CHAPTER V
FINDINGS AND IMPLICATIONS OF THE STUDY

5.0 OVERVIEW

The present chapter consists of five sections. The first section focuses on the findings of the study. The second one deals with the interpretations. The third section describes the educational implications. The fourth section brings out the limitations of the study. The fifth section identifies the scope for the further researches in this field.

5.1 FINDINGS OF THE STUDY

5.1.1 Personality of Commerce Lecturers as perceived by themselves

1. The study revealed that majority of the Commerce Lecturers were ambivert (72.5%) type of personality. 20% were extrovert type of personality and 7.5% were introvert type of personality.

5.1.2 Role Expectations of Commerce Lecturers as perceived by themselves

2. The study revealed that majority of the Commerce Lecturers had (49.5) an average level of role expectations in all the dimensions. 25.5% of Commerce Lecturers had low level of role expectations and 25.0% of Commerce Lecturers had high level of role expectations.

5.1.3 Role Expectations of Commerce Lecturers as perceived by Commerce Students

3. The study revealed that majority of the Commerce students had (49%) an average level of role expectations of their Commerce lecturers. 25.8% of the Commerce
students had low level of role expectations of their Commerce lecturers and 25.3% of the Commerce students had high level of role expectations of their Commerce lecturers.

5.1.4 Role Performance of Commerce Lecturers as perceived by themselves

4. The study revealed that majority of the Commerce lecturers (49%) perceived that they had an average level of role performance in all role dimensions. 25.8% of Commerce lecturers perceived that they had high level of role performance and 25.3% of Commerce lecturers perceived that they had low level of role performance.

5.1.5 Role Performance of Commerce Lecturers as perceived by Commerce Students

5. The study revealed that majority of the Commerce students (49%) perceived that the Commerce lecturers had an average level of role performance in all dimensions. 26.0% of Commerce students perceived that they had low level of role performance. 25.0% of Commerce students perceived that they had high level of role performance.

5.1.6 Findings of differential analysis in Role Expectations of Commerce Lecturers as perceived by themselves

6. The ANOVA test with regard to personality types and role expectations revealed that there was significant difference among Arts and Science College Commerce lecturers in their personality types namely introvert, extrovert and ambivert and also in all the role expectations dimensions namely ‘subject matter specialist,
instructor, educational technologist, evaluator, facilitator of personality development, organizer, value educator, guide, researcher, liaison officer and in the overall role expectations’ with regard to their personality type.

The scheffe results indicate that among the three groups of the Commerce Lecturers’ personality type, the extrovert had secured the highest mean score in all the dimensions of role expectations (424.775) which shows that they had more role expectations than the other categories namely introvert and extrovert.

7. The differential analysis with regard to the role expectations of Commerce Lecturers of Arts and Science Colleges with regard to gender, qualification, experience and use of mass media revealed that the male and female Commerce Lecturers, with M.Phil and Ph.D qualification, Assistant and Associate grade Commerce Lecturers, and who used mass media did not differ in their role expectations. Gender, qualification, teaching experience and use of mass media did not influence the role expectations of Commerce Lecturers.

8. The differential analysis with regard to the role expectations of Commerce lecturers between aided and self-finance college revealed that the aided college Commerce Lecturers had higher role expectations as educational technologist, evaluator, facilitator of personality development, organizer, and overall role expectations’ than their counterpart in the self finance colleges.

9. The ANOVA test revealed that there was no significant difference among Commerce lecturers who attended in-service programme. Commerce Lecturers who did not attend the in-service programme had secured the highest mean score in the dimension ‘instructor’ (RE2) which shows that they had more role expectations
of Commerce Lecturers as ‘instructor’ than the other categories. In-service programme had influence in the role expectation of Commerce Lecturers as ‘instructor’.

10. The ANOVA test revealed that there was no significant difference among Commerce Lecturers who used mass media in all the dimensions and overall role expectations of Commerce Lecturers.

5.1.7 Findings of differential Analysis in Role Expectations of Commerce Lecturers as perceived by Commerce Students

11. The differential analysis revealed that there was no significant difference between male and female Commerce students in their role expectations of Commerce lecturers in the role dimensions namely, ‘subject matter specialist, instructor, evaluator, facilitator of personality development, organizer, value educator, guide, researcher, liaison officer and ‘overall’ role expectations except ‘Educational Technologist’. Male Commerce students had more role expectation of their Commerce Lecturers as an ‘Educational Technologist’.

12. The differential analysis revealed that there was no significant difference between self-finance and aided college Commerce students in their role expectations of Commerce lecturers in all the role dimensions with regard to the type of institutions.

13. The ANOVA test revealed that there was no significant difference in Arts and Science College Commerce students in their role expectations of Commerce lecturers in all the role dimensions and overall role expectations with regard to their fathers’ qualification and mothers’ qualification.
14. The ANOVA test with regard to the role expectation of Commerce Lecturers, as perceived by Commerce Students in relation to their father’s occupation revealed that there was significant difference in Commerce students in their role expectations of their Commerce lecturers in the role dimensions namely, ‘educational technologist, evaluator and facilitator of personality development’.

The scheffe test results revealed that the Commerce students whose father’s occupation was ‘cooler’ had secured the highest mean scores of the role expectations dimensions namely, ‘educational technologist’, ‘evaluator’, ‘facilitator of personality development’ than the other categories who had govt. job and private job.

15. The ANOVA test with regard to the role expectation of Commerce Lecturers as perceived by Commerce Students in relation to their mothers occupation revealed that there was no significant difference in Commerce students in their role expectations of Commerce lecturers in the role dimensions namely, ‘instructor, educational technologist, evaluator, facilitator of personality development, organizer, value educator, guide, researcher, liaison officer and overall’ role expectations. But there was significant difference in Commerce students in their role expectations of Commerce lecturers in the role dimensions namely, ‘subject matter specialist’ with regard to their mother’s occupation as cooler.

Commerce students whose mother’s occupation was ‘cooler’ expected the Commerce lecturers’ role more as ‘subject matter specialist’.
5.1.8 Findings of differential analysis in Role Performance of Commerce Lecturers as perceived by themselves

16. The ANOVA test revealed that there was significant difference among Commerce lecturers in their personality types namely, introvert, extrovert and ambivert and also in all the role expectations dimensions namely, ‘subject matter specialist, instructor, educational technologist, evaluator, facilitator of personality development, organizer, value educator, guide, researcher, liaison officer and in the overall’ role performance perceived by Commerce lecturers with regard to their personality type.

   Among the three personality types, the Commerce Lecturers’ of ‘extrovert’ type personality had secured the highest mean score in all the dimensions of role performance (400.450) which shows that they had more perception of role performance than the ambivert and introvert.

17. The differential analysis with regard to the role performance of Commerce lecturers as perceived by themselves revealed that the male and female Commerce lecturers and those with M.Phil and Ph.D qualification, and Assistant and Associate Professors did not differ in all the dimensions of role performance. The Commerce Lecturers in their perception of the role performance did not differ with reference to gender, qualification and teaching experience.

18. The differential analysis with regard to the role performance of Commerce lecturers of aided and self-finance college revealed that Commerce Lecturers working in aided colleges had higher perception of role performance in the dimensions namely ‘educational technologist’ (RE3), ‘evaluator’ (RE4), ‘facilitator of personality development’ (RE5), ‘organizer’ (RE6), and in the overall’.

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19. The ANOVA test revealed that there was no significant difference among the Commerce lecturers in their perception of role performance in all the dimensions with regard to the in-service programme attended and mass media used.

5.1.9 Findings of differential analysis in Role Performance of Commerce Lecturers as perceived by Commerce Students

20. The differential analysis revealed that there was no significant difference between male and female Commerce Students in their perception of role performance of Commerce Lecturers in all the dimensions namely, ‘subject matter specialist, instructor, educational technologist, evaluator, facilitator of personality development, organizer, value educator, guide, researcher, liaison officer and ‘overall’ role performance. Male and female Commerce students did not differ in their perception of role performance of Commerce Lecturers in all the dimensions of role performance.


22. The ANOVA test with regard to the role performance of Commerce Lecturers as perceived by Commerce Students in relation to their fathers’ qualification revealed that there was significant difference among Commerce Students in their perception of role performance of Commerce Lecturers in the role dimension namely, ‘guide’.
The Scheffé test result showed that the Commerce Students whose father’s had school education secured the highest mean score in the dimension, ‘guide’ (RP8) which shows that they had more perception of role performance of Commerce Lecturers as ‘guide’ than the other categories who had college education and were illiterate.

23. The ANOVA test with regard to the role performance of Commerce Lecturers as perceived by Commerce Students in relation to their fathers’ occupation revealed that there was no significant difference among Commerce students in their perception of role performance of Commerce Lecturers in all the dimensions of role performance.

24. The ANOVA test with regard to the role performance of Commerce Lecturers as perceived by Commerce Students in relation to their mothers’ qualification revealed that there was no significant difference among Commerce Students in their perception of role performance of Commerce Lecturers in all the dimensions of role performance.

25. The ANOVA test with regard to the role performance of Commerce Lecturers as perceived by Commerce Students in relation to their mothers’ occupation revealed that there was significant difference between Commerce students in their perception of role performance of Commerce lecturers in the role dimensions namely, ‘subject matter specialist’, facilitator of personality development’, and ‘guide’, and the overall role dimensions.

The Scheffé test result revealed that Commerce Students whose mother’s occupation is ‘private job’ had the higher perception of role performance of
Commerce Lecturers as ‘subject matter specialist’, ‘facilitator of personality development’, ‘guide’, and in the ‘overall’ role performance than the other three categories whose mother’s occupation namely house holder, coolie, and government job.

5.1.10 Comparison between Role Expectations and Role Performance of Commerce Lecturers as perceived by themselves

26. The comparison between role expectations and role performance of Commerce lecturers revealed that the role expectations of Commerce Lecturers as perceived by themselves are greater than their perceived role performance in the dimensions namely ‘subject matter specialist, instructor, educational technologist, evaluator, facilitator of personality development, organizer, guide, researcher, liaison officer, and overall’ role expectations.

27. The comparison between role expectations and role performance of Commerce Lecturers of Introvert type of personality revealed that there was significant difference between role expectations and role performance of introvert type Commerce lecturers in the dimensions namely ‘facilitator of personality development’, ‘organizer’, ‘guide’, ‘researcher’ and ‘overall’. It is inferred that introvert type of Commerce lecturers had higher level of role expectations than their perceived role performance.

28. The comparison between role expectations and role performance of extrovert type personality of Commerce lecturers as perceived by themselves revealed that there was significant difference in the role dimensions namely ‘instructor’, ‘evaluator’, ‘facilitator of personality development’, ‘organizer’, ‘value educator’, ‘guide’, ‘researcher’, ‘liaison officer’ and overall’. It is inferred that extrovert type of
Commerce lecturers had higher level of role expectations than their perceived role performance in all dimensions except ‘subject matter specialist and educational technologist’.

29. The comparison between role expectations and role performance of ambivert type personality of Commerce lecturers as perceived by themselves revealed that the Commerce lecturers of ambivert type personality had higher level of role expectations than their perceived role performance in all the role dimensions except ‘educational technologist’. Among the three types of personality the extrovert type Commerce lecturers had higher level of role expectations and role performance than ambivert and introvert type of Commerce Lecturers. But all the Commerce Lecturers do not differ in their role expectations and role performance dimension ‘Educational Technologist’.

30. The comparison between role expectations and role performance of male Commerce lecturers as perceived by themselves revealed that there was significant difference between role expectations and role performance in the dimension namely ‘subject matter specialist, instructor, evaluator, facilitator of personality development, organizer, value educator, guide, researcher, liaison officer and overall’. It is inferred that male Commerce lecturers had higher level of role expectations than their perceived role performance in all the dimensions except as ‘Educational Technologist’.

31. The comparison between role expectations and role performance of female Commerce lecturers as perceived by themselves revealed that there was significant difference in the dimensions namely ‘subject matter specialist, instructor, evaluator, facilitator of personality development, organizer, value educator, guide, researcher,
liaison officer and overall’. It is inferred that female Commerce Lecturers had higher level of role expectations than their perceived role performance except in the dimension of ‘Educational Technologist’.

5.1.11 Comparison between Role Expectations and Role Performance of Commerce Lecturers as perceived by Commerce Students
32. The comparison between role expectations and role performance of Commerce lecturers as perceived by Commerce students revealed that there was significant difference between role expectations and role performance in all the dimensions. It is inferred that the role expectations of Commerce lecturers as perceived by Commerce students are greater than their perceived role performance in all the dimensions and overall.

33. The comparison between role expectations and role performance of Commerce lecturers as perceived by male and female Commerce students revealed that there was significant difference between role expectations and role performance in all the dimensions. It is inferred that female Commerce students had higher level of role expectations and perceived role performance of Commerce lecturers than male Commerce Students in all the role dimensions and overall.

5.1.12 Findings of correlation between Role Expectations and Role Performance of Commerce Lecturers in personality type
34. The correlation analysis between role expectations and role performance of Commerce lecturers as perceived by themselves in total as well as in personality type revealed that there was high positive correlation between role expectations and role performance in all the dimensions and overall with respect to the personality type.
types. Personality and role expectations, personality and role performance of Commerce Lecturers had very high positive correlation.

5.1.13 Findings of correlation between Role Expectations and Role Performance of Commerce Lecturers as perceived by Commerce Students

35. The correlation analysis between the role expectations and role performance of Commerce lecturers as perceived by Commerce students revealed that there was positive substantial correlation between the dimensions namely ‘subject matter specialist, instructor, guide and researcher’. But there was moderate positive correlation in the following dimensions namely, educational technologist, evaluator, facilitator of personality development, organizer, value educator and liaison officer.

On the whole there was very positive moderate correlation between role expectations and role performance of Commerce lecturers as perceived by Commerce Students.

The Commerce Lecturers perception revealed that there was high positive correlation between role expectations and role performance.

5.1.14 Findings of Gap (Role Actualization) between Role Expectations and Role Performance of Commerce Lecturers as perceived by themselves.

36. The gap (role actualization) between the role expectations and role performance of Commerce lecturers as perceived by themselves revealed that the Commerce lecturers actual role expectations were higher than their perceived role performance.
5.1.15 Findings of Gap (Role Actualization) between Role Expectations and Role Performance of Commerce Lecturers as perceived by Commerce Students.

37. The gap (role actualization) between role expectations and role performance of Commerce lecturers as perceived by Commerce students revealed that there were difference in the mean values between role expectations and role performance in all the role dimensions. It is inferred that there were gap between role expectations and the role performance of Commerce Lecturers in all the dimensions as perceived by Commerce Students.

5.1.16 Comparison of Gap (Role Actualization) between Role Expectations and Role Performance of Commerce Lecturers as perceived by Commerce Lecturers and Commerce Students.

38. The overall gap (role actualization) revealed that there were variations in the role expectations and role performance of Commerce lecturers as perceived by themselves and Commerce students. The Commerce students had higher role expectations. The gap revealed that the Commerce lecturers are not performing their roles well to the expectations of the Commerce students.

5.2 INTERPRETATIONS

The present study was conducted to gain some insight into the Role Expectations and Role Performance of Commerce Lecturers. Ten major roles of Commerce Lecturers were identified. They are as follows. Commerce Lecturer as: (i) Subject Matter Specialist, (ii) Instructor, (iii) Educational Technologist, (iv) Evaluator, (v) Facilitator of Personality Development, (vi) Organizer, (vii) Value Educator, (viii) Guide, (ix) Researcher, (x) Liaison Officer. Each role dimensions consists of 12 role functions.
These roles are very important for the Commerce teachers to realize what they have to perform. The tool, “Kalai Sada Role Expectations and Role Performance Scale of Commerce Lecturers“ (KSRERPSCL) was structured and validated and it consists of 10 role dimensions and subsequently 120 role functions.

The KSRERPSCL was employed to study the Role Expectations and Role Performance of Commerce Lecturers as perceived by themselves and Commerce Students. The Eysenck’s personality Inventory was adopted to identify the personality types of Commerce Lecturers.

The findings revealed that most (72.5) of the Commerce Lecturers are ambivert type in personality and they have an average level of role expectations and role performance. But the Commerce Lecturers of extrovert type personality have higher level of role expectation and role performance in all the dimensions. The findings revealed that Commerce Lecturers of introvert type have low expectation as subject matter specialist, instructor, educational technologist, evaluator and liaison officer, the extrovert type have low expectation as subject matter specialist and educational technologist, and the ambivert type have low expectation as educational technologist. In general all the Commerce Lecturers seem to have low role expectations and role performance as ‘educational technologist’.

“It is an eye opener that the Commerce Lecturers have a low role expectation and role performance in the dimension of ‘educational technologist’. It seems that they are not performing their roles as ‘educational technologist’ to the expected level. Commerce Lecturers must be given orientation and training in educational technology which is the most needy programme in the technological era. They must be given special training to learn and handle educational technology in teaching, learning and evaluation
of Commerce. Unless you are a ‘subject matter specialist’ you can’t be a better ‘instructor’. Use of educational technology makes teaching and learning very easy and effective. Organize knowledge enrichment and skills empower programmes for the Commerce Lecturers.

The study revealed that gender, qualification, teaching experience, and use of mass media had no influence on the role expectations and role performance of Commerce Lecturers as perceived by themselves. The management of college, and parental qualification had no influence on the role expectations and role performance of Commerce Lecturers as perceived by Commerce Students. Commerce Students whose Fathers’ occupation as ‘cooly’ have higher role expectations of Commerce Lecturers as ‘educational technologist, evaluator, facilitator of personality development than the other categories, and the mothers’ occupation as ‘cooly’ have higher role expectations of Commerce Lecturers as ‘subject matter specialist’. The coolie parents’ wards expect more from their teachers. In this competitive world, it is their natural urge to know more, from their teachers. From the findings of the study it is evident that Commerce Lecturers have an average level of role expectations and performance. Quality of education depends on quality of teachers. It is needless to insist that staff development programmes must be organized for the Commerce Lecturers to empower themselves to perform well all the roles, especially in Educational Technology and Subject matter specialist. Their promotion must be linked with participation in the staff development programme and their performance. Unless the qualities of teachers are improved the quality of education can not be developed. More the role expectations of teachers more will be their role performance and the stakeholders’ satisfaction.
The correlation study also revealed that there exists a very high positive correlation between role expectations and role performance of Commerce Lecturers in all the dimensions and overall as perceived by Commerce Lecturers and there is a moderate positive correlation between each of the dimensions of role expectation and role performance of Commerce Lecturers as perceived by Commerce Students. The findings also reveal that there is a correlation between role expectations and role performance of Commerce Lecturers among all the personality type. This finding is also in conformation with the findings of the studies of Srinivasan (1992), Choudhury Namita Roy, (1990), (Rang Lee and Kristen Kemple 2014). Personality, role expectation and role performance have high correlation.

The study revealed that there is a gap between role expectations and role performance of Commerce Lecturers. The Commerce Students have higher role Expectation of Commerce Lecturers but they have low perception of role performance. It reveals that Commerce lecturers do not perform their roles as expected of them by the Commerce Students. In other words that there is difference between ideal role and real performance which reveals that Commerce Lecturers don’t play their role as effective as expected of them. This is the striking finding of the study which has to be discussed and remedial measures have to be taken to improve the quality of Commerce education.

5.3. EDUCATIONAL IMPLICATIONS

The present study was conducted to gain some insight into the Personality, Role Expectations and Role Performance of Commerce Lecturers. The investigator identified the following ten major roles of Commerce Lecturers. They are as follows. Commerce Lecturer as: (i) Subject Matter Specialist, (ii) Instructor, (iii) Educational Technologist, (iv) Evaluator, (v) Facilitator of Personality Development, (vi) Organizer,
(vii) Value Educator, (viii) Guide, (ix) Researcher, (x) Liaison Officer. These roles would help the Commerce Lecturers to plan their different roles to perform effectively in teaching and learning of Commerce both inside and outside the class. The investigator constructed the Role Expectation and Role Performance Scale to investigate how far the different roles were expected of the Commerce Lecturers and how far these roles were performed by the Commerce Lecturers as perceived by themselves and Commerce Students. The investigator also adopted the Eysencks Personality Inventory and identified the personality of Commerce Lecturers.

The findings of the study revealed that most of the Commerce Lecturers are ambivert type of personality. Findings regarding the role expectations and role performance revealed that the Commerce Lecturers have an average level of role expectations and role performance. This is an era of competition. Only higher performance with quality will be recognized and rewarded. The expectation and performance level of Commerce Lecturers have to be enhanced. Higher the expectation higher will be the performance. The findings must be discussed at various Commerce teachers’ professional improvement forums and remedial measures must be organized for Commerce Lecturers to enhance their knowledge performance.

The findings of the study revealed that most of the Commerce Lecturers are ambivert type of personality. But the findings regarding to the role expectations and role performance revealed that Commerce Lecturers of extrovert type of personality have higher role expectations and higher role performance in all the role dimensions except “educational Technologist”. Personality can be developed by providing appropriate opportunities and involving there in personality development programmes.
The study also revealed that there are variations in the role expectations and perceived role performance of Commerce Lecturers. The findings also revealed that there is difference between role expectation and role performance of the Commerce Lecturers. In other words there is difference between the ideal role expectations and the real role performance. It is evident that Commerce Lecturers do not seem to play their roles so effectively as expected of them. Commerce Students expect certain functions, characteristics and personal qualities from Commerce Lecturers. Commerce Lecturers do not meet the expectations of Commerce Students fully. This is the most striking finding of the study. This must be an eye-opener to the community of Commerce Lecturers and Higher authorities of Commerce education.

The findings of the studies also revealed that Commerce Lecturers have a low level of role expectation and role performance as ‘Educational Technologist’. This is an era of technology. Commerce teachers must realize their role as educational technologist and perform better up to the expectation of the Commerce Students. Commerce teachers must involve in learning and using educational technology in their actual teaching and learning situations. They would make learning easy and effective. Faculty improvement programmes in educational Technology must be organized for Commerce teachers.

It has been already discussed elsewhere in this thesis how the roles of the Commerce Lecturers had been identified. The list of roles had a sound theoretical framework and practical application. In addition, eminent Commerce professors, several experts in the field of Commerce Education and notably senior Commerce Lecturers had been involved not only in the identification of the roles but also in the observable behaviours or functions which constitute these roles. Hence, if the Commerce Lecturers were not aware of their various expected roles and if they did not perform their roles so
effectively, as expected of them, it will have serious repercussions on the teaching of the subject and related Commerce programmes. It will in turn affect the quality of teaching Commerce and quality of education too.

A Commerce Lecturer cannot play all these roles with equal efficiency. But still one can perform at the optimum level in each of the expected role. And perform better to make Commerce education excellent.

5.4. LIMITATIONS OF THE STUDY

1. Commerce lecturers have to play many and varied roles. In this study only ten major roles with 120 role functions of Commerce lecturers were taken into consideration. These roles are neither comprehensive nor exhaustive.

2. Opinion as stated by the respondents to the “Kalai Sada Role Expectations and Role Performance Scale of Commerce Lecturers” was considered as expected and performed roles of Commerce lecturers. Their actual performance was not observed. Only the perceived role performance was studied with reference to the Commerce Students and Commerce Lecturers. Other stakeholders of education cannot be taken into account.

3. The investigator could not collect data from the professors of Commerce. Hence data were collected only from assistant and associate professors of Commerce.
5.5. SUGGESTIONS FOR FURTHER RESEARCHES

The following suggestions are given for further researches.

1. The present study has been conducted for Commerce Lecturers. Similar studies can be conducted in other levels of education.

2. The present study has been concentrated only on the Commerce Lecturers of Kanyakumari, Tirunelveli and Thoothukudi Districts. Similar studies can be made among the lecturers of other Districts.

3. The study can be conducted with large samples.

4. This study can be conducted with experimental and mixed designs.

5. Role dimensions can be studied with other variables like manager, superintend, planner, supervisor etc.

6. Role Expectations and Role Performance of Commerce Lecturers may also be studied in relation to their academic background, aptitude, motivation, professional perception, and institutional climate.

7. A mixed study may be conducted to find ways and means to the mitigation of the gap between Role Expectations and Role Performance.