CHAPTER-V

CONCLUSION, IMPLICATIONS AND SUGGESTION FOR FURTHER RESEARCH

This chapter concludes the findings of this study, their educational implications and also suggests the areas for further research.

SCHEME OF THE CHAPTER

This chapter has been divided into the following three sections:

Section 1: Concludes the findings of this research work.

Section 2: Suggests the education implications of the findings of this study.

Section 3: Suggests the area for further research.
CHAPTER
FIFTH
5.1 CONCLUSIONS

Conclusion are the essentials of a study which tell about the outcomes they are derived from analysis of collected data and its interpretations.

The present study was intended for teacher effectiveness of primary school teachers in relation to sex, locality & management. On the basis of the analysis and interpretation of data, the following conclusions were drawn.

A. OBJECTIVES AND CONCLUSIONS

5.1.1 EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS BELONGING TO GENERAL CATEGORY BETWEEN THE AGE GROUP OF 20-40 YEARS.

Teachers are more effective in teaching in the schools run by the govt. under the B.S.A on authority at district
level, than their counter parts. Who are teaching at Montessori schools run by the private bodies. Locality and sex had no impact on teacher effectiveness.

Teachers are more effective in teaching in the schools run by govt. whether they are rural or urban in comparison to their counterparts. Who are teaching in private managed institutions. The combined effects of locality & sex, or management & locality had no impact on teacher effective belonging to age group of 20-40 years. There is joint effects of sex, locality management on teacher effectiveness. That means the management (govt. private) locality (rural & urban) sex (male & female) have considerable interactive impact on teachers effectiveness.

5.1.2 EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON TEACHER EFFECTIVENESS OF PRIVATE SCHOOL TEACHERS BELONGING TO GENERAL CATEGORY BETWEEN THE AGE GROUP OF 41-58 YEARS.
Teachers are more effective in teaching in the schools run by govt. The primary schools run by the govt. under the B.S. A. and authority at district level they are more effective than their counter parts, who are teaching at montessory schools run by the private bodies.

Teachers are more effective in teaching in the schools run by the govt. whether they are rural or urban in comparison to their counter parts, who are teaching in privately managed institutions. The combined effects of locality & sex, management & sex had no impact on teacher effectiveness.

5.1.3 EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS BELONGING TO THE OBC CATEGORY BETWEEN THE AGE GROUP OF 20 - 40 YEARS.

Teachers of both the schools viz. primary and montessory of OBC category between age group 20-40
years equally effective irrespective of their sex, locality & management. The joint effects of management & locality had no impact on teacher effectiveness, whereas the joint effects of management & sex, as well as sex, had considerable impact on teacher effectiveness.

So for as the interactive effects of management, locality & sex was concerned. There was no any impact of this upon teacher effectiveness for the OBC category teachers between the age group of 20-40 years.

5.1.4. EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHER BELONGING TO OBC AGE GROUP OF 41-58 YEARS.

Teachers are more effective who are teaching in private schools run by the govt. of U.P. at district level. These teachers are paid by the government to the banks. They are more satisfied than their counterparts, who are teaching
on montessory schools, run by private bodies. Locality & sex had no impact on teacher effectiveness.

The joint effects of management & locality and locality & sex had no impact on teacher effectiveness whereas management & sex had considerable impact on teacher effectiveness.

The analysis and interpretation of table 4.4 for this segment clearly indicates, there is joint effects of all these three variables on teacher effectiveness, means that, management locality & sex have considerable interactive impact on teacher effectiveness.

5.1.5 EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON TEACHER EFFECTIVENESS OF PRIMARY TEACHER BELONGING TO GENERAL MALE & OBC FEMALE CATEGORY BETWEEN THE AGE GROUP OF 20-40 YEARS.

Teachers of both the schools viz. primary & montessory of general male & OBC female category
between age group of 20 -40 years are equally effective irrespective of their sex, locality & management.

The joint effects of management and locality had no impact on teacher effectiveness whereas the joint effects of management & sex and locality & sex had considerable impact on teacher effectiveness.

So for as the interactive effects of management locality & sex was concerned. There was no any impact of this upon teacher effectiveness for the general male & female category teachers between the age group of 20 - 40 years.

5.1.6 EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON THE TEACHER EFFECTIVENESS OF PRIMARY TEACHER BELONGING TO GENERAL MALE & OBC CATEGORY BETWEEN THE AGE GROUP OF 41- 58 YEARS.

Teachers are more effective who are teaching in primary schools run by government and paid salary through the banks who are teaching in montessory schools run by
private bodies. The salary is very low. Sex had no impact on teacher effectiveness.

The joint effects of management & locality, & sex and locality & sex had impact on teacher effectiveness belonging to the general male & OBC female category between the age group of 41-58 years.

So for as the interactive effects of management & locality & sex was concerned. There was no any impact of this upon teacher effective for the general male & OBC female category teachers between the age group of 41-58 years.

5.1.7. EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON TEACHER EFFECTIVENESS OF PRIMARY SCHOOLS TEACHERS BELONGING TO GENERAL FEMALE AND OBC MALE CATEGORY BETWEEN THE AGE GROUP OF 20 -40 YEARS.

Teachers are more effective who are teaching in primary schools run by government and paid salary through
the banks. Who are teaching in Montessori schools run by private bodies, the salary is very low. Sex had no impact on teacher effectiveness.

The joint effects of management & sex and locality & sex had no impact on teacher effectiveness belonging to general female & OBC male category between the age group of 20 - 40 years.

The analysis and interpretation of table 4.7 for this segment clearly indicates that there is joint effects of management & locality, locality & sex and management & sex have considerable interactive impact on teacher effectiveness.

5.1.8. EFFECTS OF SEX, LOCALITY AND MANAGEMENT UPON TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS BELONGING TO GENERAL FEMALE AND OBC CATEGORY BETWEEN THE AGE GROUP OF 41-58 YEARS.
Teachers are more effective who are teaching in primary schools run by the govt. and paid salary through the banks. Who are teaching in Montessori schools run by private bodies. The salary is very low. Locality & sex had no impact on teacher effectiveness.

The joint effects of management and locality, locality & sex had no impact on teacher effectiveness, whereas the joint effects of management & sex had considerable impact on teacher effectiveness.

So far as the interactive effects of management & locality & sex was concerned. There was no any impact of this upon teacher effectiveness for the general male & OBC female.

B. HYPOTHESIS AND CONCLUSION

The investigator has reached the following conclusions from the hypothesis point of view.

1.a) There is significant difference between the mean score of the teacher effectiveness of primary (govt.) and Montessori
There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging to general category between the age group of 20 - 40 years.

There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management & sex belonging to general category between the age group of 20 - 40 years.

There is no significant difference between the mean scores of teacher effectiveness of locality and sex belonging to general category between the age group of 20 - 40 years.
3.) There is significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging general category between the age group of 20 - 40 years.

4.a) There is significant difference between the mean scores of the teacher effectiveness of primary (govt.) and Montessori (private) school teachers belonging to general category between the age group of 41-58 years.

4.b) There is significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to general category between the age group of 41-58 years.

4.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teacher belonging to general category between the age group of 41-58 years.

5.a) There is significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging to general category between the age group of 41-58 years.
5.b) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management.

5.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality & sex belonging to general category between the age group of 41-58 years.

6.) There is a significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to the general category between the age group of 41-58 years.

7.a) There is no significant difference between the mean scores of the teacher effectiveness of the primary (govt.) and montessory (private) schools teachers belonging to OBC between the age group of 20 - 40 years.

7.b) There is no significant difference between the mean scores of teacher effectiveness rural & urban teachers belonging to OBC between age group of 20-40 years.
7.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teachers belonging to OBC between the age group of 20-40 years.

8.a) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging the age group of 20-40 years.

8.b) There is significant difference between the mean scores of teacher effective effectiveness of the combined effects of management & sex belonging to OBC between age group of 20-40 years.

8.c) There is significant difference between mean scores of teacher effectiveness of the combined effects of locality & sex belonging to OBC between the age group of 20-40 years.

9.) There is significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to OBC between the age group of 20-40 years.
10.a) There is significant difference between the mean scores of the teacher effectiveness of primary (govt.) and montessori (private) school teachers belonging to OBC of 41-58 years.

10.b) There is no significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to OBC between the age group of 41-58 years.

10.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teachers belonging to OBC the age group 41-58 years.

11.a) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging to OBC between the age group of 41.58 years.

11.b) There is significant difference between the mean scores of teacher of effectiveness of combined effects of management & sex belonging to OBC between the age group of 41.58 years.
11.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality & sex belonging to OBC between the group of 41.58 years.

12.) There is a significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to OBC between the age group of 41.58 years.

13.a) There is no significant difference between the mean score of the teacher effectiveness of primary (govt.) and montessory (private) school teachers belonging to general male & OBC female category between the age group of 20-40 years.

13.b) There is significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to male & OBC female category between the age group of 20-40 years.

13.c) There is no significant difference between the mean scores of teachers effectiveness of male & female teachers belonging to general male & OBC female category between the age group of 20-40 years.
14.a) There is no significant difference between the mean scores of teacher effectiveness of the combined effects management & locality belonging to the general male & OBC female category between the age group of 20-40 years.

14.b) There is significant difference between the mean scores of teacher effectiveness of the combined of management & sex belonging to general male and OBC female category between the age group of 20-40 years.

14.c) There is significant difference between the mean scores of teacher effective of the combined effects locality & sex belonging to general male & OBC female category between the age group of 20-40 years.

15.) There is no significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to general male & OBC female category between the age group of 20-40 years.

16.a) There is significant difference between the mean scores of the teacher effectiveness primary(govt.) and montessory (private)
school teachers belonging to the general male & OBC female between the age group of 20-40 years.

16.b) There is significant difference between the mean scores of the teacher effectiveness of urban and urban teachers belonging to general male and OBC female category between the age group of 41-58 years.

16.c) There is no significant difference between mean scores of teacher effectiveness of male & female teachers belonging to general male & OBC female category between the age group of 41.58 years.

17.a) There is significant difference between the mean scores of teacher effectiveness of the mean effects management & locality belonging to general male & OBC female category between the age group of 41.58 years.

17.b) There is significant difference between the mean scores of teacher effectiveness of the combined effects of management & sex belonging to general male & OBC female category between the age group of 41-58 years.
17.c) There is significant difference between the mean scores of teacher effectiveness of the combined effects of locality & sex belonging to general & OBC female category between the age group of 41-58 years.

18.) There is no significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to the general male & OBC female category between the age group of 41-58 years.

19.a) There is significant difference between the mean scores of the teacher effectiveness of primary and montessori school teachers belonging to general female & OBC male category between the age group of 20-40 years.

19.b) There is no significant difference between the mean scores of teacher effectiveness of rural and urban teacher belonging to general female and OBC male category between the age group of 20-40 years.

19.c) There is no significant difference between the mean scores of teacher effectiveness of male and female teachers belonging to
general female and OBC male category between the age group of 20-40 years.

20.a) There is no significant difference between the mean scores of teacher effectiveness of combined effects of management and locality belonging to general female & OBC male category between the age group of 20-40 years.

20.b) There is no significant difference between the mean scores of teacher effectiveness of combined effects of management and sex, to general female & OBC male category between the age group of 20-40 years.

20.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality and sex belonging to general female & OBC male category between the age group of 20-40 years.

21.) There is significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to the general female & OBC male between the age group of 20-40 years.
22.a) There is significant difference between the mean scores of the teacher effectiveness of primary & montessory school teachers belonging to the general female & OBC male category between the age group of 41-58 years.

22.b) There is no significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to general female & OBC male category between the age group of 41-58 years.

22.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teachers belonging to general female & OBC male category between the age group of 41-58 years.

23.a) There is no significant difference between the mean scores of teacher effectiveness of combined effects of management and locality belonging to general female & OBC male category between the age group of 41-58 years.

23.b) There is significant different between the mean scores of teacher effectiveness of the combined effects of management and sex
belonging to general female and OBC male category between the age group of 41-58 years.

23. c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality and sex belonging to general's female OBC male category between the age group of 41-58 years.

24. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the general female & OBC male category between the age group of 41-58 years.
5.2 EDUCATIONAL IMPLICATIONS

Any educational research work is worthwhile, if it results into fruitful educational implications. By and large, this study has helped to seek the answers of the question raised and put them as objectives of the study. The answers have the educational implications for the primary teachers in particular and education in general. This research has been concentrating upon the teacher effectiveness in relation to sex, locality & management.

If a nation's teachers are $C_3$, the nation cannot but be $C_3$. And let there be doubt about this. If we wish to be on $A_1$ nation, our teachers will have to be $A_1$.

An effective teacher is a satisfied teacher so something must be done to raised their level of teacher effectiveness to a minimum height. On the basis of investigations like the present investigation, on optimum level of teacher effectiveness can be decided. Any category of teachers whose teacher effectiveness is lower than the optimum,
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need the immediate attention of the government and all those who are connected with administration of primary education in this country. It is high time that some measures are taken to see that they get their due specially from the society, the government and their respective managements.

The outcome of this research project is that the management factor has considerable impact on teacher effectiveness irrespective of sex, locality, cast, and age. The joint and interactive effects of management with any other variable like, sex, locality caste, and age many also effect the teacher effectiveness.

It has been observed that all the teachers teaching in Montessori schools, run by the private management, are less effective in teaching than the teachers teaching in primary schools, run by the government. So on the facilities and the opportunities available to the primary school teachers should be made available to the Montessori school teachers.

Better living and working conditions of the Montessori school teachers not only facilitate them in performing of the duty but also
help in developing interest in the teaching profession. These condition can be improved by providing better salary, housing facility, medical facilities of their family members, availability of library and teaching aids recreational facilities, as signing work to the teachers according to their qualifications and interest, and promotion avenues etc.

Teachers are more effective in teaching in the schools run by government. The primary schools of are run by the govt. under the Basic Shiksha Adhikari and authority at district level. These teachers are paid by the govt. through the banks. So they are more effective than their counter parts, who are teaching at montessory schools run by private management, the salary is very low, service conditions are very poor. Locality and sex had no impact on teacher effectiveness.

**Hence the educational implications are -**

1. All the montessory school teachers should be treated as primary school teachers providing the casual status.

2. Pay scale of montessory school teachers should be same as the pay scale of primary school teachers.
3. Service conditions of montessory school teachers should be same as the service conditions of primary school teachers.

4. The salary of montessory school teachers should be paid by the government through the nationalized banks.

5. Seminars, refresher courses, workshops, summer courses, and in-service teacher training programs during the short and long vacations should be arranged for the montessory school teachers.

6. Montessory school teachers must get the facilities of GPF, pension, LIC and medical services etc.

7. The appointments of montessory school teachers should be made by the government through the proper chance.

Teachers effectiveness can be improved if they are asked to carry out the responsibilities they are capable of ego: teachers who were sportsman or athletes in their student life be encouraged to organize games and sports. In the same way those teachers who are interested in literature or in other co-curricular activities be requested to plan, arrange and conduct
social & cultural activities in the institution. Best potentiality of the teachers could be utilized if they are assigned work according to their interest etc.

These facilities would definitely help the montessory school teachers to improve the effectiveness of teaching.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

This study can not claim to have comprehensiveness. Its conclusion may not be universally valid. The investigator, therefore suggests following or research. The studies in areas may be carried out on the larger sample.

1. Effectiveness of the teachers can be studied in relation to their academic achievement, creativity and job satisfaction.

2. The process study can be studied at graduate level teachers same variables.

3. Effectiveness of the teachers can be studied in relation to their values and cognitive process.
4. Effectiveness of teachers can be studied in relation to their socio-economic status and achievement motivation.

5. Situational variables like, facilities provided by the institutions, manageable size of the class, freedom for organizing instructional materials and co-curricular activities in situations, encouragement and incentive given by the authorities and colleagues in the application of new teaching techniques and methods etc be considered as influencing factors on teacher effectiveness.

6. Effectiveness of teachers can be studied in relation to their personality traits.

7. The study of genetic factors responsible for effectiveness of teachers at any level.


9. Neuroticism, intelligence and cognitive process can be compared for male and female teachers in relation to their effectiveness in teaching subjects.
10. Stress conditions and copying behaviour of secondary school teachers also needs to be explored.

All these studies can be undertaken at M.Ed. level and Ph. D. level as a comprehensive research project.