CHAPTER-5
RESULT, DISCUSSION
AND
EDUCATIONAL IMPLICATION
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5.0 INTRODUCTION

In chapter – 4, the analysis of data and its interpretation was done. This chapter deals with the result of the present study, their discussion and educational implications.

5.1 RESULTS

(a) Relationship Between Change Proneness And Teacher Effectiveness.

- Significant relationship was found between change proneness and Teacher effectiveness of secondary school teachers.

- Significant relationship was found between change proneness and Teacher effectiveness of rural teachers of secondary schools.

- Significant relationship was found between change proneness and Teacher effectiveness of urban teachers of secondary schools.

- No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of rural and urban teachers of secondary schools.

- Intensity of relationship between change proneness and Teacher effectiveness was found more in urban teachers than that of rural teachers of secondary schools.
• Significant relationship was found between change proneness and Teacher effectiveness in male teachers of secondary schools.

• No significant relationship was found between change proneness and Teacher effectiveness in female teachers of secondary schools.

• Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of male and female teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in male teachers than that of female teachers.

• Significant relationship was found between change proneness and Teacher effectiveness of science teachers of secondary schools.

• Significant relationship was found between change proneness and Teacher effectiveness of non-science teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of science and non-science teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in science teachers than that of non-science teachers of secondary schools.

• No Significant relationship was found between change proneness and Teacher effectiveness of low experience teachers of secondary schools.
• Significant relationship was found between change proneness and Teacher effectiveness of average experience teachers of secondary schools.

• Significant relationship was found between change proneness and Teacher effectiveness of high experience teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of low experience and average experienced teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of average experience and high experienced teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of high experience and low experienced teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in average experienced teachers than that of low experience teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in average experienced teachers than that of high experienced teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in high experienced teachers than that of low experience teachers of secondary schools.
(b) Prediction of Teacher Effectiveness.

- Change proneness is a predictor of teacher effectiveness of secondary school teachers.
- Change proneness is a predictor of teacher effectiveness of secondary school rural teachers.
- Change proneness is a predictor of teacher effectiveness of secondary school urban teachers.
- Change proneness is a predictor of teacher effectiveness of secondary school male teachers.
- Change proneness is a predictor of teacher effectiveness of secondary school female teachers.
- Change proneness is not a predictor of teacher effectiveness of secondary school science teachers.
- Change proneness is a predictor of teacher effectiveness of secondary school non-science teachers.
- Change proneness is not a predictor of teacher effectiveness of secondary school low experienced teachers.
- Change proneness is a predictor of teacher effectiveness of secondary school average experienced teachers.
- Change proneness is not a predictor of teacher effectiveness of secondary school high experienced teachers.
(c) Effect of Locality, Sex, Teaching Subject, Experience and Their Interactions on Change Proneness of Secondary School Teachers.

- Locality was found to have a significant effect on change proneness of secondary school teachers and change proneness was found more in rural teachers than urban teachers.

- Sex, was found to have a significant effect on change proneness of secondary school teachers and Change proneness in male teachers was found more than that of female teachers.

- Teaching subject did not have a significant effect on change proneness of secondary school teachers

- Experience did not have a significant effect on change proneness of secondary school teachers.

- First order interaction, locality x teaching subject was found to have significant effect on change proneness, while locality x sex, locality x experience, sex x teaching subject, sex x experience and teaching subject x experience have no significant effect on change proneness of secondary school teachers.

- Second order Interaction, locality x sex x teaching subject, locality x teaching subject x experience, sex x teaching subject x experience and teaching subject x experience x locality have no significant effect on change proneness of secondary school teachers.

- Third order Interaction, locality x sex x teaching subject x experience have no significant effect on change proneness of secondary school teachers.
(d) Effect of Locality Sex, Teaching Subject, Experience and Their Interaction on Teacher Effectiveness of Secondary School Teachers.

- Locality have no significant effect on teacher effectiveness of secondary school teachers

- Sex has a significant effect on teacher effectiveness of secondary school teachers. Teacher effectiveness in male teachers is less than that of female teachers.

- Teaching subject has a significant effect on teacher effectiveness of secondary school teachers. Non-science teacher have more teacher effectiveness than their counterpart science teachers.

- Experience has a significant effect on teacher effectiveness of secondary school teachers. High experienced teachers have more teacher effectiveness than average and low experienced teachers while average experienced teachers have more teacher effectiveness than low experienced teachers.

- First order interaction locality x teaching subject and sex x teaching subject have a significant while locality x sex, locality x experience, sex x experience and teaching subject x experience have no effect on teacher effectiveness of secondary school teachers.

- Second order interaction, experience x locality x sex have a significant while locality x sex x teaching subject, sex x teaching subject x experience and teaching subject x experience x locality have no effect on teacher effectiveness of secondary school teachers.

- Third order interaction, locality x sex x teaching subject x experience has no effect on teacher effectiveness of secondary school teachers.
5.2 DISCUSSION

In this caption the probable reasons for the obtained results of study, have been discussed.

(a) Relationship Between Change Proneness and Teacher Effectiveness.

In the present study a significant and positive relationship between change proneness and teacher effectiveness was found. Similarly a significant and positive relationship between change proneness and teacher effectiveness was found for whole teachers, rural teachers, urban teachers, male teachers, science teachers, average experienced teacher and high experienced teacher. On the contrary, the present study did not find a significant relationship between change proneness and teacher effectiveness among female teachers, non-science teachers and low experienced teachers.

Some characteristics such as innovative attitude, open mindedness, eager to know, ready to make extra efforts, reviews his/her ideas periodically, communicate and share the ideas with others, keep trying with different method of teaching for a particular subject and have experimental attitude are common in both, change prone and effective teachers. Therefore, the significant relationship between change proneness and effectiveness is obvious.

Correlational study of change proneness and teacher effectiveness is a topic on which no work has been done, so far. Therefore, no direct study is available to compare the results obtained from the present study.

correlated with qualities of teacher effectiveness in their studies, it is mentionable that their observations, indirectly, confirm the finding of the present study.

(b). **Prediction of Teacher Effectiveness.**

In the present study it was found that Change Proneness is a Predictor of Teacher Effectiveness. Further, This study found that change proneness predict significantly teacher effectiveness of rural, urban, male, female, non-science and average experienced teachers of secondary school. On the contrary of the above mentioned findings, this study observed that change proneness did not predict teacher effectiveness of science teachers, low and high experienced teachers.

Since, some characteristics are common in change proneness and teacher effectiveness. Hence the result obtained in the present study is obvious.

Though the topic is a new one and has no direct study available to compare, but at the same time, it is worth mentioning that some past studies, indirectly, confirm the finding of the present study. **Sharma (1971)** in his investigation aimed at studying the relationship between characteristics possessed by teacher and teacher effectiveness with a view to predict the teacher success. Teaching aptitude appeared to be sound predictors of teacher effectiveness, since teaching aptitude is a characteristic of a change prone teacher. Therefore, Sharma’s observation is favoring the present result.
(c). Effect of Locality, Sex, Teaching Subject Experience and Their Interactions on Change Proneness of Secondary School Teachers.

Locality

Result of the present investigation relating to effect of locality on change proneness indicates that locality produces a significant effect on change proneness. Further, change proneness was found more in rural teachers than urban teachers.

Reddy (2004) also found the similar kind of result. He observed that there is a significant difference between rural and urban teachers. But findings of Rao (1999) don’t favor the finding of the present study. Rao reported that urban teachers are more change prone than rural teachers which is contrary to the present finding.

Sex

Sex was found to have a significant effect on change proneness of secondary school teachers. Further, present study has found that the male teachers are more change prone than female teachers. This result is in the line with the research conducted by Rao (1999) in which, male teachers were found highly change prone than female teachers. Same kind of result found by Reddy (2004), in his study he observed a significant difference between male and female teachers. Thus, the findings of the present study is supported by the above two studies.

Teaching Subject

In this caption, Effect of teaching subject on change proneness is discussed. The present study has found that the teaching subject produces no significant effect on change proneness of secondary
school teachers. Therefore, we can say that change proneness has nothing to do with any specific teaching subject. However, no study is available to confirm this view.

**Experience**

Experience is an important factor which reflex in teacher’s behavior. In the present study, it was found that experience have no significant effect on change proneness of secondary school teachers. This result is contrary to the result obtained by Reddy (2004).

Reddy found a significant difference between experienced and inexperienced teachers.

(d). **Effect of Locality, Sex, Teaching Subject, Experience and Interaction on Teacher Effectiveness.**

**Locality**

The present study has been carried out to assess the effect of locality on teacher effectiveness. In the study It was found that locality has no significant effect on teacher effectiveness. Pushpam and Soundara rajan (2004) also found the similar kind of results. In their investigation they observed that there is no significant difference in teaching competency of rural and urban teachers. Sodhi (2012) reported that there is no significant difference in the teacher effectiveness of secondary school teachers, across location group. Whereas, Singh (2012) concluded that there is a significant difference in the level of teacher effectiveness of urban and rural primary school teacher.
Sex

So far sex is concerned, the result of the present study stated that sex was found to have significant effect on teacher effectiveness and the female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective. This obtained result is in conformation with the result obtained by Singh (1991) Singh (1993) Biswas and De (1995), Amandeep and Gurpreet (2205), Kaur (2010) and Sodhi (2012).

Teaching Subject

The effect of teaching subject on teacher effectiveness is significant. It is contrary to the findings of Ghali (2002) and Sodhi (2012) they noted that stream (teaching subjects) did not have any significant influence on teacher effectiveness.

Experience

The variable experience has shown its effect on teacher effectiveness. The following studies have also shown the similar result and confirm the present finding.


Contrary to the result obtained in the present study, Eighnd (1987), Pandey & Mai Khuri (1999), Ghali (2002), Hanspal & Sahu (2008) and Sodhi (2012) stated that experience of teachers did not have any significant influence on teacher effectiveness.
No doubt teacher effectiveness is considered as a personal attribute (Bhardwaj, 2004), where effectiveness as a determinant of personal characteristics has been reviewed on the basis of a good number of research studies.

Thus, teacher effectiveness of secondary school teachers showing a significant relationship with change proneness of teachers and need to be understood in terms of certain personal variables.

5.3 EDUCATIONAL IMPLICATIONS

(a) Educational Implication of Change Proneness

Change proneness is a personal characteristics of teacher, change prone teacher should be active not reactive, must strive rather than submit, he must be author of his behavior rather than have it dictated by authentic. The teacher should perform his duties in his own style. He should be very flexible in approach, adopt new strategies and innovative. Teachers who are flexible possess a rare quality of distinguished creativity with an inborn talent; they are change prone, ventilate their creative thought and successfully satisfy the children in the class. Hence the state and district administrators should provide such facilities to develop change proneness in teachers.

The development of change proneness should be taken into account during pre-service teacher training. Principal of secondary school should encourage the development of change proneness of their teachers.

Comparison of change proneness among secondary school teachers with reference to the variables, namely, locality, sex, teaching
subject and experience, it is found that the male, rural, science group and average experienced group teachers are possessed higher change proneness than their counterparts, which is an indicative to the academic administrators to examine the differentiation among teachers so as to enhance the quality among the teacher secondary school.

For the present study, it is observed that though there is a significant and positive relationship between change proneness and teacher effectiveness but it is found low. This indicates that though change proneness in teachers is in advantage position, their teacher effectiveness is less. This indicates, that the secondary school teachers have confined their profession in regular routine manner instead of introducing new concepts and techniques while in their classroom teaching.

(b) **Educational Implication of teacher effectiveness.**

“It is not rocket science—the better the teacher teaches, the better the student learns.”

- **Harry. K. Wong**

No doubt teacher effectiveness is a personal characteristic comprising of intellectual capacity, knowledge and attitude of a teacher in educational setting.

A school teacher, irrespective of sex, teaching subject and experience shows a good level of teacher effectiveness when he/she has got an innovative approach. The educational authority need to have a friendly relationship with teachers rather than inspecting with iron-hand-role in helping them to show their best of abilities and interest. The teaching subject i.e. science and non-science seem to affect teacher effectiveness. Let all teachers, irrespective of teaching subject
should be given an opportunity to enhance their ability. It can be achieved through in-service training. The role of technology has become very important in educational setup. Therefore, teachers should be given a proper training to utilize the advancement of technology in their classroom teaching. Mass media should become an integral part of the teaching learning process, this is likely to help teachers to become more effective both intellectually and attitude wise.

It is felt and believed by many that teaching experience does not affect the teacher effectiveness. But the present study has found a significant effect on teacher effectiveness. Therefore, it needs to be relooked that experience may not be that important. all teachers need to be treated as unique human beings in educational setup.

It is need of hour that teachers are to be trained in such a way that they become a mentor of their students and provide education to them for achieving excellence in school education.

The teacher effectiveness is usually based on the self perceptions of teachers. It is need hour to measure the teacher effectiveness on the basis of student’s performance. Student’s feedback should be made mandatory. Only an effective teacher can deliver the results, what school promises.

Every parent would like to have the assurance that all our children are being taught and prepared for higher studies and for future. In order to achieve this we need to ensure that those who teach our children have the qualities of effective teaching. In short, we need an effective teacher for our children.

In 21st century we don’t just need a teacher, who is highly qualified but the hour of need is a highly effective teacher. Modern day
educationists advocate for a highly effective teacher in every classroom rather than a highly qualified teachers in every classroom.

Teachers should be provided sufficient training to use appropriate pedagogy in the classroom behavior. It should be made compulsory the teacher should attend and undergo training sessions.

5.4  SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is a continuous process and no research an itself is considered complete. Every research is based on previous studies and lays down the foundation for a new study. The present study also was delimited in terms of a number of variables, to explore the relationship of change proneness with teacher effectiveness. Hence some suggestions are being made for further research.

(a)  Change Proneness

➤ A correlational study of personality and change proneness may be conducted.

➤ An analytical study to look into the concept which influence the change proneness and institutional complex may be conducted.

➤ A comparative study of change proneness among effective teachers may be conducted.

➤ A study of change proneness and effective teaching as influencing factors to enhance quality may be undertaken.

➤ A study of change proneness and burnout as stumbling blocks in their professional competency may be attempted.
A study of change proneness and its impact on students’s performance may be undertaken.

### (b) Teacher effectiveness

- It is desirable for exploring the relationship between change proneness and teacher effectiveness with institutions variable to compare different school systems such as government and private, Navodaya and Central, Public and Private, Hindi medium and English medium school.

- The study could be extended to other parts of Chhattisgarh and different grades of educational institutions i.e. the primary, Higher Secondary and college level.

- A study of relationship between teacher effectiveness and students performance may be conducted.

- Teacher training colleges often conduct various training programme for secondary school teachers to enhance the quality and standard of teaching. A study of change in teacher effectiveness after such training programmes should be conducted.