"Test scores reflect ability, they do not determine ability. Test scores may suggest, but never prove. We are much safer when we make interpretations based on the actual performance of those who have had similar scores than when we try to tell an examine. This score means that you will ..... 

- Lyman.
CHAPTER VIII
RETROSPECT AND PROSPECT

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8.1 Introduction

The importance and significance of the study have been discussed in detail in the previous chapters.

An attempt has been made to develop a tool for measurement of Role Perspective of primary school teachers. It was done on the basis of review of the related literature and the suggestions and guidance of the concerned guide and other experts of the research field. A thorough process of the preparation of tool has been described in chapter VI and VII. It has been observed that the tool containing nine dimensions and 54 statements provide a very useful estimate of the role perception of the teacher.

The another main objective of the present study was to find out the relation of the role perception of the teacher with S.E.S. and psychological characteristics. For this, two tools were adopted and implemented upon the teachers. For the calculation and analysis of test has been employed and perception of independent variables have been achieved. Sex, caste, area, age, experience, educational qualifications, S.E.S., personality factors and society were
the independent variables. All the variables were evaluated. There were nine dimensions, too. These dimensions were also tabulated and analysed. Not only that but 54 statements were arranged in a rank order.

8.2 Observation and Suggestions

The present study has mainly two aspects:

1. Variables - 9
2. Dimensions - 9

To measure the role perspective the RPPSTI inventory was used. It covered nine variables as well nine dimensions. The findings are as under:

8.2.1 Findings of Variables

1. Sex:

There is no significant difference between the role perspective of male and female teachers working in primary schools of Gujarat State.

2. Area:

There is some difference of role perception of primary school teachers working in the rural area. It is significant at 0.01 level which is higher than the teachers of urban areas.
3. **Caste**:  
There is a significant difference between the mean score on role perspective of B.C. teachers of primary schools. Their role score is higher than non B.C. teachers.

4. **Experience**:  
Younger teachers have better role perception than those of elders. The newly appointed teachers who have short experience, work sincerely and try to satisfy the pupils.

5. **Educational qualifications**:  
The role perception of highly qualified teachers is not higher than those of S.S.C., P.T.C. teachers.

6. **Age**:  
It is seen that there is no significant difference between the role scores of different age-groups of teachers of primary schools of Gujarat.

7. **Socio-economic status**:  
Teachers having high S.E.S., perform their role high and those who fall in low S.E.S. group, their role perspective is low.

8. **Personality factors**:  
There is no significant difference between mean score of psychological characteristics.
9. **Society:**

The group of teachers (1512) who perceived the role perspective by themselves is greater than the group of persons of other professions.

8.2.2 **Observations**

1. It is observed that the teachers always teach to shape the life of the pupils. Out of all these data and statements, the high scoring is given to this aspect.

2. Most of the teachers at primary level do not try to improve their educational qualifications.

3. From the bio-data it is seen that some teachers have worked in different fields, though they are in service.

4. A very few teachers have passed extra examination like Hindi, Tisari, Vinit which is essential to them.

5. It is observed that no suggestions have been made by the teachers as they were asked.

6. It is seen that most of the teachers do not have deep insight in education. Hence they do not try to make any experiment in education.

7. Only one teacher had received a state award for Best teachers.
8. There is no teacher who has taken part at seminar reading.

9. No teacher has written any educational article.

10. Most of them have given high score to evaluate them.

11. Most of the teachers have no affection towards administrative staff.


13. The extra reading habit could not be seen in this study.

8.2.3 **Findings of Nine Dimensions**

**D:1 Teacher as a guide of pupils.**

The total mean score of this dimension is 4.61 which is highest to all. It is seen that the teacher gives much importance to pupils and his education.

**D:2 Teacher with head teacher.**

The mean score of this dimension is 4.36 which stood sixth in all areas. Disliking is there.

**D:3 Role of a teacher and co-curricular activities.**

The mean score of this dimension is 4.37 which stood fifth in all areas.
D:4 Subject-teaching and curriculum.

The mean score of this dimension is 4.38 which is fourth in all dimensions. It shows that teachers give more importance to curriculum than other aspects.

D:5 Administration and Discipline.

The mean score of this dimension is 4.44 which stood second in all dimensions. This dimension is most essential as well as useful in primary education.

D:6 Teacher with other teachers.

The mean score of this dimension is 4.40 which stood third in all areas. It seemed that a teacher lives in close contact of his staff members.

D:7 Teacher and A.D.E.I.

The mean score of this dimension is 3.93 which is the lowest one. No close relation is with education department.

D:8 Teacher and society.

The mean score of this dimension is 4.20 which stood eighth. It shows that no close relation is with the society.

D:9 Teacher and general affairs.

The mean score of this dimension is 4.36 which is high and comparatively good and equal to area second.
8.2.4 Observations

1. It is observed that the teacher gives more attention toward the teaching of pupils.

2. It is seen that primary teacher has less relation with administrative staff. The A.D.E.Is do not help them or they are not paying much more attention to education. They only evaluate administrative aspects.

3. The teacher has no close relation with the society. No parent-teacher association exists in primary schools.

4. The teachers want to participate in the framing of syllabus.

5. All the teachers said that they obeyed their Heads respectfully.

6. Most of the teachers believed in co-curricular activities for the socialization of pupils.

7. Teachers in many numbers make their teaching interesting by tricks and experience.

8. For maintaining the standard of discipline, pupils should be given work according to the efficiency.

9. If teachers come in closer contact of other teachers, they can get new ideas which will be useful in teaching work.
10. It is seen that each teacher wants to satisfy his A.D.E.I.

11. By National and Social festivals the progressive atmosphere in the society can be created by the teacher.

12. The spread of the culture is to be made or can be made through the teacher and education.

8.2.5 Rank of Statements

1. Statement nos. 1, 16, 31, 12, 40 stand at top rank.
2. Statement nos. 50, 51, 52, 53, 54 stand at last rank.

8.3 Implications of the Investigation

The implications of the study are self-evidents and self-explanatory, too. However, the following implications should be noted earnestly.

8.3.1 Teacher:

1.1 From the findings, it came to know that the teachers highly qualified are not satisfied with what they get today. The teachers who have acquired B.A., M.A., B.Sc., B.Ed., M.Ed. or any higher qualifications should be paid more increments.
The highly qualified teachers should be promoted to higher posts in their field i.e. head teacher, A.D.E.I. supervisor, taluka education supervisor (Shikshan Nirikshak), without taking seniority into consideration.

The teachers with long experiences should be evaluated time to time and they should be made fresh by present and latest techniques, methods and trends of primary education.

In all primary schools, there should be a teacher who is trained specially in vocational and educational guidance or there should be one child psychologist per taluka to study and solve the problems of children. He may be useful to each primary teacher.

Home-room system should be started.

Teachers themselves should read the latest books, magazines etc., on education.

They should live in close contact of society and education department.

They should pay more attention toward teaching profession rather than other work profession.

Head Teacher

Head teacher should be highly qualified and appointment should be made on the basis of educational qualifications.
5. Society or gram panchayat or municipal corporation should provide some educational facilities.

6. Society should inspire each teacher rather than making hindrance in their work.

7. School should be kept aloof from village politics.

8.3.4 Education Department

1. Teachers who work sincerely for a long time in a rural areas and develop the schools and become useful to the society, should be honoured at taluka and district levels and be placed in a good and big schools situated in urban areas with a view to using their capacities and efficiency.

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

3. Teachers who do not have side business, no chance for tuitions should be honoured by the Government should put some control upon tuition.

4. Teachers who work in villages or in rural areas where modern facilities are not available, should be given two more increments or rural allowance and house rent allowance.
5. The Education Department or District Shikshan Samiti should provide residential quarters in villages and that is in school premises.

6. Transfer of teachers should be made in accordance with the rules prescribed by the Government.

7. For training of P.T.C., the minimum educational qualification should be H.S.C.

8. No school should have one teacher. At least two teachers should be given to each school.

9. A school having 1 to 7 standards should be given one junior clerk with a view to decreasing the clerical work load of head masters and teachers.

10. The pay scale of primary school teachers should be revised at a higher scale.

8.3.5 Educational Programme

1. Each school should be entrusted to the primary training college of the concern district and the college should try to uplift the educational standards by doing experiments, guidance, seminars etc.

2. Teachers should be made acquainted with the latest syllabus and they should be given chance to participate in training of curriculum.
3. Examination reform, projects and some primary research work should be a programme each school and each teacher should be given at every Five Year Span.

4. Visits of good and progressive should be arranged every year in the State and outside the State.

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

6. One educational and research magazine may be started and in seminars some research work should be reported.

8.4 Suggested Studies

The above recommendations cannot be generalised beyond the sample because the area of primary education is very wide and many types of problems and suggestion are there to be solved and made.

This study had also some limitations as mentioned in previous chapters. The role perspective of primary school teachers is still to be studied in deep. Many areas are there in which research work can be done. They are as under:

1. To study the problems of B.C. teachers working in primary schools.
2. To study the effect of District Shikshan Samiti as an administrative aspects upon the standard of education.

3. To study the equipment provisions of primary schools and its impact upon education.

4. To study the role of A.D.E.Is. of primary education in relation to their control and impact upon primary teachers.

5. To study critically the syllabus of primary training colleges meant for P.T.C.


7. To study the measures taken by the State Government to implement the primary education after 1960 and its impact upon the standard of education.

8. To study the work load of primary teachers.

9. To study the climate of primary school and its impact upon the standard of education.

10. To study the enrolment procedure, problem and compulsory education at primary school level.

11. A comparative study of girls'and boys' school in relation to their educational achievement at primary school level.

13. To study the implementation and utility of SUPW and its impact upon other subject-teaching and achievement at primary school level.

14. To study the programme of Science Fair and its impact upon the achievement done by pupils and teachers.

15. To study the present position of physical education in the primary school in relation to the health of pupils.

16. To establish the norms to measure the role perspective of primary school teachers.

8.5 Instruction to User of RPFSTI

1. This inventory is tried out and made valid and reliable. It was passed through 1512 primary school teachers of Gujarat State. The teachers were of the following types:

   i. Male and female teachers.
   ii. B.C. and Non-B.C. teachers.
   iii. Young and old teachers.
iv. Fresh and experienced teachers.
v. Rural and urban area teachers.
vii. Teachers of all districts of Gujarat State.

2. Statement No. 52 only is negative.

3. Statement Nos. 1, 11, 21, 31, 41, 51 and 61 are the distractors. They are not in any area and so they are not to be considered for evaluation.

4. There are 54 statements actually and divided into 9 dimensions shown here.

5. Without previous permission of the investigator, this tool should not be used.
Note for user who is to use RPSTI

In the research work done on role perspective of primary school teachers, the investigator has prepared the tool and made it valid and reliable.

But in the final tool known as RPSTI, the numbers of statements were arranged in any way because nine dimensions were there and in all the statements were spread out in a disordered manner. The investigator thought it better to arrange 54 statements in a proper order so the future investigator or any research worker may use it easily. Hence here firstly the present position of each dimension with statement has been given and then new order of each dimension has been given.

No key and further guide line has been given here. It is left on future investigator. Last of all 54 statements have also been given with old numbers in brackets. (See appendix No. 13 1.)
**Old numbers of statements**

**Area-wise RPISTI**

<table>
<thead>
<tr>
<th>Area</th>
<th>Statement numbers</th>
<th>Total Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 16, 17, 40, 43</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>6, 41, 42, 46, 47, 49, 51</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>2, 8, 11, 13, 21, 44</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>20, 22, 24, 27, 31, 34</td>
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<td>6</td>
</tr>
<tr>
<td>7</td>
<td>19, 30, 50, 52, 53, 54</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>10, 15, 25, 29, 32, 36</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>28, 33, 35, 37, 38, 39</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

**N.B.** : The above numbers of each statement distributed in nine areas, are disarranged while making it a final tool. All the numbers are given as they were in the first and second questionnaires.

**Explanation**

Totally there are 61 statements but Sr. No. 1, 11, 21, 31, 41, 51 and 61 are not to be taken into analysis because those statements have been kept as distractor. In 16th P.F. some statements have not been taken by the researcher on this line, here also the said method has been applied. Totally seven odd statements have been included as the distractors.
New numbers of statements area-wise

<table>
<thead>
<tr>
<th>Area</th>
<th>Numbers</th>
<th>Total Nos.</th>
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</thead>
<tbody>
<tr>
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<td>2 12 22 32 42</td>
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</tr>
<tr>
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<td>7 17 27 37 47 56</td>
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<td>7</td>
<td>8 18 28 38 48 57</td>
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<tr>
<td>8</td>
<td>9 19 29 39 49 58</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>10 20 30 40 50 59</td>
<td>6</td>
</tr>
</tbody>
</table>

In the last inventory there were disarranged statements. It is not a good characteristic of a good tool. So the number of each statement has been rearranged in a chronological order. Thus a list of 54 statements with new number is appended here in a typed form. The objective of doing this is to prepare an inventory in a scientific manner so the user may not confuse.

In the inventory (see Appendix ij) there are 61 statements but statement nos. 1, 11, 21, 31, 41, 51 and 61 are not concerned in any dimension so these numbers have not mentioned in the above table.
Each statement is to be evaluated by a five-point scale. A-5, B-4, C-3, D-2, and E-1 if the statement is affirmative. Statement No. 52 is only negative. It is to be marked as shown here. A-1, B-2, C-3, D-4, and E-5.

The marking scheme is as under:

**Scoring key**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Stage</th>
<th>Scale</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If fully agreed</td>
<td>A-5</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>If partly agreed</td>
<td>B-4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>If not decided</td>
<td>C-3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>If partly disagreed</td>
<td>D-2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>If fully disagreed</td>
<td>E-1</td>
<td>5</td>
</tr>
</tbody>
</table>