CONCLUSION

- The Study in Retrospect
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CHAPTER VI

Conclusion

The conclusions arrived at from this study are presented in this chapter with a summary of the work done. The contributions of this study to the educational field and suggestions emerging out of the conclusions for further research are also included.

6.1 The Study in Retrospect

Although reports on the incidence as well as the criteria of nonutilisation vary, the literature reports that the causes are many and alarming and poses a special problem to all interested in education. This study is an attempt to identify the factors causing nonutilisation of teacher competency in secondary schools of Kerala. The major elements of the study are presented below.

6.2 Significance of the Study

Many educationists, however, consider that quantitative expansion of education has been achieved, at the cost of quality. Some well meaning critics of the educational system consider that the full benefits of education have not been made available to the country just because of the substandard of education that is provided to the majority of Indian children. Most of the commissions that went into the question of reforming the country's educational system have stressed the urgent need for improving the quality of education. But it remains a sad truism that even after fifty-five years of independence and educational planning, the country has not succeeded in evolving a system that will serve the needs and aspirations of an
emerging democratic social order. Educational researchers in developing nations will have to address themselves to the task of identifying the factors that cause nonutilisation of teacher competency with a view to decreasing or minimising incidence of nonutilisation.

The education system now offered in our teacher education institutions helps to a large extent to turnout student teachers into competent teachers. They are certified to be competent enough to teach at the secondary schools. But when these first rate teachers go back to schools they do not teach well. They discard or forced to discard all their teaching skills to the dustbin immediately after the appointment. Many educational thinkers through their writings revealed the significance of improving the quality of education. The development of a nation along with a conscious and productive citizenry depends upon its standard of school education. To a large extent, this depends on the standard of instruction practiced in the classrooms. The importance of a competent teacher is indispensable. But to what extent they are able to utilise their efficiency is more important.

It is widely accepted that the function of educational research is to identify the problems that confront educational workers and provide scientific solutions for them. A crucial problem that confronts contemporary Indian education is the incidence of nonutilisation of teacher competency. Research studies, public opinion and mass media concur in that there is widespread prevalence of nonutilisation in the classrooms of Kerala. This phenomenon is more or less a universal one, and educational researchers all over the world have been alert to the gravity of the problem. Research in this area has, on the whole, been directed towards
the basic question: what causes nonutilisation of teacher competency among the teachers of secondary schools? If these conditions were not improved, these evils would gradually diminish the entire system.

The investigation is intended to be an exploratory study in the area of teaching for identifying certain dominant factors that lead to nonutilisation of teacher competency among the secondary school teachers. Once they are identified, the next question is that needs to be answered is how these causes can be eliminated or controlled? It is also expected that certain preventive measures can be suggested to control these causes.

**Hypotheses**

The review of related literature in the area of teacher competency, observation on classroom experiences of secondary school teachers, discussions with the guide, experts and friends enabled the investigator to formulate the following hypotheses for the study.

**Hypothesis I**

The factors that cause nonutilisation of teacher competency can be located and identified.

**Hypothesis II**

Extraneous variables have no effect on the factors identified as causative of nonutilisation of secondary school teachers' competency.

**Hypothesis III**

The factor structures emerged from the factor analysis help to prevent the factors that cause nonutilisation of teacher competency.
Objective of the Study

The hypotheses formed have been taken up as the base for the formulation of the following objectives:

1. To prepare all possible factors causing nonutilisation of teacher competency.
2. To categorise various factors that would hinder teachers from the maximum utilisation of their professional competency.
3. To find out the extent to which the factors cause nonutilisation of the competency of secondary school teachers.
4. To find out the differential effect of extraneous variables on the factors that cause nonutilisation of teachers’ professional competency.
5. To analyse the factor structures of various dimensions.
6. To suggest preventive measures for the maximum utilisation of teacher competency.

6.3 Summary of Procedure

Being a descriptive study, the survey method was employed to find out the factors causing nonutilisation of teacher competency.

Sample

The present study was based on a representative sample of 331 secondary school teachers of Kerala.

Tools Used

The data pertaining to nonutilisation of teacher competency were collected by administering (i) a questionnaire and (ii) a general data sheet.
Statistical Techniques Adopted

The quantitative data collected by administering the above tools were converted into scores and these scores were condensed to calculate arithmetic mean, median, standard deviation, skewness and population mean using standard formulae. The technique of Multiple Regression Analysis was computed to find out the relationship between factors under various dimensions and extraneous variables. Factor analysis was used to find out the factor structures which help to suggest some preventive measures against the causes of nonutilisation of teacher competency.

The results of statistical computations enabled the investigator to arrive at the conclusions.

6.4 Findings and Conclusions

The conclusions that emerged from the analysis of the data are given below under different heads.

(a) Location of Factors

There are 78 factors located on the basis of literature and several studies. Consulting educational experts and research supervisor, the investigator selected 63 factors. All the factors were then classified under various dimensions for teachers' ratings. There were 10 factors under personal dimension, 18 factors under institutional dimension, 23 factors under psychological dimension, and 12 factors under sociological dimension.

The following conclusion of the investigation helps to determine the factors causing nonutilisation of teachers' competency.
Conclusion 1

There are 63 factors selected and categorised under four dimensions causing nonutilisation of teacher competency.

The conclusion is supported by the following findings of the study.

**Personal factors**

1. Lack of reading habit
2. Lack of experience in teaching
3. Over-qualification
4. Low socio-economic status
5. Involvement in activities other than teaching
6. Inadequacy of knowledge in the subject
7. Duty assigned to organise co-curricular activities
8. Involvement in teachers' organisations
9. Lack of interest in self-improvement
10. Lack of self-evaluation

**Institutional factors**

1. Complexity of the syllabus
2. Overcrowded classrooms
3. Absence of good library
4. Nonavailability of audio-visual aids
5. Nonavailability of teaching materials like handbooks, laboratory equipment etc.
6. Poor administration of the school
7. Unpleasant public opinion about the school
8. Lack of discipline

9. Nonavailability of technological devices required for modern methods of teaching

10. Dictating notes

11. Overburdened with workload

12. Content oriented examination devoid of practical and creative skills

13. Handling more periods in the same class on the same day

14. Lack of academic freedom

15. Engaging substitution periods (which demand teaching without proper preparation)

16. Continuous class teaching without leisure

17. Handling subjects in which the teacher has no training

18. Poor performance of students

**Psychological factors**

1. Frustration due to poor salary

2. Frustration due to job insecurity

3. Lack of interest in teaching profession

4. Lack of responsibility

5. Lack of commitment in teaching

6. Lack of sincerity

7. Lack of confidence in teaching new and difficult portions

8. Laziness

9. Unfavourable attitude towards innovation in teaching
10. Failure in controlling emotions
11. Feeling of inability in teaching
12. Desperate attitude that nothing new could be done in teaching
13. Lack of students’ attention in the class
14. Over dependence of students on guides and notes
15. Students’ aversion towards classroom teaching due to their craze for tuition classes
16. Interest of parents in providing extra tuition to students
17. Lack of motivation from management/higher authorities
18. Unfair decisions by the head of the institution/authorities
19. Lack of competitive spirit among teachers
20. Lack of co-operation from colleagues
21. The ridicule and envy colleagues
22. Erosion of value in the teaching profession
23. Lack of concentration due to family disturbances

**Sociological factors**
1. Parents’ indifference to their children
2. Parents’ unawareness of the functioning of the school
3. Poor functioning of the parent teacher association
4. Poor financial set-up of children
5. Deprived cultural background of students
6. Lack of recognition for teachers by the society
7. Lack of encouragement to teachers by the society
8. Disinterest of local people in improving the school
9. Lack of good public libraries
10. Unavailing of community resources
11. Extra holidays for schools due to local and national issues
12. Attending in-service courses

(b) Identification of Dominant Factors

Conclusion 2

There are 46 factors identified as factors causing nonutilisation of teacher competency among the secondary school teachers.

The above conclusion is substantiated by the following findings of the study:

Four factors were identified under personal dimension, 15 factors under institutional dimension, 16 factors under psychological dimension and 11 factors under sociological dimension. The identified personal factors are 'lack of reading habit' (71.53%), 'inadequacy of knowledge in the subject' (63.67%), 'lack of self-evaluation' (63.37%), and 'lack of interest in self-improvement' (62.76%).

The identified institutional factors are poor performance of students (81.5%), 'overcrowded classrooms' (76.36%), 'nonavailability of teaching materials like handbooks, laboratory equipment etc.' (75.98%), 'nonavailability of audio-visual aids' (75.6%), 'nonavailability of technological devices required for modern methods of teaching' (73.34%), 'complexity of the syllabus' (71.98%), 'content oriented examination devoid of practical and creative skills' (70.92%), 'absence of good library' (70.77%), 'continuous class teaching without leisure' (70.17%), 'lack of
discipline' (66.99%), ‘handling subjects in which the teacher has no training’ (66.47%), ‘engaging substitution periods [which demand teaching without proper preparation]’ (65.79%), ‘overburdened with workload’ (65.41%), ‘poor administration of the school’ (64.35%), and ‘handling more periods in the same class on the same day’ (63.97%).

The identified psychological factors are, ‘lack of students’ attention in the class’ (70.85%), ‘students’ aversion towards classroom teaching due to their craze for tuition classes’ (70.54%), ‘unfair decisions by the head of the institution or authorities’ (67.37%), ‘erosion of value in the teaching profession’ (66.03%), ‘interest of parents in providing extra tuition to students’ (64.65%), ‘over-dependence of students on guides and notes’ (64.58%), ‘lack of motivation from management or higher authorities’ (63.82%), ‘lack of confidence in teaching new and difficult portions’ (63.37%), ‘frustration due to poor salary’ (63.22%), ‘lack of competitive spirit among teachers’ (63.14%), ‘lack of responsibility’ (63.07%), ‘frustration due to job insecurity’ (62.92%), ‘desperate attitude that nothing new could be done in teaching’ (62.76%), ‘laziness’ (62.69%), ‘lack of sincerity’ (62.61%) and ‘lack of commitment in teaching’ (62.54%).

The identified sociological factors are ‘parents’ indifference to their children’ (78.47%), ‘parents’ unawareness of the functioning of the school’ (72.58%), ‘deprived cultural background of students’ (71.22%), ‘poor functioning of the parent teacher association’ (70.69%), ‘disinterest of local people in improving the school’ (69.03%), ‘poor financial set up of children’ (68.13%), ‘lack of good public libraries’ (66.92%), ‘unavailing of community resources’ (64.58%), ‘lack of encouragement to
Conclusion

(c) Relationship of Extraneous variables and Factors Causing Nonutilisation of Teacher Competency

Conclusion 3

Extraneous variables have no effect on factors under various dimensions causing nonutilisation of teacher competency.

The results of multiple regression analysis support the above conclusion. It showed that the extraneous variables, viz., teaching experience, academic qualification, gender, management of the school and locality of the school had only insignificant relationship with the factors under various dimensions causing nonutilisation of teacher competency.

The above conclusion is substantiated by the following findings of the study.

R square and adjusted R square are 0.01 and -0.01 which indicates that only 1% of the variation is explained by the variables under personal dimension.

R square and adjusted R square are 0.04 and 0.02 which indicates that only 4% of the variation is explained by the variables under institutional dimension.

R square and adjusted R square are 0.01 and -0.003 which indicates that only 1% of the variation is explained by the variables under psychological dimension.

R square and adjusted R square are 0.07 and 0.06 which indicates that only 7% of the variation is explained by the variables under sociological dimension.
(c) **Factor Structures of Various Dimensions**

**Conclusion 4**

The factor structures emerged from the factor analysis help to prevent the factors that cause nonutilisation of teacher competency. The above conclusion is substantiated by the following findings:

The factors emerged in the factor analysis for the different dimensions are given below:

**Personal Dimension**

Only one factor was extracted and it could not be rotated.
### Institutional Dimension

<table>
<thead>
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<th>Factor</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>INTERNAL MANAGEMENT</td>
<td>24.9%</td>
</tr>
<tr>
<td>TEACHING FACILITIES</td>
<td>23.9%</td>
</tr>
<tr>
<td>THREATS TO ACADEMIC FREEDOM</td>
<td>23.38%</td>
</tr>
<tr>
<td>CURRICULUM TRANSACTION</td>
<td>16.1%</td>
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<tr>
<td>COMPETENCY DISTRACTOR</td>
<td>11.73%</td>
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### Psychological Dimension

<table>
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<tr>
<td>QUALITY ATTRIBUTES</td>
<td>43.72%</td>
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<tr>
<td>LEARNING DISADVANTAGES</td>
<td>21.39%</td>
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<tr>
<td>NONENCOURAGING</td>
<td>19.36%</td>
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<tr>
<td>EXTRINSIC DISTRACTOR</td>
<td>15.53%</td>
</tr>
</tbody>
</table>

### Sociological Dimension

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL DEMOTIVATOR</td>
<td>38.23%</td>
</tr>
<tr>
<td>PARENTAL ATTRIBUTE</td>
<td>36.70%</td>
</tr>
<tr>
<td>COMMUNITY DISTRACTOR</td>
<td>25.07%</td>
</tr>
</tbody>
</table>
6.5 **Educational Implications**

The findings and the conclusion of the present study have wide implications for the improvement of present system of school education on both theoretical and practical context. They provide guidelines to teachers, administrators and curriculum makers for the possible ways of minimising the nonutilisation of teacher competency.

The factors emerged from the factor analysis in the three dimensions-institutional, psychological and sociological are critical, if not crucial as barriers to using teachers' professional efficiency to the maximum. Each factor is constituted by a set of variables which have high factor loadings. These variables were also rated high by the teachers as causes for the nonutilisation.

The investigator suggests certain improvements on the basis of the above variables which constitute the factors that cause nonutilisation of the teachers' competency. Regarding institutional dimension, five factors were emerged through factor analysis. In the factor 'Internal Management' the variable, 'poor administration of the school' is a major cause for the nonutilisation of teachers' competency. This can be easily solved by an efficient headmaster with his approach to staff and efficient management of the school. The teacher may give sufficient training in the educational management. The variables 'lack of discipline' and 'overcrowded classrooms' can be checked by reducing the teacher-pupil ratio to 1:25 or 30. The discipline problem can be solved if the students are involved in goal setting and they are encouraged to share their ideas. If they are given opportunity in the conduct of
various classroom activities and the learning activities, good discipline leading to more effective way of teaching by the teachers can be expected.

Effective use of praise creates better sense of achievement and confidence in students. This will reduce indiscipline among students. Library plays a major role for the maximum use of teachers' potential. Many of the changes and innovations in education are unknown to teachers for want of latest books and journals. So they are unable to update their knowledge and use it in their profession. It is high time that libraries were modernised.

The variable, ‘nonavailability of teaching materials . . .’ is a barrier for the teachers to effectively teach the students. The authorities must be keen on providing schools with at least a minimum of essential equipment for the teachers to maximise their effort in teaching. The handbook of teachers, for instance, is essential in order to teach effectively. The variable ‘overburdened with workload’ is a hurdle for the teachers who have already to engage five to six periods daily, apart from the supplementary work. The main reason for this situation is the unusual delay in appointing teachers in the vacant posts. Similarly, ‘continuous class teaching without leisure’, ‘engaging substitution periods...’ and ‘handling more periods in the same class on the same day’ are some of the factors that dissuade even the hardworking teachers from teaching efficiently. The headmaster or other authorities can solve these problems by discussing with teachers in the staff council.

The examination system is to be reoriented. At present, the content oriented examination is a hazard for the teachers to adopt modern methods of teaching. ‘Complexity of the syllabus’ is another variable that causes difficulty for
the teachers to utilise their competency in teaching. The authorities can arrange short
term courses after collecting the particulars of the complex areas of the syllabus. The
variable, ‘poor standard of students’ makes teachers to be indifferent from teaching
sincerely. It is a common problem everywhere. The teachers may be given training
to cater to the needs of students who are academically backward.

Regarding psychological dimension, the factors ‘Quality Attributes’,
‘Learning Disadvantages’, ‘Nonencouraging’ and ‘Extrinsic Distractor’ prevent the
teachers from utilising their teaching efficiency maximum. The management must
apply democratic methods in decision making. The teachers must feel that they are a
party of the decision. Other variables related to the tuition for students and
overdependence of students on guides and notes are hindrances for effective teaching
in the class. The parents must be persuaded to avoid private tuition for their wards.
Depending for answers on guides and notes does not help teachers apply modern
methods of teaching which develop students’ ability to think.

Another variable in the factor ‘Extrinsic Distractor’ is ‘frustration due
to poor salary’. Economic standard of a person being the striking feature for the
qualitative discharge of duty, every care should be taken to ensure a sound salary
package to the teachers. Impressive incentives and good salary will not only motivate
the teacher for effective working but also attract the talented and effective
personalities towards the job whereby the tempo of education would be heightened
remarkably. Proper service conditions should be laid down by the government since
service security is a very crucial factor which affects teachers adversely.
There are three factors under sociological dimension. They are ‘Social Demotivator’, ‘Parental Attribute’ and ‘Community Distractor’. The variables that constitute these factors show the weaknesses of parent-teacher association, ‘lack of encouragement by the society’, ‘deprived cultural background of the students’ and ‘nonavailability of community resources’. The remedial measures for the proper functioning of the parent-teacher association may be planned and executed with the co-operation of all concerned. The deprived cultural background of the students is considered as a cause for the nonutilisation of teachers’ competency. If ‘Learning Intervention Model’ is suitably used for the culturally deprived students, they will be able to progress in their study. This will help the teachers work with diligence by utilising their skill in teaching.

Accomplishing the above findings as well as ensuring satisfaction among all the stakeholders of a school requires effective systems and procedures along with competency and motivated persons supported by adequate and appropriate facilities for everyone to be effective. It is here that the application of modern management approaches, concepts and methods become very important.

In the scenario prevailing in our state, a big push in the directions suggested here seems beyond our possibilities. But small steps can make a difference and if these do not add up immediately to any revolutionary change now, they can surely prepare the ground for great leap forward in the future later.
6.6 **Suggestions for Further Research**

The findings of the study have helped to identify the areas of research in the utilisation of teacher competency that need more attention from researchers. The following studies are suggested for them with a view to extending the scope of the present study and generalising its outcome further.

1. The present study was conducted on secondary school teachers only. For generalisation of the findings, the study could be extended to teachers of other educational levels – primary-, higher secondary-, and higher education-.

2. A longitudinal study on the utilisation of teacher competency among the teachers of selected schools.

3. A comparative study on the nonutilisation of teacher competency among the teachers of different types of school systems such as aided and unaided, Navodaya and Sainik, public and ordinary in respect of the aspects examined and analysed in this investigation.

4. Studies could be carried out independently in each dimension, personal-, institutional-, psychological-, and sociological-.

5. An experimental study on the effect of preventive measures suggested can be conducted in the same schools.

6. The study may be extended to identify the factors that contribute to the complete utilisation of teacher competency.