CHAPTER – V
SUMMARY AND CONCLUSION

Quality of teaching determines the quality of education. The teacher, his/her personal qualities, attitude and dedication towards teaching profession, educational qualification and professional training etc. play a vital role in modern education. Achievement of effective education can be brought about by the efforts of a team of high quality teachers.

Teachers’ role is pivotal in arousing enthusiasm and inspiring a person for learning and sharpening one’s intelligence and wisdom. Imparting education is rather less difficult than understanding the behaviour of adolescent children. The teacher has to layout a strong foundation for stable preparation of a person to fit into society by enabling him to earn his livelihood. How an individual learn and how a school perform are largely determined by the competence and effectiveness of teachers.

Research findings have shown that besides students’ intelligence and industrious nature, effective school, descent class room climate, well equipped teaching faculty, furnished libraries and laboratories difficulty level of question papers, successful completion of actual classroom instruction days, effective use of information and communication technologies etc. are crucial factors for effective educational standards. Though all these act as effective factors, as and when there is a deterioration in standards and percentage of passes in public examination unfortunately the teachers will be the target group who are bitterly criticized and ridiculed. To be away from this rash criticism, the teacher should be competent, committed and effective keeping all these facts in mind the investigator opted this problem for the present research study.
5.1 Statement of the Problem:

The problem selected for the present study is stated as “Teacher Effectiveness and Professional Competency among Higher Secondary School Teachers in Kottayam District, Kerala”

5.2 Objectives:

1. To study the existing status of teacher effectiveness and professional competency among higher secondary school teachers of Kottayam District.
2. To study the differences in professional competency and teacher effectiveness among higher secondary school teachers of Kottayam District with respect to their demographical and professional characteristics.
3. To study the relationship among each and sub areas related to teacher effectiveness and professional competency.
4. To study the differences among higher secondary school teachers with respect to different dimensions of Teacher Effectiveness.
5. To study the differences among higher secondary school teachers with respect to the different aspect of professional competency.

5.3 Hypotheses:

1. There is no significant difference between teachers of higher secondary schools in Kottayam district regarding their status of teachers effectiveness and professional competency.
2. There is no significant influence of gender on Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and social aspects.
3. There is no significant influence of gender on Activity based teaching and
hurdles, child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies.

4. There is no significant influence of locality on Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and social aspects of Teacher Effectiveness.

5. There is no significant influence of locality on Activity based teaching and hurdles; child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies.

6. There is no significant difference in the opinion of respondents working in different types of schools on the five dimensions of Teachers Effectiveness Scale.

7. There is no significant difference in the opinion of, respondents working in different types of schools on the five dimensions of Professional Competency Scale.

8. There is no significant difference in the opinion of respondents towards the five aspects of teacher effectiveness Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and Social aspects due to their age.

9. There is no significant difference in the opinion of respondents towards the five aspects of professional competency Activity based teaching and hurdles, Child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies due to their age.

10. There is no significant influence of designation in determining the opinions of
teachers on the five aspects of teacher effectiveness - Personal aspects, Professional Aspects, Intellectual aspects, Strategies of teaching aspect and Social aspects.

11. There is no significant influence of designation in determining the opinions of teachers on the various aspects of professional competency - Activity based teaching and hurdles, Child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies.

12. Educational qualification does not significantly influence the opinions of the teachers on different aspects of Teachers Effectiveness Scale.

13. Educational qualification does not significantly influence the opinions of the teachers on different aspects of Professional Competency Scale.

14. There is no significant difference between B.Ed. and M.Ed. teachers in their opinions on different aspects of Teachers Effectiveness Scale.

15. There is no significant difference between B.Ed. and M.Ed. teachers in their opinions on Professional Competency Scale.

16. The span of teaching experience does not significantly influence Personal, Professional, Intellectual, Strategies of teaching and Social aspects of teacher effectiveness.

17. The span of teaching experience does not significantly influence Activity based teaching and hurdles, Child centred approach, Teaching-Learning material and their display, Evaluation techniques and Novel strategies of professional competency.
5.4 Methodology of the Study:

So far this study aims to explore the distribution and association of Teacher effectiveness and Professional competency among higher secondary school teachers, it considering the nature of required data, a descriptive design has been opted. As the descriptive method tries to find out the status of the phenomena under study, the present investigation comes under the category of survey research. Therefore, the current study attempts to survey the higher secondary school teachers of Kottayam district in Kerala State by selecting representative group. The study also considered to relate demographic and professional variables to psychological aspects like opinion, feelings, perceptions and attitude of teachers about Teacher effectiveness and Professional Competency. For this, the researcher has adopted two standardized tools. For Teacher Effectiveness the investigator has adopted Jayaraman’s Teacher Effectiveness Scale (JTES) and the Savan’s Professional Competency Scale (SPCS) has been adopted for Professional Competency.

In the present study both independent and dependent variables have been taken into consideration. The socio-demographic and professional features of the teachers have been considered as independent variables, and dimensions of Teacher Effectiveness and Professional Competency are considered as dependent variables.

After collecting the data and necessary information from the teachers with the help of pre-designed questionnaires, the data were processed and analysed by a statistical package called SPSS (Statistical Package for Social Sciences) to find the results. To analyse the data the investigator has employed Factor Analysis, Chi-square
Test and ANOVA Test and arrived the objectives and testing of hypothesis. The following findings were derived from the data analysis and discussion.

5.5 Major Findings and Conclusions:

1. With regard to all the aspects of teacher effectiveness – Personal, Professional, Intellectual, Strategies of teaching and Social aspects, the opinion of higher secondary school teachers are favourable to a large extent. The performance of the teachers are the best with respect to personal aspects followed by social, professional, intellectual and social aspects of teacher effectiveness respectively. The low score may be due to the lack of awareness about the different strategies or due to limited time available to complete the vast syllabus.

2. There is a significant correlation between each and every dimensions of teacher effectiveness and it can be concluded that all the five dimensions combined together to get teacher effectiveness.

3. With regard to most of the aspects of professional competency higher secondary school teachers show a high status and they are found to be more competent in teaching learning material and their display, followed by evaluation techniques, activity based teaching and hurdles child-centred approach and novel strategies respectively.

4. Though 70% of the respondents favourably opined to the aspect novel strategies, opinion of the remaining respondents on novel strategies is less and the opinion of the respondents on this aspect is pessimistic when compared with the remaining aspects of teacher competency. This may be due to their unwillingness to take the efforts and hard work which are required in practicing
and implementing novel strategies or may be due to lack of adequate training they receive regarding novel strategies.

5. There is a significant correlation between each and every dimension related to professional competency. All the five dimensions combined together to get professional competency.

6. 31% of the sample are not very successful in citing innumerable illustrations in a clear cut manner. This may usually happen when teachers do not have a proper pre-planning about the content to be taught.

7. 43% of the sample are unable to change the directions of thinking of pupils to accept new interpretation. This may be due to the lack of co-operation from the learners as they usually try to byheart without giving an effort to understand the concepts.

8. 41% among them find difficulty in encouraging optimum participation of pupils. Also, 39% of respondents opined that their efforts to keep their students alert and enthusiastic are not fruitful. These may be due to the uninteresting traditional teaching methods which are teacher oriented are not accepted by the students or may be due behavioural problems of the students or their lack of interest in the concerned subject.

9. For 25% of respondents suggesting remedial measures in learning is a tough task. This may be due to the difficulty of teachers to understand the different type of learning difficulties felt by their students.
10. 31% of sample opines that they are not able to provide variety of learning activity to pupils. This may be due to lack of awareness of learning activities related to the topic or due to limited time available to complete the syllabus.

11. 35% of the sample reveals that they are not able to change their approach of teaching. This may be because they are rigid in their views instead of being flexible to changes.

12. 30% of the sample opines that they are not able to generate creative ideas immediately. This may be due to the lack of interest in developing creativity because of the habit of simply repeating what is written in the textbooks.

13. About 27% of sample are disinterested in inviting and adopting innovative strategies suggested by others in their teaching. This may be due to the over confidence in themselves or may be due to their unwillingness to take the efforts and hard work which are required in practicing and implementing novel strategies.

14. Gender has no significant influence on personal, professional, intellectual, strategies of teaching and social aspects of teacher effectiveness i.e. male and female teachers possess similar teacher effectiveness.

15. Gender has no significant influence on activity based teaching and hurdles, child-centred approach, teaching learning material and their display, evaluation techniques and novel strategies.

16. Locality has no significant influence on any of the aspects of teacher effectiveness and professional competency.
17. Type of school of the respondents has significant influence only for personal and intellectual aspect of teacher effectiveness. The average opinion score of government school teachers on different aspects of teacher effectiveness are comparatively less than aided and unaided school teachers.

18. Type of school has significant influence on the dimensions activity based teaching, child-centred approach and novel strategies of professional competency. Type of school has no significant influence on the teaching learning material and their display and evaluation techniques.

19. The average opinion score of unaided school teachers and govt. school teachers on different aspect of professional competency are comparatively less than aided school teachers.

20. Age has significant influence on professional, intellectual, strategies of teaching and social aspects of teacher effectiveness. Whereas age does not influence personal aspect significantly.

21. Regarding Professional competency, there is a significant difference found among different age group respondents on Activity based teaching and hurdles, Child-centred approach, Teaching-Learning material and their display, Evaluation of techniques and Novel strategies. Regarding all the aspects higher age group respondents are more positive than lower age group respondents.

22. Designation has no significant influence on the different aspects of teacher effectiveness and the average opinion scored by Principals are higher than teachers with other designation who are HSST (Sr.), HSST (Jr.) and PGT.
23. For all the five dimensions of Professional competency (Teaching-Learning material and display, Activity based teaching and hurdles, Child-centred approach, Evaluation techniques and Novel strategies) designation has significance influence. Also for these dimensions the average opinion scored by HSST (Jr.) are less than teachers with other designation. This may be due to dissatisfaction felt by them as they are graded below and are given comparatively lower scale of Pay, inspite of equal educational qualification.

24. There is no significant difference in the opinion score of respondents with respect to their graduation (B.A., B.Com., B.Sc) or Post Graduation Degree (M.A., M.Com, M.Sc.) qualification on different aspects of teacher effectiveness and professional competency.

25. There is no significant difference between the average opinion score of respondents on different dimensions of teacher effectiveness and professional competency based on their professional qualification (B.Ed., M.Ed).

26. There is a significant difference in the opinion of the teachers who have different span of teaching experience on personal, professional and social aspects of teacher effectiveness. In all the dimensions of teacher effectiveness the more experienced respondents opined more positively than less experienced respondents.

27. There is a significant difference in the opinion of teachers with different span of teaching experience on all the dimensions of professional competency. For all the aspects of professional competency the average opinion score of teachers
with less than 5 years of experience is less than the teachers belonging to other categories of teaching experience.

28. The average opinion score of respondents with more than 15 years of experience is comparatively less with respect to novel strategy than respondents of other categories of experience. This may be due to by virtue of their seniority they may become rigid in their thoughts and slowly turned into change reluctant category.

5.6 Conclusions

To sum up among the five dimensions of Teacher Effectiveness average opinion score is the highest for Personal aspect and lowest for Strategies of teaching aspect. The low score may be due to the lack of awareness about the different strategies or due to limited time available to complete the syllabus. It can be concluded that there is a significant correlation between each and every pair of dimensions of Teacher Effectiveness and all the five dimensions combined together to get teacher effectiveness.

Among the five dimensions of Professional Competency scale the averages opinion score on the Novel strategies found very much less than the other dimension which indicate pessimistic attitude of teachers towards novel strategies. So teachers may require adequate training to acquaint themselves with novel strategies for teaching, and there is a significant correlation found between each and every dimension of Professional Competency and all the five dimensions combined together to get professional competency.

Among the demographic and professional variables studied, the variables like age, experience and designation of teachers shows significant influence on their
effectiveness and competence. The prime of youth is indispensable for achieving the goals when it is coupled with the experienced people. Teaching should be a joyous journey towards achievement of excellence is the profession.

High quality education is needed in today's world of high technology and high competition for survival as well as for the socio-economical development of a nation. The all round development of the budding citizens of the society forms the basics of all type of education. Teachers have the great responsibilities of enabling their students to successfully fit into socio cultural milieu and make them responsible, better citizens so that a new generation who sustains the everlasting human values truth, love, universal brother hood, care and concern for elders, brave enough to face and handle the problems and challenge that may come across their life with courage and confidence. To fulfill these great responsibilities teachers should certainly be effective and competent and should feel proud and elated to be in this noble profession.

5.7 Recommendations:

1. Kerala government may realize that even after the compulsory in-service teacher training programmes and cluster meetings organized every year subject wise. An opinion of teachers about new teaching strategies is comparatively low. Therefore necessary changes may be brought about in such training programmes

2. Monitoring teams which are supposed to check the evaluation procedures may be made more effective as opinion of teachers about the same is low.

3. Higher authorities in Education may form committees involving principals and subject experts to evaluate the teacher competence and effectiveness and may motivate them by giving awards or additional increments based on performance.
4. The study reveals the positive influence of age and span of teaching experience on almost all aspects of professional competency and teacher effectiveness. Government may take this fact into consideration and may increase the retirement age up to 58.

5. Higher authorities in education and the government may see that in all concerned areas of teacher effectiveness and professional competency HSST (Jr) are behind HSST (Sr) though they are having equal educational and professional qualification. This may be due to dissatisfaction felt by them as they are graded below and are given comparatively lower scale of Pay. The government may consider all higher secondary teachers as equal and stop categorizing them into HSST (Sr) and HSST (Jr).

6. Unaided school managements may arrange in-service training programmes to enhance the professional competency as the present condition is not satisfying. Also they may make sure that the teachers are given adequate salaries which may act as a prompting factor for better performance.

7. Teachers may try to take maximum benefits from the in-service courses they attend every year, as the success of all training programmes largely depends on the cooperation of the participants.

8. Teachers may give more importance in arranging field trips, using local resources in making teaching – learning material which may help in motivation of their students.

9. The teachers may try to acquaint themselves with novel strategies of teaching as it is an important factor in the teaching – learning process.
10. Teacher educators may apply integration of technology while they give training to pre-service teachers that they can effectively adopt them when they enter the career.

5.8 Suggestions for Further Research:

1. Studies on factors affecting teaching competence and teacher effectiveness may be helpful in organization of Training programmes intended to improve quality of teaching-learning process.

2. Studies on threats to teacher competency may be conducted which would be helpful in minimizing such factors and the improvement of competence of teachers.

3. Similar research among teachers of primary and secondary school teachers may be conducted.

4. Studies on the effect of in-service training programmes in increasing teaching efficiency may be conducted which may be helpful in the organization of more appropriate teaching programmes.

5. Similar study may be undertaken among college teachers.

6. The study could be conducted in other districts of Kerala as well as other states of India.