

CHAPTER - V

CONCLUSIONS AND SUGGESTIONS

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SUMMARY AND CONCLUSION

5.01 INTRODUCTION

The study entitled A comparative study of performance profile of teachers of tribal & non tribal schools on selected variables has been conducted with certain specific objectives objectives explained in chart IV. The study of consists of 5 chapters. In the last four chapters the approach to the problems, review of related researches, methodology and findings of the study have been described. The fifth chapter constitutes the vital parts of the work and deals with the review of the study conclusions drawn from the findings and to suggestions for further researches.

5.02 REVIEW OF THE WHOLE STUDY.

The first chapter deals with the need, scope and importance of primary education and its universalization of quality education, the programs going on in the area of primary education in the states, significance and delimitation; imitation of the study. The technical terms used for the purpose of the study have also been defined.

The second chapters deal with the relevant literature which served as a basis for the development of the present problem. The major area of

literature covered under, this chapter are studies related to Qualities/characterization of the teachers. Attitude teachers and teaching efficiency. Academic/professional & success biographical professional. demographic factors, class room teachers our are quoted.

The third chapter confirms itself to the methodology adopted in making the present investigation. The first part of it deals with the objectives, hypothesis, sample and its selection, books used in the study. The shahdol which is a tribal district was selected first and then the primary teachers of tribal and non tribal schools later on in all 50 teachers were taken in the study.

The chapter ends with statistical analysis of the data collected by the investigator.

In the fourth chapter, the investigation attempted to analyse the findings which he drew from the analysis of data. In all there are 5 hypothesis to be proved and disproved. The investigator tried to take up all the hypothesis one by one and drew conclusions based on it. The percentage mean, standard deviation, chi-square were used in testing the hypothesis.

the students. Regarding cultural activities TST were superior while in games and sports NTST were superior.

8. In use of teaching aids TST were superior in use of maps, flower and fruits and charts while NTST were superior in use of globe, models and available materials according to one's surrounding.

9. In organising discussion among the student no significant difference were found.

10. Regarding appreciation and recognition for students suggestion and contribution no significant difference were found.

11. Regarding methods of evaluation TST are better in conducting oral examination daily activities and cultural activities of the students while NTST were better in conducting examination and description of students.

12. Through example and practical demonstration TST were superior while use of teaching aids and through explanation NTST were superior in organising concept formation among students.

13. Both the groups of teachers examine the seating position and the cleanliness of the students dress and body while availability of books were minimum examined by the teachers.

8. Both the groups of teachers were not satisfied in teaching professional regarding acquisition of need knowledge and skill and technique TST are more satisfied.

IV. PERFORMANCE PROFILE OF TEACHERS IN VALUES AND SOCIAL RELATIONSHIP.

1. TST have given top priority to regularity second priority to enthusiasm while NTST have given to cheerfulness and cleanliness.

2. Regarding characters TST have given first priority to friendly relation with pupil while NTST have given to sincerity both the groups of teachers have given second priority to discipline.

3. Regarding social values TST have given top priority creativity while NTST have given to punctuality TST have given second priority to punctuality while NTST have given to creativity.

5. No significant difference was found between both the groups of teachers regarding increase of reasoning power of students through teaching of the subject.

6. Both the groups of teachers have given top priority to values such as punctuality discipline responsible and dutiful and knowledge of the content.

7. Making students a good citizen TST are superior in celebration of great people's day/ martyr's day/cultural activities and organising tour or excursion to NTST.
8. In socialization of the child NTST are superior in instruction on social responsibility, inculcating social and moral values and eradicating social evils.
9. TST are superior in making use of community resources (human and material).
10. Very few teachers of both the groups take help from their colleagues.
11. In inviting parents to the school and motivation them to send the children to school TSt are superior while visiting parents NTST are superior.
12. No significant difference was found in regard to accepting works given by headmasters co-operatively.
13. Organising activities with the help of Sarpanch TST are superior in inviting him to seminars or meetings, or periodical meetings and informing school activities.
14. In seeking help of BEO, TST are superior in periodical personal visit, attending meetings or seminars and inviting him to the annual function while NTST are superior in sending the report in writing.

10. Teachers may be oriented towards the programs universal enrollment our universal primary education in rural were area.

11. Survey and surprise supervision and visit to the school may be made to find out whether the guidelines given at the training programme are being used by the teachers.

12. Teachers may be given accommodation provision at the place where they teach.

13. Teachers may be oriented to take the help of community, Sarpanch, village education committees in the effective teaching learning process.

14. Teachers may be introduced to the effective use of educational technology.

15. Teachers may be provided with educational periodicals to know the new trend and development in the field of education.