CHAPTER – V

SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION

This chapter contains a brief summary of the study followed by major findings, educational implications and suggestions for further research in the field of teacher education.

In the previous chapter, the collected data was analysed on the basis of objectives and hypotheses. The analysis helps to compare the result with other similar studies related to the field of secondary school teacher.

Education is the basic stone which helps a society to achieve progress and development. The development of a nation is based upon its educational development. In a democratic state, education performs the two fold functions of contributing individual fulfillment and the enrichment of social life. Education helps a nation to attain unity, integrity, democracy, equality of opportunity and overcome its diversity.

Teacher Effectiveness

Teacher effectiveness is defined differently but its aspects are same. Teacher effectiveness is the effect of a teacher’s teaching, classroom behavior, abilities of the teacher, skill of teaching, professional growth of colleagues and learning outcome of students. However, the research studies conducted in the area of teacher effectiveness focused on all or some aspects such as teacher competence, teacher performance and teacher efficiency.
**Job Satisfaction**

“Effective teaching is a par excellence attribute of quality education” (Broker, 2013). It also continued that “an effective teacher not only imparts the entire educational curricula allotted to her in the best and most efficient manner but also ensure the optimum development of the students.” The researcher gives stress to the efficiency in optimum in teaching for the development of the students.

**School Organizational Climate**

Generally school refers students, teachers, building and place for teaching and learning. The school is a combination of many other characteristics. According to Sarma (2004) “school is the nucleus of learning and epicenter for development of any society or nation”. School is a small social structure and this structure shows the social difference and diversity of abilities of pupils coming from different socio-cultural communities. At the same time it also promulgates the unity features of nationality, integration, uniqueness and cultural equality.

5.2 **NEED AND SIGNIFICANCE OF THE STUDY**

Teaching is a profession and where teachers perform the pivotal role. The society demands faithful result from students and teachers gave food and light to the children. Only an effective teacher can do his work perfectly to change the behavior of the child.

Many studies were conducted in relation to teacher effectiveness. All studies were give importance to teaching skills, personal qualities of the teacher, planning of the subject matter, knowledge of the teacher and their interaction with the students. At the same time school organizational climate, teachers involvement in professional development activities, job satisfaction of the teacher are also enrich and influence teacher effectiveness.
Teacher evaluation is done by teacher educators, parents, teachers themselves, students, authorities, public legislatures and researchers. These groups have different objectives to teacher evaluation. In Kerala the responsibility of teacher evaluation is given to the Deputy Director of Education, District Education Officer, Assistant Education Officer, Headmaster and Principal of concerned schools. But their evaluation procedure is incomplete and irregular because of the lack of time and administrative problems. If the teachers are evaluated, the result may help teachers and education department to plan proper and remedial measures for teaching. This led the investigator to the present problem.

As a teacher, the investigator noticed that many secondary school teachers struggled with over-work pattern, poor working condition in the school and stress from the authorities. Gradually they became passive in their work and no place in the heart of the students. Another reason is that many teachers are unable to keep good relationship with colleagues, Parent Teacher Association and School Support Group (SSG) and they do not know what actually happens in the school community. It is essential to know the problems of these teachers and take remedial measures to co-operate them with school activities.

On reviewing research studies on teacher effectiveness, the investigator found that a number of organismic and environmental factors are contributing to teacher effectiveness. Personal factors related to the teacher, teachers’ family background, school organizational climate, job satisfaction, in-service training, and motivation from parents and authorities are influencing teacher effectiveness.

The Government of India introduced programmes like: Operation Black Board, Minimum Level of Learning (MLL), District Primary Education
Programme (DPEP), Sarva Siksha Abhiyan (SSA), Rashtriya Madhyamik Siksha Abhiyan (RMSA), all aims to ensure the qualitative development of our schools. Thus the researcher selected the problem for the present research study focusing on teacher and school related factors and its relationship with teacher effectiveness of secondary level.

5.3 TITLE OF THE STUDY

The present study is titled as “A study of the Relationship between Individual and School Related Factors and Teacher Effectiveness at Secondary Level”.

5.4 OPERATIONAL DEFINITION

5.4.1 Individual Factors

In the present study individual factors are teacher related factors. They are: (i) reasons for choosing teaching as a career, (ii) teachers job satisfaction.

5.4.2 School Related Factor

In the present study the term school related factor stands for school organizational climate.

5.4.3 Teacher Effectiveness

In this study teacher effectiveness refers to the needed competencies in the roles and functions as a teacher. Thus, the researcher primarily focuses on the performance of a teacher as assessed by the individual teacher and his/her students.
5.4.4 Secondary School

Secondary school is any school having grades at VIII, IX and X in a formal school system of Kerala state with students in the age group usually ranges from 13-16 years.

5.5 OBJECTIVES OF THE STUDY

The following are the objectives of the study.

i. To study the level of teacher effectiveness at secondary level on the basis of:
   a. assessment by the individual teacher
   b. perception of his/her students

ii. To find out the level of job satisfaction of selected secondary school teachers.

iii. To study the organisational climate of selected secondary schools.

iv. To find out the relationship between
   a. Student perception and teacher effectiveness
   b. Job satisfaction of teachers and teacher effectiveness
   c. Organisational climate and teacher effectiveness

v. To predict teacher effectiveness at secondary level on the basis of factors contributing to teacher effectiveness at secondary level.

5.6 RESEARCH QUESTIONS

1. What is the level of teacher effectiveness among selected secondary school teachers?

2. How do the students perceive their teachers’ effectiveness?

3. What is the level of job satisfaction of selected teachers at secondary level?

4. What is the organisational climate existing in the selected secondary schools?
5. Is there any relationship between students’ perception and teacher effectiveness?

6. Is there any relationship between job satisfaction of teachers and teacher effectiveness?

7. Is there any relationship between organisational climate and teacher effectiveness?

8. What is the contribution of selected individual factors and school related factors on prediction of teacher effectiveness?

5.7 HYPOTHESES OF THE STUDY

The following null hypotheses have been formulated for the study.

i. There is no significant relationship between the individual teacher’s self-assessment of teacher effectiveness and the perception of students about the teacher.

ii. There is no significant relationship between

   a) The reasons for choosing teaching as a career and teacher effectiveness.

   b) The job satisfaction of teachers and teacher effectiveness.

   c) The school organizational climate and teacher effectiveness.

5.8 METHODOLOGY

5.8.1 Population

The population for the present study is the secondary school teachers and secondary school students of 14 districts of Kerala state. These schools are managed by the Director of Public Instruction (DPI), Kerala and follows the same curriculum.
5.8.2 Sample

For sampling, multi-stage random procedures were adopted for the present study. First stage, the investigator classified the state into three zones as North zone, Middle zone and South zone. From each zone, two districts were selected following simple random procedures. During second stage, from each district 10 secondary schools were selected randomly following simple random procedure. At third stage, from each school, 4 teachers teaching language, science, mathematics and social science were again randomly selected. For each selected teacher, 5 students were selected by using simple random procedures. Thus, the total sample consists of 183 teachers and 845 secondary school students.

5.8.3 Tools for the Study

The selection of appropriate tool is essential for a research work. Only an accurate valid and reliable tool can supply correct data for a valid study. Keeping in mind the above aspects, the investigator used the following tools for the present study.

✓ Teacher Effectiveness Scale (Constructed by the investigator)
✓ School Organizational Climate Description Questionnaire (SOCDQ) developed by Motilal Sharma
✓ Teacher’s Job Satisfaction Scale (TJSS) developed by Muhar and Bhatia
✓ Student’s Rating of Teaching Effectiveness Scale (SROTES) by Deshpande
✓ Profile of Teachers
5.8.4 Data Collection Procedure

In the present study the researcher collected the data from 183 secondary school teachers working in 6 districts of a Kerala and 845 secondary school students studying in classes VIII, IX and X. The investigator made all the tools for the teachers, in the form of a booklet. In the first page of the booklet, the purpose of data collection and importance of data were explained. The investigator also ensured the teachers that the data will be kept confidentially and use only for research purposes. Besides this, special instructions were also given to the teachers for responding to the scale and enough time was given for rating the scale.

- The investigator approached to the Deputy Director of Education (DDE) of the six districts of Kerala to get permission to administer the tool.
- By the help of the address of the secondary school, the investigator selected schools as per the sample identified. The investigator personally approached the Headmasters of all the schools for collection of the data.

5.9 STATISTICAL TECHNIQUES USED

Descriptive and inferential statistics were used for analyzing the data, such as Mean, SD, ‘t’ test/CR ratio, Product Moment Correlation and Multiple Regression Analysis.
5.10 MAJOR FINDINGS OF THE STUDY

The major findings of the study are presented in the order of the objectives stated for the study.

**Nature of Teacher Effectiveness, Job satisfaction, School Organizational Climate and Students Perception on Teacher Effectiveness**

- The selected secondary school teachers rated themselves on teacher effectiveness as ‘High’ for the whole sample.
- For the sub sample formed based on the zone, district, gender and locale also reveals ‘High’ teacher effectiveness.
- The selected secondary school teachers possess ‘High’ job satisfaction for the whole sample.
- For the sub sample formed based on the zone, district, gender and locale also reveals a ‘High’ job satisfaction.
- The selected secondary school teachers rated their school organizational climate as ‘Effective’ for the whole sample.
- For the sub sample formed based on the zone, district, gender and locale also reveals a ‘Effective’ school organizational climate.
- The selected secondary school students perceived their teachers as ‘Highly effective’ for the whole sample.
- More than half of the selected teachers entered into the teaching profession by ‘chance’.
Significance of Difference in Teacher Effectiveness, Job satisfaction, School Organizational Climate Based on Sub-groups

- There is a significant difference in the mean scores of teacher effectiveness between male and female teachers. Male teachers rated themselves more on teacher effectiveness than their counter part female teachers.

- There is no significant difference in the mean scores of teacher effectiveness between rural and urban teachers.

- There is a significant difference in the mean scores of teacher effectiveness between teachers who had chosen teaching as a career by choice and chance. Teachers who had chosen teaching as a career by choice possess higher teacher effectiveness than their counter part teachers.

- There is a significant difference in the mean scores of Job satisfaction between male and female teachers. Male teachers possess higher job satisfaction than their counter part female teachers.

- There is no significant difference in the mean scores of Job satisfaction between rural and urban teachers.

- There is a significant difference in the mean scores of Job satisfaction between teachers who had chosen teaching as a career by choice and chance. Teachers who had chosen teaching as a career by choice possess higher job satisfaction than their counter part teachers.

- There is no significant difference in the mean scores of school organizational climate between rural and urban teachers and male and female teachers.
Correlates of Teacher Effectiveness

- There exists a ‘very high’ positive correlation between teacher effectiveness and job satisfaction of teachers for the whole sample.
- There exists a ‘very high’ positive correlation between teacher effectiveness and job satisfaction of teachers from rural, male and female category and where as for the urban teachers it is ‘high’ positive correlation only.
- There exists a ‘very high’ positive correlation between teacher effectiveness and school climate for the whole sample.
- There exists a ‘very high’ positive correlation between teacher effectiveness and school climate for teachers from rural, male and female category and where as for the urban teachers it is ‘high’ positive correlation only.
- There exists a ‘very low’ positive correlation between teacher effectiveness and students’ perception for the whole sample.
- There exists a ‘very low’ positive correlation between teacher effectiveness and students’ perception of teachers from rural, female category and where as for the urban teachers it is ‘negligible’ and for male teachers it is a ‘low’ positive correlation only.

Determinants of Teacher Effectiveness

- A set of predictor variable namely job satisfaction and school organizational climate contributes to the teacher effectiveness at the rate of 44.99% and 46.92%.
- The obtained constant value is = 7.895, R square value is = 0.938 and F value is =898.94. The F value is significant at 0.01 level. This shows that the joint contribution of job satisfaction and school climate is highly significant
and as the Coefficient of determination (R Square) is =0.938, which suggests that about 93.80 percentage of variance in the criterion variable (teacher effectiveness) may be accounted by the two predictor variables namely job satisfaction and school climate.

- The multiple regression equation is: \[ \text{TE} = (0.467) \text{JS} + (0.497) \text{SC} + 7.895 \] (TE= Teacher Effectiveness, JS = Job Satisfaction, SC = School Climate). This equation helps to predict the teacher effectiveness on the basis of Job satisfaction and school climate scores.

### 5.11 EDUCATIONAL IMPLICATIONS OF THE STUDY

- There is a need to overhaul the admission procedures to the teacher education programme and recruitment procedures to the selection of teachers as more than half of the sampled teachers reported that they are entered into the profession by chance.

- With respect to the teacher effectiveness, the findings of the study reveal that students have rated their teachers as ‘high’. This is a good sign and thus the teachers should maintain this trend.

- With respect to the teacher effectiveness, teachers’ own self assessment also shown as ‘high’. This shows the competency, commitment and performance of teachers. Thus, government may keep up the teaching community as possible as satisfied with the profession by providing motivation and conducive work environment.

- There is a need to focus on job satisfaction of teachers by the authorities. Measures may be under taken to keep the teacher as ‘alive’ in the profession.
• The school climate needs to be kept conducive for discharging the roles and functions of the teacher.

• The head of the institution may encourage and motivate the teacher through various measures to function effectively in the profession.

• Teacher recruitment may focus on those teacher candidates who have a genuine interest in the profession.

• Continuous professional development programmes may be organised for the teachers at regular intervals to maintain the teacher effectiveness.

• Students’ perception/evaluation of their teachers may be considered as a valuable measure of teacher effectiveness by the authorities.

• The system may have faith on their teachers and teachers may be given professional autonomy.

• There is a need to recognise the individual contributions in the performance of the students. Efforts may be under taken by the authorities to keep the motivational level of the teacher as high.

• Teachers grievances may be addressed at the earliest and proper guidance may be provided to the needy.

5.12 SUGGESTIONS FOR FURTHER RESEARCH

• The study may be extended to primary school teachers and higher secondary school teachers of the state of Kerala.

• A comparative study could be conducted on effectiveness of higher education teacher of Kerala state.

• The study may be extended to primary school teachers and secondary school teachers of other state.
• The effective tools could be developed to measure the teacher competency, teacher evaluation by students, job satisfaction action of teachers and school organizational climate.

• A study may be undertaken to evaluate the effectiveness of the heads of the institutions.

• A study may be conducted to know the impact of in-service training programmes for secondary school teachers.

• A study on teacher personality and classroom behavior can be undertaken.

• The study can be replicated on a large sample covering all the districts of Kerala state.

• The study may be extended to special school teachers of Kerala state.

• A study of teacher effectiveness and its relation to social factors may be conducted among secondary school teachers.

5.13 LIMITATIONS OF THE STUDY

The following are the limitations of the study.

1. The study has been limited to only to the secondary school teachers and students of Kerala.

2. Only certain individual and school related factors were studied.