CHAPTER 7

CONCLUSION

7.1 CONCLUSION

Profession may be looked at as one that encompasses not only dedication to a job but also necessitates scientific and systematic expedition and realization of goals in relevant disciplines. It also emphasizes a shrewd, planned yet fluent approach and manifestation. The following were the main extraction of this research work:

- Profiling the professional characteristics of an educator can be made by the nine characteristics identified through the research.
- A highly validated and reliable instrument was developed which can be used for profiling the characteristics of educators as well as measuring their teacher efficacy.
- Model relating professional characteristics and teacher efficacy was estimated and found fit which may be used in further relevant research.
- Educators do not differ in the perception of most of the professional characteristics based on gender.
- Perception of possessing the characteristics is superior for the educators in higher designation status, older age group
and with more teaching experience than those in the lower level.

- Arts and science educators are found to have leading scores of the professional characteristics and teacher efficacy than the other disciplines.

- The specific characteristics that demarcate a highly efficacious educator are subject knowledge, teaching prowess, collegiality, empowerment, self development and remuneration.

- All the nine characteristics were found to have a statistically significant impact on teacher efficacy.

### 7.2 IMPLICATIONS

There may be numerous characteristics typical to an educator. The research has found that the nine characteristics identified based on resulting in positive student outcome are the major key dimensions that measure professional characteristics of an educator. The identified professional characteristics of an educator comprises of subject knowledge, teaching prowess, updating knowledge, collegiality, commitment, teacher student relationship, empowerment, self development and remuneration.

The ‘Educators’ Professional Characteristics Scale’ was developed and tested through rigorous statistical methodology including purification, factorial validity, reliability, content validity, construct validity and criterion validity. All the constructs are shown to meet the requirements for reliability and validity and thus, can be used in future research. Such valid and reliable scales have been otherwise lacking in the literature of empirical professional
characteristics. This scale may be further utilized in measuring the characteristics of any segment of educators. The development of these measurements will greatly stimulate and facilitate the theory development in this field.

The difference in perceiving the professional characteristics based on their designation status, age group and teaching experience holds statistical significance. The experienced educators are found to perceive better characteristics and teacher efficacy. Steps may be taken to improve the professional characteristics through appropriate techniques and means that will enhance the characteristics and hence efficacy of younger educators as they enter their career.

The indicators pertaining to subject knowledge, teaching prowess, self development and remuneration were identified among those that distinguish the highly efficacious educators as well as among those that explain a significant level of variance of teacher efficacy. They were also found to have statistically significant correlation with teacher efficacy and demonstrate path validity through the PLS path model. This implies that these four characteristics have a statistically impeccable impact on teacher efficacy. On identifying the characteristics that have major impact on teacher efficacy, it is commendable to focus on these characteristics which will result in enhancing teacher efficacy and hence student improvement and motivation.

7.3 FUTURE SCOPE

Future scope of the research involves analyzing and deriving, techniques and means to improve the nine professional characteristics. It may include cause and effect of the characteristics, systems and methods to enhance the characteristics and measures to evaluate methods of
improvement. The research may also be extended by studying the impact of professional characteristics on other attributes of teacher behavior, competency, skills and relevant characteristics. The research may be extended to study the educators in other segments of education and various levels of education.