CHAPTER–V

SUMMARY, FINDINGS

AND SUGGESTIONS
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5.0 INTRODUCTION

The modern concept of education is said to be ‘three dimensional’. It is maintained that all education takes place in the society and social setting. The whole environment of the individual becomes the source of education. The teacher consciously designs and plans educational experiences in the light of social environment. Education has to cater to the individual as well as the social needs. The pivotal role of a teacher in nation building is universally recognized. Teachers pave the way for an enlightened society, so competent teachers do it effectively. The school having excellent material resources and the appropriately adopted curriculum prove their worth only if the teachers are effective. Teacher Effectiveness of a teacher is directly related to his physical, psychological, social and emotional well being and proportional to the motivation he receives in the society, institution and family. Teacher effectiveness of a teacher is related to his or her socio-emotional facet of motivation, if the teachers receive favourable motivation in the working conditions and from the authorities, no doubt it helps to the improvement of teacher effectiveness. Teacher effectiveness help the teacher work in a better way and it enhances student learning in the classroom which help for the development of society and the nation.

5.1 BACKGROUND OF THE PRESENT STUDY

There is wide criticism that many of the teachers are not getting proper motivation in their profession and most of them fail to transact the required content and skills due to the ineffective nature of their classes.

The present study is intended to identify the teacher motivation and teacher effectiveness of secondary school teachers, and to ascertain whether there is any relationship between the teacher motivation and teacher effectiveness. The present study also intended to find out the difference between men and women teachers, teachers with varying length of experience, teachers from rural and urban schools, teachers with different age group,
teachers from self financed and grant in aid schools, teachers from arts and science group, Shikshan Sahayak and full scale teachers etc. on teacher motivation and teacher effectiveness. The present study is confined to the above aspects only.

5.2 TITLE OF THE STUDY

Teaching is a complex activity which requires many skills. Though the teachers of today work hard, the result is not satisfactory and the standard of education in our country is not up to the mark. There is wide criticism among the people who are in the field of education that the teachers working in the school system are not efficient. There are many factors which directly or indirectly affect the efficiency of teachers. One of the main factors behind their inefficiency is lack of motivation. If the teachers of today get proper motivation, if they could satisfy their social and economic needs in a satisfactory manner they will perform their duty well and that will result to the professional development of teachers. It also empowers the scholastic achievement of students. The problem of the study has been stated as under,

“A STUDY OF SECONDARY SCHOOL TEACHERS OF GUJARAT STATE WITH RESPECT TO THEIR MOTIVATION AND EFFECTIVENESS IN TEACHING”

5.3 OBJECTIVES OF THE STUDY

To realize the need of motivation and to understand the effect of motivation on the efficiency of teachers, the investigator planned to conduct the present study based on the following objectives.

Objectives of the study are-

1. To find out the correlation between motivation and teaching effectiveness of school teachers with respect to gender, age, area of school, status of teachers stream, experience and type of school.

2. To compare the means scores of motivation of school teachers with respect to gender, age, area of school, status of teachers, stream, experience and type of school.

3. To compare the means scores of teaching effectiveness of school teachers with respect to gender, age, area of school, status of teacher, stream, experience and type of school.
5.4 HYPOTHESES

In order to achieve the above objectives of the study, the following hypotheses are formulated for testing. Hypotheses can be formulated in many forms. There are many researches stating the relationship between one variable with another. The researcher, based on the related literature reviewed, planned to state the hypotheses in the following way.

- There is no significant correlation between motivation and teaching effectiveness of teachers.
- There is no significant correlation between motivation and teaching effectiveness of male teachers.
- There is no significant correlation between motivation and teaching effectiveness of female teachers.
- There is no significant difference between the correlation of motivation and teaching effectiveness of male and female teachers.
- There is no significant correlation between motivation and teaching effectiveness of teachers till the age of 40 years.
- There is no significant correlation between motivation and teaching effectiveness of teachers above the age of 40 years.
- There is no significant difference between correlation of motivation and teaching effectiveness in teachers till 40 years and above 40 years age teachers.
- There is no significant correlation between motivation and teaching effectiveness of rural teachers.
- There is no significant correlation between motivation and teaching effectiveness of urban teachers.
- There is no significant difference between the correlation of teaching motivation and teaching effectiveness of rural and urban teachers.
- There is no significant correlation between motivation and teaching effectiveness of Shikshan Sahayak teachers.
- There is no significant correlation between motivation and teaching effectiveness of permanent teachers.
➢ There is no significant difference between the correlation of motivation and teaching effectiveness of Shikshan Sahayak Teachers and Permanent Teachers.

➢ There is no significant correlation between motivation and teaching effectiveness of arts teachers.

➢ There is no significant correlation between motivation and teaching effectiveness of science teachers.

➢ There is no significant difference between the correlation of motivation and teaching effectiveness of Arts and Science teachers.

➢ There is no significant correlation between motivation and teaching effectiveness of teachers till the experience of 20 years.

➢ There is no significant correlation between motivation and teaching effectiveness of teachers above the experience of 20 years.

➢ There is no significant difference between the correlation of motivation and teaching effectiveness of teachers below experience of 20 years and above experience of 20 years.

➢ There is no significant correlation between motivation and teaching effectiveness of grant in aid teachers.

➢ There is no significant correlation between motivation and teaching effectiveness of self finance teachers.

➢ There is no significant difference in type of school on relationship between motivation score and teaching effectiveness of teachers.

➢ There is no significant difference in mean scores of motivation of male and female teachers.

➢ There is no significant difference in mean scores of motivation of till 40 and above 40 years of age teachers.

➢ There is no significant difference in mean scores of motivation of urban and rural area school teachers.

➢ There is no significant difference in mean scores of motivation of shikshan Shayak and Permanent teachers.

➢ There is no significant difference in mean scores of motivation of arts and science stream school teachers.
- There is no significant difference in mean scores of motivation of till 20 and above 20 years experience teachers.
- There is no significant difference in mean scores of motivation of grant in aid and self finance school teachers.
- There is no significant difference in mean scores of teaching effectiveness of male and female teachers.
- There is no significant difference in mean scores of teaching effectiveness of till 40 and above 40 years of age teachers.
- There is no significant difference in mean scores of teaching effectiveness of urban and rural area school teachers.
- There is no significant difference in mean scores of teaching effectiveness of Shikshan Sahayak and Permanent teachers.
- There is no significant difference in mean scores of teaching effectiveness of arts and science stream school teachers.
- There is no significant difference in mean scores of teaching effectiveness of till 20 and above 20 years experience teachers.
- There is no significant difference in mean scores of teaching effectiveness of grant in aid and self finance school teachers.

5.5 METHODOLOGY OF THE STUDY

The present study is a survey type of study. The present study analysed the teacher motivation and teacher effectiveness of secondary school teachers. It studied the relationship between the teacher motivation and teacher effectiveness. The present study also tried to find out the difference between men and women teachers, teachers with varying length of experience, teachers from rural and urban schools, teachers with different age group, teachers from self financed and grant in aid schools, teachers from arts and science group, Shikshan Sahayak and full scale teachers etc. on teacher motivation and teacher effectiveness.
5.5.1. Research Design

The present research is a survey type of the study. The purpose of the survey type of study is to reveal the present scenario of circumstances which furnish the evidence for future planning and decision making to bring betterment in its present state with future perspective. Survey study of research is a serious endeavor which brings implications about the present situation. Present study undertakes the study of Secondary School Teachers of Gujarat State with respect to their Motivation and Effectiveness in Teaching with reference to the different components of motivation and teacher effectiveness. All types of institutes imparting secondary education in face to face mode are taken for the present study. It covers the following categories of teachers from the secondary schools.

- Men and Women teachers
- Arts and Science Teachers
- Rural and Urban teachers
- Teachers with various years of experience
- Teachers till the age of 40 and above 40 Years.
- Teachers from Self Finance and Granted Schools and
- Shikshan Sahayak and permanent teachers.

5.6 POPULATION AND SAMPLE OF THE STUDY

When any need is felt to get some evidences for certain purpose, the concept of research spurs. Evidences are needed to through some focus on the problem for future perspective in the direction to explore the problem. Group may involve individuals, objects, region, attributes, quality, variable etc. That group for which inferences of the collected data can be generalized, is called as the population. Here the population encompasses all the teachers working in the secondary schools of Gujarat State. It includes teachers from self financed secondary schools and Granted Secondary schools. There are around 1450 Secondary schools comes under the proposed region of population of the present study. Which reveals that the teachers come under the self financed secondary schools and
Granted secondary schools are the population on which the research study has been taken up. The necessary data has been collected from the sample of the present study.

5.6.1. Sample of the Study

Sample is that part of the population which is used to collect data for the study and the inferences drawn from that collected data of the sample are generalized for the population. Which sampling method is to be used, depends upon the nature of the data, population for which results are to be generalized. One of the main aspects of sample is that it should be representative of the population and it should be adequate in number. Otherwise generalizations drawn for the population can be misleading. Here looking at the objectives of the present study, population and nature of the data to be collected, the investigator has adopted purposive sampling method. The investigator has taken 1247 teachers from various self financed secondary schools and granted secondary schools in Gujarat state as the sample for the present study.

5.7 RESEARCH TOOLS EMPLOYED

Different tools are suitable for collecting various kinds of information for various purpose. In selecting the tools, it is to be ensured that the tool should be adequate for the purpose of the study. According to Sukhiya (1976), “The Selection or construction of suitable instrument or tool is vital importance for successful research.”

In the present study, teacher motivation scale developed and standardized by the investigator and teacher effectiveness scale developed and standardized by Dr. Umme Kulsum were used to find out motivation and effectiveness of secondary school teachers.

The scales have been constructed to measure the teacher motivation and teacher effectiveness of secondary school teachers.

5.8 STATISTICAL TECHNIQUES USED

The following statistical techniques were employed to analyze the data.

1. Mean, median, mode, standard deviation, skew-ness and kurtosis for all distributions.
2. Pearson’s product moment correlation was calculated for even-odd items of teacher motivation scale and its reliability indices were computed by using Spearman Brown Prophecy formula.

3. Correlation was computed to find out the relationship between teacher motivation and teacher effectiveness and to find out the relationship concerning to different subsamples.

4. t-test was computed to find out the significance of difference between major variables and various sub samples.

5.9 MAJOR FINDINGS OF THE STUDY

The major findings of the present study are the following

1. Significant positive relationship was found between motivation and teaching effectiveness of the teachers irrespective of their gender. Relationship between motivation and teaching effectiveness was higher in male teachers than female.

2. Significant positive relationship was found between motivation and teaching effectiveness of the teachers till 40 years of age not in above 40 years of age teacher. Relationship between motivation and teaching effectiveness was found higher in till 40 years of age teachers but not in above 40 years of age.

3. Significant positive relationship was found between motivation and teaching effectiveness of rural teachers but not in urban teachers. Relationship between motivation and teaching effectiveness was found higher in rural teachers but not in urban teachers.

4. Significant positive relationship was found between motivation and teaching effectiveness of Shikshan Sahayak teachers but not in permanent teachers. Relationship between motivation and teaching effectiveness was found higher in Shikshan Sahayak teachers but not in permanent teachers.

5. Significant positive relationship was found between motivation and teaching effectiveness of arts teachers but not in science teachers. Relationship between motivation and teaching effectiveness was found higher in arts teachers but not in science teachers.
6. Significant positive relationship was found between motivation and teaching effectiveness of till 20 years experience teachers but not in above 20 years experience teachers. Relationship between motivation and teaching effectiveness was found higher in till 20 years experience teachers but not in above 20 years experience teachers.

7. No Significant relationship was found between motivation and teaching effectiveness of grant in aid and self finance school teachers. Relationship between motivation and teaching effectiveness was found higher in self finance school teachers but not in grant in aid school teachers.

8. It was found that there was no significant difference in motivation and teaching effectiveness of teachers irrespective of their gender, age, type of school, status, stream, experience and status of school.

9. It was found that there was significant difference in teaching effectiveness based on gender, age, locality, status of teachers, and subject. It was found that female teachers, urban teachers, permanent teachers, and science teachers have high teaching effectiveness. It was found that there was no significant difference between teachers till 20 years and above 20 years of experience and grant in aid and self finance teachers in teacher effectiveness.

5.10 EDUCATIONAL IMPLICATIONS OF THE STUDY

In most of the cases it was found that there was positive correlation between motivation and teaching effectiveness. Hence, in order to enhance teaching effectiveness of teachers for better services, following possible steps are suggested to improve motivation of teachers.

- Institutional Environment is to be improved.
  
  All the environmental factors related to teacher motivation in the school should be kept in continual check up and based on that the facilities required for a better motivation among teachers should be created.

- Teachers are to be governed by proper rules and regulations.
  
  Implementation of the proper rules and regulations of the secondary school teaching should be done in an appropriate manner. That will help them to be more punctual and sincere, and at same time they develop a favourable motivation among them.
Training, Orientation etc are to be introduced for enhancing level of motivation.

The present training programmes and orientation programmes should be developed and delivered according to the need of the secondary school teachers. Introduction of such programmes should help for the enhancement of teachers motivation.

Motivation level of teachers should be assessed from time to time.

The periodical assessment with the help of teachers’ motivation scales/inventories are to be undertaken based on which necessary arrangements can be made from time to time.

Motivation graph is to be prepared to show the progress in motivation level of individual teachers.

Individual teachers should be made aware of the progress in motivation level, which may help them improve further. Because teachers can improve their motivation if they are aware of the level of teacher motivation and when they realize that their motivation is under observation.

Discuss with the teachers, that what sought of services they want to get for improving their services more effectively and provide the environment and essential resources as per their requirements.

To create an opportunity to prove their motivation in front of experts.

Experiences of well known personalities and experts can be shared through various sections.

The realisation one’s own abilities, understanding the strengths and weaknesses etc will help the teachers get motivated towards the teaching profession. Analysis based on SWOT can be given to them for making their own decisions to improve their abilities and teacher motivation.

Experts should observe the lessons of these teachers and based on their feedback institution should take essential steps to raise the level of their teaching effectiveness. Feedback is to be given in such a positive way that teachers take it in constructive sense and can increase their teaching effectiveness at personal level too.

5.11 SUGGESTIONS FOR THE FURTHER RESEARCH

School and society should develop the facilities to help the teachers to develop themselves with optimum motivation and Teacher Effectiveness. The institutional, social and psychological aspects of motivation should be considered while planning programmes for
teachers. As the men teachers possess low Teacher Effectiveness, they should be given some special consideration to improve their effectiveness in teaching. As the arts teachers receive less motivation, the factors should be analyses and proper training should be given to improve their motivation. Rural teachers should be provided with special training to improve Teacher Effectiveness. Teachers below the age of forty should be equipped with new technologies and innovations in education to help them improve their Teacher Effectiveness. The teachers above forty should be motivated by appreciating their work, incentives for better job responsibilities, considerations for participation in various activities and they should be given proper skill development programme towards a positive life style. Self financing and full scale teachers must be put into some in-service training programmes or refresher courses, which help them improve their Teacher Effectiveness. The investigator suggests the following kind of researches which could be conducted to follow up the work done by the present research.

1. The present study enabled the investigator to identify the following problem areas which need further clarification and systematic study. Hence the investigator suggests the following for further research in light of the present findings of the study.

2. A study on the motivational factors of teachers in a state wide sample could be done.

3. A study can be taken up to find out the difference if any between high school and higher secondary school teachers with regard to the motivation and Teacher Effectiveness.

4. A study can be conducted to realize whether there is any difference between secondary teachers and primary school teachers with regard to motivation and Teacher Effectiveness.

5. A study to find out the level of motivation of teachers from various sections of the society could be done.

6. A study on Teacher Effectiveness with regard to various psycho-social variables could be done.

7. A study to find out the difference in the level of motivation related with various dimensions could be done.

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