the positive and negative nature of each one of them. In fact, such self-awareness programmes may be
introspective as well as inferential ones from the administration of psychological instruments. It calls for the services of Psychologists, Educationists and ELT Experts. The extrovert type of teachers may be encouraged to participate in such programmes so that slowly they may reduce their 'talkative' behaviour so as to become 'somewhat silent' in desired situations; avoid being 'frank or open' all the time so as to be 'secretive' in certain circumstances; give up 'adventurous' acts so as to be 'cautious' in the execution of the expected responsibilities and minimize the act of being 'sociable' so as to be 'reclusive' enough at certain times for putting up a good and appreciable teacher behaviour necessary for realizing the goals of teaching.

Similarly, a few motivational programmes may be organized in a phased manner by the institution to make the introvert type of teachers give up their 'silence' so as to be a little bit 'talkative'; the tendency to be 'secretive' so as to be 'more frank and open'; give up the feeling of being 'cautious' all the time, so as to be 'adventurous' and the tendency to be 'reclusive' so as to be some what 'sociable'. Such emotional characteristics of introverts may be made more performance oriented for the good of the profession.

The investigator is of the opinion by means of such personality-oriented programmes, the typical extrovert or introvert types of characteristics could be made more plausible and usable in all classroom and school situations so as to tone up the robustness of the institution.

The application of another personality trait Self-esteem as a variable for School Robustness has been found to be pertinent one in the context of teachers and students. Self-esteem, which is also termed as self-worth or self-image, is not just a tendency in the mind of the individuals but an unshakable faith or belief about oneself. It has been assumed that higher the Self-esteem of a teacher, the higher would be his perception about School Robustness.

For the total sample and also for the sub groups formed on the basis of the background variables - type of management, nature of school, length of teaching experience and status of spouse employment, the variable Self-esteem is found to behave as assumed, that is, it has come out to be a significant predictor of perception of School Robustness irrespective of the nature of the subgroups. But when the samples are formed on the basis of gender as males and females, the impact of Self-esteem is not
much felt on the perception of School Robustness. Moreover, the study reveals that Self-esteem is just average for the total sample. Therefore, the investigator would like to recommend the following for promoting Self-esteem in male and female teachers for a better perception of School Robustness.

1. Sensitizing programmes for male and female English language teachers to be aware of moral and ethical aspects of a teacher and their productive role in the job of teaching.

2. Workshops may be arranged for these teachers to develop a positive attitude towards self and to strengthen their mind to be open for change and innovations.

3. Awards and prizes may be instituted in every institution to honour those who ceaselessly work for students' welfare and institutional development.

The investigator would like to give the following recommendations to the school administrators for promoting School Robustness:

- Maintain buildings in good physical condition
- Reward students for appropriate behaviour
- Enforce consequences for inappropriate behaviour
- Use contracts with students to reinforce behavioural expectations
- Post behavioural policies on bulletin boards; periodically announce them over the public address system
- Initiate anti-bullying, conflict resolution and peer mediation programs
- Engage students, staff and parents in planning school safety activities
- Increase number and accessibility of counsellors, social workers, and mentors
- Create anonymous tip lines or suggestion boxes for reporting potentially dangerous situations or providing ideas to improve school climate
- Provide more in-school options to “blow off steam”
- Develop strategies to ensure safety during lunch periods and between classes; provide more structured activities during lunch hour
- Provide accommodation or recreation rooms throughout the day
- Provide in-school suspension programs with academic supports and consistent staffing.
- Use team teaching
- Provide for small group activities
- Provide multiple and varied opportunities to participate in extracurricular activities.
- Use summer school rather than retention in class for failing students
- Promote cooperation rather than competition; avoid winners and losers
- Assure that every student has an active connection to at least one adult in the school
- Provide professional development on such issues as cultural and class differences, emotional needs of other children, parental involvement, and bullying and harassment.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

From the present investigation, the investigator has understood that there are certain areas which are still open for investigation to draw a complete picture of School Robustness and associating factors for a better understanding of the school environment.

To gather some more information regarding English language teaching focusing on Teacher and Teacher Efficiency, a study may be undertaken relating School Robustness and the status of English Language Teaching as such. Hence, the investigator suggests the following topic.

**EFFECT OF SCHOOL ROBUSTNESS ON THE STATUS OF ENGLISH LANGUAGE TEACHING IN THE SECONDARY AND HIGHER SECONDARY SCHOOLS IN TIRUNELVELI CENTRAL EDUCATIONAL DISTRICT.**

In the present study, the investigator aimed at understanding School Robustness in terms of the personality types of English language teachers. At the end of the investigation, the investigator realized that instead of types, the personality traits could give some more relevant information about the personality of the English Language Teachers. Moreover, if the institutional climate is used as independent variable, the task performance of English language teachers could be made more explicit. Therefore, he suggests the following topic.

**AN INVESTIGATION INTO THE PERSONALITY CHARACTERISTICS OF ENGLISH LANGUAGE TEACHERS IN RELATION TO INSTITUTIONAL CLIMATE.**

The effectiveness of an organization can easily be felt from the behaviour of the teachers. The driving force behind all external manifestations could be attributed to their value orientation. Therefore in order to paint a clear picture of English language teachers, the investigator suggests a study on the following topic.

**IMPACT OF ORGANIZATIONAL EFFECTIVENESS ON VALUE ORIENTATION OF ENGLISH LANGUAGE TEACHERS IN SECONDARY SCHOOLS.**
All through the present study, the investigator upholds the principle that the students form behaviour by imitating their teachers. However, he feels that the present view of the investigator may be tested with regard to perceiving School Robustness. Therefore, the following study may be undertaken for further verification of behavioural development.

A COMPARATIVE STUDY ON THE PERCEPTION OF SCHOOL ROBUSTNESS BY HIGHER SECONDARY STUDENTS AND THEIR TEACHERS IN THE SCHOOLS IN TIRUNELVELI REVENUE DISTRICT.

The health of an institution depends on varied individual and environmental factors. The investigator has not come across any study identifying ways and means of promoting the health of an institution by means of an experiment. Therefore, the investigator suggest the following experimental study to fill this gap.

DESIGNING AND TESTING AN INTERVENTION PROGRAMME FOR PROMOTING ORGANIZATIONAL HEALTH IN SECONDARY SCHOOLS IN TIRUNELVELI.

Adequacy for imparting education at school level is judged by assessing the nature of physical, social, affective and academic environment prevailing in schools. Mark Schneider (2004) did a study on New Jersey Public Schools which has come out to be a comprehensive one with regard to different environments. Similar to this, the following studies may be undertaken in the state of Tamilnadu as given below.

i) A STUDY ON THE EDUCATIONAL ADEQUACY OF HIGHER SECONDARY SCHOOLS IN THE STATE OF TAMILNADU IN TERMS OF PHYSICAL, SOCIAL, AFFECTIVE AND ACADEMIC ENVIRONMENTS.

ii) AN ANALYTICAL STUDY ON THE LEARNING OUTCOME OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCHOOL CLIMATE AND SCHOOL CULTURE.

On taking up these studies, the investigators would be able to contribute a lot to the quantum of information already available in the area of teaching and learning in secondary schools in general and those in and around Tirunelveli particular.
5.5. REFERENCES


