

CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

5.1.0. INTRODUCTION

5.2.0. REVIEW OF THE RESEARCH

5.3.0. FINDINGS

5.3.1. SAMPLE-WISE FINDINGS

5.3.2. VARIABLE-WISE FINDINGS

5.3.3. DIMENSIONWISE FINDINGS

5.3.4. COMPONENT-WISE FINDINGS

5.3.5. TEACHER INNOVATIVENESS
AND TEACHER MORALE

5.4.0. RECOMMENDATIONS

5.5.0. SUGGESTIONS

5.6.0. CONCLUSION



CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

5.1.0. INTRODUCTION

Findings are statements of factual information based upon the data analysis. Conclusions are answers to the questions raised, or statements of acceptance or rejection of the hypotheses proposed (John Best, 1977).

In this concluding chapter the findings and conclusions of the study on Teacher Innovativeness in Tamil Nadu are summarised and presented as the final section of this research report.

The final section consists of a review of the significant aspects of the whole study structured so that it leads directly to the conclusions. This summary is important as it places the whole study in perspective (George Mouly, 1963).

Hence, the review of the research conducted has been presented in this section in the form of a brief summary.

The summary includes each of the significant aspects of the study, but in quite different detail. It is obviously a summary of both results, conclusions and implications. The tone is a straightforward descriptive tone spelling out in as few words as possible the key elements of the study (Donald Fox, 1969)

Accordingly, the findings and conclusions of the study get highlighted hereunder. The Chapter comprises a review of the research, major findings and conclusions, recommendations, and suggestions for further studies, as well as conclusion.

5.2.0. REVIEW OF THE RESEARCH

This study on Teacher Innovativeness in Tamil Nadu was conducted with the specific purpose of making a detailed investigation into the innovative behaviour characteristics of the teachers based on

their own perceptions.

The objectives are to find out (1) the extent of innovativeness possessed by the teachers of Tamil Nadu (2) the significance of difference based on ten variables, such as, sex, age, experience, professional qualification, educational qualifications, mobility, experience as teacher educators, inservice training, reading of research studies, and satisfaction in teaching (3) the variance of teacher innovativeness in respect of the three dimensions, namely, Debatable Changes in Education, Process of Change in Education and Values and Opinions in education possessed by the four categories of teachers, i.e. Teachers serving in High Schools, Higher Secondary Schools, Arts and Science Colleges, and Colleges of Education (4) the Innovativeness of men teachers and women teachers with regard to the twenty one components of Teacher Innovativeness, as well as the dominant component or components in each dimension and the correlation between Teacher Innovativeness and Teacher Morale.

This investigation is a descriptive study. A design suitable for this has been evolved to make a detailed study of 'Teacher Innovativeness in Tamil Nadu'. Such a study would provide an impetus to the ongoing efforts in streamlining the educational system in our country.

OBJECTIVES

In accordance with the objectives specified fourteen relevant hypotheses have been formulated.

Two tools on 'Teacher Innovativeness' and 'Teacher Morale' evolved and standardised by Panchal and Dektawala respectively at CASE, M.S. University of Baroda have been made use of in this study and the components of the tools were described in detail.

Although the two tools are standardised ones, to find their suitability to the present sample the reliability was established by means of a Pilot Study conducted with 90 teachers using Split-half Method and reliability co-efficient was found to be 0.94 for the tool on Innovativeness and 0.96 for the tool on Morale.

The data were collected from a sample of 1000 teachers chosen at random in Tamil Nadu. The sample comprises 291 High School Teachers, 284 Higher Secondary Teachers, 281 Arts and Science College Teachers and 144 Teacher Educators. Of these 1000 teachers, 585 are men and 415 are women serving all over the State. The data collected were processed at the Computer Centre I.I.T., Madras.

Ten personal variables were decided upon for the analysis as well as interpretation of data. The detailed analysis and interpretation of the data have

helped the emergence of the specific findings and conclusions which are summarised and presented as follows.

5.3.0. FINDINGS

5.3.1. THE SAMPLEWISE FINDINGS

The Teacher Innovativeness in Tamil Nadu is above average as the mean value is 56.94.

5.3.2. VARIABLEWISE FINDINGS

- i) There is no significant difference between men teachers and women teachers in their innovativeness.
- ii) There is no significant difference between younger and elder teachers in their innovativeness.
- iii) More experienced teachers are significantly higher than less experienced teachers in their innovativeness.
- iv) The teachers with professional training are significantly higher in innovativeness than teachers without any professional training.
- v) The teacher possessing higher educational qualifications are significantly higher than those possessing lower educational qualifications in innovativeness.

- vi) The teachers without mobility are significantly higher in innovativeness than teachers with mobility.
- vii) The teacher educators are significantly higher than teachers who have no experience in Teacher Training Institutions in innovativeness.
- viii) Teachers with inservice training are significantly higher than those without such inservice experience in innovativeness.
- ix) There is no significant difference between the teachers who read research studies and those who do not read such studies in their innovativeness.
- x) The teachers who have satisfaction in teaching are significantly higher than those who have no such satisfaction in teaching in their innovativeness.

5.3.3. DIMENSIONWISE FINDINGS

A. DEBATABLE CHANGES IN EDUCATION

- i) There is no significant difference between the High School teachers and the Higher Secondary teachers in Debatable Changes in Education.

- ii) The teachers in High Schools are significantly higher than the teachers in Arts and Science Colleges in Debatable Changes in Education.
- iii) In Debatable Changes in Education the teachers of High Schools and the teacher educators do not differ significantly.
- iv) The teachers of Higher Secondary Schools are significantly higher than the teachers of Arts and Science Colleges in Debatable Changes in Education.
- v) In Debatable Changes in Education no significant difference is found between the teachers of Higher Secondary Schools and teacher educators.
- vi) The teacher educators are significantly higher than the teachers of Arts and Science Colleges in Debatable Changes in Education.

B. PROCESS OF CHANGE IN EDUCATION

- i) In Process of Change in Education High School teachers do not differ significantly from Higher Secondary teachers.
- ii) Teachers in High Schools are not significantly higher than teachers in Arts and Science Colleges in Process of Change in Education.

- iii) Significant difference is found between High School teachers and teacher educators; the former are significantly higher than the latter in Process of Change in Education.
- iv) There is no significant difference between the Higher Secondary School teachers and teachers of Arts and Science Colleges in Process of Change in Education.
- v) In Process of Change in Education the teachers of Higher Secondary Schools are significantly higher than the teacher educators.
- vi) Significant difference is there between the teachers of Arts and Science Colleges and teacher educators; the former are significantly higher than the latter in Process of Change in Education.

C. VALUES AND OPINIONS IN EDUCATION

- i) There is no significant difference between the High School teachers and the Higher Secondary School teachers in Values and Opinions in Education.
- ii) In Values and Opinions in Education High School teachers are significantly higher than Arts and Science College teachers.

- iii) There is no significant difference between the teachers of High Schools and the teacher educators in Values and Opinions in Education.
- iv) Higher Secondary School teachers are significantly higher than teachers of Arts and Science Colleges in Values and Opinions in Education.
- v) There is no significant difference between Higher Secondary School teachers and teacher educators in Values and Opinions in Education.
- vi) Teachers of Arts and Science Colleges and teacher educators do not significantly differ in their innovativeness with regard to Values and Opinions in Education.

5.3.4. COMPONENTWISE FINDINGS

A. DEBATABLE CHANGES IN EDUCATION

- i) Men Teachers are significantly higher than women teachers in the component 'Individualization' of Teacher Innovativeness.
- ii) Men Teachers are significantly higher than women teachers in 'Curriculum Development' of Teacher Innovativeness.

- iii) There is no significant difference between the men teachers and women teachers in 'Teaching Learning Process' of Teacher Innovativeness.
- iv) In 'Teaching Resources' of Teacher Innovativeness, men teachers are significantly higher than women teachers.
- v) Men Teachers are significantly higher than women teachers in 'Internal School Organization' of Teacher Innovativeness.
- vi) In 'Staff Development' of Teacher Innovativeness, men teachers are significantly higher than women teachers.
- vii) There is no significant difference between men teachers and women teachers in 'School Community Relationship' of Teacher Innovativeness.

B. PROCESS OF CHANGE IN EDUCATION

- i) In 'Administrative Support' of Teacher Innovativeness women teachers are significantly higher than men teachers.
- ii) In 'Staff Norms' of Teacher Innovativeness women teachers are significantly higher than men teachers.
- iii) Women Teachers are significantly higher

than men teachers in 'System Norms' of Teacher Innovativeness.

- iv) In 'Complexity' of Teacher Innovativeness men teachers are significantly higher than women teachers.
- v) Men teachers are significantly higher than women teachers in 'Compatability' of Teacher Innovativeness.
- vi) There is significant difference between men teachers and women teachers in 'Riskness' of Teacher Innovativeness; women teachers are significantly higher than men teachers.
- vii) In 'Localiteness' of Teacher Innovativeness men teachers are significantly higher than women teachers.
- viii) Men teachers are significantly higher than women teachers in 'Cosmopoliteness' of Teacher Innovativeness.

C. VALUES AND OPINIONS IN EDUCATION

- i) There is no significant difference between men teachers and women teachers in 'Traditionalism' of Teacher Innovativeness'.
- ii) In 'Progressivism' of Teacher Innovativeness men teachers are significantly higher than women teachers.

- iii) Significant difference is not found between men teachers and women teachers in 'Dogmatism' of Teacher Innovativeness.
- iv) There is no significant difference between men teachers and women teachers in 'Venturesomeness' of Teacher Innovativeness.
- v) In 'Conservatism' of Teacher Innovativeness no significant difference is found between men teachers and women teachers.
- vi) Women teachers are significantly higher than men teachers in 'Change Proneness' of Teacher Innovativeness.

D. SAMPLEWISE ANALYSIS AND COMPONENTS

- i) In 'Debatable Changes in Education' 'Individualization' has the highest mean value and 'Curriculum Organization' has the lowest mean value.
- ii) In 'Process of Change in Education' 'Cosmopoliteness' has the highest mean value and 'System Norms' has the lowest mean value.
- iii) In 'Values and Opinions in Education' 'Change Proneness' has the highest mean value and 'Conservatism' has the lowest mean value.

- iv) Of all the components of Teacher Innovativeness 'Change Proneness' has the highest mean value and 'Curriculum Organization' has the lowest mean value.

In the light of these foregoing findings it may be concluded that the Teachers in Tamil Nadu are by and large 'Change-Prone'.

5.3.5. TEACHER INNOVATIVENESS AND TEACHER MORALE

- i) The Teacher Morale in Tamil Nadu is high as the mean value is 68.27
- ii) There is negative correlation between Teacher Innovativeness and Teacher Morale and that too is negligible.

5.4.0. RECOMMENDATIONS

Since the finding that teachers in Tamil Nadu possess above average Teacher Innovativeness it is recommended that various measures may be adopted in the State to streamline the system of education at all levels in order to provide an impetus to the teaching community to adopt and implement innovations for making teaching and learning more effective. For this a systematic scheme of Action Programme may be chalked out utilising the services of NCERT, SCERT, Departments

of Education in Universities in Tamil Nadu and Colleges of Education to expose to all categories of teachers to the various innovative practices that would be more productive and fruitful in the field of pedagogy.

2. It is found that more experienced teachers, teachers with professional training, those possessing higher educational qualifications, teacher educators, teachers with inservice training as well as those having satisfaction in teaching are significantly higher in Teacher Innovativeness. This warrants the introduction of innovative practices in educational institutions so as to provide ample opportunities to the teachers of these categories to inspire them to have greater involvement in making all educational endeavours more successful.

3. As teachers of High Schools, Higher Secondary Schools, Arts and Science Colleges and Colleges of Education are found to possess Teacher Innovativeness to a greater extent with regard to the dimensions, Debatable Changes in Education, Process of Change in Education, and Values and Opinions in Education it is recommended that those categories of teachers besides other categories may be encouraged to have more positive orientation towards the various types of innovation by means of the provision of

incentives, greater facilities, so that there would be more and more commitment on the part of teachers for the cause of educational growth and betterment of Nation. This may be quite relevant in the context in which the new National Policy on Education has crossed the take-off stage.

4. The finding that men teachers as well as women teachers do possess Teacher Innovativeness in respect of various components impels one to recommend that their potentialities and progressive thinking may be profitably utilised for bringing about a revolutionary reforms in all realms of education as it is evident that the Teachers in Tamil Nadu are by and large Change-prone.

5. Though there is no correlation between Teacher Innovativeness and Teacher Morale, it is heartening to note that the Teachers do possess high morale. This favourable factor of the Teachers in Tamil Nadu may help the evolution of a refined curriculum based on modern science and technology in which the programme of Teacher Education can be revamped in such a manner as to attract more talented innovative young men and women to the noble profession of teaching.

5.5.0. SUGGESTIONS

1) A study of Teacher Innovativeness involving the other categories of teachers especially those serving in Professional institutions such as Medical, Engineering, Law, Veterinary Sciences with a view to find out the Innovativeness introduced and implemented as well as the Innovativeness possessed by the teachers may be a rewarding research study.

2) Teacher Innovativeness as well as innovative practices of various types of educational institutions could be extensively investigated making use of other tools, larger samples, other variables so that such a study may highlight the different dimensions of teacher behaviour characteristics.

3) A comparative study of Teacher Innovativeness in Tamil Nadu with that of other States in India could be a fruitful research endeavour.

4) The infrastructure facilities, opportunities, encouragements, feed-back etc. of the Teacher Innovative practices found in different types of educational institutions may be extensively studied so as to ascertain the availability of these factors for the successful programming of innovative practices.

5) A correlational study of innovativeness with Psychological, Sociological and Pedagogical may also be attempted and such a study may shed more light on the impact of these variables on our educational system.

5.6.0. CONCLUSION

The concluding chapter summarises the findings and conclusions of the study. Teachers in Tamil Nadu possess above average level innovativeness, but high morale. There is no correlation between Teacher Innovativeness and Teacher Morale. However, Teachers of Tamil Nadu are change-prone.