

CHAPTER- V

- 5.0 Introduction
- 5.1 Summary
- 5.2 Findings of the study.
- 5.3 Conclusions.
- 5.4 Implications of the study.
- 5.5 Recommendations for further research.

CHAPTER- V

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.0 INTRODUCTION :

We are now living and marching towards an age where science is omnivorous and communication is through computers and satellite, but in the class-room the important factor is the 'teacher communicator'.

The process of effective communication in class-room is depend on the Role perceptions of teacher communicators. Because the quality of education depends on the quality of teachers. Hence the various factors which are affects the Self Role Perceptions and Job Satisfaction of teacher communicators need to be analysed to improve the quality of teachers.

5.1 SUMMARY:

The research work which has been reported in the earlier chapter of this dissertation is one such attempt "A study of the Self Role Perception of teacher communicators at different levels of teacher education programmes in relation to their Job Satisfaction". The study was conducted in Kolhapur district, and is related to the teacher communicators in the D.Ed. and B.Ed. Colleges of Education. The researcher found out the Self Role Perceptions, Job Satisfaction and the

relationship between Self Role Perceptions and Job Satisfaction of teacher communicators at different levels of Education.

STATEMENT OF THE PROBLEM :

“A STUDY OF THE SELF ROLE PERCEPTION OF TEACHER COMMUNICATORS AT DIFFERENT LEVELS OF TEACHER EDUCATION PROGRAMMES IN RELATION TO THEIR JOB SATISFACTION.”

OBJECTIVES OF THE STUDY :

The following objectives have been framed for the study of Self Role Perceptions and Job Satisfaction of teacher communicators at D.Ed. and B.Ed. levels.

1. To measure sex-wise the Self Role Perception of teacher communicators of D.Ed. and B.Ed. course in the following roles:
 - a. As Managers
 - b. As Facilitators
 - c. As Researchers
 - d. As Extension workers
 - e. As Counsellors
 - f. As Educators

2. To measure and compare the Job Satisfaction of teacher communicators sex-wise at different levels of education.
3. To find out the relationship between Self Role Perception and Job Satisfaction of teacher communicators at different levels of education.
4. To compare the Self Role Perception and Job Satisfaction of teacher communicators at different levels of education.

HYPOTHESES OF THE STUDY :

The following hypotheses were framed by the study:

1. There is no significant difference in the Self Role Perceptions of teacher communicators as
 - a. Managers
 - b. Facilitators of learning
 - c. Researchers
 - d. Extension Workers
 - e. Counsellors
 - f. Educatorsat the D.Ed. and B.Ed. levels of education
2. There is no significant difference in Job Satisfaction of teacher communicators at the D.Ed. and B.Ed. levels of education.

3. There is no significant relationship between Self Role Perceptions and Job Satisfaction of teacher communicators at the D.Ed. and B.Ed. levels of education.

DESIGN OF RESEARCH :

For this study, the researcher has used the descriptive method. The study compares the Self Role Perceptions of teacher communicators at different levels of education. Within this method, the survey method was used. This method has three functions namely describing, explaining and exploring. This study surveys the Self Role Perceptions of teacher communicators and their Job Satisfaction.

TOOLS USED FOR THE STUDY :

1. Warrier L. S's Rating Scale to measure Self Role Perceptions of teacher communicators (As behaviour).

This tool has six areas consisting of the role of teacher communicators as Managers, Facilitators, Researchers, Extension workers, Counsellors and Educators and is meant to rate the Self Role Perceptions of teacher communicators at different levels of education.

2. Shetty's Job Satisfaction scale to measure Job Satisfaction of teacher communicators.

SAMPLING :

In this method, the Self Role Perceptions of teacher communicators and their Job Satisfaction at different levels of education has been studied. The total population has been drawn from the D.Ed. and B.Ed. colleges in Kolhapur district. The total sample was drawn from 11 B.Ed. colleges and 8 D.Ed. colleges. The total size of the sample was 109 teacher communicators.

D.Ed. College	31 Male + 17 Female = 48
B.Ed. College	36 Male + 25 Female = 61
	Total - 109

PROCEDURE :

1. The Rating scale to measure Self Role Perceptions contained sixty sets of statements, each set having three statements in it. These statements were classified into favourable partly favourable and not favourable and each was scored accordingly as 1,2 and 3 respectively.

The scores in each area were added and then scores were classified into three category, 1 to 10 having low perception or below average perception, 11 to 20 having medium or average role perception and 21 to 30 having high role perception.

2. Shetty's Job Satisfaction scale follows a five point scale where in the statements were scored accordingly.

Choice	Positive Statements	Negative Statements
Strongly disagree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

These scores were then added up and classified into three categories viz. 1 to 35, 36 to 70 and 71 to 100 respectively.

ANALYSIS OF THE DATA :

1. For analysis of the data, measures of central tendency (Mean, Median and Mode), percentage of means and Measures of variability of spread (standard deviation) was used.
2. For inferential analysis of the data Chi-square test was used to compare Self Role Perceptions and Job Satisfaction of teacher communicators at different levels of education.
3. For testing the hypotheses of the study one-way ANOVA was used.

5.2 FINDINGS OF THE STUDY :

It is found that :

1. 87% teacher communicators at D.Ed. level perceive their role as Educators as high with only 13% teacher communicators perceiving their role as educators as medium.
2. 85% teacher communicators at D.Ed. level perceive high role perception as Extension Workers.
3. 73% teacher communicators at D.Ed. level perceive high role perception as Managers and facilitators.
4. 79% teacher communicators at D.Ed. level perceive high role perception as Counsellors.
5. Only 58% teacher communicators at D.Ed. level perceive high role perception as researcher and 42% perceive it as medium.
6. 94% Male teacher communicators at D.Ed. level at D.Ed. level perceive high role perception as educator.
7. 90% Male teacher communicators at D.Ed. level perceive high role perception as Extension workers.
8. 71% Male teacher communicators at D.Ed. level perceive high role perception as Managers and facilitators where as only 29% perceive it at the medium level.

9. 81% Male teacher communicators at D.Ed. level perceive high role perception as Counsellors.
10. As compared to other roles, male teacher communicators at D.Ed. level perceive average role perception as Researcher.
11. 76% Female teacher communicators at D.Ed. level perceive high role perception.
12. No one teacher communicators at D.Ed. level have lower role perception.
13. 92% teacher communicators at B.Ed. level perceive their role as Extension workers as high with only 8% perceiving it as medium.
14. Above 85% teacher communicators at B.Ed. level perceive high role perception as Facilitator, Researcher, Counsellor and Educators.
15. Only 77% teacher communicators at B.Ed. level perceive high role perception and 23% teacher communicators perceive medium or average role perception as Managers.
16. Above 81% Male teacher communicators at B.Ed, level perceive high role perception as Researcher, Facilitator, Extension ~~worker~~.

17. Only 75% Male teacher communicators at B.Ed. level perceive high role perception as Managers where as 25% teacher communicators perceiving it as medium.
18. Above 84% female teacher communicators at B.Ed. level perceive their role as Facilitators, Researchers, Extension workers, Counsellors and Educators as high where as 16% perceive these roles at medium level.
19. 80% Female teacher-communicators at B.Ed. level perceive their role as Managers as high where as 20% perceive it at the medium level.
20. No one teacher communicator at B.Ed. level have lower perception.
21. Male teacher communicators at B.Ed. level perceived all the six roles as high percentage ranging from 75% to 92% and only 25% to 8% have perceived their roles as being average.
22. 45% Male teacher communicators at D.Ed level perceive high role perception as researcher where as 55% perceive it at medium level.

23. Male teacher communicators at D.Ed. level perceived other five roles as high percentage ranging from 71% to 94% and 29% to 6% have perceived their roles as being average.
24. The female D.Ed. teacher communicators perceived all the six roles as high percentage ranging from 76% to 82%.
25. The female B.Ed. teacher communicators perceived all the six roles as high percentage ranging from 80% to 92%.
26. 81% teacher communicators at D.Ed. level have average level of Job Satisfaction and none of them have low level of Job Satisfaction.
27. 81% Male teacher communicators at D.Ed. level have medium Job Satisfaction.
28. 82% female teacher communicators at D.Ed. level have average Job Satisfaction.
29. 89% teacher communicators at B.Ed. level have average Job Satisfaction where as only 11% teacher communicators have high Job Satisfaction.
30. Not one teacher communicator at D.Ed. level has low Job Satisfaction.

31. 94% Male teacher communicators and 80% female teacher communicators at B.Ed. level have medium Job Satisfaction.
32. No one male or female teacher communicator at B.Ed. level have low Job Satisfaction.
33. 94% Male teacher communicators at B.Ed. level and 81% male teacher communicators at D.Ed. level have average Job Satisfaction.
34. 80% Female teacher communicators at B.Ed. level and 82% female teacher communicators at D.Ed. level have medium Job Satisfaction.
35. No one male or female teacher communicator at D.Ed. level or B.Ed. level have low Job Satisfaction.
36. There was no significant relationship between Self Role Perception and Job Satisfaction of Male teacher communicators at D.Ed. level.
37. There was no significant relationship between self role perception and Job Satisfaction of female teacher communicators at D.Ed. level.
38. There was no significant relationship between Self Role Perception as Manager, facilitator, Researcher, and Extension

workers and Job Satisfaction of male teacher communicators at B.Ed. level.

39. There was significant relationship between Self Role Perception as Counsellors and educators and Job Satisfaction of male teacher communicators at B.Ed. level.
40. There was no significant relationship between Self Role Perception and Job Satisfaction of female teacher communicators at B.Ed. level.
41. There was no significant differences in the Self Role Perceptions of teacher communicators as Managers, Facilitators, Extension workers, Counsellors and educators at D.Ed. and B.Ed. levels.
42. There is significant difference in the Self Role Perception of teacher communicators as Researchers at D.Ed. and B.Ed. levels.
43. There was no significant difference in Job Satisfaction of teacher communicators at D.Ed. and B.Ed. levels.

5.3 CONCLUSIONS :

At the end of the study and based on results of the research, following conclusions are arrived at :

1. Male teacher communicators at D.Ed. level perceive their roles as Educators, Extension workers, Counsellors, managers and

facilitators as high, but as researchers they rate themselves as medium.

2. Female teacher communicators at D.Ed. level perceive high role perception indicating they are good managers, facilitators, researchers, extension workers, Counsellors and educators.
3. At the D.Ed. level of education, comparing sex-wise the teacher communicators both males and females have high role perception of their roles as Managers, Facilitators, Extension workers, Counsellors and Educators. However there is difference in their perception of their role as researcher. Males perceive their role as medium where females perceive it as high.
4. No one male or female teacher communicator at D.Ed. level have low perception.
5. All the six roles are perceived communicators at B.Ed. level as high indicating that majority of them perform these six roles at a high level.
6. No ^{one} male or female teacher communicator at B.Ed. level have low perception.
7. Comparing sex-wise male teacher communicators at B.Ed. level perceive all the six roles as high and male teacher communicators

at D.Ed. level perceive their roles as Managers, Facilitators, Extension workers, Counsellors and Educators as high and Researcher as medium.

8. Majority of female teacher communicators at D.Ed. and B.Ed. levels perceive all the six roles as high.
9. Teacher communicators at D.Ed. and B.Ed. level have medium Job Satisfaction.
10. Comparing sex-wise, male and female teacher communicators at D.Ed. level have medium levels of Job Satisfaction.
11. Comparing sex-wise, male and female teacher communicators at B.Ed. level have medium levels of Job Satisfaction.
12. No one male or female teacher communicator at D.Ed. or B.Ed. level have low level of Job Satisfaction.
13. Male teacher communicators at D.Ed. and B.Ed. levels have average level of Job Satisfaction.
14. Female teacher communicators at D.Ed. and B.Ed. levels have average level of Job Satisfaction.
15. The Job Satisfaction levels among male and female teacher communicators of D.Ed. and B.Ed. education levels show similar

pattern of majority of them having average level of Job Satisfaction.

16. There is no significant difference in the Self Role Perception of teacher communicators except role perception as researcher at D.Ed. and B.Ed. levels.
17. There was no significant difference in Job Satisfaction of teacher communicators at D.Ed. and B.Ed. levels.
18. There was no significant relationship between Self Role Perception and Job Satisfaction of male and female teacher communicators at D.Ed. level.
19. There was significant relationship between Job Satisfaction and Self Role Perception as Counsellors and Educators of Male teacher communicators at B.Ed level.
20. There was no significant relationship between Job Satisfaction and Self Role Perception as Managers, Facilitator, Extension workers and Researchers of male teacher communicates at B.Ed level .
21. There was no significant relationship between Self Role Perception and Job Satisfaction of female teacher communicators at B.Ed. level.

22. Role perception and Job Satisfaction are two independent variables.

5.4 IMPLICATIONS OF THE STUDY :

The few implications of this study are given as follows.

(I) Implications for educational Administration :

- i) Teacher orientation and refresher courses should be organised.
- ii) Incentive increments should be given to the teacher communicators who works as researcher or who would acquire additional qualifications.
- iii) Awards ~~shou~~ld be given to the teacher communicators on the basis of their subject results.

(II) Implications for educational practitioners :

- i) Appointments ~~shou~~ld be given on basis of performance of candidate.
- ii) No other work like political work would not be given to the teacher communicators. They would work freely without any burden.
- iii) Service security would be given to increase Job Satisfaction of the teacher communicators.

- iv) Additional T.A. and D.A. would ^{be} paid for extra work.
 v) Scale of pay would be fixed on the basis of their qualification, extra co-curricular work, field work and seniority of teacher communicators.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH :

The research study conducted has unearthed several areas for exploration and further study. Some of the areas that could be studied are.

1. A detailed study on a large sample of the role perceptions of teacher communicators separately at each level of education.
2. Student teacher's perceptions of the role of teacher communicators.
3. A qualitative analysis of role of teacher communicators in terms of behaviour.
4. A more exhaustive psycho-social profile study of teacher communicators.
5. A comparative study between the expected and actual functions of teacher communicators.

6. The effect of certain psycho-social variables on the role of teacher communicators including creativity, Intelligence, SES, sex, achievement etc.