Chapter 5

CONCLUSIONS & SUGGESTIONS
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5.1 SUMMARY OF CONCLUSIONS

The Analysis of data in the pervious chapter leads to certain conclusions which are discussed in the following paragraph; each variables taken one by one.

5.1.1 CORRELATION CO-EFFICIENT BETWEEN DIFFERENT DIMENSIONS OF TEACHER EFFECTIVENESS AND ROLE COMMITMENT ARE :-

(1) The academic dimension and social dimension of teacher effectiveness was found to be significantly correlated with role commitment of Engineering teachers.

(2) The professional dimension and moral dimension of teacher effectiveness was found to be significantly correlated with role commitment of M.B.A. teachers.

(3) The emotional dimension of teacher effectiveness was found to be significantly correlated with role commitment of B.Ed. teachers.

(4) Except for social dimension, all the dimensions of teacher effectiveness was found to be significantly correlated with role commitment of science teachers.

(5) A significant relationship was found between teacher effectiveness and role commitment in the whole sample.
5.1.2 CORRELATION CO-EFFICIENT BETWEEN DIFFERENT DIMENSIONS OF TEACHER EFFECTIVENESS AND TEACHING COMPETENCY ARE :-

(1) The academic dimension and professional dimension of teacher effectiveness was found to be significantly correlated with teaching competency of M.B.A. teachers.

(2) The personality dimension of teacher effectiveness was found to be negatively and significantly correlated with teaching competency of engineering teachers. This may be because engineers are involved with technical issues in the organisation. They usually do not meet the customers directly.

(3) The academic, professional, social and personality dimensions of teacher effectiveness were found to be significantly correlated with teaching competency of science teachers.

(4) The emotional dimension of teacher effectiveness was found to be negatively and significantly correlated with teacher competency of Art's teachers. The reason for the negative correlation may be that students of Arts (B.A.) Faculty usually go for further studies and choose the line of either teaching or business or ordinary jobs. They usually do not seek any guidance or advice from their teachers which is the main forte of emotional dimension.

(5) A significant relationship was found between teacher effectiveness and teaching competency in the whole sample.
5.1.3 CORRELATION CO-EFFICIENT BETWEEN TEACHER'S ROLE COMMITMENT AND TEACHING COMPETENCY ARE :-

(1) A significant relationship was found between teacher's role commitment and teaching competency.

5.2 ATTAINMENT OF OBJECTIVES

All the objectives given in chapter 1st under 1.4 para has been attained.

Objective No.-1

To find out the effectiveness of teachers.

Effectiveness of teachers was ascertained with the help of Teacher Effectiveness Scale.

Refer appendix No.-1 page 110 - 115

Thus objective No.-1 has been attained.

Objective No.-2

To find out the role commitment of teachers.

Role commitment of teachers was ascertained with the help of Teacher's Role Commitment Scale.

Refer appendix no.-2 page 116 - 126

Thus, objective no.-2 has been attained.
Objective No.-3

To find out their teaching competency.

Teaching competencies were ascertained with the help of Teaching Competency Scale.

Refer appendix no.-3 page-127 - 130

Thus objective no.-3 has been attained.

Objective No.-4

To find out the extent of relationship between teacher effectiveness and teacher's role commitment.

The extent of relationship between Teacher Effectiveness and Teacher's role commitment has been ascertained.

Refer table no.-4. 4 - 4-15 page no.-56 - 67.

Thus, objective no.-4 has been attained.

Objective No.-5

To fined out the extent of relationship between teacher effectiveness and teaching competency.

The extent of relationship between teacher effectiveness and teaching competency has been ascertained.

Refer table no.-4.16 - 4.27 page no.-68 - 79.

Thus, objective no.-5 has been attained.
Objective No.-6

To find out the extent of relationship between teacher's role commitment and teaching competency.

The extent of relationship between teacher's role commitment and teaching competency has been ascertained.

Refer table no.-30 page no.-82

Thus, objective no.-6 has been attained.

Objective No.-7

To suggest measures to enhance teacher effectiveness.

All the suggestion are given in chapter-5 under para 5.4 page no.-95.

Thus, objective no.-7 has been attained.

5.3 VERIFICATION OF HYPOTHESIS

Hypothesis No.-1 : There is no significant relationship between academic dimension of teacher effectiveness and role commitment in the group of professional courses' teachers.

In the group of professional courses' teachers coefficient of correlation of engineering teachers was found to be significant (refer table 4.4 at page-56).

Therefore hypothesis is rejected.
Hypothesis No.-2 : There is no significant relationship between professional dimension of teacher effectiveness and role commitment in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of M.B.A. teachers was found to be significant (refer table 4.5 at page-57).

Therefore hypothesis is rejected.

Hypothesis No.-3 : There is no significant relationship between social dimension of teacher effectiveness and role commitment in the group of professional courses' teachers.

In the group of professional courses' teachers coefficient of correlation of engineering teachers was found to be significant. (refer table 4.6 at page-58).

Therefore hypothesis is rejected.

Hypothesis No.-4 : There is no significant relationship between emotional dimension of teacher effectiveness and role commitment in the group of professional courses' teachers.

From the table in the group of professional courses' teachers, co-efficient of correlation of B.Ed. teachers was found to be significant (refer table 4.7 at page-59).

Therefore hypothesis is rejected.
Hypothesis No.-5 : There is no significant relationship between moral dimension of teacher effectiveness and role commitment in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of M.B.A. teachers was found to be significant (refer table 4.8 at page-60).

Therefore hypothesis is rejected.

Hypothesis No.-6 : There is no significant relationship between personality dimension of teacher effectiveness and role commitment in the group of professional courses' teachers.

In the group of professional courses' teachers, co-efficient of correlation of the whole group was found to be non-significant (refer table 4.9 at page-61).

Therefore hypothesis is accepted.

Hypothesis No.-7 : There is no significant relationship between academics dimension of teacher effectiveness and role commitment in the group of general courses' teachers.

In the group of general courses' teachers co-efficient of correlation of science teachers was found to be significant (refer table 4.10 at page-62).

Therefore hypothesis is rejected.

Hypothesis No.-8 : There is no significant relationship between professional dimension of teacher effectiveness and role commitment in the group of general courses' teachers.

In the group of general courses' teachers co-efficient of correlation of science teachers was found to be significant (refer table 4.11 at page-63).

Therefore hypothesis is rejected.
Hypothesis No.-9 : There is no significant relationship between social dimension of teacher effectiveness and role commitment in the group of general courses' teachers.

In the group of general courses' teachers, the co-efficient of correlation was found to be non significant (refer table 4.12 at page-64).

Therefore hypothesis is accepted.

Hypothesis No.-10 : There is no significant relationship between emotional dimension of teacher effectiveness and role commitment in the group of general courses' teachers.

In the group of general courses' teachers co-efficient of correlation of science teachers was found to be significant (refer table 4.13 at page-65)

Therefore hypothesis is rejected.

Hypothesis No.-11 : There is no significant relationship between moral dimension of teacher effectiveness and role commitment in the group of general courses' teachers.

In the group of general courses' teachers co-efficient of correlation of science teachers was found to be significant (refer table 4.14 at page-66).

Therefore hypothesis is rejected.

Hypothesis No.-12 : There is no significant relationship between personality dimension of teacher effectiveness and role commitment in the group of general courses' teachers.

In the group of general courses' teachers co-efficient of correlation of science teachers was found to be significant (refer table 4.15 at page 67)

Therefore hypothesis is rejected.
Hypothesis No.-13 : There is no significant relationship between academic dimension of teacher effectiveness and teaching competency in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of M.B.A. teachers and B.Ed. teachers was found to be significant (refer table 4.16 at page-68).

Therefore hypothesis is rejected.

Hypothesis No.-14 : There is no significant relationship between professional dimension of teacher effectiveness and teaching competency in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of M.B.A. teachers and B.Ed. teachers was found to be significant (refer table 4.17 at page-69).

Therefore hypothesis is rejected.

Hypothesis No.-15 : There is no significant relationship between social dimension of teacher effectiveness and teaching competency in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of B.Ed. teachers was found to be significant (refer table 4.18 at page-70).

Therefore hypothesis is rejected.
Hypothesis No.-16 : There is no significant relationship between emotional dimension of teacher effectiveness and teaching competency in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of whole group was found to be non-significant (refer table 4.19 at page-71).

Therefore hypothesis is accepted.

Hypothesis No.-17 : There is no significant relationship between moral dimension of teacher effectiveness and teaching competency in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of whole group was found to be non-significant (refer table 4.20 at page-72).

Therefore hypothesis is accepted.

Hypothesis No.-18 : There is no significant relationship between personality dimension of teacher effectiveness and teaching competency in the group of professional courses' teachers.

In the group of professional courses' teachers co-efficient of correlation of engineering teachers was found to be significant (refer table 4.21 at page-73).

Therefore hypothesis is rejected.
Hypothesis No.-19: There is no significant relationship between academic dimension of teacher effectiveness and teaching competency in the group of general courses' teachers.

In the group of general courses' teachers co-efficient of correlation of science teachers was found to be significant (refer table 4.22 at page-74).

Therefore hypothesis is rejected.

Hypothesis No.-20: There is no significant relationship between professional dimension of teacher effectiveness and teaching competency in the group of general courses' teachers.

In the group of general courses' teachers, co-efficient of correlation of science teachers was found to be significant (refer table 4.23 at page-75).

Therefore hypothesis is rejected.

Hypothesis No.-21: There is no significant relationship between social dimension of teacher effectiveness and teaching competency in the group of general courses' teachers.

In the group of general courses' teachers, co-efficient of correlation of science teachers was found to be significant (refer table 4.24 at page-76).

Therefore hypothesis is rejected.
Hypothesis No.-22: There is no significant relationship between emotional dimension of teacher effectiveness and teaching competency in the group of general courses' teachers.

In the group of general courses' teachers, co-efficient of correlation of Art's teachers was found to be significant (refer table 4.25 at page-77).

Therefore hypothesis is rejected.

Hypothesis No.-23: There is no significant relationship between emotional dimension of teacher effectiveness and teaching competency in the group of general courses' teachers.

In the group of general courses' teachers co-efficient of correlation of whole group was found to be non-significant (refer table 4.26 at page-78).

Therefore hypothesis is accepted.

Hypothesis No.-24: There is no significant relationship between personality dimension of teacher effectiveness and teaching competency in the group of general courses' teachers.

In the group of general courses' teachers, co-efficient of correlation of science teachers was found to be significant (refer table 4.27 at page-79).

Therefore hypothesis is rejected.

Hypothesis No.-25: There is no significant relationship between role commitment and teaching competency.

Co-efficient of correlation between role commitment and teaching competency was found to be significant (refer table 4.30 at page-82).

Therefore hypothesis is rejected.
5.4 **EDUCATIONAL IMPLICATION OF THE STUDY**

The result of this study shows that a significant relationship exists between Teacher Effectiveness and Teaching Competency and Role Commitment of Teachers. The relationship was also found to be positive. This denotes that the teacher effectiveness increases with increase in Teaching Competency and Teacher's role Commitment. This means that if we want teacher effectiveness to improve, we may try to improve Teaching Competency and Role Commitment of teachers. There is no doubt that the intellectual preparation of the teacher in the subject matter, he teaches, must be abundant. It must be much wider than the ground laid out in text-book or in any plan for teaching a lesson. But, the teacher must be competent enough to present the subject matter effectively in the class. For this he must have the knowledge of teaching skills. Role commitment can also be increased by motivating them to excel as a teacher. For this the teacher should be given the training before joining the service. There should be arrangement for in-service teacher training also, so that they can update themselves with the latest trends.

5.4.1 **THESE ARE THE FEW SUGGESTIONS FOR THE IMPROVEMENT OF TEACHER EFFECTIVENESS :-**

- Teachers must be aware about different methods of teaching.
- Teacher must be able to know the objectives of their subject.
- They must be able to select learning material according to the objectives.
- The teacher should be expert in all teaching skills, like :-
  - Skill of introducing the lesson.
  - Skill of explanation.
  - Skill of probing questioning, etc.
• They must be able to create very healthy environment in class in which student can work himself rather than depend upon teachers.

• The teachers must have a genuine enthusiasm to interact with his pupils.

5.4.2 FOLLOWING ARE THE SUGGESTIONS TO SUSTAIN THE EFFECTIVENESS OF TEACHING IN HIGHER EDUCATION :-

• It is high time that higher education should have training centres for degree college teachers also.

• There is an urgent need to have specific teacher education programmes. The fallow up programmes should also be organized to judge the effectiveness of such programmes.

• They should also be encouraged to participate in regular in-service programmes at-least after putting each two years of service, so that they compulsorily undergo those experiences and update their knowledge and skills.

• There is need to organize specially designed orientation program for all new lecturers.

• It is also required to introduce periodic inspection in colleges to review the progress and achievement of teachers in terms of their quality output in teaching and their academic par excellence. The modalities of inspection can be arrived at in consultations with the teaching community, student and management.
Finally, good and effective teaching can not just happen. The teachers should carry out their part of the responsibility through intensive effort to improve standards, competencies and commitment to the pursuit of knowledge.

5.5 **SUGGESTIONS FOR FURTHER STUDY**

This study can be carried on further by including following things :-

(1) Effectiveness of the teachers can be studied in relation to their academic achievement, creativity, job-satisfaction and aptitude for teaching.

(2) Situational variable like-facilities provided by the institution, manageable size of the class, freedom for organizing instructional materials and co-curricular activities in the institutions and encouragement given by the authorities and colleagues in the application of new teaching techniques and method etc : be considered as influencing factor on teacher effectiveness.