CHAPTER - 6

CONCLUSIONS, OBSERVATIONS

AND SUGGESTIONS
In this final chapter conclusions and observations based on the analysis and interpretation done in the fifth chapter, will be presented. At the end suggestions for the further research will also be made.

The study was done following quantitative methods and largely qualitative methods. Hence, conclusions and observations of variegated dimensions are arrived at. This study has created a scope for juxtaposing and comparing results of quantitative and qualitative nature. A very interesting picture of teachers’ perceptions regarding teaching learning process can be visualized from this.

6.1 THE NATURE OF CONCLUSIONS AND OBSERVATIONS IN A QUALITATIVE STUDY:

A qualitative study is not objective in the sense that it is not context-free. Context in this type of research include the researcher – respondent interaction, the setting and the time frame of the study. Lincoln and Guba (1985 : 42) state that a qualitative inquiry “is inclined to interpret data (including the drawing of conclusions) ideographically, rather than nomothetically because different interpretations are likely to be meaningful for different realities; and because interpretations depend so heavily for their validity on local particulars, including the particular investigator-respondent (or object) interaction, the contextual factors involved and the local values.”

In reporting conclusions and observations the emphasis should be on portraying the constructions of respondents, the evaluations and interpretations offered by the respondents, and this whole presentation should be in an informal style. As an ethical consideration the reporter should honour promises of confidentiality and anonymity.

6.2 RESEARCH QUESTIONS AND OBJECTIVES OF THE STUDY:

The inquiry was taken up to seek answers to the questions laid at the outset, and an endeavour was done to realize the objectives the study. Here is a list of some of the important research questions and objectives.
6.2.1 Research Questions:

The inquiry strives to answer the following questions:

1. How do the teachers perceive the act of teaching?
2. What is their perceptions regarding the process of teaching and learning?
3. Do they integrate their perceptions regarding the process with the practice of teaching and learning?
4. Which activities are conducive to and which are incompatible with teaching learning according to the teachers?
5. How do teachers perceive their and students' role in this practice?
6. What are their overt and covert responses regarding the practice?
7. What are the major incidents and acts in a school/classroom situation which reflect the teachers' perception most effectively?

6.2.2 Objectives:

The following objectives have guided this study:

1. To study the perceptions of teachers about the act of teaching and learning.
2. To study the integration between their perceptions regarding the process with the practice of teaching and learning.
3. To study teachers overt and covert responses regarding the practice.
4. To study classroom situations which reflect teachers' perceptions.
5. To arrive at some qualitative and quantitative conclusions regarding their perceptions and practice in relation to some variables like: area, sex, qualifications, experience and discipline of study.

6.3 OBSERVATIONS REGARDING THE CONTEXT AND SET UP OF THE STUDY:

This study was undertaken with a view to describing the perceptions of the secondary school teachers about their practice. Their deliberate perceptions were collected through an inventory (TLPI); whereas their tacit perceptions were...
availed through qualitative techniques indepth interview, observation of classroom teaching and overhearing their conversations in an informal setting.

6.3.1 The Context of the Inquiry:

The inquiry was carried out following the naturalistic ontology that realities are wholes that cannot be understood in isolation from its context... entity-in-context should be the focus of inquiry [Guba & Lincoln: 1984, p.39]. The sample was contacted in the schools where they work and their tacit perceptions were observed when they actually put into practice their beliefs about teaching and learning. Moreover, the context of the teaching-learning practice comprised of theoretical considerations, and the moments of happiness and unhappiness in the class. The inquiry also accepted prevailing beliefs, teachers’ opinions about their work in public, the impressions about teaching-learning at school level as visualized by the society, and teachers’ beliefs and values involved and expressed in their regular academic context. It is quite likely that the observations and results may change if the above mentioned contextual conditions are changed.

6.3.2 The Setting of Inquiry:

Natural setting is the best setting for inquiring into constructing realities. I contacted the teachers where they worked, set with them in the staff-room overhead their loose talk during recess-time over a cup of tea, observed their lessons when they had regular classes, interviewed them in the school itself after the observations were over, walked with them in the school campus and saw them working with the students and colleagues. Nothing was specially arranged for this study. The interviews were also done in the free-classes, without prior intimation to teachers.

6.4 Conclusions Based on Analysis of Chi-Square:

The analysis of responses on Teaching Learning Perception Inventory was done using the technique of 'chi-square'. X² is not a measure of the degree of relationship. It is a 'test of independence. The test observes the probability. A significant x² finding tend to be systematically related and that the relationship
transcends pure chance. Following general impression is derived from the analysis of chi-square.

- All the statement except one statement (No. 46) is significant at .001 level. Statement no. 46 on TLPI is significant at .05 level. This suggests that perceptions about teaching and learning practice are clearly at the side of statements of TLPI; and the teachers have a positive perception of teaching learning practice. Their scores vary from 252 to 371 (maximum possible score is 500).

6.5 CONCLUSIONS BASED ON OPEN-ENDED RESPONSES ON TLPI:

Teaching Learning Perception Inventory was the tool devised to elicit quantitative as well as qualitative responses. This inventory had 10 sub-parts each dealing with an aspect of teaching-learning practice. At the end of each part space was given for open-ended responses regarding that aspect. A frequency count was applied for open-ended responses regarding that aspect. A frequency count was applied for open-ended responses, the conclusions are presented in the descending order of frequencies.

6.5.1 Harmony Between Theory and Practice:

- Most of the teachers believe that quality teaching should aim at behavioural change and developing understanding and skills for life.
- Teachers' classroom practice is examination oriented and syllabus centred.
- Methods taught at B. Ed. are not practically useful in classroom teaching because of lengthy syllabus, time constrain and large classes.
- Almost all the teachers favour physical punishment for effective learning and high achievement.
- Teachers accept that they have lost their professional effectiveness.
- No harmony exists between what the teachers believed and what they practice.
6.5.2 Conditions of Teaching:

- Teachers define 'teaching' as an intellectual activity of inspiring and guiding the students. Child-centred and value-oriented teaching is worthwhile.
- Students cannot learn without teachers' help.
- Despite of teachers’ sincere teaching, students’ carelessness spoils the results.
- Teachers' try to adjust to the level of the students. But still for teachers the subject matter is more important than the students.
- Teachers emphasize the information part of a lesson as compared to the values in it.
- The teaching practice by the teachers is not compatible with their concept of effective teaching.

6.5.3 Conditions of Learning:

- Teachers perceive the school as a 'centre of learning'.
- The practical way to educate student is 'teaching' rather than waiting for the students to initiate learning.
- The new teachers try to emphasize learning for one or two years, but later on they accept importance of teaching.
- Learning is the result of teachers' teaching.
- A good learner of a subject is also a good learner of life.
- The educative atmosphere in the family, personal tuitions and physical punishment affect positively on learning.

6.5.4 Competence of Teachers and Students:

- Teachers accept that there are very few teachers who have a good knowledge of their subject, skill in employing various methods, techniques and teaching aids.
- The second-generation teachers are better teachers.
- In service training is helpful in developing teachers' competence.
Students’ attitude towards study is more important than their mental ability.

Most of the students do not wish to acquire in-depth knowledge and understanding in the subjects; they are interested in scoring high in the examination only.

Most of the successful teachers are those who are competent in preparing their students from examination point of view only.

6.5.5 Factors Outside the School Influencing Teaching and Learning Practice:

- The major factors are: Involvement of school management body, parents’ interest in their child’s study (positive factors). Social and economical condition of the students’ families, and the policy of giving ‘grace’ marks (negative factors).
- The practice of private tuitions have positive effect of students’ achievement but it has a negative effect on the classroom teaching of the teachers who indulge in school practice.

6.5.6 The Classroom Climate:

- The climate which is conducive to learning is constituted by good physical facilities, humour in the classroom, strict discipline, punishment to the indisciplined students, healthy relationship among teachers’ competence and sincerity.
- The factors having a negative effect on classroom climate are: strong, hostile groups of the students in the class, the principals’ remarks about the classwork given openly in the class, and giving freedom to students.
- It can be inferred that teachers are very much bent upon maintaining a strict disciplined atmosphere in the class.

6.5.7 Relationship among Teachers and Students:

- Many teachers accept that the teachers who can establish humane relationship with their students are better than those having a good command over the subject they teach.
- Most of the teachers perceive close relations with the students as negative, because such students tend to insult the teachers.
Quality of teaching is more important than quality of relationship.

Female teachers can develop very good relationship with the students. Teachers can establish emotional relationship in a girls' class than in the boys' class.

Young teachers can create relationship easily and the students at secondary level like to learn from young teachers.

Teachers have rarely seen and experienced with the students in the actual classroom practice.

Teachers' sincerity, honesty and language are the main factors helpful in establishing and maintaining relationships.

6.5.8 Factors Affecting Learning:

Discipline in the classroom is the main factor affecting learning in a possible way.

Parents' care and watch over their child's study is important.

Co-curricular activities have been marked as a negative factor, surprisingly.

Cheap study materials, over care of the parents, films and T.V., and military type discipline are negative for learning.

6.5.9 Factors Affecting Teaching:

Positive factors affecting teaching are: less burden on teachers, awareness of principal and students', certain film, radio programmes, praise for good work, encouragement from the principal, healthy relationship among teachers and students, teachers' extra reading, preparation at home and sufficient time to cover the syllabus.

Negative factors affecting teaching are: carelessness of students, parents complaints, teachers' unhealthy family atmosphere, teachers' interest to earn money from other activities, unenthusiastic, old and unexperienced colleagues, burden of work load, protection of service, physical inconvenience, teachers' health, importance to private tuitions and commuting from a distant place.
In real situation teachers do not oppose principal’s misbehaviour though it decreases their quality of teaching.

No relationship exists between salary and quality of teaching.

6.5.10 Happy and Unhappy Events in the classroom:

- They are not unhappy when the recess is over or a new period begins. Missing chance of rest in the classroom also does not cause unhappiness.
- Students' low results, asking questions by students put teachers under pressure, demand for completing the syllabus, mischievous behaviour of the class and students' carelessness generate anger in teachers.
- Students' regularity in homework, teachers' friendly relation with students, co-operation, interest towards extra knowledge, students' achievement, discipline and obedience give them happiness and satisfaction.
- When they can't teach their subjects well they feel unhappy.
- Many teachers disagree to the belief that teachers of today never feel happiness during classroom teaching.

6.6 CONCLUSIONS BASED ON NULL HYPOTHESIS:

In this study 't test' was used to find out the effect of independent variable on dependent variables because to find out the significance of the difference between two means. In this study responses on Teaching Learning Perception Inventory were tested and analysed with the technique of 't test' and 'chi-square'.

- Values of 't test' are not significant at the level of 0.05 or 0.01. So any of the null hypotheses is not rejected.
- There are no significant difference in the mean scores based on area, sex, subjects, qualifications and experience. So there is no significant difference of perceptions about teaching learning practice among following types of teachers.
- Teachers of urban and town area.
- Teachers of urban and rural area.
- Teachers of town and rural area.
- Male teachers and female teachers.
- Teachers belonging to arts group and commerce group.
- Teachers belonging to arts group and science group.
- Teachers belonging to commerce group and science group.
- Graduate teachers and post graduate teachers.
- Teachers having 0-5 years experience and 6-15 years experience.
- Teachers having 0-5 years experience and 16+ years experience.
- Teachers having 6-15 years experience and 16+ years experience.

➤ It can be concluded that all the teachers responded about their practice in relation to the perceptions, which they have developed. These perceptions are independent of sex, area, experience and faculty variables.

6.7 CONCLUSIONS BASED ON OBSERVATIONAL DATA:

Data on 'Classroom Observation Inventory (COI)' were analysed and frequencies were marked. The frequencies of not only verbal but non-verbal responses were also marked and analysed. Observation of teachers' practice was a special phase in this study. It has contributed to make this research more of a qualitative type because it presents a reality. The conclusions based on observation can be considered more valid and real than those based on the statistical analysis of the responses on the inventory. The conclusions presented here have a greater contextual value.

➤ Classes begin in a dull, routinized manner, students feel no stimulation for learning.

➤ Mostly teachers write or mention the topic, organize the class, only some teachers revise it, no one ever tries to lead their students to the topic by preparing their mind-set, nor they tell the students about their plan of working.
Teaching situations are organized but teaching learning situations in the class suffer from lack of emotional touch, encouragement and learning activities. Mainly cognitive atmosphere prevails.

More orientation to subjects and syllabus and less to students is observed.

Some teachers are conscious about 'learning' but a large number of teachers are primarily oriented to teaching and examinations.

For them subject matter is more important than its understanding. Value teaching is glaringly ignored by them. Only few teachers give importance to values.

Teachers rarely employ various teaching techniques and use teaching aids.

General classroom atmosphere is serious and casual.

Students do not get much freedom in the class.

Anger and scorn for the students who disturb class is found alarmingly high. Counselling and persuasion is almost absent.

Non-verbal expressions also indicated anger and hatred.

There are teachers, though very few, who are affectionate, care for their students and maintain an informal, unthreatening atmosphere.

Mainly chalk and talk method is employed, some teachers ask questions to students. Encouragement and motivation to the students is not frequent.

Teachers do not value language as an important instrument for the practice. The language used by most of the teachers is formal, impolite, rude and sometimes insulting.

Students' response positively affects teachers' behaviour.

Teachers perceive formal discipline an inevitable factor for teaching and learning.

When the bell rings to suggest the period is over, most of the teachers rush out from the class. Sometimes there is hurried summing up and instructions.
6.8 CONCLUSIONS FROM INDEPTH INTERVIEWS:

In depth interviews are one of the important methods to gather qualitative data. Not formal but informal and in depth interview can present reality. During interview their nonverbal cues are very important to suggest their hidden perceptions. During interview they presented their feelings of anger, happiness, unhappiness, complaints, criticism, praise etc. in natural way. 25 teachers were interviewed for this study and their verbal and non verbal responses were recorded. Teachers' perceptions can be concluded from this analysis as follows:

- Teachers perceive that the main aims of education are: developing a civilized person; character building; making students capable of enjoying a happy life and earning a social recognition in future.
- Teachers reported that they understand themselves to be responsible and able to guide the students. They try to give their best by creating interest and using different methods.
- They are exam oriented and give importance to syllabus and results only.
- Educational policies, political interference and teachers themselves are the main obstacles in fulfilling educational aims.
- According to teachers effective teachers are those who provide supplementary information, use variety of methods, have a personal teaching style, mastery over language motivate the students and spare time to know all these things.
- Teachers perceive effective classroom teaching as marked by students' participation, expected responses; combination of knowledge and joy, development of students' ability to think; and satisfaction on the part of students as well as teachers.
- B. Ed. methods are believed to be useful but not feasible.
- Prior and post teaching self-learning by students is valued high. Teachers need to inspire and guide for the same.
General perceptions of the teachers are that they are not able to put theory into practice. Pessimistic view is found in the matter of changing the old method and practices.

Few teachers do try to make their teaching more effective by changing teaching methods, inducing self-discipline, help building positive attitudes for learning and creating understanding about life.

Teachers perceive students' carelessness, low ability, student and teachers' disinterest, lack of thirst for knowledge, teacher-principals' relations, large classes, lengthy syllabus, heavy workload and examination system as main obstacles to effective practice.

Many teachers directly or indirectly accept that physical punishment is necessary. Some teachers are not even happy about governments ruling against physical punishment.

The weapon of physical punishment is a 'weapon' against mischievous, irregular and inattentive students. They also punish to maintain discipline, to create authoritative impression, to prevent them being spoiled and to make them understand importance of study.

For some teachers taunting, insulting words and criticism are alternatives for physical punishment.

Some teachers believe that system of tuition is profitable. Some believe that it is obstacle but those who favoured tuitions also wish to remove its drawbacks.

Many teachers believe that parents and members of trustee board create positive effect on teaching learning practice but some teachers believe otherwise.

Mainly teachers believe that home is more important than school for development of a child.

Teachers blame result oriented parents, unethical social environment, unemployment and onslaught of media for diverting students from real learning.

Many teachers praise teachers of today for having more knowledge, good qualifications and sincerity.
> Nonverbal cues suggest that the answers were fabricated as they came after thinking and faking good.
> Teachers perceive students as giving importance to study, honouring teachers, having more talent than teachers, being regular and interested in learning; obedient, learning good conduct quickly, not harassing others, eager to ask questions and finally, friendly to teachers.
> Some teachers accept that girls work harder than boys.
> Nonverbal cues suggest that some teachers took time in enumerating students' good qualities.
> Teachers find their students generally to be mischievous, undisciplined, inattentive, not interested in studies but in sports and girls only.
> Many teachers perceive that the teachers engaged in private tuitions are insincere in performing their duties at the school, they give rise to unethical practices and some of them are lousy teachers.
> Teachers perceive their happiness in the class dependent upon students' positive responses, a deep dive in the subject, use of teaching aids, touching life values providing general knowledge beyond the syllabus and some witty remarks from the students.
> They become disheartened and unhappy when the students are inactive disinterested, in negative moods, trying to harass the teachers. Difficult and insipid topics in the course also make their practice unhappy.
> They know the qualities of effective teachers but the real classroom teaching is far from it.

6.9 CONCLUSIONS DERIVED FROM OVER HEARD CONVERSATION:

Over heard conversation is a natural way to gather data because it is the observation and heard conversation of ordinary, usual and natural environment of the world of everyday. This situation is not manipulated by researcher. In this study, during recess time and free period researcher could get chance to hear their conversation.
The following conclusions based on over-heard conversation indicate to the reality of teachers' practice.

- Most of the teachers, especially senior ones, demonstrate no liking for their work. Younger teachers look desperate and unmotivated.
- Sincerity is not considered laudable, shirking is a widespread physical and psychological phenomenon.
- Teachers unanimously are in favour of physical punishment.
- Academic topics are not the subject of discussion among the teachers.

6.10 CONCLUSIONS OF QUANTITATIVE AND QUALITATIVE STUDY: A COMPARISON:

Triangulation is one of the ways to elicit divergent constructions of reality. This can provide insights about the same events.

According to Lincoln and Guba [referred in Erlandson, David and Others (1989:138)], each piece of information in the study should be expanded by at least one other source. Single items of information contribute little to an understanding of the context of the study unless they are enriched through triangulation.

Quantitative and qualitative both methods are used for this study. There has been a tendency to quantify human responses and come out with neatly packed, decimal-perfect conclusions. Quantification based on forced choice or close ended responses fail to grasp the flowing reality. Therefore qualitative techniques are found more reliable. In this study we have found some similarities and some differences in the results. Sometimes we also found a wide gap between the tick-marked responses and responses collected through unscheduled interviews and classroom observations. Qualitative researches lead to a rich awareness of divergent realities rather than to convergence on a single reality. The comparison of these conclusions reveal interesting results. The quantitative analysis yields more authentic and honest account of reality. The conclusions of this study indicate the relative range between quantitative and qualitative method. Some of the similarities in conclusions and differences in conclusions are as under.
**Table 6.1**

A Comparison of Some Conclusions Derived from Quantitative and Qualitative Methods

<table>
<thead>
<tr>
<th>Conclusions Based on Quantitative Method</th>
<th>Conclusions Based on Qualitative Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The major aims of education and teaching practice are — life orientation, behavioural changes in the learners.</td>
<td>1. Achievement in the examinations, completion of the prescribed syllabuses and information on the textual topics are the main aims.</td>
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<tr>
<td>2. Learner centered approaches are helpful.</td>
<td>2. Teacher and textbook centered approaches are practical and no importance is given to the student as a person.</td>
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<tr>
<td>3. B.Ed. Methods are useful and interesting. Teaching aids are helpful.</td>
<td>3. B. Ed. methods are of course useful, but they are not practised, teaching aids are not used.</td>
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<tr>
<td>4. It is necessary and possible to develop an understanding of life in the students.</td>
<td>4. Few teachers really try for life-oriented understanding.</td>
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<td>5. Teachers believe that today’s education system can produce good citizen.</td>
<td>5. Value-education is a rare-event.</td>
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<tr>
<td>6. Physical punishment is necessary.</td>
<td>6. Physical punishment is necessary and they do it.</td>
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<tr>
<td>7. Students’ participation in the teaching-learning process is important.</td>
<td>7. Classes are teacher and teaching oriented.</td>
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<tr>
<td>8. Human and freedom facilitate learning.</td>
<td>8. The classroom atmosphere is casual and serious.</td>
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</table>
9. Praise and positive feedback enhance learning.

10. Strict discipline is an obstacle in learning.

11. Encouragement and motivation from the parents as well as from the teachers is a positive factor for students' progress.

12. Teachers feel unhappy when they cannot perform well in the class.

13. Teachers have happy moments in the class.

9. Teachers are strict, affectionless and very critical about students' behaviour and responses.

10. A perfect discipline is expected and a little violation of it is also promoted.

11. Teachers are routinized and flat whereas parents are irresponsible.

12. Teachers are unhappy and angry when students disobey them, show lethargy and carelessness. Teachers tend to lose their temper when students laugh or exchange things or talk with one another.

13. Teachers' happy moments are the moments when they get correct answer from the students or they perform well in the examination.

The comparison of conclusion-statements in Table No. 6.1 reveal the reality, which can be accessed through qualitative methods only. Most of the conclusions under the quantitative method are routinized goody-goody things about teaching learning practice. Teachers are all praise for B. Ed. methods, use of teaching aids, life oriented aims, encouraging students, students' freedom in the class and learn centred approaches. The counterpart of all these statements indicates the dire situation prevailing in the schools. Teachers do not practice what they preach, they are also examination and syllabus oriented, most of the
classes are teacher-centred ones; value-education is a dream only, teacher-student relationship has yet to touch the human ground.

It is alarming to note that teachers openly and overtly favour physical punishment. This particular conclusion-statement is common on both the sides! The teachers' behaviour in the class is something to be worried about. Their main emotion is anger, hatred and dislike for the students. Most of them demand for a strict discipline and think that it is necessary for good learning in the class. Students' minor moments or exchanges are also treated harshly. The usual classroom atmosphere is quite casual, insipid and sometimes threatening too. The only solace is the demonstration of feeling of happiness, though in a small frequency, by some teachers. Students' positive responses correct answers and good results motivate teachers and also gives a good feeling.

A comparison like this not only opens a portal to the subterranean part of teachers' practice but also suggests strength of qualitative procedures in educational research.

6.11 A REPORT ON PEER-DEBRIEFING:

In studies done through naturalistic inquiry peer-debriefing and negotiated outcomes are techniques involved in reporting the conclusions [Lincoln and Guba 1985]

The conclusions inferred from the quantitative and qualitative data were showed to two persons connected with this field. One of them was a teacher-educator and professor of education whereas the other was a school teacher-the actual practitioner. They took about a week to offer their views on these conclusions.

The teacher-educator reported that: the conclusions are derived properly and they have succeeded in capturing the prevailing reality. The outcomes of the study are probable and visible in the practice of present day teachers. He was all praise for the tabular presentation of the conclusions derived from the qualitative and quantitative data, "A successful endeavour" he said. The other respondent an experienced teacher had some disagreements regarding a statement that 'students can not learn without teachers' help. He did not agree to this especially
regarding language learning. He believed that most of learning depends on students’ own approach towards language. He was unhappy with the finding that ‘the teaching practice by the teachers is not compatible with their concept of effective teaching.’ He also disagreed with a statement ‘A good learner of a subject is also a good learner of life’. He explained that students are examination oriented and selfish as long as the subject learning is concerned. He said, “Most of the teachers do not have feelings of unhappiness when they can't teach their subjects well.” The conclusion ‘Many teachers believed that parents and members of trustee board create positive effect on teaching learning practice, but some teachers believe otherwise’. He disagrees to this conclusion and believed that in most of the cases the interference of trustees of the board controlling the administration of a school is detrimental and disappointing to the teachers’ own ways and methods of teaching. He was reluctant to accept that ‘academic topics are not the subject of discussion among the teachers’. According to him this does not always happen. Sometimes teachers do discuss the topics of their teaching, they also discuss how they were or were not successful in teaching the particular topics.

He had the opinion that few conclusions are such that “they may not be true for all the teachers, though there are teachers whose practice is similar to your descriptions. Thereafter he was shown the classroom observation and interview data. This could satisfy him and he ultimately said that “you are faithful to your findings.”

6.12 SUGGESTIONS:

Analysis of the data and conclusions lead towards new understanding. Conclusions of each research always provide a path for new research. This research is based on quantitative and qualitative methods. So real picture of teachers’ perceptions towards teaching learning practice may help for future researches. Moreover reading for this research, review of related literature, conclusions based on teachers’ perceptions helped researcher to present some possibilities for future researches. So in the light of what has been discussed above the researcher makes some suggestions for future study. It is also suggested that qualitative methods must be applied for these studies:
A study of the perceptions of students of teaching and learning practices.
A study of Headmasters' perceptions of teaching and learning practice.
An investigation into the causes affecting teachers' practice.
A qualitative study of teachers' job satisfaction.
Analysis of teachers' classroom teaching.
A study of the factors that prevent teachers from translating their theories into practice.
A study of the teachers' teaching experiences in the first three years of their job.
An analytical study of the metaphors used by the teacher for various tasks, persons and activities related to their practice.

6.13 SUMMING UP:

A personal Response to This Study:

It has been a very long engagement of my self with this study. I can say that both of us have grown together. The problem looked very simple but fascinating at the time of selection but as I started pursuing it, it started developing into a variegated phenomenon. I looked at it amazed by the beauty of its contours. It posed a challenge – an academic as well as methodological. I had to raise my stature to combat it. I started sniffing the teaching-learning practice going in my school and my class. The mechanical ritual opened up its psycho-socio-academic dimensions. The living entities of the teacher and the taught, the social pressures, managerial expectations all jumped into the arena. I immersed myself in the environment so as to catch the living vibrations of the practice.

Participatory observations and personal interviews made me looked at my profession from multitude of corners. I tried to touch upon the REALITY of the practice-and here I am with my hands, head and heart filled with lot of pinks, grays and blues.

Analysis of a huge descriptive data was an elaborate and laborious process. It forced me to learn methods of content analysis so that I could extract the gist of the communication in logical-plausible tables.
The whole experience has mellowed my sense of selection and judgement. It has shaped an inquirer into me. My close contacts with the colleagues and experts in this field have endowed me with an insight into the profession. I now, perhaps, stand better as a classroom teacher and an observer of the practice of teaching and learning.