CHAPTER V

5.1 Introduction
5.2 Summary of Work
5.3 Main Findings and Conclusions
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CHAPTER V
SUMMARY, RESULTS, INFERENCES, AND SUGGESTIONS

V. Narayan Karan Reddy in his book 'Man Education and Values' has expressed the view that Education is a relentless process of becoming" 1.

"In Ancient India, the aim of life was the intrinsic realisation of the ideals involved in 'Purusharthas'. This brought the aim of education nearer to the aim of human life. But in the subsequent ages due to the growth of complex knowledge and multiple theories clearcut evaluation and assessment of the linear processes involved in education were not properly controlled or organised by theorists and educationists. In modern times the problem of education has been approached from descriptive and prescriptive angles. These give rise to corresponding aims of education" 2.

"The aims of education present a curious anomaly. Education as such has no aims. Only parents, pupils and teachers have aims" 3.

It is evident that education has no meaning except in the context of society and the individual, the aims of the parents or guardians for the pupils is fulfilled by the

(1) P.49, "Man, Education and Values" - V. Narayan Karan Reddy, B.R. Publishing Corporation, 1979, New Delhi, 110002 - Rs.50/-
(2) P. 50, 51, 52, Ibid.
(3) P. 57, Ibid.
teaching process of the teacher. The teacher is therefore a vital part of the educational system. So in Education one of the first points where one would think of starting to look for solutions to any problems is the teacher. The teachers of the secondary level assumes more importance in a way than the teachers of any other level. The students at the secondary level are entering into the adolescent stage which is the most important developmental stage for the child. Also from the point of view of Education, the secondary level is the stage where the whole future education, its quality and direction are decided. This is the stage where the pupils start exhibiting their innate qualities. The teacher is the person who has to recognise these qualities and give the proper directions for their developments not only to the pupils themselves but to the parents also. So the work of the teacher is efficiency at this level is of great importance. The study of teaching efficiency of teachers at the secondary stage can tell us if the defects at this level is due to some lack in the teachers performance. It can also tell us where and what remedial measures should be taken. It can also aid us in the formulation of the norms for teacher selection etc.

One trait in a teacher that can be expected to be effective in ensuring efficiency is Aptitude. Aptitudes are the inherent qualities in any persons for the job that
they are entrusted to do. Aptitude is that innate quality which makes a person fit to carry out the task in hand. These traits are individual to each kind of activity. These innate qualities some times are exposed early and help not only the individual in understanding his inclinations, create interest in the proper channel etc. This trait of Aptitude is being given more and more recognition in the Education fields. Today we find that finally this has been recognised as an important aspect in Education. The Teacher trainees are now tested for Teaching Aptitude before selection for training.

We have roughly 3 generations of teachers in active performance of the teaching process since Independence. The first group is of the teachers who have put in less than 10 years of service. These teachers have to face in a way a very much different conditions from every point of view who joined the teaching profession more than 20 years back. Those of the older generation who entered the profession in the first lap after Independence had to fit in, in the changing period. National ideals were being proposed and National policy was being implemented in all activities of society New concepts, new courses new methods of teaching, new aims of education, modified concept of the teacher. His working conditions etc. was being put into practice. The knowledge explosion and the resulting
curriculum changes are in themselves sufficient to create a difference in the teacher quality in the generation gap. But one thing is common to all 3 generations, the pupils, the same group of pupils has to be taught by the teacher irrespective of the age of the teacher. The pupil has to come into contact with all the teachers in the institution irrespective of the generation to which the teacher belongs. In the training programs instituted in the New Education Policy, the initial decision was to exclude the senior most teachers who had less than five years of service left from training. But later this was ruled out and the training program were extended to all teachers irrespective of the period of service left. The differences due to experience can be beneficial as regards the ability for change and retrogressive too. The attitude, rigidity to change, better assessment of situation and understanding of circumstances, awareness of the need for change and therefore readiness etc. are all aspects that are associated with experience.

The factors that have been chosen with Experience is the sex of the teachers and the subject that they teach. These two factors are important in Education. The rapport and quality of any ability is different in both sexes. These two factors are effective in the quality of teaching. In Aptitude for teaching, it is not only is the general aptitude, but there are special aptitudes associated with every skill involved in any activity so it
is logical to suppose that teachers of different subjects should have the special aptitude for that subject. In this work the special aptitude has not been measured but the general aptitude of teachers of the Arts and Science faculty have been taken for study. This study therefore deals with the following areas:

(1) Male and female Arts and Science Teachers of Higher Secondary Colleges of Kanpur city (total 480 teachers).

(2) Teachers of 3 spans of experience:
   1st span - upto 10 years experience
   2nd span - upto 11 to 20 experience
   3rd span - 21 years and above.

(3) Evaluation of teaching Efficiency and Teaching Aptitude.

The title of the work therefore is "A Study of the Teaching Efficiency and Teaching Aptitude in relation to Experience of Male and Female Arts and Science Teachers of Intermediate Colleges of Kanpur city".

The sample was as given as below:
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<thead>
<tr>
<th></th>
<th>Male (240)</th>
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<td>Arts (120)</td>
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Hypotheses was that there is no difference in the sample in Teaching Efficiency, Teaching Aptitude due to sex or faculty in all the groups divided on the basis of experience also. The relation between Teaching Efficiency and Teaching Aptitude was also studied. The VTTP (Verma's Test for Teaching Proficiency) made by Dr. Mithilesh Verma was used for measuring Efficiency. For measuring Teaching Aptitude the T.A.T. (Teaching Aptitude Test) constructed by Dr. Jai Prakash and Dr. R.P. Srivastava and prepared by Dr. S.D. Kapoor was used. The statistical techniques used were the mean,
S.D., analysis of variance and correlation. The calculations were done on the computer:

Analysis of the data gave the following information

(A) Efficiency:

(1) The efficiency in general of all the teachers was on the lower side of average.

(1) Female science teachers being better than the others.

(2) Male teachers of the 3rd efficiency span that is of 21 and above years of service were the best.

(3) For female teachers the teachers of the first experience span upto 10 years service were better.

(4) The best efficiency level was in the TFC or personal characteristics and then in the T.V.C. the vocational characteristics. It was lowest for the TSC the Social characteristics.

(B) Aptitude:

(1) The Aptitude scores were average on the whole. In certain areas – (3) Patience, (7) Discipline, they were low. They were better in the areas of cooperative attitude (1), and (2) Optimism. In the other areas the mean scores were at the lower limit of High level.

(2) The Aptitude difference between the sexes showed the same pattern as for efficiency among the groups.
(3) Correlation: Except in a few cases the efficiency has a positive significant correlation with Aptitude.

INFERENCES

Efficiency

Table 5.2

Significance of Variance

<table>
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<tr>
<th></th>
<th>Sex A</th>
<th>Faculty B</th>
<th>Experience</th>
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<th>AC</th>
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From the above Table 'f' values shows that only in the TPC area there is no difference between males and females. This shows that there is a significant difference in the efficiency of male and female teachers. This is also exhibited in the groups when divided according to experience. This result is supported by the assumption that male and female teachers are different in their approach for the tasks performed by them. Previous studies by Sharma, Rasool and Suri, Jayaswal, Pillai Agrawal found significant differences due to sex in attitudinal studies while Sharma, Marr and Gupta, Banoo, Chandra, Singh, Kantawala, Satyanandan found no difference due to sex in certain personality factors.
as is shown in the results for T.P.C.

The generation gap shows that whatever the criterion for selection adopted in the early days after Independence have given better results. In spite of our better training programs and other improvements not only in teacher training but in the overhauling of the school system the efficiency quality is not satisfactory. What is needed is to find out why the efficiency is not upto the mark. How and where it is to be remedied. That no remedy is necessary is out of question. The problem that is now facing us is how to improve this efficiency in the existing circumstances. The question is do we need a total overhaul or is the kind of patch work improvement being used effective. One fact is clear that a complete overhauling is not economically or practically possible uprooting the majority of teachers or changing the whole system is not possible. The economic aspect of teacher job satisfaction is no longer a problem. We have to device inducements for the teachers to make them more dedicated and involved with their teaching work. Only by such measures can we start the process of improvement of efficiency. And one aspect is of course the appointment of new staff. These should be screened not only at the time of appointment but at the earlier stage of pretraining selection period.
Table 5.3

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APTITUDE

It is clear from the Table No. 5.3 of the significance of 'F' in the different areas of T.A.T. of the different groups. There is no difference in the Aptitude due to sex except in the 1st area of cooperative Aptitude. This is supported by the conclusions from those researches where they have found concrete differences due to sex cooperative Attitude in an emotional rapport. The female teachers are better in this respect. This fact supports the fact that females should be preferred at the secondary
stage. But in having same sex teachers should not be a very big handicap.

The results of the differences due to faculty is not significant in those characteristics which are what can be termed universal. These are the areas (3) Patience, (7) Discipline and (8) Optimism. Whatever subject the teacher teaches these 3 characteristics are important in the same manner. Also on these 3 areas the mean scores are low. This shows that in the teachers selected for this sample there is a lack of patience, not sufficient attention for maintenance of discipline and a general apathy and lack of optimism. We can conclude that the teachers that are now involved in the profession lack these 3 qualities. We should try to find out the reason for this situation and try to resolve it. But in the other areas the Science teachers are better than the Arts teachers in the case of Males. In the case of Females teachers the science teachers of the 1st experience group have better mean scores than those of the other two experience groups. This means that the female teachers of the newer generation of lesser experience span have better aptitude. So in that respect we should conclude that our improvements or changes are effective at least for a small extent.

This is further supported by the significant difference in the different experience span groups in the various areas of Aptitude. The only areas where experience has shown no significance are (2) Kindliness, (5) Fairness,
(7) Discipline, (8) Optimism and (10) Enthusiasm.

Except in the areas of kindliness and Fairness, in the other areas the mean scores are also low. The conclusion we come to is that the newer teachers should be made to adopt the approach of the older generation of teachers in these aspects. Learning is also a form of imitation we imitate and modify it according to our personality to make it effective. The pattern of behaviour has to be decided upon and learnt in many cases only in the course of experience. A better contact between the different generations of teachers and mutual consultation can be a suitable remedial measure for this situation.

Another fact that we can realise from this study is that teachers of Science are better in every respect than Arts teachers. The reason may be lies in the fact that even in the early education period of a child the science students are screened before getting permission for studying Science. Then science education being economically more costly the class of pupils who study science are of a higher social status and generally can be expected to be of a higher calibre. Also the number of seats in the science classes is restricted. All this can make the teaching of science and therefore the Science students better than that of Arts, there is no cut and dry policy we can adopt in this
case. Universal compulsory education and various reservations do not allow us to control the quality of the students we teach for suitability for that particular education. These are odds that have always impeded the educational progress in our country. Taking all these facts into consideration in the existing situation a few remedial measures could be taken without much upheaval. The first one seems to be a reorientation of the teachers. All refresher courses, special training programs are oriented towards acquainting the teachers with new techniques. If we could organise these programs so that the dedication to the profession is rekindled in the minds of the teachers a lot of the present problems can be if not fully but certainly to a large extent resolved. This type of emotional and attitudinal orientation will also make the programs themselves more effective, because the teachers will be ready to accept and adopt the new innovations. I myself have attended quite a number of these seminars, workshops etc. My findings were that almost all the participants came especially for economic benefit from T.A., D.A. Another part came to present their papers for recognition. Only a very small percentage were present to try and benefit from these programs.

One of the reasons for the apathy towards these programs is lack of practical applicability of these programs. Not only are the workshops and totally theoretical, but they are not even able to provide a proper
practical demonstration. If the suggestions and innovations cannot be used in the practical actual situations, these programs are a waste of time, effort and money. Some of these programs are held because that particular Institution has to show the organisation and execution of such programs. If the teachers concerned are first contacted, their problems identified and discussed in relation to actualities and most important of all practice also be given these remedial measures will prove effective.

Another point that comes to mind is that the teachers should be asked to discuss their professional activities with a committee of people active in that institution, with the Principal or head as a member. In such discussions the individual problems of the teacher can be identified, analysed and the suitable corrective measures also investigated. This can help in many cases in allotting the proper subjects for teaching to the teacher with suitable abilities. These internal institutional organisations are neither complicated nor impossible. By adopting such measures we can be sure that efficiency can definitely be improved. This will also ensure that the teachers are having teaching responsibilities suited to their aptitudes as far as possible. A total overhauling is neither possible nor feasible. Our aim is to modify in the existing conditions. An example of the success of this type of remedial practices is the school circle (VIDYALAYA SANKOOL) proposed and adopted in the New Education Policy.
The scope of a research project is restricted due to considerations of time, money, feasibility etc. This work itself could have been done in various ways. The teachers with different Aptitude levels studied for Efficiency and experience. The Aptitude and experience of teachers studied in relation to different levels of Efficiency. The profiles of the teachers Efficiency etc. all could have been also studied.

Future work of course could be done in these aspects suggested. Different groups of teachers, other qualities of teachers - Socio-economic condition, academic achievement of teachers, family type, Age at beginning of service, family size, cultural familial, economic and social background etc. are all factors that can give valuable knowledge in relation to Efficiency. Besides these teachers of different levels of Education. Different denominations etc. can be studied with advantage. On the whole, it can be said that this work is only an introduction to the researches that are not only necessary but can be done in this area.