CHAPTER IX
CONCLUSION AND SUGGESTIONS

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CHAPTER IX

CONCLUSION AND SUGGESTIONS

9.1 Introduction

This chapter happens to be the last but an important one, since it deals with significant aspects of the present work. It includes the brief resume of the previous chapters, general observations made during the preparation of the tool and conduction of the work. It discusses findings, in the context of the previous researches done in this field, the tool construction and variables study. It also presents some of the prospective topics to be taken up in the light of the present research work.

9.2 Brief Summary

In the introductory chapters of the report, the importance of the study of the Role Perspective of women teachers has been discussed. The idea of Role Perspective and its aspects have been presented in a great detail. The universe of context of Role Perspective and behavioural characteristics as well as teacher's different roles are discussed. The theoretical aspects of Role Perspective and presumed affiliation with the personality traits and other demographical factors are discussed in sufficient detail. The review of the available past studies have been reported. There is hardly any work conducted specially on women teachers.
The reviews of the past studies are described to reveal how it helped the investigator in getting the important information regarding demographical and psychological correlates, samples and techniques of the study. How a woman has to perform diversified roles is also described at length.

In the next chapters, the investigator described the steps of construction of the scale with the help of experts. The investigator could get 141 items. They were circulated among the experts in the field of psychology, sociology, education, community developments and other essential services with a view to getting them judged. Only 62 statements were selected on the basis of Q and median value, out of 62 statements 50 statements were finally selected for the inclusion in the final form. 'T' technique was used for the item analysis work. All the necessary steps in the direction have been reported in a greater detail in the chapter V.

After this, the final form was got printed. It was widely administered to the representative unbiased sample of 1,000 women teachers. Percentile norms for urban married, urban unmarried, rural married, rural unmarried and area-wise urban, rural were established. They are presented in chapter VI, with a view to increasing the utility value of the scale.

After establishing norms, the reliability and validity were established which have been reported in chapter VII. Various methods have been used to study the reliability.
The reliability coefficient is ranging between 0.80 and 0.87. Thus, the scale has a good reliability. An attempt is also made to study validity of the present scale. The concurrent and factorial validities have been studied and reported in chapter VII. The concurrent validity has been established by correlating the scores on the present scale with principals' rating and peer rating. It is found to be 0.63 and 0.62 respectively. The factorial validity is also found high.

Hence, it could be said that the scale has a good concurrent and factorial validity.

9.3 Studies Related to Variables

In the second phase the investigator has attempted to study relationship of Role Perspective with demographic variables as well as certain traits of personality. In all 29 variables studies were carried out; six studies which were carried out on entire sample are reported in chapter VI, as they were closely related with the establishment of norms. Their brief resumes are presented in chapter VIII. In variables studies, the study of marital status, age, teaching experience, caste and SES are discussed in the context of area variable.

For personality traits out of 16 personality factors only 8 factors (A, B, C, E, F, H, I, and Q) were taken into consideration for the discussion and finding out relationship
with Role Perspective in context of Area, Caste and Marital Status.

Besides this, the investigator has made certain observations during the administration of the scale.

General Observations at a glance

At the time of administration of the scale, the investigator at the first attempt found that women teachers above forty years of age were found to be non-co-operative, of age up to thirty five years seemed quite co-operative and enthusiastic in giving response. Some of the women teachers were inquiring about the scale and its areas before giving them. Some of them expressed their desire to know their own scores of the Role Perspective. Urban women teachers were more co-operative than rural women teachers. Male teachers, who read the scale were very happy and a few of them asked, "why have you taken up a study of women teachers only and have not included men teachers?" They reacted that such scale could help to understand teacher's different roles and how women teacher's role differs from that of male teachers and also could make them learn of their own understanding. Some of the teachers seemed to be deeply engrossed in choosing an appropriate response category of the statement describing actual role behaviour. Some of them seemed quite puzzled while choosing response category as they seemed to be not clear about their roles. In the beginning a few teachers
refused to fill up the scale a few have accepted but did not return. They replied as "they did not get salary for this work. What are we going to get from this?" It is observed that no suggestions have been made by teachers as they were asked.

The principals extended their fullest co-operation in providing facilities for smooth administration of the scale. Whereas investigator mailed scales and received in time. It was found in three districts that wherever the investigator contacted the principals personally, they were found to be very co-operative. D.E.O's office staff was found to be non-co-operative. As they were never serious about the research work. Some of the principals and male teachers took special interest and remained present during the discussion and administration work and helped the investigator. On the whole right from the early visits to schools and collection of items to the final administration of the scale. The school authorities and teachers were found to be co-operative and whole atmosphere remained encouraging.

9.5 Conclusion

Besides the observations, this section presents the findings of the study. The investigator after carefully analysing and interpreting the results arrived at certain findings. The findings, that are drawn on the basis of the results are categorized into two broad headings such as:
i. The results of the scale and
ii. The results of the variables studies.

The results of the scale are reported in the following paragraphs.

9.5.1 Reliability of the Scale

The reliability of the present scale has been established by test-retest method, split-half method, Hulon formula (R.F.), Flanagan formula, the method of rational equivalence K.R. 20, K.R. 21 and Analysis of variance approach. The reliability co-efficient as determined by various methods is ranging between 0.80 to 0.87. From this, it has been concluded that the scale is highly reliable for women teachers of secondary schools of Gujarat.

9.5.2 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 correlation thus obtained is 0.63. The correlation co-efficient is highly significant at 0.01 level. This leads to conclude that scale has a very good concurrent validity.

Another set of concurrent validity has also been established by correlating the scores on Role Perspective scale,
with the scores on specially devised rating form filled in by the peers. The obtained correlation co-efficient between two sets of score is 0.82. The co-efficient of correlation is highly significant at 0.01 level of significance which gave indication that the concurrent validity is very high.

The concurrent validity co-efficients are of a high order. Thus, the scale ment for measuring Role Perspective of the women teachers is indeed a highly valid tool.

9.5.3 Norms

The norms for the urban married, urban unmarried women teachers, rural married, rural unmarried women 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. Because of this, it was thought fit to give percentile norms of these four groups. Area-wise norms are also given.

The separate norms for educational faculties were not given because the groups were not differing significantly from each other.

Separate norms for age groups and teaching experience were also not given because the groups were not differing significantly with each other.
9.6 **Suitability of the Scale**

The study of the distribution led to conclude that the obtained distribution by and large resembles to the normal curve. The Role Perspective scale is therefore, suitable for the group selected and for the population for which it was designed.

9.6.1 **Role Perspective and Educational Background**

In previous chapter VI different aspects like area, marital status, educational background, age, teaching experience and caste have been taken into consideration. The score of Role Perspective in relation to each one of these is calculated on total population of 1,000 separately.

Thus, Role Perspective of urban and rural women teachers, married and unmarried women teachers are compared on a sample of 1,000. Similar calculations are done for age, educational background, teaching experience and SES.

With regard to the score of Role Perspective in relation to graduates from Arts, Commerce and Science streams, it was found that the difference of Role Perspective score was significant at 0.01 level. The 'T' value between the pairs of levels indicated that the score of Science graduate teachers was higher than that of Arts and Commerce graduates. It is also note-worthy that there is no significant difference between the scores of Arts and Commerce teachers.
Hence, it could be concluded that educational background is related to Role Perspective. Science graduate teachers have higher Role Perspective than their counterparts.

It can be inferred, therefore, that Science graduate teachers are more conscious of their professional role than others. This may be due to the fact that Science graduates were trained in laboratories and have cultivated scientific attitude and exactness in work which are fundamentals of education in Science stream.

9.6.2 Role Perspective and Marital Status

With regard to the score of Role Perspective in relation to married and unmarried teachers, it was found that the difference of Role Perspective 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 Perspective.

It can be inferred therefore, that married women teachers are more conscious of their professional role.

This may be due to their experience as house-wives and of management of domestic affairs; these are aspects of sociability which might be more predominant.
9.6.3 Role Perspective and Area

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

Hence, it could be concluded that area variable has relation with Role Perspective. It can be inferred therefore, that urban teachers are more conscious of their professional role than the rural ones.

This may be due to the fact that women teachers from urban area have to face competition in professional life and have always to be alert to keep up their standing.

9.6.4 Role Perspective and Caste

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

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

It can be inferred therefore, that consciousness of their professional role was more in Non SC/ST teachers. This may be due to the fact that upper classes have long standing experience of their profession. The backward class have only
recently entered this field. Their social and domestic climate might not have developed to their extent. Their motivation might be at a lower level.

9.6.5 Role Perspective and Age

With regard to the score of Role Perspective in relation to group of age up to thirty years and age above thirty years, it was found that the difference of Role Perspective 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 said that the age variable has negligible effect on Role Perspective.

It can be inferred therefore, that consciousness for Role does not depend on the age of the teachers. It may be, other environmental factors, which might be more affecting Role Perspective.

9.6.6 Role Perspective and Teaching Experience

With regard to the score of Role Perspective in relation to teaching experience groups, the experience up to ten years and above ten years, it was found that the difference of Role Perspective 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 Perspective.

It can be inferred therefore, that consciousness for Role does not depend on the experience of the teacher. The Role Perspective is, therefore, an individual trait irrespective of experience.

9.7 Role Perspective in Context of Area and other Variables

There were five studies conducted to study the main effect of area on the Role Perspective. All these studies were based on randomly selected sample. From the study of entire sample, it was found out that area is an effective variable on Role Perspective. The mean difference between urban and rural teachers was significant and it was in the favour of the urban women teachers. Hence, it could be concluded that urban women teachers have higher Role Perspective.

In five studies, marital status, caste, age, teaching experience are included as independent variables. These studies are discussed in context of area variable. Each study is factorial one based on a sub-sample. The results of these studies are as follow:

9.7.1 Study of Role Perspective 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 urban women teachers. The area variable functions without being effected by other independent variable.

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

Interaction effect of these variables is also not significant.

9.7.2 Study of Role Perspective and Caste in Context of Area

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

Main effect of caste is also significant at 0.05 level of significance. The mean difference was in the favour of Non SC/ST women teachers.

Interaction effect of these variables is not significant. Both the variables function without being effected by each other.

9.7.3 Study of Role Perspective and Age in Context of Area

This study is based on a sub-sample of 248 subjects. Main effect of area is highly significant at 0.01 level of significance. The mean difference is in the favour of urban women teachers. The area variable functions without being effected by age variable.
Main effect of age is not significant. Means of different age groups do not effect on Role Perspective.

Interaction effect of two variables is also not significant.

9.7.4 Study of Role Perspective 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 the favour of urban women teachers. 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 effect Role Perspective.

Interaction effect of these two variables is also not significant.

9.7.5 Study of Role Perspective and SES in Context of Area

This study is based on a sub-sample of 288 subjects. Main effect of area is highly significant at 0.01 level of significance. The mean difference is in the favour of urban women teachers. 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 women
teachers of high SES group. These teachers have higher Role Perspective than their counterparts.

Interaction effect of these two independent variables is not significant.

From above mentioned studies conducted on the sub-samples, it is concluded that the area is highly effective variable on Role Perspective. In all these studies, it is found that mean differences are in favour of urban women teachers, marital status, caste and SES variables are effective.

9.8 Role Perspective and Personality Factors in Context of Area

In these studies area and eight factors (A, B, C, E, F, H, N, Qg) have been taken up as independent variables. All these studies are factorial one based on sub-samples.

9.8.1 Factor-A (Aloof Vs Warm, Outgoing)

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 urban women teachers.

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.
9.8.2 Factor-B (Dull Vs Bright)

This study is based on a sub-sample of 200 subjects. Main effect of area is not significant. In this factor area does not function, means both areas work on the 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.

9.8.3 Factor-C (Emotional Vs Mature)

This study is based on a sub-sample of 264 subjects. Main effect of area is highly significant at 0.01 level. The mean difference is in favour of urban women teachers.

Main effect of Factor-C is not significant. Interaction effect of both these variables is also not significant.

9.8.4 Factor-E (Submissive Vs Dominant)

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 urban women teachers.

Main effect of Factor-E is not significant. Interaction effect of both these variables is also not significant.

9.8.5 Factor-F (Glum, Silent Vs Enthusiastic)

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 urban women teachers.

Main effect of Factor-F is not significant. Interaction effect of both these variables is also not significant.

9.8.6 Factor-H (Timid Vs Adventures)

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 urban women teachers.

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

Interaction effect of both these variables is not significant.

9.8.7 Factor-N (Simple Vs Sophisticated)

This study is based on a sub-sample of 240 subjects. Main effect of area is highly significant at 0.01 level. The mean difference is in favour of urban women teachers.

Main effect of Factor-N is not significant. Interaction effect of both these variables is not significant.

9.8.8 Factor-Q (Dependent Vs Self-sufficient)

This study is based on a sub-sample of 176 subjects. Main effect of area is highly significant at 0.01 level. The mean difference is in favour of urban women teachers.
Main effect of Factor-$Q_2$ is not significant. Interaction effect of both these variables is also not significant.

9.9 Role Perspective and Personality Factors in Context of Caste

In these studies caste and eight factors ($A$, $B$, $C$, $E$, $F$, $H$, $N$, $Q_2$) have been taken up as independent variables. All these studies are factorial one based on sub-samples.

9.9.1 Factor-A (Aloof Vs Warm, Outgoing)

This study is based on a 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 women 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.

9.9.2 Factor-B (Dull Vs Bright)

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 women 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.
9.9.3 Factor-C (Emotional Vs Mature)

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 women teachers.

Main effect of Factor-C 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.

9.9.4 Factor-E (Submissive Vs Dominant)

This study is based on a sub-sample of 95 subjects. Main effect of caste is highly significant at 0.01 level. The mean difference is in favour of Non SC/ST women 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.

9.9.5 Factor-F (Glum, Silent Vs Enthusiastic)

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 women teachers.

Main effect of Factor-F is not significant. Interaction effect of both these variables is also not significant.
9.9.6 Factor-H (Timid Vs Adventures)

This study is based on a 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 women 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 these variables is not significant.

9.9.7 Factor-N (Simple Vs Sophisticated)

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 women teachers.

Main effect of Factor-N is not significant. Interaction effect is significant at 0.05 level.

9.9.8 Factor-Q2 (Dependent Vs Self Sufficient)

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 women teachers.

Main effect of Factor-Q2 is significant at 0.05 level. The mean difference is in favour of high personality.

Interaction effect of both these variables is not significant.
9.10 Role Perspective and Personality Factors in Context of Marital Status

In these studies, marital status and eight factors (A, B, C, E, F, H, N, Q) have been taken up as independent variables. All these studies are factorial one based on sub-samples.

9.10.1 Factor-A (Aloof Vs Warm, Outgoing)

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 these variables is not significant.

9.10.2 Factor-B (Dull Vs Bright)

This study is based on a 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.

9.10.3 Factor-C (Emotional Vs Mature)

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.

9.10.4 Factor-E (Submissive Vs Dominant)

This study is based on a sub-sample of 152 subjects. Main effect of marital status is highly significantly 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.

9.10.5 Factor-F (Glum, Silent Vs Enthusiastic)

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.

9.10.6 Factor-H (Timid Vs Adventures)

This study is based on a 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.
9.10.7 Factor-N (Simple Vs Sophisticated)

This study is based on a sub-sample of 144 subjects. Main effect of marital status is not significant.

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

Interaction effect of both these variables is not significant.

9.10.8 Factor-Q2 (Dependent Vs Self-sufficient)

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

Main effect of Factor-Q2 is highly significant at 0.01 level.

Interaction effect of both these variables is also significant at 0.05 level.

9.11 Suggestions

A research is hardly ever complete in itself. There is always a scope for doing some further studies on it. Considerable work on Role Perspective has been done in foreign countries. In comparison to that work, very little has been done on Role Perspective in our country. The number of such studies are very less than the number of studies carried out in other countries.

A comparative study of the work done in this field, in our country with that done in the countries abroad shows that there is enough scope for research in this field in our country.
If perception of role is a problem in other countries it must be so with our country too. Perception of the role is necessary for success in work of teaching as well as in other activities. It is not only up to school level but also in college level and all walks of life.

9.11 Suggestions for Administrators and Teachers

1. Administrators should try to find out and take into consideration teacher's faults or unsuitable roles in various aspects viz., governing discipline, class-room work, administration personality and emotional role. They should try to find out the way to adjust them according to their wish.

2. Administrators should recognize that women are as good as male teachers, hence, they should not try to take undue advantage and shirk their responsibility.

3. Administrators should evaluate all the teachers time to time and they should be made fresh by present and latest techniques, methods and trends of teaching.

4. Administrators should inspire each teacher rather than making hindrance in their work.

5. Administrators should try to be acquainted all teachers with the latest syllabus and they should be given chance to participate in different training programmes.
6. Examination reforms, projects and research work should be conducted at each school and each teacher should be given training at every two years plan.

7. The authorities should adjust their programmes in such a way that best can be drawn out of the experience and knowledge of women teachers keeping in view their social circumstances, commitments and conflicts.

8. Frequently women teachers should be evaluated on the Role Perspective tool so as to gather from them their perspective with regard to different dimensions of the role.

9. Occasionally students, guardians and fellow teachers should be asked to evaluate teachers with regard to the Role Perspective.

10. Teachers should find out and take into consideration their faults or unsuitable roles in various aspects such as teaching role, administrative role, role of a woman, discipline and social role. So that the faults or unsuitable roles can be adjusted.

11. The administrator should see to it that the teaching profession is very much suitable to women and hence should encourage women emotionally to come forward to work as teachers.

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

13. Women teachers should take part in other activities to enrich their knowledge not only for teaching but for other things also.

14. Administrators should honour active and honest teachers who work for school sincerely.

15. In a developing country like India teachers should keep their knowledge up-to-date and should be always conscious of the role they have to perform.

9.11.2 For Education Department

1. Teachers who work sincerely for a long time in rural areas and develop schools and become useful to the society should be rewarded.

2. Teachers should be provided enough materials for enhancing of their knowledge.

3. Teachers who work in village or rural areas, where modern facilities are not available, should be given more pecuniary gains or allowance.

4. The education department should provide necessary living accommodation to teachers.
5. The education department should arrange in-service programmes such as seminar or lectures on compulsory bases for teachers to come up their spirit.

6. Some schools should be selected as project schools in which educational experiments can be undertaken and the results of it should be sent to each school.

7. There should be an orientation programme for teachers in order to improve upon their perspective of the role they have to perform during their tenure of their service.

9.11.3 For Society

1. There should be parent teacher association in each school.

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

3. The society should honour the active and honest teachers who work sincerely for school.

9.11.4 Suggestions for Further Studies

A number of points, doubts and difficulties that were faced by the investigator during the long process of investigation has enabled the investigator to suggest some problems for further research in this field. They are as under:

1. A study of Role Perspective of working women in different fields.
2. An investigation into causes of Low Role Perspective.
3. A Study of Role Perspective of B.Ed. trainees in relation to Socio-Psychological variables.
4. A study of Role Perspective in context of Personality Factors.
5. The case studies of teachers who have higher Role Perspective.
6. A comparative study of Role Perspective of trained and untrained teachers.
9. Investigation into factors promoting Role Perspective of teachers.
10. A study of Role Perspective of teachers perceived by students in relation to personality.
11. A study of the conditions of working women.
12. A study of Role Perspective and Role Conflict of women teachers.
13. A study of teacher's attitude towards their role and its relation with SES and Personality.
14. A study of teacher's actual role and the expected role of each level.

15. A study of teacher's personality and its impact on social role.


17. To study the climate of secondary school and its impact upon the teacher's role.

18. A comparative study of residential and non-residential school teachers' role and educational achievement of students.

Many aspects still remain untouched from our knowledge of the teacher's role and how it should be increased. But the present study will be of some use in teacher's appointment for school, the other related studies also broadens the scope for research, taking each of them at a larger canvas.

The list mentioned here is not an exhaustive one. It is merely indicative.