Chapter 5

Summary, Findings, and Conclusion
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5.1 Summary of the Study

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5.1 Summary of the Study:

There may be considerable debate among educational theoreticians and practitioners about the optimal curriculum, the most appropriate philosophy of teaching for today’s schools, and the best methods of instruction or discipline, but there is virtually universal agreement about what makes a teacher even if these characteristics are uniquely expressed.

**Objectives of the Study:** In order to address the research questions following objectives were formulated;

1. To study the professionalism among teachers in terms of:
   a. Skill of teaching
   b. Teaching competency
   c. Professional conduct of teachers (behavior with colleague, teacher and principal)

2. To find the difference between professionalism among teachers on the basis of
   a. Sex.
   b. Social category (tribal and non tribal).
   c. Professional qualification (trained and untrained).
   d. Teaching experience

**Research Questions:** Present study was designed to answer following research questions;

1. What is the status of professionalism among secondary school teachers of Meghalaya?
2. Do they differ regarding their professionalism on the basis of their sex, social category, professional qualification (Professional and academic), and teaching experience?
The present study is descriptive in nature. As there was no standardized tool for professionalism among teachers, researcher has prepared an Opinionnaire for the purpose of data collection. The researcher has used Descriptive survey method. The purposive sampling method has been adopted to select the sample of schools and teachers for undertaking the present study. In order to make sample representative, equal number of teachers were selected from all management types i.e. 12 (twelve) teachers from Government Schools, 12 (twelve) teachers from Deficit Schools, 12 (twelve) teachers from Ad-hoc Schools and 12 (twelve) teachers from Private un-aided Schools affiliated to Meghalaya Board of School Education (MBOSE).

Analysis of data and its interpretation was undertaken to draw a logical inferences with a view to estimate what contribution the present study could make in assessing the effectiveness and competency of the secondary school teachers teaching in their respective subject (i.e., English, Social Science, Health Education, Computer Science, Science and Technology and Mathematics). The analysis was also done to appraise the various interventions that demanded the attention of the concept of secondary school teachers(i.e., government, deficit, ad-hoc and private unaided schools).

The data collected were tabulated and analysed. These formed the important part of the analysis as they constitute the reactions of the people in the field. Calculation of percentages was done for analysis of the data and interpretation was done for analysis of the data and interpretation was done in a descriptive manner.
5.2 Findings of the study: Objective wise major findings of the study are presented below;

5.2.1(a) Professionalism among teachers in terms of skill of teaching.

Findings 1: In the present study most of the teachers have reported that they have the knowledge about the psychological principles and majority of them failed in using their knowledge in their classroom transaction. This finding of the study is in continuum with the study conducted by Padmanabhaiah (1986) on “Job Satisfaction and Teaching Effectiveness of Secondary School Teachers”. He reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness and also with the study conducted by an American sociologist Lortie (1975) suggests teachers fail to establish professionalism because of an inability to create collective knowledge and primarily develop on a personal basis, leaving a conservative, individualized theory of education.

5.2.2(b) Professionalism among teachers in terms of teaching competency.

Findings 2: As per the results of the study it was observed that most of the teachers they don’t known the knowledge about teaching strategy and it widely held that majority of teachers had adopted appropriate strategy. This finding of the study is in range with the study conducted by Liakopoulow, M. (2011) which ensure teachers’ pedagogical competence at international level and evaluation of teaching pedagogical skills are difficult task and the monitoring of view points, attitudes and beliefs, as well as abilities is even more complex. They opines that accessing teachers’ pedagogical procedure as competence is a complex and difficult procedure as competence involve acquisition of multiple skills and qualifications.

5.2.3 (c) Professionalism among teachers in terms of professional conduct of teachers.

Finding 3: As per the results of the study it was observed that almost all teachers accepted and adopted the democratic interaction in class and a cordial relationship exist
among teachers, principal and colleagues. This study is in continuum with the study conducted by Mutha (1980) that his study revealed that professional training, nature of schooling and income level was significantly associated with the teacher effectiveness. Similarly personality traits like anxiety, mental adjustment, extroversion, job satisfaction and teaching attitude were found to be predicting teacher effectiveness significantly.

5.2.4 (a) The difference between professionalism in terms of sex.

Finding 4: It was found that both male and female secondary schools teachers the difference is almost the same as large number of the population is constituted by female teachers compare to male teachers. Thus, this present study can be concluded that there exist no difference between male and female teachers. This present study can also in continuum with the study conducted by Sheik Allauddin (1999) he concluded that Sex and type of management of schools do not influence professional competency.

5.2.5 (b) The difference between professionalism in terms of social category.

Finding 5: The overall findings of the study suggested that there was not much difference in professionalism among social category. But non tribal were better in teaching competency and interaction with students, colleagues and principal whereas the tribal teachers were doing better in the skills of teaching. However it should be noted that sample for non tribal teachers was too small for making strong generalization on this basis. This affirms with the study conducted by Babu and Shelvaraj (1997) reported that sex and locality had no effect upon teachers effectiveness. Instead they found that higher the degree possessed greater effectiveness and competency.

5.2.6 (c) The difference between professionalism in terms of professional qualification.

Finding 6: As per as the finding the present study shown that professional qualification has greater impact in professionalism among secondary school as there are a numbers of
teachers who are not trained and undergone any training so far before and after entering the school. This study shows that trained teachers are more effective comparison to untrained teachers. This study is in continuum with the study conducted by Raudenbush (1993) researched on how to improve teacher competence”. He recommended in–service training and regular classroom supervision for improving teacher competencies.

5.2.7 (d) The difference between professionalism in terms of teaching experience.

**Finding 7:** As per the finding revealed that teaching experience play a vital role in achieving professionalism as teachers and length of services greatly influence on teaching effectiveness. This clearly affirms with the study conducted by Padmanabhaiah (1986) reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness.

5.3 Conclusion: Present study purported to study the status of professionalism as practiced by secondary school teachers of East Khasi Hills District, Meghalaya. It studied professionalism in terms of skill, competency and conduct of teachers. Finding of the study clearly revealed that though the teachers had knowledge but many of them failed to convert it into classroom practice. This study also aimed to find out the difference in professionalism among teachers on the basis of Sex, Social category (tribal and non tribal), Professional qualification (trained and untrained), and teaching experience. Finding regarding these category shows that male were comparatively more professional in terms of skill and competency whereas female were better in professional conduct. Not much difference was observed on the basis of ethnicity of teachers. The present study found that teachers’ having professional qualification were more professional compared to the teachers who were without professional qualification. Last but not the least teaching teachers with more years of experience were better in practical aspect of teaching while teachers with lesser experience had shown better knowledge of theoretical aspect.
5.4 Educational Implications and recommendations of the Study: Finding of the study has strong implication regarding teacher’s professional development. It clearly revealed that though the teachers had knowledge but many of them failed to convert it into classroom practice. Therefore stakeholders are suggested to arrange continuous in service training for these teachers. Finding of the present study also indicates that teachers’ having professional qualification were more professional compared to the teachers who were without professional qualification. Therefore policy makers and administrators are recommended to make necessary arrangement for the professional training of teachers who did not had professional qualification.

5.5 Suggestions for further research: On the basis of present study following may be suggested for the further researchers;

1. Similar study can be conducted on larger geographical population.

2. A comparative study can be framed for different level of Education i.e. Elementary, Secondary and Higher Education.