

CHAPTER 5

RESULT AND DISCUSSION

CHAPTER-5

RESULTS AND DISCUSSION

5.1. INTRODUCTION

This chapter deals with the result and discussion of the research which is a core aspect of the study. Here, in this chapter the researcher discusses the reason that lead to these results. The discussion part of the present chapter gives scope to the researcher to discuss the things by keeping in view the field visit experiences as well as the previous research studies in this area. The researcher has discussed the results of the study in the following ways:

5.2. Results

5.2.1. Results related to Objective No 1

The first objective of the present study is to study the Teacher Effectiveness of secondary level teachers in respect to their Gender, Locality and Steam.

5.2.1.1. Percentage of the level of Teacher Effectiveness of secondary level teachers in respect to their gender, locality and stream.

- i) The study revealed that most of the secondary school teachers of both the gender of Sonitpur district have possess the average level of teacher effectiveness. From the data related to the level of teacher effectiveness shows that 44.10% of male secondary school teachers and 43.33% of female secondary school teachers of Sonitpur district are in average level. The reason behind the same level of teacher effectiveness obtained from the present study can be said that both the male and female teachers often receive similar professional training like B.Ed. as well as similar institutional support such as school infrastructure, class sizes, access of teaching materials etc. which can result in same levels of effectiveness. Generally, teaching at secondary level requires the subject knowledge, classroom management and interpersonal skills on the part of the teachers, which are not gender related.
- ii) The study found that most of the rural secondary school teachers of the district i.e. 41.74% have possess average level of teacher effectiveness whereas most of the

urban teachers i.e. 32.26% have possess above average level of teacher effectiveness. The reason behind of such a results can be said that the teachers of urban areas schools are receive stronger administrative support as well as frequent monitoring by the higher authority which contributes to the teacher growth. On the other hand the rural school teachers are work in isolation as well as less supervision makes their professional development stagnate. Long travel distance and lack of substitute teachers makes it harder to participate in the ongoing training facilities provided by the government which ultimately hinder the performances of the rural teachers. But the urban teachers usually have greater access to training, workshops, seminars etc.

- iii) The present study found that most of the secondary school teachers of both the stream i.e. arts and science stream have average level of teacher effectiveness. The reason behind it can be said that the secondary teachers from both the backgrounds go through comparable teacher education programs which can be lead to a similar baseline of pedagogical skills. All the teachers irrespective of their stream often work under similar school environment which affect their ability to teach effectively.

5.2.1.2. For objective no 1, the researcher formulated three null hypotheses and its results are presented in the following manner:

- i) **Ho: 1:** There is no significant difference between the mean score of teacher effectiveness of male and female secondary school teachers.

The calculated 't' esteem between mean scores of male and female secondary school teachers of Sonitpur district of Assam is 0.015 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean score of teacher effectiveness of male and female secondary school teachers is accepted. It is clear from the calculation that the level of teacher effectiveness of both male and female secondary school teachers is same. The reason of such a result might be explain as both the male and female secondary school teachers pursue the same professional training resulting in equivalent pedagogical competencies and curriculum knowledge.

The study conducted by (Agarwal and Gupta 2012; Rani and Devi 2015; Biswas, 2017) also found no significant difference in respect to gender on their teacher effectiveness. (Sandhu, 2012) in his study on “Teacher effectiveness of secondary school teachers of Punjab in relation to school organizational climate” also found that there is no significant difference in teacher effectiveness of secondary school teachers across gender.

- ii) **Ho: 2:** There is no significant difference between the mean score of teacher effectiveness of rural and urban secondary school teachers.

The calculated ‘t’ esteem between mean score of teacher effectiveness of rural and urban secondary school teachers is 0.55 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean score of teacher effectiveness of rural and urban secondary school teachers is accepted. It can be said from the mentioned result that the level of teacher effectiveness of the teachers from both the location is same. In both environments, teacher commitment and dedication to student achievement can be a significant factor of such kind of result.

The study conducted by (Bhat, 2020) on “Teacher effectiveness in relation to their attitude towards teaching self-esteem and organizational climate in Jammu and Kashmir” also revealed that there is no significant difference in teacher effectiveness of high school teachers based on the locality of the school. But, the study conducted by (Mahipal, 2020) on “Teacher effectiveness of secondary school teachers in relation to their teaching aptitude and adjustment” found that urban secondary school teachers have better teacher effectiveness as compared to rural secondary school teachers.

- iii) **Ho: 3:** There is no significant difference between the mean score of teacher effectiveness of Arts and Science teachers.

The calculated ‘t’ esteem between the mean score of teacher effectiveness of Arts and Science secondary school teachers is 0.24 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean score of teacher effectiveness of Arts and Science teachers is accepted. It is clear from the result that the level of teacher effectiveness of the teachers from both arts and science background is same. The

reason might be that teachers in both subject backgrounds may be equally skilled in creating a positive classroom environment where maximum learning can be possible on the part of the students, even though the content differs.

The study conducted by (Prakash and Joseph 2018) on “Teacher effectiveness of secondary school teachers in relation to their occupational stress and morale” also found that there was no significant difference between stream with respect to teacher effectiveness.

5.2.2. Results related to Objective No 2

The second objective of the present study is to study the Emotional Intelligence of secondary level teachers in respect to their Gender, Locality and Stream.

5.2.2.1. Percentage of the level of Emotional Intelligence of secondary level teachers in respect to their gender, locality and stream.

- i) The present study revealed that the most of the male teachers of Sonitpur district have above average level of emotional intelligence whereas most of the female teachers have average level of emotional intelligence. The result demonstrates that the male teachers of Sonitpur district are more emotionally intelligent than the female teachers. The reason might be that women are under greater stress due to balancing professional and domestic responsibilities equally. The female teachers face more dual-role stress by balancing both home and school responsibilities which can lead emotional exhaustion and reduce effective emotional intelligence in practice. The study conducted by (Khan, 2017) on “A study of teaching competency of secondary school teachers in relation to their teaching aptitude, emotional intelligence and adjustment” also found that male secondary school teachers had high emotional intelligence than female secondary school teachers.
- ii) The study confirmed that most of the secondary school teachers of both rural and urban areas have above average level of emotional intelligence. Emotional intelligence involves self-awareness, empathy, emotional regulation, motivation and social skills, which are regarded as important factors in teaching. As all the teachers receive same kind of training on

professional development regardless of the location they are able to develop same kind of skills as a result same level of emotional intelligence.

- iii) The present study revealed that most of the secondary school teacher of Sonitpur district from the arts background have possess above average level of emotional intelligence whereas most of the science background teachers have possess average level of emotional intelligence. The reason behind of such a result might be explain that arts teachers most commonly apply discussion, reflection, and expression-oriented teaching methods, which require and foster high emotional awareness and interpersonal sensitivity. On the other hand, science teachers often apply more lecture-oriented or procedure-based instruction emphasized on content presentation and factual correctness, where emotional involvement is less central and logical reasoning is more emphasized.

5.2.2.2. For objective no 2, the researcher formulated three null hypotheses and its results are presented in the following manner:

- i) **Ho:4:** There is no significant difference between the mean score of emotional intelligence of male and female secondary school teachers.

The calculated 't' esteem between the mean score of emotional intelligence of both male and female teachers is $1.66 \leq 1.96$ the table value at 0.05 level of confidence Thus, the null hypothesis i.e. there is no significant difference between the mean score of emotional intelligence of male and female secondary school teachers gets accepted. On the light of this, it can be concluded that there is no significant difference between the mean score of emotional intelligence of male and female secondary school teachers. The reason of such a result might be explain as the teachers regardless of their gender can manage classroom conflicts and communicate effectively with their students. They also receive similar kind of training and work in similar kind of environment which may normalize the level of emotional intelligence across genders.

- ii) **Ho:5:** There is no significant difference between the mean scores of emotional intelligence of rural and urban secondary school teachers.

The calculated 't' esteem between the mean score of emotional intelligence of rural and urban areas secondary school teacher is 0.72 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean scores of emotional intelligence of rural and urban secondary school teachers is accepted. The reason of same level of emotional intelligence of the teachers from both the locale may be that the teaching profession may attract the individuals with similar personality traits regardless of location such as-empathy, patience, self-awareness which are the key component of emotional intelligence of an individual. Standardization of Teacher Training Programs may be one of the reasons of it. These training programs incorporates modules on interpersonal skills, pedagogy, and classroom management that promote emotional intelligence regardless of trainee's background. Thus, both rural and urban area teachers can undergo the same development in emotional intelligence.

- iii) **Ho:6:** There is no significant difference between the mean score of emotional intelligence of arts and science secondary school teachers.

The calculated 't' esteem between the mean score of emotional intelligence of arts and science secondary school teachers is $0.30 \leq 1.96$ the table value at 0.05 level of confidence. Thus, the null hypothesis 6 "there is no significant difference between the mean score of emotional intelligence of arts and science Secondary school teachers" gets accepted. The reason of the result might be that emotional intelligence of a teachers is closely related to their personality traits and also their life experience than to their disciplinary background. The institutional culture may be one of the reasons of it. If the school environment promotes collaboration and student-centred teaching across subjects, it may lead to maintain a uniform emotional intelligence development among all teachers regardless of their subject background.

5.2.3. Results related to Objective No 3

The third objective of the present study is to study the Teaching Aptitude of secondary level teachers in respect to their Gender, Locality and Stream.

5.2.3.1. Percentage of the level of Teaching Aptitude of secondary level teachers in respect to their gender, locality and stream.

- i) The present study found that most of the male secondary school teachers i.e. 29.81% have above average level of teaching aptitude whereas most of female secondary school teachers i.e. 27.33% have average level of teaching aptitude. The reason behind such a result might be explain as the female teachers have to play dual responsibilities like family responsibilities as well as school responsibilities which may constraints their level of teaching aptitude. Except this, for a few societies, one of the more socially approved female's occupation is teaching. Therefore, some female teachers might not necessarily have entered the profession for love, but those male who entered this profession more deliberately-leading to higher aptitude in them. The study conducted by (Kalita, 2016) on "Teaching aptitude of high school teachers in relation to gender and educational level: A study" found that male teachers had slightly higher aptitude for teaching compare to female teachers.
- ii) The study found that most of the rural secondary school teachers i.e. 27.98% have average level of teaching aptitude. On the other hand, most of the urban teachers i.e. 22.58% have high level of teaching aptitude. The result demonstrate that the urban schools usually have better administrative support, smaller class size and higher community participation, which reinforce teacher motivation and better aptitude whereas rural teachers are experienced with overcrowded classes, less institutional support resulting in less professional involvement and development. Generally it is seen that urban schools are better equipped with libraries and teaching aids that helps teachers to enhance their teaching aptitude. In contrast, the rural schools have lack of basic infrastructures, limiting opportunities for teachers to improve their skills effectively.
- iii) The study confirmed that most of the secondary school teachers from both the background i.e. arts as well as science of the Sonitpur district have average level of teaching aptitude. The reason of such a results can be demonstrate as the insufficient monitoring and the absence of feedback systems in the school education. Without regular evaluation or feedback on their daily activities many teachers may not be aware of their teaching limitations.

5.2.3.2. For objective no 3, the researcher formulated three null hypotheses and its results are presented in the following manner:

- i) **Ho:7:** There is no significant difference between the mean score of teaching aptitude of male and female secondary school teachers.

The calculated 't' esteem between the mean score of teaching aptitude of male and female teachers is 0.53 which is not significant at 0.05 level of confidence. Thus, the null hypothesis i.e. there is no significant difference between the mean score of teaching aptitude of male and female secondary school teachers is accepted. The reason might be that both the male and female teachers gain similar classroom experience and face comparable challenges which can help them to equalize teaching proficiency in them. The study conducted by (Singh, 2015) on "Teaching aptitude of B.Ed. teacher trainees of Himachal Pradesh in relation to their gender and stream" also found that there was no significant difference in the teaching aptitude of male and female B. Ed. Teacher trainees. (Kant, 2011) in his study also found that there was no significant difference in the teaching aptitude of male and female teachers of secondary schools.

- ii) **Ho:8:** There is no significant difference between the mean score of teaching aptitude of rural and urban Secondary school teachers.

The calculated 't' esteem between the mean score of teaching aptitude of rural and urban secondary school teachers is 0.85 which is not significant at 0.05 level of significance. Thus, the null hypothesis 8 "there is no significant difference between the mean score of teaching aptitude of rural and urban Secondary school teachers" is accepted. The result of the present study showed that both the rural and urban teachers have same level of teaching aptitude. The reason might be that the teachers' recruitment exams and the qualifications are the same for both the rural and urban areas teachers which can lead to a similar aptitude baseline. But, the study conducted by Kant (2011) on teaching aptitude and responsibility feeling of secondary school teachers in relation to their sex and locale found that urban male teachers had little more teaching aptitude than the rural male teachers.

- iii) **Ho:9:** There is no significant difference between the mean score of teaching aptitude of arts and science Secondary school teachers.

The calculated 't' esteem between the mean score of teaching aptitude of arts and science teachers is found to be 0.66 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean score of teaching aptitude of arts and science Secondary school teachers is accepted. The reason may be that the teaching aptitude mainly focusses on skills like communication, classroom management and adaptability rather than subject specific knowledge. These skills may be equally developed among the teachers of both the domains.

The study conducted by (Milli, 2023) on teaching aptitude of B.Ed. Trainees of Upper Assam also found that the arts and science background B.Ed. trainees and graduate and post graduate B.Ed. trainees have the same aptitude towards teaching. Whereas, on the study conducted by (Ariffa and Nstesan 2016) found that there was no significant difference between arts and science teachers regarding job satisfaction, attitude towards children, adaptability and global of teaching aptitude but there is a significant difference between arts and science teachers regarding professional information. The study also showed that the arts teachers are in favour of interest of profession whereas the science teachers are in favour of mental ability. The study conducted by (Singh, 2015) on "teaching aptitude of B.Ed. teacher trainees of Himachal Pradesh in relation to their gender and stream" found that there was significant difference in teaching aptitude of arts and science B.Ed. teacher trainees.

5.2.4. Results related to Objective No 4

The fourth objective of the present study is to study the Sense of Responsibility Feeling of secondary level teachers in respect to their Gender, Locality and Stream.

5.2.4.1. Percentage of the level of Sense of Responsibility Feeling of secondary level teachers in respect to their gender, locality and stream.

- i) The present study revealed that most of the male teachers of Sonitpur district i.e. 27.95% have average level of sense of responsibility feeling. But the study shows that most of the female teachers i. e. 26.67% have below average level of sense of responsibility feeling. The result demonstrate that female secondary teacher might experience greater work-life conflict, especially in societies where women are supposed to balance work and family. This might cause them stress, making them feel or report a lesser sense of professional responsibility, even when their behaviour is same.
- ii) The study found that most of the rural secondary school teachers i.e. 24.71% have high level of sense of responsibility feeling whereas most of the urban teachers i.e. 34.41% have average level of sense of responsibility feeling. From the result it can be said that rural teachers see their profession as a mission to serve underdeveloped communities. They can feel a sense of moral or ethical obligation to enhance lives through education. On the other hand, the urban teachers could experience increased turnover, burnout and institutional detachment, resulting in a job-focused instead of mission-driven attitude. The other reason can be said as the rural schools also face lack of infrastructure and learning resources, thus they tend to go the extra mile to make up for these shortfalls, and they develop a strong sense of personal accountability for the achievements of their students. Urban teachers tend to depend more on institutional systems and can feel less personally accountable because of structured support systems.
- iii) The present study revealed that most of the secondary school teachers from arts background i.e. 26.67% have average level of sense of responsibility feeling whereas most of the teachers from science background i.e. 30.69% have above average level of sense of responsibility feeling. Thus, the results demonstrate that science subjects are typically seen as academically demanding, particularly in the secondary schools. It is think that the future of the students will be heavily reliant on how well the students perform in these subjects. Therefore, science teachers can feel more pressure from parents, school authorities resulting in increased sense of responsibility. On the other hand, the arts subjects though they are relevant, might not have the same

future professional pursuits, and therefore might impose fewer outside pressure on the teachers and hence a more balanced sense of responsibility.

5.2.4.2. For objective no 4, the researcher formulated three null hypotheses and its results are presented in the following manner:

- i) **Ho:10:** There is no significant difference between the mean score of sense of responsibility feeling of male and female secondary school teachers.

The calculated 't' esteem between the mean score of sense of responsibility feeling of male and female secondary school teachers of Sonitpur district is 0.15 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean score of sense of responsibility feeling of male and female secondary school teachers is accepted. The reason may be that most of the teachers irrespective of their gender, have an active internal motive which encourages students to learn, therefore supporting a similar sense of responsibility. The study conducted by (Abdullahi and Ghaemi, 2016) found that no significant difference emerged regarding the impacts of teachers' gender on sense of responsibility. But the study conducted by (Kant, 2011) found that female teachers are have more responsibility feeling than the male teachers.

- ii) **Ho:11.** There is no significant difference between the mean score of sense of responsibility feeling of rural and urban Secondary school teachers.

The calculated 't' esteem between the mean score of sense of responsibility feeling of rural and urban secondary school teachers of Sonitpur district is 0.14 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean score of sense of responsibility feeling of rural and urban Secondary school teachers is accepted. The reason of it may be the teachers across the region may share a strong sense of duty to educate and support their student, regardless of their location.

(Kant, 2011) on his study “A study of teaching aptitude and responsibility feeling of secondary school teachers in relation to their sex and locale” also found that location doesn’t play any role in terms of responsibility feeling of a teachers.

- iii) **Ho:12:** There is no significant difference between the mean score of sense of responsibility feeling of arts and science Secondary school teachers.

The calculated ‘t’ esteem between the mean score of sense of responsibility feeling of arts and science teachers is 1.41 which is not significant at 0.05 level of significance. Thus, the null hypothesis i.e. there is no significant difference between the mean score of sense of responsibility feeling of arts and science Secondary school teachers is accepted. The reason might be that both the types of teachers may be equally value their role in shaping the personality of the students regardless of the subject matter and as the teachers as they received their duty according to their own study background so they are able apply their learning experiences to perform their duty in a smooth way.

5.2.5. Results related to Objective No 5

5.2.5.1. The fifth objective of the present study is to study the relationship between Emotional Intelligence and Teacher Effectiveness of Secondary School Teachers in respect to their Gender, Locality and Stream.

5.2.5.2. For objective no 5, the researcher formulated three null hypotheses and its results are presented in the following manner:

- i) **Ho:13:** There exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their gender.

The calculated ‘r’ value for male secondary school teachers is 0.076 which is positive and significant at 0.01 level ($p < 0.01$). This shows that a positive and significant relationship exists between teacher effectiveness and Emotional intelligence of secondary school male teachers of Sonitpur district. Regarding the female secondary school teachers the calculated ‘r’ value is 0.054 which

is positive and significant at 0.01 level ($p < 0.01$). Hence, the null hypothesis 13 “there exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their gender” is rejected. From the mentioned result it can be clearly said that there exists a positive and significant relationship between teacher effectiveness and emotional intelligence in respect to their gender. Emotional intelligence enables both male and female teachers to manage stress, stay motivated, which in turn enables consistent and effective teaching.

In the study conducted by (Narayanamoorthi and Sasikala, 2020) found a significant positive relationship between overall emotional intelligence and overall teaching effectiveness of secondary school teachers where 60 male teachers and 60 female teachers of Dindigul district, Tamil Nadu were taken as sample for the study. (Lakshmi, 2017) found in her study that teaching professionals who have successfully developed emotional skills and form emotionally intelligent behaviour experience greater success and satisfaction in their personal and professional life regardless of their gender.

- ii) **Ho:14:** There exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their locality.

The calculated ‘r’ value for Rural secondary school teachers is 0.048 which is positive and significant at 0.01 level ($p < 0.01$). This shows that a positive and significant relationship is exists between teacher effectiveness and emotional intelligence of secondary rural teachers. Regarding the urban secondary school teachers the calculated ‘r’ value is 0.037 which is positive and significant at 0.01 level of significance ($p < 0.01$). The null hypothesis 14 “there exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their locality” is rejected. The reason might be that the teachers with high emotional intelligence are better at managing classrooms, understanding student emotions and can resolve conflicts which are the key components of effectiveness in both rural and urban settings.

- iii) **Ho:15:** There exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their stream.

The calculated 'r' value for Arts secondary school teachers is 0.075 which is positive and significant at 0.01 level of significance ($p < 0.01$). Regarding the Science secondary school teachers the calculated 'r' value is 0.091 which is positive and significant at 0.01 level of significance ($p < 0.01$). Hence, the null hypothesis 15 "there exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their stream" is also rejected. The reason might be that the teachers from both the background are able to build an effective staff relationship. With the help of professional collaboration they are able to recognize the students' needs and emotional states and establish more effective teacher-student relationships, which further boosts learning outcomes.

The findings of the present study agree with the previous studies conducted by (Singh and Jha, 2012; Yadav, 2016; Bala, 2017) which also showed that teacher's effectiveness is significantly and positively correlated with emotional intelligence. (Jyoti, 2020) in her study "Teacher effectiveness of secondary school teachers in relation to their emotional intelligence and well-being" found that teacher effectiveness is correlated significantly with emotional intelligence. But, the findings obtained by (Kumar, 2016) and (Garg and Islam, 2018) disagree the present findings, which found no significant relationship between emotional intelligence and teacher effectiveness of school teachers. The study conducted by (Singh and Kaur, 2019) also found that there is no correlation between teaching effectiveness and emotional intelligence of prospective teachers.

5.2.6. Results related to Objective No 6

5.2.6.1. The sixth objective of the present study is to study the relationship between Teaching Aptitude and Teacher Effectiveness of secondary school teachers in respect to their Gender, Locality and Stream.

5.2.6.2. For objective no 6, the researcher formulated three null hypotheses and its results are presented in the following manner:

- i) **Ho:16:** There exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their gender.

The calculated 'r' value for male secondary school teachers is 0.084 which is positive and significant at 0.01 level of significance ($p < 0.01$) and the female secondary school teachers the calculated 'r' value is 0.026 which is also positive and significant at 0.01 level ($p < 0.01$). Hence, the null hypothesis 16 "there exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their gender" is rejected. The reason might be the teachers with higher aptitude are generally seen more motivated to improve and reflect their teaching practices which can help them to maintain a productive learning environment, ultimately boosts their effectiveness.

(Sharma, 1971) in his study "A study of relationship of predictors of Teacher Effectiveness at Elementary Level and follow up after one year of training" had explained that teaching aptitude is one of the sound predictors of teacher effectiveness.

- ii) **Ho:17:** There exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their locality.

The calculated 'r' value for Rural secondary school teachers is 0.088 which is positive and significant at 0.01 ($p < 0.01$) and the Urban secondary school teachers the calculated 'r' value is 0.031 which is also positive and significant at 0.01 ($p < 0.01$) level of significance. Hence, the null hypothesis 14 "there exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their locality is rejected. The reason might be that teaching aptitude often influences the pedagogical skills of a teacher. The teacher with strong aptitude regardless of their location may feel more confident to use all the pedagogical skills in their

teaching which helps in better student engagement in the classroom. Teachers with high aptitude are better adapting their environment. The skill of adaptability increases their effectiveness.

- iii) **Ho:18:** There exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their stream.

The calculated 'r' value for Arts secondary school teachers is 0.049 which is positive and significant at 0.01 level ($p < 0.01$). Regarding the Science secondary school teachers the calculated 'r' value is 0.175 which is positive and significant at 0.01 level ($p < 0.01$). Hence, the null hypothesis 18 "there exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their stream" is rejected. The reason might be teachers who possess good teaching aptitude generally possess well-conceptualized pedagogical strategies, enhancing their effectiveness in the classroom. Aptitude identifies their inherent predisposition and facility for teaching that results in effective instructional planning, classroom management and student participation. For arts and science, the power of explaining things in simple terms, even if complicated, and responding to diverse learning styles is most important. More likely, higher aptitude teachers will have these skills and be able to utilize them successfully to enhance their performance.

5.2.7. Results related to Objective No 7

5.2.7.1. The seventh objective of the present study is to study the relationship between Sense of Responsibility Feeling and Teacher Effectiveness of secondary school teachers in respect to their Gender, Locality and Stream.

5.2.7.2. For objective no 7, the researcher formulated three null hypotheses and its results are presented in the following manner:

- i) **Ho:19:** There exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their gender.

The calculated 'r' value for male secondary school teachers is 0.171 which is positive and significant on 0.01 level of significance ($p < 0.01$) and the female secondary school teachers the calculated 'r' value is 0.087 which is also positive and significant at 0.01 level of significance. Hence, the null hypothesis 19 "there exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their gender" is rejected. The reason might be that the inner motivation specially improves the effectiveness of teachers since accountable teachers work towards achieving learning goals and assisting student toward success. The dedication to supporting students' success motivates both men and women to work harder in their teaching capacities. Teachers who are highly responsible tend to be more reflective and open to feedback, which enables them to improve continuously.

The study conducted by (Vidushy, 2020) on "Teaching competence in relation to teaching aptitude, attitude towards teaching and sense of responsibility among secondary school teachers" found that a positive and significant relationship exists between teaching competence and sense of responsibility of both male and female secondary school teachers.

- ii) **Ho:20:** There exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their locality.

The calculated 'r' value for Rural secondary school teachers is 0.006 which is positive and significant at 0.01 level ($p < 0.01$) and the Urban secondary school teachers the calculated 'r' value is 0.128 which is also positive and significant at 0.01 level ($p < 0.01$) of significance. Hence, the null hypothesis 20 "there exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their locality" is rejected. The reason might be that teachers who possess a strong sense of responsibility tend to view their profession as more than a job. They feel responsible for their students' success. This internal motivation can motivate them to prepare lessons well, employ effective teaching techniques, and regularly review and refine their approaches which resulting in greater

effectiveness. In rural and urban areas alike, responsible teachers are more likely to adjust to adversity, whether that is scarce resources in rural areas school or high student-teacher ratio in urban schools. This ability to adjust is a part of what makes them effective overall. The school or community cultures can be played an important role in this connection. School or community culture can foster a greater sense of responsibility in teachers. Once teachers internalize this, the end result can be increased motivation to work well.

The study conducted by (Vidushy, 2020) on “Teaching competence in relation to teaching aptitude, attitude towards teaching and sense of responsibility among secondary school teachers” has found that a positive and significant relationship exists between teaching competence and sense of responsibility of secondary school teachers from both rural and urban areas.

- iii) **Ho:21:** There exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their stream.

The calculated ‘r’ value for Arts secondary school teachers is 0.067 which is positive and significant at 0.01 level ($p < 0.01$) and regarding the Science secondary school teachers the calculated ‘r’ value is 0.020 which is also positive and significant at 0.01 level ($p < 0.01$). Hence, the null hypothesis 21 “there exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their stream” gets rejected. The reason might be that an increased sense of responsibility may cause teachers to focus on equity, diversity and commitment to student development. This encourages a productive learning environment that increases overall instructional quality.in arts and science subjects, where both creativity and conceptual clarity are essential, teachers with a strong sense of responsibility may be more inclined to innovate and facilitate students’ cognitive and emotional growth, enhancing teaching quality.

The current chapter the researcher provides a detailed discussion of the results. This section helps to understand the comprehensive picture regarding the status of the effectiveness of the secondary school teachers of Sonitpur district in relation to their emotional intelligence, teaching aptitude and sense of responsibility feeling. In the preceding chapter, the researcher gives an overview summary and concluding remarks of the study.