CHAPTER – V

FINDINGS, INTERPRETATION, RECOMMENDATIONS AND SUGGESTIONS

5.1. FINDINGS

PART – I: TEACHER EFFECTIVENESS OF PG TEACHERS TEACHING MATHEMATICS

1. The teacher effectiveness of PG teachers teaching mathematics in the higher secondary schools in Tirunelveli Revenue District is high as 50.54% and 37.10% of the sample falls under high and average categories of teacher effectiveness respectively.

In all the three dimensions – cognitive, affective and psychomotor – they are found to be high.

2. Teacher effectiveness of PG mathematics teachers is found to be significantly correlated with their professional affiliation, job satisfaction and manifest anxiety.

The three dimensions of teacher effectiveness – cognitive, affective and psychomotor – are also significantly correlated with the three independent variables – professional affiliation, job satisfaction and manifest anxiety.

Of the three independent variables, job satisfaction and manifest anxiety are found to be significant predictors of teacher effectiveness of PG mathematics teachers.

The regression analysis also reveals that job satisfaction and manifest anxiety are significant predictors of cognitive, affective and psychomotor aspects of teacher effectiveness.

3. The further analysis shows that the teacher effectiveness of PG teachers of mathematics in Tirunelveli Central and Tenkasi Educational districts is high; whereas it is just average for those in Cheranmahadevi Educational District.

Similarly in the case of cognitive and psychomotor aspects of teacher effectiveness, the PG mathematics teachers in Tirunelveli Central and Tenkasi Educational Districts are high, with the majority of teachers of Cheranmahadevi (46.58%) falling under average category of teacher effectiveness.

The differential analysis reveals a significant difference among the teachers of the three Educational Districts with Tirunelveli Central Educational District leading the
group followed by Tenkasi Educational District and Cheranmahadevi Educational District.

The dimension-wise analysis also shows similar trend with Tirunelveli Central Educational District at the top followed by Tenkasi Educational District and then Cheranmahadevi Educational District, with regard to cognitive, affective and psychomotor aspects of teacher effectiveness.

The correlation analysis computed for the three sub samples – PG mathematics teachers of Tirunelveli Central, Cheranmahadevi and Tenkasi Educational Districts – reveals that the three independent variables – professional affiliation, job satisfaction and manifest anxiety are significantly correlated with the teacher effectiveness of PG mathematics teachers of those Educational Districts in toto and in terms of its dimensions – cognitive, affective and psychomotor.

Moreover, it is found that none of the three independent variables is predictive of teacher effectiveness of PG mathematics teachers in Tirunelveli Central Educational District.

Job satisfaction and manifest anxiety are found to be significant predictors of teacher effectiveness of PG teachers in Cheranmahadevi Educational District. However, manifest anxiety is found to be a significant predictor of the affective and psychomotor aspects of teacher effectiveness of these teachers.

In the case of PG mathematics teachers of Tenkasi Educational District, job satisfaction and manifest anxiety are found to be significant predictors. However only job satisfaction is found to be a significant predictors of cognitive and affective dimensions of the PG teachers of this sub sample.

4. When the sample was analysed in terms of PG mathematics teachers working in different types of management, it was shown that all the three categories of teachers viz., government, government aided and private school teachers are high in teacher effectiveness as 50%, 51.35% and 50% of them respectively fall under high category of teacher effectiveness.

The same trend is found in the case of cognitive, affective and psychomotor aspects of teacher effectiveness of three categories of teachers.
The differential analysis reveals that there is no significant difference among the three categories of teachers in the means of teacher effectiveness in toto as well as in terms of cognitive, affective and psychomotor aspects of teacher effectiveness.

However, a significant correlation is found between these three categories of teachers – government, government aided and private schools – and their professional affiliation, job satisfaction and manifest anxiety in toto as well as in terms of the cognitive, affective and psychomotor dimensions of teacher effectiveness.

Of the three independent variables – job satisfaction is found to be the significant predictor of teacher effectiveness of government school teachers and private school teachers.

The dimension-wise analysis shows that job satisfaction is a significant predictor of cognitive and psychomotor aspects of teacher effectiveness of government school teachers.

Manifest anxiety is also found to be the significant predictor of teacher effectiveness of aided school teachers in toto as well as their cognitive, affective and psychomotor aspects of teacher effectiveness.

Job satisfaction is also found to be the significant predictor of cognitive and affective aspects of teacher effectiveness of private school teachers.

5. PG mathematics teachers working in boys, girls and co-education schools are high in the teacher effectiveness.

In terms of the cognitive aspects of teacher effectiveness also, all the three categories of teachers are high in teacher effectiveness.

In the case of affective and psychomotor aspects of teacher effectiveness, the teachers working in girls’ school are found to be average; whereas those working in boys and co-education schools are high in teacher effectiveness.

However, no significant difference is observed among the means of teacher effectiveness in toto and those working in boys, girls and co-education schools as well as in terms of its dimensions cognitive, affective and psychomotor.

Significant correlation is found between teacher effectiveness of PG mathematics teachers working in co-education schools and their professional affiliation, job satisfaction and manifest anxiety.
In the case of those in girls’ schools, significant correlated is noted for job satisfaction and manifest anxiety. Professional affiliation is not significant correlated with teacher effectiveness of these teachers.

Only job satisfaction is found to be a significant correlate of teacher effectiveness of those working in boys’ schools.

The dimension-wise correlation analysis reveals that all the three independent variables – professional affiliation, job satisfaction and manifest anxiety – are significantly correlated with the cognitive, affective and psychomotor aspects of teacher effectiveness of those working in co-education schools.

Manifest anxiety is found to be the only significant correlate of the cognitive aspects of teacher effectiveness of those in girls’ schools.

Manifest anxiety and job satisfaction are found to be significant correlates of affective aspects of teacher effectiveness of those in girls’ schools.

Only job satisfaction is found to be a significant correlate of affective aspects of teacher effectiveness of those in boys’ schools.

Job satisfaction is the only significant correlate of the psychomotor aspects of teacher effectiveness of those in boys’ schools. However, job satisfaction and manifest anxiety are found to be significant predictors of psychomotor aspects of teacher effectiveness of those in boys’ schools.

The regression analysis shows that none of the independent variables is significantly predicted the teacher effectiveness of those in boys’ schools and girls’ schools.

However, job satisfaction and manifest anxiety are significant predictors of teacher effectiveness of those in co-education schools.

The dimension-wise analysis reveals that job satisfaction is the only significant predictor of cognitive aspects of teacher effectiveness.

In the case of cognitive aspect, job satisfaction is the only significant predictor of cognitive aspects of teacher effectiveness of those in co-education schools.

Job satisfaction and manifest anxiety are the two significant predictors of psychomotor and affective aspects of teacher effectiveness of those in co-education schools.
6. The PG mathematics teachers having short (upto 9 years), moderate (10 to 19 years) and long (20 and above) years of experience are found to be high in teacher effectiveness.

When the sub samples were studied in terms of different dimensions of teacher effectiveness, it is found that the three categories of these teachers are high in affective aspects of teacher effectiveness.

In cognitive aspects of teacher effectiveness also the three sub samples are found to be high with somewhat good percentage of teachers with moderate years of experience (41.38%) and long years of experience (39.58%) falling under average category of teacher effectiveness.

In the case of psychomotor aspects, those with short and moderate years of experience are found to be high whereas those with long years of experience are just average.

However, no significant difference is observed among the means of teacher effectiveness and its dimensions of teachers of different lengths of experience.

In correlation analysis, it is observed that teacher effectiveness in toto and in terms of these dimensions as significantly correlated with the independent variables professional affiliation, job satisfaction and manifest anxiety for the teachers with short (upto 9 years), moderate (10 to 19 years) and long (20 and above) years of experience.

The regression analysis reveals that the job satisfaction is a significant predictor of teacher effectiveness in toto as well as in cognitive, affective and psychomotor aspects of PG mathematics teachers having short experience, that is, upto 9 years.

Job satisfaction is the only significant predictor of affective aspects of teacher effectiveness of teachers with moderate years of experience, that is, 10 to 19 years.

However, in the case of teachers with long years of experience (20 and above), the manifest anxiety is found to be a significant predictor of their teacher effectiveness in toto as well in its cognitive, affective and psychomotor aspects.

7. When the subjects of the present investigation where studied in terms of employment status of their spouse, that is, those PG Mathematics teachers with employed spouse and unemployed spouse are found to be high (57.46%) and average (51.92%) respectively.
In terms of cognitive aspects of teacher effectiveness, it is found that the teachers with employed and unemployed spouse are found to be high in the case of unemployed spouse a good percentage of them (38.46%) falls under average category of teacher effectiveness.

In the case of affective aspects, the teachers with employed spouse are high in teacher effectiveness and those with unemployed spouse are found to be average.

In the case of psychomotor aspects of teacher effectiveness, the teachers with employed spouse and unemployed spouse are high in teacher effectiveness.

However, no significant difference is found in the means of teacher effectiveness in toto as well as in terms of its dimensions for both categories of teachers with employed spouse and with unemployed spouse.

In the correlation analysis, it is found that teacher effectiveness in toto as well as in terms of cognitive, affective and psychomotor aspects are found to be significantly correlated with the independent variables – professional affiliation, job satisfaction and manifest anxiety – of the PG mathematics teachers with employed spouse as well as unemployed spouse.

Of the three independent variables, job satisfaction and manifest anxiety are found to be significant predictors of teacher effectiveness in toto as well as in terms of cognitive, affective and psychomotor aspects of the PG mathematics teachers with employed spouse.

However, job satisfaction is found to be the significant predictor of teacher effectiveness in toto as well as in terms of its cognitive aspects of the PG mathematics teachers with unemployed spouse.

Manifest anxiety is found to be the significant predictor of the psychomotor aspects of teacher effectiveness of teachers with unemployed spouse.

No independent variable is a significant predictor of the affective aspects of the teacher effectiveness of teachers with unemployed spouse.

8. When the subjects of the investigation where studied in terms of their recreation, it is found that those PG mathematics teachers with intellectual and aesthetic related recreations are found to be high in teacher effectiveness; whereas those with emotional and athletic related recreations are found to be just average in teacher effectiveness.
The dimension-wise analysis reveals that the teachers with intellectual, aesthetic and emotional related recreations are high in cognitive and affective aspects of teacher effectiveness. In the case of athletic related recreations, they are found to be just average.

In the psychomotor aspects of teacher effectiveness, it is found that teachers with intellectual and aesthetic related recreations are high in teacher effectiveness; whereas those with emotional related recreations are just average; and those with athletic related recreations are found to be in between average and high with 40% fall under average and high categories of teacher effectiveness.

In the differential analysis, no significant difference is found among the means of teacher effectiveness in toto as well as in terms of cognitive, affective and psychomotor aspects with regard to different types of recreational activities – intellectual, aesthetic, emotional and athletic.

The correlation analysis reveals the presence of significant correlation between teacher effectiveness in toto as well as in terms of cognitive, affective and psychomotor aspects and the independent variables professional affiliation, job satisfaction and manifest anxiety of teachers engaged in intellectual, aesthetic and athletic related recreational activities.

Professional affiliation and job satisfaction are significantly correlated with teacher effectiveness in toto and in terms of cognitive, affective and psychomotor aspects of teachers with emotional related recreational activities. In this case, manifest anxiety is not found to be a significant correlate.

Moreover, manifest anxiety is found to be a significant predictor of teacher effectiveness in toto as well as affective aspects of teachers with intellectual related recreational activities. Similarly, job satisfaction is also a significant predictor of psychomotor aspects of teacher effectiveness for those with intellectual related recreational activities.

Job satisfaction is found to be a significant predictor of teacher effectiveness in toto as well as in terms of cognitive, affective and psychomotor aspects of teacher effectiveness for those teachers having aesthetic related recreational activities.

For teachers with emotional and athletic related recreational activities, none of the independent variables is found to be a significant predictor of the teacher effectiveness in toto as well as in terms of these dimensions.
9. When teacher effectiveness and its dimension are studied in terms of the hours spent on recreation, it is found that those engaged in recreation for a short while (1 hour a day) and also somewhat moderate duration (2 hours a day) are found to be high in teacher effectiveness in toto as well as in terms of its cognitive, affective and psychomotor aspects.

Only those with long recreational hours (3 hours a day) are found to be average in teacher effectiveness.

In the case of cognitive and psychomotor aspects of teacher effectiveness, it is found that such teachers (long duration) are equally distributed (50%) under average and high categories of teacher effectiveness.

No significant difference is found among the means of teacher effectiveness in toto as well as in terms of its dimensions for the three categories of teachers having short, moderate and long duration for recreational activities.

All the three independent variables – professional affiliation, job satisfaction and manifest anxiety – are found to be significantly correlated with teacher effectiveness and its dimensions for teachers engaged in short and moderate durations for recreational activities.

Only in the case of teachers having long hours of recreational activities, professional affiliation and job satisfaction are found to be significantly correlated with teacher effectiveness. In the case of cognitive aspects for this category of teachers, professional affiliation and job satisfaction are significantly correlated, whereas for affective and psychomotor aspects, job satisfaction and manifest anxiety are significantly correlated respectively.

The predictive analysis reveals that job satisfaction and manifest anxiety are significant predictors of teacher effectiveness in toto as well as the affective and psychomotor aspects of teacher effectiveness for those teachers spending short duration for recreational activities. For them, job satisfaction is found to be the only significantly predictor of cognitive aspects of teacher effectiveness.

Job satisfaction is found to be the significant predictor of teacher effectiveness in toto as well as its affective aspects of those teachers having moderate duration for recreational activities.
None of the independent variables is found to be a significant predictor of teacher effectiveness and its dimensions of those with long hours of recreational activities.

PART – II: TEACHER EFFECTIVENESS OF MALE PG TEACHERS TEACHING MATHEMATICS

1. The male PG mathematics teachers working in higher secondary schools in Tirunelveli Revenue District are average (57.83%) in their teacher effectiveness and its cognitive and affective dimensions. However in the psychomotor dimension of teacher effectiveness, they are high.

The correlation analysis reveals that all the three independent variables – professional affiliation, job satisfaction and manifest anxiety – are significantly correlated with the teacher effectiveness and its cognitive, affective and psychomotor dimensions.

The regression analysis shows that job satisfaction is the significant predictor of male PG mathematics teachers’ teacher effectiveness and its cognitive dimension.

2. When the sample was analysed in terms of Educational Districts, it is found that the male PG teachers in Cheranmahadevi Educational District (64.52%) and Tenkasi Educational District (58.62%) are just average in their teacher effectiveness. However, the male PG mathematics teachers in Tirunelveli Central Educational District are found to be high (52.17%) in their teacher effectiveness.

The dimension-wise analysis reveals that the male PG mathematics teachers in Tirunelveli Central Educational District are high in cognitive and affective aspects of teacher effectiveness; whereas the male PG mathematics teachers in Cheranmahadevi Educational District are just average in both the aspects of teacher effectiveness.

In the psychomotor aspect of teacher effectiveness, the male PG mathematics teachers of Tirunelveli Central and Tenkasi Educational Districts are found to be high with their counterparts in Cheranmahadevi Educational District falling under average category of teacher effectiveness.

The differential analysis reveals that there exists a significant difference among the means of teacher effectiveness and its dimensions of the male PG mathematics teachers in all the three Educational Districts.
The correlation analysis has brought forth the fact that the independent variables – professional affiliation, job satisfaction and manifest anxiety – are significantly correlated with the teacher effectiveness and its cognitive, affective and psychomotor dimensions of the male PG mathematics teachers in all the three Educational Districts.

3. On analysing the data of male PG mathematics teachers in terms of the type of management in which they work as government, government aided and private schools, it is found that all the three categories of teachers are just average in teacher effectiveness.

In cognitive aspects of teacher effectiveness, it is found that the male PG mathematics teachers in government schools are somewhat equally distributed under low (31.82%), average (36.36%) and high (31.82%) categories of teacher effectiveness. The teachers in aided schools are found to be average and those in private schools are high in cognitive aspects.

In affective aspects, the teachers in government and aided schools are found to be just average; whereas those in private schools are distributed somewhat equally under average (34.62%) and high (38.46%) teacher effectiveness.

In psychomotor aspects, the teachers in government schools are just average and those in private schools are found to be high. However, in the case of those in aided schools, the sample is somewhat equally distributed under average (48.57%) and high (45.71%) categories of teacher effectiveness.

No significant difference is observed among the means of teacher effectiveness and its dimensions with regard to male PG mathematics teachers working in government, government aided and private schools.

The correlation analysis reveals that the independent variables – professional affiliation, job satisfaction and manifest anxiety – are significantly correlated with teacher effectiveness of male PG mathematics teachers in toto in government, government aided and private schools and in terms of the affective aspects of teacher effectiveness.

In cognitive aspects, all the three independent variables are significantly correlated for those in government and government aided schools. In the case of private schools, only job satisfaction is significantly correlated.
In psychomotor aspects, the three independent variables are found to be significantly correlated in the case of teachers in government and government aided schools. In the case of private schools, only job satisfaction and manifest anxiety are significantly correlated.

4. The male PG mathematics teachers working in boys’ schools are found to be high in teacher effectiveness; whereas those in girls’ schools and co-education schools are just average.

In cognitive aspects, those in boys’ schools are high and those in girls’ schools are found to be average in teacher effectiveness; whereas those in co-education schools are found to be somewhat equally distributed under average (43.66%) and high (40.85%) categories of teacher effectiveness.

In affective aspects, teachers in boys’ schools are high and those in girls’ and co-education schools are just average.

In psychomotor aspects, teachers in boys’ schools are high and those in girls’ schools are average; whereas teachers in co-education schools are somewhat equally distributed under average (40.85%) and high (42.25%) categories of teacher effectiveness.

The differential analysis shows that there exists significant difference only among the means of affective aspects of teacher effectiveness in the case of teachers in boys’, girls’ and co-education schools. The teacher in boys’ schools are found to be on the top followed by teachers in co-education schools and then by girls’ schools.

The correlation analysis has brought forth the fact that all the three independent variables are significantly correlated with the teacher effectiveness of male PG mathematics teachers working in co-education schools as well as in terms of its cognitive, affective and psychomotor dimensions.

In the case of teachers working in boys’ schools only job satisfaction and manifest anxiety are significantly correlated with teacher effectiveness in toto. In cognitive aspects, no independent variable is found to be significantly correlated. In affective and psychomotor aspects, all the three independent variables are significantly correlated.
In the case of teachers working in girls’ schools, it is found that all the three independent variables are not significantly correlated with teacher effectiveness in toto, as well as in its cognitive, affective and psychomotor dimensions.

5. On analysing the data in terms of length of experience, it is found that teacher effectiveness is just average for those with few years of experience (upto 9 years), moderate length of experience (10-19 years) and long years of experience (20 and above).

The dimension-wise analysis shows that in cognitive aspects, teachers with few years of experience are high; whereas those having moderate and long years of experience are just average.

In affective aspects, those with few years of experience and moderate years of experience are found to be high and average respectively; however, the teachers with long years of experience are found to be equally distributed under average (41.67%) and high (41.67%) categories of teacher effectiveness.

In psychomotor aspects, teachers with few years of experience are high in teacher effectiveness; whereas those with moderate and long years of experience are just average.

The differential analysis shows that there is no significant difference among the means of teacher effectiveness, as well as its dimensions of teachers with few, moderate and long years of experience.

The correlation analysis shows that there exists significant correlation between the independent variables – professional affiliation, job satisfaction and manifest anxiety – and teacher effectiveness in toto as well as its affective dimension of teachers with few, moderate and long years of experience.

In cognitive aspects, the independent variables are significantly correlated in the case of teachers with moderate and long years of experience. Only professional affiliation and job satisfaction are found to be significantly correlated for teachers with few years of experience.

In psychomotor aspects of teacher effectiveness, all the three independent variables are significantly correlated for teachers with moderate and long years of experience. In the case of teachers with few years of experience only job satisfaction and manifest anxiety are significantly correlated.
6. When the data were analysed in terms of the status of employment of the spouses of the male PG mathematics teachers, it is found that the teachers with employed spouse, as well as unemployed spouse are found to be just average in teacher effectiveness.

In cognitive aspects of teacher effectiveness, the teachers with employed spouse are high in teacher effectiveness and those with unemployed spouse are just average.

In affective aspects, both the categories of teachers are just average.

In psychomotor aspects, the teachers with employed spouse are found to be equally distributed under average and high teacher effectiveness; whereas those with unemployed spouse are found to be high.

No significant difference is found between the means of teacher effectiveness and its dimensions in the case of teachers with employed and unemployed spouse.

All the three independent variables are found to be significantly correlated with teacher effectiveness and its dimensions for both the categories of teachers having employed and unemployed spouse.

7. On studying the sample in terms of the recreational activities, it is found that the male PG mathematics teachers irrespective of their type of recreational activities – intellectual, aesthetic, emotional and athletic – are found to be just average in teacher effectiveness.

In cognitive aspects, the teachers having intellectual related recreational activities are found to be high; whereas those having emotional and athletic type of recreational activities are just average, those having aesthetic related recreational activities are found to be equally distributed under average (41.67%) and high (41.67%) categories of teacher effectiveness.

In affective aspects, teachers with aesthetic and emotional type of recreation are high in teacher effectiveness; whereas those with athletic type of recreation are just average.

In psychomotor aspects, teachers having intellectual and aesthetic related recreation activities are found to be high in teacher effectiveness; whereas those with emotional type of recreation are just average. In athletic type of recreation activities, the sample is found to be equally distributed under average (40.01%) and high (43.33%) categories of teacher effectiveness of psychomotor aspects.
The differential analysis confirms that there is no significant difference among the means of teacher effectiveness and its dimensions of teachers having intellectual, aesthetic, emotional and athletic related recreations.

The correlation analysis reveals that there is significant correlation between the three independent variables and teacher effectiveness of teachers having aesthetic and athletic related recreations. Job satisfaction and manifest anxiety are found to be significantly correlated for those teachers having intellectual related recreation activities. In the case of emotional oriented teachers, only job satisfaction is found to be significantly correlated with the teacher effectiveness.

In the case of cognitive dimension, all the three independent variables are significantly correlated with the dependent variable for teachers with athletic oriented recreation activities; however, for those with intellectual oriented recreations, job satisfaction and manifest anxiety are significantly correlated. For those with aesthetic related recreation, professional affiliation and job satisfaction are significantly correlated. No independent variable is found to be significantly correlated for those with emotional oriented recreation.

In the case of affective aspects, all the three independent variables are significantly correlated for those with aesthetic and athletic related recreation, only job satisfaction is significantly correlated for those with emotional related recreation. Moreover, job satisfaction, manifest anxiety are found to be significantly correlated for those teachers with intellectual type of recreation.

In the case of psychomotor aspects, all the three independent variables are significantly correlated for those teachers with intellectual and athletic related recreation. For those teachers with aesthetic related recreation, job satisfaction and manifest anxiety are significantly correlated. None of the independent variables is significantly correlated for those teachers having emotional oriented recreation.

8. While analysing the data in terms of the duration of time spent for recreation, it is found that teacher effectiveness is average for all those three categories of teachers – those spending a short duration (1 hour a day), those spending moderate duration (2 hours a day) and those spending long duration (3 hours a day).

In cognitive dimension – teachers spending short duration for recreation are average; those spending moderate hours are somewhat equally distributed under average (39.20%) and high (42.86%) categories of teacher effectiveness. However, those
with long duration for recreation are equally distributed under average (50%) and high (50%) categories.

In the case of affective aspects, teachers spending short and long duration of time for recreation are found to be average and teachers with medium duration for recreation are equally distributed under average (39.29%) and high (39.29%) categories.

In the case of psychomotor aspects, teachers with short duration for recreation are high; whereas those spending medium and long duration of time are found to be just average.

No significant difference is found among the means of teacher effectiveness and its dimensions of teachers spending short, medium and long duration of time for recreation.

The correlation analysis reveals that the three independent variables are significantly correlated with teacher effectiveness of male PG mathematics teachers spending short duration of time and long duration of time for recreational activities. No independent variables are significantly correlated for those spending long duration of time for recreation.

In cognitive aspects, all the three independent variables are significantly correlated for those teachers with short and medium duration of time for recreation. Only professional affiliation and job satisfaction are significantly correlated with cognitive aspects of teacher effectiveness for those spending long duration for time for recreation.

In affective aspects, all the three independent variables are significantly correlated for those having short and medium duration of time of recreation.

None of the independent variable is significantly correlated for those teachers having long duration of time for recreation.

In psychomotor aspects, all the three independent variables are significantly correlated for those teachers having short and medium duration of time for recreation. Only manifest anxiety is found to be significantly correlated for those teachers spending long duration of time for recreation.
PART – III: TEACHER EFFECTIVENESS OF FEMALE PG TEACHERS TEACHING MATHEMATICS

1. Female PG mathematics teachers in Tirunelveli Revenue District are found to be high teacher effectiveness and its cognitive, affective and psychomotor dimensions. The three independent variables – professional affiliation, job satisfaction and manifest anxiety – are found to be significantly correlated with teacher effectiveness and all its three dimensions.

Job satisfaction and manifest anxiety are found to be significant predictors of teacher effectiveness and the cognitive, affective and psychomotor dimensions of female PG mathematics teachers.

2. When the sample was studied in terms of Educational Districts, it was found that the female PG mathematics teachers in Tirunelveli Central and Tenkasi Educational Districts are high in teacher effectiveness and all its three dimensions – cognitive, affective and psychomotor.

In the case of female PG mathematics teachers in Cheranmahadevi Educational District, it is found that the sub sample is somewhat equally distributed under average (33.33%) and high (38.10%) categories of teacher effectiveness.

In cognitive and affective aspects of teacher effectiveness, they are found to be somewhat equally distributed under average (35.71%) and high (33.33%) categories.

In the case of psychomotor aspects, the female PG mathematics teachers of Cheranmahadevi Educational District are found to be somewhat equally distributed under low (33.33%), average (33.33%) and high (38.10%) categories of teacher effectiveness.

The differential analysis shows that the means of teacher effectiveness and its dimensions of female PG mathematics teachers are significantly different with Tirunelveli Central Educational District leading the group followed by Tenkasi and then Cheranmahadevi Educational Districts in teacher effectiveness and all its three dimensions.

Professional affiliation, job satisfaction and manifest anxiety are found to be significantly correlated with teacher effectiveness in toto and its dimensions – cognitive, affective and psychomotor in the case of female PG mathematics teachers working in Cheranmahadevi and Tenkasi Educational Districts.
In the case of teachers of Tirunelveli Central Educational District, professional affiliation and manifest anxiety are found to be significantly correlated with their teacher effectiveness.

Manifest anxiety and professional affiliation are found to be significantly correlated with the affective aspects and psychomotor aspects of female PG mathematics teachers in Tirunelveli Central Educational District. None of the independent variables is significantly correlated with cognitive aspects of the teachers in Tirunelveli Central Educational District.

3. When the sample was studied in terms of the management of the schools, it is found that teacher effectiveness of female PG mathematics teachers in government, government aided and private schools are high in teacher effectiveness and its cognitive, affective and psychomotor dimensions.

No significantly difference was observed in the means of teacher effectiveness and its dimensions in the case of the teachers in government, government aided and private schools.

The correlation analysis has brought forth the fact that the independent variables are not significantly correlated with teacher effectiveness and all its dimensions of teachers working in government, government aided and private schools.

4. When teacher effectiveness and its dimensions of female PG mathematics teachers were studied in terms of the nature of schools in which they work, it is found that the teacher effectiveness and its dimensions – cognitive, affective and psychomotor are high for teachers working in boys’, girls’ and co-education schools.

In the case of psychomotor aspects, teachers in boys’ and co-education schools are high; whereas those in girls’ schools are found to be somewhat equally distributed under average (47.37%) and high (42.11%) categories of teacher effectiveness.

No significant difference was found among the means of teacher effectiveness and its dimensions of teachers in boys’, girls’ and co-education schools.

The independent variables – professional affiliation, job satisfaction and manifest anxiety are found to be significantly correlated with teacher effectiveness and its dimensions – cognitive, affective and psychomotor aspects of teachers working in co-education schools.
Manifest anxiety and job satisfaction are found to be significantly correlated with teacher effectiveness in toto and its dimensions affective and psychomotor of teachers in girls’ schools and boys’ schools respectively.

None of the independent variables is significantly correlated with cognitive aspects of teacher effectiveness of teachers in boys’ and girls’ schools.

5. Female PG mathematics teachers having few years of experience ( upto 9 years), moderate experience (10 to 19 years) and long experience (20 years and above) are found to be high in teacher effectiveness and cognitive, affective and psychomotor aspects of teacher effectiveness.

No significant difference is found among the means of teacher effectiveness and its dimensions of female PG mathematics teachers with few, moderate and long years of experience.

The correlation analysis reveals that all the three independent variables are significantly correlated with teacher effectiveness in toto and cognitive, affective and psychomotor aspects of teacher effectiveness for female PG mathematics teachers having few years of experience and long years of experience.

In the case of teachers with moderate years of experience, only job satisfaction and manifest anxiety are significantly correlated with teacher effectiveness in toto as well as cognitive and affective aspects of teacher effectiveness.

6. The female PG mathematics teachers having employed spouse as well as unemployed spouse are found to be high in teacher effectiveness in toto and also the cognitive and psychomotor aspects of teacher effectiveness.

In the case of affective aspects, the teacher with employed spouse are high in teacher effectiveness; whereas those with unemployed spouse are found to be equally distributed under average (35.29%) and high (35.29%) categories.

No significant difference was observed between the means of teacher effectiveness and its dimensions of teachers having employed spouse as well as unemployed spouse.

In the case of the female PG mathematics teachers having employed spouse, significant correlation was found between teacher effectiveness and its dimensions and all the three independent variables of those having employed spouse.
In the case of the teachers with unemployed spouse only job satisfaction and manifest anxiety are found to be significantly correlated with teacher effectiveness and its cognitive, affective and psychomotor dimensions.

7. When the sample was studied in terms of the type of recreational activities, it is found that the female PG mathematics teachers having intellectual, aesthetic, emotional and athletic related recreations are high in teacher effectiveness in toto as well as in its affective aspects.

In the case of cognitive aspects of teacher effectiveness, it is found that teachers having intellectual oriented, aesthetic oriented and emotional oriented recreations are high in teacher effectiveness, whereas those having athletic oriented recreation are just average.

In psychomotor aspects of teacher effectiveness, teachers having intellectual, aesthetic and emotional oriented recreation are high in teacher effectiveness; whereas those with athletic type of recreation are average in teacher effectiveness.

No significant difference is found among the means of teacher effectiveness and its dimensions of teachers having intellectual, aesthetic, emotional and athletic oriented recreations.

The correlation analysis shows that there is significant correlation between all the three independent variables and teacher effectiveness of those teachers having intellectual, aesthetic and athletic oriented recreations. Only professional affiliation and job satisfaction are significantly correlated with teacher effectiveness of those having emotional types of recreations.

8. All the three independent variables are significantly correlated with cognitive aspects of teacher effectiveness for those teachers having intellectual and aesthetic types of recreations. Only professional affiliation and job satisfaction are significantly correlated for those with emotional type of recreation. Similarly, job satisfaction and manifest anxiety are significantly correlated for those with athletic oriented recreation.

All the three independent variables are significantly correlated with affective aspects of teacher effectiveness for those having intellectual, aesthetic and athletic type of recreation. In the case of emotional type of recreation, only professional affiliation and job satisfaction are significantly correlated.
9. When the sample was studied in terms of the time duration spent for different recreations, it is observed that the teachers spending short, moderate and long duration for recreations are high in teacher effectiveness and its cognitive, affective and psychomotor dimensions.

No significantly difference was found among the means of teacher effectiveness and its dimensions of teachers spending short, moderate and long time duration for different recreations.

The three independent variables – professional affiliation, job satisfaction and manifest anxiety – are found to be significantly correlated with teacher effectiveness in toto and its cognitive, affective and psychomotor dimensions of teachers spending short and moderate time duration for different recreations.

In the case of those teachers spending long duration for recreation, none of the independent variables is significantly correlated with teacher effectiveness as well as its dimensions.

PART – IV: DIFFERENCE BETWEEN MALE AND FEMALE PG MATHEMATICS TEACHERS’ TEACHER EFFECTIVENESS

1. The male and female PG mathematics teachers are found to differ significantly in the means of their cognitive aspects of teacher effectiveness with female leading the male.

2. The male and female PG mathematics teachers in Tirunelveli Central Educational District are found to differ significantly in their teacher effectiveness in toto as well as the cognitive and psychomotor aspects of teacher effectiveness with the female leading the male.

3. No significant difference is observed between the male and female PG mathematics teachers in Cheranmahadevi Educational District in their teacher effectiveness and its dimensions.

4. The male and female PG mathematics teachers in Tenkasi Educational District are found to differ significantly in their means of teacher effectiveness and its cognitive and affective dimensions with female teachers leading the male.

5. Significant difference is found between the male and female PG mathematics teachers in government higher secondary schools only in their cognitive aspects of teacher effectiveness wherein the female teachers are found to lead the male.
6. No significant difference is observed between the male and female PG mathematics teachers in government aided higher secondary schools in teacher effectiveness and its dimensions.

7. No significant difference is observed between the male and female PG mathematics teachers in private schools in teacher effectiveness and its dimensions.

8. No significant difference is observed between the male and female PG mathematics teachers in boys’ higher secondary schools in teacher effectiveness and its dimensions.

9. The male and female PG mathematics teacher in girls’ higher secondary schools are found to differ significantly in teacher effectiveness in toto as well as the cognitive and affective aspects of teacher effectiveness with the female leading the male.

10. No significant difference is observed between the male and female PG mathematics teachers in co-educational higher secondary schools in teacher effectiveness and its dimensions.

11. No significant difference is observed between the male and female PG mathematics teachers with few years of experience in teacher effectiveness and its dimensions.

12. The male and female PG mathematics teachers having moderate years of experience are found to differ significantly in teacher effectiveness and its affective dimension, with female leading the male in the both the cases.

13. No significant difference is observed between the male and female PG mathematics teachers with long years of experience in teacher effectiveness and its dimensions.

14. The male and female PG mathematics teachers with employed spouse are found to differ significantly in teacher effectiveness and in its cognitive and affective dimensions with the female leading the male in all the cases.

15. No significant difference is observed between the male and female PG mathematics teachers with unemployed spouse in teacher effectiveness and its dimensions.

16. No significant difference is observed between the male and female PG mathematics teachers having intellectual oriented recreations in teacher effectiveness and its dimensions.

17. No significant difference is observed between the male and female PG mathematics teachers having aesthetic oriented recreations in teacher effectiveness and its dimensions.
18. No significant difference is observed between the male and female PG mathematics teachers having emotional oriented recreations in teacher effectiveness and its dimensions.

19. No significant difference is observed between the male and female PG mathematics teachers having athletic oriented recreations in teacher effectiveness and its dimensions.

20. No significant difference is observed between the male and female PG mathematics teachers spending short time duration in recreation activities in teacher effectiveness and its dimensions.

21. No significant difference is observed between the male and female PG mathematics teachers spending moderate time duration in recreation activities in teacher effectiveness and its dimensions.

22. The male and female PG mathematics teachers spending long duration of time for recreation are found to differ significantly in teacher effectiveness and its psychomotor dimension with the female leading the male in all the cases.

5.2. INTERPRETATION

The present study has brought forth the fact that the teacher effectiveness of PG teachers teaching mathematics in higher secondary schools in Tirunelveli Revenue District is high, i.e., at appreciable level. The investigator being a lecturer in mathematics education in a reputed College of Education in Tirunelveli has been exposed to the teaching of mathematics in the higher secondary schools in Tirunelveli Revenue District and also very much conversant with the teacher behaviour of such teachers. Her acquaintance with teachers of mathematics enabled her to assume that the teacher effectiveness of PG mathematics teachers could only be average. However, the outcome of the study seems to be quite different from what she assumed in the beginning of her investigation.

It is a welcome sign that the teacher effectiveness of PG mathematics teachers is high for the reason that it sends out the message that the students in higher secondary schools especially those studying mathematics are not adversely affected by any of the factors that would hamper their development as aspired by them because of the positive influence wielded by the teachers of mathematics in their cognitive, affective and
psychomotor oriented activities. Therefore, it may be stated that the major goals of higher secondary education have been realized in the schools in Tirunelveli Revenue District.

It may also be pleasant information to know that the quality of higher secondary education available to the students in Tirunelveli Revenue District is high. It is understood from the fact that the Corporation Higher Secondary School in Tirunelveli has been shot to fame by producing the State First Rank in the higher secondary examination in the year 2010. Moreover for several years, some of the higher secondary schools in Tirunelveli Revenue District have been in limelight because of their state level achievements in different subjects. Though now and then, some criticisms are coming up in the case of certain institutions in and around Tirunelveli pertaining to students’ in-group fighting, problems between teachers and students, problems among teachers etc., when we consider all the institutions in Tirunelveli Revenue District, majority of them seems to be not very much influenced by such institutions and remain strong to realize the set goals of higher secondary education. This may be the reason why 50.54% of PG mathematics teachers falls under high category of teacher effectiveness.

However, when the major finding is interpreted in a different angle, it may be stated that about another 50% of the sample falls under other categories with 37.10% under average and 12.37% under low category of teacher effectiveness. Therefore, one cannot easily come to the conclusion that the teacher effectiveness of PG mathematics teachers is not at a glorifying level providing all intellectual, emotional and skill oriented assistance and guidance to the students of mathematics. In other words, still a good percentage of teachers do not seem to have appreciable level of teacher effectiveness to justify the execution of the responsibilities in an expected manner. The investigator is of the opinion that the finding reveals a mixed trend encouraging the officials, the teachers and the parents about the goodness of the PG teachers of mathematics in discharging the responsibilities in the schools in Tirunelveli Revenue District and also a timely caution to the stakeholders about the deficiency in the existing system of higher secondary education in Tirunelveli Revenue District in general and PG teachers of mathematics in particular.

When the analysis is carried out in terms of different background factors, it is found that the same trend continues in all aspects with very small exemption in terms of
educational district and leisure time activities of the individuals with regard to the total sample. Of the three educational districts in Tirunelveli Revenue District, the Cheranmahadevi Educational District seems to lag behind the other two with their PG mathematics teachers recording average level of teacher effectiveness in toto as well as in terms of its cognitive, affective and psychomotor aspects. It may be due to the presence of large number of schools in rural atmosphere and many of them being located in remote places not easily accessible by road or by other means. Such alienation may be causing this set back in teacher effectiveness of PG mathematics teachers.

Moreover, the type of recreation and length of time duration spent by individuals for recreational activities also seem to affect the level of teacher effectiveness. PG mathematics teachers engaged in athletic oriented recreational activities are found to be just average in teacher effectiveness irrespective of the educational district to which they belong or the differences in the chosen background variables. Similarly, irrespective of the type of recreational activities, the length of duration of time spent on recreation seems to adversely affect the level of teacher effectiveness. PG teachers who spend large amount of time on recreation are found to be average unlike the other two categories (short and moderate) in teacher effectiveness in toto as well as in terms of cognitive, affective and psychomotor dimensions. Therefore, it may be interpreted that the PG mathematics teachers are not very much influenced by the organizational variables – type of school management and the nature of school and also by personal factors such as length of experience and the status of their spouse employment.

The correlation analysis has yielded a good chunk of information upholding the usability of the independent psychological variables – Professional Affiliation, Job Satisfaction and Manifest Anxiety in influencing the dependent variable – Teacher Effectiveness. For the total sample, teacher effectiveness is found to be significantly correlated with Professional Affiliation, Job Satisfaction and Manifest Anxiety in toto as well as in terms of cognitive, affective and psychomotor aspects. It is interesting to note that the teacher effectiveness of PG teachers in government, government aided and private schools are very much influenced by the Professional Affiliation, Job Satisfaction and Manifest Anxiety in toto as well as in terms of cognitive, affective and psychomotor aspects. The same trend is found when the sub samples formed of length of experience
and status of spouse employment in toto as well as in terms of cognitive, affective and psychomotor domains.

When the sub samples formed in terms of type of recreational activities and the time spent on recreations, they were subjected to a correlative study correlating Professional Affiliation, Job Satisfaction and Manifest Anxiety with their teacher effectiveness. It shows that excepting the teachers having emotional related recreational activities, all the sub samples are found to show a significant positive correlation between their teacher effectiveness in toto and in terms of cognitive, affective and psychomotor aspects, and the psychological variables – Professional Affiliation, Job Satisfaction and Manifest Anxiety. The same trend is found in the case of PG mathematics teachers spending long duration of time for recreation.

It is interesting to note that the female sample almost looks similar to the total sample taken for the study as far as teacher effectiveness is concerned excepting the three sub samples PG teachers in Cheranmahadevi Educational District, PG teachers having athletic oriented recreation and PG teachers spending long duration of time for recreation. All the other categories of female sample show high teacher effectiveness as well as in cognitive, affective and psychomotor dimensions as in the case of total sample. The three noted categories of female sub sample show average in teacher effectiveness in toto as well as in all the three dimensions.

But in the case of male sample, excepting in case of the sub samples – PG mathematics teachers in Tirunelveli Central Educational District, PG teachers in boys schools and PG mathematics teachers having intellectual oriented recreations, all the other categories including the total sample have recorded average teacher effectiveness. The noted three categories are high in teacher effectiveness. The gender difference in teacher effectiveness in terms of mean score is evident with regard to PG mathematics teachers in Tirunelveli Central Educational District, PG teachers in girls higher secondary schools and PG teachers having moderate length of experience in the case of teacher effectiveness in toto. When the difference was studied in terms of the dimensions of teacher effectiveness, it is found that in cognitive aspects, the total sample, the PG teachers in Tenkasi Educational District, PG teachers in government higher secondary schools, PG teachers in girls’ higher secondary schools and PG teachers with different spouse employment status are significantly different with the female PG
teachers leading the male counterparts in all these categories. In affective aspects, PG mathematics teachers in Tenkasi Educational District, PG teachers in girls’ higher secondary schools, PG teachers with moderate length of experience, PG teachers with different spouse employment status and PG teachers spending long time duration in recreation activities are found to differ significantly with the female PG teachers scoring higher than their male counterparts. In the case of psychomotor aspects, female PG mathematics teachers have scored significantly better than the male PG teachers working in Tirunelveli Central Educational District, girls’ higher secondary schools and PG teachers spending long duration of time for recreation. This has brought out a substantial difference between the male and female PG mathematics teachers with regard to teacher effectiveness and its dimensions.

From the regression analysis, it has been identified that the psychological variables – Job Satisfaction and Manifest Anxiety are significant predictors of teacher effectiveness of PG mathematics teachers in toto as well as teacher effectiveness in terms of cognitive, affective and psychomotor aspects. These two psychological variables are also found to significantly predict teacher effectiveness of PG mathematics teachers in Cheranmahadevi Educational District and also Tenkasi Educational District. In the case of government and private school teachers, Job Satisfaction is found to be a significant predictor, whereas in the case of aided school teachers, Manifest Anxiety is reported to be the significant predictor. None of these psychological variables are not predictive of the teacher effectiveness of PG mathematics teachers in boys and girls higher secondary schools; however, Job Satisfaction and Manifest Anxiety are significant predictors for PG mathematics teachers in co-education schools. It may be interpreted that Job Satisfaction and Manifest Anxiety are predominant predictors of teacher effectiveness of PG mathematics teachers of different categories.

5.3. RECOMMENDATIONS

It has been reported in the finding that a large percentage of PG mathematics teachers (37.10%) are only average in teacher effectiveness. It calls for immediate attention on the part of educational administrators and policy makers to provide required input to the educational system so as to tone up the teacher behaviour of higher secondary teachers in general and teachers teaching mathematics in particular. The PG
teachers are required to be more efficient and extra alert to meet the demand of the higher secondary students who are in the midst of confusion and frustration owing to their incompatibility in managing the spurt of physical and emotional changes on one side and the requirements to fulfill the expectations of their own and that of those around them. Apart from the parents and the elders at home, the initiators of the problems and the providers of the solution for them are only the teachers vested with the prime responsibility of disseminating knowledge and skills to such students passing through this crucial stage of academic preparation. The academic work to be accomplished by every PG teacher is statutory as the authorities and stakeholders of the education pin their hope only on these teachers. However in reality, these PG teachers are required to take care of all round development of the students at the higher secondary stage who are actually trying to swim through the current of adolescence so as to come off a well groomed youth for shouldering the unique responsibilities of the family and the society. Hence, a PG teacher needs to be an expert in the subject she is teaching, a psychologist in studying the problems of the adolescence, an expert in dealing with the subjects of diverse nature, a ready reckoner for the students to check their general knowledge, a person of multi-varied skills, a connoisseur of art and music, and a counsellor of pleasant personality. In short, a PG teacher is required to play diverse roles to keep the students entrusted to her care, active, energetic, enthusiastic and in a happy disposition at all times, so as to be a successful friend, philosopher and guide. This is what a PG teacher is expected to be in the present scenario. The teacher effectiveness being investigated is nothing but the accomplishments attributed to a particular teacher in all the areas falling under cognitive, affective and psychomotor domains of an individual.

Hence, the investigator recommends the following:

1. The National Council for Teacher Education (NCTE) and the Department of Higher Education may look into the process of preparing teachers for higher secondary classes. As it is stated a fresh approach is needed to differentiate the preparation of higher secondary teachers from the preparation of teachers for elementary and secondary classes. In the present situation, no distinct curriculum is evolved for the preparation of teachers exclusively for higher secondary classes. The aspirants for teaching at higher secondary level are required to complete a curriculum not much different from that prescribed for graduate teachers. Therefore, the NCTE should
take efforts to separate the preparation of teachers for higher secondary classes as in the case of teachers for elementary classes and secondary classes.

2. The management as well as the head of the institution should be specially careful in equipping the working teachers in the higher secondary level for securing greater output from them. These teachers are primarily meant for the intellectual growth of the children; however as it has already been explained they are responsible for the emotional well being of the individuals as well as securing all essential skills needed for manipulating varied activities for their own welfare as well as for the good of others. Therefore the institution shall arrange for series of workshops and seminars for the teachers in higher secondary schools at the entry point itself. The following workshops / seminars may be organized:
   - Subject oriented theoretical discussions.
   - Subject related experiments.
   - Subject related innovative activities.
   - Theoretical exposition on mental health.
   - Psychology of human behaviour.
   - Vocational and Personal guidance.
   - Developing cybernetics skills.
   - Art of speaking.
   - Skill of reporting etc.

These sort of skills and knowledge go a long way in widening the sphere of activities of the PG teachers. When such a foundation is laid by carefully organizing such programme now and then we can tone up the PG mathematics teachers in general and teacher effectiveness in particular.

3. A PG teacher, apart from being a subject expert is required to be a resourceful counsellor to enable the students under their care to smoothly wade through the confronting personal and social problems for reaching the set targets. At the higher secondary stage, the students caught up in the problems bordering around moral issues need to be salvaged with sympathy and professional competency. For these every PG teacher is required to be a master counsellor. In higher secondary schools located in rural or urban or semi urban areas unique problems crop up depending upon the school environment formed on the basis of the nature of institutions as boys’ or girls’ or co-education. Unless the PG teachers are vigilant or alert with necessary expertise in dealing with the psycho-social problems of higher secondary
students, even small issues raised by someone in the institutional context are likely to be blown up quickly by anti-social elements and may be rendered insolvable by educational administrators or even by community leaders. When the problems come up they must be identified immediately and put to check by influencing the elements responsible; or else they would go out of control. This is what happening in many of the higher secondary schools. Therefore, it is recommended that a full-fledged counselling course should be structured and offered exclusively for PG mathematics teachers.

This kind of counselling programme would give them the necessary understanding of human psychology and human behaviour and also the necessary skills to make use of the acquired knowledge for sensing the problems, understanding the causes of the problems, the ability to judge the intensity of the situation and also to decide the course of action to be taken to help the individual or individuals to overcome the problem situation. Such an immediate action would greatly enable the affected students to be free from the mental strain avoiding necessary stress in coping with the routine or regular programme undertaken. As a result of it, the individuals may be able to put up more interest in their work and achieve better than what they might have aspired in the beginning.

4. Another important finding regarding the level of teacher effectiveness of the PG mathematics teachers is that those teachers in Cheranmahadevi Educational District; those practicing athletic oriented recreational activities and those PG teachers spending long duration of time on recreation are just Average in contrast to all other sub-samples and the total sample showing high level teacher effectiveness. Therefore, the investigator would like to recommend that some special efforts should be taken to segregate those people from the main sample and provide them necessary input for raising the level of teacher effectiveness.

In the case of PG teachers in Cheranmahadevi Educational District, the Chief Education Officer and the concerned District Education Officer may be vested with the authority to work out a plan of activities exclusively for these teachers to make up the deficiency in teacher effectiveness. Under the guidance of the Chief Education Officer, the District Education Officer may undertake the following:

➢ Convening the meeting of the Heads of the Institutions of Higher Secondary Schools once in a month to interact with them for emphasizing their role in administration to keep all the teachers united, happy and stress free.
The District Education Officer may instruct the Heads of the Higher Secondary Schools in that educational district to organize periodical interactive sessions for all the PG teachers under the headship of a senior PG Assistant to discuss about all those happened in that particular period of time. This will enable them to let out their feelings and emotions so as to feel a sense of consolation for those suppressed feelings. Moreover, it will also create a closeness among the teachers of different schools, different nature and different expertise. Therefore the PG teachers teaching different subjects are able to form a small working group among themselves based on the subjects of specialization. This sort of periodical get together and sharing under the leadership of a Headmaster or the District Education Officer or the Chief Education Officer will remove all sorts of negative feelings and help each one of them imbibe something good from others, thereby promoting one’s level of teacher effectiveness.

The District Education Officer may be instrumental in forming a separate District Level Association for PG mathematics teachers. This association may take up the challenging task of refreshing and rejuvenating the mathematics teachers by means of organizing varied programmes related to mathematics and teaching of mathematics for enabling the teachers of mathematics to express and explore their expertise in different form and at different levels. It may also act as a forum for these specialists to voice their opinions about the stand of the Government or the prescription of the Directorate with regard to the revision of syllabus or introduction of new methods, techniques etc. This sort of organization under the headship of the educational authorities would certainly enhance the effectiveness of the teachers of different subjects inside or outside the classroom.

5. The study has revealed that job satisfaction and manifest anxiety are the major predictors of teacher effectiveness of PG mathematics teachers in the schools in Tirunelveli Revenue District. However, in some of the sub samples the three psychological variables are not found to be predictive of teacher effectiveness. Therefore, the investigator would like to recommend the following:

- The Head of the institutions should take all efforts to provide a congenial environment in the school for the teachers and students to cooperate and collaborate to the maximum for a fruitful outcome of teaching and learning.
- The Head of the institutions should somehow convince the management or the government or the public to raise funds for providing good classroom facility.
Each classroom should have a chalkboard, adequate benches and desks, good ventilation, racks for storing files, records and aids, proper lighting and fan facilities. Apart from such infrastructure facilities, the Headmaster should facilitate smooth and cordial relationship among the teachers teaching the particular subject and also with other teachers. For this, the Head should meet these small groups at regular intervals over a cup of tea and keep them convinced of their genuine desire to elevate each one, the way the desire. This strategy would drive out all ill feelings and negative thinking in the hearts of teachers about their colleagues and their heads.

- The head may visit the families of the members of the staff by turn to impress them of the solidarity of the members in developing the institutions and the individual members constituting the institutions.
- The head of the institutions should strive for bringing the management and staff together so as to form an emotional understanding with one another. The members of the management should have a good knowledge about the nature, the work and the requirements of each staff. To achieve this, the members of the management should be made to participate in all school activities and also the family functions of the individual staff. In addition to this, the head should take care in arranging get-togethers with families of the staff, recreations, staff picnic, knowledge based seminars and workshops etc. Moreover, to bring in the feelings of a family in the institution, the headmaster may arrange with the management to help the aspiring staff to continue their higher studies by giving financial and physical assistance. Similar assistance may also be given for any type of intellectual work undertaken by individual staff members.

By executing such programmes suggested in the recommendations, the investigator presumes that the members of the staff would derive greater satisfaction in the job by shedding off unwanted anxiety about the profession and their role in the institution.

5.4. SUGGESTIONS FOR FURTHER STUDIES

The teacher effectiveness of PG mathematics teachers has been studied in a comprehensive manner in the present Doctoral programme. It has revealed their effectiveness as well as the factors capable of influencing teacher effectiveness with
regard to mathematics teachers as a whole as well as in terms of gender, as male and female. After the completion of the study, the investigator feels that similar studies may be undertaken in terms of different subjects so as to evolve a better understanding of the teachers of different subjects.

Further, the investigator would like to suggest the following investigations to widen the quantum of knowledge available for teaching and teacher effectiveness:

A CRITICAL STUDY ON TEACHER EFFECTIVENESS OF TEACHER EDUCATORS IN COLLEGES OF EDUCATION IN TAMILNADU.

A LONGITUDINAL STUDY ON THE IMPACT OF TEACHER EFFECTIVENESS ON CAREER BUILDING OF FIRST DEGREE STUDENTS IN ARTS AND SCIENCE COLLEGES.

A COMPARATIVE STUDY OF TEACHER EFFECTIVENESS OF TEACHERS IN TEACHER TRAINING AND POLYTECHNIC INSTITUTIONS.

TEACHER EFFECTIVENESS AND VALUE ORIENTATIONS OF HIGHER SECONDARY STUDENTS IN DIFFERENT REGIONS OF TAMILNADU – AN EXPLORATIVE STUDY.

IMPACT OF TEACHER EFFECTIVENESS ON COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DOMAINS OF CHILDREN AT PRIMARY LEVEL.

5.5. CONCLUSION

Having suggested the aforesaid topics of research the investigator would like to state that the fresh investigation in the area of teacher effectiveness would break a new path in researching the concept – teacher effectiveness – in different dimensions with different approaches yielding findings that are necessary for solving problems cropping up in newer situations involving the teacher and the taught.

* * * * *

* * *