CHAPTER VI
FINDINGS, DISCUSSION AND RECOMMENDATIONS

Restatement of the problem, variables selected for the study, findings, discussion and recommendation are elaborated in this chapter.

6.1 RESTATEMENT OF THE PROBLEM
Profile of Teaching Competency among Prospective Secondary Teachers.

6.2 VARIABLES SELECTED FOR THE STUDY
Teaching Competency of prospective teachers is the criterion variable and Multiple Intelligence, Perception of Teacher Status and Personal Ideology are the predictor variables of the study.

Background variables of the study are:

a) Personal variables such as gender, age, religion, marital status, educational qualification and optional subjects;

b) Institutional variables such as status of the college, type of management and locality of the college; and

c) Familial variables such as father’s occupation, mother’s occupation, father’s education, mother’s education and nature of the family.

6.3 FINDINGS
The findings of the study are presented under the following sections:

Section 1 Percentage analysis of variables - Teaching Competency, Multiple Intelligence, Perception of Teacher Status and Personal Ideology.

Section 2 Significance of Difference in Teaching Competency (TC)

Section 3 Significance of Difference in Multiple Intelligence (MI)
Section 4  Significance of Difference in Perception Teacher Status (PTS)

Section 5  Significance of Difference in Personal Ideology (PI)

Section 6  Significance of correlation between TC and the predictor variables viz., MI, PTS and PI

Section 7  Regression Analysis

6.3.1 Percentage Analysis

1. More than three-fifths of the respondents had moderate level of teaching competency, multiple intelligence, perception of teacher status and personal ideology.

2. Teaching competency of prospective secondary teachers with regard to personal variables was moderate.

3. Teaching competency of prospective secondary teachers with regard to institutional variables was moderate.

4. Teaching competency of prospective secondary teachers with regard to familial variables was moderate.

5. The level of multiple intelligence of prospective secondary teachers with regard to personal variables was moderate.

6. The level of multiple intelligence of prospective secondary teachers with regard to institutional variables was moderate.

7. The level of multiple intelligence of prospective secondary teachers with regard to familial variables was moderate.

8. The prospective secondary teachers’ perception of teacher status with regard to personal variables was moderate.
9. The prospective secondary teachers’ perception of teacher status with regard to institutional variables was moderate.

10. The prospective secondary teachers’ perception of teacher status with regard to familial variables was moderate.

11. The personal ideology of prospective secondary teachers with regard to personal variables was moderate.

12. The personal ideology of prospective secondary teachers with regard to institutional variables was moderate.

13. The personal ideology of prospective secondary teachers with regard to familial variables was moderate.

6.3.2. Significance of Difference in Teaching Competency

1. There was no significant difference in the teaching competency of prospective secondary teachers with regard to personal variables except gender.

2. There was no significant difference in the teaching competency of prospective secondary teachers with regard to institutional variables viz. type of management of the institution. But there was significant difference with regard to status of the college and locality of the institution.

3. There was no significant difference in the teaching competency of prospective secondary teachers with regard to familial variables viz., father’s occupation, mother’s occupation and mother’s education. But there was significant difference with regard to father’s education and nature of family.
6.3.3 Significance of Difference in Multiple Intelligence

4. There was significant difference in the multiple intelligence of prospective secondary teachers with regard to gender. But there was no significant difference in the Multiple Intelligence of prospective secondary teachers with regard to personal variables namely, age, religion, marital status, educational qualification and optional subjects.

5. There was significant difference in the multiple intelligence of prospective secondary teachers with regard to institutional variables viz., status of the college and type of management. But there was no significant difference in the multiple intelligence of prospective secondary teachers with regard to locality of the institution.

6. There was no significant difference in the multiple intelligence of prospective secondary teachers with regard to familial variables like father’s occupation, father’s education and mother’s education. But there was significant difference with regard to mother’s occupation and nature of family.

6.3.4 Significance of Difference in Perception of Teacher Status

7. There was significant difference in the prospective secondary teachers’ perception of teacher status with regard to personal variables such as gender and age, but there was no significant difference in the perception of teacher status with regard to marital status, educational qualification and optional subjects.

8. There was significant difference in the prospective secondary teachers’ perception of teacher status with regard to status of the college. But there was no significant difference with regard to type of management and locality of institution.

9. There was no significant difference in the prospective secondary teachers’ perception of teacher status with regard to familial variables.
6.3.5 Significance of Difference in Personal Ideology

10. There was significant difference in the personal ideology of prospective secondary teachers with regard to gender. But there was no significant difference with regard to personal variables such as age, religion, marital status, educational qualification and optional subjects.

11. There was significant difference in the personal ideology of prospective secondary teachers with regard to institutional variables such as status of the college and locality of the institution. But there was no significant difference with regard to type of management.

12. There was no significant difference in the personal ideology of prospective secondary teachers with regard to familial variables.

6.3.6 Significance of Correlation

13. There was significant correlation between teaching competency and the predictor variables viz., multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers.

14. There was significant correlation between teaching competency and multiple intelligence of prospective secondary teachers with regard to personal variables with an exception of male gender.

15. There was significant correlation between teaching competency and multiple intelligence of prospective secondary teachers with regard to institutional variables with an exception of autonomous college students.

16. There was significant correlation between teaching competency and multiple intelligence of prospective secondary teachers with regard to familial variables. But there was no significant correlation between teaching competency and multiple intelligence of prospective secondary teachers whose fathers were teachers and whose mother had collegiate education.
17. There was significant correlation between teaching competency and prospective secondary teachers’ perception of teacher status with regard to personal variables with an exception of male gender.

18. There was significant correlation between teaching competency and prospective teacher’s perception of teacher status with regard to institutional variables with an exception of autonomous college students.

19. There was significant correlation between teaching competency and prospective secondary teachers’ perception of teacher status with regard to familial variables.

20. There was significant correlation between teaching competency and personal ideology of prospective secondary teachers with regard to personal variables.

21. There was significant correlation between teaching competency and personal ideology of prospective secondary teachers with regard to institutional variables.

22. There was significant correlation between teaching competency and personal ideology of prospective secondary teachers with regard to familial variables.

23. There was significant correlation between multiple intelligence and prospective secondary teachers’ perception of teacher status with regard to personal variables.

24. There was significant correlation between multiple intelligence and prospective secondary teachers’ perception of teacher status with regard to institutional variables.

25. There was significant correlation between multiple intelligence and prospective secondary teachers’ perception of teacher status with regard to familial variables.

26. There was significant correlation between multiple intelligence and personal ideology of prospective secondary teachers with regard to personal variables.

27. There was significant correlation between multiple intelligence and personal ideology of prospective secondary teachers with regard to institutional variables.

28. There was significant correlation between multiple intelligence and personal ideology of prospective secondary teachers with regard to familial variables.
29. There was significant correlation between perception of teacher status and personal ideology of prospective secondary teachers with regard to personal variables.

30. There was significant correlation between perception of teacher status and personal ideology prospective secondary teachers with regard to institutional variables.

31. There was significant correlation between perception of teacher status and personal ideology of prospective secondary teachers with regard to familial variables.

6.3.7 Regression Analysis

32. There was significant multiple correlation between the criterion variable and the predictor variables of prospective secondary teachers’ perception of teacher status. The predictive values of Multiple Intelligence, Perception of Teacher Status and Personal Ideology were 13.71%, 18.7% and 21.5% respectively.

33.a The combined predictive power of the predictors was 29.2%

33.b The highest predictor of Teaching Competency was found to be Personal Ideology.

33.c The relative position of the predictors were Personal Ideology, Perception of Teacher Status and Multiple Intelligence respectively.

6.4 SYNTHESIS OF THE FINDINGS

On the basis of the findings it may be concluded that irrespective of background variables all prospective secondary teachers had moderate level of Teaching Competency, Multiple Intelligence, Perception of Teacher Status and Personal Ideology.
It is inferred that there existed no significant difference in the teaching competency of prospective secondary teachers with regard to personal variables, institutional variables and familial variables with an exception of gender, status of the college, locality of the institution, father’s education and nature of family.

Prospective secondary teachers did not differ significantly with regard to personal variables, institutional variables and familial variables in Multiple Intelligence. However difference was found with regard to gender, status of the college, type of management, mother’s occupation and nature of family.

Prospective secondary teachers did not differ in their Perception of Teacher Status with regard to marital status, educational qualification, optional subject, type of management and locality of institution.

Prospective secondary teachers did not differ significantly in their Personal Ideology with regard to age, religion, marital status, educational qualification, optional subject and type of management.

It was found that Teaching Competency was significantly correlated with Multiple Intelligence, Perception of Teacher Status and Personal Ideology of prospective secondary teachers. There existed a significant multiple correlation between the criterion variable and the predictor variable. It is also inferred that Multiple Intelligence, Perception of Teacher Status and Personal Ideology are significant predictors of Teaching Competency.
6.5 DISCUSSION

‘There is no chance of the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on one wing’ says Vivekananda. The higher mean scores of female respondents prove that the condition of women is improved today. Moreover teaching is being considered to be a feminine profession, more and more women opt for teaching. Women are more sensitive, emotionally stable, intellectually awake and duty conscious than their male counterparts. They make classroom atmosphere conducive and congenial for students to learn enthusiastically. Teaching competency is a by product of the above mentioned qualities of a person. Hence there is significant difference in the teaching competency of prospective secondary teachers with regard to gender.

The ‘no significant difference’ in teaching competency with regard to personal variables except gender reveals that teaching competency is independent of age, religion, marital status, educational qualification and optional subjects. This finding is supported by the findings of the studies by Rajameenakshi (1988), Roul (2004), Jain (2007), Anisha (2007) and Abilasha (2009), but the finding is contradictory to the findings of Rajeswari (2005), Bansi (2006), Sridhar (2007), Bondu (2007) and Anisha (2008).

The higher mean scores of non autonomous college students may be due to the fact that non autonomous college students have to compete with so many students enrolled in affiliated colleges of the university. Rules and regulations are rigid in non autonomous colleges. They have to complete the prescribed task within the stipulated time. Hence they are academic oriented, and so creative and innovative teaching is hardly emphasized. This is not so in the case of autonomous colleges where the rules are flexible and competition is within a closer circle of the college. That may be the reason for the significance of difference in teaching competency with regard to status of the college. This finding confirms the finding of Roul (2004). But it is just the opposite of the finding of Byrd (2002).
The significant difference between rural and urban college students reveal the fact that the purpose of establishing colleges in rural areas is to serve the poor and the needy in order to uplift the rural mass which is deprived of education. Hence students studying in these colleges are achievement oriented, sincere and hardworking. This may be the reason for the higher mean score of rural students in teaching competency. This finding supports the finding of Byrd (2002).

The impact of father’s education on the teaching competency of prospective secondary teachers may be due to the reason that though children experience love and affection from mothers, knowledge and wisdom is acquired from father. The father is the centre around which the whole family circle rotates. That is why it is said ‘As is the father so is the child’. Hence there is significant difference in the teaching competency of prospective secondary teachers with regard to fathers’ education. This finding does not confirm the finding of the study conducted by Wolfe (1994) and Anisha (2008).

In Nuclear families, there is conducive atmosphere to study. The socio economic status, healthy parenting practices and regular study habits, encourage children to study well and come up in life from the very beginning of their education. This may be the reason for the significant difference in the teaching competency of prospective secondary teachers coming from nuclear families. This finding supports Rajameenakshi’s finding (1988). But it goes against the finding of the study conducted by Rajeswari (2005).

The significant difference in the multiple intelligence of prospective secondary teachers with regard to gender reveals that men are superior to women in multiple intelligence. Researches prove that the brains are physically distinct with regard to gender. It suggests that men and women show differences in behaviour because their brains are distinct organs. The brains of male and female appear to be constructed from markedly different genetic blue prints. Harvard University scientists found that parts of the frontal lobe which houses decision making and problem solving functions were proportionally larger in women as was the limbic cortex which regulates emotions. Proportionally larger brain areas in men include the parietal cortex which possesses signals from the sensory organs and is involved in space perceptions, and the amygdala which controls emotions and social and sexual behaviour (Cahill, 2008: 46). This may be the reason for the significant difference in multiple intelligence with regard to gender.
This finding is in harmony with the finding of the study conducted by Yuen. *et. al* (2005).

The finding reveals that autonomous college students are superior to non autonomous college students in multiple intelligence but when compared to self financing college students aided college students are good at multiple intelligence. These colleges are well equipped with infrastructural facilities. The theory provided to the students by experienced teacher educators is in harmony with the practice teaching. In the place of science of teaching they emphasis the science of learning. Curricula teaching strategies tend to develop the various dimensions of multiple intelligence whereas in self financing colleges material resources and human resources are very much limited and so quality is not taken care of. The students are devoid of rich and innovative experiences. Hence there is significant difference in multiple intelligence of prospective secondary teachers with regard to status of the college and type of management.

No significant difference in multiple intelligence of prospective secondary teachers with respect to father’s occupation, father’s education, mother’s education was found. However significant difference was found in multiple intelligence of prospective secondary teachers with regard to mother’s occupation. The working mothers due to their dual role come across conflicting situation in family and workplace. This is so in the case of mothers working as teachers. They find it difficult to face the demands of the family and workplace. Hence they allocate domestic responsibilities to their children thereby helping them to be self-reliant, independent and integrated. Multiple intelligence demands these qualities and so there was significant difference in multiple intelligence of prospective secondary teachers with regard to mother’s occupation.

The female prospective secondary teachers consider teaching as the safer job and it enhances self esteem and promotes self confidence. The increasing demand for private tuition escalates their economic status. Moreover teaching is well known and well understood career choice for ladies as they believe that they have an innate and intimate knowledge of what teachers do. That may be the reason for the prospective secondary teachers’ perception of teacher status with regard to gender. This finding is supported by the studies of Sook (1985) and Pushpam (2003). It is just the opposite to the finding of the study conducted by Patel (1984), Singh (1997) and Natesan (2003).
Prospective teachers who are in the age group below 25 are high spirited and enter into the college of education with high intrinsic motivation, aspiration and expectation. As teaching is their first career choice they have high perception of teacher status as compared to those who are above 25 years of age. For them teaching may be the last resort and an easy profession to enter. Hence there was significant difference in the perception of teacher status with reference to age. This finding is in support of the finding of the study by Sook (1985) and Cantrill (2002). But it does not confirm the finding of the study conducted by Pushpam (2003).

Perception depends on personal interests, attitudes and aptitudes of student teachers. These factors are independent of religion, marital status and educational qualification. Hence there was no significant difference with respect to the above said variables.

Reputed, respected and ethical head, committed faculty, motivated students, academic and physical infrastructure are conducive for the rich and innovative experiences of autonomous college students. This may be the reason for the significant differences in the perception of autonomous college students. All other institutional variables did not influence prospective secondary teachers’ perception of teacher status. This finding is in tune with the finding of the studies conducted by Sarkar (1985) and Roul (2004).

Familial variables such as father’s occupation, mother’s occupation, father’s education, mother’s education and nature of family did not influence the prospective secondary teachers’ perception of teacher status. Perception is an acquired quality of a person and he acquires this through the experiences he receives in the teacher education programme thereby proves the direct impact of teacher education programme on the perception of teacher status. This may be the reason for the no significant difference in the perception of teacher status with reference to familial variables.

Female prospective teachers’ ideology proved to be more favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgements, and adequate personal adjustment of the pupil when compared to their male counterparts. Hence there is significant difference in the personal ideology of prospective teachers with respect to gender. All other personal variables namely, age,
religion, marital status, educational qualification and optional subjects had no significant
difference in the personal ideology of prospective teachers. Beatty (2002) also supports
this finding.

Mushrooming of teacher education colleges bring added responsibilities and
greater liabilities on the part of the non autonomous institutions. These institutions need
to prove their uniqueness by emphasizing high intellectual and moral standards on the
student teachers who could radiate knowledge, wisdom and peace. These colleges impart
training with a blend of right values and quality education with stress on creative
methodology. So there is significant difference in the personal ideology of prospective
teachers with respect to status of the college.

The rural students must be trained to face the cut-throat competitions and
challenges that lie ahead of them. These students are not exposed to such situations as
they are in the less polluted rural areas. Hence rural institutions prepare young men and
women with sound health, robust optimism and sturdy independence. This may be the
reason for the higher mean scores of rural students in personal ideology.

In an ideal family there is oneness of purpose, identity of interests and harmony of
feeling. Each one has to do cheerfully and effectively the duties that fall into his lot.
He must cooperate with other members and contribute to general peace and prosperity.
Hence there was no significant difference in the personal ideology of prospective
secondary teachers with regard to familial variables.

Competency has become the key word in current educational scenario in India.
If teachers have to survive in this highly competitive and market-oriented world, where
the boundaries of the countries are fast diminishing then there is no existence without
competency. They must equip themselves in order to fit into the changing world.
Teachers are the most important and responsible members of the society whose
professional efforts affect the fate of the earth should meet the demand with necessary
quality and commitment towards the profession.

It is said that competent teacher is the most enlightened citizen of the state; the
most progressive leader of thought; the most sober- minded reformer; the most reliable
repository of culture; the chosen channel of wisdom (Joshi, 1955: 82). His tasks are quite
challenging and he is expected to be a repertoire of skills, knowledge, attitudes, values and abilities. Hence it is understood that teaching competency of prospective teachers includes qualities like multiple intelligence, perception of teacher status and personal ideology. The significant relationship between teaching competency and the predictor variables viz. multiple intelligence, perception of teachers status and personal ideology proved the fact that teaching competency is a function of the above mentioned factors and there is a detectable thread of commonness running through these traits. The studies by Mahapatra (1987), More (1988), Atreya (1989), Shsh (1991), Kukreli (1992), Lakshminarayana (2004), Mwamgi & Benedict (2004), Gill (2005), Jain (2007), Anisha (2007) and Wera (2008) also support this finding.

6.6 RECOMMENDATIONS

6.6.1 Recommendations to Improve Teaching Competency

Kothari Commission (1964) says “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions” (Bourai, 2000: 229).

It is believed that a number of candidates admitted to the colleges of education later prove to be unsuitable for the profession, or do not have desirable attitude to the profession or feel disappointed or take up teaching out of compulsion as the last resort. So, teacher educators and curriculum planners should impart knowledge and provide situations that will bring about a change in such trainees’ attitudes. Through training the prospective teachers must be convinced of the importance and worth of a teacher’s work and its social significance. They must understand the fact that teaching is a profession which requires committed and competent men and women who have to prepare a complete man. Therefore colleges of education should function as dynamic centres that will quicken the pulse of the teaching process by setting a healthy chain of action for reform. Intellectually superior person should be inducted in teaching profession to entrust the responsibility of creating, codifying and disseminating knowledge for the training of man power for the future.
Young men and women who possess knowledge, skills and personality traits necessary for competent teaching should be recruited in the teaching profession. Proficiency in subjects, teaching aptitude, urge for service and a radiant faith in the profession should be the conditions of admission. The period of training may also be extended to two years. This may develop necessary knowledge, skills and attitudes in the prospective teachers.

Every college of education should have a model school under its control in order to establish a close link between teaching of school subjects and actual work in schools. Colleges of education should plan programmes like seminars, symposia, team teaching and panel discussions in collaboration with universities, other colleges of education and schools. This will ensure the coordination between teacher education and school education. The professional skills and competencies which are required by all teachers should be imparted through a well planned microteaching and demonstration lessons. Educational methodologies should be geared towards communicative competency so as to improve language proficiency of prospective teachers. The modern time demands multilingual competence including Information and Communication Technology (ICT) the new computer languages that are bound to emerge with the expansion of computer technology.

Teachers are not expected to grind facts or cram examination but are expected to be creators, leaders and exemplars of modern society. So teacher education programme should include as many activities as to develop self-esteem and self-confidence among prospective teachers. Organization of debates, dramatics, music and dance competitions will have a dynamic influence on students. This will help the prospective teachers to extend the knowledge and experiences gained in the college beyond the boundary of the college. More emphasis should be given to practice than theory. Instead of imparting theoretical knowledge first, prospective teachers should be given problem situations and accordingly should proceed further. The use of modern information and technological advancement should be included in the teacher education curriculum so as to prepare effective teachers for the future.
6.6.2. Recommendations to Improve Multiple Intelligence

The more intellectually competent a teacher is, the greater his potentialities for success. Hence steps should be taken to improve intelligence of prospective teachers. Multiple intelligence of prospective secondary teachers could be widened if there is provision for participation in extra-curricular and co-curricular activities. This may widen their multiple intelligence. Writing book reviews, contributing articles to journals and visits to libraries and book stores will improve verbal intelligence of prospective teachers. Mathematical puzzles, membership in recreational maths club will help prospective teachers improve mathematical intelligence. By engaging in various creative activities, and by providing spatial visualization situation, spatial intelligence can be developed. By providing opportunities for physical activities like sports and games, bodily kinesthetic intelligence will be improved. Training should be given to teach poems rhythmically in order to develop musical skills. Learning to accept self-worth (Intrapersonal intelligence) by developing hobbies like creative writing, keeping scrapbook of their ideas and experiences will nurture intrapersonal intelligence. Participation in group competitions and group projects will promote interpersonal intelligence. Involvement in various club activities of the college like Eco club, Enviro club and Nature lover’s association will develop naturalistic intelligence.

6.6.3 Recommendations to Improve the Status of Teachers

Unless the status of teachers is reasonably high, the teaching profession will not be able to attract and retain persons of ability. Teachers - good teachers – choosing them, training them properly, initiating them, evaluating their work and paying them commensurately, and creating various innovative and challenging career paths for them are the issues of the day. Good teachers are assets; we must work to cultivate and to keep. They are worth remembering. Objectives should be laid down clearly for the profession with reference to the search for excellence, breadth of vision and cultivation of values, in keeping the academic and profession requirements for entry into the profession. Steps should be taken to give an appropriate status to members of the profession. Pre-service and in-service training should be given to enhance the role of teachers in facilitating, motivating and inspiring students in the acquisition of knowledge, skills and values. The teacher should learn to dedicate himself to his duties and to the improvement
of his professional competence and career. Teachers’ organizations should determine the quality of teaching profession constructively. Improved monetary rewards, promotional opportunities, working conditions and other welfare benefits will make teaching profession more attractive to the intending entrants. Merit pay and career ladders make teaching more attractive and financially rewarding. Invitation of teachers to important public functions and according them a higher precedence on such occasions will improve teachers’ status. Associating teachers and teachers’ organization with policy making decisions for educational planning and administrations will improve perception of teacher status.

6.6.4 Recommendations to Improve Personal Ideology

Though there are great deal of divergence of opinions regarding the aims, content and the ideal form of education, there is no denying of the fact that educational aims are correlative to ideals of life. Education is the dynamic aspect of philosophy - the endeavour to give practical shape to the philosophic ideal. Colleges of education where the hands that shape the destiny of the future are trained should serve as the seed beds of culture. Curricular and co-curricular activities should be designed to cultivate positive ideology among prospective teachers. The rigorous training they gain through the various activities should help them to realize their powers, talents and potentials. Such people are vibrantly alive in mind, heart and will. Self-discipline, self-worth, self-acceptance, and positive and reflective attitude should be inculcated through yoga and meditation classes. The goal of education should be the development of a broad vision of world, respect for human rights and peace, to discharge one’s duties as a responsible citizen, understand the importance of ethical and human values. The curriculum, environment prevailing in the college, classroom experiences, professional commitment and philosophy of teacher educators and other related factors contribute to the proper development of positive ideology among prospective teachers. Planned as well as unplanned or hidden curriculum should transmit right ideology towards life. Every student teacher should have a vision, whether it is prematurely fixed or in the process of revision. The vision gives direction for their behaviour. It serves as a frame of reference, a source of adjustment to reality. As knowledge is the potential power, curriculum should be designed to impart intellectual and value based education. The experiences gained should unlock the rich resources
within in order to enable the student teachers recognize their abilities and tap the full potential to reach the top.

_The future of the pupils is in Thy hands,
Do your best with a Spirit of untiring zeal
Profound wisdom, Matchless thought
And a glorious vision to keep them awake
Not to survive but to conquer._

6.7 SUGGESTIONS FOR FURTHER RESEARCHES

1. Multiple Intelligence (MI), Perception of Teacher Status (PTS) and Personal Ideology (PI) contribute only about 30% of variation in Teaching Competency (TC). The remaining 70% of variation in teaching competency is due to the variables other than MI, PTS and PI. The possible influence of those variables may be identified and ventured.

2. Profile of teaching competency of in-service teachers can be conducted.

3. Comparative study of the profiles of teaching competency of Tamilnadu Teachers Education University with other states can be ventured.

4. Job commitment and job satisfaction in relation to teaching competency can be attempted.

5. The impact of work stress, organizational climate and emotional intelligence on teaching competency can be attempted.

6. Profile of professional competency of personnel in other professions can be studied.