CHAPTER 5

CONCLUSION AND SUGGESTIONS
5. CONCLUSION AND SUGGESTIONS

5.1. A BRIEF ACCOUNT OF THE STUDY

The present study purported to examine the effect of self-rating and class-rating as feedback on teachers' classroom behaviour. Null hypotheses relating the effect of feedback through selfrating and class rating on teachers' classroom behaviour for various categories of teachers were tested. The category termed as parametric group included teachers of the sample drawn from the teaching force of languages, science-subjects and social-subjects. The sample group included males, females, experienced as well as fresh teachers.

To feed the result as feedback, a tool was prepared. The teaching of the teachers was evaluated on 5-point scale. The tool contained 20 items belonging to the desired behaviour of good teaching as conceived by the class as a whole and also the teacher himself.

The tool prepared by the researcher, was administered to the 74 teachers. Randomly selected tool was also given to the students of the class to evaluate the teacher after having taught his lesson on the same day. The sample group were spread over in 12 Intermediate Colleges in Sultanpur, District of U.P.

In all four times, the test was given in the same academic sessions being from July to March, The scores of the first and the last tests were used as initial and final
scores (Is, Fs) for further analysis. The two intermediary
tests were used as the feedback stages. After the initial
test, the succeeding tests were made immediately after the
feedbacks were given to the teachers. The mean difference
value derived at the final stage was used for statistical
calculation as the basic score. A diagrammatic representation
of the pre and post test difference gain (see Bar diagram)
was also adopted to discuss the feedback effect. Value of t
was calculated for each variable to estimate the significance
at 0.01 level and test the hypotheses.

5.2. CONCLUSION

On the basis of the statistical analysis, following
conclusive results were inferred:

The teaching behaviour of teachers can be changed in
positive direction, if they are appraised with the sum total
result of their teaching in the form of feedback information.
The feedback may be of two types. (1) information based on
class evaluation and (2) self evaluation by the teacher
himself. Both these variables when employed side by side, go
to modify the classroom behaviour of teachers without any
exception of teachers' category.

Parametric and experienced groups of teachers when
feedback by SR and CR exhibit a change exactly similar in
manner and equal in magnitude as regards their classroom
behaviour.
Behaviour change in science subject teachers and fresh ones, also being equivalent and equal, implied that the fresh teachers when feedback could easily be compared to science subject teachers. Thus it can be inferred that by way of SR and CR feedback, the teaching behaviour can be made more objective and exact.

The study showed that the difference in feedback effect by SR and CR appears highest for language teachers, and second from the highest for social subject teachers. This shows the phenomenon of either under or over estimation of the teachers. This fact when feedback to the teachers also may play an important role in the direction of modification of teachers classroom behaviour.

On average, social subject teachers are comparatively least conscious towards their behaviour change through SR and CR as feedback measure. As compared to fresh teachers, feedback effect though in positive direction and significant, appears to be low for experienced teachers.

However the study revealed that the SR and CR feedback mechanism invariably and significantly does add to the modification of teachers' classroom behaviours in a desired direction.

5.3. LIMITATIONS

The conclusions drawn from the results of this study were constrained in part by certain limitations. At occasions, the presence of the students in the class was not the same as
in the previous test. Some of the students were found absent from the test for some or the other reasons. Similarly some of the sample teachers also caused dropouts either because they were ill or did not take any interest in the administration of the test. Such subjects were not included in the final test. As a limitation, the researcher could have no right of being indulged into long discussions or interviews with regard to the ratings. As compared to males, the number of female teachers was low due to the dearth of girl colleges in the district under study. Also the scheduled feedback interval of fifteen days between the two consecutive tests had varied in some of the cases.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

The present study and its findings can be used as the basis for further related work in the direction of classroom behaviour of teachers so far as his teaching skill is concerned. However, some of the following suggestions are put forth by the researcher which he is able to contemplate in reference to the conclusion drawn from the investigation.

(1) An all stage feedback mechanism may be developed from primary up to higher education level.

(2) A comparative study of the effect of self-rating and class-rating as independent variable may be taken up.

(3) On the lines of feedback mechanism for the teaching activity, an administrative feedback mechanism may also be evolved.
(4) Since positive and significant effect of feedback through SR and CR on teachers' successive teaching has been noted, it is suggested that future investigations be undertaken to study the feedback effect through SR and CR using other tools for these independent variables to determine whether the results would be comparable to results thus obtained.

(5) It may also be suggested that a diagnostic study on the effect of either SR or CR technique alone as feedback may be made and compared while the other one remains constant.

5.5. IMPLICATIONS

Practical utility of the study is obviously related with the improvement of teaching impact through an attempt to make the teacher more conscious about his task of teaching in the classroom. It also involves the students to make them responsible and alert by way of critical evaluation of the class work. The principle of bipolar process of education may be translated into healthy application by making the teacher and the taught, co-sharer of the teaching and learning process. Apart from being true measure of development in classroom behaviour of the teacher, the feedback mechanism with certain modification may be of greater help to the educational administrators in objectives and continuous evaluation of the teacher for his betterment along with the maintenance of the standard of teaching.