CHAPTER – 5
MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 INTRODUCTION

At last we are on the ending by the bless of all mighty God. The present study has produced some important results that have implications for both research and practice. On the strength of analysis and interpretation of data and discussion of results, now the researcher is in a position to draw some conclusions. Therefore, this chapter deals with the main findings, educational implications and suggestions for further research that are presented in the same sequence.

5.1 MAIN FINDINGS

As is evident from Chapter-I the present study is aimed at studying the teacher effectiveness in relation to emotional intelligence, competence and creativity of secondary school teachers. The data collected for this purpose was subjected to statistical analysis in two sections to arrive at the main findings. For a clear comprehension a section wise presentation of findings is depicted. Section-I presents the findings pertaining to teacher effectiveness of secondary school teachers in relation to their emotional intelligence, teacher competence and creativity in the total sample as well as their levels of emotional intelligence at first and then finding pertaining to the relationship of teacher effectiveness with teacher competence and teacher creativity in the total sample as well as different levels of teacher competence and teacher creativity is presented.

5.1 (a) Findings on the Correlation of teacher Effectiveness with Emotional Intelligence in the total sample.

The total sample results indicate that emotional intelligence was found to be related significantly in positive relationship with teacher effectiveness both as a whole as well as all the dimensions of emotional intelligence viz., (self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-
development, value orientation, commitment and altruistic behavior).

5.1 (b) Findings on the Emotional Intelligence Correlates of Teacher Effectiveness in the Extreme Groups.

i. It was found that in the present study the relationship between emotional intelligence and teacher effectiveness of ‘high’ emotional intelligence group as overall and its dimension viz., self-awareness, self-motivation, managing relation, integrity and self-development have related significant positive relationship.

ii. The group of teachers having ‘high’ level of emotional intelligence in terms of empathy, emotional stability, value orientation, commitment and altruistic behavior were not found significant relationship with the group of teacher having ‘high’ level of teacher effectiveness.

iii. It was also revealed that the group of teachers having ‘high’ level of emotional intelligence is likely to be more effective teachers and with the increase in emotional intelligence in term of self-awareness, self-motivation managing relation, integrity and self-development, the level of teacher effectiveness is likely to increase to a great extent and vice-versa.

iv. Findings on the group of teachers with ‘moderate’ level of emotional intelligence as a whole and its ten dimensions viz., self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour do not reveal any substantial relationship with the group of teachers with ‘moderate’ level of teacher effectiveness.

v. It was found that in the present study the relationship between emotional intelligence and teacher effectiveness of ‘low’ emotional intelligence group as a whole and its dimensions viz., self-awareness, empathy, self-motivation, integrity and self-development have revealed significant positive relationship.

vi. The group of teachers having ‘low’ level of emotional intelligence in terms of emotional stability, managing relations, value orientation, commitment and altruistic behavior were not found significant relationships with the group of teacher having ‘low’ level of teacher effectiveness.
5.1.c. Findings on the Teacher Effectiveness Correlate of teacher Competence in the Total sample

Findings pertaining to teacher effectiveness correlates of teacher competence revealed that the teacher competence both as a whole and its all five dimensions viz., subject competence, transactional competence, evaluation competence, managerial competence and extensional competence were found to have significant positive relationships with teacher effectiveness of secondary school teachers in the total sample study.

5.1.d Finding on the Teacher Competence Correlates of teacher Effectiveness in the Extreme groups.

i. With the increase in teacher competence in terms of subject competence, transactional competence, evaluation competence, managerial competence and extensional competence, the effectiveness of secondary school teachers increases to a great extent and Vice-versa.

ii. It was found that in the present study the relationship between teacher competence and teacher effectiveness of ‘high’ competence group as overall and its dimensions viz., subject competence transactional competence, evaluation competence, managerial competence and extensional competence have revealed significant positive relationship.

iii. It was also revealed that the group of teacher having ‘high’ level of teacher competence is likely to be more effective teachers and with the increase in competence in term of subject competence, transactional competence, evaluation competence, managerial competence and extensional competence the level of teacher effectiveness is likely to increase to a great extent and vice-versa.

iv. The group of teachers having ‘moderate’ level of competence as whole and in term of subject competence, evaluation competence, managerial competence and extensional competence reveal positive relationship in these dimensions of teacher competence and their teacher effectiveness.

v. The group of teachers having ‘low’ level of teacher competence in terms of subject competence, transactional competence, evaluation
competence, managerial competence and extensional competence reveal positive relationship between in these dimension of teacher competence and teacher effectiveness.

5.1.e Findings on the Correlates of Teacher Effectiveness with Teacher Creativity in the Total Sample

The total sample results indicate that teacher creativity was found to be related significantly in positive relationship with the teacher effectiveness both as a whole as well as all the dimensions of teacher creativity viz., (inspiration, clarification, evaluation, distillation, incubation, perspiration).

5.1.f Finding on the Creativity Correlates of teacher Effectiveness in the Extreme Groups

1. Group of teachers having ‘high’ level of creativity are likely to be more effective teachers in the high creativity group. It suggests that with the increase in creativity the effectiveness of secondary school teachers increases to a great extent and vice-versa.

2. Group of teachers with ‘moderate’ level of creativity do not reveal any significant positive association with the teachers effectiveness secondary school teachers.

3. There exists a significant positive relationship between teacher effectiveness and emotional intelligence creativity of secondary school teachers is accepted for the dimension viz. inspiration, clarification, evaluation, distillation and rejected for the dimensions viz. incubation, perspiration of creativity.

5.2 EDUCATIONAL IMPLICATIONS

The educational implications of the present study are not difficult to discern. The subject of the study is of much importance in the present-day context as there is a growing focus on teacher’s effectiveness, emotional intelligence, competence and teacher creativity of teacher including there enhancement if intra and inter-personal skills and management of classroom conflict skills. The present study points out that the group of teacher with high level of emotional intelligence are found to be better in teacher effectiveness in comparison to the group of teachers with moderate and low level of emotional intelligence. It is too difficult to
suggest any single measure, which can directly enhance the teacher effectiveness of moderate and low level of emotional intelligent teachers. The present study is an indicator that there is a strong relationship between the school climate and teacher effectiveness and also between the emotional intelligence competence and creativity.

THE STUDY CAN HAVE FOLLOWING EDUCATIONAL IMPLICATIONS:

1. The strong relationship between the way principals interact with teachers and the overall climate of the school have an effective impact on teacher in promote the effectiveness climate and effectiveness of teachers and eventually the student’s achievement.

2. The study has brought forward the fact that the majority of the schools had controlled type of school organizational climate and creates the effective teachers.

3. The above facts emerging from the present study will introduce a feeling of effectiveness to modify their leadership characteristics to improve the school climate and get the best out of their teachers. This will help in increasing teacher effectiveness and enhance the overall efficacy of the schools.

4. It is most important for teacher to do a good planning, organize the things well and take informed decisions, but the most important is the communication factor. He shouldn’t let the teachers feel that his communications are one sided. There should be a free flow of communication between the teachers, principal, student and the society. This creates a congenial and open climate in the school in which teacher feel to work whole heartedly and give their hundred percent and even try to do better and better.

5. A more extensive study based on the present study can help to make professional development plans that target specifics rather than generalities.

6. Teacher is considered as the main pillar of the teaching learning process. The whole educational system is paralyzed in the absence of good and effective teachers. This study is an excellent work for those teachers who are highly ambitious and wish to improve on their teaching capabilities.
regularly. This will help them to introspect and evaluate themselves where they stand as a teacher. It is a sensitization to make them realize, what is desired of them.

7. As a group, teacher will understand how to interact and behave with the fellow teachers and how they can engage themselves in renewing and reforming the school.

8. The majority of Indian population lives in the rural area. The teachers teaching in urban areas perceived them selves more effective then the teachers teaching in rural area. This fact revealed by the present study in eye opener. The schools located in the rural area should have the same human and material resources as the school located in the urban areas have the teachers teaching in these schools should have an access to least developments in the field of education. Better facilities should be ensured to them so that they fell more satisfied and work with more dedication and whole heartedly.

9. The educationists, the policy makers and the politicians should keep in mind that India lives in villages. Welfare of the teachers teaching in rural area should be given top priority so that they are motivated to work more efficiently and effectively and only then we can achieve our goal and meet the challenges of twenty first century.

10. The study is a useful guide for the budding and the aspiring teachers. It will let them understand that teaching profession is not just about delivering the course material to the students but it is a systematic approach to develop those skills which help in to prepare, plan and organize the teaching in accordance with the need of the pupils.

11. This research revealed that an effective teacher can motivate the students and create an interest in them, evaluate their progress and maintain discipline in the class. He is responsible for the all round development of the child. He has to update his knowledge of the subject matter to be taught and should be able to use effectively the available resources and the teaching aids. His way of teaching shouldn’t be monotonous and should seek active participation of the pupils in the class. He should be able to
make cordial relations with the students, fellow teachers, principal and the parents.

12. The study has also implication for the training programme of pre-service teachers, curriculum framers, and teacher educators. As teaching is not only a cognitive process but also a process involves the affective as well as cognitive aspects as all these affect teaching and learning in their own way. Therefore teacher educators, curriculum framers and administrators should not neglect the human dimensions i.e. the personal, social and emotional characteristics of the teachers rather they should pay adequate attention.

13. It revealed that a teacher’s cognitive dimensions and personality dimensions are both equally important in dealing effectiveness of the teacher. It is the human dimension that any teacher educators have to understand and develop such attributes in their pupil teachers through well-designed curricula, programmes and instructional strategies to help them to become effective teachers.

14. One of the significant findings of the present study that the group of teachers with high level of teacher competence in term of subject competency, transitional competency, managerial competency, evaluation competency and extensional competency are positively associated with the group of teachers with high level of teacher effectiveness.

15. These finding of the study have some profound implications for the formulation of policies relating to the requirement and development of secondary school teachers by developing these specific competencies during teacher training programme.

16. The finding of the present study indicate that there is a close relationship between the group of teacher with high level of transactional competency and the group of teachers with high level of teachers effectiveness.

17. The present study revealed that the group of teachers with high level of evaluation competency is significantly related with group of teachers with high level of teacher effectiveness. This findings presents an implication for the equation authority is to implement the objective based evaluation approach instead of subjective based evaluation approach and it also suggests a profound implication for teachers to evaluate learner’s capacity
not only from prescribed syllabus but also from outside the syllabus.

18. Findings of the present study also reveal that the group of teachers with high level of managerial competency is closely associated to the teachers with high level of teacher effectiveness. This suggest that our teacher training programme need to organize in such a manner by which our prospective teacher will get chance to build themselves as a leader of the democratic learning group and can able to make pupil collaboration in the classroom for achieving a specific cognitive task.

19. This study revealed that for preparing the effective teachers, 15 days internship programme should be organized for pupil teachers in different Schools for getting some techniques of effective pupil collaboration in the class the Micro lesson, simulated lesson, Discussion lesson, and Criticism lesson should be taught in the peer groups and these techniques may help to pupil teacher to create opportunities for all students to involve in the cognitive learning task.

20. The present study suggests a major implication for curriculum frameworks that they should introduce compulsory papers on theories and principles of teaching problem-based activity and thematic linkages in different school subject. Further, eight activity based lesson plan and eight thematic linkages lesson plan should be delivered by each and every teacher trainee by which our perspective teachers will be able to transact the lesson in the effective manner when they will enter into the teaching profession and can prove themselves as a more effective teachers. Specifically this approach will provide space of learners to construct their own knowledge with own pace.

21. To make the creative teachers 15 days internship programme should be organized for getting some techniques of effective pupil collaboration in the class and these techniques may help to pupil teacher to create opportunities for all students to involve in the cognitive learning task.

22. The complexity of the relationship between the group of teachers with different levels of effectiveness and the group of teachers with different levels of emotional intelligence, some broad strategies can be suggested with regard to the teacher effectiveness. Leering form the existing...
theoretical knowledge and empirical evidence, the low emotional intelligent teachers seem to be lacking in teacher effectiveness due to deplorable conditions of the school environment, defective teacher training programme, inefficient teacher training curriculum, and apathetic attitude of authority of the school.

23. As a matter of strategy, therefore, the teachers need to be brought on par with other teachers when they enter into the teaching profession and those who are already in the same process. Thus, it suggests that the educational authorities and administrator should identify the less effective teachers in their respective areas and take imitative for development of emotional intelligence by arranging summer course training, refresher course and orientation programmes based on emotional intelligence in order to increase their level of effectiveness.

24. Besides, emergence of emotional intelligence as predictor of high performance is the greatest breakthrough in social psychology in the twenty-first century, with profound implications for curriculum framers to integrate emotional intelligence as core competence in the teacher training curriculum with a view to lead the intra and inter-personal relationship among the teachers in the schools, classrooms, communities and elsewhere.

25. Though majority of teachers are trained and had undergone some training in education, skill there is need to orient teachers first in some core competencies like ability to conduct content analysis of the subject, identity gaps in the text book, prepare supplementary materials and enlist the concept and themes in the text book which are repeated unnecessary etc.

26. There are some specific competencies relating to specific subject required for teachers with a view to transact the lesson in more competent way. Henceforth, transactional competency calls for major shift from teachers centered direct instruction towards student centred understating based instruction to be an effective teacher.

27. Teachers with high level of extensional competency is closely related to the teachers with high level of teachers effectiveness was one of the significant findings. This gives a very profound implication for the Head master/Head mistress to guide the teacher of his schools to invite the local resource
person for supplementing the teaching learning process and along with this, Head master/Head mistress should give chance to every teacher to solve the socio-psychological problem of the community members. This problem solving capacity of the teacher may help in thematic linkages at the instructional process.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

Generally one of the outcomes of conducting any research study is to generate avenues for further researches. The present study is entitled “A study of Secondary School Teachers of effectiveness in relation to emotional intelligence, competency and creativity.” In Karnal and Panchkula district of Haryana Similar studies can be conducted in other parts of the country in different socio-cultural contexts research in any field is a continuous process and no research in itself is considered complete. Every research lays down the foundation for a new study. The present study also was delimited in terms of areas of study, type of school i.e. government schools, Private schools only and grade level at secondary stage only, to explore the relationship of teacher effectiveness with school organizational climate and administrative behavior.

Hence following suggestions are made for further research:

1. The study could be extended to other districts of Haryana Pradesh and different grades of educational institutes i.e. the primary, senior secondary or even at the college level and universities level also.

2. It will be a useful endeavour to compare different school systems such as Government and Private, Navodaya and Central, and Public and Private on the phenomenon studied in this investigation. In order to improve the school organizational climate, there is a need to change its socio psychological dynamics, which calls for further research to look into teachers perception with regard to school conditions vis-à-vis teachers own personality make-up comprising of teaching competencies, attitude towards profession, value pattern, job satisfaction and psychological well-being.

3. The teacher effectiveness in the present was based on the self-perceptions of teachers. Learning outcomes could be a useful measure of teacher effectiveness. Therefore a study could be conducted to find out the relationship between teacher effectiveness and students achievement.
Similarly, effect of school organizational climate on student achievement and teacher morale could be studied.

An interview type of questionnaire can be used to assess teacher effectiveness and administrative behaviour as against the self-perceived questionnaire used in this study. This may elicit more honest responses from the teachers and the students.

Administrative behaviour could be studied in relation to sex, academic qualification and years of experience of the school teachers.

District Institutes of Education and Training often conduct various seminars or training programmes for teachers to increase the quality and standard of teaching. As study of change in teacher effectiveness after such type of trainings will establish the usefulness of such training programmes.

The results of the present study throw a valuable light on the improvement of teacher effectiveness through emotional intelligence and teacher competence. But the present study is based on a sample drawn from limited geographical area and confined to the secondary schools only. It would be appreciable if similar research effort are put in with a sample drawn from wider geographical and other levels such as: primary and higher level education.

The present study was conducted on a sample of teachers belonging to Govt. secondary schools only. It may be replicated on sample of teachers teaching in central schools and public schools for drawing the comparative pictures.

A research study can be undertaken to study the differences in the background factors in relation to the investigate variables.

The study though extended to a period of four years may not be sufficient to give complete information regarding teacher effectiveness, emotional intelligence and teacher competence. Hence, an exhaustive study may be taken up by some national educational agency like NCERT, NCTE, NUEPA, and UGC to develop essential non-cognitive skills along with cognitive skills in teachers from time to time.
5.4 CONCLUSION

Therefore, this chapter deals with the main findings, educational implications and suggestions for further research that are presented in the same sequence. As is evident from the present study is aimed at studying the teacher effectiveness in relation to emotional intelligence, competence and creativity of secondary school teachers. The data collected for this purpose was subjected to statistical analysis in two sections to arrive at the main findings. For a clear comprehension a section wise presentation of findings is depicted. Section-I presents the findings pertaining to teacher effectiveness of secondary school teachers is relation to their emotional intelligence, teacher competence and creativity in the total sample as well as at three levels of emotional intelligence at first and then finding pertaining to the relationship of teacher effectiveness with teacher competence and teacher creativity in the total sample as well as different levels of teacher competence and teacher creativity is presented.