SUMMARY AND CONCLUSIONS

The study in retrospect - major findings - educational implications of the study - suggestions for further research.
THE STUDY IN RETROSPECT

The present investigation was an attempt to study the 'Impact of Mental Health Status, Temperament, and Alienation on Teacher Effectiveness'. The investigator used Survey method and the sample of the study contained three hundred and twenty-four teachers (140 Males and 184 Females) working in various schools and colleges in Kanyakumari District. The teachers were selected on the basis of sex, locality, type of management, teaching experience, age, and religion.

The important variables selected for the study were Mental Health Status, Temperament, and Alienation, as
independent variables, and Teacher Effectiveness as the dependent variable. Each independent variable has five components, and these are treated as separate variables.

The five variables of Mental Health Status used in the investigation are as follows: Attitudes towards the Self, Integration, Autonomy, Perception of Reality, and Environmental Mastery (1 to 5).

The five variables of Temperament are: Inferiority, Self-sufficiency, Sociability, Stability, and Objectivity (6 to 10).

The five variables of Alienation are: Powerlessness, Meaninglessness, Normlessness, Isolation, and Self-estrangement (11 to 15).

The following were the tools used for measuring the above variables: 1. MTA Test of Personality. 2. Check-list on Teacher Effectiveness. In addition to these, Personal Information Schedule was also used. The tools were administered individually and the relevant data were collected. Scoring was done with the help of the scoring key as per instructions. The data were tabulated, and analysed using computer facilities.
The major statistical techniques used for analysis were: Manova, Anvoa followed by Scheffe Procedure, t-test, and Pearson product-moment method of correlation.

MAJOR FINDINGS

Given below are the major findings of the present investigation:

(1). Comparison of High Effective Teachers with Average Effective Teachers for the Mental Health Status Variables:

High effective teachers obtained significantly higher scores compared to average effective teachers in all the five mental health status variables, viz., Attitudes toward the Self, Integration, Autonomy, Perception of Reality and Environmental Mastery.

(2). Comparison of High Effective Teachers with Average Effective Teachers for Temperament Variables:

High effective teachers obtained significantly lower scores in one variable of temperament, viz., Inferiority, and significantly higher scores in two variables, viz., Sociability, and Objectivity compared to average effective teachers.
However, there is no significant difference between high and low effective teachers for the variables Self-sufficiency, and Stability.

(3). Comparison of High Effective Teachers with Average Effective Teachers for the Variables of Alienation:

High effective teachers obtained significantly lower scores in four variables of alienation viz., Powerlessness, Meaninglessness, Normlessness, and Self-estrangement, compared to average effective teachers.

There is no significant difference between high and low effective teachers for the variable Isolation.

(4). Comparison of High Effective Teachers with Low Effective Teachers for the Variables Mental Health Status:

High effective teachers obtained significantly higher scores compared to low effective teachers in all the five mental health status variables, viz., Attitudes toward the Self, Integration, Autonomy, Perception of Reality, and Environmental Mastery.

(5). Comparison of High Effective Teachers with Low Effective Teachers for the Variables of Temperament:

High effective teachers obtained significantly
higher scores compared to low effective teachers in all the five temperament variables, viz., Inferiority, Sociability, Self-sufficiency, Stability, and Objectivity.

(6). Comparison of High Effective Teachers with Low Effective Teachers for the Variables of Alienation:

High effective teachers obtained significantly lower scores compared to low effective teachers in all the five alienation variables, viz., Powerlessness, Meaninglessness, Normlessness, Isolation, and Self-estrangement.

(7). Comparison of Average Effective Teachers with Low Effective Teachers for the Variables of Health Status:

Average effective teachers obtained significantly higher scores compared to low effective teachers in two variables of mental health status, viz., Perception of Reality and Environmental Mastery.

There is no significant difference between average and low effective teachers in Attitudes toward the Self, Integration, and Autonomy.
(8). Comparison of Average Effective Teachers with Low Effective Teachers for the Variables of Temperament:

Low effective teachers obtained significant higher scores compared to average effective teachers in one variable of temperament, viz., Inferiority, and significantly lower scores in one variable, viz., Objectivity.

There is no significant difference between average and low effective teachers in the variables Self-sufficiency, Sociability, and Stability.

(9). Comparison of Average, and Low Effective Teachers for the Variables of Alienation:

Low effective teachers obtained significantly higher scores compared to average effective teachers in three variables of alienation, viz., Powerlessness, Meaninglessness, and Normlessness.

There is no significant difference between average and low effective teachers in two variables, viz., Isolation and Self-estrangement.

(10). Correlation between Teacher Effectiveness and the Variables of Mental Health Status, Temperament, and Alienation:

All the ten correlations of the variables of
Mental Health Status and Temperament, obtained with Teacher Effectiveness were positive and significant at 0.01 level.

All the five correlations obtained between Alienation and Teacher Effectiveness were negative and significant at 0.01 level.

Three of the above mentioned correlations (correlations for Autonomy, Environmental Mastery, and Normlessness) were 'substantial', and the remaining twelve were 'low'.

(11). Comparisons of Various Groups of Teachers for Teacher Effectiveness:

Urban teachers obtained significantly higher scores in teacher effectiveness compared to rural teachers.

Private teachers obtained significantly higher scores in teacher effectiveness compared to Government teachers.

Teachers with teaching experience fifteen years and above obtained significantly higher scores in teacher effectiveness compared to teachers with teaching experience upto fifteen years.
Teachers with age fifty years and above obtained significantly higher scores in teacher effectiveness compared to teachers upto forty years of age.

Christian teachers obtained significantly higher scores in teacher effectiveness compared to Hindu teachers.

There existed no significant differences between male and female teachers, between teachers upto 40 years of age and teachers between 40 and 50 years, between teachers in the age range 40 and 50 years and 50 years and above, between Hindu and Muslim teachers, and between Muslim and Christian teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The educational implications of the study are based on the objectives, and hypotheses formulated and tested for the present investigation.

The results of the study indicated that there existed significant correlations between teacher effectiveness and the variables of mental health, temperament, and alienation. Also, high, average, and low effective teachers were found to differ among themselves in many of the independent variables. The study further showed that the different groups of teachers, viz., urban
and rural teachers, private and government teachers, teachers with teaching experience fifteen years and above, and teachers with teaching experience up to fifteen years, teachers with age fifty years and above, and teachers up to forty years of age and Christian and Hindu teachers, differed significantly among themselves, with the former of the two groups compared getting higher scores in teacher effectiveness.

It was also found that there is no significant difference between male and female teachers, and that Muslim teachers did not differ significantly from both Christian and Hindu teachers.

All the above findings have their direct or indirect implications in educational setting, mostly in the teaching-learning situation, and also in the selection of teachers. Since the results had shown that high affective teachers obtained higher scores in mental health status and lower scores in alienation, it is necessary to provide suitable situation to the teaching community so that the mental health of teachers will be enhanced and their feeling of alienation decreased.

Teachers should be adequately encouraged by superiors and authorities which may also lead to good
mental health. This, in turn, may result in high teacher effectiveness. Teachers should be given appropriate additional roles like leaders, organisers, and stage setters. They should participate in seminars, and symposiums. Suitable awareness programmes should be provided to teachers. There should also be guidance and counselling centres for teachers. All these should centre around bringing in proper mental health and good temperament in teachers, and minimizing alienation.

It is further envisaged that regular inservice programmes, introduction of modern methods of teaching, educational technology, and programmed instruction will cultivate confidence in the teacher so that the personality characteristics of the teachers, could be taken care of. Periodical assessment by superiors and experts in the field of educational psychology through various techniques could be a check to teacher personality and teacher effectiveness.

SUGGESTIONS FOR FURTHER RESEARCH

The following areas are suggested for further research in the field:

1. The present study made use of fifteen variables. Further studies may be conducted using more variables such as leadership styles, and intelligence.
2. More coverage can be given to the content of the Check-list on Teacher Effectiveness, in prospective studies.

3. In addition to rating by superiors or experts in the area of teacher education, teacher evaluation can be done by students, also in future studies in the area, to measure teacher effectiveness. Further, appropriate weightage should be given to self-rating by teachers.

4. Larger samples may be used in further studies. Primary, Secondary, Higher Secondary, and College Teachers may be studied separately using the variables under the present investigation. Professional teachers, i.e., teachers in Law, Medicine, Engineering, etc. can be studied.

5. The study can be replicated using samples from prospective teachers also, and the results compared.

The present investigator would feel gratified if the findings are made use of by those concerned in the educational administration, and policy making, and further investigations on teacher effectiveness are carried out by prospective researchers in the area.