Chapter – V

SUMMARY AND CONCLUSION

5.1 SUMMARY

The present study is entitled “A Study on the Influence of Multiple Intelligence, Teacher Responsibility and Professional Relationship upon Teaching Competency of Training College Teachers”. In this study the dependent variable is teaching competency and the independent variables are multiple intelligence, teacher responsibility and professional relationship. The tools for these four variables were constructed and validated by the investigator. This study has been conducted in five districts, namely, Cuddalore, Nagapattinam, Villupuram, Perambalur and Thanjavur districts of Tamilnadu, India. The investigator has used the stratified random sampling technique for the selection of the samples. For pilot study 100 samples were chosen from D.T.Ed colleges and B.Ed colleges. For the final study 400 samples were chosen from 7 D.T.Ed colleges and 8 B.Ed colleges. The investigator has obtained prior permission from the college principals and authorities for administration of the tools in a face to face relationship. The collected data were analysed by using suitable statistical techniques such as descriptive, differential (‘t’ test and ‘F’ test), correlation and regression analysis.

In the present chapter, the results are discussed and the summary of the findings are given in accordance with the hypotheses formulated.
5.2 MAJOR FINDINGS OF THE STUDY

According to the objectives of the study the hypotheses were formulated and analyzed in Chapter IV. The important findings of the study are listed below.

I. DESCRIPTIVE ANALYSIS

1. Regarding teaching competency:

25.75% of the training college teachers have high level teaching competency, 47.75% of the training college teachers have average level teaching competency and only 26.50% have low level teaching competency.

The entire sample and various categories of sub samples such as gender, type of college, major subject, classes handling and years of experience fall in the category of average teaching competency; but in the professional qualification sub sample M.Ed and M.Phil in Education fall in the category of average level and Ph.D in Education falls in the category of high level teaching competency.

2. Regarding multiple intelligence:

25.25% of the training college teachers have high level multiple intelligence, 49.50% of the training college teachers have average level multiple intelligence and only 25.25% have low level multiple intelligence.
The entire sample and various categories of sub samples such as
gen, type of college, major subject, professional qualification, classes
handling and years of experience fall in the category of average level of
multiple intelligence.

3. Regarding teacher responsibility:

30% of the training college teachers have high level teacher
responsibility, 43% of the training college teachers have average level
teacher responsibility and only 27% have low level teacher responsibility.

The entire sample and various categories of sub samples, namely,
gen, type of college, major subject, classes handling and years of
experience fall in the category of average level teacher responsibility; but in
the professional qualification sub sample, M.Ed and M.Phil in Education fall
in the category of average level and Ph.D in Education falls in the category
of high level teacher responsibility.

4. Regarding professional relationship:

32% of the training college teachers have high level professional
relationship, 40% of the training college teachers have average level professional
relationship and only 28% have low level professional relationship.

The entire sample and various categories of sub samples, namely,
gen, type of college, major subject, professional qualification, classes
handling and years of experience fall in the category of average professional relationship.

II. DIFFERENTIAL ANALYSIS

5. There is **no significant** difference between the teaching competency of training college teachers with regard to

   a. Gender : Male / Female
   b. Type of college : Government/Govt-aided/Private
   c. Major subject : Language/ Science/Arts
   d. Classes handled : D.T.Ed / B.Ed
   e. Years of experience : Below 5years/5-10years/above10years

   There is a **significant difference** between the teaching competency of training college teachers with regard to

   a. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education

6. There is **no significant** difference between the multiple intelligence of training college teachers with regard to

   a. Gender : Male / Female
   b. Major subject : Language/ Science/Arts
   c. Professional qualification: M.Ed/M.Phil in Education/Ph.D in Education
   d. Classes handled : D.T.Ed / B.Ed
   e. Years of experience : Below 5years/5-10years/above10years
There is a **significant difference** between the multiple intelligence of training college teachers with regard to

a) Type of college : Government/Govt-aided/Private

7. There is **no significant** difference between the teacher responsibility of training college teachers with regard to

   a. Gender : Male / Female
   b. Type of college : Government/Govt-aided/Private
   c. Major subject : Language/Science/Arts
   d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
   e. Classes handled : D.T.Ed / B.Ed

There is a **significant difference** between the teacher responsibility of training college teachers with regard to

   a) Years of experience : Below 5 years/5-10 years/above 10 years

8. There is **no significant** difference between the professional relationship of training college teachers with regard to

   a. Gender : Male / Female
   b. Type of college : Government/Govt-aided/Private
   c. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
   d. Years of experience : Below 5 years/5-10 years/above 10 years
There is a **significant difference** between the professional relationship of training college teachers with regard to

a) Major subject : Language/ Science/Arts

b) Classes handled : D.T.Ed / B.Ed

**III. CORRELATION ANALYSIS**

9. There is a **significant and positive correlation** existing between the dependent variable teaching competency and the independent variables multiple intelligence, teacher responsibility and professional relationship.

**IV. MULTIPLE CORRELATION AND REGRESSION ANALYSIS**

10. Out of 9 variables 5 variables were found to be significant contributors to the teaching competency of training college teachers. They are **multiple intelligence, teacher responsibility, professional relationship, professional qualification and type of college**. The calculated multiple correlation has accounted for 0.446, which is a highly significant relationship. $R^2$ was calculated to be 0.199; that is, **19.9%** of teaching competency of training college teachers has been explained by these five variables.

**5.3 DISCUSSION OF THE RESULT**

The findings of the present study is discussed in the light of the related studies conducted earlier in the field to find support for the present study.
Teaching Competency

The present study indicates that training college teachers do not differ in their teaching competency with regard to gender. This finding is being supported by Edward William Benjamin (2013), Goteti Himbindu (2012) and Kasinath Durai (2011). In the present study, training college teachers do not differ in their teaching competency with regard to the type of college. The same result was observed by Edward William Benjamin (2013); but this result was quite a contrast to the study of Goteti Himbindu (2012). Training college teachers do not differ in their teaching competency with regard to major subject. This finding is supported by Kasinatha Durai (2011), but not supported by Edward William Benjamin (2013). There is a significant difference caused with regard to years of experience of B.Ed college teachers. This finding has the support from the study of Goteti Himbindu (2012).

A few studies have been done in high school and higher secondary level school teachers. It was found that training college teachers have average level teaching competency. This finding is being supported by Mahalakshmi (2014), Philip Simon (2010) and Amaladoss Xavier (2009); not supported by Chilambarasan (2011) and Jayakanthan (2003), who found that teaching competency was at above average level. Differential analysis showed that there is no significant difference between the teaching
competency of training college teachers with regard to their gender. This finding is supported by Sivasankar (2013). This finding is contradictory to Mahalakshmi (2014), Anbuthasan(2012), Suryanarayana (2010) and Jayakanthan (2003). It was found that there is a significant difference in professional qualification of the training college teachers. It was supported by Suryanarayana (2010), but not supported by Sivasankar (2013). There is no significant difference between teaching competency of training college teachers with regard to their major subjects. This finding is supported by Paneer Selvam (2012) and contradicted by Merline Preetha (2011).

**Multiple Intelligence**

A few studies have been done at school level. These studies concluded that teachers use multiple intelligence theory for their effective teaching through which students’ learning is also enhanced. This finding is supported by survey method: Tajularipin Sulaiman (2011), Iflazoglu Saban Avten (2011), Murdia (2008), Cynthia D’ Costa (2008), Nasser Mansour (2007) and Gunst (2004). This finding is supported by experimental method: Ali abdi (2013), Jingchen Xie (2009), Bilgin (2006), Hodge (2005), John Sandy Chisholm (1998).

**Teacher Responsibility**

In the present investigation it is found that male and female training college teachers do not differ in teacher responsibility. Vengatesan (2014)
showed the same result in professional ethics of teacher educators in B.Ed colleges. But this is contradictory to the study of Sood Vishal’s (2010) professional commitment of B.Ed. teacher educators. The present study indicates that there is a significant difference in their years of experience. This is supported by studies of Vengatesan (2014) and Sood Vishal (2010).

Professional Relationship

In school level some studies have been done on teacher-student relationship. These studies concluded that it is helpful to students in their learning. Moreover, it is helpful to teachers in their classroom teaching. This is supported by Sathyamoorthy (2013), Julia Britt (2013), Bergeron (2011), Peter Bergstrom (2010) and Stuhlman (2002). Some studies in school level have been done for teacher-administrator relationship. These studies concluded that it is helpful to the professional growth of the teachers. This is supported by Pamela Reimer Rosa (2011), Nuhayat Celebi (2010), Karman-Kepenekci (2009), Helene Arlestig (2008) and Campbell (1953).

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

An attempt has been made to study the influence of multiple intelligence, teacher responsibility and professional relationship upon teaching competency of training college teachers. In the light of the findings the following educational implications are noticed.
It is found from the study that only 25.75% of the training college teachers have high level teaching competency; but 47.75% of the total sample have average level teaching competency and 26.50% of the training college teachers have low level teaching competency. Therefore, necessary steps should be taken for improving average and low level teaching competency of training college teachers.

The findings revealed that educational qualification is a significant factor that determines the teaching competency of training college teachers. The present study shows that training college teachers with Ph.D in Education have better teaching competency compared to M.Ed and M.Phil in Education qualified teachers. This could be due to the influence of more subject knowledge and peer groups.

It is noteworthy that gender and type of college do not play the significant role in the teaching competency of training college teachers. It is because of the mushrooming of teacher education colleges in the districts that both male and female training college teachers working in government and private colleges are hard working and persevering in their teaching.

It is found that the training college teachers do not differ significantly in respect of their major subject and years of experience. This is due to their own interest in teaching irrespective of their major subjects and years of experience.
The result of the study shows that classes handled are not a significant element in teaching competency. This may be due to the realization of their responsibility in preparing the prospective teachers both in D.T.Ed and B.Ed colleges.

One of the important findings is that teaching competency is significantly correlated with multiple intelligence, teacher responsibility and professional relationship which imply that the teaching competency of training college teachers can be enhanced through these three variables and considered influencing factors.

5.5 RECOMMENDATIONS

Based on the findings of the present study, the following recommendations are given by the investigator:

1. As the level of teaching competency of training college teachers is average, the teaching competency has to be enhanced through organizing short term programmes and in-service training programmes in the aspects of
   a. Updating their subject knowledge according to the present situation
   b. Enhancing teaching skills through the use of ICT, and
   c. Training to give guidance and counselling to the students.

2. To improve the level of multiple intelligence of training college teachers the recommendations are,
a. Writing book reviews and contributing articles to journals  
b. Conducting word puzzle games  
c. Getting opportunities to participate in sports and yoga  
d. Trying to teach poems rhythmically  
e. Organizing field visit and educational tour  
f. Joining environment clubs and Green corps  
g. Participating in group competitions and group projects

3. In order to develop the professional relationship and realize the responsibilities of the training college teachers, the colleges of education have to conduct programmes like seminar, conference, workshop, symposium, team teaching and panel discussion in collaboration with universities, other colleges of education and schools. This will ensure the coordination between the training college teachers and other professionals.

4. Government should motivate the training college teachers to improve their qualification by giving attractive incentives and rewards. This will help the teachers to enrich their knowledge.

5. Both government and the management of training colleges have to provide sufficient welfare measures to create a positive attitude in teaching.

6. Further, the institutions have to provide enough e-learning resources.

**5.6 SUGGESTIONS FOR THE FURTHER STUDY**

The current study examined the teaching competency of training college teachers in relation to multiple intelligence, teacher responsibility and professional relationship. This research study makes the following suggestions for further investigation:
• Instead of survey method, teaching competency of training college teachers should be studied rather by observation method.

• Multiple intelligence of training college teachers ought to be examined through empirical study.

• Teaching competency should be studied in relation to the number of in-service programmes attended.

• Professional relationship of training college teachers may be compared with that of college level teachers.

• In the present study, multiple intelligence, teacher responsibility and professional relationship, professional qualification and type of college contribute only about 19.9% of variation in teaching competency. The remaining 80.1% of variation in teaching competency is due to other variables. The possible influence of those variables may be identified and investigated.

5.7 CONCLUSION

The teaching competency of training college teachers is average. It is established that there is a relationship between teaching competency and multiple intelligence, teacher responsibility and professional relationship. Among all the variables, multiple intelligence has more influence on teaching competency, followed by professional relationship and teacher responsibility. Hence, it is concluded that training college teachers have to improve their teaching competency from average level to a higher level for which good professional relationship and high teacher responsibility are essential.