CHAPTER V
SUMMARY AND FINDINGS

V.1. Introduction

The summary and findings section is the most important part of the research report, because it reviews all the information which has been presented in the previous chapters. This chapter includes discussion of findings, educational implications of the study, suggestions for further research and conclusion.

V.2. Discussion on Findings

1. The emotional resilience of prospective teachers is moderate. (77.0%)

2.a. There is no significant difference in the emotional resilience of prospective teachers with respect to the variable ‘gender’. This finding is in agreement with the investigation of Johnson and Diane Joseph (2014). This finding contradicts the study by Smitha (2014) who found gender differences in the personal resilience of teachers. It shows that the personal resilience by female is higher than male teachers.

b. There is no significant difference in the emotional resilience of prospective teachers with respect to the variable ‘type of college’.

c. There is no significant difference in the emotional resilience of prospective teachers with respect to the variable ‘location of college’. This finding is on contrast with the study of Smitha (2014) who reported that there is significant difference between rural and urban school teachers in the personal resilience.
d. There is no significant difference in the emotional resilience of prospective teachers with respect to the variable ‘type of family’.

e. There is no significant difference in the emotional resilience of prospective teachers with respect to the variable ‘marital status’.

f. There is no significant difference in the emotional resilience of prospective teachers with respect to the variable ‘community’.

g. There is significant difference in the emotional resilience of prospective teachers with respect to the variable ‘discipline’. The mean scores show that prospective teachers of English discipline are better than other disciplines counterparts. This may be due to the fact that they have good communication skills to express their emotions in correct path.

3. The cognitive efficacy of prospective teachers is moderate. (62.6%)

4. The cognitive efficacy of prospective teachers in the following dimensions is moderate.

   (i) Verbal Ability - 66.4%
   (ii) Numerical Ability - 59.2%
   (iii) Logical Reasoning Ability – 53.4%
   (iv) Analytical Reasoning Ability - 68.2%
   (v) Visual-Spatial Ability - 69.4%

They have better level of verbal ability, analytical reasoning ability and visual-spatial ability. But they are average in numerical ability and logical reasoning ability.
5.a. There is no significant difference in the cognitive efficacy of prospective teachers in total and its dimensions namely verbal ability, numerical ability, logical reasoning ability and visual-spatial ability with respect to the variable ‘gender’. But significant difference is found in the cognitive efficacy of prospective teachers in the dimension ‘analytical reasoning ability’. The mean scores show that male prospective teachers are better than female prospective teachers in the dimension ‘analytical reasoning ability’. This may be due to the fact that male prospective teachers are well in scrutinizing any situations and solve the associated problems. This finding contradicts with the study of Arun Kumar, P. (2014) who reported that there arise the gender differences in the relationship of selected components of intelligences i.e. logical-mathematical and visual-spatial intelligences.

b. There is no significant difference in the cognitive efficacy of prospective teachers in total and its dimensions namely verbal ability, numerical ability, logical reasoning ability, analytical reasoning ability and visual-spatial ability with respect to the variable ‘type of family’. This finding is in proximity with the study of C. Thanavathi and V. Thamodharan (2012) who reported that no significant difference arises between the mean scores of cognitive intelligence of graduate and postgraduate history students with respect to type of family.

c. There is no significant difference in the cognitive efficacy of prospective teachers in total and its dimensions namely verbal ability, numerical ability, logical reasoning ability, analytical reasoning ability and visual-spatial ability with respect to the variable ‘marital status’.
d. There is no significant difference in the cognitive efficacy of prospective teachers in total and its dimensions namely numerical ability, logical reasoning ability and visual-spatial ability with respect to the variable ‘type of college’. But significant difference is found in cognitive efficacy of prospective teachers in the dimensions ‘verbal ability’ and ‘analytical reasoning ability’ with respect to the variable ‘type of college’. The mean scores show that aided college prospective teachers are better than self-financed college prospective teachers in the dimensions ‘verbal ability’ and ‘analytical reasoning ability’. This may be due to the fact that the prospective teachers of aided college are selected on the basis of merit through counselling. They may have good reasoning power and able to comprehend the words easily. This finding contradicts with the study of U. Vasanthi and S. Usha Parvathi (2013) who found that aided college prospective teachers are better cognitive efficacy than self-financed college prospective teachers.

e. There is no significant difference in the cognitive efficacy of prospective teachers in the dimension ‘visual-spatial ability’ with respect to the variable ‘location of college’. But significant difference is found in the cognitive efficacy of prospective teachers in total and its dimensions namely verbal ability, numerical ability, logical reasoning ability and analytical reasoning ability. The mean scores show that prospective teachers from urban areas are better than prospective teachers from rural areas in cognitive efficacy in total and in the dimensions verbal ability, numerical ability, logical reasoning ability and analytical reasoning ability. This may be due to the fact that the urban area prospective teachers get more exposure of developing cognitive skills by visiting libraries, browsing internet and attending many competitive exams.
f. There is no significant difference between prospective teachers in the dimension ‘analytical reasoning ability’ and visual-spatial ability’ with respect to the variable ‘community’. But significant difference is found in the cognitive efficacy of prospective teachers in total and its dimensions verbal ability, numerical ability and logical reasoning ability. So the data were put into Post-ANOVA test. The result shows that OC community prospective teachers are better than other community prospective teachers in cognitive efficacy in total and in the dimensions verbal ability, numerical ability and logical reasoning ability. This may be due to the fact that the OC community prospective teachers are good in memorising the content and express it realistically.

g. There is no significant difference in the cognitive efficacy of prospective teachers in the dimension ‘analytical reasoning ability’ with respect to the variable ‘discipline’. But significant difference is found in the cognitive efficacy of prospective teachers in total and its dimensions namely verbal ability, numerical ability, logical reasoning ability and visual-spatial ability. This may be due to the fact that mathematics teachers have high comprehension skills which can accelerate learning by creating rapid, accurate links between known and newly learned information. The prospective teachers of English discipline are better in verbal ability than their counterparts. This may be due to the descriptive nature of the subject they studied.

6. The social competence of prospective teachers is moderate. (77.2%)

7. The social competence of prospective teachers in the following dimensions is moderate.
   (i) Social Skills − 90.2%
   (ii) Self-concept − 76%
   (iii) Assertiveness − 72.2%
(iv) Social Leadership – 72.6%
(v) Social Adjustment – 94%
(vi) Social Commitment – 74.8%
(vii) Organisational Skills – 71.6%

8.a. There is no significant difference in the social competence of prospective teachers in total and its dimensions namely social skills, self-concept, assertiveness, social leadership, social adjustment, social commitment and organisational skills with respect to the variable ‘gender’. This finding gets confirmation with the study of C. Thanavathi and V. Thamodharan (2011) who found that there is no significant difference between social competency of graduate and postgraduate history students with respect to gender. This finding contradicts with the study of Shunmuga Lakshmi (2012) who reported that male and female prospective teachers show significant difference in their social responsibility and social competency in total.

b. There is no significant difference in the social competence of prospective teachers in total and its dimensions namely social skills, self-concept, assertiveness, social leadership, social adjustment, social commitment and organisational skills with respect to the variable ‘type of family’.

c. There is no significant difference in the social competence of prospective teachers in the dimensions namely social skills, self-concept, assertiveness, social adjustment, and organisational skills with respect to the variable ‘marital status’. But significant difference is found in the social competence of prospective teachers in total and its dimensions social leadership and social commitment with respect to the variable ‘marital status’. The mean scores show that single prospective teachers are better than their married counterparts in social competence in total and in the dimensions social leadership and social commitment. This may be due to the fact
that single prospective teachers move with others’ very socially and eagerly hold the leading role and perform their responsibilities sincerely.

d. There is no significant difference in the social competence of prospective teachers in the dimensions namely social skills, self-concept, assertiveness and social adjustment with respect to the variable ‘type of college’. But significant difference is found in the social competence of prospective teachers in total and its dimensions namely social leadership, social commitment and organisational skills with respect to the variable ‘type of college’. The mean scores show that self-financed college prospective teachers are better than their aided counterparts in social competence in total and in the dimensions social leadership, social commitment and organisational skills. This may be due to the fact that the self-finance college engage their students in social work and encourage them to participate in co-curricular activities. This finding contradicts in the dimension ‘self-concept’ with the study of Rekha Yadhav (2015) who found that the students of government schools had higher self-concept as compared to public school students.

e. There is no significant difference in the social competence of prospective teachers in total and its dimensions namely social skills, self-concept, assertiveness, social leadership, social adjustment, social commitment and organisational skills with respect to the variable ‘location of college’.

f. There is no significant difference in the social competence of prospective teachers in total and its dimensions namely social skills, self-concept, assertiveness, social leadership, social adjustment, social commitment and organisational skills with respect to the variable ‘community’.
g. There is no significant difference in the social competence of prospective teachers in total and its dimensions namely social skills, self-concept, assertiveness, social leadership, social adjustment, social commitment and organisational skills with respect to the variable ‘discipline’. But it is found that the calculated F-value is greater than table F-value in the dimensions ‘social commitment’. The Post-ANOVA test shows that English prospective teachers are better than the prospective teachers of other disciplines. This may be due to the reason that language teachers are getting more chance to participate in many social activities which makes them be highly socially responsible persons.

9.a There is no significant association between the emotional resilience of prospective teachers and the variable ‘age’.

b. There is no significant association between the emotional resilience of prospective teachers and the variable ‘birth order’.

c. There is no significant association between the emotional resilience of prospective teachers and the variable ‘father’s education’. This finding gets confirmation from the investigation by U. Vasanthi and S. Usha Parvathi (2013) who found no significant association between father’s educational qualification of prospective teachers and their cognitive efficacy.

d. There is no significant association between the emotional resilience of prospective teachers and the variable ‘mother’s education’.

e. There is no significant association between the emotional resilience of prospective teachers and the variable ‘father’s occupation’.
f. There is no significant association between the emotional resilience of prospective teachers and the variable ‘mother’s occupation’.

g. There is no significant association between the emotional resilience of prospective teachers and the variable ‘family annual income’.

10. a. There is no significant association between the different dimensions and total of cognitive efficacy of prospective teachers and the variable ‘age’.

b. There is no significant association between the dimensions namely numerical ability, logical reasoning ability, analytical reasoning ability, visual-spatial ability and total of cognitive efficacy of prospective teachers and the variable ‘birth order’. But significant association is found between the dimension ‘verbal ability’ of prospective teachers and the variable ‘birth order’.

c. There is no significant association between the different dimensions and total of cognitive efficacy of prospective teachers and the variable ‘father’s education’.

d. There is no significant association between the dimensions namely numerical ability, logical reasoning ability, analytical reasoning ability, visual-spatial ability and total of cognitive efficacy of prospective teachers and the variable ‘mother’s education’. But significant association is found between the dimension ‘verbal ability’ of prospective teachers and the variable ‘mother’s education’.

e. There is no significant association between the dimensions ‘numerical ability’ and ‘analytical reasoning ability’ of prospective teachers and the variable ‘father’s occupation’. But significant association is found between the dimensions ‘verbal ability’, ‘logical reasoning ability’, ‘visual-spatial ability’ and total of cognitive efficacy of prospective teachers and the variable ‘father’s occupation’.
f. There is no significant association between the dimension ‘analytical reasoning ability’ of prospective teachers and the variable ‘mother’s occupation’. But significant association is found between the dimensions namely ‘verbal ability’, ‘numerical ability’, ‘logical reasoning ability’, ‘visual-spatial ability’ and total of cognitive efficacy of prospective teachers and the variable ‘mother’s occupation’.

g. There is no significant association between the dimensions namely ‘numerical ability’, ‘analytical reasoning ability’, ‘visual-spatial ability’ and total of cognitive efficacy of prospective teachers and the variable family annual income. But significant association is found between the dimensions ‘verbal ability’ and ‘logical reasoning ability’ of prospective teachers and the variable family annual income. This finding contradicts with the study of C. Thanavathi and V. Thamodharan (2012) who reported that significant difference arises between the mean scores of cognitive intelligence of graduate and postgraduate history students with respect to annual income of parents.

11.a There is no significant association between the dimensions namely ‘social skills’, ‘self concept’ and ‘assertiveness’ of prospective teachers and the variable age. But significant association is found between the dimensions namely ‘social leadership’, ‘social adjustment’, ‘social commitment’, ‘organisational skills’ and total of social competence of prospective teachers and the variable ‘age’.

b. There is no significant association between the different dimensions and total of social competence of prospective teachers and the variable ‘birth order’.

c. There is no significant association between the dimensions namely ‘social skills’, ‘self-concept’, ‘assertiveness’, ‘social leadership’, ‘social adjustment’, ‘organisational skills’ and total of social competence of prospective teachers and
the variable father’s education’. But significant association is found between the dimension ‘social commitment’ of prospective teachers and the variable ‘father’s education’. This finding contradicts with the study of Shunmuga Lakshmi (2012) who reported that prospective teachers show significant association between father’s educational qualification and their social responsibility and social competency in total.

d. There is no significant association between the different dimensions and total of social competence of prospective teachers and the variable ‘mother’s education’.

e. There is no significant association between the dimensions namely ‘social skills’, ‘self-concept’, ‘assertiveness’, ‘social leadership’, ‘social adjustment’, ‘social commitment’ and total of social competence of prospective teachers and the variable ‘father’s occupation’. But significant association is found between the dimension ‘organisational skills’ of prospective teachers and the variable ‘father’s occupation’.

f. There is no significant association between the dimensions namely ‘social skills’, ‘self-concept’, ‘social leadership’, ‘social adjustment’, ‘social commitment’, ‘organisational skills’ and total of social competence of prospective teachers and the variable ‘mother’s occupation’. But significant association is found between the dimension ‘assertiveness’ of prospective teachers and the variable ‘mother’s occupation’.

g. There is no significant association between the different dimensions and total of social competence of prospective teachers and the variable ‘family annual income’.
12. There is no significant positive correlation between emotional resilience and cognitive efficacy of prospective teachers. This finding is in confirmation with the investigation by Jessica J. Genet and Matthias Siemer (2011) who reported that cognitive flexibility and flexible affective processing were not related with trait resilience.

13. There is significant positive correlation between cognitive efficacy and social competence of prospective teachers. This may be due to the fact that when the cognitive efficacy increases, the prospective teachers show more social competence. The cognitive efficacy of prospective teachers helps them to be effective in teaching learning process and develop social skills by reducing conflict and by creating an atmosphere of caring about each other.

14. There is significant positive correlation between emotional resilience and social competence of prospective teachers. This may be due to the fact that the resilient prospective teachers can adjust in any situations and behave socially well.

15. There is no significant influence of emotional resilience and cognitive efficacy on social competence of prospective teachers.

V.3. Recommendations and Educational Implications

V.3.a. Recommendations in General

1. It is found out from the study that only 10% of prospective teachers are having high emotional resilience.

   (i) It is, therefore, recommended that emotional resilience are to be developed among the prospective teachers.

   (ii) Prospective teachers require orientation on handling emotional situations along with knowledge upgradation.
(iii) Prospective teachers should be developed with good communication skills to understand themselves and other’s problems.

(iv) Practical oriented stress coping strategies should be included in the curriculum.

(v) Physical health of prospective teachers should be concentrated by both the teacher educators and their parents. Because good physical health can have control on emotions of an individual.

(vi) Emotional resilience can be insisted among prospective teachers through seminars, workshops, projects, etc.

(vii) Resilient centres can be incorporated with counselling centres in schools and colleges to train the students emotionally strong.

2. It is found from the study that the prospective teachers of English discipline are better in their emotional resilience than their counterparts.

   It is, therefore, recommended that innovative techniques may be used to enhance emotional resilience of prospective teachers of other disciplines at par with the prospective teachers of English. Bridge courses like programmes may be organised for the prospective teachers of all disciplines to cope up with uncomfortable situations and bolster their resilient behaviours.

3. Only 17.2% of the prospective teachers are found to have cognitive efficacy at high level. Less than 53.4% of the sample is poor in the dimension “logical reasoning ability”.

   (i) It is, therefore, recommended that the cognitive efficacy in general and the logical reasoning ability in particular are to be enhanced among the prospective teachers.
(ii) B.Ed. curriculum should not only be syllabus/exam-oriented, but it should test the ability of prospective teachers in all forms namely, verbal, numerical, logical, analytical and visual. In turn, it helps the prospective teachers to tackle the competitive world.

(iii) Various cognitive strategies may be inculcated in our normal classroom teaching to improve the efficacy of prospective teachers cognitively.

(iv) The cognitive efficacy of prospective teachers may be identified through regular, continuous and systematic evaluation.

4. It is found that cognitive efficacy of male prospective teachers is better than their female counterparts in the dimension “analytical reasoning ability”.

   It is, therefore, recommended that special provisions should be made in B.Ed. curriculum to enhance reasoning power of female prospective teachers.

5. It is found that cognitive efficacy of aided college prospective teachers is better than the self-finance college prospective teachers in the dimensions of verbal ability and analytical reasoning ability.

   The reason for the better verbal ability and analytical reasoning ability among the aided college prospective teachers may be found out and the attempts should be made to improve cognitive efficacy of self-finance college prospective teachers.

6. The prospective teachers belonging to OC community are found to have better cognitive efficacy in total and in the dimensions of verbal ability, numerical ability and logical reasoning ability.

   It is, therefore, recommended that B.Ed. programmes may include with various strategies to develop cognitive efficacy among the prospective teachers.
7. It is found from the study that prospective teachers belonging to Mathematics discipline are better than their counterparts in cognitive efficacy in total and in the dimensions numerical ability, logical reasoning ability and visual-spatial ability. The prospective teachers belonging to English discipline are better than their counterparts in the dimension of verbal ability.

The reason for this may be found out and the attempts should be made to follow the same strategies to improve cognitive efficacy of prospective teachers studying in other disciplines.

8. Only 11% of the prospective teachers are found to have the high level of social competence. 71.6% of the sample are below average in the dimension ‘organisational skills’.

It is, therefore, recommended that
(i) More social activities may be organised in the colleges.
(ii) The prospective teachers may be encouraged to participate in various social programmes to develop their social skills.
(iii) To enhance the prospective teachers’ leadership ability, all the students should get an opportunity to lead their class.
(iv) Teacher educators should insist the duties of every citizen which are to be performed for the improvement of their society.

9. It is found from the study that the prospective teachers belonging to ‘single’ marital status are better than their counterparts in social competence in total and in the dimensions of social leadership and social commitment.

It is, therefore, recommended that the special course may be planned and implemented for the married prospective teachers to develop their social competence.
10. The prospective teachers of English discipline are better than their counterparts in the dimension of social commitment.

The reason for this may be found out and the attempts should be made to increase the sense of social responsibility of the prospective teachers of other disciplines.

11. The correlation between cognitive efficacy and social competence is found to be positive. It is, therefore, recommended that along with transferring of knowledge of information, the teacher educators should concentrate on developing social abilities among the prospective teachers.

12. The correlation between emotional resilience and social competence is found to be positive. The reason for this may be found out and the attempts are to be made to enhance emotional resilience and social competence through seminar, workshop and symposium. The UGC should allocate fund for this task. The action research can be undertaken to develop emotional resilience and social competence among prospective teachers.

V.3.b. A Few Recommendations for Policy Decision

1. B.Ed. theory and practical examination should be planned in such a way that it should assess all the abilities of prospective teachers such as verbal, numerical, reasoning, visual-spatial and social ability.

2. Seminars and workshops may be mandatory in Colleges of Education to enhance emotional resilience and social competence.

3. Problem based teaching method can be introduced in the B.Ed. curriculum.

4. The inter-disciplinary subjects may be taught in higher education institutions so that the students can gain knowledge available in other subjects which ultimately
improves the social competence and cognitive efficacy of the prospective teachers.

5. The graduates with better emotional resilience, cognitive efficacy and social competence may be given preference in appointing teachers in schools. The weightages to these areas may be given in TRB examinations.

6. It could be made mandatory that teacher education institutions should organise the programmes to develop physical, intellectual, emotional, social and moral values among prospective teachers which make them committed and competent teachers in the future.

V.4. Suggestions for Further Research

1. The prospective teachers are the population for this study. The same type of study may be extended to the practising teachers.

2. Qualitative research may be undertaken in developing emotional resilience, cognitive efficacy and social competence in various angles.

3. A few reasons for different findings are given in this study. They are speculative. The study may be undertaken to find out the genuineness of these findings scientifically.

4. Only rating scales and test are used as tools in the present study. Some other qualitative techniques may be adopted in the new studies.

5. A few action researches may be undertaken in developing emotional resilience, cognitive efficacy and social competence by applying different strategies.
6. Emotional resilience was correlated with cognitive efficacy and social competence in this study. The correlational studies may be undertaken between emotional resilience and decision-making skills, emotional resilience and problem solving ability, cognitive efficacy and thinking styles, social competence and mental health.

V.5. Conclusion

The emotionally resilient and socially competent teacher with a high sense of efficacy about their teaching capabilities has an easier time motivating their students and enhancing their cognitive development. Teaching is one of the most rewarding professions, but it can also be one of the most stressful. Some factors fostering emotional resilience, cognitive efficacy and social competence in prospective teachers, they establish realistic expectations of roles and responsibilities of beginning teachers in the training process and they devise challenging targets for development which also recognise success and challenges in learning to teach and establish a collaborative rather than individualistic approach to seeking solutions, and establish mutually respectful relationship with others. The supreme aim of education is the enrichment of the life of an individual. Therefore, the teacher education institutions should play a crucial and formative role in the spheres of cognitive, emotional, social and moral development of prospective teachers.