CHAPTER 6
SUMMARY AND CONCLUSION

6.1 INTRODUCTION

India is largest democratic country in the world. It has incredible potential for guiding the world in the route of progress and peace. One of the most important tasks before India is to fulfil the fundamental rights of education of its millions of children and provide high quality education (Rout and Sahu, 2013).

Education is a purposeful and mindful activity on the part of civilized societies to help their members to lead a socially meaningful and happy life. It determines the prosperity, welfare and security of the people. Education which shapes and moulds the quality of life of the people of a country and whose goals are extremely sacred and whose influences are permanent and developmental should be placed in the hands of appropriate and dedicated facilitators, i.e. the teachers who can be trusted to perform a dignified, admirable and challenging role in the educational process (Kohli, 2006).

Children are the future of any nation. It is the responsibility of a teacher to empower children to build a great future. Teacher is the most important part of an education system. He is believed to be a nation builder. It is only a teacher who can shape the destiny of a student in a classroom. He is a creator of happy homes, prosperous communities and a peaceful nation. He has not only the knowledge and skills to share with others but also has the vision to inspire others. Teachers are considered as the second parents to every child. After parents, it is only a teacher, who wishes for the prosperity and well being of a child. A teacher can bring tremendous changes among students through teaching as while teaching he not only instructs the students but also guides, motivates and inspires them to succeed in life. Therefore, it is said that teaching is hard work because it is a heart work.

According to NCTE (1998), no innovation or change can be implemented without teacher’s awareness, involvement and commitment. The quality and efficiency of education and its contribution to national development rest on the quality and competence of teachers. National Council for Teacher Education realised the need to
prepare well trained dynamic teachers willing to acquire new competencies to augment those already acquired.

The impact of a teacher on a student and on any educational programme is known to be higher than any other educational programme. Swami Vivekanand said that a good teacher is like a candle – ‘it consumes itself to light the way for others’. Teaching is not an easy task. Being a good teacher, one needs to enjoy teaching, should be a subject expert, well planned and organised, confident, professional and impartial. A teacher needs to follow continuous learning, as he needs to keep himself acquainted with latest teaching methodology and subject matter. Students can’t be taught by old skills. So, in order to be successful in this profession, the teachers should accept this profession unconditionally and practice it with love and passion.

For most teachers, the greatest reward for their job is seeing students thrive and succeed. For many students, their teachers are their role models. A role model is a person who encourages others to strive for greatness and live to the fullest potential. A role model is someone one aspires to be like. Much of what students learn from their greatest teachers is not academic in nature. Teacher who helps his students to grow as people is responsible for imparting some of life’s most important lessons.

To ensure a better tomorrow, there is need of great teachers. Improvement in educational environment can’t be done without improving teachers. Any discussion on educational reform ultimately, boils down to improving teacher, his education and performance. As is the teacher, so is the education in a country. In India, education is in a bad shape because teacher is in a bad shape. No education can rise higher than the level of a teacher. A good teacher means good education and bad teacher means bad education. Good teacher means good teaching (Meenakshi, 2011).

All the teachers are rated. They are rated by the school board, by the children, by the supervisor, by patrons or by those in administrative positions. It is difficult to rate or judge the teacher authentically and only a few know what kind of challenges teachers face in their daily life. There are so many factors to be considered for the evaluation of a teacher like:

- Educational qualification of teacher
- Skills
In this study, the investigator focused on Professionalism, Occupational Stress and Teacher Effectiveness and their impact on teacher’s feedback given by students.

**FEEDBACK**

Feedback is information that individuals receive regarding their performance and consists of a message that a sender conveys to a recipient. Feedback can motivate and guide effective behaviours as well as prevent ineffective behaviours. Thus, feedback can lead to positive behaviour change and enhanced performance and it can boost self-awareness and self-confidence. However, the ability of feedback to accomplish these goals depends on several factors. Individuals vary in their receptivity to feedback and this is influenced by characteristics of the source of the feedback, the nature of the message and characteristics of the feedback recipient. In fact, some types of feedback can lead to negative reactions, such as job dissatisfaction, anger or decreased effort (Levy et al., 2007).

According to Bhattacharya (2000) feedback means a part of the communication output feedback again into the input channel to monitor or modulate the communication process itself such as to improve accuracy or message transmission, reduce level of noise, increase channel capacity and so on.
McLaughlin (2006) defined feedback as, external information provided to increase learning.

Hattie & Timperley (2007) defined feedback as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.

According to Comprehensive Dictionary of Education (2008) feedback is the information provided by another person in response to a specific behaviour that helps to shape future actions. In education grading systems are common form of feedback.

Bovee and others (2012) describe feedback as, a response from the receiver that informs the sender how communication is being received in general.

According to Online Merriam Webster Dictionary (2016) feedback is the transmission of evaluative or corrective information about an action, event or process to the original or controlling source.

From the above definitions it can be concluded that feedback is the information given to an individual or group about their work so as to bring desirable changes so that they can come to know about their strengths and weaknesses and then work on those weaknesses to improve the quality of work being done.

**OCCUPATIONAL STRESS**

The terms ‘occupational stress’, ‘work stress’, ‘job stress’, ‘work related stress’ are used interchangeably in the literature. Occupational stress is stress involving work. Occupational stress occurs when there is a discrepancy between the demands of the environment/workplace and an individual’s ability to carry out and complete these demands. Occupational stress is disorder associated with job or work.

Jarvis (2002) defined occupational stress as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning.

Cotton and Hart (2003) stated that occupational stress is a growing problem which results in substantial loss, both to employees and organisations.
Dunham (2003) defined occupational stress as being the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker.

Holmlund and Strandvik (2005) defined occupational stress as the inability to cope with the pressures in a job because of a poor fit between someone’s abilities and his/her work requirements and conditions.

Vokic and Bogdanic (2007) defined occupational stress as the non-specific response of the body to any demand placed upon it. It is a mental and physical condition which affects an individual’s productivity, affectivity, personal health and quality of work.

Humphrey (2008) defined occupational stress as an incompatibility between the individual and his or her work environment.

According to Online Free Dictionary (2015) Occupational stress is a disorder associated with job or work. The anxiety may be expressed in the form of extreme tension and development of physical symptoms like headache and cramps. It is also called occupational neurosis.

According to WHO (2017) Work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.

According to Online Medical Dictionary (2018) Occupational stress is a disorder associated with a job or work.

Occupational stress in teachers is thus caused because of their occupational responsibilities and their inability to effectively cater to various work demands. Occupational stress in teachers is now well recognised and is considered as a significant aspect of teaching profession.

**PROFESSIONALISM**

Professionalism is commonly perceived by some as dressing smartly at work or doing a good job, where as for others it means to have advanced degrees or certifications which are then framed and hung on walls, but professionalism is much more than this.
Professionalism has been defined differently by various experts as given below:

Goodson and Hargreaves (1996) Professionalism is something which defines and articulates the quality and character of people’s action within that group. It can refer to some expertise, special skill or knowledge that is acquired by training, study or practice.

Talbert and McLaughlin (1996) define professionalism as, the internalized beliefs regarding professional obligations, attributes, interactions, attitudes, values, and role behaviours.

According to Bellarmine (1998) the term professionalism is defined as something that someone does or produce is very skilful and of a very high standard.

According to Berman (1999), Professionalism is a multi dimensional construct and has been measured as job characteristics, work behaviour, professional commitment and career commitment at different times.

Lui, Ngo and Tsang (2003) have stated that the concept of professionalism basically describes the values, goals and expectations at work.

According to Comprehensive Dictionary of Education (2008), Professionalism refers to any aspects of one’s behaviour or that connotes affiliation with a profession.

Online Merriam Webster Dictionary (2015) defines professionalism as follows:

- The conduct, aims, qualities that characterise or mark a profession or a professional person.
- Pursuing a profession for gain or livelihood.

From the above given definition it can be said that professionalism is set of beliefs, ethics, commitment and goals of a profession.

**TEACHER EFFECTIVENESS**

It is normally believed that success of an educational programme depends on the quality of teachers available to execute it. A school may have excellent material resources, equipments, library, building and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or
indifferent to the responsibilities, the whole programme is likely to be futile and wasted. The problem of identification of an effective teacher is, therefore, of prime importance for realising the educational goals.

There are many opinions regarding the meaning of teacher effectiveness. Few of them are listed below:


Theall and Franklin (2001) stated that teacher effectiveness is an act of faith. There is constantly a high correlation between students’ ratings of the amount learned in the course and their overall ratings of the teacher. The students who learned more, gave their teachers high rating.

International Dictionary of Education (2005) explains the term teacher effectiveness as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students. The ability of a teacher is to relate the learning activities to the developmental process of the learner and their current and immediate interests and needs.

Leigh (2007) stated that teacher effectiveness is measured in terms of performance of their students on literacy and numeracy tests. In many studies, especially in the value added research, effectiveness is defined either implicitly or explicitly by the gains made by teachers’ students on achievement tests.

Dhillon and Kaur (2010) stated that teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of teaching. It refers to the height of maturity and learning indicating that teacher grows with experience and learning.

According to Gupta (2013) Teacher effectiveness is teacher’s academic and professional knowledge, teaching skills, classroom management, attitude towards students and personal qualities of teachers.

According to Clinton et.al. (2017) in a review on teacher effectiveness described that teacher quality and effectiveness have become critical components of school
improvement. These two terms are used interchangeably in the literature, and there has been considerable debate regarding their definition and appropriate use. Generally teacher effectiveness can be conceptualised as being on a continuum covering the extent to which a teacher is able to progress student outcomes. This is often measured using student achievement results and other summative tools. Teacher quality, however, refers to teacher attributes, such as capabilities, training, knowledge or beliefs.

From the above given definitions it can be concluded that teacher effectiveness is ability of a teacher to make teaching effective using his skills, knowledge, experience etc.

6.2 RATIONALE OF THE STUDY

Teaching is a wonderful profession. Those who are in this profession understand what teaching is? How tough it is? For some it is an easy job. There is general perception that anyone can teach. People think teacher’s working hours are short and have long holidays. Very few appreciate what teachers do. Teaching is an art. It is not as easy as one might think. It is the profession which creates all other professions.

To attain good results in teaching it is necessary to appoint good teachers. An effective teacher is the one who is competent, resourceful, can well manage the class room, having good interpersonal relationship with students, colleagues, and head of the institution, and possess good knowledge of subject matter, disciplined, mentally and emotionally strong.

It can be said that teacher is like a pivot around whom all the educational programmes such as curriculum, textbooks, evaluation, etc. rotate. The best system may fail to achieve the desired end in absence of sincere, competent and professionally aware teachers.

To check the quality of teaching it is very important to evaluate teachers. As students are evaluated regularly to improve their performance; there must be a regular evaluation of teachers also by providing feedback to them on their teaching. Feedback can be given by colleagues, head of the institution, students and parents also but students are the best source to provide feedback to their teachers because they know their teachers well as they spend maximum time with them and they are in a better
position to tell about the requirements of teaching learning process, moreover providing feedback by students to teachers help in improving their interpersonal relationship. Feedback can be given by using rating scales, small group discussion with students, forming a students’ committee, one to one interaction with students etc.

There are so many factors such as job satisfaction, occupational stress, personality and behaviour, emotional and social intelligence, teacher effectiveness, professionalism, aptitude etc. which influence teacher’s teaching and these factors in turn influence their feedback also. In the present study researcher had limited the scope to study how occupational stress, professionalism and teacher effectiveness were related to the students’ feedback of teachers.

It is found that due to change in socio-economic status, uncertainty of job, lack of professional recognition, over work-load, pressure of management and head of the institution, peer relations, students’ misbehaviour etc. teachers are facing stress at work place.

In this modern era students are mature enough to recognise and realise the good teaching efforts put forth by teachers. They can differentiate their teachers’ professional qualities like work behaviour, attitude and commitment towards profession, special skills and knowledge etc.

Students can identify and appreciate their teaching related attributes like methods of teaching, interpersonal relationship, knowledge of subject matter, mental and emotional health of a teacher, communicative skills and responsibility towards students etc. They could provide feedback to their teachers keeping all the above given traits.

So, the researcher was convinced enough that there was some relationship between students’ feedback of teachers and occupational stress, students’ feedback of teachers and professionalism and students’ feedback of teachers and teacher effectiveness. The study can be proved helpful in improving teachers’ conditions in terms of reducing occupational stress and developing professional qualities and enhancing teaching traits of teachers.
6.3 STATEMENT OF THE PROBLEM

Statement of the problem was framed as:

STUDENTS’ FEEDBACK OF TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS, PROFESSIONALISM AND TEACHER EFFECTIVENESS

6.4 OPERATIONAL DEFINITIONS

Following are the operational definitions of the terms as used in the study

Feedback

Feedback is the opinion, suggestion, information or advice given in response to a task, performance or an act performed by an entity.

Occupational Stress

Occupational stress is stress at work faced by employee in an institution resulted from work overload, students’ misbehaviour, lack of professional recognition, lack of classroom resources and poor colleague relations.

Professionalism

Professionalism of teacher can be conceived in terms of four dimensions viz. teacher efficacy, teacher practice, and teacher collaboration and teacher leadership.

Teacher Effectiveness

The term teacher effectiveness refers to attainment of needed competence in the roles and functions of teachers such as; Preparation and planning for teaching, Classroom Management, Knowledge of subject matter, Teacher characteristics and Interpersonal relations.

6.5 OBJECTIVES OF THE STUDY

Following were the objectives of the study:

- To construct and standardise students’ feedback scale of teachers.
• To study the relationship of students’ feedback of teachers and their occupational stress.

• To study the relationship of students’ feedback of teachers and their professionalism.

• To study the relationship of students’ feedback of teachers and their teacher effectiveness.

• To compare the students’ feedback of teachers of government and private school teachers.

• To compare the students’ feedback of male and female school teachers.

• To compare the occupational stress of government and private school teachers.

• To compare the occupational stress of male and female school teachers.

• To compare the professionalism of government and private school teachers.

• To compare the professionalism of male and female school teachers.

• To compare the teacher effectiveness of government and private school teachers.

• To compare the teacher effectiveness of male and female school teachers.

6.6 HYPOTHESES

Following were the hypotheses framed for the study:

• There exists no significant relationship between students’ feedback of teachers and their occupational stress.

• There exists no significant relationship between students’ feedback of teachers and their professionalism.

• There exists no significant relationship between students’ feedback of teachers and their teachers’ effectiveness.

• There exists no significant difference between students’ feedback of teachers of government and private schools.
• There exists no significant difference between students’ feedback of male and female school teachers.

• There exists no significant difference between occupational stress of government and private school teachers.

• There exists no significant difference between occupational stress of male and female school teachers.

• There exists no significant difference between professionalism of government and private school teachers.

• There exists no significant difference between professionalism of male and female school teachers.

• There exists no significant difference between teacher effectiveness of government and private school teachers.

• There exists no significant difference between teacher effectiveness of male and female school teachers.

6.7 DELIMITATIONS

The study was delimited as given below:

• The study was delimited to a sample of 260 senior secondary school teachers.

• The sample was confined to schools of Moga district, Punjab.

6.8 SAMPLE DESIGN

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting subjects for the sample. Sample design may as well lay down the number of subjects to be included in the sample i.e. the size of the sample. Sample is a miniature picture of the entire group or aggregate from which it has been taken and the select process of sample is called sampling technique (Kothari, 1990).
For the present study investigator selected 260 numbers of teachers of senior secondary school of Moga District. The sample was taken by using stratified random sampling technique. These 260 teachers were categorized into 130 teachers from 10 government schools and 130 teachers from 10 private schools of Moga district. Feedback of teachers was collected from their students. Per teacher thirteen students gave feedback. 130 teachers comprised of 65 male teachers and 65 female teachers for both government and private schools each.

6.9 TOOLS USED TO COLLECT DATA

The data was collected using ‘Teacher’s Occupational Stress Scale’ by Jamal and Raheem (2012), Professionalism scale by Rizvi (2003), Teacher Effectiveness Scale by Kulsum (2000). The ‘Students’ Feedback Scale of Teachers’ was developed by the investigator. Detailed description of each of these scales has been discussed in the following sections.

- Students’ Feedback Scale of Teachers: This five point Likert scale was constructed and standardized by investigator herself to collect the data from students regarding feedback of their teachers. Scale is discussed in detail in chapter 4 (Construction and Standardization of Feedback Scale of Teachers).

- Teacher’s Occupational Stress Scale: This scale was constructed and standardized by Jamal and Raheem in 2012. The scale was used to measure the occupational stress of teachers.

- Teacher Professionalism Scale: The scale was originally constructed and standardized by Rizvi (2001) and revalidated by Kaur (2009) to measure the professionalism of teachers.

- Kulsum Teacher Effectiveness Scale: The scale was constructed and standardized be Kulsum (2000) to determine the teacher effectiveness.

6.10 PROCEDURE ADOPTED FOR DATA COLLECTION

Data was collected in two stages by the investigator herself. In the first stage data was collected for the development of ‘Students’ Feedback Scale of Teachers’. The detailed description of the scale has been given in Chapter IV. In the second stage data was collected from 260 teachers of Moga district of Punjab teaching in various
Government and Private schools. Before collecting the data permission from heads of institution was sought. All the tools namely ‘Students’s Feedback Scale for Teachers’, ‘Teachers Occupational Stress Scale’, ‘Teacher Professionalism Scale’ and ‘Kulsum Teacher Effectiveness Scale’ were personally administered by the investigator. Before distributing the tests instructions of each of the tests were read out. The teachers and students were assured that their information will be used only for research purposes and this will remain confidential. To collect feedback of teachers 9th and 11th class students were taken. Per teacher 13 students gave feedback. The scoring was done manually for each test as discussed in their respective manuals. Scores for each individual were obtained on the basis of these tools. Results were calculated, interpreted, and discussion was done to draw conclusions and to offer suggestions.

6.11 STATISTICAL TECHNIQUES USED

Following inferential and descriptive statistical techniques were used for analysis of data:

- Descriptive statistics viz. mean, median, mode, standard deviation, standard error of skewness, kurtosis were calculated to know the nature of the sample of distribution of scores with respect to various variables taken for study i.e. feedback, occupational stress, professionalism and teacher effectiveness.

- Pearson’s product moment correlation was applied to find out relationship of students’ feedback for teacher with occupational stress, professionalism and teacher effectiveness. T-test was applied out to test the hypotheses.

6.12 FINDINGS AND CONCLUSIONS

On the basis of analysis and interpretation of results obtained through coefficient of correlation and t-test the following conclusions were drawn.

- A significant and negative correlation was found between students’ feedback of teachers and occupational stress. It implies that teachers who had less occupational stress got good feedback from students.

- A significant and positive correlation was found between students’ feedback of teachers and professionalism. It implies that teachers who were more professional got good feedback.
• A significant and positive correlation was found between students’ feedback of teachers and teacher effectiveness. It implies that teachers who were more effective in teaching got good feedback from their students.

• A significant difference was found between students’ feedback of teachers of government and private schools. The research showed that the overall private school teachers received better feedback from their students as compared to feedback received by government school teachers from their students.

• A significant difference was found between students’ feedback of male teachers and female school teachers. This showed that the overall female school teachers received better feedback from their students as compared to feedback received by male school teachers from their students.

• A significant difference was found between occupational stress of government and private schools teachers. It was found that private school teachers experienced higher level of occupational stress than government school teachers.

• A significant difference was found between occupational stress of male and female schools teachers. It was found that male school teachers experienced higher level of occupational stress than that experienced by female school teachers.

• A significant difference was found between professionalism of government and private schools teachers. The research showed that the overall private school teachers scored better on the professionalism rating scale as compared to scores obtained by government school teachers.

• A significant difference was found between professionalism of male and female schools teachers. The research showed that the overall female school teachers scored better on the professionalism rating scale as compared to scores obtained by male school teachers.

• No significant difference was found between teacher effectiveness if government and private school teachers. Results showed that private school teachers scored slightly better than government school teachers on teacher effectiveness scale employed by the researcher, though the difference between the two was not highly significant.
No significant difference was found between teacher effectiveness of male and female schools teachers. Results showed that female school teachers scored slightly better than male school teachers on teacher effectiveness scale employed by the researcher, though the difference between the two was not significant.

6.13 EDUCATIONAL IMPLICATIONS

On the basis of results and conclusions the following educational implications can be drawn:

Results showed that teachers who had less occupational stress got better feedback from students, and also those who were more professional and effective in teaching seemed to obtain a better feedback as well.

Regular feedback from students can help teachers in improving their teaching. Feedback of teachers can help the administration in appraisal process of teachers and also improve such processes by making them more holistic. Receiving feedback from students will provide an insight to the teachers’ attributes that might be rated higher by students while might not be given due recognition by management and peers. Students being asked for feedback will also probably have a positive impact on students’ interest and involvement in what is being taught. It can help in improving student teacher relationship as it helps two way flows of feedback rather than orthodox one way communication. Also, providing students an opportunity to provide feedback about their teachers will likely boost their confidence, and may have positive impacts on their class participation and hence learning.

Ascertaining levels of occupational stress of teachers can help identifying teachers that may need help and counseling to cope with their professional challenges. This also might highlight trends, which can potentially be used to identify and preemptively help teachers who are most likely to be under stress at work place.

By knowing the level of professionalism and teacher effectiveness school administration can organize workshops on different methods of teaching, skills of teaching, professional development, motivational workshops, classroom management, interactive and engaging learning strategies etc. This information also helps teachers in their self appraisals, and acts as guiding rails for them to create their individual development plans.
There can be many more implications either drawn directly or implied by the results and conclusions of this research, all of which revolve around enabling teachers and/or school administrations, to tap into and utilize the plethora of information unearthed and improve teachers teaching experiences and students learning experiences. When teachers are stress free, motivated, confident, and up to date with knowledge and equipped with the appropriate tools, techniques and a suitable environment for teaching it means they are ready to help their students in every means and to the best of their potential.

6.14 SUGGESTIONS FOR FURTHER RESEARCH

Present study was delimited to sample size, tools and statistical techniques employed. These limitations point to the need of conducting series of further research as given below:

- Feedback can be collected from students’ parents, colleagues and administration.

- Feedback can be correlated with other variables like emotional intelligence of teachers, job satisfaction and personality of teachers.

- Study can be replicated on wider sample.

- Feedback, occupational stress, professionalism and teacher effectiveness of urban and rural school teachers can be compared.

- Study can be replicated on college and university teachers.

- Study can be replicated and compared with the teachers of other states.