CHAPTER - VI

FINDINGS AND RECOMMENDATIONS

1. Findings

2. Recommendations

3. Suggestions for further research
1. Findings:

1. It was observed that demonstration of caring for pupils increased with age and teaching experience of the teachers. For example, 100% of the teachers above the age of 50 years have rated themselves as 'good' and 100% of the teachers with 31-40 years teaching experience have also rated themselves as 'good'. There is not much difference in demonstration of caring shown by married and unmarried teachers. The difference is only 12%.

2. Older teachers and teachers with more teaching experience have rated themselves higher with regard to their ability to enjoy the company of pupils. For example, 30% of the teachers in the age group above 50 years rated themselves as 'excellent' and 33% of the teachers with teaching experience between 31-40 years have rated themselves as 'excellent'. Married teachers rated their ability to enjoy the company of students higher, i.e. 74% of the married teachers rated themselves as 'good'.

3. It is revealed that an average of 56% and 52% of the teachers in the age group 20-50 years and above, and with teaching experience 1-30 years respectively, rated their desire of being interested in the lifestyle of pupils after school hours as 'poor'. 49% of the married teachers also rated themselves in the category of 'poor'.

4. An average of 57% and 59% of the teachers, with ages ranging from 20-50 years and teaching experience of 1-40 years respectively, have rated their ability to know the studying conditions of pupils at home as 'poor'. 76% of the single and 51% of the married teachers have rated themselves in the category of 'poor'.

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5. It was observed that older teachers and teachers with more teaching experience have rated higher their teaching behaviour as regards explanation of content. For example, 50% of the teachers in the age group above 50 years and 66% of the teachers with teaching experience 31-40 years, grade themselves as 'excellent'. 59% of the single teachers also rated themselves as 'excellent'.

6. 80% of the teachers in the age group above 50 years, and 67% of the teachers with teaching experience 31-40 years, rated themselves as 'excellent' with regard to exercising authoritarian type of class control. 19% of the married teachers also rated themselves as 'excellent' with regard to authoritarian type of class control.

7. As regards methods designed to teach and maintain attention of the class, it was found that 60% of the teachers above 50 years of age and 66% of the teachers with 31-40 years teaching experience, rated themselves as 'excellent'. 54% of the single teachers also rated themselves in the category of 'excellent' with regards to this teaching behaviour.

8. It is revealed that younger teachers and teachers with less teaching experience evoke more interest in the subjects they teach. For example, 56% of the teachers in the age group 20-30 years and 64% of the teachers in the teaching experience group 1-10 years respectively, grade themselves as 'excellent'.

9. Consistency in behaviour with pupils is more prominent in teachers above 50 years of age and also in the lower age group of 20-30 years. It is also more prominent in teachers with more teaching experience. For example, 66% of the teachers with teaching experience 31-40 years grade themselves as 'excellent'. 23% of the married teachers also rated themselves as 'excellent' in contrast to only 6% of the single teachers.
10. An average of 72% and 76% of the teachers from age groups ranging 20 to 50 years and above, and teaching experience groups 1 to 40 years and above, respectively, have rated their ability in involving their students in decision making situations as 'fair'. 65% of the married teachers and 82% of the single teachers have also graded themselves as 'fair'.

11. It was observed that an average of 67% of the teachers in age groups ranging from 20-50 years and above and 76% of the teachers with teaching experience ranging from 1-40 years and above, have rated their ability of getting students involved in co-curricular activities as only 'fair'. 77% of the married teachers have also rated themselves in the category of 'fair'.

12. Teachers with teaching experience 11-20 years seem to be more prominent with regard to helping students to understand rules. An average of 77% of the teachers in the age groups ranging between 20-50 years and above, and 79% of the teachers in the teaching experience groups 1-40 years and above, have rated their efforts in helping students to understand rules as 'fair'. 74% of the married teachers and 88% of the single teachers have also rated their efforts as 'fair'.

13. It is observed that job satisfaction as a teacher increases with age and teaching experience. There is no significant difference between married and single teachers with regard to their job satisfaction as a teacher, the difference being only 8%.

14. 74% of the teachers in the age group 31-40 years and 67% of the teachers in the age group 41-50 years have rated their physical vitality and enthusiasm as 'good'; while 29% of the single teachers rated themselves as 'excellent' only 7% of the married teachers have rated themselves 'excellent' and 11% of them have even rated themselves in the
category of 'poor'.

15. Younger teachers, teachers with less teaching experience and single teachers have rated higher their ability of being flexible rather than rigid in thought and behaviour.

16. 60% of the teachers in the age group above 50 years, and 66% of the teachers with 31-40 years teaching experience have rated their emotional stability as 'excellent'. 70% of the married teachers rated their emotional stability as 'good'.

17. It was found that out of the sample of 60 teachers, 41 teachers said that classroom lighting and ventilation was 'good', 24 said that the classroom cleanliness was 'good', 33 said that the size of the staff room was 'good' and only 10 said that the space provision for guidance and dialogue was 'good'.

**FINDINGS BASED ON THE CHEKC-LIST FOR STUDENTS**

18. The most consistent finding concerning teacher interaction with pupils is the tendency for teachers to be more partial towards high achievers. For example, teachers ability to maintain relationship at personal level is significantly high with pupils of high scholastic achievement in relation to the following teacher behaviour:

(a) As the level of scholastic achievement of students increases (i.e. from below 40% to above 71%) the percentage of students who believe that their teachers are conscious of every child's assets and liabilities also increases, the percentage ranging from 25% to 91%;

(b) A high percentage of students (i.e. about 65%) of the higher scholastic achievement level (i.e. above 71%) believe that they can seek help of their teachers with their personal problems as compared to 26% of
the students with lower scholastic achievement level (i.e. below 40%) who also feel the same about their teachers;

(c) A high range of 70% exists between students of higher scholastic achievement (i.e. above 71%) in comparison with students with lower scholastic achievement who believe that their teachers are sensitive of their needs and problems;

(d) There exists a tremendous range of 75% between students with lower scholastic achievement in comparison with students with higher scholastic achievement, who say that their teachers seek opportunities for informal talks with them;

(e) An average of 92% students with higher scholastic achievement (i.e. above 71%) say that their teachers love them and make them feel wanted, whereas an average of only 23% students with lower scholastic achievement (i.e. below 40%) believe the same of their teachers.

19. It was found that the teachers have shown less democratic behaviour in relation to their teaching behaviour in the class. For example:

(a) There is a substantial range of 44% between students with higher scholastic achievement (i.e. 71% and above) as compared to students with lower scholastic achievement (i.e. below 40%) about their feelings that their teachers encourage them to express their views and opinions without fear;

(b) A significantly high number of students, that is about 76%, in the higher scholastic achievement level say that their teachers make time to listen to their problems, but only 28% of students in the lower level of scholastic achievement said the same of their teachers;

(c) There is substantially a high range of students, that is about 54%, in the higher scholastic achievement level as compared to students with
lower scholastic level, who say that their teachers respect each pupil as an individual;

(d) A great majority of the students (i.e. about 75%), in the lower scholastic achievement level said that their teachers are interested only in the clever pupils, whereas only about 28% of the students in higher scholastic achievement level said the same of their teachers.

20. With regard to teacher's ability to communicate content and confidence the following were the observations:

(a) 79% of the students in the lower scholastic achievement level (i.e. below 40%) as compared to 78% in the higher scholastic achievement level (i.e. above 71%) said that their teachers had good ability to arouse and hold attention of the class;

(b) 83% of students with higher scholastic achievement as compared to 27% in the lower scholastic achievement level, giving a range of 56%, say that their teachers explain so well that all pupils understand them;

(c) A substantial difference of 59% exists between what pupils of higher scholastic achievement (i.e. above 71%) and lower scholastic achievement (i.e. below 40%) had to say about their teachers recognising individual differences when teaching.

21. The results indicate that teachers have shown to be more autocratic than democratic when it comes to sharing power with students. For example:

(a) A high range of 41% exists between students in the higher scholastic achievement level as compared to students in the lower scholastic achievement level who said that their teachers explained rules and regulations to them;
(b) A relatively small range of only 20% exists between students of higher scholastic achievement level as compared to students in the lower scholastic achievement level, who said that their teachers involve them in appropriate decision making situations. Most students agreed that their teachers do not involve them in decision making situations.

22. Another most consistent finding concerning teacher interaction with students is the tendency for the teachers to be more partial towards students of higher economic status. For example, teacher's ability to maintain relationship at personal level is significantly high with students belonging to the higher economic status. The following data supports the above statement:

(a) There is a high range of 63% between students of lower economic background (i.e. below Rs. 1000 p.m.) and students of the higher economic background (above Rs. 5000 p.m.) who said that their teachers treat all of them with fairness;

(b) A substantial difference of 41% exists between students with higher economic background and students from lower economic background who said that their teachers are interested in all of them;

(c) A rather small difference (i.e. a range of 27%), exists between students from higher economic background (i.e. Rs. 5000 and above p.m.) and students from the lower economic background (i.e. below Rs. 1000 p.m.) who said that they are able to approach their teachers without fear;

(d) An average of 67% students in the lower economic background as compared to 84% of students of higher economic background said that their teachers have pets who get preferential treatment;

(e) A substantial difference of 30% exists between students with higher
economic status as compared to students from lower economic status who say that their teachers are always ready to praise and appreciate the work of all;

(f) A relatively small difference of 24% exists between what students from the lower and higher economic status had to say about their teachers being more friendly with rich students. Most students agree that their teachers are more friendly with rich students;

(g) An average of only 20% of students from the lower economic status (i.e. below Rs. 1000 p.m.) said that their teachers cared to know about their home life, while a higher percentage of students (i.e. 95%) with high economic status (i.e. above Rs. 5000 p.m.) said that their teachers cared to know about their home life.

23. With regard to the school conditions, majority of the students i.e. 902 out of 1200 said that their classrooms were well lit and ventilated, 870 out of 1200 said their classrooms were clean, and 780 out of 1200 said that they did have in school school space provision for guidance and dialogue.

FINDINGS BASED ON THE ANALYSIS OF INTERVIEW WITH PARENTS

24. An average of 75% of the parents said that the teachers explained to them the progress of their children.

25. The percentage of parents who said that the teachers found out from them why their children had missed school, is indeed very low, i.e. only an average of 17% of the parents.

26. An average of just 26% of the parents said that the teachers asked them about their childrens' study habits.

27. An average of 24% of the parents, which is substantially a low
percentage, said that the teachers asked them about their children's friends.

28. Only 27%, 25% and 24% of the parents said that the Mathematics, English and History teachers respectively, enquired from them about work other than school work their children do at home.

29. As would be expected, 79%, 81% and 75% of the parents said that the children complained of discrimination between the rich and the poor by the Mathematics, English and History teachers, respectively.

30. A very high percentage (about 81%) of the parents said that their children complained of discrimination between the high and low scholastic achievers.

31. A significantly high percentage of parents (i.e. about 76%) said that their children complained of teachers having favourites or pets in the class.

32. A rather low percentage of parents (i.e. 17%) said that their children complained about sarcastic and indecent remarks by the teacher.

33. An average of 60% of the parents said that their children did speak with respect of their teachers.

34. Very few, just about 26% of the parents, said that their children were afraid of their teachers.

2. Recommendations:

The following are some of the important recommendations made on the basis of the findings drawn which will definitely contribute to some change in teacher-pupil relationships in the High Schools of Goa:

1. The most consistent finding concerning teacher interaction with pupils is the tendency for teachers to be more partial towards students
who are high achievers. This reveals the undemocratic attitude of the teachers in a democratic set up. Therefore, regular and in-service teacher training programmes should equip teachers with specific skills for analysing and labelling their behaviour, so that they can develop friendly and helpful attitude towards all their students.

2. The data reveal that teachers play favourites and discriminate between the rich and the poor students. Students who feel that they are neglected or treated unfairly may often be paralysed in their attempts to learn well in school and at home. It is therefore suggested that teachers should treat every child, from the highest to the lowest, as though he is someone special.

3. Majority of the teachers do not enquire of children and their parents, of work other than school work, that a child does at home; and about the child's studying conditions at home. It is, therefore, desired that teachers should make all efforts to understand how a child learns. That is, to know where, when, and under what conditions he learns.

4. Secondary School teachers have shown to be more autocratic than democratic when it comes to sharing power with students. Therefore, teachers should involve pupils in decision making process and pupils should be encouraged to take group decisions and take responsibility for these decisions, so also forums for airing grievances and making positive suggestions have to be created.

5. As Parent-Teacher cooperation helps pupils to learn better, teachers should seek every opportunity to interact effectively with parents. It is, therefore, suggested that the Teacher Training Institutions should try to develop the necessary interpersonal skills which will enable teachers to establish the needed rapport with parents.
6. Peers have a great deal of influence on students' educational aspirations and actual achievement. Therefore, teachers should find out from students and parents about the child's friends.

7. As relationship at personal level, with each student, enables the teacher to recognise individual differences in pupils, the teacher, therefore, should design methods to teach and maintain the attention of the entire class.

8. Some of the prime reasons that students break rules are that they do not understand them, they do not know they exist or play ignorant. Hence teachers should organise extensive discussions which help ensure that each student understands all the rules and consequences for violations of the rules and therefore avoid any misunderstanding between teachers and pupils.

9. The adolescents have certain primary needs, viz. they like to be loved, accepted and appreciated. Hence teachers should develop cordial relationships with them.

10. The adolescent has many personal concerns too, that can inhibit his ability to learn. He cannot be expected to acquire academic knowledge until he is psychologically free to learn. Therefore, it is suggested that teachers make time to listen to the problems of the adolescents.

3. Suggestions for further research:

In the light of the present study on Teacher-pupil Relationship and its impact on learning, in school and at home, of High School students in Goa, an attempt is made to list the following significant areas in which further research work can be undertaken:

1. Attitudes of Secondary School teachers and pupils to reward and
2. Understanding the High School Student.
3. Control versus collaboration and its impact on teaching.
5. Teacher's attitudinal responses to differing characteristics of elementary students.
6. Role of teacher expectations in facilitating achievement.
7. Student-student interaction and its impact on learning.
8. Teacher's role in humanizing the curriculum.

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