CHAPTER VIII CONCLUSIONS AND SUGGESTIONS

CONTENTS:

8.1 INTRODUCTION
8.2 BRIEF SUMMARY
8.3 STUDIES RELATED TO VARIABLES
8.4 CONCLUSION
8.5 SUITABILITY OF THE SCALE
  8.5.1 ROLE PERCEPTION AND AREA
  8.5.2 ROLE PERCEPTION AND CASTE
  8.5.3 ROLE PERCEPTION AND MARITAL STATUS
  8.5.4 ROLE PERCEPTION AND EDUCATIONAL BACKGROUND
  8.5.5 ROLE PERCEPTION AND TEACHING EXPERIENCE
  8.5.6 ROLE PERCEPTION AND AGE
8.6 ROLE PERCEPTION IN CONTEXT OF AREA AND OTHER VARIABLES
  8.6.1 STUDY OF ROLE PERCEPTION AND MARITAL STATUS IN CONTEXT OF AREA
  8.6.2 STUDY OF ROLE PERCEPTION AND CASTE IN CONTEXT OF AREA
8.6.3 STUDY OF ROLE PERCEPTION AND AGE
IN CONTEXT OF AREA

8.6.4 STUDY OF ROLE PERCEPTION AND TEACHING EXPERIENCE IN CONTEXT OF AREA

8.6.5 STUDY OF ROLE PERCEPTION AND SES IN CONTEXT OF AREA

8.7 ROLL PERCEPTION AND PERSONALITY FACTORS IN CONTEXT OF AREA, CASTE AND MARITAL STATUS

8.7.1 FACTOR - A AND AREA

8.7.2 FACTOR - A AND CASTE

8.7.3 FACTOR - A AND MARITAL STATUS

8.7.4 FACTOR - B AND AREA

8.7.5 FACTOR - B AND CASTE

8.7.6 FACTOR - B AND MARITAL STATUS

8.7.7 FACTOR - C AND AREA

8.7.8 FACTOR - C AND CASTE

8.7.9 FACTOR - C AND MARITAL STATUS

8.7.10 FACTOR - E AND AREA
3.7.11 FACTOR - E AND CASTE
3.7.12 FACTOR - E AND MARITAL STATUS
3.7.13 FACTOR - F AND AREA
3.7.14 FACTOR - F AND CASTE
3.7.15 FACTOR - F AND MARITAL STATUS
3.7.16 FACTOR - H AND AREA
3.7.17 FACTOR - H AND CASTE
3.7.18 FACTOR - H AND MARITAL STATUS

8.8 SUGGESTIONS:
8.8.1 SUGGESTIONS FOR ADMINISTRATORS
8.8.2 SUGGESTIONS FOR TEACHERS
8.8.3 SUGGESTION FOR EDUCATION DEPARTMENT
8.8.4 SUGGESTIONS FOR SOCIETY
8.8.5 SUGGESTIONS FOR FURTHER STUDIES
8.1 INTRODUCTION:

This is the last and most important chapter. It deals with the important aspects of the present investigation. This chapter includes the brief summary of previous chapters. It also includes studies related to variables, general observation at a glance and conclusion. It also presents some of the prospective topics to be taken up in the light of present investigation.

8.2 BRIEF SUMMARY:

The introductory chapter one is related to objectives, hypotheses, limitations, sample and tools of the study.

Chapter two deals with related literature of research work done in India and abroad.

Chapter three is related to concept of a Role of a teachers. Here investigator has thoroughly discussed the definition of Role and Role perception with special reference to Higher Secondary concern.

In chapter four the investigator has discussed the construction of the scale. The criteria for kept in
view are also discussed in detail. The detail plan of research design and experimental try out are also discussed in detail.

In chapter five, the investigator has thoroughly discussed about the final run of the scale constructed for the investigation.

Chapter six is related to reliability and validity of the tool various techniques employed for establishing reliability. It also discusses the validity of the scale and norms established.

The investigator has thoroughly discussed the Role perception and study of variables. Variables like Area, caste, marital status educational background, teaching experience, age, SES and some personality factors are discussed in detail.

For personality trait's out of 16 personality factors only 6 factors (A, B, C, E, F, H) were taken into consideration for finding out relationship with Role perception in context of area, caste and marital status.
8.3 STUDIES RELATED TO VARIABLES:

The investigator has made an attempt to study relationship of role perception with demographic variables and some traits of personality. The studies carried out are reported in Chapter seven. In variables studies, the study of area, caste, marital status, educational background, teaching experience and SES are discussed in the context of area variables.

Out of 16 personality factors only 6 personality factors (A, B, C, L, F, H) were selected and its relationship with role perception in context of area, caste and marital status were found out.

8.4 CONCLUSION:

The investigator after carefully analysing and interpreting the results arrived at certain findings. The findings drawn on the basis of the results are categorized into two broad headings such as:

1) Results of the scale and
2) Results of the variables studies.
8.4.1 RELIABILITY OF THE SCALE:

The reliability of the present scale has been established by test retest method, split-half method, Rulon formula (R.F), Flangan Formula, K R 20, K R 21 and Analysis of variance approach. The reliability co-efficient as determined by various methods is ranging from 0.80 to 0.87. Hence, it has been concluded that the scale is highly reliable for higher secondary school teachers.

8.4.2 VALIDITY OF THE SCALE:

The concurrent validity of the scale has been established by correlating the scores on the present scale with the evaluation score given by their principals on specially designed proforma. The obtained correlation is 0.63. The correlation co-efficient is highly significant at 0.01 level. This leads to conclude that the scale has a very good concurrent validity.

The another set of concurrent validity has also been established by correlating the scores on Role perception scale with the scores on specially devised rating form filled in by the peers. The obtained
co-efficient between two sets of score is 0.82. It is highly significant at 0.01 level of significance, which leads to conclude that concurrent validity is very high. As the concurrent validity of co-efficients are of high order, the scale meant for measuring Role perception of teachers is indeed a highly valid tool.

3.4.3 NORMS:

The norms for the urban married, urban unmarried higher secondary school teachers, rural married, rural unmarried teachers were given because the mean differences among these groups were statistically highly significant. The 'F' ratio between the groups was significant at 0.01 level and 'F' ratio between marital status was significant at 0.01 level. Owing to this, it was decided to give percentile norms of these four groups. Area-wise norms are also given.

No separate norms for educational faculties, age groups and teaching experience were given because the groups were not differing significantly.
8.5 SUITABILITY OF THE SCALE:

The obtained distribution by and large resembles to the normal curve. Hence, the scale is suitable for the group selected and for the population for which it was designed.

8.5.1 ROLE PERCEPTION AND AREA:

With regard to the score of Role perception in relation to teachers from urban and rural area, it was found that the difference of Role perception score was significant at 0.01 level. The score of teachers of urban area was higher.

Hence, it could be concluded that area variable has relation with Role perception. Teachers of urban are found more conscious than teachers of rural area. Teachers of urban area have to face competition in professional life.

8.5.2 ROLE PERCEPTION AND CASTE:

With regard to the score of Role perception in relation to caste that is Non SC/ST and SC/ST caste, it
was found that difference of Role Perception score was significant at 0.01 level.

Hence, it could be concluded that caste variable is related to Role perception. The Non SC/ST teachers have higher Role perception than SC/ST teachers.

It is observed that Non SC/ST teachers perform their role more consciously than SC/ST teachers. Their social and domestic climate may not have developed to their extent.

8.5.3 ROLE PERCEPTION AND MARITAL STATUS:

With regard to the score of Role perception in relation to married and unmarried teachers, it was found that the difference of Role perception score was significant at 0.01 level. The score of married teachers was higher than that of unmarried teachers.

Hence, it could be concluded that marital status is related to Role perception.

It can be inferred that married teachers perform their role in a better way than unmarried teachers. This may be due to their domestic affair and sociability.
8.5.4 ROLE PERCEPTION AND EDUCATIONAL BACKGROUND:

With regard to the score of Role perception in relation to post graduate from arts, commerce and science streams, it was found that the difference of Role perception score was significant at 0.01 level. The 'T' value between the pairs of levels indicated that the score of Science teachers was higher than that of commerce and arts teachers of higher secondary school. It is noteworthy that there is no significant difference between the scores of Arts and commerce teachers.

Hence, it could be concluded the educational background is related to Role perception. Teachers of science stream have higher Role perception than their counterparts.

It can be inferred that they perform their Role in better way than the teachers of common stream. This may be due to scientific attitude and exactness in work.

8.5.5 ROLE PERCEPTION AND TEACHING EXPERIENCE:

With regard to the score of Role perception in relation to teaching experience groups, the experience up to ten years and above ten years, it was found that
The difference of Role perception score was non-significant. It does not reach even to the significance level at 0.05 level.

The overall difference among the groups is non-significant. Hence, it could be concluded that experience variable has negligible effect on Role perception.

It can be inferred that perfection in Role perception does not depend upon teacher's teaching experience. The Role perception is an individual trait irrespective of experience.

8.5.6 ROLE PERCEPTION AND AGE:

With regard to the score of Role perception in relation to age group of thirty years and above thirty years, it was found that the difference of Role perception score was non-significant. It does not reach even the significance level at 0.05 level.

The overall difference among the group is non-significant. Hence, it could be said that age variable has negligible effect on Role perception.
It can be inferred that role of teachers are not depend upon age. There may be some environmental factor, which might be affecting role perception.

8.6 ROLE PERCEPTION IN CONTEXT OF AREA AND OTHER VARIABLES.

The investigator conducted five studies to study the main effect of area on the role perception. The sample was randomly selected for this study. It was found from the entire sample that area is an effective variable on role perception. The mean difference between teachers of urban and rural area was significant. It was in favour of higher secondary school teachers coming from urban area. Hence, it could be concluded that teachers of urban area have higher role perception.

Marital status, age, caste, teaching experience are independent variables. These variables are discussed in the context of area variables. Each study based on a sub sample is factorial one. The results of these studies are as follows.
8.6.1 STUDY OF ROLE PERCEPTION AND MARITAL STATUS IN CONTEXT OF AREA.

This study is based on a sub-sample of 216 subjects. Main effect of area is highly significant at 0.01 level. The mean difference is in favour of teachers of urban area. The area variable functions without being affected by other independent variable.

Main effect of marital status is not significant so both the status work on same level.

Interaction effect of these variables is also not significant.

8.6.2 STUDY OF ROLE PERCEPTION AND CASTE IN CONTEXT OF AREA.

This study is based on sub-sample of 160 subjects. Main effect of area is highly significant at 0.01 level of significance. The mean difference is in favour of teachers of urban area.

Main effect of caste is also significant at 0.05 level of significance. The mean difference was in favour of non SC/ST teachers.
Interaction effect of these variables is not significant. Both the variables function without being affected by each other.

8.6.3 STUDY OF ROLE PERCEPTION AND AGE IN CONTEXT OF AREA.

This study is based on sub-sample of 248 subjects. Main effect of area is highly significant at 0.01 level of significance. The mean difference is in favour of teachers of urban area. The area variable functions without being affected by age variable.

Main effect of age is not significant. Means of different age groups do not affect on Role perception.

8.6.4 STUDY OF ROLE PERCEPTION AND TEACHING EXPERIENCE IN CONTEXT OF AREA.

This study is based on a sub-sample of 400 subjects. Main effect of area is highly significant at 0.01 level of significance mean difference is in favour of teachers of urban area. The area variable functions without being affected by teaching experience variable.

Main effect of teaching experience is not significant. Both the level work on the same level teaching experience does not affect Role perception.
Interaction effect of these two variables is also not significant.

8.6.5 STUDY ROLE PERCEPTION AND SES IN CONTEXT OF AREA.

This study is based on a sub-sample of 238 subjects. Main effect of area is highly significant at 0.01 level of significance. The mean difference is in the favour of teachers of urban area. The area variable functions without being affected by SES variable.

Main effect of SES is also significant at 0.01 level of significance. The mean difference is in the favour of higher secondary teachers of high SES group. These teachers have higher Role perception than their counterparts.

Interaction effect of these two independent variables is not significant.

From above mentioned studies conducted on sub-samples it is concluded that the area is highly effective variable on Role perception. In all these studies, it is found that mean differences are in favour of teachers of urban area marital status, caste and SES variables are effective.
8.7 ROLE PERCEPTION AND PERSONALITY FACTORS IN CONTEXT OF AREA, CASTE AND MARITAL STATUS.

In these studies area, caste marital status and six factors (A, B, C, E, F, H) have been taken up as independent variables. All these studies are factorial and based on sub-sample.

8.7.1 FACTOR A (ALOOF Vs WARM, OUTGOING) AND AREA.

This study is based on a sub-sample of 272 subjects. Main effect of area is highly significant at 0.01 level. The mean difference is in favour of teachers of urban area.

Main effect of Factor - A is significant at 0.01 level. The mean difference is in favour of high personality.

Interaction effect of both these variables is not significant.

8.7.2 FACTOR A AND CASTE.

This study is based on sub-sample of 120 subjects. Main effect of caste is highly significant at 0.01 level. The mean difference is in favour of non SC/ST higher secondary school teachers.
Main effect of factor -A is also highly significant at 0.01 level. The mean difference is in favour of high personality.

Interaction effect of both these variables is not significant.

8.7.3 FACTOR A AND MARITAL STATUS:

This study is based on a sub-sample of 160 subjects. Main effect of marital status is not significant.

Main effect of Factor A is highly significant at 0.01 level.

Interaction effect of both variables is not significant.

8.7.4 FACTOR B (DULL Vs BRIGHT) AND AREA:

This study is based on sub-sample of 200 subjects. Main effect of area is not significant. Both areas work on same level.

Main effect of Factor-B is highly significant at 0.01 level. The mean difference is in favour of high personality.

Interaction effect of both these variables is not significant.
8.7.5 FACTOR B AND CASTE:

This study is based on a sub-sample of 104 subjects. Main effect of caste is highly significant at 0.01 level. The mean difference is in favour of Non SC/ST teachers.

Main effect of Factor - B is also highly significant at 0.01 level. The mean difference is in favour of high personality.

Interaction effect of both these variables is not significant.

8.7.6 FACTOR B AND MARITAL STATUS.

This study is based on sub-sample of 176 subjects. Main effect of marital status is not significant.

Main effect of factor - B is highly significant at 0.01 level.

Interaction effect of both these variables is not significant.

8.7.7 FACTOR C (EMOTIONAL Vs MATURE) AND AREA.

This study is based on sub-sample of 264 main effect of area is highly significant at 0.01 level. The mean difference is in favour of teachers of urban area.
Main effect of Factor - C is not significant.
Interaction effect of both these variables is not significant.

8.7.8 FACTOR C AND CASTE:

This study is based on sub-sample of 96 subjects.
Main effect of caste is highly significant at 0.01 level.
The mean difference is in favour of Non SC/ST teachers.
Main effect of Factor C is also highly significant at 0.01 level. The mean difference is in favour of high personality.

8.7.9 FACTOR C AND MARITAL STATUS.

This study is based on a sub-sample of 164 subjects.
Main effect of marital status is not significant.
Main effect of Factor C is significant at 0.05 level.
Interaction effect of both these variables is highly significant at 0.01 level.

8.7.10 FACTOR E (SUBMISSIVE VS DOMINANT) AND AREA.

This study is based on a sub-sample of 200 subjects.
Main effect of area is highly significant at 0.01 level.
The mean difference is in favour of teachers of urban area.
Main effect of Factor F is not significant. Interaction effect of both these variables is also not significant.

8.7.11 FACTOR - E AND CASTE:

This study is based on a sub-sample of 96 subjects. Main effect of caste is highly significant at 0.01 level. The mean difference is in favour of Non SC/ST teachers.

Main effect of Factor -E is also highly significant at 0.01 level. The mean difference is in favour of high personality.

Interaction effect of both these variables is not significant.

8.7.12 FACTOR F AND MARITAL STATUS.

The study is based on a sub-sample of 152 subjects. Main effect of marital status is highly significant at 0.01 level.

Main effect of Factor - E is also highly significant at 0.01 level.

Interaction effect of both these variables is not significant.
8.7.13 FACTOR F (GLUM SILENT Vs ENTHUSIASTIC) AND AREA.

This study is based on a sub-sample of 232 subjects. Main effect of area is highly significant at 0.01 level. The mean difference is in favour of teachers of urban area.

Main effect of Factor - F is not significant.

Interaction effect of both these variables is also not significant.

8.7.14 FACTOR F AND CASTE.

This study is based on a sub-sample of 96 subjects. Main effect of caste is highly significant at 0.01 level. The mean difference is in favour of non SC/ST teachers.

Main effect of Factor F is not significant.

Interaction effect of both these variables is also not significant.

8.7.15 FACTOR F AND MARITAL STATUS.

This study is based on a sub-sample of 184 subjects. Main effect of marital status is significant at 0.05 level.
Main effect of Factor F is not significant
interaction effect of both these variables is also not significant.

8.7.16 FACTOR H (TIMID VS ADVENTUROUS) AND AREA:

This study is based on a sub-sample of 224 subjects. Main effect of area is highly significant at 0.01 level. The mean difference is in favour of teachers of urban area.

Main effect of Factor H is also significant at 0.05 level. The mean difference is in favour of teachers of high personality.

Interaction effect of both these variables is not significant.

8.7.17 FACTOR H AND CASTE:

This study is based on a sub-sample of 120 subjects. Main effect of caste is highly significant at 0.01 level. in favour of Non SC/ST teachers.

Main effect of Factor H is also highly significant at 0.01 level. The mean difference is in favour of high personality.
Interaction effect of both those variables is not significant.

**8.9.18 FACTOR H AND MARITAL STATUS:**

This study is based on 9 sub-sample of 200 subjects. Main effect of marital status is not significant.

Main effect of Factor H is highly significant at 0.01 level.

Interaction effect of both these variables is not significant.

**8.8 SUGGESTIONS:**

As research is hardly ever complete in itself. There is always a scope for some further studies on it. In foreign countries considerable work on Role perception has been done in comparison to our country.

There is enough scope for research in this field in our country.

Proper perception of Role is very much necessary in the field of teaching as well as in other activities. Perception of Role is not the concern of school or college level but also to all works of life.
8.8.1 SUGGESTIONS FOR ADMINISTRATORS:

1. Administrators should try to find out and take into consideration teacher’s unsuitable roles in various aspects viz. governing discipline, administration personality and emotional role.

2. Administrators should evaluate all the teachers time to time and they should provide opportunities to be familiar with latest techniques and trends of teaching.

3. Administrators should provide opportunities to the teachers to participate in different in service programme.

4. Administrators should encourage the talented teachers to carry on various minor and major researches in the field of teaching.

5. At every two years plan, project and research work should be conducted at each school and each teacher should be given training for the same. Administrators should evaluate the teachers on the Role perception tool together from them their perception with regard to different dimension of Role.
Occasionally students, guardians and fellow teachers should be asked to evaluate teachers with regard to the role perception.

Administrators should honour active and honest teachers who are very much loyal to their profession.

8.8.2 SUGGESTIONS FOR TEACHERS:

1 Teachers should find out and take into consideration their faults or unsuitable roles in various aspects such as teaching role, administrative role, disciplinary and social role.

2 Teachers should come forward to be better teachers in building the moral and psychological development of the learners because by nature they have been endowed with qualities of love and compassion.

3 Teachers should take part in other constructive activities so that they might enrich their knowledge for other activities.

4 Teachers should undertake minor and major researches in the field of teaching and learning.
5 Teachers should keep their knowledge up-to-date so that they can perform their role in a better way.

6 Teachers should keep in mind the expectations of the learners, administrators and society.

8.8.3 SUGGESTIONS FOR EDUCATION DEPARTMENT.

1 Teachers of outstanding merit should be rewarded for their outstanding public recognition and valuable services in society.

2 Teacher should be provided enough teaching material for enhancing of their knowledge.

3 Teachers working in remote rural areas where modern facilities are hardly available, should be given more allowance.

4 The education department should arrange in-service programmes such as Seminars, orientation and refresher courses for the teachers so that they might remain in constant touch of recent trends.

5 The department should conduct some researches to be aware of the present system.
6 The education department may select some schools as project school in which they can undertake some projects. They should send the results in each school.

8.8.4 SUGGESTION FOR SOCIETY:

1 Society should co-operate in the school programmer wherever and when-ever their services are needed.

2 Society should honour the active and honest teachers who work sincerely.

3 Members of society should be member of parent teachers' association.

4 Parents should be brought to schools for the educational development of their ward to get their co-operation.

8.8.5 SUGGESTION FOR FURTHER STUDIES:

The process of investigation has enabled the investigator to suggest some problems for further researches in this field.

1 A study of Role perception of teachers working in colleges.
A study of the Role perception of the teachers of Primary Training Colleges in relation to Socio-psychological variables.

3 A comparative study of Role perception of trained and untrained teachers.

4 The case study of teachers with higher Role perception.

5 A comparative study of Role perception of the primary and secondary schools.

6 A study of Role perception and Role conflict of college teachers.

7 A study of Role perception of principals if the schools in relation to certain variables.

8 A comparative study of Role perception of secondary and higher secondary schools.

9 A study of teacher's actual Role and the expected Role of each level.

10 To study teacher’s role in relation to climate of secondary schools.

Many aspects still remain untouched. But the present study will add something more to the existing stock of knowledge. It will provide some guideline to the teachers administrators and the members of society.