CHAPTER-VII

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION
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As described earlier, the present study poses certain problems which have been formulated in the form of hypothesis and the findings of the study are as follows

DISCUSSION OF FINDINGS

1. The study revealed that majority 67.50 percent of respondents was male teachers while 32.50 percent of the respondents were female teachers. Male dominance was not an isolated case in the Gulbarga city degree colleges as most organizations in Gulbarga city were dominated by male teachers. The male dominance phenomenon in all sphere of life might be explained in relation to the socio-cultural beliefs in Gulbarga city. For instance it was believed that women teacher were supposed to perform basically reproductive and domestic roles in the society. Until recently, these socio-cultural factors made it extremely difficult and challenging for many women to find themselves in formal sectors of employment including teaching because of their reproductive role. Age being an essential determinant of work force participation in most institutions, revealed that overwhelming majority 10.25 percent was within the ages of 21-30 years and 49.75 percent age of 31-40 years which was an active service in Gulbarga city colleges.

On the basis of this, agitations for better living and working conditions were not uncommon since majority of respondents were married and they recommended improvement of salary and allowances. Since majority of the respondents 81 percent were married and 17.5 percent were unmarried in the study area.
2. It is observed that in the study area A religion is an organized collection of beliefs, cultural systems, and world views that relate humanity to an order of existence. Many religions have narratives, symbols, and sacred histories that aim to explain the meaning of life and/or to explain the origin of life or the Universe. From their beliefs about the cosmos and human nature, people may derive morality, ethics, religious laws or a preferred lifestyle. The study showed that 65.5 percent were belong to Hindu, in the study area others have 9.25 percent and only 7 percent respondents have belong to Muslim religion. It explained that they had dependants whom they took care of and therefore would need improvement in their living and teaching conditions to meet their social and economic needs. Yearly income of respondents family there were 6.50 percent respondents have Rs. 4,00000 to Rs.6,00000 whereas 62 percent respondents have Rs.6,00001 to Rs.8,00000and 31.50 percent respondents have Rs.800001 and above in the study area and other key finding was that 81.25 percent of the respondents were P.G. and M.phil degree holders, P.G. and both M.phil and Ph.D 9 percent and 4.5 percent got NET and SET had in the study area colleges.

3. Another finding was that the respondents decided to go into the enjoy with teaching profession because they had interest in teaching. Among the professional teachers, 96.50 percent very much said they were enjoyed in teaching profession. According to respondents, their desire to give knowledge and value is always in teaching as a vocational goal. Fulfillment of teaching is provided with intrinsic rewards. When the issues of satisfaction in teaching and pay were compared, it clearly indicated that most respondents were in teaching because they had satisfaction in teaching as a profession. The study found that the best incentive to motivate teachers to be committed to their work was improvement on salaries and allowances which could motivate them to work hard. This finding In relation to the environment, the respondents were of the view that conducive environment and regular promotions
were best motivating factors. Also, the respondents considered award schemes, participation in decision making, respecting and recognizing their work, excellent pupils academic performance and teachers competence as best motivating factors. A key finding was that majority of the respondents 59 percent self motivated to become a teacher whereas 26.25 percent parents and 3.25 percent respondents were motivated by friends.

4. In course of the study, we came across teachers who attended students grievances/ complaints/ subject information, indeed, humbling to meet teachers who worked hard despite all odds. We came across situations where good teachers received students’ grievances/ complaints received and support that led to improvement in their teaching and overall results. The reverse was also true. There were villages that had a wonderful teacher in the past but could do little to motivate/support to students. As discussed in the opening paragraphs of this thesis teachers said they were 100 percent received students Grievance or complaint and solve the their problems and Teachers and administrators gave a lot importance to daily presence, compiling and sending the necessary data and maintaining discipline. They valued justice and fair play. They were ready to work with administrators they felt were just, and appreciated and rewarded hard work. But rapport with students, learning levels and actual classroom environment were not seen as being a part of motivation. These factors did not figure in any discussion with teachers or administrators! Teacher motivation is a complex issue in Gulbarga city, indeed across in Karnataka. There is virtually no incentive for teachers who go beyond the call of duty and empower their students to learn and move on in life. On the other hand, teachers who network with administrative the different teachers opinion that 92.75 percent teachers wanted to teaching profession whereas 7.25 percent respondents interested to join administration service in the study area.
5. Attitude of other colleagues and teachers towards them is not up to the mark. They are facing so many problems like that lack of authority and independency in doing teaching work load; inadequate facilities which is comparatively very less than other college teachers and even sometimes they are facing the problem of more work load in the Institutional environment. Therefore, it is clear that teachers work load at U.G course 13.15 respondents very much satisfied whereas 86.50 percent respondents said only satisfied with teaching work load. So, effective measures should be taken by the government immediately reducing the work load over the teachers for quality education.

6. It is observed that minor /major Projects that are considered by university to be strongly connected to development tend to score well on the articulation indicators – in other words, they reflect national priorities have more than one funding source and, in some cases, plan for financial sustainability, and may have a connection to an implementation agency. Most of these projects/centres also manage to keep a strong connection to the academic core of the university, whilst others are virtually disconnected from these core knowledge activities. UG scores the strongest on development projects that connect to the academic core and articulate with national priorities therefore it is observed that 1 percent respondents completed the major project whereas 2 percent on going and 2.50 percent respondents have completed Minor project and only 2 percent respondents project work on going in the study area.

7. To find out about college meetings of deliberative bodies, the agenda may also be known as the orders of the day. Optimally, the agenda is distributed to a meeting's participants prior to the meeting, so that they will be aware of the subjects to be discussed, and are able to prepare for the meeting probably the head of the institution take the meeting in this study are a purpose full enquiry has made 75.25 percent respondents said our head takes the meeting and 18.75 percent opinion that all body member takes decision in the meeting and It is interestingly found that
most of the respondents related to use library books and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services may be intended for use by teacher who choose not to—or cannot afford to—purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. Libraries often provide quiet areas for studying, and they also often offer common areas to facilitate group study and collaboration. Libraries often provide public facilities for access to their electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing very large amounts of information with a variety of digital tools. Most of the teachers interviewed indicated that they were said that we use library books.

8. Another findings of study showed that teachers leisure activities 27.25 percent respondents watching T.V., 6.50 percent respondents doing productive work, 19 percent respondents visiting relatives / friends and 26 percent respondents doing home work and lastly 21.25 percent respondents doing social work in the study area. Leisure has increased with increased longevity and, for many, with decreased hours spent for physical and economic survival, yet others argue that time pressure has increased for teacher, as they are committed to too many tasks. Other factors that account for an increased role of recreation are affluence. While one perception is that leisure is just "spare time", time not consumed by the necessities of living, another holds that leisure is a force that allows teachers to consider and reflect on the values and realities.
SUGGESTIONS:

In this section an attempt is being made to provide suggestions package in the light of the above findings of the present study to improve the quality education in Gulbarga city.

1. It is suggested that to teachers improve Knowledge of pedagogy, subject areas, trends in education and curriculum; and drive for self-improvement (for example, commitment to lifelong learning; curiosity and research orientation; seeking intellectual stimulation, professional development opportunities.

2. It is suggested that teacher professional development is of utmost importance in ensuring quality in the educational programs. This aspect has been a matter of serious concern among world education community over the last two decades or so. It is being given serious attention in India also. However total eradication of illiteracy, especially the rural illiteracy, is a stupendous task in India where 74 % population lives in the rural areas. While teacher professional development will go a long way, there is need to bring about a change in the mindset of the rural parents/elders. This is not easy to come about in a tradition bound Indian rural community. The Government of Karnataka create conducive environment for teaching and learning by constructing more classrooms to minimize congestion in the existing classrooms. Besides, they should construct decent staff common rooms and offices for teachers and Improve quality education delivery, it is recommended that measures such as supervision of teachers by circuit supervisors and effective evaluation of students by teachers, teachers to upgrade their skills and knowledge, timely promotion of good working relation among teachers and provision of more furniture for students should be put in place and sustained.

3. It is suggested that The Educationally Backward districts need more attention and resources, to bring them on par with the rest of the state.
Starting of new colleges should be limited to only these districts. It serves a great social purpose. Teachers carry responsibilities weighted with social purpose. Through a rigid and self-imposed adherence to the Code of Professional Conduct, which sets out their duties and responsibilities, teachers pass on their accumulated culture and assist each student under their care in achieving self-realization.

4. There is the need for improvement of academician salaries and allowances. In fact paying them living salaries is necessary to help motivate and attract quality teachers for quality education delivery and the Researcher strongly feel that you need a bunch of younger professors in there to have that mix of experience and youth in the system. The younger ones would be more in sync, more in line with the technological changes and the new age needs of the students in their years to come. The fact, however, is that most of the younger professors are either outcasts or are doing this job because they don’t have better things to do. Very few among the young are actually in teaching for the sake of teaching. The point is very simple; they are paid less in comparison with the rest. A graduating student earns more in an IT company than what a Lecturer or even an Assistant Professor earns in some colleges (despite the 6th Pay commission increase which covers only on the Government colleges). Once you start paying more, you get quality faculty in, you get people who actually want to teach and people who are worth the caliber of teaching.

5. There is cooperation achieved through a professional organization. Cooperation plays an important role in the development of the teaching profession because it represents a banding together to achieve commonly desired purposes. The teaching profession has won its well-deserved place in the social order through continuous cooperation in research, professional preparation and strict adherence to the Code of Professional Conduct, which obligates every teacher to treat each student within a
sacred trust. Teachers have control or influence over their own governance, socialization into teaching and research connected with their profession and Teacher respondents placed a high value on the opportunity to engage students in complex and creative problem solving through activities that relate to work and society. Teachers noted that in their best practices they often served as facilitators who navigated with students along paths of discovery and invention.

6. For effective plan and implement new ideas, provide feedback to each student, organize interesting learning activities, locate resources for professional development and Teachers who suffered from a chronic lack of resources, such as basic textbooks for each student; access to digital resources and technology hardware; and support personnel to help with non-teaching tasks or support for exceptional students. Teachers noted that they would be able to teach more effectively if they could focus on teaching and learning without the need to locate and negotiate for appropriate resources. Teachers demonstrated a powerful awareness of and enormous respect for the diversity of learners they found in their classrooms. They noted that their most satisfying teaching moments occurred when they were engaged in strength-based, student-driven projects and activities.

7. It is suggested that administrators who took an interest in classroom teaching and frequented classrooms to assist and observe. They appreciated administrators who encouraged them to take risks and try new ideas and those who advocated for the resources to help them innovate. Teachers indicated a strong desire to collaboratively plan and develop assessment instruments, engage in cross-discipline and cross-graded projects, and engage in ongoing professional learning with their peers.

8. In the study area the Researcher suggested that teachers should have greater academic ability tend to have students who perform better. The suggestion hold up regardless of which indicator researchers use to
represent teachers’ academic skills: grade point average, or selectivity of college attended. However, because of the different measures, it is difficult to generalize about the magnitude of the effect on student performance and There is growing consensus that effective professional development can improve teacher quality, but it is important to recognize that this consensus is not yet supported by rigorous research on what constitutes “effective.” While studies show individual cases where professional development programs lead to improved instructional practices, the research on professional development has not identified development programs that have widespread success.

**CONCLUSION:**

Teachers are expected to act as professionals who demonstrate the specialized knowledge, skills and judgment that are required to serve students’ educational needs. In turn, however, teachers expect that they will be treated as professionals by students, parents, employers and the public. As members of the teaching profession, teachers also have a responsibility to act at all times in a manner that is worthy of this public trust. In turn, teachers believe that this kind of professional conduct on their part is worthy of respect from others. Teachers gain these qualifications in several ways, such as through completion of an approved teacher education program. Many will also participate in professional development opportunities throughout their careers. Some teachers may also become accredited. One very rewarding professional development opportunity within the teaching profession is the role of mentor, or cooperating teacher, for the internship program. For teachers, this arguably represents the ultimate in terms of lifelong learning: an opportunity to give back to the profession while at the same time being rejuvenated by those who are about to embark on their professional journey. As well as having certain qualifications, teachers throughout their careers also look for ways to strengthen their teaching practice and professionalism.
The Nature of Teaching profession in its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students.

Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching. Teachers as Professionals are very essential for future of the students and growth of country educationally. The certificated teacher is the essential element in the delivery of instruction to students, regardless of the mode of instruction. A teacher has professional knowledge and skills gained through formal preparation and experience. Teachers provide personal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning. The processes of teaching include understanding and adhering to legal and legislated frameworks and policies; identifying and responding to student learning needs; providing effective and responsive instruction; assessing and communicating student learning; developing and maintaining a safe, respectful environment conducive to student learning; establishing and maintaining professional relationships; and engaging in reflective professional practice.

These processes must be free of discriminatory practices and should contribute to the holistic development of students who are actively engaged, responsible and contributing members of a democratic society. The educational interests of students are best served by teachers who practice under conditions that enable them to exercise professional judgment. Teachers have a right to
participate in all decisions that affect them or their work, and have a corresponding responsibility to provide informed leadership in matters related to their professional practice. Further it is to say that the central to the system are caring, highly competent professional teachers who are supported by a professional association that recognizes as its core responsibilities stewardship of the profession, services to its members and commitment to public education. The continued efforts of teachers to strive to improve their professional practice, supported by the collectivism will ensure that students will continue to receive quality teaching resulting in enriched educational experiences.

Academic Achievement assumes primary importance in the context of an education system aimed at progressive scholastic development of the college students and human resources development at the macro level. The scientific rearing and education of a teacher is monitored on the basis of his academic achievement. Academic achievement is the core of the wider term i.e. educational growth. The importance of academic achievement in one's life cannot be over emphasized. It acts as an emotional tonic. Sound academic records are the pillars on which the entire future personality stands. Academic achievement have always been the centre of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education. Life in general and for a teacher in particular has become highly competitive. Today there is no place for a mediocre teacher and At a time of lively appraisal of educational development, when many changes are being witnessed in organization, curricular and teachers teaching techniques, it is pertinent to seek systematic and up to date information on the significant correlates of achievement. It is appropriate, in this context, to consider at once the factors affecting academic achievement such as the teachers socio-economic background.

Educational institution is a good sample of society. It is a miniature form of society. researcher can find group of teacher(male and female),group
of non teaching staff. Various roles are played in educational institutions like Evaluation (peer evaluation, tutor evaluation, evaluation of teacher by learner etc). Teacher play role of Judge(evaluation),helper (help learner in achieving objective, detective, Idol. The environment of educational institution is a complex one and various issues like gender, Social background, language technology, ideology interplay in a complex social milieu at micro and macro level.

Economic status of teachers means a source of security providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. Wealth reflects intergenerational transitions as well as accumulation of income and savings. Income, age, marital status, family size, religion, occupation, and education are all predictors for economic attainment. The wealth gap, like income inequality, is very large in the Gulbarga city. There exists a racial wealth gap due in part to income disparities and differences in achievement resulting from institutional discrimination in the housing market lead to the racial wealth gap. Shapiro claims that savings increase with increasing income, but Gulbarga city cannot participate in this, because they make significantly less than others states in India. Additionally, rates of inheritance dramatically differ. The amount a person inherits, either during a lifetime or after death, can create different starting points between two different individuals or families. These different starting points also factor into housing, education, and employment discrimination. A third reason Shapiro offers for the racial wealth gap are the various discriminations African Americans must face, like redlining and higher interest rates in the housing market. These types of discrimination feed into the other reasons why Gulbarga city end up having different starting points and therefore fewer assets.

‘Teaching is a profession’ is not as important an issue as important is this that ‘Teachers are professionals’. Maximum problems related to teaching-learning can be handled safely without giving too much financial inputs, if
teachers possess healthy professional attitude. In India, teaching is the third largest workforce; thus a large number of people enter in this profession. Lack of professional attitude among this group has made it difficult to ensure uniform standards. The increasing demand for professional service with quality has put the onus on the teaching profession to be responsible and more accountable to the needs and conditions of service. Due to lack of professional attitude among teachers, continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self renewal and sustenance.

Teachers have to carefully understand the new prominent characteristics of professional modern age viz. scientific temper, objectivity, achievement motivation, merit excellence and faith in change. The teacher who will have a healthy professional attitude will not act in a manner that will bring bad name to herself/himself or her/his profession. S/he is proud of the fact that s/he belongs to this profession. S/he will always conduct herself/himself in a dignified manner. The professionals will not wait for or allow regulation of their professional work by others. They will regulate their conduct themselves. Remuneration is not considered as important as to overshadow the sense of satisfaction which a good professional gets when s/he has done the work as it ought to have been done. These are some of the dimensions which reflect professional attitude in teachers. When researcher ask someone about her / his attitude towards something, say her / his job, we are primarily interested in finding out how s/he feels about her / his job and, in particular, whether s/he likes or dislikes her/his job. Attitudes have been defined in a number of ways. The simplest meaning is that, it is a feeling for or against something it is a mental set of response. By a psychological object, he means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative affect. A particular job.