CONCLUSIONS

In the light of objectives of the study the statistical analysis and findings of the study, the following conclusions were drawn:

Majority of teachers opined that they felt proud and preferred teaching profession than any other profession, for themselves, their children and for their family members. They adjusted themselves within prevailing situation and circumstance by striving for continuous improvement of knowledge and skills. They prepared their lesson adequately by using different teaching aids. Majority of the both teachers and students held that teachers used different motivational techniques such as observation, rating scale, peer appraisal and check list for assessing the students. They consulted latest researches, guided students friendly, used library and also encouraged the students to use it.

Majority of the teachers expressed that they solved their teaching learning problems through action research, they used question answer technique properly and different evaluating techniques and awarded marks in examinations fairly. They also opined that they showed interest and respect for the students, maintained freedom, security, attention in the classroom during the lesson and valued the facial and bodily postures of students to judge the interest of the students in learning. Majority of teachers respondents viewed that they liked to increase their income after duty time. They considered that private tuition as a professional dishonesty. They also expressed that the results of the students determined the competency of teacher. They also admitted that teachers were responsible for declining standard of education. They related the subject matter with real lives of the students.

Majority of the teachers’ attitude showed that they were respected more than others. They viewed that students were treated without discrimination, students were guided and
appreciated to develop the sense of humor, students were helped to acquire good manners and habits. Majority of the teachers expressed that they wrote articles/books related to their subjects. They participated in professional development activities. They established healthy relationship with parents of the students. They gave feedback to the students with constructive criticisms, suggested students to use spare time nicely and focused on character building of the students.

Majority of the both teachers and students opined that teachers followed time table strictly and performed their duty regularly. They established link between previous learning with present learning and check assignments in time. They viewed that they participated in co-curricular activities and encouraged the students and they used tests only for promoting students. They gave proper time to get answer from students to increase their participation. Majority of the teachers expressed that their students did not complaint against them to the head of the institution. Majority of the principals expressed that their teachers had command on their subjects, they come and left the class on time they were friendly and approachable, they came in class well prepared by starting lesson in an appropriate manner and finishing it in a planned way.

Majority of the principals opined that their teachers provided relevant information, but behaved more nicely to some students and favored unduly. Majority of the principals held that their teachers were confident, competent and well dressed. They viewed that their teachers used reference books to prepare notes, used satisfactory teaching methodology. The principals also expressed that their teachers listened them patiently, used their voice effectively, came in class with happy mood and made classroom environment conducive for learning. Majority of the teachers expressed that it was easy for teachers to make eye contact and passed smile in the class. They held that white board left unclean by the previous teacher upset their teaching mood.
Majority of the students opined that their teachers did not discourage and insult students in front of whole class. They did not become nervous on asking questions during teaching, students also viewed that their teachers were not involved in different indiscipline activities. The study revealed that teacher’s attitude towards their students affects’ the academic achievement.

Majority of the both teachers and principals indicated that important qualities of teacher’s attitude were punctuality, honesty, hardworking, friendly, and confident and competency. Majority of the teachers indicated that frankness with students, helping students at any rate, lenient treatment, little tolerance, strict, moody, aggressive attitude, non-punctuality, lack of willpower, lack of confidence, anger confusion and lack of communications were causes which affected academic achievement of college students. Majority of the respondents expressed that for improving the impact of teacher’s behavior on the academic achievement of the university students, no discrimination in students should be maintained.
FINDINGS AND SUGGESTIONS

(I) Specifically, the study sought to describe the ranked importance of the following ten motivating factors: (a) job security, (b) sympathetic help assistance and counseling with personal problems, (c) loyalty to employees, (d) interesting work practices, (e) good working conditions, (f) tactful discipline, (g) appreciable wages as per norms, (h) promotions and career growth in the institutions, (i) sense of belonging and (j) appreciation and recognition of work performed.

(ii) The major findings of the study indicate that teachers have reasons in favoring the teaching profession, such as, teaching being a noble profession, as an opportunity to contribute towards student’s advancement and development, and to obtain satisfaction.

(iii) Another category that emerged from the finding is the perception of teaching as a challenging career.

The suggestions were given by the respondents to improve self-motivation. Include understanding of personal traits, selection of good school leaders, and review of educational system, pay scale implementation and workload.

An administrator should avoid favoritism. He should always be available for the counseling and guidance of teachers. He should provide appropriate working conditions and there should be an assurance of job security to performers.

The suggestions were given by the respondents to improve the reward incentive and working conditions.