Chapter-VIII

SUMMARY

INTRODUCTION

The present study entitled, "A study of Teacher Effectiveness among Scheduled Caste and Non-scheduled Caste Teachers in Relation to Their Teaching Aptitude and Self-Concept", was designed to compare the teacher effectiveness among scheduled caste and non-scheduled caste teachers, specially with respect to teaching aptitude and self concept.

The development of a country depends, to a large extent, upon the education of the people and, without any doubt, the corner store of the system of education is teacher. The Government of India's resolution on national educational policy adopted on July 24, 1968 recognized this fact in the following words: "Of all the factors which determine the quality and its contribution to national development, the teacher is, undoubtedly, the most important and his effective work will hinge such important national factors as social cohesion and movement towards socialistic society".

Teacher effectiveness is not teacher performance or teacher competence. Teacher performance refers to the behaviour of a teacher while teaching a class; teacher competence refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation; and teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. Remmers (1952) defined
effectiveness as "the degree to which an agent produces effects". In Ryan’s (1969) view effective teacher is that who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students. Anand (1983) concluded that effectiveness may be understood as one’s hold on the circumstances as well as on himself.

A large number of researchers have tried to explore the impact of different personal, professional and personality factors like sex, job satisfaction, personality, self concept, teaching aptitude, teacher's relations with pupils, community, administrators and colleagues upon the effectiveness of teachers, but their findings are contradictory and inconclusive. Moreover, they considered sample as a whole and did not compare the effectiveness of subjects among scheduled caste and non-scheduled caste groups in relation to these personality variables. So there seemed sufficient scope of undertaking the present investigation.

HYPOTHESES

1. (a) Caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and perceived self concept.
   (b) Caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept.
   (c) Caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and social self concept.

2. (a) Teaching aptitude has no significant effect upon teacher effectiveness irrespective of caste and perceived self concept.
(b) Teaching aptitude has no significant effect upon teacher effectiveness irrespective of caste and ideal self concept.
(c) Teaching aptitude has no significant effect upon teacher effectiveness irrespective of caste and social self concept.

3. (a) Perceived self concept has no significant effect upon teacher effectiveness irrespective of caste and teaching aptitude.
(b) Ideal self concept has no significant effect upon teacher effectiveness irrespective of caste and teaching aptitude.
(c) Social self concept has no significant effect upon teacher effectiveness irrespective of caste and teaching aptitude.

**First Order Interaction Hypotheses**

4. (a) The interaction effect of caste x teaching aptitude on teacher effectiveness will be non-significant.
(b) (i) The interaction effect of caste x perceived self concept on teacher effectiveness will not be significant.
    (ii) The interaction effect of caste x ideal self concept on teacher effectiveness will not be significant.
    (iii) The interaction effect of caste x social self concept on teacher effectiveness will not be significant.
(c) (i) The interaction effect of teaching aptitude x perceived self concept on teacher effectiveness will not be significant.
    (ii) The interaction effect of teaching aptitude x ideal self concept on teacher effectiveness will not be significant.
(iii) The interaction effect of teaching aptitude x social self concept on teacher effectiveness will not be significant.

Second Order Interaction Hypotheses

5(a) The interaction effect of caste x teaching aptitude x perceived self concept on teacher effectiveness will not be significant.
(b) The interaction effect of caste x teaching aptitude x ideal self concept on teacher effectiveness will not be significant.
(c) The interaction effect of caste x teaching aptitude x social self concept on teacher effectiveness will not be significant.

PROCEDURE

Scheduled caste and non-scheduled caste teachers were identified from their personal bio-data.

Three sets of ANOVA were used for analysis. First set analyzed teacher effectiveness among scheduled caste and non-scheduled caste teachers with respect to the variable of teaching aptitude and perceived self concept. In the second and third sets of ANOVA, the variable perceived self concept was replaced by ideal self-concept and social self concept respectively.

SAMPLE

Sample comprising 502 school teachers (206 scheduled caste and 296 non-scheduled caste teachers) was drawn from government high/senior secondary schools of 8 district headquarters of Punjab by employing multistaged stratified randomization technique of sampling.
TOOLS USED

The following tools were used to collect data:

(1) Personal data form to obtain information about social class of the subjects.
(2) Teacher Effectiveness Scale by Parmod Kumar and Mutha (1985).
(3) Teaching Aptitude Test Battery by Jai Parkash and Srivastava (1973).
(4) Pratibha Deo’s Self Concept Rating Scale (1985).

STATISTICAL TECHNIQUES USED

The following statistical techniques were used for analyzing the data:

- Descriptive statistics, i.e. Mean, Median, Standard deviation, skewness and kurtosis were used to examine the nature of distribution of scores.
- Bartlett test was employed to test the homogeneity of variance in the groups.
- Analysis of variance (2 x 3 x 3 factorial design) was used to study the interaction effect of caste, teaching aptitude and the different aspects of self concept upon teacher effectiveness of secondary school teachers. T-ratios were also calculated in cases where F-ratios were found significant.
CONCLUSIONS

Based upon the analysis of results, as discussed in Chapter V to VII, the following conclusions were drawn:

1. TEACHER EFFECTIVENESS AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE TEACHERS WITH RESPECT TO TEACHING APTITUDE AND PERCEIVED SELF-CONCEPT

(1) There is no significant difference between the mean scores of teacher effectiveness of scheduled caste and non-scheduled caste teachers.

This conclusion leads to acceptance of hypothesis 1(a) which states that "Caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and perceived self-concept".

(2) Significant difference exists in the effectiveness of teachers belonging to different levels of teaching aptitude.

So hypothesis 2(a) which states that "teaching aptitude has no significant effect upon teacher effectiveness irrespective of caste and perceived self concept", cannot be accepted.

(3) Significant difference exists in the effectiveness of teachers belonging to different levels of perceived self-concept.

Thus, hypothesis 3(a) that "perceived self concept has no significant effect upon teacher effectiveness irrespective of caste and teaching aptitude", cannot be accepted.

(4) Caste interacts significantly with teaching aptitude on teacher effectiveness.
With this conclusion, hypothesis 4(a) that "the interaction effect of caste x teaching aptitude on teacher effectiveness will not be significant" is rejected.

(5) Caste interacts significantly with perceived self concept on teacher effectiveness.

Thus, hypothesis 4(b)(i) which states that "The interaction effect of caste x perceived self concept on teacher effectiveness will not be significant" cannot be accepted.

(6) Teaching aptitude does not interact significantly with perceived self concept on teacher effectiveness.

With this conclusion hypothesis 4(c)(i) that "The interaction effect of teaching aptitude x perceived self concept on teacher effectiveness will not be significant" is accepted.

(7) There is no interaction among the variables of caste, teaching aptitude and perceived self concept.

This leads to the confirmation of hypothesis 5(a) that "The interaction effect of caste x teaching aptitude x perceived self concept on teacher effectiveness will not be significant" is accepted.

(8)(a) Scheduled caste teachers with high and average teaching aptitude are significantly more effective than scheduled caste teachers with low teaching aptitude.

(b) Scheduled caste teachers with average teaching aptitude are more effective than non-scheduled caste teachers having average as well as low teaching aptitude; likewise non scheduled caste teachers with high, average and low teaching aptitude are significantly more effective than scheduled caste
teachers with low teaching aptitude, whereas scheduled caste teachers with high teaching aptitude are significantly less effective in teaching than scheduled caste teachers with average teaching aptitude.

(c) Scheduled caste teachers with high teaching aptitude do not differ significantly on teacher effectiveness in comparison with non-scheduled caste teachers with high, average and low teaching aptitude. Also, non-scheduled caste teachers with high teaching aptitude do not differ significantly on teachers effectiveness as compared to non-scheduled caste teachers with average and low teaching aptitude and scheduled caste teachers with average teaching aptitude. No significant difference in teacher effectiveness exists between average and low teaching aptitude groups of non-scheduled caste teachers.

(9) (a) Scheduled caste teachers having high perceived self concept are significantly more effective as compared to scheduled caste and non-scheduled caste teachers with average and low perceived self-concept; likewise scheduled caste teachers with average perceived self concept are significantly more effective as compared to scheduled caste and non-scheduled caste teachers having low perceived self concept.

(b) Non-scheduled caste teachers with high perceived self concept are significantly more effective than non-scheduled caste teachers with average and low perceived self concept. Also non-scheduled caste teachers with average teaching aptitude are significantly more effective as compared to non-scheduled caste teachers having low perceived self concept.

(c) There is no significant difference among teacher effectiveness of scheduled caste and non-scheduled caste teachers having high as well as low perceived self concept.
II. TEACHER EFFECTIVENESS AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE TEACHERS WITH RESPECT TO TEACHING APTITUDE AND IDEAL SELF-CONCEPT

(1) There is no significant difference between the mean scores of teacher effectiveness of scheduled caste and non-scheduled caste teachers.

This conclusion leads to the acceptance of hypothesis 1(b) which states that "Caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept".

(2) Significant difference exists in the teacher effectiveness of teachers belonging to different levels of teaching aptitude.

Thus hypothesis 2(b) which states that "teaching aptitude has no significant effect upon teacher effectiveness irrespective of caste and ideal self-concept", cannot be accepted.

(3) Significant difference exists in the effectiveness of teachers belonging to different levels of ideal self concept.

Hypothesis 3(b) which states that "ideal self-concept has no significant effect upon teacher effectiveness irrespective of caste and teaching aptitude" cannot be accepted.

(4) Caste interacts significantly with teaching aptitude on teacher effectiveness.

Thus hypothesis 4(a) that "The interaction effect of caste x teaching aptitude on teacher effectiveness will not be significant" cannot be accepted.

(5) Caste does not interact significantly with ideal self concept on teacher effectiveness.
Thus leading to the confirmation of hypothesis 4(b)(ii) that "the interaction effect of caste x ideal self concept on teacher effectiveness will not be significant".

(6) Teaching aptitude interacts significantly with ideal self concept. Thus hypothesis 4(c)(ii) which states that "The interaction effect of teaching aptitude x ideal self concept on teacher effectiveness will not be significant" cannot be accepted.

(7) There is significant interaction among the variables of caste teaching aptitude and ideal self concept on effectiveness of teachers.

Thus the hypothesis 5(b) that "The interaction effect of caste x teaching aptitude x ideal self concept on teacher effectiveness will not be significant" cannot be accepted.

(8)(a) Scheduled caste teachers with high and average teaching aptitude are significantly more effective than their counterparts with low teaching aptitude. Whereas, scheduled caste teachers with high teaching aptitude are significantly less effective in teaching than scheduled caste teachers with average teaching aptitude.

(b) Scheduled caste teachers with average teaching aptitude are significantly more effective than non-scheduled caste teachers having average as well as low teaching aptitude; likewise, non-scheduled caste teachers having high, average as well as low teaching aptitude are significantly more effective than scheduled caste teachers having low teaching aptitude.

(c) Scheduled caste teachers with high teaching aptitude do not differ significantly on effectiveness than non-scheduled caste teachers with high, average and low teaching aptitude. Also, non-scheduled caste teachers with high
teaching aptitude do not differ significantly on effectiveness from non-scheduled caste teachers with average and low teaching aptitude and scheduled caste teachers with average teaching aptitude. No significant difference in effectiveness exists between average and low teaching aptitude groups of non-scheduled caste teachers.

(9)(a) Teachers having high teaching aptitude as well as ideal self concept are significantly more effective than - (i) teachers having high as well as low teaching aptitude and average as well as low ideal self concept and (ii) teachers having average teaching aptitude and low ideal self concept.

(b) Teachers with average teaching aptitude and high ideal self concept are significantly more effective than (i) teachers having high average as well as low teaching aptitude and low ideal self concept and (ii) teachers having high as well as low teaching aptitude and average ideal self concept. Also, teachers with average teaching aptitude as well as ideal self concept are significantly more effective than teachers having low teaching aptitude and average as well as low ideal self concept.

(c) Teachers having low teaching aptitude and average ideal self concept are significantly less effective than teachers with high teaching aptitude and average ideal self concept as well as the teachers with average teaching aptitude and low ideal self concept.

III. TEACHER EFFECTIVENESS AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE TEACHER WITH RESPECT TO TEACHING APTITUDE AND SOCIAL SELF CONCEPT

(1) There is no significant difference between the teacher effectiveness scores of scheduled caste and non-scheduled caste teachers.
This leads to the acceptance of hypothesis 1(c) which states that "caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept".

(2) Significant difference exists in the effectiveness of teachers belonging to different levels of teaching aptitude.

So hypothesis 2(c) which states that "teaching aptitude has no significant effect upon teacher effectiveness irrespective of caste and social self-concept" cannot be accepted.

(3) Significant difference exists in the effectiveness of teachers belonging to different levels of social self concept.

Thus hypothesis 3(c) that "social self concept has no significant effect upon teacher effectiveness irrespective of caste and teaching aptitude" cannot be accepted.

(4) Caste interacts significantly with teaching aptitude on teacher effectiveness. Thus hypothesis 4(a) that "the interaction effect of caste x teaching aptitude on teacher effectiveness will not be significant" cannot be accepted.

(5) Caste does not interact significantly with social self concept on teacher effectiveness.

Thus hypothesis 4(b)(iii) which state that "The interaction effect of caste x social self concept on teacher effectiveness will not be significant" is accepted.

(6) Teaching aptitude does not interact significantly with social self concept on teacher effectiveness.

Hypothesis 4(c)(iii) that "The interaction effect of teaching aptitude x social self concept on teacher effectiveness will not be significant" is accepted.
(7) There is no significant interaction among the variables of caste, teaching aptitude and social self concept on teacher effectiveness.

Thus the hypothesis 5(c) which state that "The interaction effect of caste x teaching aptitude x social self concept on teacher effectiveness will not be significant" is accepted.

(8)(a) Scheduled caste teachers with high and average teaching aptitude are significantly more effective than scheduled caste teachers with low teaching aptitude.

(b) Scheduled caste teachers with average teaching aptitude are more effective than non-scheduled caste teachers having average as well as low teaching aptitude; likewise non scheduled caste teachers with high, average and low teaching aptitude are significantly more effective than scheduled caste teachers with low teaching aptitude, whereas scheduled caste teachers with high teaching aptitude are significantly less effective in teaching than scheduled caste teachers with average teaching aptitude.

(c) Scheduled caste teachers with high teaching aptitude do not differ significantly on teacher effectiveness in comparison with non-scheduled caste teachers with high, average and low teaching aptitude. Also, non-scheduled caste teachers with high teaching aptitude do not differ significantly on teachers effectiveness as compared to non-scheduled caste teachers with average and low teaching aptitude and scheduled caste teachers with average teaching aptitude. No significant difference in teacher effectiveness exists between average and low teaching aptitude groups of non-scheduled caste teachers.
EDUCATIONAL IMPLICATIONS

The destiny of India is now being shaped in her classrooms. The real teacher recognizes that onus of nation building is on him and he can recognize the goal by facilitating his pupils in learning and promoting their all round development. To realize the goal of education, one must know who are effective teachers or identify individuals who have the potential and pre-requisites of becoming an effective teacher. Once this is known, the same information may be used carefully in teacher training, selection, placement and promotion. In India, as in other countries, in-service education is provided to the teachers and this is done through different agencies like UGC, Academic Staff Colleges and In-Service Teacher Training Centres. The government is spending a lot of money and pooling its resources to produce quality education. The fact that national level in service teacher training courses are being conducted speaks about the government’s commitment to maximize teacher effectiveness. Research directed towards enhancing knowledge about teacher effectiveness may aid such effort. The present research was one such endeavour.

Teacher effectiveness is not a unitary factor but a complex multidimensional one. So different productive factors of teacher effectiveness should be considered. Till date only personal factors like intelligence and academic achievement are considered for selecting students for teacher training and in selection and promotion of teachers. Symonds (1955), Bhagoliwal (1982) and McGarvey (1983) revealed many personal, personality and social factors as predictor of teacher effectiveness. Kaur (1993) reported that academic achievement is not significant factor contributing to teacher effectiveness.
The present study reported significant impact of teaching aptitude and all the three aspects of self concept upon teacher effectiveness. Thus, it suggests there should be a radical departure from conventional criteria of teacher selection. Personality and social variables should form an integral part, alongwith intelligence and academic achievement.

A review of National Policy of Education (1990) clearly stated that environmental and organizational factors like climate, personality of teacher aptitude, attitude towards teaching, and job satisfaction play an important role in teacher effectiveness and should be taken care of. The efforts should be done to develop better self-concept, self confidence and self insight in the teachers through in-service education programmes.

In the present scenario certain social factors like caste, locale, minorities etc. made placement in teaching easy. So, impact on teacher effectiveness of these factors should also be studied. In the present study, it has been revealed that there is no significant difference in teacher effectiveness between scheduled caste and non-scheduled caste teachers. Thus it can be inferred that reservation for the scheduled caste does not have any reverse effect upon effectiveness in teaching. The study shatters the generally existing belief that the schools having more number of scheduled caste teachers will have poor teaching. Thus, there is no place for caste bias regarding the effectiveness of teachers and efforts should be made to make the public aware about it.

The findings of the present study may form a part of refresher courses, seminars, workshops for in-service teachers and efforts should be made to develop their positive self concept and aptitude.
SUGGESTIONS FOR FURTHER RESEARCH

To conclude, one would like to reiterate that these conclusions are limited to the present study only. It is suggested many such studies should be conducted at college and university levels before some appropriate generalization can be made.

(1) Various other social variables causing reservation in selection criteria like locale, sports, non-sports persons may be taken up to compare the teacher effectiveness.

(2) To be more precise administrators appraisal can also be considered along with self evaluation for teacher effectiveness.

(3) A similar study may be undertaken by considering discrepancies between different aspects of self concept which shows self confidence and self-acceptance.

(4) Teachers at different levels, i.e. primary college and university may be considered for further research.