CHAPTER 6

RESEARCH FINDINGS

6.1 PROFESSIONAL CHARACTERISTICS OF EDUCATORS

A thorough literature search has identified nine professional characteristics that are specific to an educator. The characteristics were distinguished from various other characteristics based on the boundary criterion of resulting in positive student outcome. The measurement items were examined for representing these characteristics using confirmatory factor analysis. Therefore arrival of the nine significant professional characteristics of an educator namely, subject knowledge, teaching prowess, updating knowledge, collegiality, commitment, teacher student relationship, empowerment, self development and remuneration is now a comprehensive set that defines an educator’s dispositions.

6.2 PROFILING PROFESSIONAL CHARACTERISTICS OF EDUCATORS

Subject knowledge has been scoring the highest average (mean value of 4.54) and remuneration the lowest (mean value of 3.75), depicting that, educators are competent and certain in their subject knowledge content and give less importance to remuneration comparatively. The other characteristics that score higher, next to subject knowledge are self development and teaching prowess which depicts that educators are concerned with improving self and convinced with the pedagogy they
practice. The scores of teacher student relationship and empowerment are lower next to remuneration. This may be due to their concentration on the work related aspects than the student relationship and the actual autonomy that they are allowed to exercise which may be low or high for their respective positions, thereby summing to a relatively low mean score. However as all the scores are above 3.7 in a scale of 5, it is observed that the characteristics are generally perceived positively high.

There is statistically significant difference in the male and female perception of subject knowledge (p 0.024), empowerment (p<0.0001) and remuneration (p<0.0001). The mean is higher for the male respondents which show that men are more confident in knowledge content, feel more powered and are assertive to demand an apposite remuneration. The characteristics profile based on designation, age and teaching experience show that educators in higher designation status and with increased experience in the teaching field are observing the characteristics statistically significantly higher than the younger respondents. Except for remuneration (p 0.304) characteristic, all the other characteristics have shown statistically significant difference between the groups of educators based on designation. Except for remuneration (p 0.058) and updating knowledge (p 0.343) characteristics all the other characteristics have shown statistically significant difference between the groups of educators based on age. Except for updating knowledge (p 0.359) all the other characteristics have shown statistically significant difference between the groups of educators based on teaching experience. All the statistically significant differences scored higher for the veterans than the young educators.

It is also found that there is variation in the perception of the characteristics among educators from various disciplines of arts and science, engineering, management and medicine. There wasn’t much difference in the
perception of most of the characteristics based on industrial experience, family income and family size among the educator groups. However remuneration (p 0.024) was statistically significantly higher for those with intermediate level of industrial experience. Teacher student relationship was statistically significantly higher for those with additional income in family (p 0.001). Teacher student relationship was also statistically significantly higher for those whose family size is two members (p 0.010).

6.3 PROFILING TEACHER EFFICACY OF EDUCATORS

The overall teacher efficacy of the educators was found to be relatively high with mean value 4.04. Educators with more experience in teaching, older in age and higher in the designation status were found to have mean scores statistically significantly higher than those with less experience, age and designation level respectively. The educators more than 50 years of age are statistically significantly higher in teacher efficacy than those who are less than 30 years of age (p<0.0001) and between 30 –40 years (p 0.002). Educators at higher level of hierarchy (p<0.0001) and middle level of hierarchy (p<0.0001) are statistically significantly higher than the lower level of educators in observing their own teacher efficacy. It was statistically significantly different between the teaching disciplines. The order of the disciplines with the highest efficacy scores was arts and science, management, engineering and medicine segment. Educators with more than 20 years of experience have scored statistically significantly higher than those with 6 – 10 years of experience (p 0.039), 3-5 years (p<0.0001) and with less than 2 years of experience (p<0.0001).
6.4 INTER-RELATIONSHIP OF PROFESSIONAL CHARACTERISTICS AND TEACHER EFFICACY

On scanning the association between the nine professional characteristics, it was found that all the constructs had statistically significant correlation at 0.01 level of significance, except for the characteristic remuneration. This strengthens the crux of professional characteristics. Teacher efficacy was also found to correlate with all the characteristics with statistical significance. This is highly supportive of the fact that professional characteristics have a statistically significant impact on teacher efficacy.

6.5 IMPACT OF PROFESSIONAL CHARACTERISTICS ON TEACHER EFFICACY

The relationship between professional characteristics and teacher efficacy is further substantiated with the multiple regression results giving an $R^2$ value of 47.3%. This imparts that the seven predicted characteristics for explaining teacher efficacy namely, self development, teaching prowess, commitment, empowerment, remuneration, teacher student relationship and subject knowledge explain a statistically significant percent of variance in teacher efficacy. It was also demonstrated in all the disciplines where the $R^2$ values obtained were statistically significant. Strengthening the identified characteristics will definitely result in enriching teacher efficacy.

6.6 IDENTIFYING CHARACTERISTICS THAT DISTINGUISH EFFICACIOUS EDUCATORS

The impact of professional characteristics on teacher efficacy was also viewed with a perspective of identifying the items that signifies an efficacious educator. The items pertaining to the characteristics subject
knowledge, teaching prowess, collegiality, empowerment, self development and remuneration are found to discriminate the highly efficacious and less efficacious groups of educators. The hit ratio revealed that the discrimination function has classified 75.3 % of the original grouped cases correctly.

6.7 ESTIMATION OF A PATH MODEL

Partial Least squares which is a flexible and powerful technique for the examination of path models was used with professional characteristics and teacher efficacy as latent constructs measured by multiple indicators. The measurement model and the structural model obtained from the path analysis were analyzed and evaluated. Measurement model fit was ensured as the composite reliability was above 0.7 for all the constructs and the average variance extracted was more than 0.35. The structural model fit was ensured with the statistically significant values of $R^2$ (43.8 %) and t statistics, which is further substantiated with the correlation between the professional characteristics. The model was therefore determined fit in enhancing teacher efficacy.

6.8 CONCLUDING REMARKS

The research has identified a comprehensive set of professional characteristics of an educator based on their effect on positive student outcome and further studied its impact on teacher efficacy which is also a major factor that influences student outcome. It was found that all the nine characteristics were found to have statistically significant impact on teacher efficacy. This suggests that developing these characteristics will definitely help in improving the teacher efficacy of an educator.