CHAPTER V
CONCLUSIONS, SUGGESTIONS AND AVENUES OF RESEARCH

Conclusions

After interpretation of the data following conclusions are drawn:

H(1.1) "There is no significant difference between female and male teachers of urban area with reference to planning and preparation for teaching" is disproved as C.R. is greater than 1.96 at 0.05 level of significance.

H(1.2) "There is no significant difference between female teachers of urban and rural areas with reference to planning and preparation for teaching" is proved as C.R. is smaller than 0.96 at 0.05 level of significance.

H(1.3) "There is no significant difference between female teachers of urban and male teachers of rural area with reference to planning and preparation for teaching" is accepted as C.R. is smaller than 1.96 at 0.05 level of significance.

H(1.4) "There is no significant difference between male teachers of urban area and female teachers of rural area with reference to planning and preparation for teaching" is retained as C.R. is less than 1.96 at 0.05 level of significance.

H(1.5) "There is no significant difference between the male teachers of urban and rural area with reference to planning
and preparation for teaching” is accepted as C.R. is smaller than 1.96 at 0.05 level of significance.

H(1.6) “There is no significance difference between the female and male teachers of rural area with reference to planning and preparation for teaching” is proved as C.R. is smaller than 1.96 at 0.05 level of significance.

H(2.1) “There is no significant difference between female and male teachers of urban area with reference to classroom management” is disproved as C.R. is smaller than 1.96 at 0.05 level of significance.

H(2.2) “There is no significant difference between female teachers of urban and rural areas with reference to classroom management” is disproved as C.R. is greater than 0.96 at 0.05 level of significance.

H(2.3) “There is no significant difference between female teachers of urban area and male teachers of rural area with reference to classroom management” is retained as C.R. is smaller than 1.96 at 0.05 level of significance.

H(2.4) “There is no significant difference between male teachers of urban area and female teachers of rural area with reference to classroom management” is accepted as C.R. is less than 1.96 at 0.05 level of significance.

H(2.5) “There is no significant difference between the male teachers of urban and rural area with reference to classroom management” is proved as C.R. is smaller than 1.96 at 0.05 level of significance.
H(2.6) "There is no significant difference between the female and male teachers of rural area with reference to classroom management" is accepted as C.R. is less than 1.96 at 0.05 level of significance.

H(3.1) "There is no significance difference between the female and male teachers urban area with reference to the knowledge they possess regarding the subject-matter" is accepted as C.R. is smaller than 1.96 at 0.05 level of significance.

H(3.2) "There is no significant difference between the female and male teachers of urban and rural area with reference to the knowledge they possess regarding the subject-matter" is accepted as C.R. is smaller than 1.96 at 0.05 level of significance.

H(3.3) "There is no significant difference between the female teachers of urban area and male teachers of rural area with reference to the knowledge they possess regarding the subject-matter" is disproved as C.R. is greater than 1.96 at 0.05 level of significance.

H(3.4) "There is no significant difference between the male teachers of urban area and female teachers of rural area with reference to the knowledge they possess regarding the subject-matter" is proved as C.R. is smaller than 1.96 at 0.05 level of significance.

H(3.5) "There is no significant difference between the male teachers of urban and rural area with reference to the knowledge they possess regarding the subject-matter" is
rejected as C.R. is greater than 1.96 at 0.05 level of significance.

H(3.6) "There is no significant difference between the female and male teachers of rural area with reference to the knowledge they possess regarding the subject-matter" is accepted as C.R. is smaller than 1.96 at 0.05 level of significance.

H(4.1) "There is no significant difference between the female teachers of urban area with reference to the teacher characteristics possessed by them is proved as C.R. is smaller than 1.96 at 0.05 level of significance.

H(4.2) "There is no significant difference between the female teachers of urban and rural area with reference to the teacher characteristics possessed by them is retained as the C.R. is less than 1.96 at 0.05 level of significance.

H(4.3) "There is no significant difference between the female teachers of urban area and male teachers of rural area with reference to the teacher characteristics possessed by them is rejected as C.R. is greater than 1.96 at 0.05 level of significance.

H(4.4) "There is no significant difference between the male teachers of urban area and female teachers of rural area with reference to the teacher characteristics possessed by them is retained as C.R. is less than 1.96 at 0.05 level of significance.

H(4.5) "There is no significant difference between the male teachers of urban area and rural area with reference to the
teacher characteristics possessed by them is disproved as the C.R. is greater than 1.96 at 0.05 level of significance.

**H(4.6)** "There is no significant difference between the female and male teachers of rural area with reference to the teacher characteristics possessed by them is proved as the C.R. is less than 1.96 at 0.05 level of significance.

**H(5.1)** "There is no significant difference between the female and male teachers of urban area with reference to the interpersonal relations possessed by them is accepted as C.R. is less than 1.96 at 0.05 level of significance.

**H(5.2)** "There is no significant difference between the female teachers of urban and rural area with reference to the interpersonal relations possessed by them is accepted as C.R. is smaller than 1.96 at 0.05 level of significance.

**H(5.3)** "There is no significant difference between the female teachers of urban and male teachers of rural area with reference to the interpersonal relations possessed by them is disproved as the C.R. is greater than 1.96 at 0.05 level of significance.

**H(5.4)** "There is no significant difference between the male teachers of urban area and female teachers of rural area with reference to the interpersonal relations possessed by them is accepted as C.R. is less than 1.96 at 0.05 level of significance.

**H(5.5)** "There is no significant difference between the male teachers of urban and rural area with reference to the
interpersonal relations possessed by them is accepted as C.R. is less than 1.96 at 0.05 level of significance.

H(5.6) “There is no significant difference between the female and male teachers of rural area with reference to the interpersonal relations possessed by them is rejected as C.R. is greater than 1.96 at 0.05 level of significance.

H(6) “The teachers have an above average effectiveness in teaching is proved as the mean score i.e. 381.166 comes under the category of good teachers according to the tentative scale prepared by the Researcher.

H(7) “There is no significant difference between the effectiveness of male and female teachers of primary schools of English medium” is accepted as C.R. is smaller than 1.96 at 0.05 level of significance.

H(8) “According to Heads of the institutions the teaching effectiveness is normal among the teachers of primary school in English medium” is disproved because at 4 d.f. the table value of chi-square at 0.05 level of significance is 9.488 which is very small than the calculated value and the it can be inferred that the effectiveness of the teachers is not normal but it is tending towards the positive side so it can be said that “According to the Heads of the schools, the teachers are good and very good in their effectiveness".
Suggestions

The final section of the thesis offers few viable suggestions in the light of the critical analysis of the data gathered:-

1. The primary school teachers should improve their performance according to the different components of teaching effectiveness i.e. preparation and planning for teaching, classroom management knowledge of the subject matter, teacher characteristics and interpersonal relations.

2. The heads of the institutions should also have a regular check on the teacher's performance by supervision and inspection of teaching, on the other hand teachers should also be provided with the feedback, so that they get a proper direction for improvement.

3. As primary education is of vital importance in the lives of the students care should be taken by the primary teachers to be more particular with respect to their teaching.

4. Teachers should always keep their knowledge updated and should possess the required knowledge of the subject-matter.

5. Teacher should know how to manage the class effectively, so that it gives out an ideal situation for learning as well as teaching.
6. The teachers should be very much particular about their relations within the community because this also affects their effectiveness.

7. Teacher should go well-prepared to the class; he/she should know what type of planning suits him or her and the students.

8. Teachers teaching to primary level should have the knowledge of classroom management as there are pupils of varying abilities in the classroom.

9. Teachers should communicate ideas logically and with clarity.

10. They should possess ability to understand individual differences and to individualize instruction.

11. Teachers should learn to translate the national goals into educational actions.

12. Besides being proficient in the skills related to teaching teachers should imbibe the right attitudes and values.

13. As far as possible the H.M. should try to select such candidates as teachers for the primary classes who can tackle with the students problems and the psychology of the children should be very well-understood by them.

14. Teachers teaching to primary level should have the knowledge and understanding of the following:
   a. Curriculum, methods and evaluation procedures in primary schools.
   b. The child and his behaviour,
c. Need of the secular, democratic and socialistic society in a scientific age,
d. Current educational problems.
e. Educational policies,
f. Educational system in the state and the country.
g. Modern educational trends,
h. Managing class room activities effectively.

15. Heads of institutions, instead of being authoritative and critical should assist their staff members in making the best of their potentials; they should be kind and considerable, keeping in view their wants and weaknesses, schools should be furnished with necessary paraphernalia. The best of teaching aids available should be employed regularly.

"Guidelines to be an Effective Teacher"-

To be a teacher is very simple but to be an effective teacher requires inborn potentials, inherent skills of communication to the level of competency, accountability, and understanding. In developing competent teaching behaviour a teacher needs to be careful that in any effective teaching, the common place but nevertheless important truth be recognized that children learn best through experience, self activity and not through mere, listening, reading or memorizing. Learning is not something that teaching can do for children. Nor is it something that the teachers can handover to them. Even knowledge he cannot give them directly. Any person's
knowledge is the result of his own learning, his own perceptions and experience. He can learn only through the experiences.

The principle of activity of learning by doing and through experience is nothing new. It has been accepted by educationists throughout the world. “We live and learn”, and young people who are much more concerned and busy with actual living than with merely thinking about it learn far more from personal experience than from passive listening to the teacher or the causal study of textbooks. There is no truth more clearly emphasized in modern psychology and education than that a normal child is an active and dynamic being, constantly directing himself towards one goal or the other. His inner instinctive urges like curiosity, manipulation or construction provide him with goals and driven by them, he never sits stills. He does not wait to be acted upon by his immediate environment but is always trying to change his environment to suit his natural needs and interests. He is not an idle spectator or a passive listener, but is one who reacts to his environments, to know more about it, or to change it in some manner, his activities became truly educative and real learning takes place. Maximum and effective learning takes place when goals are already seen and are accepted by the learner as ends worthy of achievement. There is no learning apart from self-activity.

Self-activity is to be defined as an activity determined by one’s own interests and carried to a successful
accomplishment in an atmosphere of freedom from interference by others. In accepting the principle of self-activity the teacher recognizes the real psychological truth that young people grow, develop and learn better through their own efforts and their own real experiences, whether it be in skill or knowledge, in social feeling or spiritual awareness. It is not what the teacher does for the pupil that educates him but what the teacher enables him to do for himself. When he learns through experience and activity, by doing things all that he learns comes to have a significance, a meaning and a value for him.

By far the most effective way of involving students in class work is that the teacher himself should feel involved. The mind of attention he gives, his enthusiasm and attitude will all contribute to his students' participation in learning.

Effective teaching makes, for better comprehension by clarifying things. Many scholarship teachers with superiors minds and with the ability to analyze, perceive relationships and organize ideas into coherent sequences make very poor teachers because as students put it "He knows his stuff but cannot put it across". They do not have the necessary teaching skills and cannot clarify what they wish to teach. They assume that to perceive is to learn, and once students are brought face to face with facts and situations they are sure to understand and know. But this is not so. Young people often miss the crucial and important details even when they affirm that they have understood. So the teacher has to help
students to see more clearly what they cherish and behave, what they dislike and would reject, what they think and plan. He may repeat the expression in several ways, he may ask students to define and illustrate what they say they have understood, he may bring out contradictions and relate expressions by bringing out likeliness and differences, he may ask questions about meanings and consequences, he may locate difficulties in the way of proper and clear understanding, he may summarize a series of steps or try to trace the origin of his students' statements, he may raise questions of value of what is being learned. He may use outside aids like slides or movies or seek the help of specially skilled people to demonstrate or present alternative methods.

Good and effective teaching should help to make learning, experiences more meaningful, which means that the learner should come to know something new. The emphasis is not on experience against lack of experience but rather on richer, more varied, more appreciate experiences. An experience call forth thought, imagination, emotion, memory of past experiences, as well as suitable physical activities, it is a richer experience than one in which all the learner has to do is to memorize ideas given in the book. A proper understanding and appreciation of music comes only when the pupil himself practices and enjoys it. The arithmetic fundamentals, fractions, etc. have been taught in imaginary problems in a series of drill lessons without reference to use. If they are developed in meaningful situations in which they might be needed, they
would be learned better than they are in the prevailing “Wordy System of Teaching”.

Another essential of good teaching is the “involvement of the learner” to which it is referred in the last section. The involvement of the student as an active participant in the learning process is of paramount importance the students learn through what they experience, the more deeply they are involved in learning situations the deeper will be their learning. The teacher who is for ever posing questions, challenging situations and problems for the class, and who is for ever keeping them wondering, guessing, anticipating and cudgeling their brains to find answers and solutions is creating necessary conditions for active involvement of pupils”

“Give me half a dozen words with ei in the middle like receive”,

“Give a synonym of the word the word begins with the letter “, “When do you think we should have a test in civics?” and the like will involve the students in the class work.

One way of making students feel strongly involved is to give them a chance to share in the responsibility for their own learning. This is obvious enough, yet most of the teachers impose on the class their own programmes and plans of work, do all the thinking for them and reduce their share to mere listening or reception. When young people have no choice in choosing the units of study, or work; in determining their timetable or mode of execution, they are sure to feel little responsibility. But if they are made to feel that it is their work,
that it is they who are responsible for its successful accomplishment, they will do it with more interest. Learning without meaning is barren and bind; it is just rote memorization of lifeless information, facts and figures are rigid acquisition of ideas and attitudes which do not help in changed circumstances or new contexts. When teaching is characterized by rote learning, meaningless memorization and an excessive emphasis on words and verbalism, young people will learn badly and commit very silly errors.

Young people are naturally inquisitive. A good and effective teacher will keep alive and stimulate this spirit of inquiry, investigation and discovery. Young people always very eager to find things for themselves and by themselves. They resent too much revision, and believe that it interferes with their learning. One the other hand, teachers are no less eager to help, and in the very out of helping them they may be robbing them of the chance to find things out for themselves, to solve problems and use information in contexts.

Traditionally, teaching is considered as the transmission of knowledge, of factual information, and the activity of the learner is confined to acquisition, accepting and absorbing what is offered to him by the teacher. Teaching and testing of specific facts of knowledge is easy. Some teachers sincerely believe that students must acquire a lot of information and facts before they can think and season, for information and facts are the tools of thinking. But modern psychology and educational practice looks askance at the old traditional
method. Education is not the mere accumulation of information and facts but a process of growth and development in which the latent powers of young people are helped to nature. One of these is the capacity to inquire and find out; and teaching should use already known facts and information as resources for further inquiry and consequent addition to their stock. There are teachers who would eliminate memorization altogether from their routine and insist on students inquiring, investigating and discovering things for themselves.

These two extremes have been the subject of experimental studies by a number of researchers. Three groups of students were taken, one was allowed to ‘discover’ independently, the second was ‘directed’ to learn specifically, and the third learned by “guided discovery”. The tasks were difficult. The “discovery” group discovered less than 20 percent of the principles in the time allotted the second group was told the principle and the illustrative examples, which is usually done in directed learning. It was the “guided discovery” group, which did best in applying the principles and in discovering new principles from new examples.

Cautions

1. Don’t postpone establishing and following a personal, well-planned programme of instructional evaluation and improvement.
2. Don’t view a single aspect of instructional evaluation as comprising a programme.
3. Don’t make plans that cannot be carried through
4. Don’t seek the help of incompetent teachers
5. Don’t spend an unjustified amount of time in worrying about your instructional deficiencies.

Avenues of Research

Researcher has made a study of the teaching effectiveness of teachers teaching to primary level in the English medium schools in Aurangabad District, but the future research can be carried on with the following areas:-

1. To study the factors to have high teaching effectiveness among the secondary school teachers of different media schools of the city.
2. To study the differences in teaching effectiveness among male and female teachers of the District / city.
3. To compare the difference in teaching effectiveness among the teachers of rural and urban area.
4. To develop the means, methods and ways to create teaching effectiveness among the teachers of the region.
5. To develop standardized website, for teachers to develop more teaching effectiveness among them.

Last, but not the least it could be said that –

“The hands that rock the cradle rule the world
The teacher who inspires his pupils rules the minds”