

CHAPTER - V

SUMMARY, CONCLUSIONS AND
IMPLICATIONS.

Summary

Findings of the Study

Suggestions for Further Research

Implications of the Study.

Introduction :

The influence of advancement in the field of Science and Technology on varied aspects of life has resulted in-explosion of knowledge and resources. An application of a scientific approach to teaching and learning has made it possible to provide circumstances which enable the work of the teacher to become considerably effective. Though the educational system today is student-centered, yet the teacher has the central pivotal role in designing the learning system and in deciding the alternative for effective communication.

Good teachers are effective communicators, what then are the personality traits or factors peculiar to these effective communicators? Do the personality factors of teacher communicators differ from profession to profession? As teacher-educators, it is essential to know something about the teacher's personality traits and provide them with the necessary training, as to mould their personalities into the most effective and efficient teacher-communicators possible.

The research work which has been reported in the earlier chapter of this dissertation is one such attempt analysing year-wise and profession-wise effective and non-effective teacher communicators and then going on to identify the personality traits peculiar to the four professions, i.e. Education, Engineering, Law and Medicine.

A brief summary, conclusions of the study, implications and suggestions for further study are given below for the convenience of the readers.

SUMMARY :

The teacher training programmes contribute to the development of not only certain essential teaching skills, but also the associated behaviours in the teachers, to make them effective communicators. In the introductory chapter the researcher has attempted to establish the importance of identifying effective and non-effective teacher communicators of the selected four professions namely Education, Engineering, Law and Medicine. Having identified the effective teacher communicators the need to identify and compare their personality factors or traits has been high lighted. The problem under study has therefore been stated as " A STUDY OF THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND EFFECTIVE COMMUNICATION OF TEACHERS FROM THE PROFESSIONAL COURSES " .

In order to study the problem from its various aspects the following three objectives were stated. :

- 1) To categorise teachers from Education, Engineering, Law and Medicine professional courses, according to their effectiveness in communication.
- 2) To find out if the teachers categorised on the effective

teacher communicator measures can also be differentiated on the basis of their 16 P.F. score profile.

- 3) To compare the personality traits of effective teacher communicators of the four professional courses.

The hypothesis and limitations of the study have been included in the first chapter so that the dimensions of the problems are well clarified.

The second chapter of the dissertation is devoted to a review of related researches in the area under study. The reviews have been categorised under three groups namely :

- A) Reviews of studies related to personality traits.
- B) Reviews of studies related to personality traits and teacher effectiveness.
- C) Reviews of studies related to effectiveness of teachers.

Conclusion of each of the three groups have been summed up.

The third chapter divulges the plan and procedure of the study. The paradigm developed by the researcher, which underlines the study is presented. Opening with the plan it chalks out the research design which discusses the survey method used extensively for studying the teachers and students of the four professional colleges. The sample selection techniques and the two standardised tools used for data collection namely the Lecturers Evaluation Questionnaire (LEQ) and Cattell's Sixteen Personality

Factor Questionnaire have been discussed at length. The procedure of data collection has been discussed and clarified. Chapter four forms the main bulk of the dissertation. The analysis of data was attempted in two parts in keeping with the objectives of the study as follows :

- i) Analysis based on effectiveness in communication.
- ii) Analysis based on personality factors.

The fifth chapter has dealt with a summary of the study along with suggestions for further research.

FINDINGS OF THE STUDY :

A number of revealing findings have emerged from this study regarding the personality traits^{of} effective teachers from the four professions namely, Education, Engineering, Law and Medicine. These findings would put a sharp focus on the thrust of the present investigation. They are :

- 1) No significant difference in the mean scores of male and female teacher-communicators in their effectiveness was observed.
- 2) There is significant difference between the mean scores of effective and non-effective teacher-communicators of Education faculty.
- 3) There is significant difference between the mean scores of effective and non-effective teacher-communicators of Engineering faculty.

- 4) There is significant difference between the mean scores of effective and non-effective teacher-communicators of Law faculty.
- 5) There is significant difference between the mean scores of effective and non-effective teacher-communicators of Medicine faculty.
- 6) There is significant difference between the mean score of effective teacher-communicators of Education and the effective teacher-communicators of Engineering and Law.
- 7) There is no significant difference between the mean score of effective teacher-communicators of Education and effective teacher-communicators of Medicine.
- 8) There is no significant difference between the mean scores of effective and non-effective teacher-communicator of the four selected professions on factor 'A'.
- 9) There is no significant difference between the mean scores of effective and non-effective teacher-communicators of the four selected professions on factor 'B'.
- 10) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'C'.
- 11) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'E'.
- 12) There is no significant difference between the mean scores



- of effective and non-effective teacher-communicators of the four selected professions on factor 'F'.
- 13) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'G'.
 - 14) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'H'.
 - 15) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'I'.
 - 16) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'L'.
 - 17) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'M'.
 - 18) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'N'.
 - 19) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'O'.
 - 20) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'Q₁'.

- 21) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'Q2'.
- 22) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'Q3'.
- 23) There is no significant difference between the mean scores of effective and non-effective teacher-communicator's of the four selected professions on factor 'Q4'.

From the analysis of the above data it can be concluded that the personality traits of both effective and non-effective teacher communicator do not differ from profession to profession.

IMPLICATIONS OF THE STUDY :

For centuries success or failure in examination from a fixed curriculum set the educational standards of the day. The individual learners performance was the unit of measure, and his relative performance on academic measure was the multiplier factor by which the total standard was measured. Though this system yet exists in India, yet it is only recently that the philosophy of education, political ideology, and sociological theory have shaken faith in this single standard, social class, poverty in youth, pedagogical theory, family influences, racial isolation, the climate of the school have all been reported as important factors for the teachers cognitive measure of performance.

The modern age is characterised as an age of 'angry young men and women' sociologically it is an age of all-round social struggles, where the youth of today is causing grave concern all over the world, the intensity of the developing countries like India can be easily imagined.

The importance of education for the proper functioning of democracy and socio-economic advancement of the country has been emphasised time and again by various commissions set-up to update the system of education especially after independence. The efficiency of any system depends upon the efficiency of the people dispensing it. The efficiency of the teacher vis-a vis the system of education has come in for a lot of criticism in recent times. This has set the researcher in the field of teacher education to study the phenomena of teacher effectiveness.

Effective communication would require teachers to express the ideas clearly. There must exist a teaching tone of mutuality involving a sharing of experience which the teacher and his students must commonly undertake together. Good communication is essentially good teaching and good teaching requires a sympathetic sharing, clear expression and a developing of positive attitudes.

Few implications of the present study for the concerned authorities are given below :

A) Implications for Educational Administrations :

The main objective in a socialistic society of the developmental needs of the nation and society in a scientific age, is to help future students develop desired competency by providing the needed environment and the relevant setting to facilitate the future adolescents, to become successful workers.

The teacher preparation programmes should be reviewed with the change and demands of society. They should include specific all-round personality development components for grooming effective teachers keeping in mind the requirements of each profession. Teacher orientation and Refresher courses should be organised, enabling greater interaction of teachers.

B) Implication for Educational Practitioners :

Students are influenced by the success stories of adults and their teachers regardless of personal competence. Being aware of their own personality traits teachers would be motivated to develop those traits in which they are lacking and which cause hindrance in that development.

Appointment of teachers for various school activities would be made simpler keeping in mind the teachers personality.

An inter-disciplinary approach to teaching and membership in professional associations will help in the personality development of teachers which automatically affects the students personalities.



