MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

- Major findings of the study
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MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

The major objective of the study was to test the ability of each of the predictor variables to discriminate significantly between groups of Successful and Less Successful women teachers of Kerala.

This was studied by means of each of the following:

1. Estimating the percentage of women teachers falling under the different levels of predictor variables among the two identified groups of Successful and Less Successful women teachers.

2. Testing for significance of the difference in the mean scores of the predictor variables between groups of Successful and Less Successful women teachers.

3. Testing for significance of the difference in the mean scores of Success in Teaching between groups formed on the basis of the nominal predictor variables.

4. Estimating the extent of relationship of each predictor variable of interval type with Success in Teaching and testing for the significance of each.

5. Testing for the significance of the dependence of Success in Teaching with the nominal predictor variables, and in the case of significant association, estimating the extent of association.

6. Testing for the effectiveness of the predictor variables of interval type to predict Success in Teaching.

The major findings derived by means of the above procedures are summarised and presented in this chapter. Conclusions based on findings
and the educational implications of the findings are also given in this chapter.

5.1 MAJOR FINDINGS

I. When the percentages of women teachers under the different levels of predictor variables were estimated, it was found that:

- The percentage of teachers with High Role Conflict is highly different between Successful and the Less Successful groups and the percentage is higher for Less Successful group.

- The percentages of teachers with Low role Conflict is highly different between Successful and the Less Successful groups, the percentage is higher among Successful group.

- Difference seen in the percentage of teachers with Average Role Conflict between Successful and Less Successful groups is not much. That means Role Conflict is one of the important variables that may lead to Success in Teaching.

- The percentage of teachers with High Job Satisfaction is slightly different between the two criterion groups, and the percentage is higher for the Successful group.

- The percentage of teachers with Low Job satisfaction is slightly different between the two criterion groups, the percentage is higher among the Less Successful group.

- The difference in the percentage of teachers with Average Job Satisfaction between the two groups is not much. That means Job Satisfaction is one of the variables that may lead to Success in Teaching.
The percentage of teachers with High Attitude towards Teaching Profession is highly different between Successful and Less Successful groups and the percentage is higher for the Successful group.

The percentage of teachers with Low Attitude towards Teaching Profession is highly different for the two criterion groups and the percentage is higher for the Less Successful group.

The difference seen in the percentage of teachers with Average Attitude towards Teaching Profession between the two groups is not much.

That means Attitude towards Teaching Profession is one of the important variables that may lead to Success in Teaching.

No difference in the percentage of either Graduate teachers or Post-Graduate teachers between Successful and Less Successful groups, That is, Academic Qualification is not a variable that may lead to Success in Teaching.

The percentage of teachers with less than five years of service, with six to fifteen years of service, and with more than twenty five years of service among the Successful group is highly different from that among the Less Successful group, and the percentage is higher for the Successful group; and not much difference is seen in the percentage of teachers with sixteen to twenty five years of Service between the two criterion groups.

Therefore, Length of Service is one of the important variables that may lead to Success in Teaching.
Summary

- No difference in the percentage of teachers spending less than one hour, one to two hours, and more than two hours in the preparation for teaching between Successful and Less Successful groups.

That is, Preparation Hours is not a variable leading to Success in Teaching.

- No difference in the percentage of teachers with less than 35 years of Age, with 35 to 45 years of age, and with more than 45 years of Age between Successful and Less Successful groups.

That is, Age is not a variable leading to Success in Teaching.

- The percentage of married women teachers among Successful group is not much different from that among Less Successful group, whereas, the percentage of unmarried women teachers is different between the two criterion groups, the percentage being greater in the case of Successful group.

II. When the mean scores of the predictor variables of interval type were compared between Successful and Less Successful groups, it was found that:

- The two groups differ significantly in the mean scores of Role Conflict

  \[ CR, t = 9.650, p<0.01 \]

- The two groups differ significantly in the mean scores of Job Satisfaction.

  \[ CR, t = 3.71, p<0.01 \]

- The two groups differ significantly in the mean scores of Attitude towards Teaching Profession.

  \[ CR, t = 7.650, p<0.01 \]
That means the variables Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession are capable of discriminating between the two criterion groups.

When the mean scores of Success in Teaching was compared between groups formed on the basis of the nominal predictor variables, it was found that:

- Significant difference do not exist in Success in Teaching between Graduate and Post Graduate teachers.

  \[ CR, t = 0.770, p > 0.05 \]

- Significant difference exists in the mean scores of Success in Teaching between the four groups of teachers classified on the basis of Length of Service.

  \[ CR, F=5.019 \text{ for (3,296) d.f.}, p<0.01 \]

The pair-wise group difference in the mean scores of Success in Teaching was also tested and this revealed that significant difference in Success in Teaching exists in the case of four group pairs only, out of six.

Such group pairs are,

(i) < five years of service & six to fifteen years of service
(ii) sixteen to twenty five years of service & >twenty five years of service.
(iii) < five years of service & sixteen to twenty five years of service.
(iv) six to fifteen years of service & > twenty five years of service.

- Significant difference do not exist in the mean scores of Success in Teaching among the three groups of teachers classified on the basis of Preparation Hours.

  \[ CR, F = 0.717 \text{ for (2,297) d.f. } p>0.01 \]
• Significant difference do not exist in the mean scores of Success in Teaching between the three groups of teachers classified on the basis of Age.

\[ CR, F = 0.689, \text{ for (2,297) d.f; } p>0.01 \]

• Significant difference exists in the mean scores of Success in Teaching between the two groups of teachers classified on the basis of Marital Status.

\[ CR, t = 2.78, \ p< 0.01 \]

That means Success in Teaching is different for teachers of different Length of Service and Marital Status.

III. Pearson's Product Moment Coefficient of Correlation estimated between each of the predictor variables of interval type and Success in Teaching revealed that all the three variables have significant relationship with Success in Teaching, and the variables in the order of this relationship are as follows:

• Role Conflict \[ r = -0.574, \ t = p< 0.01 \]

• Attitude towards Teaching Profession \[ r = 0.469, \ t = p< 0.01 \]

• Job Satisfaction \[ r = 0.247, \ t = p<0.01 \]

That means the predictor variables of interval type are significantly related to the criterion variable.

When the Chi-square test of Independence was done for testing the dependence of Success in Teaching with the nominal predictor variables, it was found that:

• Significant association with Success in Teaching exists in the case of the variable, Length of Service.
Summary

$\chi^2 = 20.980; \text{d.f.} = 3; p<0.01$

- Association is not significant in the case of the variables,

(i) Academic Qualification

$\chi^2 = 1.826, \text{d.f.} = 1, p>0.01$

(ii) Preparation Hours

$\chi^2 = 1.387, \text{d.f.} = 2, p>0.01$

(iii) Age

$\chi^2 = 2.341, \text{d.f.} = 2, p>0.01$. 

(iv) Marital Status

$\chi^2 = 3.003, \text{d.f.} = 1, p>0.01$

Out of the nominal predictor variables, Length of Service is the only variable associated with Success in Teaching.

IV. The findings on the relationship among the predictor variables of interval type themselves and on the dependence of these variables with the nominal predictor variables are the following:

- Role Conflict has significant negative relationship with

(i) Job Satisfaction

$[r = -0.321, t = 5.867, p<0.01]$

(ii) Attitude towards Teaching Profession

$[r = 0.388, t = 7.267; p<0.01]$

Dependence of Role Conflict is not significant for,

(i) Academic Qualification

$[\chi^2 = 4.630, \text{d.f.} = 2; p > 0.01]$

(ii) Length of Service

$[\chi^2 = 7.880, \text{d.f.} = 6; p > 0.01]$

(iii) Preparation Hours

$[\chi^2 = 8.970, \text{d.f.} = 4; p > 0.01]$
(ii) *Length of Service*  \[ \chi^2 = 7.880, \text{d.f.}= 6; \ p>0.01 \]

(iii) *Preparation Hours*  \[ \chi^2 = 8.970, \text{d.f.}= 4; \ p>0.01 \]

(iv) *Age*  \[ \chi^2 = 4.280, \text{d.f.}= 4; \ p>0.01 \]

(v) *Marital Status*  \[ \chi^2 = 0.260, \text{d.f.}= 2; \ p>0.01 \]

- *Job Satisfaction* has *significant relationship* with
  
  *Attitude towards Teaching Profession*  \[ r=0.130, \ t=2.271; \ p<0.05 \]

Dependence of *Job Satisfaction* is *not significant* for any of the nominal predictor variables.

(i) *Academic Qualification*  \[ \chi^2 = 1.030, \text{d.f.}=2; \ p>0.01 \]

(ii) *Length of Service*  \[ \chi^2 = 8.060, \text{d.f.}=6; \ p>0.01 \]

(iii) *Preparation Hours*  \[ \chi^2 = 2.190, \text{d.f.}=4; \ p>0.01 \]

(iv) *Age*  \[ \chi^2 = 5.690, \text{d.f.}=4; \ p>0.01 \]

(v) *Marital Status*  \[ \chi^2 = 0.410, \text{d.f.}=2; \ p>0.01 \]

- *Attitude towards Teaching Profession* is *not significantly associated* with any of the nominal predictor variables.

(i) *Academic Qualification*  \[ \chi^2 = 0.530, \text{d.f.}=2; \ p>0.01 \]

(ii) *Length of Service*  \[ \chi^2 = 6.120, \text{d.f.}=6; \ p>0.01 \]
(iv) Age

\[ \chi^2 = 2.630, \text{ d.f} = 4 \Rightarrow P > 0.01 \]

(v) Marital Status

\[ \chi^2 = 0.300, \text{ d.f} = 2 \Rightarrow P > 0.01 \]

The predictor variables of interval type are significantly related to one another, and are not dependent on the nominal predictor variables.

V. Regression Analysis was done to know the efficiency of the predictor variables of interval type that can predict Success in Teaching and to know the efficiency levels of such variables.

Step-wise Regression Analysis (ANOVA approach) with predictor variables as Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession revealed that, only two variables viz., Role Conflict, and Attitude towards Teaching Profession are capable of predicting significantly Success in Teaching.

The equations to the Regression lines developed are:

Equations in the score form:

\[ X^{'}_1 = -0.136 X_2 + 76.199. \]

\[ X^{'}_1 = -0.109 X_2 + 0.113 X_3 + 61.511. \]

Equations in the units:

\[ Z_1 = -0.574 Z_2 \]

\[ Z_1 = -0.461 Z_2 + 0.290 Z_3 \]

This analysis also revealed that 26.500 per cent is the predictive efficiency of the variable Role Conflict and 13.550 per cent is the predictive efficiency of the variable Attitude towards Teaching Profession to predict
Success in Teaching. *That means, 40.010 per cent of the variance in Success in Teaching is accounted for by Role Conflict and Attitude Towards Teaching Profession. The remaining 59.990 per cent is attributable to other variables.*

5.2 CONCLUSIONS

The different statistical analysis enabled the investigator to summarise the major findings of the study as follows:

1. Variation exists in the percentage of women teachers falling under the different levels of four out of the eight predictor variables viz.,

   (i) Role Conflict
   (ii) Job Satisfaction
   (iii) Attitude towards Teaching Profession.
   (iv) Length of Service, among Successful and Less Successful groups.

2. Successful and Less Successful groups of teachers differ significantly in the mean scores of the variables,

   (i) Role Conflict
   (ii) Job Satisfaction.
   (iii) Attitude towards Teaching Profession

3. Significant difference in the mean scores of Success in Teaching exists in the case of groups formed on the basis of one nominal predictor variable only, Length of Service.

4. Moderate and highly significant correlation exists between Success in Teaching and each of the predictor variables of interval type viz.

   (i) Role Conflict
(ii) Attitude towards Teaching Profession.

(iii) Job Satisfaction

5. Length of Service is the only nominal variable having significant association with Success in Teaching.

6. Only two variables, Role Conflict, and Attitude towards Teaching Profession could predict significantly Success in Teaching. [Even though Length of Service was found associated with Success in Teaching in more than one analysis, the predictive efficiency of this was not tested as this being a nominal variable].

From the above core findings and considering the predictive efficiency, it can be concluded as follows:

Role conflict and Attitude towards Teaching Profession are the two variables capable of significantly and efficiently discriminating between Successful and Less Successful groups of women teachers of Kerala. In other words, it can be said that Role Conflict and Attitude towards Teaching Profession are two strong determinants of Success in Teaching.

5.3 EDUCATIONAL IMPLICATIONS

Secondary school women teachers of Kerala occupy the major part in the educational set up of the high schools all over Kerala. These teachers are struggling hard to cope up with their multiple roles and responsibilities both in school and at home. They are expected to be ideal teachers and ideal home makers at the same time. Success in teaching or success in home-making cannot always be attributed to the individual teacher as both are collective responsibilities of the members of the two systems involved.

Teaching time remains constant, but the time spent on other activities like planning, preparation, teacher development programmes, leadership activities outside the classroom, and meeting parents, varies.
Teaching time remains constant, but the time spent on other activities like planning, preparation, teacher development programmes, leadership activities outside the classroom, and meeting parents, varies.

In such a harder situation, the investigator finds some of the implications relevant to note.

The implications are the following:

1. It is obligatory on the part of the heads of the institutions and colleagues to know formally or informally the different roles that each teacher has to manage, thereby to have an idea of the role conflict a teacher experiences.

2. Dissemination of the knowledge among at least heads of the institutions that high role conflict is detrimental to Success in Teaching.

3. Educational administrators and heads of the institutions shall take into consideration that role conflict hinders effective use of varying instructional strategies and thereby hinders effective learning.

4. Multiple role management often prevents women teachers in applying technology in education. Therefore, studies are required on the effective management of multiple roles by women teachers and how their stress and strain can be reduced.

5. Even though plenty of opportunities like on-line learning are open to teachers for professional development now-a-days, very few women teachers are utilizing these facilities regularly, for lack of time due to multiple roles and responsibilities. Colleagues and family members are to be made aware of this and should help them find time for such professional learning.
6. Continuous Comprehensive Evaluation is an essential part of education in schools, but its purpose is not met with, because most of the women teachers are unable to give individual attention to their pupils due to their role pressures. Introducing tutorial systems within the regular time table may be of great advantage importance towards this purpose.

7. Provisions for counselling sessions be there for women teachers to find out and utilize appropriate coping styles workable both in school and at home so that their tensions and worries can be relieved off.

8. Changes in curriculum are to be brought about after systematic planning and preparation and teachers are to be well oriented for the ways of effective transaction of curriculum with the least efforts.

9. Heads of the institutions should know the capacities and limitations of the women teachers and this may be taken into consideration while assigning additional duties and responsibilities.

10. Separate norms with incentives for career improvement of women teachers is needed.

11. More flexible transfer norms can be adopted in the case of women teachers.

12. Provide a pleasant and satisfying working environment in every school.

13. Accept the innovative ideas of teachers and encourage them for more better ideas.

14. Set up grievance redressal mechanism for the members of the school.
Thus, if the role conflict can be alleviated and teachers are recruited having positive attitude towards teaching profession, most of the secondary school women teachers will prove their successfulness in the teaching profession.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The studies reviewed and the findings of this study led the investigator to suggest the following areas for further research.

1. A study of the psychological characteristics of women teachers with high Role Conflict.

2. Gender studies on Role Conflict and Success in Teaching.

3. Study of the presage variables contributing to Success in Teaching.

4. Instructional Technology Awareness and Inservice Training Needs of high Role Conflict - Less Successful Teachers.

5. A study on the effect of Role Conflict and Attitude towards Teaching Profession on the process aspects of Teaching.


7. A study on the extent of Professional Involvement and Professional Advancement of High -, Average-, and Low-Role Conflict women teachers.

8. Development of counselling programmes to reduce the stress and strain due to Role Conflict of women teachers.