CHAPTER

NO-VI

THE RESULTS AND CONCLUSIONS
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The Results and Conclusions :-

Preview

1) General Sincerity of Marathwada Region.
2) Districtwise Sincerity
3) Sincerity according to the length of the service.
4) Sincerity of teachers (faculty wise)
5) Sincerity of the teachers in urban and rural areas.
6) Self-Acceptance of the teachers.
7) Linear correlation.
8) Suggestions for further research.
To evaluate the sincerity of the secondary school teachers the researcher has studied 515 teachers in Marathwada Region. While selecting the respondant teachers, the preference is given to all kinds of schools and teachers. The teacher respondents are included in the list according to faculty and length of service (in years) group.

From the tables and graphs included in chapter No.IV and V, results and conclusions are drawn. Some of them are as follows :-

1) In table no 8 the values of sincerity variables and General Sincerity of teachers in Marathwada Region are given. The general sincerity of the 515 teachers in Marathwada Region is 78.36%. The cut-off point, decided by the researcher for the general sincerity and for the variables of sincerity except the variable self acceptance is 80%. Therefore it is clear that the teachers in Marathwada Region are average sincere. The average scores of the sincerity variables punctuality faith in education and affection for the taught converted into percentages are less than 80%. This indicates that the teachers in Marathwada Region are not having the qualities such as Punctuality, Faith in education, and Affection for the taught. They are less punctual, not having faith in education and not so affectionate towards the taught as expected by the society. The average score of punctuality is 74.29% which is less than the predetermined cut-off point and very less as compared to average scores of other variables. This shows that the teachers in Marathwada Region are not giving importance to time. As the teachers in Marathwada region
are sincere on the average it is clear that they discharging their duties but not punctually. The average scores for faith in education and affection for the taught are 78.15% and 76.34% which is less than the cut-off point. This indicates that the teachers in Marathwada Region have average faith in education and average affection for the taught. In many discussions and in general talks the teachers in general have asserted that since service is there only means of lively hood their affection for the taught and faith in education is imposed on them by circustrances and is obviously not original or genuine.

The average score for the variable honesty is 80.29% which is just above the cut-off point. This shows that the teachers in Marathwada Region are slightly above average honest. The average score for the variable `Sociability' is 84.04 and it indicates that the teachers in Marathwada Region are quite social. The teachers may not be punctual; may not have faith in education or they may not have affection for the taught, but they are honest and very social. Amongst these five variables, the lowest score is of punctuality and the maximum score is of Sociability. This shows that the teachers are less punctual but are very social.

The average score for general sincerity and the variable faith in educatio is near about same. This gives the conclusion that sincerity of the teachers depend upon the `Faith' in education. So the teacher will be called sincere teacher only if he is having faith in the field in which he is working. For the support of the above discussions, the researcher has given
graph no 6 and 7 i.e. bar chart and pie diagram.

In hypothesis no.1 the researcher has that the present day secondary school teachers are insincere, but the results show otherwise; that is hypothesis no.1 is rejected.

2) In table no.9 districtwise sincerity of 515 respondents in Marathwada Region is shown. From this table and graph nos. 8, 9, 10 it is clear that the general sincerity of any district except Latur district is not more than cut-off point, and therefore the teachers of all the districts except Latur district are on the average sincere. The average score of general sincerity of Latur district is 80.47% which is just above the cut-off point. This indicates that the teachers of Latur district are sincere as compared to other districts. The maximum score of general sincerity is of Latur district and minimum score is of Jalna district that is 75.06%. This shows that the teachers in Latur district are more sincere and teachers of Jalna district are less sincere as compared to other districts.

3) From table nos. 10 to 14 and graph nos. 11 to 16 the following conclusions can be drawn.

a) The punctuality scores of all districts are in between 72 to 76% which is less than cut-off point. Therefore the teachers from all districts are on the average punctual. There is no perceptible difference in the scores of all districts.

b) The teachers of all districts have on the average faith in education except Latur district. The average score of Latur district is 80.15% which is just more than 80%. Therefore it shows that the teachers of Latur district are sincere with
respect to the variable 'faith in education' as compared to other districts.

c) The average score of the variable affection for the taught is not more than the cut-off point of any district. This indicates that the teachers of Marathwada Region of all districts are on the average, do not have affection for the taught.

d) The teachers of all districts from Marathwada Region, are very sincere related to the variable `Honesty'. The average score of Aurangabad, Jalna and Nanded district is negligibly less than the cut-off point, hence it is not taken into consideration. The teachers of Latur district are sincere as compared to other districts related to variable honesty of the general sincerity.

e) The teachers of all districts except Jalna district are sincere related to the variable `Sociablity'. The teachers of Latur district are social as the average score is 88.08% and their teachers of Jalna district are on the average 'Social' that is on the average "Sincere" because the average score is 77.24%.

Therefore the researcher claims that the general sincerity is found irrespective of the various districts in Marathwada Region. The district of Latur stands out as exception. The teachers of Latur district are slightly above average sincere than other districts. Therefore the hypothesis no.5 is partilly accepted.

3) In graph nos. 17 to 23 compassion is made between the indices of sincerity taken two at a time and general sincerity districtwise. The results are as follows :-
1) The average scores, converted into percentages, of the variables, punctuality, faith in Education and affection for the taught and the general sincerity are less than cut-off point. The average scores of the variables Honesty and sociability are more than the cut-off point. Similarly the general sincerity of Latur district is more than the cut-off point. This shows that related to the variables punctuality, faith in education and affection for the taught the teachers are on the average sincere. Similarly related to honesty and sociability variables the teachers are sincere irrespective of the districts.

4) The sincerity of the teachers in Marathwada Region according to the length of the service is studied classifying them in different groups like (length of service in years) 1 to 5, 6 to 10 ________ and 31 to 38 years. In table no.18 the total number of teachers in a group and average scores, converted into percentages, of each variable of sincerity and general sincerity are given. From this table and graph nos. 24 to 27 the following conclusions are drawn.

a) The average scores of general sincerity of all groups, except 31 to 38 years are less than cut-off point. This shows that the teachers are on the average sincere irrespective of their length of service.

b) The average score of the general sincerity of the group 31 to 38 years is 80.81% which is slightly above the assumed cut-off point. This indicates that the teachers in this group are on average above slightly sincere. In discussions with many teachers, the researcher draws the
conclusion that; the age group 31 to 38 years is the stage of retirement and the teachers at the end of the service try to be sincere in their work. Similarly maturity is more in this age group as is commonly expected of them.

c) The average scores of the variables of sincerity (except punctuality) in this group 31 to 38 years are more than in any other group.

d) The average scores of the variable punctuality are less than per-assumed cut-off point in all groups. This shows that the teachers in any group are not so punctual as expected by the society.

e) The average scores of the variable faith in education of all groups except the group belonging to age-groups of 31 to 38 years, are less than cut-off points which shows that the teachers in the remaining groups are on the average sincere limited to the variable faith in education.

f) The average scores of the variable `affection for the taught' for different groups are less than cut-off point except the group 31 to 38 years. The result is that the teachers, except above group, are on the average sincere limited to the variable faith in education.

g) Similar is the situation regarding the variable `affection for the taught' except the group 31 to 38 years.

h) The average scores of the variable `honesty' are greater than 80% which is the cut-off point of the scores except the groups (length of service) 1 to 5 years and 21 to 25 years. The scores of these two groups are less than cut-
off point, which indicates that regarding these two groups the 
teachers are on the average sincere. The teachers other 
than these two groups are slightly above sincere with respect 
to the variable honesty.

i) The average scores of any group regarding the 
variable 'Sociability' are more than the cut-off point. This 
shows that the teachers are social irrespective of the length 
of the service and they are more sincere with respect to the 
variable sociability.

The researcher has framed the hypothesis no. IV as 
"greater is the length of service sincerity in the work of 
teachers is proportionately less". With the above discussions, 
it is clear that the hypothesis no. IV is flatly rejected, because 
the sincerity is found to be independent; length of service. 
Only there is a slight increase in the values of scores of the 
group 31 to 38 years which is negligible.

5) The researcher has studied the respondents bifurcating 
them in science and humanity faculties from table no. 19 and 
the graph nos. 28, 29, 32, 34 the following conclusions are 
drawn.

a) The average scores of the variables punctuality, faith 
in education and affection for the taught for the teachers of 
science and humanity faculties are 75.12, 77.81, 76.05 
and 73.84, 78.34, 76.50 respectively. These scores are 
less than the cut-off point. This indicates that related to the 
above variables the science teachers or humanity teachers 
are on the average sincere and there is no remarkable
difference in their average scores also.

b) The average scores of the variables honesty and sociability for the science and humanity teachers are 80.58, 83.79 and 80.14, 84.17 respectively. These scores are greater than the cut-off point. This shows that the science teachers or humanity teachers concerned with above variables are sincere. The teachers are honest and social irrespective of their faculty. Similarly there is no perceptible difference in the average scores of the variables honesty and sociability related to science or humanity teachers.

c) The average scores, for the science and humanity teachers, of general sincerity are 78.15 and 78.25 respectively. There are negligible differences in these two scores as such and they are less than the cut-off point. This shows that science teachers or humanity teachers are on the average sincere. There is no remarkable difference in the sincerity of science teachers and humanity teachers in Marathwad Region. The hypothesis no.(ii) states that "The science teachers are more sincere, irrespective of their length of the service and the area in which they serve then humanity".

The above results totally reject the hypothesis no.(ii). Thus the researcher claims that science teacher or humanity teachers are equally sincere.

6) The researcher has studied the respondents bifurcating them in rural and urban areas. From table no. 19 and graph nos 30,31,32 & 33 the following conclusions are drawn.

a) The average scores of the variables punctuality, faith in
education and affection for the taught are 74.23, 77.80, 76.18 and 74.35, 78.49 and 76.49 of the teachers in urban and rural area respectively. All these scores are less than the assumed cut-off point. There is no remarkable difference in their average scores concerned with the above variables. Therefore the conclusion is that the teachers in urban area or in rural area are on the average sincere. There is no difference in the general sincerity of the teachers in urban and rural area.

b) The average scores of the variables honesty and sociability for the teachers in urban and rural area 80.17, 80.40 and 82.39, 85.58 respectively.

The scores are greater than the cut-off point. This shows that the teachers in urban area or in the rural area related to the variables honesty and sociability are sincere. The teachers are honest and social irrespective of their area. Similarly there is no remarkable difference in the average scores of the variables honesty and sociability for the teachers in urban and rural areas.

c) The average scores of the general sincerity for the teachers in urban and rural area are 77.48 and 78.72 respectively. There is not any remarkable difference in these two scores. The values of these two scores are less than the cut-off point. This shows that the teachers in urban and rural area are on the average sincere. There is no remarkable difference in the sincerity of the teachers in urban and rural area.

The hypothesis (iii) states that "The teachers in the urban
area are more sincere, irrespective of their length of the service and the faculty of education than the teachers in rural area”.

The above results and discussions completely rejects the hypothesis (iii). Therefore the researcher claims that, the teachers in urban area or in rural area in Marathwada Region are equally sincere.

(7) The table no. 6 and graph no. 35 shows that the maximum teachers have the general sincerity in the range of 70 to 90. This indicates that the teachers in Marathwada Region are on the average sincere and the rejection of hypothesis no. (i) that "The teachers in Marathwada Region are insincere".

From the table no. 6 it is clear that only 1.36% insincere teachers are in Marathwada Region. On the other hand only 2.52% teachers are most sincere in Marathwada Region.

This distribution it appears approximates to the Normal probability Curve.

8) From table no. 15 the average score of the variable self acceptance converted into percentage for Marathwada Region is 49.4%. The cut-off point as decided by the researcher for self acceptance variable is 50%. The average score is less than the cut-off point. From the meaning attached to the scores, it is clear that the teachers in Marathwada Region have accepted the job of teaching because there was no job available other than teaching.

From table nos. 16 and 17 the average scores, converted into percentage, for the variable 'self-acceptance' in
Marathwada Region are:

a) Science teachers = 49.6%

b) Humanity teachers = 49.4%

c) Teachers from urban area = 49.3%

d) Teachers from rural area = 49.5%

All the above scores are less than the cut-off point. Therefore the conclusion is that, science teachers or humanity teachers and teachers from rural or urban areas have accepted the job of teaching because there was no job available other than teaching.

From table nos. 7, 8 and 9, the average scores of the variable 'self acceptance' in Marathwada Region are studied bifurcating them districtwise. For example

a) Science teachers

b) Humanity teachers

c) Teachers in Urban area

d) Teachers in Rural area.

In all kinds and categories of teachers it is found that average scores in percentage are less than cut-off point or at the most greater than 1% which is negligible. Only the teachers from Nanded district have the average scores more than 2.5%. Therefore the researcher claims that most of the teachers in Marathwada Region, excluding kinds and categories, have not accepted the job of teaching willingly, accepted this job by chance and not by choice and they accepted the job because there was no job available other
than teaching. The result and above discussions reject the hypothesis no. 6 that "The teacher in Marathwada region irrespective of region, faculty and length of service, accepted the job of teaching willingly." The researcher has stated the conclusion by using the word "most of the teachers", because even though all the average scores are less than the cut-off point, they are near about the cut-off point. Therefore it is possible that there may be some teachers who have accepted the job of teaching willingly.
**Linear correlation:**

There are some methods of computing statistical measures designed to represent in a reliable way the performance of an individual or a group in some defined trait. It is of more importance to examine the relationship of one variable to another than to measure performance in either alone. Similarly the problems which involve the relations among abilities can be studied by the method of correlation.

When the relationship between two sets of measures is "linear" that is can be described by a straight line, the correlation between scores may be expressed by the coefficient of correlation, designated by the letter $r$. In our results we have denoted it by $R$.

The coefficients of correlation are indices ranging over a scale which extends from -1.00 through 0.00 to 1.00. A positive correlation indicates that large amounts of the one variable tend to accompany large amounts of the other variable, a negative correlation indicates that small amounts of the one variable tend to accompany large amounts of the other. A zero correlation indicates no consistent relationship. We have illustrated above only perfect positive, perfect negative and approximately zero relation in order the bring out the meaning of correlation in a striking way. Only rarely, if ever, will a coefficient fall at either extreme of the scale that is at 1.00 or -1.00. In most actual problems, calculated coefficients of correlation fall at intermediate points such as 0.72, -0.26, 0.50 etc. Such coefficients of correlation are to interpreted as "high" or "low" depending in general upon how close they are to $\pm 1.00$. Thus the coefficients of correlation
may be thought of essentially as that ratio which expresses the extent to which changes in one variable are accompanied by or are dependent upon changes in a second variable.
The interpretation of the coefficient of correlation:

It is customary to describe the correlation between two variables in a general way as high, marked or substantial, low or negligible. The interpretation of the coefficient of correlation in treated as follows.

1) $r$ from 0.00 to $\pm 0.20$ denotes indifferent or negligible relationship.

2) $r$ from $\pm 0.20$ to $\pm 0.40$ denotes low correlation, present but slight.

3) $r$ from $\pm 0.40$ to $\pm 0.70$ denotes substantial or marked relationship.

4) $r$ from $\pm 0.70$ to $\pm 1.00$ denotes high to very high relationship.

This classification is broad and somewhat tentative, and can only be accepted as a general guide with certain reservations.

The researcher has calculated the coefficients of correlation between the different variables of sincerity as districtwise, areawise and facultywise by the method of Spearman's Rank Difference Method.

Following are some results and conclusions from the coefficients of correlation matrix. The matrices are triangular matrices.

(A) Table no. 50 shows the coefficients of correlation matrix between five variables of sincerity according to the groups of teachers districtwise. Regarding this, the conclusions can
be drawn as follows.

1) The coefficients of correlation between the variables Honesty-Punctuality, Sociability-Punctuality is positive and less than +0.2. This indicates that there is negligible relation between the above two pairs of variables. Therefore when teachers are found to be honest and social it cannot be predicted about them being punctual or otherwise, since almost nil correlation exists.

2) The coefficient of correlation between the variables Affection for the taught-Punctuality, and Honesty-faith are positive and in between +0.2 to +0.4 which denotes low correlation. There is some relation in these variables but it is slight. This means that the teachers who have less affection for their taught and less honest are necessarily less punctual or have more or less faith in education.

3) The coefficients of correlation between the following pairs of variables are positive and are in between +0.40 to +0.70. The pairs of variables are Faith-Punctuality, Honesty-Affection, Sociability-Affection, Sociability-Honesty. This shows that

(a) whenever the teachers have faith in education they are punctual,

b) Teachers' honesty reflects that the teacher have affection for their taught.

c) when the teachers are social then they are substantially honest and have affection for their taught. The converse of the above statements are also true.
4) The coefficients of correlation between Affection-Faith, and Sociability-Faith are positive and in between +0.70 to +1.00. This indicates that there is high correlation between the two pairs of variables and make us reach the conclusion that when the teachers have affection for the taught and are social then they have necessarily faith in education and vice-versa.

(B) Table no. 51 shows triangular matrix of the coefficients of correlation between the variables of sincerity where groups of teachers are made according to faculties and areas. The following conclusions can be drawn as follows.

1) The coefficients of correlation between the pairs of variables Affection-Faith and Honesty-Faith are in the range of +0.00 to +0.20. This denotes that the pair of two variables are indifferent. There is negligible relationship between faith-honesty and faith-affection.

The coefficients of correlation which have values of +0.20 or -0.20 need not be taken into account which show but a noncognizable relationship between the indices.

The values of coefficients of correlation which are -0.4 and +0.4 show poverty of extent of relationship, but it needs a mention and explanation as follows. The parameters with -0.40 as the value of coefficient of correlation between Faith in education and Punctuality as well as the same value of coefficient of correlation between Honesty and Affection for the taught, show the independence of these indices viz Affection for the taught, Punctuality, Honesty and Faith in Education.
(C) Table no. 52 shows the triangular matrix of the coefficients of correlation between the variables of sincerity where groups are of teachers are made according to service length in years. The coefficients of correlation between the variables Honesty-Punctuality, Sociability-Punctuality, Sociability-Affection, Sociability-Honesty are in between 0.00 to 0.20 which are indifferent. There is a negligible relationship between the pairs of above variables. The co-efficients of correlation between faith-punctuality, Affection-punctuality are negative and are in between 0.00 to -0.2. This shows that there is no relationship between the pairs of above variables. The co-efficients of correlation between the variables honesty-affection, sociability-faith are positive and they are in between 0.6 to 1.00 denotes very high relationship between the above variables.
SUGGESTIONS FOR FURTHER RESEARCH.

1) Truthfulness, impartiality, no divergence between speech and action, fairplay, curiosity, tenacity, dedication to the profession these are some of the indices which can be considered and measured. Sincerity based of these indices can as well be estimated and valid conclusions can be drawn. Same procedure may lead any researcher to find out sincerity based on these above mentioned variables. The researcher wishes to point out that here is a material for any student to prosecute research in this respect.

2) The problem can as well be studied at the level of primary school or the college level and the sincerity of the teachers at these levels be studied.

3) The causes of insincerity represents another stand point from where sincerity can be looked upon. According to the researcher this may prove to be extremely interesting line of research, which any enthusiastic researcher may undertake.

4) The problem of sincerity need not limit any body to the profession of teaching. There are many other fields also where it can be profitably investigated into.

For example, practicing doctors, lawyers, architects, engineers etc. All these professions are vital components of any vibrant and modern day society.

5) There is many times a problem which has confronted the researcher and which concerns about the mushroom growth of private coaching classes. It is an established fact that the students are more disciplined, more hardworking, and more
enthusiastic while they are in their tuition classes than when they are in school. What the researcher feels in this respect, is the teachers, who conduct private classes are generally interested in teaching. The 'interest' which is conspicuously lacking in teachers in service. Therefore the sincerity of these teachers must be definitely on higher side which also deserves to be experimentally estimated.

6) The researcher has tried to evaluate the sincerity of secondary school teachers in Marathwada Region. The same problem can be studied for the secondary school teachers other than Marathwada. For example, the sincerity of secondary school teachers can be evaluated for the region, Vidharbha, Western Maharashtra, Koon or Mumbai that is regionwise separately the problem can be studied.

7) It is said that the teachers working in the private sector are more sincere than the teachers working under Zilla Parishad or Government sector. Therefore the Secondary school teachers can be bifurcated in two sectors that is private and Government or Zilla Parishad, and the problem can be studied and sincerity can be evaluated.

8) The researcher feels compelled to make a last suggestion for prospective scholars to investigate relative estimates of sincerity of male and female teachers. It is a general belief that females are better teachers of being more sincere in their jobs. This has to be confirmed however by experimental verification!