

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION FOR FURTHER STUDIES

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CHAPTER V**SUMMARY, CONCLUSION AND RECOMMENDATIONS
FOR FURTHER STUDIES****5.0 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 cricumstances which enable the work of the teacher to become considerably effective.

Good teachers are effective communicators what then are the managerial behaviours peculiar to effective communicators ? As teacher - educators, it is essential to know something about the teachers classroom managerial behaviours and provide them with the necessary training^{so}, as to mould their behaviour into the most effective and effecient teacher communicator possible.

Weber W. A. (1984) identifies eight approaches to classroom management namely -

- 1) The Authoritarian approach
- 2) The Behaviour modification approach
- 3) The cookbook approach
- 4) The group-process approach
- 5) The Instructional approach
- 6) The Intimidation approach
- 7) The Permissive approach
- 8) The socioemotional climate approach

According to him the teacher competency in classroom management is largely a function of teacher's understanding of the dynamics of effective classroom management. As no best approach to classroom management has been found, the full range of managerial strategies should be at the disposal of the teacher to select and apply them, as per the situational demands. Issues related to classroom are in great numbers. Some of the issues which the present researcher thought to be crucial are as follows :

- 1) What is the exact relationship between classroom management and teaching effectiveness ?
- 2) What is the difference between the classroom managerial behaviour of the effective and noneffective classroom manager / teacher communicators ?

3) What are the implications of students age group for classroom management, especially the age group of B. Ed. level. The class size is large, no specific training in classroom management is given to the teachers at this stage. Hence the researcher felt that it would be challenging task to study the classroom management phenomenon at B. Ed. level, in order to draw implications for teacher training.

5.1 SUMMARY

The research work which has been reported in the earlier chapter of this dissertation is one such attempt analysing the classroom managerial behaviours of teacher communicators of Hindi and Marathi methodology of the 13 B. Ed. Colleges in Kolhapur District, affiliated to Shivaji University, Kolhapur, effective and non-effective teacher communicators were identified and then the relationship between teacher effectiveness and classroom managerial behaviour was found out.

The 16 factors related to classroom managerial behaviours of teacher communicators considered in this study are :

- 1) General teaching competency.
- 2) Alert instructive momentum.
- 3) B. B. Work for organised content pacing.
- 4) Teachers non soliciting behaviour and reacting.
- 5) Controlled smoothness
- 6) Non smooth withitness
- 7) Teachers sociomotional permissiveness
- 8) Linguistic competency deficiency
- 9) Timely use of non verbal media
- 10) Strict content building tendency
- 11) Teachers status maintenance
- 12) Teacher's purposive physical movement
- 13) Lack of acceptable mastery
- 14) Withit Alertness
- 15) Modulating gestures and speech
- 16) Teaching flow management deficiency.

STATEMENT OF THE PROBLEM -

"IDENTIFICATION OF MANAGERIAL BEHAVIOUR OF TEACHERS AND THERE RELATIONSHIP TO TEACHER EFFECTIVENESS."

Objectives Of The Study -

The objectives of the study were as follows :

- 1) To identify effective and non-effective teacher communicators teaching

Hindi and Marathi methodology at the B. Ed level.

- 2) To identify the classroom managerial behaviours peculiar to teacher communicators of Hindi and Marathi methodology.
- 3) To find out the classroom managerial behaviours peculiar to effective and non-effective teacher communicators of Hindi methodology.
- 4) To find out the classroom managerial behaviours peculiar to effective and non-effective teacher communicators of Marathi methodology.
- 5) To prepare profiles of the classroom managerial behaviours of effective teacher communicators of Hindi methodology.
- 6) To suggest measures for improving classroom managerial behaviours of teacher for teaching effectiveness.

HyPothesis :

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

For each of the 16 factors, two hypothesis was stated for Hindi and Marathi methodology, therefore, a total of 32 hypothesis were stated and tested in the study.

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

- I) Studies on teacher effectiveness

II) Studies on classroom management

Conclusion of each of the two sections have been summed up.

The third chapter divulges the plan and procedure of the study.

Design of the research :

The research design for the present study discussed the method for study, the sample selection procedure and a description of the tools used for the study.

The observation of classroom teaching behaviour has been evolved as a process of enquiry and method during the last five decades.

The survey method was found appropriate for this study as it involved identifying effective and non-effective Hindi and Marathi teacher communicators from the 13 B. Ed. colleges in Kolhapur District and finding out their classroom managerial behaviours.

Tools :

The following tools were used in this study :

1) Interview :

The researcher carried out an unofficial interview in all 13 B. Ed. colleges under study. The views of the student - teachers formed the basis of confirming the out comes of the LEQ.

2) Lecturẽs Evaluation questionnaire (LEQ). A standardised questionnaire

prepared by the department of education, university of Hong-Kong. It comprises of 62 questions to be answered on '0' to '9' points scale 0 being not appropriate 1-2 very poor 3 and 4 poor low 5 and 6 moderate average 6 and 7 good high 8 and 9 very good very high the students - teachers were to keep the particulars effective and non-effective teachers teaching them in mind and then fill in the LEQ based on their own participation of that teacher.

3) Teachers classroom management behaviour scale. It's validity was established by Dr. Kulkarni, V. G. (1995).

These scale are essentially independent. Any item in the scale contributes to the score on one of only one factor so that no dependencies were introduced at the level of scale construction.

The behaviours are to be rated on three points as given below :

- i) Agree with the statement
- ii) Undecided about the statement
- iii) Disagree with the statement.

4) The total score of classroom managerial behaviour of non-effective Hindi and Marathi method.

Chapter four forms the main bulk of the dissertation. The analysis of data was attempted in three sections in keeping with the objectives of the study as follows :

Section I Analysis for identification of effective and non effective teacher communicators method wise.

Section II Analysis based on classroom managerial behaviour of teacher communicators - method - wise.

Section III Preparation of profiles of classroom managerial behaviours of effective teacher communicators method - wise.

Sampling :

The purposive sample was selected from each of the 13 B. Ed. Colleges.

A sample of 13 Hindi and 13 Marathi method teacher communicators were purposively selected for the study.

Five student-teachers each of Hindi and Marathi methodology were randomly interviewed from each of the 13 B. Ed. Colleges for identifying effective and non-effective teacher communicators.

All the student-teacher of Hindi method i.e. 130, and 195 of Marathi formed the data producing sample for the study.

Procedure :

The researcher carried out an unofficial interview in all the 13 B. Ed. colleges under study. The purpose of this interview was to find out if the concerned teacher communicator (Hindi and Marathi) was an effective teacher communicator or not. The views of the student-teachers formed the basis of confirming the outcomes of the LEQ.

The student - teacher sample was administered the LEQ between July 1995 to October 1995. The LEQ is a standardised tool for rating effective and non-effective teachers on a nine point scale.

Having collected the data on the LEQ, the teacher sample was administrated. The CTMB scale which is a standardised tool to find out the effective and non-effective teacher's classroom managerial behaviours. This was completed between November thirdweek 1996 to February fourth week.

The following data were obtained :

- 1) The total on effectiveness of Hindi and Marathi teacher communicators.
- 2) The total score on non-effectiveness of Hindi and Marathi teacher communicators.
- 3) The total score of classroom managerial behaviour of effective teacher communicators of Hindi and Marathi method.

Analysis :

The data collected from student - teachers verbally regarding categorising of teacher communicators on their effectiveness was confined using the LEQ.

The LEQ comprised of 62 statements each on a nine point scale. The total score and its mean score were calculated and the average worked out. On the basis of the average for Hindi and Marathi teacher communicators they were categorised as effective or non-effective. The 't' test was used to establish the significance of the values.

The 16 classroom managerial behaviours factors in the CTMBS comprising of 32 statements were rated on a three point scale. Ratings for each teacher communicator (Hindi and Marathi) were calculated the Chi-square test was used to establish the significance of the relationship between teacher effectiveness and classroom managerial behaviour.

5 of the classroom managerial behaviour namely teacher nonsoliciting behaviour and reacting, Non smooth withitness, linguistic competency deficiency, Lack of acceptal Mastery and Teaching flow management deficiency are negative factors which should not be present in effective teacher communicators. Therefore its unfavorable rating includes its absence.

5.2 FINDINGS :

1. The verbal responses of student - teacher and the findings of the LEQ regarding effectiveness of teacher - communicators (Hindi and Marathi) were found to be identical.
2. There is a significant relationship between factor 1 - general teaching competency and teacher effectiveness for Hindi methodology.
3. There is a significant relationship between factor 2 instructive momentum and teacher effectiveness for Hindi methodology.
4. There is a significant relationship between Black Board Work for organised pacing and teacher effectiveness for Hindi methodology.
5. There is no relationship between factor 4 - Teacher non - solivating behaviour and reacting and teacher effectiveness for Hindi methodology.
6. There is significant relationship between factor 5 - Controlled smoothness and teacher effectiveness for Hindi methodology.
7. There is no relationship between factor 6 - Non - smooth withitness and teacher effectiveness for Hindi methodology.

8. There is significant relationship between factor 7 - Teacher's Socio - emotional permissiveness and and teacher effectiveness for Hindi methodology.
9. There is no relationship between factor 8 - The linguistic competency deficiency and teacher effectiveness for Hindi methodology.
10. There is significant relationship between factor 9 - Timing use of non verbal media and teacher effectiveness for Hindi methodology.
11. There is significant relationship between factor 10 - Strict content building tendency and teacher effectiveness for Hindi methodology.
12. There is significant relationship between factor 11 - Teacher's status maintenance and teacher effectiveness for Hindi methodology.
13. There is significant relationship between factor 12 - Teacher's purposive physical movements and teacher effectiveness for Hindi methodology.
14. There is no relationship between factor 13 - Lack of acceptable mastery and teacher effectiveness for Hindi methodology.
15. There is significant relationship between factor 14 - Withit alertness and teacher effectiveness for Hindi methodology.
16. There is significant relationship between factor 15 - Modulating gestures and speech and teacher effectiveness for Hindi methodology.
17. There is no relationship between factor 16 - Teaching flow management deficiency and teacher effectiveness for Hindi methodology.

18. There is significant relationship between factor 1 - General teaching competency and teacher effectiveness for Marathi methodology.
19. There is significant relationship between factor 2 - Instructive momentum and teacher effectiveness for Marathi methodology.
20. There is significant relationship between factor 3 - Black Board work for organised pacing and teacher effectiveness for Marathi methodology.
21. There is no relationship between factor 4 - Teacher's non - soliciting behaviour and reacting and teacher effectiveness for Marathi methodology.
22. There is significant relationship between factor 5 - Controlled smoothness nad teacher effectiveness for Marathi methodology.
23. There is no relationship between factor 6 - Non - smooth withitness and teacher effectiveness for Marathi methodology.
24. There is significant relationship between factor 7 - Teacher's Socio - emotional permissiveness and and teacher effectiveness for Marathi methodology.
25. There is no relationship between factor 8 - The linguistic competency deficiency and teacher effectiveness for Marathi methodology.
26. There is significant relationship between factor 9 - Timely use of non verbal media and teacher effectiveness for Marathi methodology.
27. There is significant relationship between factor 10 - Strict content

building tendency and teacher effectiveness for Marathi methodology.

28. There is significant relationship between factor 11 - Teacher's status maintenance and teacher effectiveness for Marathi methodology.

29. There is significant relationship between factor 12 - Teacher's purposive physical movements and teacher effectiveness for Marathi methodology.

30. There is no relationship between factor 13 - Lack of acceptable mastery and teacher effectiveness for Marathi methodology.

31. There is significant relationship between factor 14 - Withit alertness and teacher effectiveness for Marathi methodology.

32. There is significant relationship between factor 15 - Modulating gestures and speech and teacher effectiveness for Marathi methodology.

33. There is no relationship between factor 16 - Teaching flow management deficiency and teacher effectiveness for Marathi methodology.

34. The profiles of Hindi and Marathi effective teacher communicators and compares of the following factors.

5.3 CONCLUSION :

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

1. Student - teachers are reliable evaluators of their teachers effectiveness.

2. There is significant difference between the mean scores of effective and non - effective teacher communicators of Hindi and Marathi methodology on the basis of which effective and non - effective teacher communicators can be identified.
3. There is significant relationship between factors No. 1, 2, 3, 5, 7, 9, 10, 11, 12, 14 and 15 of classroom managerial behaviour and teacher effectiveness indicating that the above factors are present in effective Hindi and Marathi teacher communicators which is the profile of effective communicators.
4. There is no relationship between the negative factors No. 4, 6, 8, 13 and 16 of teacher classroom managerial behaviours and teacher effectiveness indicating that the above 5 factors are absent in effective Hindi and Marathi teacher communicators.

5.4 MEASURES SUGGESTED FOR IMPROVING CLASSROOM MANAGERIAL BEHAVIOUR OF TEACHERS FOR TEACHING EFFECTIVENESS -

Some of the measures suggested for improving teachers class-room managerial behaviours are as follows :

1. Providing social reinforcers that will maintain the behaviour of the teacher throughout the class.
2. Providing effective reinforcement is like increased salaries, prizes, incentives to teachers with good and efficient managerial behaviours.
3. Making teachers more creative by training experiences which employ creativity, fostering techniques, which will automatically make them more effective & improve their managerial behaviour.
4. Avoiding ridicule sarcasm threats in the classroom these are deterrent to effectiveness.

5. Use of video - tape feed back and consultation for teachers about the conduct of their class-room makes provisions for improvement.
6. Self assessment inventories for teachers provides personal orientation to teachers making them realise their own drawbacks and provides incentives for improving.
7. Attending Inservice and refresher courses in education demonstration of teaching and managerial skills models filmed portrayals can produce significant improvement in the teachers.

These are but a few suggested measures for improving classroom managerial behaviours the teachers own integrity.

Accreditation of teachers education programmes will really help to improve the teacher effectiveness.

Performance based teacher education will help the teacher to know what to do, how to promote students learning and must be able to perform accordingly. This will make the teacher accountable and thereby effective.

IMPLICATIONS OF THE STUDY :

Few implications of this study are given as follows :

1. 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 relevant setting to facilitate future adolescents, to become successful workers.

The teacher training programmes should be reviewed with the change and demands of society. They should include training of classroom management components for grooming effective teachers keeping the requirements of each subject / method. Teacher orientation and Refresher courses should be organised,

enabling greater interaction of teacher communicators.

2. Implication For Educational Practitioners -

Students are influenced by the success stories of adults and their teachers regardless of personal competence.

Appointment of teachers for various educational colleges would be made simpler keeping in mind the managerial behaviour.

An Inter - disciplinary approach to teaching and membership in professional associations will help develop managerial behaviours of teachers which automatically affects the students behaviour.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH -

Some studies that need immediate attention of researchers are :

1. This study may be replicated on a larger representative and continuously selected sample extending the area of study.
2. This study is only limited to the 13 B. Ed. colleges of Kolhapur District. A larger sample including other faculties can also be studied and a comparison drawn between teacher - communicator's effectiveness and their classroom managerial behaviour.
3. Inclusion of demographic variables like type of institution Urban - rural setting, experience and sex of teacher - communicator's would add in - depth knowledge in this area of research.

4. Use of video, observation of classroom management behaviours by etc. would help enhance the reliability of the study.
5. Class room management skills may be identified and training strategies to develop them among student - teachers may be undertaken.
6. The result of the present study are tentative and further studies are needed to confirm the findings.