RELATIONSHIP OF TEACHER EFFECTIVENESS WITH PERSONALITY HARDINESS JOB SATISFACTION AND FEMINIST IDENTITY

A SUMMARY OF THE THESIS
Submitted to the
FACULTY OF EDUCATION
PANJAB UNIVERSITY, CHANDIGARH for the degree of

DOCTOR OF PHILOSOPHY

2013

HARJEET KAUR

Department of Education
Panjab University
Chandigarh.
SUMMARY

INTRODUCTION

Education is the most powerful agency instrumental in bringing about the desired changes in the social and cultural life of a nation (Hussain, 2004). Within education system of any country, teachers occupy the central place, as the success of educational institutions mostly rely on teachers, who educate the most valued assets of country, i.e., students; therefore, teacher effectiveness is the basic concern of all educational institutions.

Teacher effectiveness is very difficult to determine but at the same time it is an important and crucial issue. Teaching without effectiveness is like body without soul (Sharma, 2006). It helps teachers to apply strategies to aid students’ achievement. The behaviour, whether, positive or negative exhibited by teachers determine their effectiveness to a great extent in the classroom and, ultimately, the impact they have on students’ achievement.

The occupation which has phenomenally the highest concentration of women all over the world is teaching (Sirola, 2004). This profession attracts women, probably for the nature of work and the ability to combine family and employment responsibilities than is found in other occupations (Sarohe, 2005; Arora, 2007). Thus, be it teachers or teacher educators, women’s preponderance all over the world towards teaching profession is much more than men. School teaching is so much female dominated that “teacher” has become synonymous to “woman” (Bhardwaj, 1996). No one else exercises a great influence upon the minds of young students than a woman teacher because they see a mother figure in their teacher.

Teacher effectiveness is the essence of successful educational system. Effectiveness may be taken as a teacher’s commitment towards work, the hold a teacher possesses on the circumstances and it is related to the power of influencing the environment. The teacher- as a person and as an instructor- determines the quality of the teaching learning process. What one is, what one thinks, what one says, what one does and how one relates to others and communicate with others determine the effectiveness one has as a teacher (Imhoff, 1966). Thus, teacher
effectiveness is a complex idea that needs to be understood in relation to teachers’ perceptions and how these vary over time in different institutional and personal contexts, and in comparison with other teachers in similar contexts in terms of value-added pupil attainment (Day, 2006).

**TEACHER EFFECTIVENESS**

Teacher effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation and also interpersonal relationship (Onyeachu, 1996). Teacher effectiveness means meticulousness, perfectionism, diligence and also optimum level of competence and productivity on the part of the teacher.

Campbell et al. (2004) described teacher effectiveness as the impact that factors in the classroom, such as teaching methods, expectations of teachers, organization of classroom and the use of classroom resources, have on student’s performance.

In the words of Hunt (2009), “Teacher effectiveness is encompassed in knowledge, attitudes, and performance.” Effective teachers consistently achieve goals that focus on desired outcomes for their students. Hunt (2009) further states that teacher effectiveness is used broadly, “to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes”.

Teacher effectiveness is important because the “effectiveness of every teacher is the life of every educational institution” (Rao & Kumar, 2004). Effectiveness is not a phenomenon that stands cynically and majestically cut off from everything else in the world. It is something very sensitive and as such liable to be influenced by internal factors, specific situational realities and general conditions of life. It is a matter of common observation that teacher effectiveness tends to be influenced in one way or the other by the teacher education programs, philosophic orientation, family situations of teachers, self concept and also by such factors as personality hardiness, job satisfaction and feminist identity.
Present work was limited to the last three above said variables having bearing on teacher effectiveness.

PERSONALITY HARDINESS

Personality hardiness is a set of beliefs about oneself and the world one lives in. It is a personality construct which is assumed to protect the individual from stress-induced illness. Hardiness reflects the individual’s response to life events both personally and professionally (Kobasa, 1979a). Individuals possessing high personality hardiness are able to control their lives, believe that commitment to goals will result in positive outcomes, and identify daily stressors as challenges. Three components, commitment, control and challenge measure hardiness (Kobasa et al., 1982a). Hardier individuals do not fall ill even in highly stressful environments because of their feelings of commitment, control and challenge. Hardiness is often referred to in the literature as a stress-resilience factor which is the result from superior coping and a more positive appraisal of potential stressors (Hamilton & James, 2006).

Bartone (2006) defined hardiness as something more global than mere attitudes. He described “hardiness as describing a generalized style of functioning characterized by a strong sense of commitment, control, and challenge”.

Maddi et al. (2009) defined hardiness as “a composite of the interrelated attitudes of commitment, control and challenges that provides the existential courage and motivation to turn stressful circumstances from potential disasters into growth opportunities.”

Hardiness is measured through the three components of commitment, control, and challenge, which have been shown to buffer against physiological and psychological consequences of stress (Maddi, 2002).

TEACHER EFFECTIVENESS AND PERSONALITY HARDINESS

Hardiness is particularly relevant to stressful settings, such as teaching (Maddi, 2007). It is seen as an important buffer in stressful situations (Koshaba & Maddi, 1999), and teachers with high personality hardiness are better able to successfully cope with such situations (Galla et al., 1994). Moreover, such teachers are more purposeful (Brooks, 2001), tend to take control of events, and are not merely
rigid in tolerating difficult circumstances but, on the contrary, see those circumstances as opportunities for personal growth instead of sources of stress (Kosaka, 1996).

Bradley (2007) found teacher’s control as potential resources for buffering the effects of stress on the overall functioning of new start teachers in Australian schools. He found that those teachers, who had more control as psychological resource, were having better performance as compared to other teachers (Bradley, 2007). Teacher’s hardiness has been found to have buffering effects on the stress in such a way that teachers who have more psychological hardiness are in better position to handle stress at work and they can perform well especially their performance is good during tough times, when the job demands are high (Chan, 2003).

Stressful circumstances are, therefore, an endemic part of life, and personality hardiness is needed if one is to grow and develop. It is, thus, a valuable construct for understanding how individuals cope with the complexities and changes in life.

**JOB SATISFACTION**

Job satisfaction improves the performance as well as effectiveness of an individual irrespective of the nature of work. It entails the overall adjustment to work situation. Specific attitudes, namely, job specific factors, individual features and relationships existing in groups help in developing general attitude of teachers towards their job. Teachers are the most resourceful persons to bring quality in school education. And, level of satisfaction in job is very important for teachers to produce effective learning and bring quality in school education. Well adjusted and satisfied teacher can contribute a lot to the well being of her pupils. Therefore, the success of any system of education depends upon the job satisfaction of teachers.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an affective reaction to one’s job; and an attitude towards one’s job. Weiss (2002) has argued that job satisfaction is an attitude but points out that investigators should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors. This definition suggests that people form attitudes towards their jobs by taking into account their feelings, beliefs, and behaviors.
Hence, job satisfaction represents the feeling of the individual about how happy or unhappy he or she is with various facets of job. Job satisfaction is the attitudinal reaction to the whole matrix of job factors that makes a person ‘like’ her/his work situation and be ‘willing’ to head for it without distaste at the beginning of her/his work day.

**TEACHER EFFECTIVENESS AND JOB SATISFACTION**

Job satisfaction is the result of teachers’ perception of how well their teaching job provides those things which are viewed as important (Mishra, 2011). If a teacher is not experiencing satisfaction in job, s/he will not be able to develop desirable attitudes, values, habits, interests and other qualities in the students. So, job satisfaction of teachers is essential for the effective teaching learning process in schools and colleges. It can be said that effective teaching is the result of job satisfaction.

Job satisfaction for teachers occur when they are satisfied with the success they have in the areas of their individual responsibility, challenging work, and opportunities for achievement and advancement (Johnson & Johnson, 1999); i.e., the fulfillment acquired by various aspects of the job (Oloube, 2005). Teacher effectiveness is related with job-satisfaction of an individual. Job satisfaction of teachers is essential for the effective teaching learning process in schools. Thus, it can be said that effective teaching is the results of job satisfaction.

**FEMINIST IDENTITY**

Feminist identity is mostly construed as feminist consciousness or the beliefs, representing conformity with particular social or political ideology. Whereas feminism is defined as the ‘political theory and practice to free all women’ (Griffin & Phoenix, 1994); the relation of holding feminist beliefs and values to how individuals define their identity has not received adequate attention (Collins, 2001). Feminist identity is how women perceive and discover themselves to be born into a different identity, i.e., an identity of their own and what is their role and status in society. In simplest terms, it is defined as identity of females being a human being only. Woman in her entire life plays a variety of roles as a wife, a mother, a sister, a friend etc. but her actual identity lies in being a human being.
Collins (2001) conceptualized female identity as consisting of multiple elements, organized in one of the two ways: a whole with multiple parts and a collection of multiple parts. The first is an integrated identity where all the elements are connected to each of the other elements, and the second is the contextual identity where the connection of elements depends on situational variables. The multiple identities include traditional categories of occupation, relationships, religion, politics, race and sexual orientation, but also add other areas such as age, socioeconomic class, vocational interests and feminism.

The identity of an Indian woman does not stand alone; her identity is wholly defined by her relationships to others. The fact that a woman defines herself in relation and connection to other people holds truth for Indian women (Kakar, 1988). The dominant psycho-social realities of her life can be condensed into three stages:

First, she is a daughter to her parents.

Second, she is a wife to her husband (and daughter-in-law to his parents).

Third, she is a mother to her sons (and daughters) (Kakar, 1988).

Thus, the core elements of identity development in women are relationships and affiliation (Bardwick, 1980; Giele, 1982; Gilligan, 1980; Miller, 1986; Rossi, 1980). When asked “who are you?” women will most often respond in terms of relationships—mother, wife, friend, daughter (Basu, 1989; Karlekar, 1989; Gilligan, 1980; Gauri, 2006 and Tiwari & Ghadially, 2009). Connection to others is the primary theme of women’s identity.

TEACHER EFFECTIVENESS AND FEMINIST IDENTITY

Teaching is a highly noble profession and most suited especially for women. Women teachers are a boon to the society. Through their feminine characteristics such as patience, tolerance, wisdom and caring attitude, they attempt to not only hone the learner’s intellect but also create a well rounded personality. Teaching involves “human nurturance, connectedness, warmth and love” (Hargreaves, 1994). Teachers, as individuals, have opinions, viewpoints, perspectives, outlook, attitudes, values and beliefs and each teacher’s individual beliefs form a crucial part of their identity. A very important factor which influences teachers’ perceptions in the classroom is that the teacher has to ‘cope’ personally as well as professionally, with the classroom situation (Hargreaves, 1978; Pollard, 1982 and Woods, 1990).
The teacher with high feminist identity can be a potent agent of change. A strong feminist identity has been associated empirically with high self-esteem (Fischer & Good, 1994), self-efficacy (Foss & Slaney, 1986), self-reliance (Liss et al. 2001), and academic achievement (Valenzuela, 1993). The entire edifice of education is shaken if the teachers are weak, ineffective and are unable to discover themselves because a strong sense of self enables teachers to feel good about them whereas a weak identity tends to be accompanied by worthlessness, a feeling of being nowhere, insecurity and low self-esteem. If a teacher has low feminist identity, she is not only harming herself, but doing immense harm to the children in her charge and to the society at large. So, it is very important for teacher as individual to have the capacity to know herself.

NEED AND SIGNIFICANCE OF THE STUDY

Teacher effectiveness has assumed a great importance in the realm of education throughout the world. It acts as a measure which is concerned with teachers’ effectiveness that has a strong relationship with students’ academic achievement (Akiri & Ugborugbo, 2009). It is identified as one of the most essential factor in the success of providing quality education. India’s future also depends on the quality of education which is imparted in our country (Sharma, 2006); the onus of which entirely rests on teachers. Rice (2003) rightly quotes that “Teacher quality matters”. They form the nucleus of education system and accomplishment of aims and objectives of education is impossible without effective teachers. If quality education is the goal, there is need to have efficient teachers who perform their work effectively.

Teaching profession has always been characterized by conflict, ambiguity, and a heavy workload. The process of teaching has thus, become more complex and delicate in nature. Day (2004) and Elliot and Croswell (2001) also characterized teaching as a complex and demanding profession. Teaching in today’s schools can be rewarding (White, 2000), but simultaneously can also be filled with pressures, stress, disturbance, frustration, and little or no time to take care of oneself. Personality hardiness is very important in teachers for their effective functioning because it acts as a stress buffer. Teachers with hardy personality are able to deal efficiently with exigent and challenging circumstances which lead to higher levels of performance and a higher ability to deal with stress. It is also a reality that teachers with a sense of
commitment are less absent from work and perform more effectively. Day et al. (2007) articulated commitment and resilience as characteristics of effective teachers. Thus, teacher’s personality hardiness is a crucial factor in arranging the conditions of the learner’s environment for effective teaching.

Teacher effectiveness and job satisfaction are invariably related (Khatoon & Hasan, 2000; Michaelowa & Wittman, 2002; Singh, 2002; Bhandari & Patil, 2009 and Devi et al., 2013). Job satisfaction of the teachers is the result of job specific factors, characteristics teachers possess and relationships in groups that teachers hold. Level of satisfaction is significant for teachers to produce effective learning in students. Teachers who are satisfied with their jobs will only be able to discharge their duties and responsibilities effectively. There seems to be a growing discontentment towards job which has negative effects on the effectiveness of teachers as a result of which standard of education is falling. Job dissatisfaction in the shape of heavy work load, ambiguity in roles, resource constraints, shortage of time, job insecurity and worst conditions in job, etc, exists within environment and act as hurdles for the teachers and thus hampering their effectiveness (LePine et al., 2004). A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students’ learning process and will consequently affect their academic growth whereas a teacher, who is happy with job, plays a pivotal role in the upliftment of society. Teachers’ job satisfaction is a key factor in their effectiveness (Day, 2006). Well-adjusted and satisfied teacher can contribute a lot to the well-being of her pupils. Therefore, the success of any system of education depends upon the job satisfaction of teachers. Hence, it is essential to see that teachers are satisfied with their jobs, as it helps in sustaining their teacher effectiveness.

Females are attracted more towards teaching profession, especially at school level. Talking about female teachers, their position and the roles played by them at different times as a female should be considered. In a family, she is a wife, a mother, daughter-in-law (Basu, 1988; Basu, 1989; Karlekar, 1989; and Srivastva, 2000), i.e., they enjoy a relational identity and not an independent identity. Srivastava (2006) also mentions women’s identity as a mix between ascribed and achieved in Indian society. Likewise, in a society, she is a woman, and in the institution where she works, she is an employee. In other words, she plays many roles at the same time and fracas arises when there is a role conflict. Frequent occurrences of conflicts among teachers sap most of their energy and leave them without any enthusiasm to contribute to their effectiveness.
The contributing factors in teacher effectiveness are teachers’ personal and professional identity, emotional stability, empathy, patience, personality hardiness, democratic and cooperative attitude, personal and professional growth, work environment, job satisfaction etc. Teacher effectiveness, which eludes precise measurement and which is related to and perhaps dependent on teaching behavior and a host of several other factors, has always intrigued educationists.

Present study was significant as it aimed at discovering facts relating to the concept of teacher effectiveness, personality hardiness, job satisfaction and feminist identity.

1. The facts relating to the relationship between teacher effectiveness and personality hardiness among women teachers.

2. The facts relating to the relationship between teacher effectiveness and job satisfaction among women teachers and finally;

3. The facts relating to the relationship between teacher effectiveness and feminist identity among women teachers in the schools of Punjab state.

All the said type of facts are such facts which can be utilized for framing policies and practices of education for all that goes by the name of quality in the field of teaching and learning. However, the investigator is fully conscious of the fact that the results of the findings of a single empirical study for the discovery of said type of facts cannot be deemed sufficient for framing policies and practices of education. For this purpose, the undertaking of many more such studies would be required.

STATEMENT OF THE PROBLEM

The problem is stated as under:

RELATIONSHIP OF TEACHER EFFECTIVENESS WITH PERSONALITY HARDINESS JOB SATISFACTION AND FEMINIST IDENTITY.

OPERATIONAL DEFINITIONS OF THE TERMS USED

TEACHER EFFECTIVENESS

Teacher effectiveness refers to the characteristics of those teachers who have attained the needed competence in their roles and functions, such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations.
PERSONALITY HARDINESS

Personality hardiness is a collection of personality characteristics that function as a resistance resource in coming across with stressful life events. The components of personality hardiness are commitment, control, and challenge.

JOB SATISFACTION

Job satisfaction may be defined as measured in two types of areas- job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying outside the job). Job-intrinsic area is further conceptualized as job-concrete (excursions, working conditions etc) and job-abstract (cooperating, democratic functioning etc); and job-extrinsic area as consisting of three components, viz., psycho-social aspects, financial aspects and community/nation growth aspect.

FEMINIST IDENTITY

Feminist identity is how women perceive and discover themselves to be born into a different identity, i.e., an identity of their own. The question is to see women as a “person” or as an “individual in her own right”.

OBJECTIVES OF THE STUDY

The objectives of the study are given below:-

1. To construct and standardize personality hardiness scale for teachers.
2. To study teacher effectiveness of women teachers teaching in schools of Punjab.
3. To study personality hardiness of women teachers teaching in schools of Punjab.
4. To study job satisfaction of women teachers teaching in schools of Punjab.
5. To study feminist identity of women teachers teaching in schools of Punjab.
6. To find out the difference in teacher effectiveness among women teachers w.r.t-
   i. Organizational set up,
   ii. Locale
7. To find out the difference in teacher effectiveness among women teachers with high, average and low levels of personality hardiness.
8. To find out the difference in teacher effectiveness among women teachers with high, average and low levels of job satisfaction.

9. To find out the difference in teacher effectiveness among women teachers with high, average and low levels of feminist identity.

10. To find out the relationship of teacher effectiveness with personality hardiness among women teachers.

11. To find out the relationship of teacher effectiveness with job satisfaction among women teachers.

12. To find out the relationship of teacher effectiveness with feminist identity among women teachers.

13. To find out the conjoint predictive efficiency of personality hardiness, job satisfaction and feminist identity on teacher effectiveness.

**HYPOTHESES**

From the perusal of related literature, the following hypotheses have been formulated:

1. There is no significant difference in teacher effectiveness among women teachers working in government and private schools.

2. There is no significant difference in teacher effectiveness among women teachers working in rural and urban teachers.

3. There is no significant difference in teacher effectiveness among women teachers with high, average and low levels of personality hardiness.

4. There is no significant difference in teacher effectiveness among women teachers with high, average and low levels of job satisfaction.

5. There is no significant difference in teacher effectiveness among women teachers with high, average and low levels of feminist identity.

6. There is no significant relationship of teacher effectiveness with personality hardiness among women teachers.

7. There is no significant relationship of teacher effectiveness with job satisfaction among women teachers.
8. There is no significant relationship of teacher effectiveness with feminist identity among women teachers.

9. Personality hardiness, job satisfaction and feminist identity are conjointly the significant predictors of teacher effectiveness.

DELIMITATIONS OF THE STUDY

Every research problem has to be investigated within certain well-defined boundaries. The present study was confined to the following:

1. The present study was delimited to secondary school women teachers of Punjab state only.

2. The study was delimited to secondary schools of four districts of Punjab state selected randomly (Ludhiana, Moga, Barnala and Bathinda).

3. A restricted sample of 400 women teachers from secondary schools were taken up.

4. The study was delimited to women teachers teaching secondary classes only.

5. The study was delimited to women teachers teaching in government and private secondary schools.

6. The sample was equally balanced among women teachers teaching in rural and urban secondary schools of Punjab.

7. The study was delimited to the variables of teacher effectiveness, personality hardiness, job satisfaction and feminist identity.

SAMPLE OF THE STUDY

The present study was a descriptive survey, conducted on 400 secondary school women teachers from the state of Punjab. The total sample for the study was selected by multistage randomization, meaning thereby, randomization was followed at the district, tehsil, block, school and teacher level. The sample of the present study was raised from four randomly selected districts of Punjab viz., Ludhiana, Moga, Barnala and Bathinda out of the total twenty two districts.

A survey was carried out to collect information regarding the number of tehsils, blocks and schools in the selected districts. The number of schools in the selected districts are 2828 in district Ludhiana, 910 in district Moga, 513 in Barnala
district and 1130 in Bathinda district. As the district is comprised of tehsils which are further split into blocks; the information regarding number of tehsils and blocks in each district was collected. From the information, district Ludhiana was found to have 7 tehsils split into 12 blocks with 1532 government schools and 1296 private schools. Similarly, district Moga has 3 tehsils divided into 5 blocks having 606 government schools and 304 private schools. Barnala district is comprised of 2 tehsils split into 3 blocks with 300 government schools and 213 private schools. And, in Bathinda district, there are 3 tehsils divided into 9 blocks with 661 government schools and 469 private schools.

As the number of tehsils are different in different districts and Barnala district has minimum number of tehsils, i.e., 2, hence, for the purpose of equation, minimum 2 tehsils were selected from every district. After the equation of tehsils, the blocks in the tehsils were looked at. District Barnala comprised of minimum number of blocks, i.e., 3, hence, for the purpose of equation, 3 blocks were selected. Then, the information regarding the total number of schools in the selected 2 tehsils comprising of 3 blocks in each district was collected. The randomly selected 2 tehsils comprising of 3 blocks in Ludhiana district had 1463 schools in total out of which 542 were government schools and rest, i.e., 921 were private schools. Moga district had 513 schools in the randomly selected 2 tehsils divided into 3 blocks with 331 government schools and 182 private schools. In district Barnala, as there were 2 tehsils split into 3 blocks, hence, both tehsils with blocks were taken which comprised of 513 schools out of which 300 were government schools and rest, i.e., 213 were private schools. The randomly selected 2 tehsils comprising of 3 blocks in Moga district had 598 schools with 314 government schools and 284 private schools. For the purpose of the study, only secondary and senior/higher secondary schools were taken into account out of the total government and private schools in the selected 2 tehsils split into 3 blocks in every district. Ludhiana district had 117 government schools and 576 private schools, in Moga district, there were 99 government schools and 97 private schools. District Barnala had 86 government schools and 114 private schools and in district Bathinda, there were 82 government schools and 122 private schools.

For the study, 4 government and 4 private schools were randomly selected from each district. Thus, a total of eight schools were picked up at random per district. The sample was equally balanced among rural and urban. Thus, a total of 32 schools
made the sample for the present study out of which 16 were government schools and 16 were private schools. As a total of 100 teachers were to be taken per district, hence, 12/13 teachers were randomly selected from each school.

Hence, the total sample for the present study comprised of 400 women teachers teaching in secondary schools, i.e., 200 women teachers teaching in government schools and 200 women teachers teaching in private schools. As the women teachers were equally balanced among rural and urban area, hence, 100 women teachers were teaching in the government/ private secondary schools of rural area and the rest in the government/ private secondary schools of urban area from four districts, i.e., 100 teachers × 4 districts = 400 women teachers.

TOOLS USED

Following tools were used to collect data:

2. Personality Hardiness Scale For Teachers (Self Constructed)
4. Feminist Identity Test by Bawa and Sharma (2012)

STATISTICAL TECHNIQUES USED

The following statistical techniques were used in the present study for the analysis of data:

1. Mean, median, standard deviation, skewness and kurtosis of the scores of teachers were employed on the variables of teacher effectiveness, personality hardiness, job satisfaction and feminist identity to ascertain the nature of score distribution.

2. Percentages of women teachers depicting different levels, i.e., very low, low, average, high and very high levels of teacher effectiveness, personality hardiness, job satisfaction and feminist identity were calculated. Percentages of women teachers depicting different levels, i.e., very low, low, average, high and very high levels of teacher effectiveness were also calculated for the group of women teachers working in government schools, working in private schools, working in rural areas and working in urban areas.
3. ‘t’-test was applied to test the significance of difference in teacher effectiveness of secondary school women teachers with respect to organizational set-up (teachers teaching in government and private schools) and locale (rural and urban area). ‘t’-test was also applied to find out the mean differences, if any, in the effectiveness of women teachers having different levels of personality hardiness (high, average and low), having different levels of job satisfaction (high, average and low) and having different levels of feminist identity (high, average and low).

4. One-way analysis of variance (ANOVA) was employed using F-test to compare the differences in teacher effectiveness of secondary school women teachers with high, average and low levels of personality hardiness, high, average and low levels of job satisfaction and high, average and low levels of feminist identity.

5. Coefficient of correlation were calculated to find out the relationship of teacher effectiveness of secondary school women teachers with their personality hardiness, job satisfaction and feminist identity.

6. The technique of regression equations was used to process the data obtained on the variables of personality hardiness, job satisfaction and feminist identity to find out their efficiency in predicting teacher effectiveness.

7. Data was presented graphically in the form of frequency polygons, pie-charts and bar graphs wherever necessary.

**FINDINGS AND CONCLUSIONS OF THE STUDY**

The analysis and interpretation of results presented in chapter V leads to following conclusions:

1. 4.5% to 9% of women teachers depict very high level, 13% to 19.5% exhibit high level, 45% to 48% possess average level, 16.5% to 27% have low level and 7% to 9.5% have very low level of teacher effectiveness.

2. 6.5% of women teachers depict very high level, 21.25% has high level, 47.5% possess average level, 15.75% has low level and 9% exhibit very low level of personality hardiness.
3. 7.75% of women teachers depict very high level, 18.75% has high level, 50.75% possess average level, 12.75% exhibit low level and 10% possess very low level of job satisfaction.

4. 7.75% of women teachers exhibit very high level, 17% has high level, 47.75% possess average level, 16.75% depict low level and 7.75% possess very low level of feminist identity.

5. There is a significant difference in teacher effectiveness among women teachers working in government and private schools. Women teachers working in government schools have higher level of teacher effectiveness than those working in private schools.

6. There is a significant difference in teacher effectiveness among women teachers working in rural and urban areas. Women teachers working in urban areas have higher level of teacher effectiveness than those working in rural areas.

7. There is a significant difference in teacher effectiveness among women teachers with high, average and low levels of personality hardiness. Teacher effectiveness of women teachers with high level of personality hardiness is higher than with average/low.

8. There is a significant difference in teacher effectiveness among women teachers with high, average and low levels of job satisfaction. Women teachers with high level of job satisfaction are higher in teacher effectiveness than teachers with average or low level of job satisfaction.

9. There is a significant difference in teacher effectiveness among women teachers with high, average and low levels of feminist identity. Teacher effectiveness of women teachers with high level of feminist identity is higher than with average or low level of feminist identity.

10. There exists a positive significant relationship between teacher effectiveness and personality hardiness among women teachers.

11. There exists a positive significant relationship between teacher effectiveness and job satisfaction among women teachers working in urban and government schools.
12. There exists a positive non-significant relationship between teacher effectiveness and job satisfaction among women teachers working in rural and private schools.

13. There exists a positive significant relationship between teacher effectiveness and feminist identity among women teachers.

14. Personality hardiness, job satisfaction and feminist identity conjointly predict 27.7% of teacher effectiveness of women teachers. 21.9% is predicted by personality hardiness, 4.4% by job satisfaction and 23.4% is predicted by feminist identity.

15. The conjoint efficiency of personality hardiness, job satisfaction and feminist identity in predicting teacher effectiveness of women teachers is significantly higher as compared to their separate prediction.

16. Feminist identity is the best predictor of teacher effectiveness of women teachers.

SUGGESTIONS FOR FURTHER RESEARCH

In the opinion of investigator, the following studies need to be undertaken on empirical lines:

1) Studies relating to the means and measures for enhancing teacher effectiveness of elementary, secondary, higher secondary and university level teachers.

2) Studies relating to the institutional factors having adverse effect over the teacher effectiveness of teachers.

3) Studies relating to the factors hindering teacher effectiveness of teachers.

4) Studies of socio-economic conditions now prevailing in the society at large and adversely affecting teacher effectiveness.

5) The present study was conducted to examine the relationship between teacher effectiveness, personality hardiness, job satisfaction and feminist identity. Further studies may be conducted in order to investigate the links between some other concepts like self efficacy, social cohesion, burn out, teacher freezing and organisational role stress.
6) Studies relating the dynamics of teacher effectiveness need to be conducted at different educational levels and different regions of our country.

7) Comparative studies concerning the problem of teacher effectiveness also need to be conducted across nations.

8) Comparative study can be adopted on the same variables to know about the effectiveness of women teachers in different states.

9) The investigator could not find studies on relationship of teacher effectiveness with personality hardiness. Further research on these variables could strengthen the findings of the present study.

10) There is a need to conduct studies on relationship between teacher effectiveness and feminist identity.

EDUCATIONAL IMPLICATIONS

1) The first finding of the study reveals that greater majority of women teachers teaching in secondary schools are operating at an average level of teacher effectiveness, hence, serious efforts need to be made on right and cogent lines for enhancing the potency of every possible aspect of teacher effectiveness in the field of teaching. Teacher effectiveness of teachers plays a major role in the development of the nation. This study may help to bring some changes in pre-service teacher training programs. This study also points towards the need and importance of in-service training programs of teachers which will facilitate their understanding about the new methodologies adopted and the updated content that helps in facilitating a better teaching learning environment in classrooms.

2) This study will benefit the administrators to conduct activities and programs and provide such environment for teachers that may help in enhancing their effectiveness.

3) This study also highlights the fact that some women teachers may have the capacity to teach but they do not want to use it. They take teaching profession half-heartedly or a ‘semi-profession’. It becomes just a vocation for them to earn their living especially for women teachers. They take their job casually and it becomes a time pass for them. This study will help teachers to reflect
upon themselves and feel the importance of teaching as a complete noble profession because a teacher is the person who is intimately involved in the lives of almost all the people of the community.

4) Leaders and administrators in the field of education need to seriously explore the causes of relatively low level of teacher effectiveness on the part of women teachers working in private schools as compared with that of teacher effectiveness of women teachers working in government schools. Practical steps must also be considered and implemented for enhancing the teacher effectiveness of women teachers teaching in secondary schools. And, women teachers must also be motivated to remain conscious of the need to further enhance their effectiveness as teachers.

5) This study also highlights the need to take some action in the educational scenario prevalent in rural areas. The fact cannot be ruled out that majority of the population of India resides in rural areas. Low teacher effectiveness on the part of women teachers will negatively influence the delivery of quality education. Authorities in the field of education should realize that they need to discover factors having adverse effect on the teacher effectiveness of women teachers working in rural areas. For this purpose, suitable research works need to be initiated so that the real causes of the difference between the two categories of women teachers can be made visible. Once the true causes are discovered the category of women teachers rating low in teacher effectiveness can be helped.

6) Since personality hardiness is crucial adjunct in teacher effectiveness in the field of education, human societies need to be aware of the component of personality hardiness that help teachers to handle stresses of personal as well as professional lives leading towards effective functioning in the educational institutions. This awareness would lead to undertake the steps that can effectively contribute to high personality hardness among teachers.

7) Teacher effectiveness is significantly related to job satisfaction. Leaders and administrators in the field of education need to seriously explore the reasons of dissatisfaction in job among teachers because it is directly related to quality education. Practical steps be implemented for enhancing the job satisfaction of teachers.
8) Since feminist identity is crucial appendage in teacher effectiveness of women teachers in the field of education, human societies need to be aware of the factors that contribute to the feminist identity of women teachers working in educational institutions and also the factors that are highly against it. This awareness would lead to undertake the steps that can effectively contribute to their feminist identity.

9) This study reveals a positive significant relationship between teacher effectiveness of women teachers and personality hardiness. Hence, its results have practical implications for teachers. They should make sincere and persistent efforts to enhance commitment towards work, have control, and be always ready to accept challenges coming their way, which tends to enhance high teacher effectiveness.

10) This study reveals that relationship between teacher effectiveness and job satisfaction is significant for the women teachers working in urban areas and working in government schools but are not significant for women teachers working in rural areas and working in private schools. Authorities in the field of education should realize that they need to discern factors having poor effect on the teacher effectiveness of women teachers working in rural areas. They should make sincere and persistent efforts to increase job satisfaction of teachers in educational institutions so that teacher effectiveness of teachers also increases.

11) This study depicts a positive relationship between teacher effectiveness of women teachers and feminist identity. Hence, its results have practical implications for women teachers to remain positive about themselves because the opinions, perspectives, attitudes, and beliefs teachers have about themselves have direct bearing on their effectiveness in teaching.

12) Feminist identity is the best predictor of teacher effectiveness of women teachers in the present study. Therefore, it implies that a better perception of identity will lead to a better performance in the sphere of teaching. Hence, there is a need to delve deep into the socialization patterns going on in the society and sincere and persistent efforts must be made to perk up the feminist identity of teachers so that teacher effectiveness of teachers is enhanced.