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CHAPTER-VII
SUMMARY MAJOR FINDINGS AND SUGGESTIONS

7.1 INTRODUCTION:
This chapter indicates summary of the entire study. It focuses on the aspects related to study viz. statement of the problem, objectives of the study, hypothesis, methodology, sample, tools, techniques for data analysis, major findings, suggestion and conclusion.

7.2 STATEMENT OF PROBLEM:
The title of the present study is "A study of professional awareness of English teachers at secondary school level of Gujarat state."

7.3 OBJECTIVES OF THE STUDY:
The study was carried out with the following objectives.
1. To study professional awareness of secondary school English teachers with special reference to gender, area, experience, qualification and categories.
2. To construct and standardized professional awareness inventory of English teacher.
3. To study the professional awareness of secondary school English teachers.
4. To study the mean scores of professional awareness among male and female.
5. To study the mean scores of professional awareness of urban and rural English teachers of secondary school.
6. To study the mean scores of professional awareness of secondary school English teachers with regard to experience.
7. To study the mean scores of professional awareness of secondary school English teachers with regard to qualification.
8. To study the mean scores of professional awareness of secondary school English teachers with regard to categories.
9. To study the interactive effect of gender and area of secondary school English teachers on professional awareness scores.

10. To study the interactive effect of area and experience of secondary school English teachers on professional awareness scores.

11. To study the interactive effect of area and qualification of secondary school English teachers on professional awareness scores.

12. To study the interactive effect of area and categories of secondary school English teachers on professional awareness scores.

13. To study the interactive effect of gender and experience of secondary school English teachers on professional awareness scores.

14. To study the interactive effect of gender and qualification of secondary school English teachers on professional awareness scores.

15. To study the interactive effect of gender and categories of secondary school English teachers on professional awareness scores.

16. To study the interactive effect of experience and categories of secondary school English teachers on professional awareness scores.

17. To study the interactive effect of experience and qualification of secondary school English teachers on professional awareness scores.

7.4 HYPOTHESIS OF THE STUDY:

1. There will be no significant difference between the mean score of professional awareness of male and female English teachers of secondary school.
2 There will be no significant difference between the mean score of professional awareness of urban and rural English teachers of secondary school.

3 There will be no significant difference between the mean score of professional awareness of above and below five years experience English teachers of secondary school.

4 There will be no significant difference between the mean score of professional awareness of graduate and post-graduate English teachers of secondary school.

5 There will be no significant difference between the mean score of professional awareness of general and reserve categories English teachers of secondary school.

6 There will be no significant difference between the mean score of professional awareness of urban and rural male English teachers of secondary school.

7 There will be no significant difference between the mean score of professional awareness of urban and rural female English teachers of secondary school.

8 There will be no significant difference between the mean score of professional awareness of urban male and female English teachers of secondary school.

9 There will be no significant difference between the mean score of professional awareness of rural male and female English teachers of secondary school.

10 There will be no significant difference between the mean score of professional awareness of above and below five years experience male English teachers of secondary school.

11 There will be no significant difference between the mean score of professional awareness of above and below five years experience female English teachers of secondary school.
There will be no significant difference between the mean score of professional awareness of above five years experience male-female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of below five years experience male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of graduate and post-graduate male English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of graduate and post-graduate female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of graduate male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of post-graduate male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of general and reserve categories male English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of general and reserve categories female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of general categories male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of reserve categories male and female English teachers of secondary school.
22 There will be no significant interaction effect between area and gender on professional awareness.
23 There will be no significant interaction effect between area and experience on professional awareness.
24 There will be no significant interaction effect between area and qualification on professional awareness.
25 There will be no significant interaction effect between area and categories on professional awareness.
26 There will be no significant interaction effect between gender and experience on professional awareness.
27 There will be no significant interaction effect between gender and qualification on professional awareness.
28 There will be no significant interaction effect between gender and categories on professional awareness.
29 There will be no significant interaction effect between experience and categories on professional awareness.
30 There will be no significant interaction effect between experience and qualification on professional awareness.

**7.5 SAMPLE AND SAMPLING TECHNIQUE:**

The sample for both the phase i.e. phase-I for construction and standardization of the tool and phase-II for correlated studies was selected by stratified random sampling method.

The number of teachers which were taken as sample at different stages for construction and standardization of professional awareness inventory of English teacher are given in the following table 7.1.
TABLE 7.1
NUMBER OF TEACHERS TAKEN AS SAMPLE AT DIFFERENT STAGES FOR CONSTRUCTION AND STANDARDIZATION OF PROFESSIONAL AWARENESS INVENTORY

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Stages</th>
<th>No. of total teachers</th>
<th>URBAN</th>
<th>RURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>Pre-pilot</td>
<td>40</td>
<td>10</td>
<td>08</td>
</tr>
<tr>
<td>2</td>
<td>Pilot</td>
<td>100</td>
<td>35</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Final run out</td>
<td>1140</td>
<td>425</td>
<td>173</td>
</tr>
</tbody>
</table>

The number of teachers which were taken as sample at different stages.

7.6 RESEARCH METHODOLOGY:

Investigator has used survey type of research method for the present study.

7.7 TOOL:

In the present study, to collect the required data, the following tool was used.

1. Professional awareness inventory of English Teacher
   (constructed and standardized by investigator)

7.7.1 TOOL TO MEASURE PROFESSIONAL AWARENESS OF ENGLISH TEACHER:

The tool to measure professional awareness of English teachers of secondary school, was constructed and standardized by the investigator. This inventory was constructed on the basis of standards for Teachers of English and literacy in Australia, school Teachers pay and conditions Document, London and code of professional Ethics for school teachers, New Delhi. The investigator had decided to take six components such as professional knowledge; professional practice, professional values, professional relationship, teachers and their
responsibilities, obligations towards students were measured with the help of inventory. The major steps of construction and standardization of the professional awareness inventory of English teacher is described as follows:

7.7.1.1 First investigator had constructed professional awareness inventory of English teacher which consists of 89 items spread over in six components of professional awareness inventory namely (i) professional knowledge, (ii) professional practice (iii) professional values (iv) professional relationship (v) teachers and their responsibilities (vi) obligations towards students.

7.7.1.2 Constructed professional awareness inventory was given to experts of different area. After scrutiny, modification in the items was made and a pre-pilot form of the inventory includes 77 items for the pre-pilot tryout.

7.7.1.3 The pre-pilot study was conducted on 40 English teachers of secondary school and after modification was made on the basis of result of pre-pilot try-out. 70 items were selected for pilot tryout.

7.7.1.4 The pilot study was conducted on 100 English teachers of different 2 districts of Gujarat state Item wise analysis work was carried out meticulously by discriminating value, Determination of chi-square value, kelley's method. The investigator selected 60 items for final form of the inventory.

7.7.1.5 The final form of professional awareness inventory was administered on 1140 English teachers of secondary school in 26 districts of Gujarat State.

7.7.1.6 **SCORING OF THE INVENTORY:**

This tool was used to measure professional awareness of English teachers at secondary school level. The inventory consists of six components i.e. professional knowledge, professional practice, professional values, professional relationship, teachers and their responsibilities and obligations towards students. It consisted 60
statements and each item consisted of alternative response. In the inventory teachers have to tick ( √ ) on any one of 'yes' or 'No'. For the each statement if the teachers mark ' √ ' in 'yes' then '1' marks and if the teachers marks 'no' then '0' marks should be given.

The objectives of the present study pertain to study the professional awareness of English teachers at secondary school level. It was expected that the professional awareness which was having low, Normal and high level will not differ of very from one another. The total scores of professional awareness inventory between 0 to 60. Thus the categories of professional awareness have been calculated with the help of its mean and S.D. which is shown in table No.7.2.

**TABLE 7.2**

**CATEGORIES OF PROFESSIONAL AWARENESS OF THE COMPOSITE SCORE**

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>RANG OF SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>VERY HIGH</td>
<td>53-60</td>
</tr>
<tr>
<td>B</td>
<td>HIGH</td>
<td>43-52</td>
</tr>
<tr>
<td>C</td>
<td>NORMAL</td>
<td>29-42</td>
</tr>
<tr>
<td>D</td>
<td>LOW</td>
<td>19-28</td>
</tr>
<tr>
<td>E</td>
<td>VERY LOW</td>
<td>00-18</td>
</tr>
</tbody>
</table>

7.7.1.7 In the present study the investigator decided to use different methods for estimating the reliability which are as follows:

(i) Test - Retest method

(ii) Split half method

The reliability varies from 0.86 to 0.93 calculated by various methods. This shows that the reliability are fairly high.

7.7.1.8 The investigator has tried to determine validity of the present inventory as follows:

(i) The validity index

The present inventory is having good validity
7.8 METHOD OF DATA COLLECTION:

The data was collected by administering the professional awareness inventory.

7.9 TECHNIQUES FOR ANALYSIS OF THE DATA:

The following techniques of data analysis and statistical calculation were applied.

1. Mean
2. Standard Deviation
3. Media
4. t-test
5. ANOVA
6. Chi-square
7. Correlation

7.10 MAJOR FINDINGS:

The study was devoted to the analysis of data and interpretation of data according to the objectives. The major findings concerned with the present investigation described in the related study were belonging to gender, area, experience, qualification and categories.

1. There is not significant difference between the mean score of professional awareness of male and female English teachers of secondary school.

2. There is significant difference between the mean score of professional awareness of urban and rural English teachers of secondary school. From the mean value it is concluded that rural area's English teachers are more aware compare with urban area's English teachers.
3. There is significant difference between the mean score of professional awareness of English teachers above and below five year's experience. From the mean value it is concluded that below five year's experience English teachers are more aware compare with the above five year's experience English teachers.

4. There is significant difference between the mean score of professional awareness of graduate and post-graduate English teachers. From the mean value it is concluded that post-graduate English teachers are more aware compare with graduate English teachers.

5. There is significant difference between the mean score of professional awareness of general and reserve categories English teachers. From the mean value it is concluded that reserve category English teachers are more aware compare with general category English teachers.

6. There is significant difference between the mean score of professional awareness of urban and rural male English teachers. From the mean value it is concluded that rural male English teachers are more aware compare with urban male English teachers.

7. There is significant difference between the mean score of professional awareness of urban and rural female English teachers. From the mean value it is concluded that rural female English teachers are more aware compare with urban female English teachers.

8. There is not significant difference between the mean score of professional awareness of urban male and female English teachers.

9. There is not significant difference between the mean score of professional awareness of rural male and female English teachers.

10. There is significant difference between the mean score of professional awareness of above and below five year's experience male English
teachers. From the mean value it is concluded that below five year's experience male English teachers are more aware compare with above five year's experience male English teachers.

11. There is significant difference between the mean score of professional awareness of above and below five years experience female English teachers. From the mean value it is concluded that below five years experience female English teachers are more aware compare with above five years experience female English teachers.

12. There is not significant difference between the mean score of professional awareness of above five year's experience male and female English teachers.

13. There is significant difference between the mean score of professional awareness of below five year's experience male and female English teachers. From the mean value it is concluded that below five years experience male English teachers are more aware compare with below five years female teachers.

14. There is significant difference between the mean score of professional awareness of graduate and post graduate male English teachers. From the mean value it is concluded that post graduate male English teachers are more aware compare with graduate male English teachers.

15. There is significant difference between the mean score of professional awareness of graduate and postgraduate female English teachers. From the mean value it is concluded that post graduate female English teachers are more aware compare with graduate female English teachers.

16. There is not significant difference between the mean score of professional awareness of graduate male and female English teachers.
17. There is significant difference between the mean score of professional awareness of post graduate male and female English teachers. From the mean value it is concluded that post graduate male English teachers are more aware compare with post graduate female English teachers.

18. There is significant difference between the mean score of professional awareness of general and reserve categories male English teachers. From the mean value it is concluded that reserve categories male English teachers are more aware compare with general categories male English teachers.

19. There is not significant difference between the mean score of professional awareness of general and reserve categories female English teachers.

20. There is not significant difference between the mean score of professional awareness of general categories male and female English teachers.

21. There is significant difference between the mean score of professional awareness of reserve categories male and female English teachers. From the mean value it is concluded that reserve categories male English teachers are more aware compare with reserve categories female teachers.

22. There is not significant interaction effect of area and gender on professional awareness.

23. There is not significant interaction effect of area and experience on professional awareness.

24. There is not significant interaction effect of area and qualification on professional awareness.
25. There is no significant interaction effect of area and categories on professional awareness.

26. There is no significant interaction effect of gender and experience on professional awareness.

27. There is no significant interaction effect of gender and qualification on professional awareness.

28. There is no significant interaction effect of gender and categories on professional awareness.

29. There is no significant interaction effect of experience and categories on professional awareness.

30. There is no significant interaction effect of experience and qualification on professional awareness.

7.11 SUGGESTIONS:

7.11.1 SUGGESTIONS FOR USING OF THE INVENTORY:

The inventory of professional awareness of English teachers useful to the teacher of English, secondary school committee to know how the aware of English teachers of their profession. It is more useful to identify the awareness of English teachers of their profession and giving individual guidance for them.

The professional awareness inventory will be helpful to the teachers to identify them self and encourage to better improvement for their profession.

This inventory can be effective tool to know the level of professional awareness of English teachers of secondary school.
7.11.2 SUGGESTIONS FOR FUTURE RESEARCH:

The following suggestions may be useful to the enthusiastic in research. They are as follows:

1. They may develop inventory to study professional awareness of primary, upper primary and higher secondary school teachers.

2. One can study the professional awareness of other subjects' teachers of school.

3. Professional awareness programme need to be conducted for the primary, upper primary, secondary and higher secondary school teachers.

4. One can develop programme for increasing professional awareness for teachers.

5. One can study the grammatical awareness for the language teachers of primary, secondary and higher secondary school.

These and many other area of professional awareness could be studied and the countries research has to pass milestones in order to make education progressive and its teachers excellent, qualitative and productive.

7.12 CONCLUSION:

Recent research has shown that the professional awareness of teachers in their profession. This study aims to construct and standardized professional awareness inventory for the English teachers of secondary school. The investigator hope that this study will be useful to teacher themselves can continue to grow throughout their whole career. They can improve their awareness on profession and ultimately give contribution for the betterment of oneself and of the nation.