CHAPTER – 6

Summary, Conclusion, Implications, Recommendations and Suggestions

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SUMMARY, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

School education provides the foundation upon which the students build their brighter tomorrow with the help and proper direction of their teachers. Teachers occupy the prime position in providing quality learning to the students for eliciting the desirable learning outcomes. Therefore a school teachers needs to be effective in his teaching for improving students’ achievements. Present day education demands much more from the teachers than simply disseminating knowledge to the students. He has to disguise so many personas in the present scenario. He has to be the role model, facilitator, assessor, planner, resource developer, communicator, collaborator, learner, leader, reformer, pioneer and also a risk taker. These challenging and overwhelming roles of twenty first century teachers may lead to high levels of stress, emotional imbalances and maladjustment with the job. The behaviour of teacher towards these situations is important which is governed by the psychological and personal factors. Therefore the investigator made a humble attempt to make a review of the studies done in the field of teaching effectiveness. A gap in prior research indicated the need for additional quantitative research for revealing those psychological and personal factors that are effective indicators of teaching effectiveness. Recognising the importance of this, the present study was carried out to find out the impact of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers.

This chapter is divided into five sections. The first section comprises the summary of the study followed by conclusion in section two. Third section focuses upon the implications of the findings of the study based upon which the proposed recommendations are discussed in section four that provides direction to future researches in the form of suggestions as given in section five.
6.1) Summary of the Study

The present research investigated the impact of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers. Also the effect of three demographic variables i.e. gender, marital status and teaching experience was analysed. This section comprises of objectives, research questions, methodology, and findings that are described as follows:

6.1.1) Objectives

The study was guided by the following objectives:

1. To investigate the impact of emotional maturity on teaching effectiveness of school teachers.
2. To examine the impact of hardiness on teaching effectiveness of school teachers.
3. To explore the impact of job satisfaction on teaching effectiveness of school teachers.
4. To investigate whether or not any interactional effects exist between two or more than two independent variables on teaching effectiveness of school teachers.
5. To study the combined and individual effects of selected independent variables viz. Emotional maturity, hardiness and job satisfaction on the teaching effectiveness of school teachers.
6. To study the effect of some demographic variables (gender, marital status and teaching experience) on teaching effectiveness of school teachers.
7. To study the combined effect of Emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers with respect to different demographic variables.

6.1.2) Research Questions

Based on the above research objectives, the following research questions have been framed for the present research study:

11. Do emotional maturity and emotional immaturity have differential effect on teaching effectiveness of school teachers?
12. Do hardiness and non-hardiness have differential effect on teaching effectiveness of school teachers?

13. Do job satisfaction and job dissatisfaction have differential effect on teaching effectiveness of school teachers?

14. Is there any interactional effect of emotional maturity and hardiness on teaching effectiveness of school teachers?

15. Is there any interactional effect of emotional maturity and job satisfaction on teaching effectiveness of school teachers?

16. Is there any interactional effect of hardiness and job satisfaction on teaching effectiveness of school teachers?

17. Is there any interactional effect of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers?

18. What is the extent of combined and individual effects of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers?

19. Do the demographic variables (gender, marital status and teaching experience) have significant effect on teaching effectiveness of school teachers?

20. What is the extent of combined effect of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers with respect to different demographic variables (gender, marital status and teaching experience)?

6.1.3) Methodology

Chapter 3 provides the complete methodology and procedures of the study. The study was based on a 2×2×2 factorial design in which three personality variables (emotional maturity, hardiness and job satisfaction) each varying in two ways, was used in the present study. The two values of first personality variable i.e. emotional maturity were (a) emotionally mature and (b) emotionally immature; similarly the two values of second personality variable i.e. hardiness were (a) hardy and (b) non-hardy.
The third variable was also varied in two ways as (a) job satisfied and (b) job dissatisfied. Thus there were eight groups of school teachers as given below:

Group I: Emotionally mature, Hardy and Job satisfied teachers.
Group II: Emotionally mature, Hardy and Job dissatisfied teachers.
Group III: Emotionally mature, Non hardy and Job satisfied teachers.
Group IV: Emotionally mature, Non hardy and Job dissatisfied teachers.
Group V: Emotionally immature, Hardy and Job satisfied teachers.
Group VI: Emotionally immature, Hardy and Job dissatisfied teachers.
Group VII: Emotionally immature, Non hardy and Job satisfied teachers.
Group VIII: Emotionally immature, Non hardy and Job dissatisfied teachers.

Each one of these groups was comprised of 75 teachers to make a total sample of 600 school teachers selected by purposive convenient sampling technique from CBSE schools of Aligarh district and New Delhi. The data were collected by applying four standardised scales viz. 1) Teacher Effectiveness Scale by (Kumar & Mutha, 1999). 2). Emotional Maturity Scale (Singh & Bhargava, 2010). 3). Singh Psychologiacal Hardiness Scale (Singh, A. K., 2008). 4) Job Satisfaction Scale (Singh & Sharma, 2009). The data collected were subjected to appropriate statistical techniques such as factorial ANOVA, Multiple regression analysis, t-test, F-test. The results obtained by data analysis were presented and interpreted in Chapter 4 and the findings emanated from data analysis are discussed in the light of other findings in chapter 5.

6.1.4) Findings

The main findings emanating from the present investigation are as follows:

29) Emotional maturity and emotional immaturity have differential effect on teaching effectiveness of school teachers. More specifically, teaching effectiveness of emotionally mature teachers was found much superior than that of emotionally immature teachers.
30) Hardiness variation had a significant impact on teaching effectiveness of school teachers. More specifically hardy teachers were more effective in teaching as compared to non hardy teachers.

31) Job satisfaction and job dissatisfaction have differential effect on teaching effectiveness of school teachers. More specifically teaching effectiveness of job satisfied teachers was found to be higher than job dissatisfied teachers.

32) No significant interactional effect was found between emotional maturity and hardiness on teaching effectiveness of school teachers.

33) There was no significant interactional effect between emotional maturity and job satisfaction in respect of teaching effectiveness of school teachers.

34) There was no significant interactional effect of hardiness and job satisfaction on teaching effectiveness of school teachers.

35) A significant interactional effect was found among emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers.

36) All the three independent variables emerged as significant predictors of teaching effectiveness and contributed approximately 51.5% of variance in explaining the teaching effectiveness of school teachers. Emotional maturity explained 31.0%; hardiness 8.1% and job satisfaction explained 12.5% variance in teaching effectiveness of school teachers.

37) Gender had no influence on teaching effectiveness of school teachers.

38) Marital status had a significant influence on teaching effectiveness of school teachers. The teaching effectiveness of unmarried teachers was significantly higher than their respective married counterparts.

39) There was a significant influence of years of teaching experience on teaching effectiveness of school teachers. The teaching effectiveness of teachers having more than twenty years of teaching experience was found to be much higher than teachers having 0-10 and 11-20 years of teaching experience.
40) Emotional maturity, hardiness and job satisfaction in combination exhibited a significant influence on both male and female teachers’ degree of teaching effectiveness and in combination accounted 53.1% variance in teaching effectiveness scores of male teachers while 50.4 % variance in female teachers.

41) A significant (p < 0.01) combined effect of emotional maturity hardiness and job satisfaction was observed on teaching effectiveness of both married and unmarried teachers. In combination they accounted for 44.1% of variance in teaching effectiveness scores of married teachers and 53.3% variance in teaching effectiveness of unmarried teachers.

42) Emotional maturity, hardiness and job satisfaction in combination had a significant influence on teaching effectiveness of school teachers irrespective of their years of teaching experience. The three independent variables in combination contributed 52.9% variance in teaching effectiveness scores of teachers having 0-10 years of teaching experience; 47.3 % for teachers having 11-20 years of teaching experience and 57.7 % variance in the teaching effectiveness scores of teachers having more than twenty years of teaching experience.

6.2) Conclusion

The overall findings of the present research study beckon the importance of psychological and personal traits of teachers in the instruction process. The study was based on a 2×2×2 factorial design involving 600 school teachers. The significant main effects of the three independent variables i.e. emotional maturity, hardiness and job satisfaction proved that the positive personality traits are vital for making the teachers effective. Emotionally mature teachers scoring higher on teacher effectiveness scale is an indication of the fact that instruction delivered by those teachers who are better able to manage their emotions are more effective as compared to emotionally immature teachers. Likewise hardy teachers are found to be more effective than non hardy teachers which highlight the role of resilient characteristics in improving teaching effectiveness. Moving towards job satisfaction, the results are also in the
expected direction reporting job satisfied teachers are far more effective than job dissatisfied teachers. It means that the happier the teacher is with his/her job the better he is in discharging his duties. On the whole the study on the basis of significant main effects conclude that positive affect of a teacher towards himself/herself and towards the job along with hardy attitudes is vital for improving the teaching effectiveness of school teachers.

Although, the study reveals that the two way interaction effects are insignificant but slightly insignificant interaction between emotional maturity and hardiness is indicating that these variables have a dependence on each other but it is not statistically significant. However the three way interaction between the three variables is significant suggesting that the three variables under consideration may not operate on the teaching effectiveness of school teachers alone thereby indicating the possibility of some sort of dependence between them which may be accounted due to common outcomes or some intervening variables that will need to be examined in future researches. Results of multiple regression analysis ultimately aids in concluding that these three personality variables are significant predictors of teaching effectiveness of school teachers with a good prediction ability of about 51.5 % and revealing them as significant predictors of teaching effectiveness irrespective of the demographic variables taken under consideration. Overall the findings of the present study emphasize the role of psychological and personal variables that certainly make a difference in the teaching effectiveness of school teachers.

By investigating the influence of demographic variables on teaching effectiveness, results indicated that demographic variables exhibited varied influence on teaching effectiveness of school teachers. Gender does not affect the teaching effectiveness of school teachers while marital status and teaching experience did influence teaching effectiveness of school teachers. Unmarried teachers and teachers with more than ten years of teaching experience were found to exhibit higher levels of teaching effectiveness as compared to their respective counterparts.
6.3) **Educational Implications of the Research**

The present research is primarily concerned with the teaching effectiveness of school teachers. It therefore contributes information in the area of teacher evaluation and in turn is useful for the improvement of teaching practice by helping teachers to identify their weaknesses and strengths for further professional development and in identifying the effective and ineffective teachers thereby protecting the students from incompetent teachers by bringing structured assistance to marginal teachers and accordingly may also serves as a process of rewarding and penalizing the individual teacher.

The present research may also help teachers making more accountable towards their profession by ensuring that teachers perform at their best to enhance student learning by holding teachers accountable for their performance by associating it with promotion, task assignments, tenure considerations and to a range of consequences for their career.

By providing the information about the effectiveness of teachers, this research may help in monitoring the organization’s employment decisions and in assessing and improving the school effectiveness because teachers are the part of the wider school context who are responsible for better outcomes of students that in turn reflects the effectiveness of the schools.

The present study explored the differential effects of some of the personality variables on teaching effectiveness of school teachers and the findings would be beneficial in understanding the role of emotional maturity, hardiness and job satisfaction in enhancing the performance of teachers. The information generated could be utilized by teachers to frame better professional identities and to tackle the degradation of their teaching on account of personal variables. Further the results help in suggesting better ways of training and equipping instructors with all the necessary skills of effective teaching including professional as well as personal skills. Based on the findings it is proposed that there is a need to plan personality grooming programme for in-service as well as prospective teachers in order to help them develop a sound and balanced personality that do contribute in making and
developing an effective teacher for effective teaching and productive learning outcomes.

Findings of emotional maturity levels related to teachers’ effectiveness would help in generating emotional labour rules and integrating emotion regulation skills in teacher preparation programmes. The results of hardiness variation on teachers’ performance assist in the development of stress management programmes for in-service teachers emphasizing the cultivation of hardy attitudes of commitment, control and challenge to face the pressures encountering while delivering the services in the schools. Findings of job satisfaction suggest that school authorities need to develop strategies to deal with the needs of those teachers who experience less job satisfaction and to facilitate their commitment through proper incentive plans which would help in reducing absenteeism and retaining effective teachers. Moreover the results may also help in the development of a rapport between teachers and taught and maintaining a positive learning environment in the classroom that caters healthy overall development of students with positive learning outcomes. Thus results of our study would ultimately contribute in raising the academic standard and academic excellence in educational settings.

6.4) Recommendations for Practice

The following recommendations are based on the major findings of this research study and the literature that complements this research.

The study has revealed that emotional maturity is a significant predictor of teaching effectiveness of school teachers and emotionally mature teachers are effective in teaching as compared to emotionally immature teachers. Thus it is essential that teachers should be efficient enough in managing their emotions and using them wisely. As such emotional maturity cannot be learned but can be attained through learning emotional intelligence skills which can be learned since emotional intelligence ensures emotional maturity. For this purpose some recommendations are discussed:
1) There is a need for incorporating emotional intelligence skills in teacher preparation programmes. This will help teachers in imbibing the necessary skills for emotion regulation.

2) Regular seminars and lectures from experts are to be organised on emotional maturity and emotional intelligence in the training institutes.

3) Teachers need to be assessed for their emotional maturity quotient. This will help in identifying the emotionally immature teachers and accordingly counselling of the needy teachers should be done to improve their EQ.

4) Orientation programmes for the in-service teachers should be organised in which the importance of emotional maturity should be emphasized thereby making teachers realize that their emotional maturity level affect the outcomes of students as well as their own performance.

5) School administration should clearly highlight the emotion labour rule to the teachers at the time of teacher recruitment.

6) As we know that positive atmosphere leads to positive attitudes, therefore schools should strive to provide a healthy social-emotional atmosphere to the teachers that allows the free expression of positive emotions of teachers thereby help in sound emotional development of the students.

Results from this study indicated hardiness is also a significant predictor of teaching effectiveness of school teachers revealing that hardy teachers are more effective than non hardy teachers. Therefore efforts should be made for increasing and developing more hardy attitudes in the teachers. Hardiness is a learnable trait and hence hardiness training inclusive of pre-service and in-service teachers can be provided. A complete training procedure that utilizes the Hardy Training workbook or internet program (Khoshaba & Maddi, 2001) is available. Teachers should be given training in hardy attitudes based on this training workbook. Utilizing weekly group sessions, hardiness trainers may help teachers to engage in problem-solving coping with each of their specific stressors in turn, and use the feedback from their efforts to
deepen their hardy attitudes. The important features of hardiness training are given below:

1) Based on Khoshaba & Maddi’s (2001) hardiness training workbook, hardiness training of teachers should involve a pattern of group sessions guided by a trainer. This training procedure will include narratives on hardiness, inspirational examples, exercises, and periodic checkpoints that emphasise exercising and developing the hardy skills of coping, social support, and self-care, and using the feedback obtained through these efforts to deepen the hardy attitudes of commitment, control, and challenge.

2) Hardy coping should involve training in problem focused coping of the trainees that includes situational reconstruction approach, focussing and compensatory self improvement (Maddi et al, 2009).

3) Social support component involves learning the ways of improving communication and listening approaches in resolving the conflicts. In replacing the conflicts with a mutual pattern of giving and getting assistance and encouragement, rather than falling into destructive competition or stultifying overprotection, hardy coping is helpful.

4) Self care is the final aspect of hardiness training (Khoshaba & Maddi, 2001). This should help teachers in maintaining organismic arousal at an optimal level for carrying out problem-solving coping and socially supportive interactions, while avoiding health problems.

Training of hardy coping, social support and self care leads to strengthening of hardy attitudes in teachers thereby increasing their hardiness level. In a way such Programs aimed at developing effective coping strategies, realistic optimism and hardiness or resilience.

Another important finding emanating from the present study is that job satisfaction is also a significant predictor of teaching effectiveness of school teachers revealing that job satisfied teachers are more effective than job dissatisfied teachers. It means that there is a direct need for facilitating and improving job satisfaction of
school teachers. Based on this result it is recommended that the schools should strive to make their teachers more satisfied with their jobs. For achieving these following recommendations are proposed:

1) Teachers should be involved in formulating school policies. This will enhance their morale and help them in better connection with the job thereby improving job satisfaction.

2) Proper incentives both in terms of rewards, fringe benefits and special allowances should help teachers feel contented with their jobs.

3) Regular feedback should be provided to the teachers through students as well as peers regarding their profession. This will provide encouragement and help the teachers in understanding their weaknesses.

4) Factors contributing in job dissatisfaction should be identified and possible remedial measures to counter their effect should be properly spelt out by the policy makers.

5) Happy teachers are satisfied teachers. It is therefore recommended that the school ambience should cater the positivity and healthy relations among the teachers, students and staff members. Also proper facilities should be provided to the teachers for developing and maintaining a positive enjoyable work climate in the classrooms.

The results revealed significant differential effects of emotional maturity, hardiness and job satisfaction along with the significant three way interaction effect of these on the teaching effectiveness of school teachers. These results are helpful in eliciting and unfolding the role of positive personality traits in teaching effectiveness of school teachers and it is therefore recommended that there is a need of incorporating positive skill development programmes in teacher training institutes and orientation of in service teachers for attaining the same.

Based on the findings obtained from demographic data; it was recommended that there should be organisation of need based programmes and counselling sessions for in-service teachers emphasizing the tips for maintaining a healthy balance between
professional and family life. Results of teaching experience suggested that there is a need of a provision of systematic in-service training programmes for novice teachers especially during the early years of teaching along with seminars and workshops for all the in service teachers in order to update them in recent trends and developments in the subject matter and pedagogical skills. Finally, it may also be recommended that there should never be any kind of prenotion regarding the gender specific teaching effectiveness of school teachers.

6.5) Suggestions for Future Research

Research in any field is a continuous process and no research in itself is considered complete. Every research is based upon previous studies and lays down the foundation for a new study. The present study also was delimited in terms of a number of variables, to explore the relationship of teacher effectiveness with personality variables. Hence some suggestions are being made for further research:

1. The study could be extended to other parts of country and different grades of educational institutions i.e. the primary, senior secondary or even at the college level to provide more comprehensive and generalizable results with wider perspective.

2. The present study was conducted on CBSE school teachers only; it is therefore desirable that the study could be conducted with teachers of other boards’ schools and government schools.

3. The present research assessed the teacher’s effectiveness with self evaluation techniques only, as there are other strategies also, therefore it can be suggested that future researches in this area should involve other techniques like students’ ratings or principals’ ratings of teachers’ performance to get a more clear idea of teacher’s effectiveness.

4. Since there is no clear definition of teaching effectiveness, and it is considered to be relative to the measuring tools, therefore research efforts should be made
to develop indigenous tools of research to assess teacher effectiveness in their own perspectives.

5. Based on the findings it was suggested that training should be provided to the prospective and in-service teachers in emotion regulation skills and hardy attitudes, therefore future researches may be conducted with an experimental approach assessing pre and post training teaching effectiveness to establish the usefulness of such types of training procedures.

6. The present study was done with three personality variables only. In order to clearly explain the role of teacher’s personality on the effectiveness of their instruction, it is desirable to conduct future researches with more number of personality variables.

7. Based on the findings it was revealed that there are some common outcomes of the selected three independent variables that accounts for significant three way interaction effect. It is therefore suggested that there is a need to better explain empirically the possible causes of this, which could be attained by selecting different types of models simultaneously in one study. Also future studies should be aimed at identifying the moderator variables intervening between the selected variables of the present study which can be done by Path Analysis and Structural Equation Modelling techniques.

8. The present research study was conducted by considering total scores on all the dimensions of measuring instruments involved in the study. Maybe future researches therefore ought to consider dimensions of emotional maturity and hardiness for making their results more impressive.

9. The present research is survey based and involves quantitative data; however researches may also be conducted with longitudinal approach involving observations of teacher instruction strategies over a long time frame.