Chapter 5

FINDINGS, CONCLUSION, 
SUMMARY, 
AND SUGGESTIONS
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The fifth part of Research is the summary and conclusion, which is conveniently divided into four Sub-Divisions. In the first Sub-Section, the problem undertaken is briefly reinstated instead of statistical designs and procedure used in conducting the study. The second and third sub Sections consist of main findings and conclusions. Findings are nothing but conceptual statement best upon the analysis of data and conclusions are basically answers to the questions raised of the hypothesis formulated earlier. This Sub-Section shows readers to get the total picture of findings in Capsule form. The fourth Sub-Section makes recommendations for the further scope of conducting researcher in the concerned field. Thus in this section, the writer indicates some promising side. Problem, which might have remained uncovered and also suggested some related problems for further investigations.

5.1 Summery

5.1.1 The Problem

The problem of present study is stated as under:-

"A study of teacher effectiveness in relation to some Socio Demographic factors of teachers working in higher Secondary School."
5.1.2 Objectives

1. To study the teacher effectiveness of teachers working in Higher Secondary School.
2. To compare the teacher effectiveness of the teacher's belonging to different levels.
3. To compare the teacher effectiveness of the teachers belonging to different personality types.
4. To compare the teacher effectiveness of teacher having rural & Urban areas.
5. To compare the teacher effectiveness of teachers having different teaching experience.
6. To compare the teacher effectiveness of teacher belonging to Government & Private School.
7. To study in relationship between teacher effectiveness and Sex of the teacher.

5.1.3 Hypothesis

1. Teacher effectiveness had not significant relationship to different levels of intelligence
2. There was no significant relationship between teacher effectiveness and affective variables (different personality types)
3. Teacher effectiveness had no significant relationship to teacher in rural and urban areas.
4. Teacher effectiveness had no significant relationship to teachers having different teaching experience.
5. There was significant relationship between teacher effectiveness and government private school.

6. Teacher effectiveness had no significant relationship to sex of the teachers.

5.1.4 Methodology

5.1.4.1. Selection of Sample

The sample of the study consists of 500 teachers of various higher secondary schools of Azamgarh District. A sample of 22 Higher Secondary Schools teachers was selected for the study. The total sample consists of 500 teachers. Stratified random sampling method was employed for collecting the data for the research.

5.1.4.2. Tool used

For the study the following standardized tests were used:

1. Teacher effectiveness scale-Kumar and Mutha.
2. Standard Progressive matrices- Reven
3. Extra version introversion inventory - Krishanan

5.1.4.3 Collection of Data

The data were collected after administering the tool personally from 500 teachers of Higher Secondary Schools to avoid the problem of non-response and non-return.
5.1.4.4 Analysis of Data-
The collected data were analysed mainly with the help of the following statistically techniques.

1. Mean
2. Median
3. Mode
4. Standard Deviation
5. 't' Test

5.2 Findings
The following findings were obtained from the study.

1)  
   - The mean score of high intelligent teacher was 310.12 and average intelligent teacher was 301.36
   - The value of Standard deviation of high intelligent teacher was 26.81 and that of average intelligent teacher was 28.64
   - The C.R. value was found to be 2.65 which was significant
   - This indicated that high and average intelligent teachers differ significantly with regard to teacher effectiveness.

2)  
   - In case of high intelligent teachers mean was 310.12 and
that of low intelligent teacher was 313.77.

- The value of standard deviation of high intelligent was 26.81 and that of low intelligent teacher was 33.24
- The C.R. value was found to be 1.16
- Significant difference was not found between low and high intelligent teachers with regard to teacher effectiveness.

3) The mean score of average intelligent teacher was 301.36 and that of low intelligent teacher was 313.77
- The value of standard deviation of average intelligent teacher was 28.64 and that of low intelligent teacher was 33.24
- The C.R. value 3.26 which was significant at 0.5 level of significance.
- Thus significance difference was found between average and low intelligent teacher in regard to their mean scores based on their intelligence.

4) The mean score of extrovert teacher was 311.48 and that of ambivert teacher was 308.92
- The value of standard deviation of extrovert teacher was found 34.06 and that of ambivert teacher was 28.01
- The C.R. value .81 which was statistical significant
- There was no significance difference was found between
extrovert and ambivert teacher with regard to teacher effectiveness

5) • The mean score of extrovert teacher was 311.48 and that of introvert teacher was 304.00
• The value of Standard deviation of extrovert teacher was found 34.06 and that of introvert teacher was 20.87
• The C.R. value 1.54 which was statistical significant
• There was no significance difference was found between extrovert and introvert teacher with regard to teacher effectiveness

6) • The mean score of embivert teacher was 308.92 and that of introvert teacher was 304.00
• The value of Standard deviation of embivert teacher was found 28.01 and that of introvert teacher was 20.87
• The C.R. value 1.14 which was statistical significant
• There was no significance difference was found between embivert and introvert teacher with regard to teacher effectiveness

7) • The mean score of government managed school was 307.62 and that of the private managed school was 310.43
• The value of S.D. of government managed school was
26.18 and that of the private managed school was 31.43
- The C.R. value 1.06 which was not statistically significant
- Thus private and government managed school did not differ significantly with regard to teacher effectiveness.

8) The mean score of schools of urban area was 308.88 and that of schools of rural areas was 309.98
- The S.D. of schools of urban area was 29.09 and that of schools of rural areas was 30.34
- The C.R. value .41 which was not statistically significant
- There was not significant relationship between schools of urban and rural areas did with regard to teacher effectiveness.

9) The mean score of 1 to 12 years experience of teaching was 316.97 and that of 13 to 24 years experience of teaching was 295.89
- The Standard Deviation of 1 to 12 years experience of teaching was 24.11 and that of 13 to 24 years experience of teaching was 34.43
- The C.R. value 4.96 which was significant at 0.5 level of significance
- There was significant relationship was found between 1 to 12 years and 13 to 24 years experienced teachers.
10) The mean score of 1 to 12 years experience of teaching was 316.97 and that of above 25 years experience of teaching was 301.43
   - The Standard Deviation of 1 to 12 years experience of teaching was 24.11 and that of above 25 years experience of teaching was 32.96
   - The C.R. value 4.90 which was significant at 0.5 level of significance
   - There was significant relationship was found between 1 to 12 years and above years experienced teachers.

11) The mean score of 13 to 24 years experience of teaching was 295.89 and that of above 25 years experience of teaching was 301.43
   - The Standard Deviation of 13 to 24 years experience of teaching was 34.43 and that of above 25 years experience of teaching was 32.96
   - The C.R. value 1.13 which was not significant
   - There was no significant relationship was found between 13 to 24 years and above years experienced teachers.

12) The mean score male teachers of high intelligent was 310.23 and that of female teachers of high intelligent was 310.02
The value of Standard Deviation of male teachers of high intelligent was 28.03 and that of female teachers of high intelligent was 25.88
- The C.R. value was .05 which was not significant
- There was no significant relationship was found between males and female teachers of high intelligence.

The mean score male teachers of average intelligent was 302.17 and that of female teachers of high intelligent was 300.55
- The value of Standard Deviation of male teachers of average intelligent was 29.07 and that of female teachers of average intelligent was 24.44
- The C.R. value was found .029 which was not significant
- There was no significant relationship was found between males and female teachers of average intelligence.

The mean score male teachers of low intelligent was 312.64 and that of female teachers of high intelligent was 314.58
- The value of Standard Deviation of male teachers of low intelligent was 34.47 and that of female teachers of low intelligent was 32.63
- The C.R. value was found .36 which was not significant
There was no significant relationship was found between males and female teachers of low intelligence.

15) The mean score of extrovert male teachers was 312.36 and that of female teachers was 310.88
   The Standard Deviation of extrovert male teachers was 36.15 and that of female teachers was 32.74
   The C.R. value was found .26 which was not significant
   There was no significant relationship was found between extrovert males and female teachers

16) The mean score of ambivert male teachers was 307.73 and that of female teachers was 310.01
   The Standard Deviation of ambivert male teachers was 28.34 and that of female teachers was 27.71
   The C.R. value was found .71 which was not significant
   There was no significant relationship was found between ambivert males and female teachers

17) The mean score of introvert male teachers was 308.18 and that of female teachers was 301.13
   The Standard Deviation of introvert male teachers was 21.30 and that of female teachers was 20.75
   The C.R. value was found .85 which was not significant
• There was no significant relationship was found between introvert males and female teachers

18) • The mean score of male teachers of government managed school was 307.42 and that of female teachers was 307.78
• The Standard Deviation of male teachers of government managed school was 27.88 and that of female teachers was 24.80
• The C.R. value was found .08 which was not significant
• There was no significant relationship was found between male and female teachers of government managed school

19) • The mean score of male teachers of private managed school was 309.95 and that of female teachers was 310.81
• The Standard Deviation of male teachers of private managed school was 31.77 and that of female teachers was 31.22
• The C.R. value was found .24 which was not significant
• There was no significant relationship was found between male and female teachers of private managed school
5.3 Conclusion

1. Significant effect was found in the respect of high and average intelligent teachers differ significantly with regard to teacher effectiveness.

2. Significant difference was not found between low and high intelligent teachers with regard to teacher effectiveness.

3. Significance difference was found between average and low intelligent teacher in regard to their mean scores based on their intelligence.

4. No significance difference was found between extrovert and ambivert teacher with regard to teacher effectiveness.

5. No significance difference was found between extrovert and introvert teacher with regard to teacher effectiveness.

6. No significance difference was found between embivert and introvert teacher with regard to teacher effectiveness.

7. Thus private and government managed school did not differ significantly with regard to teacher effectiveness.

8. Significant relationship found between schools of urban and rural areas did with regard to teacher effectiveness.

9. Significant relationship was found between 1 to 12 years and 13 to 24 years experienced teachers.
10 Significant relationship was found between 1 to 12 years and above 25 years experienced teachers.

11 Significant relationship was found between 13 to 24 years and above 25 years experienced teachers.

12 No significant relationship was found between males and female teachers of high intelligence.

13 No significant relationship was found between males and female teachers of average intelligence.

14 No significant relationship was found between males and female teachers of low intelligence.

15 No significant relationship was found between extrovert males and female teachers

16 No significant relationship was found between ambivert males and female teachers

17 No significant relationship was found between introvert males and female teachers

18 No significant relationship was found between male and female teachers of government managed school

19 No significant relationship was found between male and female teachers of private managed school
5.4 Suggestions for Further Studies

1. This study can be used for teacher and students for Higher Secondary Schools.

2. Apart from teacher effectiveness other variables like socio economic status, adjustment etc. can be compared.


4. Studies on value patterns in different areas in the district.

5. Studies on teacher values at various stages of development.