Chapter-V

MAJOR FINDINGS AND CONCLUSIONS

5.1.0 INTRODUCTION
The present chapter puts light on the major findings and conclusive features of the entire study. The analysis and interpretation of data of the previous chapter helps the researcher to arrive at the conclusive part of the study. In this chapter researcher very briefly described the concluding aspects of the study. Due care has been taken in all aspects while conclusion of the study is made.

In the present chapter of this study, the content material has been categorized under these six broad heads-

1. Major findings of the study
2. Conclusions of the study
3. Discussions of the results
4. Implications of the study
5. Limitations of the study
6. Suggestions for the further study/research

5.2.0 MAJOR FINDINGS OF THE STUDY
The details of the major findings of the study are given under the following headings.

1. Identification of the nature of competency and commitment areas of teachers teaching in elementary schools; and nature of competency and commitment areas of learners learning in elementary schools

The nature of some of the basic/core competency and commitment areas of teachers teaching in elementary schools; and nature of some of the basic/core competency and commitment areas of learners learning in elementary schools are given here below-

A. Nature of competency and commitment areas of teachers teaching in elementary schools
   a) The nature of competency areas of teachers teaching in elementary schools
      
      **Contextual Competencies:** Contextual Competencies comprise the competencies relating to various socio-cultural contexts. A teacher of elementary school should be aware about the different socio-cultural contexts in which s/he is performing his job/duties.

      **Conceptual Competencies:** Conceptual Competencies comprise the competencies relating to various issues of education/teaching learning process. Since the teacher takes the responsibility for the education of the learners, so, s/he should be familiar with the concepts/changes that affect
the education/teaching learning process like sociometry of the class, psychology of the learner, etc.

Content Competencies: Content Competencies include the competencies that are dealt with different content (or subject) areas of learning. An elementary school teacher is supposed to possess minimum competency over the content areas like mathematics, general sciences, social sciences, languages, art education, work experience, health education etc. that are taught in elementary schools.

Transactional Competencies: Transactional Competencies are those competencies which become helpful for transacting/imparting curriculum contents to the children. For effective transaction of curriculum in the classroom, the teacher follows large number of techniques in the classroom like the use of different teaching learning methods, use of different teaching skills, use of different classroom management style, use of different teaching aids and devices etc.

Competencies Related to other Educational Activities: Co-curricular activities or other educational activities are generally meant for co-scholastic/non-cognitive development of the learners. The teacher should have competencies to organize other educational activities (educational activities other than curricular activities) like celebration of national/international days, organizing field trips/excursion, organizing school functions/festivals, guiding community development programme etc.

Competencies to Develop Teaching Learning Materials: In the classroom a teacher uses large varieties of teaching learning materials in order to make his/her teaching effective/goal oriented/meaningful. Therefore, a teacher should have the competencies to prepare different types of teaching learning materials and use them in classroom in meaningful way.

Evaluation Competencies: One of the significant responsibilities of the teacher is to evaluate the learning performance of the learners. The teacher should be competent to use the different types of evaluation including the Continuous and Comprehensive Evaluation (CCE) in the classroom/school.

Management Competencies: A teacher should have competencies to manage the different affairs of the school properly, since the success of school system depends a lot upon its management.

Competencies Relating to Working with Parents: It is very difficult to attain main motto of our elementary schools i.e. universal enrolment, retention and achievement among children, unless getting proper co-
operation from the parents of the children. Therefore, the teachers should have competency to mobilize the parents for the education of their children.

**Competency Relating to Working with Community and Society:** For increasing the enrolment, retention and achievement of the children in elementary schools, the support from the community people is quite needed. Therefore, the teacher should possess the capacities or competencies to channelize community resources for the benefits of the school.

b) Nature of commitment areas of teachers teaching in elementary schools

**Commitment to the Learners:** The prime objective of the school system is to bring wholesome development of the learners. Since the teacher is the main master/hub of the school system, so, s/he should be committed to bring wholesome development of the learners.

**Commitment to the Society:** The ultimate goal of an educational institution (or school) is to serve the society or nation. Since the teacher holds the key position in the educational institution (or school) to educate the children/people of the society or nation, so, s/he is the called the builder/creator of the society or nation. Therefore, a teacher should have allsorts of commitment towards the development of the society.

**Commitment to the Profession:** Teaching is a profession and teacher is called a professional in the field of teaching. As a professional in the field of teaching, a teacher should have all sorts of commitments towards his/her profession. S/he would work whole heartedly for the growth and development of the teaching profession.

**Commitment to attaining Excellence in Profession:** A good professional always keeps himself/herself updated about the challenges, issues and new developments in his/her profession. A teacher cannot be a good teacher unless s/he keeps his/her knowledge, skills and competencies updated to perform his/ her professional tasks/duties meaningfully. That is why a teacher should continuously do efforts for development of his/her professional skills and competencies.

**Commitment to Basic Values:** Teacher acts as a role model or guide of the society. The personality, behavior, attitude and life style of the teacher has wide impact upon the student community as well as people of the society as a whole. Hence, a teacher should have commitment to the basic values—both at personal and social level. At the personal level, a teacher should practice the values like honesty, sincerity, fellow feeling, truthfulness, punctuality, modesty etc. and transmit such values to the others. At the
social level, a teacher should practice (at his/her own) and transmit (to others) the values like constitutional directives, cultural heritage of the country etc.

B. Nature of competency and commitment areas of learners learning in elementary schools

a) Nature of competency areas of learners learning in elementary schools

At the elementary school level, the children or learners should possess the following scholastic competencies and co-scholastic competencies.

**SCHOLASTIC COMPETENCIES**

*Mathematics Competencies:* A learner should possess the mathematical competencies like: i) solving problems of daily life relating to mathematical units of money, length, weight, capacity, area and time; ii) understanding of whole numbers and numerals; iii) using fractions, decimals and percentages; iv) using of geometrical shapes and spatial relationships etc.

*Social studies Competencies:* A learner should possess the social studies competencies like: i) appreciating the need of conserving the natural and social environment; ii) understanding and interpreting the interactive relationship between woman/man and her/his environment; iii) identifying the relationship between man's past, present and future etc.

*Language Competencies:* A learner should possess the language competencies like: i) listening with understanding to the recitations, plays etc; ii) speaking meaningfully with clear voice and intonation; iii) writing the materials with correct format, correct style; iv) reading printing and handwritten materials with proper voice etc.

*General science Competencies:* A learner should possess the general science competencies like: i) differentiating among different states of a matter-solid, liquid and gas; understanding the commonality and differences between plant life and animal life etc.

**NON-SCHOLASTIC COMPETENCIES**

*Art and craft Competencies:* A learner should possess the art and craft competencies like: i) drawing the picture of different living and non-living things neatly and naturally; ii) taking part in painting and clay modeling activities; iii) preparing mask and showing them in exhibitions etc.

*Work experience Competencies:* A learner should possess the work experience competencies like: i) developing awareness about various work situations in the surroundings and participating in such work situations; ii) maintaining co-operation, tolerance, orderliness etc. while working with
others; iii) handing tools related to various work situations at home and
schools and other places.

**Health and hygiene Competencies:** A learner should possess the health
and hygiene competencies like: i) developing good hygienic condition in the
environment; ii) making others aware about the effect of under-nutrition and
mal-nutrition; iii) finding out the different components of balanced diets etc.

Besides above co-scholastic competencies, some other co-scholastic
competencies include -regularity and punctuality, cleanliness, truthfulness
and self identity, equity, sense of responsibility, co-operation,
industriousness etc.

b) **Nature of commitment areas of learners learning in elementary schools**

**Commitment to the head master:** The head master is the administrative
head of the school. All the activities of the school are conducted under the
leadership of the headmaster. Head master manages the whole school
system for the better growth and development of the learners. Since the
headmaster dedicates himself for the growth and development of the
learner, so, in turn a learner should have commitment for his/her head
master.

**Commitment to the Teacher:** The teacher occupies the pivot position in
school system for educating the learner. The teacher is mostly responsible
for growth and development of the learner. The success and failure of a
learner invariably rests upon the teacher. Since the teacher is the path finder
of learner’s life, so the learner should have due commitment and respect for
his/her teacher.

**Commitment to the Community People:** School doesn’t have separate
existence from the community. Schools are opened and run by the
community members for educating their children. Community provides all
sorts of helps (like material resource help, human resource help etc.) for the
smooth functioning of the school. In return community has some sorts of
expectations from the school. Community believes that if the children of the
community would be properly educated through school, they would help the
community for its development in different manner. Hence a learner should
be committed for the development of the community.

**Commitment to the Institution:** School is considered as the second family
of the child. The school cares the child for his/her total developmental-
physical, social, moral, emotional, spiritual and intellectual. School prepares
the child for his/her practical life. In fact school is considered as one of the
major founders of child’s life. Since the school does a lot for building life of
the child or learner, so a child or learner should have commitment towards his/her school (institution).

**Commitment to Self:** A learner shouldn’t not only be committed to other personnel (like teacher, head master etc.) but s/he should also be committed to his/her own self. For the learner, the commitment to self is quite important for the development of his/her self as well as for the development of his/her society. A learner should be committed to achieve all the progress and prosperity in his/her life. S/he should try to recognize himself/herself as an important person in his/her family, community and society.

2. **Comparison of the competency level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables**
   
a) **Comparison of the competency level of the teachers teaching in elementary schools of north east India in relation to their institutional variables**
   
   • There exists no significant difference between the competency level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of north east India.
   
   • There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of north east India.

   b) **Comparison of the competency level of the teachers teaching in Elementary schools of north east India in relation to their personal variables.**
   
   • There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of north east India.
   
   • There exists no significant difference between the competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of north east India.
   
   • There exists significant difference between the competency level of low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of north east India. The competency level of the high qualified teachers is better than the competency level of low qualified teachers in this regard.
   
   • There exists no significant difference between the competency level of the non-trained teachers and the competency level of the trained teachers teaching in elementary schools of north east India.
• There exists no significant difference between the competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of north east India.

3. State wise comparison of the competency level of the teachers teaching in elementary schools of north east India

• The competency level of the teachers teaching in elementary schools of north east India differs from state to state. In other words it is concluded that in all the states of north east India the competency level of the teachers teaching in elementary schools isn’t same.

4. State wise comparison of the competency level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables

A. Comparison of the competency level of the teachers teaching in elementary schools of Assam in relation to their institutional and personal variables

a) Comparison of the competency level of the teachers teaching in elementary schools of Assam in relation to their Institutional variables

• There exists no significant difference between the competency level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of Assam.
• There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Assam.

b) Comparison of the competency level of the teachers teaching in Elementary schools of Assam in relation to their personal variables.

• There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Assam.
• There exists no significant difference between the competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of Assam.
• There exists significant difference between the competency level of low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Assam. The competency level of the high qualified teachers is better than the competency level of low qualified teachers in this regard.
• There exists significant difference between the competency level of non trained teachers and the competency level of the trained teachers teaching in elementary schools of Assam. The competency level of the trained teachers is better than the competency level of the non trained teachers in this regard.
• There exists no significant difference between the competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of Assam.
B. **Comparison of the competency level of the teachers teaching in elementary schools of Arunachal Pradesh in relation to their institutional and personal variables**

a) **Comparison of the competency level of the teachers teaching in elementary schools of Arunachal Pradesh in relation to their institutional variables**

- There exists significant difference between the competency level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of Arunachal Pradesh. The competency level of the govt. elementary school teachers is better than the competency level of the private elementary school teachers in this regard.

- There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Arunachal Pradesh.

b) **Comparison of the competency level of the teachers teaching in elementary schools of Arunachal Pradesh in relation to their personal variables**

- There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Arunachal Pradesh.

- There exists no significant difference between the competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of Arunachal Pradesh.

- There exists significant difference between the competency level of the low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Arunachal Pradesh. The competency level of the high qualified teachers is better than the competency level of low qualified teachers teaching in this regard.

- There exists no significant difference between the competency level of non trained teachers and the competency level of the trained teachers teaching in elementary schools of Arunachal Pradesh.

- There exists no significant difference between the competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of Arunachal Pradesh.

C. **Comparison of the competency level of the teachers teaching in elementary schools of Meghalaya in relation to their institutional and personal variables**
a) Comparison of the competency level of the teachers teaching in elementary schools of Meghalaya in relation to their institutional variables

- There exists no significant difference between the competency level of the teachers teaching in private elementary schools and competency level of the teachers teaching in govt. elementary schools of Meghalaya.
- There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Meghalaya.

b) Comparison of the competency level of the teachers teaching in elementary schools of Meghalaya in relation to their personal variables

- There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Meghalaya.
- There exists no significant difference between the competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of Meghalaya.
- There exists no significant difference between the competency level of the low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Meghalaya.
- There exists no significant difference between the competency level of the non trained teachers and competency level of the trained teachers teaching in elementary schools of Meghalaya.
- There exists no significant difference between the competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of Meghalaya.

D. Comparison of the competency level of the teachers teaching in elementary schools of Mizoram in relation to their institutional and personal variables

a) Comparison of the competency level of the teachers teaching in elementary schools of Mizoram in relation to their institutional variables

- There exists no significant difference between the competency level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of Mizoram.
- There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Mizoram.

b) Comparison of the competency level of the teachers teaching in elementary schools of Mizoram in relation to their personal variables
There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Mizoram.

There exists no significant difference between the competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of Mizoram.

There exists no significant difference between the competency level of low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Mizoram.

There exists no significant difference between the competency level of non trained teachers and the competency level of the trained teachers teaching in elementary schools of Mizoram.

There exists no significant difference between the competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of Mizoram.

E. Comparison of the competency level of the teachers teaching in elementary schools of Manipur in relation to their institutional and personal variables

a) Comparison of the competency level of the teachers teaching in elementary schools of Manipur in relation to their institutional variables

- There exists no significant difference between the competency level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of Manipur.
- There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Manipur.

b) Comparison of the competency level of the teachers teaching in elementary schools of Manipur in relation to their personal variables

- There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Manipur.
- There exists no significant difference between the competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of Manipur.
- There exists no significant difference between the competency level of low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Manipur.
- There exists no significant difference between the competency level of non trained teachers and the competency level of the trained teachers teaching in elementary schools of Manipur.
There exists significant difference between competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of Manipur. The competency level of the less experienced teachers is better than the competency level of the more experienced teachers teaching in this regard.

F. Comparison of the competency level of the teachers teaching in elementary schools of Nagaland in relation to their institutional and personal variables

a) Comparison of the competency level of the teachers teaching in elementary schools of Nagaland in relation to their institutional variables

- There exists no significant difference between the competency level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of Nagaland.
- There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Nagaland.

b) Comparison of the competency level of the teachers teaching in elementary schools of Nagaland in relation to their personal variables

- There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Nagaland.
- There exists no significant difference between the competency level of the low aged teachers and competency level of the high aged teachers teaching in elementary schools of Nagaland.
- There exists no significant difference between the competency level of low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Nagaland.
- There exists no significant difference between the competency level of non trained teachers and the competency level of the trained teachers teaching in elementary schools of Nagaland.
- There exists no significant difference between the competency level of the less experienced teachers and competency level of the more experienced teachers teaching in elementary schools of Nagaland.

G. Comparison of the competency level of the teachers teaching in elementary schools of Sikkim in relation to their institutional and personal variables

a) Comparison of the competency level of the teachers teaching in elementary schools of Sikkim in relation to their institutional variables
• There exists no significant difference between the competency level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of Sikkim.
• There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Sikkim.

b) Comparison of the competency level of the teachers teaching in elementary schools of Sikkim in relation to their personal variables
• There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Sikkim.
• There exists no significant difference between the competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of Sikkim.
• There exists no significant difference between the competency level of low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Sikkim.
• There exists significant difference between the competency level of non trained teachers and the competency level of the trained teachers teaching in elementary schools of Sikkim. The competency level of the trained teachers is better than the competency level of the non trained teachers in this regard.
• There exists no significant difference between the competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of Sikkim.

H. Comparison of the competency level of the teachers teaching in elementary schools of Tripura in relation to their institutional and personal variables

a) Comparison of the competency level of the teachers teaching in elementary schools of Tripura in relation to their institutional variables
• There exists no significant difference between the competency level of the teachers teaching in private elementary schools and competency level of the teachers teaching in govt. elementary schools of Tripura.
• There exists no significant difference between the competency level of the teachers teaching in rural elementary schools and the competency level of the teachers teaching in urban elementary schools of Tripura.

b) Comparison of the competency level of the teachers teaching in elementary schools of Tripura in relation to their personal variables
• There exists no significant difference between the competency level of the male teachers and the competency level of the female teachers teaching in elementary schools of Tripura.
There exists no significant difference between competency level of the low aged teachers and the competency level of the high aged teachers teaching in elementary schools of Tripura.

There exists no significant difference between the competency level of low qualified teachers and the competency level of the high qualified teachers teaching in elementary schools of Tripura.

There exists no significant difference between the competency level of non trained teachers and the competency level of the trained teachers teaching in elementary schools of Tripura.

There exists no significant difference between the competency level of the less experienced teachers and the competency level of the more experienced teachers teaching in elementary schools of Tripura.

5. Comparison of the commitment level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables

a) Comparison of the commitment level of the teachers teaching in elementary schools of north east India in relation to their institutional Variables

There exists no significant difference between the commitment level of the teachers teaching in private elementary schools and the competency level of the teachers teaching in govt. elementary schools of north east India.

There exists no significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of north east India.

b) Comparison of the commitment level of the teachers teaching in elementary schools of north east India in relation to their personal Variables

There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of north east India.

There exists significant difference between the commitment level of the low aged teachers and commitment level of the high aged teachers teaching in elementary schools of north east India. The commitment level of the low aged teachers is better than the commitment level of the high aged teachers in this regard.

There exists no significant difference between the commitment level of low qualified teachers and the commitment level of the high qualified teachers teaching in elementary schools of north east India.

There exists no significant difference between the commitment level of the non-trained teachers and commitment level of the trained teachers teaching in elementary schools of north east India.
• There exists significant difference between the commitment level of the less experienced teachers and the commitment level of the more experienced teachers teaching in elementary schools of north east India. The commitment level of the less experienced teachers is better than the commitment level of the more experienced teachers in this regard.

6. State wise comparison of the commitment level of the teachers teaching in elementary schools of north east India

• The commitment level of the teachers teaching in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India the commitment level of the teachers teaching in elementary schools isn't same.

7. State wise comparison of the commitment level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables

A. Comparison of the commitment level of the teachers teaching in elementary schools of Assam in relation to their institutional and personal variables

a) Comparison of the commitment level of the teachers teaching in elementary schools of Assam in relation to their institutional variables

• There exists significant difference between the commitment level of the teachers teaching in private elementary schools and the commitment level of the teachers teaching in govt. elementary schools of Assam. The govt. elementary school teachers are more committed than the private elementary school teachers in this regard.

• There exists no significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of Assam.

b) Comparison of the commitment level of the teachers teaching in elementary schools of Assam in relation to their personal variables

• There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of Assam.

• There exists no significant difference between the commitment level of the low aged teachers and the commitment level of the high aged teachers teaching in elementary schools of Assam.

• There exists no significant difference between the commitment level of low qualified teachers and the commitment level of the high qualified teachers teaching in elementary schools of Assam.

• There exists no significant difference between the commitment level of non trained teachers and the commitment level of the trained teachers teaching in elementary schools of Assam.
• There exists no significant difference between the commitment level of
the less experienced teachers and the commitment level of the more
experienced teachers teaching in elementary schools of Assam.

B. Comparison of the commitment level of the teachers teaching in
elementary schools of Arunachal Pradesh in relation to their institutional
and personal variables
a) Comparison of the commitment level of the teachers teaching in elementary
schools of Arunachal Pradesh in relation to their institutional variables
 • There exists no significant difference between the commitment level of
the teachers teaching in private elementary schools and the commitment
level of the teachers teaching in govt. elementary schools of Arunachal
Pradesh.
 • There exists no significant difference between the commitment level of
the teachers teaching in rural elementary schools and the commitment
level of the teachers teaching in urban elementary schools of Arunachal
Pradesh.

b) Comparison of the commitment level of the teachers teaching in elementary
schools of Arunachal Pradesh in relation to their personal variables
 • There exists no significant difference between the commitment level of
the male teachers and the commitment level of the female teachers
teaching in elementary schools of Arunachal Pradesh.
 • There exists no significant difference between the commitment level of
the low aged teachers and commitment level of the high aged teachers
teaching in elementary schools of Arunachal Pradesh.
 • There exists no significant difference between the commitment level of
low qualified teachers and the commitment level of the high qualified
teachers teaching in elementary schools of Arunachal Pradesh.
 • There exists no significant difference between the commitment level of
non trained teachers and the commitment level of the trained teachers
teaching in elementary schools of Arunachal Pradesh.
 • There exists no significant difference between the commitment level of
the less experienced teachers and the commitment level of the more
experienced teachers teaching in elementary schools of Arunachal
Pradesh.

C. Comparison of the commitment level of the teachers teaching in
elementary schools of Meghalaya in relation to their institutional and
personal variables
a) Comparison of the commitment level of the teachers teaching in elementary
schools of Meghalaya in relation to their institutional variables
• There exists no significant difference between the commitment level of the teachers teaching in private elementary schools and the commitment level of the teachers teaching in govt. elementary schools of Meghalaya.
• There exists no significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of Meghalaya.

b) Comparison of the commitment level of the teachers teaching in elementary schools of Meghalaya in relation to their personal variables.
• There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of Meghalaya.
• There exists significant difference between commitment level of the low aged teachers and the commitment level of the high aged teachers teaching in elementary schools of Meghalaya. The commitment level of the low aged teachers is better than the commitment level of the high aged teachers in this regard.
• There exists no significant difference between the commitment level of the low qualified teachers and commitment level of the high qualified teachers teaching in elementary schools of Meghalaya.
• There exists no significant difference between the commitment level of non trained teachers and the commitment level of the trained teachers teaching in elementary schools of Meghalaya.
• There exists no significant difference between the commitment level of the less experienced teachers and the commitment level of the more experienced teachers teaching in elementary schools of Meghalaya.

D. Comparison of the commitment level of the teachers teaching in elementary schools of Mizoram in relation to their institutional and personal variables
a) Comparison of the commitment level of the teachers teaching in elementary schools of Mizoram in relation to their institutional variables.
• There exists no significant difference between the commitment level of the teachers teaching in private elementary schools and the commitment level of the teachers teaching in govt. elementary schools of Mizoram.
• There exists significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of Mizoram. The commitment level of the urban elementary school teachers is better than the commitment level of the rural elementary school teachers in this regard.
b) *Comparison of the commitment level of the teachers teaching in elementary schools of Mizoram in relation to their personal variables.*

- There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of Mizoram.
- There exists no significant difference between the commitment level of the low aged teachers and the commitment level of the high aged teachers teaching in elementary schools of Mizoram.
- There exists no significant difference between the commitment level of low qualified teachers and commitment level of the highly qualified teachers teaching in elementary schools of Mizoram.
- There exists no significant difference between the commitment level of non trained teachers and the commitment level of the trained teachers teaching in elementary schools of Mizoram.
- There exists no significant difference between the commitment level of the less experienced teachers and the commitment level of the more experienced teachers teaching in elementary schools of Mizoram.

E. *Comparison of the commitment level of the teachers teaching in elementary schools of Manipur in relation to their institutional and personal variables*

a) *Comparison of the commitment level of the teachers teaching in elementary schools of Manipur in relation to their institutional variables.*

- There exists no significant difference between the commitment level of the teachers teaching in private elementary schools and the commitment level of the teachers teaching in govt. elementary schools of Manipur.
- There exists no significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of Manipur.

b) *Comparison of the commitment level of the teachers teaching in elementary schools of Manipur in relation to their personal variables.*

- There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of Manipur.
- There exists no significant difference between the commitment level of the low aged teachers and the commitment level of the high aged teachers teaching in elementary schools of Manipur.
- There exists no significant difference between the commitment level of low qualified teachers and the commitment level of the high qualified teachers teaching in elementary schools of Manipur.
There exists no significant difference between the commitment level of non trained teachers and the commitment level of the trained teachers teaching in elementary schools of Manipur.

There exists no significant difference between the commitment level of the less experienced teachers and the commitment level of the more experienced teachers teaching in elementary schools of Manipur.

F. Comparison of the commitment level of the teachers teaching in elementary schools of Nagaland in relation to their institutional and personal variables

a) Comparison of the commitment level of the teachers teaching in elementary schools of Nagaland in relation to their institutional variables.

There exists no significant difference between the commitment level of the teachers teaching in private elementary schools and the commitment level of the teachers teaching in govt. elementary schools of Nagaland.

There exists no significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of Nagaland.

b) Comparison of the commitment level of the teachers teaching in elementary schools of Nagaland in relation to their personal variables.

There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of Nagaland.

There exists no significant difference between the commitment level of the low aged teachers and commitment level of the high aged teachers teaching in elementary schools of Nagaland.

There exists no significant difference between the commitment level of low qualified teachers and the commitment level of the high qualified teachers teaching in elementary schools of Nagaland.

There exists no significant difference between the commitment level of non trained teachers and the commitment level of the trained teachers teaching in elementary schools of Nagaland.

There exists no significant difference between the commitment level of the less experienced teachers and the commitment level of the more experienced teachers teaching in elementary schools of Nagaland.

G. Comparison of the commitment level of the teachers teaching in elementary schools of Sikkim in relation to their institutional and personal variables

a) Comparison of the commitment level of the teachers teaching in elementary schools of Sikkim in relation to their institutional variables.
There exists no significant difference between the commitment level of the teachers teaching in private elementary schools and the commitment level of the teachers teaching in govt. elementary schools of Sikkim.

There exists no significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of Sikkim.

b) Comparison of the commitment level of the teachers teaching in elementary schools of Sikkim in relation to their personal variables.

There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of Sikkim.

There exists no significant difference between the commitment level of the low aged teachers and the commitment level of the high aged teachers teaching in elementary schools of Sikkim.

There exists no significant difference between the commitment level of low qualified teachers and the commitment level of the high qualified teachers teaching in elementary schools of Sikkim.

There exists no significant difference between the commitment level of non trained teachers and the commitment level of the trained teachers teaching in elementary schools of Sikkim.

There exists no significant difference between the commitment level of the less experienced teachers and the commitment level of the more experienced teachers teaching in elementary schools of Sikkim.

H. Comparison of the commitment level of the teachers teaching in elementary schools of Tripura in relation to their institutional and personal variables

a) Comparison of the commitment level of the teachers teaching in elementary schools of Tripura in relation to their institutional variables.

There exists no significant difference between the commitment level of the teachers teaching in private elementary schools and the commitment level of the teachers teaching in govt. elementary schools of Tripura.

There exists no significant difference between the commitment level of the teachers teaching in rural elementary schools and the commitment level of the teachers teaching in urban elementary schools of Tripura.

b) Comparison of the commitment level of the teachers teaching in elementary schools of Tripura in relation to their personal variables.

There exists no significant difference between the commitment level of the male teachers and the commitment level of the female teachers teaching in elementary schools of Tripura.
• There exists no significant difference between the commitment level of the low aged teachers and the commitment level of the high aged teachers teaching in elementary schools of Tripura.
• There exists no significant difference between the commitment level of low qualified teachers and the commitment level of the high qualified teachers teaching in elementary schools of Tripura.
• There exists no significant difference between the commitment level of non trained teachers and the commitment level of the trained teachers teaching in elementary schools of Tripura.
• There exists no significant difference between the commitment level of the less experienced teachers and the commitment level of the more experienced teachers teaching in elementary schools of Tripura.

8. Comparison of the competency level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables

a) Comparison of the competency level of the learners learning in elementary schools of north east India in relation to their institutional variables
• There exists significant difference between the competency level of the learners learning in private elementary schools and the competency level of the learners learning in govt. elementary schools of north east India. The competency level of the learners learning in private elementary schools is better than the competency levels of the learners learning in govt. elementary schools in this regard.
• There exists no significant difference between the competency level of the learners learning in rural elementary schools and the competency level of the learners learning in urban elementary schools of north east India.

b) Comparison of the competency level of the learners learning in elementary schools of north east India in relation to their personal variables
• There exists no significant difference between the competency level of the male learners and the competency level of the female learners learning in elementary schools of north east India.
• There exists significant difference between the competency level of the learners of BPL socio economic status parents and the competency level of the learners of APL socio economic status parents learning in elementary schools of north east India. The competency level of the learners of APL socio economic status parents is more than the competency level of the learners of BPL socio economic status parents in this regard.
• Parental education has significant impact in determining the competency level of the learners learning in elementary schools of north east India.
9. State wise comparison of the competency level of the learners learning in elementary schools of north east India
   • The competency level of the learners learning in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India the competency level of the learners learning in elementary schools isn’t same.

10. State wise comparison of the competency level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables

   A. Comparison of the competency level of the learners learning in elementary schools of Assam in relation to their institutional and personal variables
      a) Comparison of the competency level of the learners learning in elementary schools of Assam in relation to their institutional variables
         • There exists significant difference between the competency levels of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Assam. The competency level of the learners learning in private elementary schools is better than the competency levels of the learners learning in govt. elementary schools in this regard.
         • There exists no significant difference between the competency level of the learners learning in rural elementary schools and the competency level of the learners learning in urban elementary schools of Assam.
      b) Comparison of the competency level of the learners learning in elementary schools of Assam in relation to their personal variables
         • There exists no significant difference between the competency level of the boys and the competency level of the girls learning in elementary schools of Assam.
         • There exists significant difference between the competency level of the learners of BPL socio economic status parents and the competency level of the learners of APL socio economic status parents learning in elementary schools of Assam. The competency level of the learners of APL socio economic status parents is more than the competency level of the learners of BPL socio economic status parents in this regard.
         • Parental education has significant impact in determining the competency level of the learners learning in elementary schools of Assam.

   B. Comparison of the competency level of the learners learning in elementary schools of Arunachal Pradesh in relation to their institutional and personal variables
      a) Comparison of the competency level of the learners learning in elementary schools of Arunachal Pradesh in relation to their institutional variables
• There exists significant difference between the competency levels of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Arunachal Pradesh. The competency level of the learners learning in private elementary schools is better than the competency levels of the learners learning in govt. elementary schools in this regard.

• There exists no significant difference between the competency level of the learners learning in rural elementary schools and the competency level of the learners learning in urban elementary schools of Arunachal Pradesh.

b) Comparison of the competency level of the learners learning in elementary schools of Arunachal Pradesh in relation to their personal variables

• There exists no significant difference between the competency level of the boys and the competency level of the girls learning in elementary schools of Arunachal Pradesh.

• There exists significant difference between the competency level of the learners of BPL socio economic status parents and the competency level of the learners of APL socio economic status parents learning in elementary schools of Arunachal Pradesh. The competency level of the learners of APL socio economic status parents is more than the competency level of the learners of BPL socio economic status parents in this regard.

• Parental education has significant impact in determining the competency level of the learners learning in elementary schools of Arunachal Pradesh.

C. Comparison of the competency level of the learners learning in elementary schools of Meghalaya in relation to their institutional and personal variables

a) Comparison of the competency level of the learners learning in elementary schools of Meghalaya in relation to their institutional variables

• There exists significant difference between the competency levels of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Meghalaya. The competency level of the learners learning in private elementary schools is better than the competency levels of the learners learning in govt. elementary schools in this regard.

• There exists no significant difference between the competency level of the learners learning in rural elementary schools and the competency level of the learners learning in urban elementary schools of Meghalaya.

b) Comparison of the competency level of the learners learning in elementary schools of Meghalaya in relation to their personal variables
• There exists no significant difference between the competency level of the boys and the competency level of the girls learning in elementary schools of Meghalaya.
• There exists no significant difference between the competency level of the learners of BPL socio economic status parents and the competency level of the learners of APL socio economic status parents learning in elementary schools of Meghalaya.
• Parental education has no significant impact in determining the competency level of the learner learning in elementary schools of Meghalaya.

**D. Comparison of the competency level of the learners learning in elementary schools of Mizoram in relation to their institutional and personal variables**

*a) Comparison of the competency level of the learners learning in elementary schools of Mizoram in relation to their institutional variables*

• There exists no significant difference between the competency levels of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Mizoram.
• There exists no significant difference between the competency level of the learners learning in rural elementary schools and the competency level of the learners learning in urban elementary schools of Mizoram.

*b) Comparison of the competency level of the learners learning in elementary schools of Mizoram in relation to their personal variables*

• There exists no significant difference between the competency level of the boys and the competency level of the girls learning in elementary schools of Mizoram.
• There exists no significant difference between the competency level of the learners of BPL socio economic status parents and the competency level of the learners of APL socio economic status parents learning in elementary schools of Mizoram.
• Parental education has no significant impact in determining the competency level of the learners learning in elementary schools of Mizoram.

**E. Comparison of the competency level of the learners learning in elementary schools of Manipur in relation to their institutional and personal variables**

*a) Comparison of the competency level of the learners learning in elementary schools of Manipur in relation to their institutional variables*

• There exists significant difference between the competency levels of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Manipur. The competency level of the learners learning in private elementary
schools is better than the competency levels of the learners learning in
govt. elementary schools in this regard.

- There exists no significant difference between the competency level of
  the learners learning in rural elementary schools and the competency
  level of the learners learning in urban elementary schools of Manipur.

b) Comparison of the competency level of the learners learning in elementary
schools of Manipur in relation to their personal variables

- There exists no significant difference between the competency level of
  the boys and the competency level of the girls learning in elementary
  schools of Manipur.

- There exists no significant difference between the competency level of
  the learners of BPL socio economic status parents and the competency
  level of the learners of APL socio economic status parents learning in
  elementary schools of Manipur.

- Parental education has significant impact in determining the competency
  level of the learner learning in elementary schools of Manipur.

F. Comparison of the competency level of the learners learning in elementary
schools of Nagaland in relation to their institutional and personal variables

a) Comparison of the competency level of the learners learning in elementary
schools of Nagaland in relation to their institutional variables

- There exists significant difference between the competency level of the
  learners learning in private elementary schools and the competency
  levels of the learners learning in govt. elementary schools of Nagaland.
  The competency level of the learners learning in private elementary
  schools is better than the competency levels of the learners learning in
  govt. elementary schools in this regard.

- There exists significant difference between the competency level of
  the learners learning in rural elementary schools and the competency
  level of the learners learning in urban elementary schools of Nagaland.
  Competency level of the learners leaning in rural elementary schools is
  better than the competency level of the learners leaning in urban
  elementary schools in this regard.

b) Comparison of the competency level of the learners learning in elementary
schools of Nagaland in relation to their personal variables

- There exists no significant difference between the competency level of
  the boys and the competency level of the girls learning in elementary
  schools of Nagaland.

- There exists significant difference between the competency level of
  the learners of BPL socio economic status parents and the competency
  level of the learners of APL socio economic status parents learning in
  elementary schools of Nagaland. The competency level of the learners
of APL socio economic status parents is more than the competency level of the learners of BPL socio economic status parents in this regard.

- Parental education has no significant impact in determining the competency level of the learner learning in elementary schools of Nagaland.

G. **Comparison of the competency level of the learners learning in elementary schools of Sikkim in relation to their institutional and personal variables**
   a) **Comparison of the competency level of the learners learning in elementary schools of Sikkim in relation to their institutional variables**
      - There exists no significant difference between the competency levels of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Sikkim.
      - There exists no significant difference between the competency level of the learners learning in rural elementary schools and the competency level of the learners learning in urban elementary schools of Sikkim.
   b) **Comparison of the competency level of the learners learning in elementary schools of Sikkim in relation to their personal variables**
      - There exists no significant difference between the competency level of the boys and the competency level of the girls learning in elementary schools of Sikkim.
      - There exists no significant difference between the competency level of the learners of BPL socio economic status parents and the competency level of the learners of APL socio economic status parents learning in elementary schools of Sikkim.
      - Parental education has significant impact in determining the competency level of the learner learning in elementary schools of Sikkim.

H. **Comparison of the competency level of the learners learning in elementary schools of Tripura in relation to their institutional and personal variables**
   a) **Comparison of the competency level of the learners learning in elementary schools of Tripura in relation to their institutional variables**
      - There exists no significant difference between the competency levels of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Tripura.
      - There exists no significant difference between the competency level of the learners learning in rural elementary schools and the competency level of the learners learning in urban elementary schools of Tripura.
   b) **Comparison of the competency level of the learners learning in elementary schools of Tripura in relation to their personal variables.**
• There exists no significant difference between the competency level of the boys and the competency level of the girls learning in elementary schools of Tripura.

• There exists significant difference between the competency level of the learners of BPL socio economic status parents and the competency level of the learners of APL socio economic status parents learning in elementary schools of Tripura. The learners of APL socio economic status parents have more competency level than the learners of BPL socio economic status parents in this regard.

• Parental education has significant impact in determining the competency level of the learners learning in elementary schools of Tripura.

11. Comparison of the commitment level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of north east India in relation to their institutional variables

• There exists no significant difference between the commitment level of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of north east India.

• There exists no significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of north east India.

b) Comparison of the commitment level of the learners learning in elementary schools of north east India in relation to their personal variables

• There exists no significant difference between the commitment level of the boys and commitment level of the girls learning in elementary schools of north east India.

• There exists no significant difference between commitment level of the learners of BPL socio economic status parents and the commitment level of the learners of APL socio economic status parents learning in elementary schools of north east India.

• Parental education has significant impact in determining the commitment level of the learners learning in elementary schools of north east India.

12. State wise comparison of the commitment level of the learners learning in elementary schools of north east India

• The commitment level of the learners learning in elementary schools of north east India differs from state to state. In other words, it is concluded
that in all the states of north east India the commitment level of the learners learning in elementary schools isn’t same.

13. State wise comparison of the commitment level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables

A. Comparison of the commitment level of the learners learning in elementary schools of Assam in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of Assam in relation to their institutional variables

• There exists no significant difference between the commitment level of the learners learning in private elementary schools and the commitment level of the learners learning in govt. elementary schools of Assam.

• There exists significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Assam. The commitment level of the learners learning in urban elementary schools is better in comparison to the commitment level of the learners learning in rural elementary schools in this regard.

b) Comparison of the commitment level of the learners learning in elementary schools of Assam in relation to their personal variables

• There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Assam.

• There exists no significant difference between the commitment level of the learners of BPL socio economic status parents and the commitment level of the learners of APL socio economic status parents learning in elementary schools of Assam.

• Parental education has no significant impact in determining the commitment level of the learners learning in elementary schools of Assam.

B. Comparison of the commitment level of the learners learning in elementary schools of Arunachal Pradesh in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of Arunachal Pradesh in relation to their institutional variables

• There exists no significant difference between the commitment level of the learners learning in private elementary schools and the competency levels of the learners learning in govt. elementary schools of Arunachal Pradesh.
• There exists no significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Arunachal Pradesh.

b) Comparison of the commitment level of the learners learning in elementary schools of Arunachal Pradesh in relation to their personal variables
• There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Arunachal Pradesh.
• There exists no significant difference between the commitment level of the learners of BPL socio economic status parents and commitment level of the learners of APL socio economic status parents learning in elementary schools of Arunachal Pradesh.
• Parental education has no significant impact in determining the commitment level of the learner learning in elementary schools of Arunachal Pradesh.

C. Comparison of the commitment level of the learners learning in elementary schools of Meghalaya in relation to their institutional and personal variables
a) Comparison of the commitment level of the learners learning in elementary schools of Meghalaya in relation to their institutional variables
• There exists significant difference between the commitment level of the learners learning in private elementary schools and the commitment levels of the learners learning in govt. elementary schools of Meghalaya. The commitment level of the learners learning in private elementary schools is better than the commitment levels of the learners learning in govt. elementary schools in this regard.
• There exists significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Meghalaya. The commitment level of the learners learning in rural elementary schools is better than the commitment level of the learners learning in urban elementary schools of Meghalaya.

b) Comparison of the commitment level of the learners learning in elementary schools of Meghalaya in relation to their personal variables
• There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Meghalaya.
• There exists significant difference between the commitment level of the learners of BPL socio economic status parents and the commitment level of the learners of APL socio economic status parents learning in
elementary schools of Meghalaya. The commitment level of the learners of BPL socio economic status parents is better than the commitment level of the learners of APL socio economic status parents in this regard.

- Parental education has significant impact in determining the commitment level of the learner learning in elementary schools of Meghalaya.

D. Comparison of the commitment level of the learners learning in elementary schools of Mizoram in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of Mizoram in relation to their institutional variables

- There exists no significant difference between the commitment level of the learners learning in private elementary schools and the commitment level of the learners learning in govt. elementary schools of Mizoram.
- There exists no significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Mizoram.

b) Comparison of the commitment level of the learners learning in elementary schools of Mizoram in relation to their personal variables

- There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Mizoram.
- There exists no significant difference between the commitment level of the learners of BPL socio economic status parents and the commitment level of the learners of APL socio economic status parents learning in elementary schools of Mizoram.
- Parental education has no significant impact in determining the commitment level of the learner learning in elementary schools of Mizoram.

E. Comparison of the commitment level of the learners learning in elementary schools of Manipur in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of Manipur in relation to their institutional variables

- There exists significant difference between the commitment level of the learners learning in private elementary schools and the commitment level of the learners learning in govt. elementary schools of Manipur. The commitment level of the learners learning in govt. elementary schools is better than the commitment levels of the learners learning in private elementary schools in this regard.
• There exists significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Manipur. The commitment level of the learners learning in rural elementary schools is better than the commitment level of the learners learning in urban elementary schools of Manipur.

b) Comparison of the commitment level of the learners learning in elementary schools of Manipur in relation to their personal variables

• There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Manipur.

• There exists no significant difference between commitment level of the learners of BPL socio economic status parents and the commitment level of the learners of APL socio economic status parents learning in elementary schools of Manipur.

• Parental education has no significant impact in determining the commitment level of the learner learning in elementary schools of Manipur.

F. Comparison of the commitment level of the learners learning in elementary schools of Nagaland in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of Nagaland in relation to their institutional variables

• There exists significant difference between the commitment levels of the learners learning in private elementary schools and the commitment level of the learners learning in govt. elementary schools of Nagaland. The commitment level of the learners learning in private elementary schools is better than the commitment levels of the learners learning in govt. elementary schools in this regard.

• There exists significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Nagaland. The commitment level of the learners learning in rural elementary schools is better than the commitment level of the learners learning in urban elementary schools in this regard.

b) Comparison of the commitment level of the learners learning in elementary schools of Nagaland in relation to their personal variables

• There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Nagaland.
• There exists no significant difference between the commitment level of the learners of BPL socio economic status parents and the commitment level of the learners of APL socio economic status parents learning in elementary schools of Nagaland.
• Parental education has no significant impact in determining the commitment level of the learner learning in elementary schools of Nagaland.

G. Comparison of the commitment level of the learners learning in elementary schools of Sikkim in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of Sikkim in relation to their institutional variables
• There exists no significant difference between the commitment level of the learners learning in private elementary schools and the competency level of the learners learning in govt. elementary schools of Sikkim.
• There exists no significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Sikkim.

b) Comparison of the commitment level of the learners learning in elementary schools of Sikkim in relation to their personal variables
• There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Sikkim.
• There exists significant difference between commitment level of the learners of BPL socio economic status parents and commitment level of the learners of APL socio economic status parents learning in elementary schools of Sikkim. The commitment level of the learners of APL socio economic status parents is better than the commitment level of the learners of BPL socio economic status parents in this regard.
• Parental education has no significant impact in determining the commitment level of the learners learning in elementary schools of Sikkim.

H. Comparison of the commitment level of the learners learning in elementary schools of Tripura in relation to their institutional and personal variables

a) Comparison of the commitment level of the learners learning in elementary schools of Tripura in relation to their institutional variables
• There exists no significant difference between the commitment level of the learners learning in private elementary schools and the commitment level of the learners learning in govt. elementary schools of Tripura.
There exists significant difference between the commitment level of the learners learning in rural elementary schools and the commitment level of the learners learning in urban elementary schools of Tripura. The commitment level of the learners learning in urban elementary schools is better than the commitment level of the learners learning in rural elementary schools in this regard.

b) Comparison of the commitment level of the learners learning in elementary schools of Tripura in relation to their personal variables

- There exists no significant difference between the commitment level of the boys and the commitment level of the girls learning in elementary schools of Tripura.
- There exists no significant difference between commitment level of the learners of BPL socio economic status parents and the commitment level of the learners of APL socio economic status parents learning in elementary schools of Tripura.
- Parental education has no significant impact in determining the commitment level of the learners learning in elementary schools of Tripura.

5.3.0 CONCLUSIONS OF THE STUDY
The details of the conclusions are given below.

- The basic/core competency areas of teachers teaching in elementary schools are: contextual competencies, conceptual competencies, content competencies, transactional competencies, competencies related to other educational activities, competencies to develop teaching learning materials, evaluation competencies, management competencies, competency relating to working with community and society and competencies relating to working with parents. The basic/core commitment areas of teachers teaching in elementary schools are: commitment to the learners, commitment to the society, commitment to the profession, commitment to attaining excellence in profession and commitment to basic values. The basic/core competency areas of learners learning in elementary schools are: scholastic competencies and non-scholastic competencies. The scholastic competencies mainly include competencies like mathematics competencies, social studies competencies, language competencies and general science competencies. The non-scholastic competencies mainly include competencies like art and craft competencies, work experience competencies, and health and hygiene competencies including some other competencies i.e. irregularity and punctuality, cleanliness, truthfulness and self identity, equity, sense of responsibility, co-operation, industriousness etc. The basic/core commitment areas of learners learning in elementary schools are: commitment to the head master, commitment to the
teacher, commitment to the community people, commitment to the institution and commitment to self.

- Both management of the schools and rural-urban orientation of the schools have no significant effect on the competency level of the teachers teaching in elementary schools of north east India. Gender, age, training and experience have no significant effect on the competency level of the teachers teaching in elementary schools of north east India; whereas qualification has significant effect on the competency level of the teachers teaching in elementary schools of north east India. In respect to qualification, the competency level of the high qualified teachers is better than the competency level of the low qualified teachers teaching in elementary schools of north east India.

- The competency level of the teachers teaching in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India the competency level of the teachers teaching in elementary schools isn’t same.

- The management of the schools has no significant effect on the competency level of the teachers teaching in elementary schools of seven states (Assam, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura); whereas as it has significant effect on the competency level of the teachers teaching in elementary schools of rest one state (Arunachal Pradesh). In Arunachal Pradesh, the competency level of the teachers teaching in government elementary schools is better than the competency level of the teachers teaching in private elementary schools. The rural-urban orientation of the schools has no significant effect on the competency level of the teachers teaching in elementary schools of all the eight states. The gender and age have no significant effect on the competency level of the teachers teaching in elementary schools of all the eight states. The qualification has no significant effect on the competency level of the teachers teaching in elementary schools of six states (Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura); whereas as it has significant effect on the competency level of the teachers teaching in elementary schools of rest two states (Assam and Arunachal Pradesh). In both Assam and Arunachal Pradesh, the competency level of the high qualified teachers is better than the competency level of low qualified teachers teaching elementary schools. The training has no significant effect on the competency level of the teachers teaching in elementary schools of six states (Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland and Tripura); whereas as it has significant effect on the competency level of the teachers teaching in elementary schools of rest two states (Assam and Sikkim). In both Assam and Sikkim, the competency level of the trained teachers is better than the competency level of the non-trained teachers teaching elementary schools. The experience has no significant effect on the competency level of the teachers teaching in elementary schools of six states (Arunachal Pradesh, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura).
Tripura); where as it has significant effect on the competency level of the teachers teaching in elementary schools of rest two states (Assam and Manipur). In Assam, the competency level of the more experienced teachers is better than the competency level of the less experienced teachers teaching elementary schools; where as in Manipur, the competency level of the less experienced teachers is better than the competency level of the more experienced teachers teaching elementary schools. The following Master Chart (Chart-5.3.0.1) shows the state wise comparison of the competency level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

**Chart-5.3.0.1**

Master Chart Showing the State Wise Comparison of the Competency Level of the Teachers Teaching in Elementary Schools of North East India in Relation to their Institutional and Personal Variables

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Independent Variables</th>
<th>Name of the Units under Independent Variables along with their Division</th>
<th>Significance of the effect of the different Units under Independent Variables on Dependent Variable (Competency Level of the Teachers) in each state of north east India</th>
<th>Total</th>
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<td>1</td>
<td>Institutional Variables</td>
<td>Management of the schools (Private vs Government)</td>
<td># * # # # # # #</td>
<td>7 cases # 1 case *</td>
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<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools(Rural Vs Urban )</td>
<td># # # # # # #</td>
<td>8 cases #</td>
</tr>
<tr>
<td>2</td>
<td>Personal Variables</td>
<td>Gender(Male Vs Female)</td>
<td># # # # # # # #</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age(Low Aged Vs High Aged)</td>
<td># # # # # # #</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualification(Low Qualified Vs High Qualified )</td>
<td>* * # # # # #</td>
<td>6 cases # 2 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training(Non-Trained Vs Trained )</td>
<td>* # # # # # *</td>
<td>6 cases # 2 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience(Less Experienced Vs More Experienced)</td>
<td>* # # # # #</td>
<td>6 cases # 2 cases *</td>
</tr>
</tbody>
</table>

# Not significant at 0.05 level
* Significant at 0.05 level

➢ Both management of the schools and rural-urban orientation of the schools have no significant effect on the commitment level of the teachers teaching in elementary schools of north east India. Gender, qualification and training have no significant effect on the commitment level of the teachers teaching in elementary schools of north east India; where as age and experience have
significant effect on the commitment level of the teachers teaching in elementary schools of north east India. In respect to age, the commitment level of the low aged teachers is better than the commitment level of high aged teachers teaching in elementary schools of north east India. In respect to experience, the commitment level of the less experienced teachers is better than the commitment level of more experienced teachers teaching in elementary schools of north east India.

➢ The commitment level of the teachers teaching in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India the commitment level of the teachers teaching in elementary schools isn't same.

➢ The management of the schools has no significant effect on the commitment level of the teachers teaching in elementary schools of seven states (Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura); where as it has significant effect on the commitment level of the teachers teaching in elementary schools of rest one state (Assam). In Assam, the commitment level of the teachers teaching in govt. elementary schools is better than the commitment level of the teachers teaching in private elementary schools. The rural-urban orientation of the schools has no significant effect on the commitment level of the teachers teaching in elementary schools of seven states (Assam, Arunachal Pradesh, Meghalaya, Manipur, Nagaland, Sikkim and Tripura); where as it has significant effect on the commitment level of the teachers teaching in elementary schools of rest one state (Mizoram). In Mizoram, the commitment level of the teachers teaching in urban elementary schools is better than the commitment level of the teachers teaching in rural elementary schools. The gender, qualification, training and experience have no significant effect on the commitment level of the teachers teaching in elementary schools of all the eight states. The age has no significant effect on the commitment level of the teachers teaching in elementary schools of seven states (Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland, Sikkim and Tripura); where as it has significant effect on the commitment level of the teachers teaching in elementary schools of rest one state (Meghalaya). In Meghalaya, the commitment level of the low aged teachers is better than the commitment level of high aged teachers teaching elementary schools. The following Master Chart (Chart-5.3.0.2) shows the state wise comparison of the commitment level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

Chart-5.3.0.2
Master Chart Showing the State Wise Comparison of the Commitment Level of the Teachers Teaching in Elementary Schools of North East India in Relation to their Institutional and Personal Variables
Management of the schools has significant effect on the competency level of the learners learning in elementary schools of north east India; whereas rural-urban orientation of the schools has no significant effect on the competency level of the learners learning in elementary schools of north east India. In respect to management of the schools, the competency level of the learners learning in private elementary schools is better than the competency levels of the learners learning in govt. elementary schools of north east India. Gender has no significant effect on the competency level of the learners learning in elementary schools of north east India; whereas parental socio economic status and parental education have significant effect on the competency level of the learners learning in elementary schools of north east India. In respect to parental socio economic status, the competency level of the learners of APL socio economic status parents is more than the competency level of the learners of BPL socio economic status parents learning in elementary schools of north east India. In respect to parental education, the competency level of the learners of above school educated parents is more than the competency level of the learners of school educated parents and the competency level of the learners of non-educated parents learning in elementary schools of north east India; and no significant difference is found between the competency level of the learners of non educated parents and the competency level of the learners of school educated parents learning in elementary schools of north east India.

The competency level of the learners learning in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Independent Variables</th>
<th>Name of the Units under Independent Variables along with their Division</th>
<th>Significance of the effect of the different Units under Independent Variables on Dependent Variable (Commitment Level of the Teachers) in each state of north east India</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutional Variables</td>
<td>Management of the schools (Private vs Government)</td>
<td>*  2 cases  1 case</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools (Rural Vs Urban)</td>
<td>#  7 cases  1 case</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Variables</td>
<td>Gender (Male Vs Female)</td>
<td>#  8 cases  1 case</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age (Low Aged Vs High Aged)</td>
<td>#  7 cases  1 case</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualification (Low Qualified Vs High Qualified)</td>
<td>#  8 cases  1 case</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training (Non-Trained Vs Trained)</td>
<td>#  5 cases  1 case</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience (Less Experienced Vs More Experienced)</td>
<td>#  8 cases  1 case</td>
<td></td>
</tr>
</tbody>
</table>

>

- **Assam**
- **Meghalaya**
- **Mizoram**
- **Manipur**
- **Nagaland**
- **Sikkim**
- **Tripura**
states of north east India the competency level of the learners learning in elementary schools isn’t same.

The management of the schools has no significant effect on the competency level of the learners learning in elementary schools of three states (Mizoram, Sikkim and Tripura); where as it has significant effect on the competency level of the learners learning in elementary schools of rest five states (Assam, Arunachal Pradesh, Meghalaya, Manipur and Nagaland). In all these five states (Assam, Arunachal Pradesh, Meghalaya, Manipur and Nagaland), the competency level of the learners learning in private elementary schools is better than the competency level of the learners learning in govt. elementary schools. The rural-urban orientation of the schools has no significant effect on the competency level of the learners learning in elementary schools of seven states (Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Sikkim and Tripura); where as it has significant effect on the competency level of the learners learning in elementary schools of rest one state (Nagaland). In Nagaland, the competency level of the learners learning in rural elementary schools is better than the competency level of the learners learning in urban elementary schools. The gender has no significant effect on the competency level of the learners learning in elementary schools of all the eight states. The parental socio economic status has no significant effect on the competency level of the learners learning in elementary schools of four states (Meghalaya, Mizoram, Manipur and Sikkim ); where as it has significant effect on the competency level of the learners learning in elementary schools of rest four states (Assam, Arunachal Pradesh, Nagaland and Tripura). In all these four states (Assam, Arunachal Pradesh, Nagaland and Tripura), the competency level of the learners of APL socio economic status parents is better than the competency level of the learners of BPL socio economic status parents learning elementary schools. The parental education has no significant effect on the competency level of the learners learning in elementary schools of three states (Meghalaya, Mizoram and Nagaland ); where as it has significant effect on the competency level of the learners learning in elementary schools of rest five states (Assam, Arunachal Pradesh, Manipur, Sikkim and Tripura). In Assam, Sikkim and Tripura, the competency level of the learners of above school educated parents is more than the competency level of the learners of school educated parents and the competency level of the learners of non-educated parents learning in elementary schools; and no significant difference is found between the competency level of the learners of non educated parents and the competency level of the learners of school educated parents learning in elementary schools. In Arunachal Pradesh, the competency level of the learners of above school educated parents is more than the competency level of the learners of school educated parents and the competency level of the learners of school educated parents is more than the competency level of the learners of
non-educated parents learning in elementary schools; and no significant difference is found between the competency level of the learners of school educated parents and the competency level of the learners of above school educated parents learning in elementary schools. In Manipur, the competency level of the learners of above school educated parents is more than the competency level of the learners of non educated parents learning in elementary schools; and no significant difference is found between the competency level of the learners of non educated parents and the competency level of the learners of school educated parents and between the competency level of the learners of school educated parents and the competency level of the learners of above school educated parents learning in elementary schools. The following Master Chart (Chart-5.3.0.3) shows the state wise comparison of the competency level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

Chart-5.3.0.3
Master Chart Showing the State Wise Comparison of the Competency Level of the Learners Learning in Elementary Schools of North East India in Relation to their Institutional and Personal Variables

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Independent Variables</th>
<th>Name of the Units under Independent Variables along with their Division</th>
<th>Assam</th>
<th>Arunachal Pradesh</th>
<th>Meghalaya</th>
<th>Manipur</th>
<th>Nagaland</th>
<th>Sikkim</th>
<th>Tripura</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Institutional Variables</td>
<td>Management of the schools (Private vs Government)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>3 cases * 5 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools (Rural Vs Urban)</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>7 cases * 1 case *</td>
</tr>
<tr>
<td>2.</td>
<td>Personal Variables</td>
<td>Gender (Boys Vs Girls)</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>8 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental SES (BPL Vs APL)</td>
<td>*</td>
<td>*</td>
<td>#</td>
<td>#</td>
<td>*</td>
<td>#</td>
<td>*</td>
<td>4 cases * 4 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental Education (Non-educated Vs School-educated Vs Above School-educated)</td>
<td>*</td>
<td>*</td>
<td>#</td>
<td>#</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>3 cases * 5 cases *</td>
</tr>
</tbody>
</table>

Both management of the schools and rural-urban orientation of the schools have no significant effect on the commitment level of the learners learning in elementary schools of north east India. Gender and parental socio economic status have no significant effect on the commitment level of the learners learning in elementary schools of north east India; where as parental education has
significant effect on the commitment level of the learners learning in elementary schools of north east India. In respect to parental education, the commitment level of the learners of above school educated parents is more than the commitment level of the learners of school educated parents and the commitment level of the learners of non-educated parents learning in elementary schools of north east India; and no significant difference is found between the commitment level of the learners of non educated parents and the commitment level of the learners of school educated parents learning in elementary schools of north east India.

➢ The commitment level of the learners learning in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India, the commitment level of the learners learning in elementary schools isn't same.

➢ The management of the schools has no significant effect on the commitment level of the learners learning in elementary schools of five states (Assam, Arunachal Pradesh, Mizoram, Sikkim and Tripura); where as it has significant effect on the commitment level of the learners learning in elementary schools of rest three states (Meghalaya, Manipur and Nagaland ). In Meghalaya and Nagaland, the commitment level of the learners learning in private elementary schools is better than the commitment level of the learners learning in govt. elementary schools; where as in Manipur, the commitment level of the learners learning in govt. elementary schools is better than the commitment level of the learners learning in private elementary schools. The rural-urban orientation of the schools has no significant effect on the commitment level of the learners learning in elementary schools of three states (Arunachal Pradesh, Mizoram and Sikkim ); where as it has significant effect on the commitment level of the learners learning in elementary schools of rest five states (Assam, Meghalaya, Manipur, Nagaland and Tripura). In Meghalaya, Manipur and Nagaland, the commitment level of the learners learning in rural elementary schools is better than the commitment level of the learners learning in urban elementary schools; where as in Assam and Tripura, the commitment level of the learners learning in urban elementary schools is better than the commitment level of the learners learning in rural elementary schools. The gender has no significant effect on the commitment level of the learners learning in elementary schools of all the eight states. The parental socio economic status has no significant effect on the commitment level of the learners learning in elementary schools of six states (Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland and Tripura); where as it has significant effect on the commitment level of the learners learning in elementary schools of rest two states (Meghalaya and Sikkim). In Meghalaya, the commitment level of the learners of BPL socio economic status parents is better than the commitment level of the learners of APL socio economic status parents learning elementary schools; where as in Sikkim, the commitment level
of the learners of APL socio economic status parents is better than the commitment level of the learners of BPL socio economic status parents learning elementary schools. The parental education has no significant effect on the commitment level of the learners learning in elementary schools of seven states (Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland, Sikkim and Tripura); where as it has significant effect on the commitment level of the learners learning in elementary schools of rest one state (Meghalaya). In Meghalaya, the commitment level of the learners of non educated parents is more than the commitment level of the learners of school educated parents learning in elementary schools; and no significant difference is found between the commitment level of the learners of non educated parents and the commitment level of the learners of above school educated parents learning in elementary schools. The following Master Chart (Chart-5.3.0.4) shows the state wise comparison of the commitment level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

Chart-5.3.0.4
Master Chart Showing the State Wise Comparison of the Commitment Level of the Learners Learning in Elementary Schools of North East India in Relation to their Institutional and Personal Variables

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Independent Variables</th>
<th>Name of the Units under Independent Variables along with their Division</th>
<th>Significance of the effect of the different Units under Independent Variables on Dependent Variable (Commitment Level of the Learner) in each state of north east India</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Institutional Variables</td>
<td>Management of the schools (Private vs Government)</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools (Rural Vs Urban)</td>
<td>*</td>
<td>#</td>
</tr>
<tr>
<td>2</td>
<td>Personal Variables</td>
<td>Gender (Boys Vs Girls)</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental SES (BPL Vs APL)</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental Education (Non-educated Vs School-educated Vs Above School-educated)</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

5.4.0 DISCUSSION OF THE RESULTS
Present piece of research work is a significant attempt to identify the nature of competency and commitment areas of teachers teaching in elementary schools, and
the nature of competency and commitment areas of learners learning in elementary schools; and compare the competency and commitment level of the teachers teaching in elementary schools and the competency and commitment level of the learners learning in elementary schools of different states of north east India and of north east India (as a whole) in relation to their institutional and personal variables. Some of the significant outcomes of the present study are: The study identified the nature of the basic/core competency and commitment areas of teachers teaching in elementary schools; and the nature of the basic/core competency and commitment areas of learners learning in elementary schools. The study stated that the competency and commitment level of the teachers teaching in elementary schools and the competency and commitment level of the learners learning in elementary schools of north east India differ from state to state. The study further stated that the competency and commitment level of the teachers teaching in elementary schools and the competency and commitment level of the learners learning in elementary schools of different states of north east India and/or of north east India (as a whole) to some extent are influenced by institutional variables (like management of the schools and rural-urban orientation of the schools) and personal variables (like age, qualification, training and experience). From the study, it is also found that the competency and commitment level of the teachers teaching in elementary schools, and the competency and commitment level of the learners learning in elementary schools of different states of north east India and/or of north east India (as a whole) are hardly influenced by a personal variable i.e. gender.

Many other investigations are also carried out previously by the researchers relating to the present study area. The results of those studies in one way or other are related with the findings of the present study. While the results of some studies are intimately corroborated with the results of the present study, the results of some other studies have some what bearing on relationship with the results of the present study. Some significant investigations that are carried out previously by the researchers relating to the present study area and the relationship of those investigations with the present study are given below.

The findings of the studies related to teachers competency conducted by Ismail, Al-Zoubi, Rahaman and Al-Shabatat (2009); Narsimhamurthy (2007); Lakshminarayana and Babu (2003); Pushpam and Soundararajan (2004); and Kumar (2003) are intimately related to the findings of the present study in one way or other. The studies conducted by Ismail, Al-Zoubi, Rahaman and Al-Shabatat (2009); Narsimhamurthy (2007); Lakshminarayana and Babu (2003); Pushpam and Soundararajan (2004); and Kumar (2003) state that competency based approach in teaching is guided by the attitude of the teachers and mostly influenced by the institutional and personal factors like govt. and private orientation of the schools, tribal and non tribal areas of the schools, gender, age, qualification, experience etc. Present study corroborates with these studies in the sense that the present study states that competency level of the teachers teaching in elementary schools are influenced by the
institutional variables and personal variables to many extent. There are some studies which focus light on different aspects of teacher competencies. And, the results of such studies have direct or indirect relationship with the results of the present study. For example, Karacaoglu (2008) identified four competency areas that teacher should possess in the teaching learning process. Jeba (2005) found that mental health and teaching competency are correlated. In the study of Bhattachrya (2001), it is found that there exists a significant correlation between teaching competency and level of adjustment among girl student teachers. Shamala (1997) found that children develop confidence and language competency through group work and interaction. Padhi (1996) reports that competency based activity centered approach provides plenty of opportunity for thinking and reasoning. Kukreti (1994) and Basi (1991) in their studies found that competent teacher joined in the teaching profession because they regard teaching as a prestigious job, and there exists positive correlation between job satisfaction and criterion measures of teaching competency. Gor (1992) reported that perceptual modeling approach was significantly more effective than the traditional approach in developing teaching competency. Lalitha (1994) found that fluency, flexibility, verbal originality and elaboration are the significant predictors of teaching competency.

In the field of teachers' commitment towards teaching learning process, the studies conducted by Kurz (2006); Hengpiya (2006); Park (2004); Maheswari (2004); Mathew (2003); Smart (2003); Bogler and Somech(2004); and Mohan Raju (1992) state that most of the teachers' level of commitment is influenced by the institutional factors such as location of the schools, management of the schools, etc. and personal factors such as gender, age, experience, self motivation, marital status, etc. All these studies more or less related with the present study in the sense that the present study states that commitment level of the teachers are influenced by the institutional and personal factors to some extent. In the studies of Malik, Nawab, Naem and Danish (2010); and Maheshwari (2003), it is found that the commitment level of the teachers mostly depends on the social recognition, prestige, socio-economic status, salary and self satisfaction. Jamal, Hasan and Raheem(2007); Jamal(2006); Galambos (2006); and Cherkowski (2005) in their study reported that occupational stress, students' misbehavior, employees' morale, work environment, role of principal etc. are some of the factors which determine the commitment of the teachers in the teaching learning process. The results of all these studies more or less are corroborated with the results of the present study.

In the field of student's achievement and / or competency, many studies have been conducted. Among those studies, many of them are corroborated with the present study. For example, the studies of Roy (2007); Mete (2006); Nirmala, Antony Raj and Kumaran (2006); Sengupta (2005); Srivastava (2002); Srivastava (1996); and Varghese (1995) are in many way related with the present study. These studies put emphasis on the fact that rural urban orientation of the schools, management of the
schools, socio economic conditions of the family and many other demographic factors influence the achievement/competency level of the learners. Besides these studies, Satish (2007); Shanmughadas (2004); and Venugopal (1995) found in their studies that the effective teaching, learning style, teacher’s expectations etc. have influence over the achievement level or in the process of developing competency of the learners. Jain and Arrolla (1995) in their study reported that teacher commitment made a positive impact in the learner's achievement. Basantia and Panda (2004); Basavaya and Patnaik (1997); and Panda (1996) found that methodology or techniques of the teaching to many extent influence the achievement and competency level of the learners. Shanti and Amal (2002); Verma and Kumar (1999); Kathuria and Ahluwalia (1994) put light on the different aspects like study habits, computer assisted instruction (CAI), prolonged deprivation, intellectual ability etc. that influence the students’ level of achievement in the school level. Results of all these studies to some extent juxtaposed the findings of the present study.

In the field of learner commitment, very few studies have been found/ reviewed. Some of such studies are the studies of Gihar (2006); Gill, Biger and Dhaliwal (2008); and Huber and Naganand (2010). Gihar (2006) found no difference between the commitment level of the different groups of students formed on the basis of their locality, and on the basis of their subject stream. Gill, Biger, and Dhaliwal (2008) perceived that commitment to continuing study is positively related to the degree of student’s dependence on faculty. Huber and Naganand (2010) found academically stronger students are somewhat committed towards the teaching learning process. These studies focused on the dependence/relationship of students' / learners' commitment on the different factors. The study of the dependence / relationship of students' / learners' commitment on the different institutional and personal factors is also one of the significant concerns of the present study. Therefore, these studies to some extent go in the line of the present study.

5.5.0 IMPLICATIONS OF THE STUDY

The study has following implications for its stake holders-
- It helps to make the teaching learning process of our education system / school system competency based and commitment oriented.
- It helps to improve / enhance the competency and commitment of the teacher; and competency and commitment of the learner in our educational system / school set up.
- It helps to assess the competency and commitment of the teacher; and competency and commitment of the learner in educational system / school set up for overall educational change and development.
- It helps to enhance the quality of our school / education system by introducing competency based and commitment oriented teaching learning.
- It helps to achieve the universalization of elementary education in terms of enrolment, retention and achievement of the learners.
• It helps to rectify the defects / weaknesses / shortcomings of our existing school / educational system in the light of competency based and commitment oriented education
• It suggests the planners / administrators / policy makers of education to introduce or implement competency based and commitment oriented teaching learning in the field of education.
• The introduction or implementation of competency based and commitment oriented teaching learning in education system / school system develops a sense of accountability among the teacher and learner in order to show their competency and commitment in education system / school system.
• It helps to make the school / educational system more realistic, practical, achievable and feasible.
• It helps the teacher and learner to develop and use their own talents, abilities and aptitudes etc. to a maximal degree.
• It helps to organize different types of training programmes, workshops, seminars, symposia etc. for enhancing competency of teacher and learner.

5.6.0 LIMITATIONS OF THE STUDY
The limitations of the present study are-
• In the present study competency based and commitment oriented teaching learning is understood / studied from the perspective of the competency and commitment of the teacher, and competency and commitment of the learner. Besides the competency and commitment of the teacher, and competency and commitment of the learner, the teaching learning process in education system / school system is affected by competency based and commitment of other personnel like head master/principal, education officer/administrator etc. But, the competency and commitment of other personnel like head master/principal, education officer/administrator etc. are not studied in the present study.
• In the present study, competency of the teacher is studied referring to ten teacher competency areas or factors, and commitment of the teacher is studied referring to five teacher commitment areas or factors. Similarly, in the present study, competency of the learner is studied referring to learner competency / achievement record (as prepared by the school basing on final examination scores of the learners) and commitment of the learner is studied referring to five learner commitment areas or factors. There are / may be many other areas or factors (i.e. areas or factors other than the areas or factors that are used for studying the competency and commitment of the teacher and learner in the present study) that affect the competency and commitment of the teacher and learner, which are not studied in the present study.
• For studying the competency of the teacher, a teacher competency test; for studying the commitment of the teacher, a teacher commitment scale; for studying the competency of the learner, learner competency / achievement
record; and for studying the commitment of the learner, a learner commitment scale are used in the present study. Besides the uses of these tools in the present study scales for studying competency of the teacher, commitment of the teacher and commitment of the learner; and learner competency / achievement record for studying competency of the learner), many other categories of tools like observation schedule, interview schedule etc. can be used for studying competency and commitment of the teacher and learner, which are not used in the present study.

- It is not possible on the part of the researcher to avoid various problems or constraints in the process of collecting information relating to the study/research work.

5.7.0 SUGGESTIONS FOR FURTHER STUDY / RESEARCH
The study has these suggestions for further research:

- The present study was conducted in elementary schools of north eastern states of India i.e. Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura. This kind of study may be extended to other parts of the country as well as the world.
- The present study was conducted at elementary level of school of education. So, there is also scope for extending it to other levels of the school and high education.
- The present study was conducted at the level of general education. This kind of study may be extended to the other levels of education like technical education, professional education etc.
- In the present study, the researcher has taken students and teachers only as the source of analysis of competency and commitment in teaching learning. But, study may be conducted by including parents, community members, official staff members, headmasters and many other personnel who have direct or indirect relation with teaching learning.
- Comparative study on competency based and commitment oriented approach in education in the states of India and abroad can also be undertaken.
- Comparative study on competency based and commitment oriented teaching learning can be conducted in relation to different types of educational set up like plain area educational set up, hill area educational set up etc.
- A study can be conducted to analyze whether more competent teachers are more committed or not; and whether more competent learners are more committed or not.
- The present study has been conducted on the practice of competency based and commitment oriented teaching learning in elementary education as a whole, but the practice of competency based and commitment oriented teaching learning in specific subject areas like in mathematics, languages, art and craft etc. can be studied.
A factorial study may be undertaken in order to ascertain the factors that contribute in the process development of competency and commitment in the teaching learning process.

Present study did not include the influence of competency and commitment of teachers in the process learners’ achievement and commitment. So study may be conducted to judge the influence of teachers’ competency and commitment in the process of development of learners’ competency and commitment. Study may be conducted to ascertain the influence of parental education in learner’s competency and commitment in teaching learning process.