

CHAPTER-5

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5.1 Introduction

This chapter synthesizes the core findings derived from the analysis of responses from 50 commerce teachers across five districts of Chhattisgarh. The chapter focuses on revealing patterns and interpretations related to the attitude of these teachers toward the SAGES initiative. Based on the data analyzed through descriptive and inferential statistics (including t-tests), this chapter elaborates on the results through detailed findings. Furthermore, based on these findings, relevant suggestions are provided to enhance the effectiveness of the SAGES initiative. The chapter concludes with a comprehensive summary that aligns with the study's objectives.

5.2 Major Findings of the Study

This study aimed to explore the perception and attitude of commerce teachers toward the Swami Atmanand Government English Medium School (SAGES) initiative across five districts of Chhattisgarh. The data, collected from 50 commerce teachers using a structured questionnaire based on the Likert scale and open-ended questions, was analyzed through descriptive and inferential statistics.

The findings from the analysis are detailed as follows:

5.2.1 Demographic Profile of Respondents

The study's sample consisted of 50 commerce teachers from Khairagarh-Chhuikhadan-Gandai, Rajnandgaon, Kawardha, Durg, and Raipur districts. The gender distribution showed a predominance of male teachers (62%) compared to female teachers (38%), which aligns with the broader regional teaching workforce

demographics. This gender representation is important for contextualizing the attitudes and experiences captured in the study.

Geographically, the respondents were distributed with Rajnandgaon contributing the largest proportion (28%), followed by Kawardha, Durg, and Khairagarh-Chhuikhadan-Gandai, each at 20%. Raipur had the least representation (12%), likely due to its more urban setting and smaller sample size, which suggests caution in generalizing findings from this district.

5.2.2 Overall Attitude towards the SAGES Initiative

Teachers' overall attitudes towards the SAGES initiative were highly positive, with an aggregate mean score of 4.09 out of 5. This indicates strong approval and acceptance of the initiative's objectives and implementation.

All five attitude domains—Infrastructure & Resources, Teaching-Learning Process, Student Performance, Professional Experience, and Overall Attitude—were rated above 4.0, which reflects a general consensus of satisfaction and positive perception. Among these, the Professional Experience domain received the highest average rating (4.13), indicating that teachers felt particularly supported and valued in their professional roles under the SAGES program.

5.2.3 Domain-Specific Analysis

- 1) Infrastructure & Resources:** Teachers highly appreciated the improved infrastructure in SAGES schools. Library resources were rated the highest (Mean = 4.14), indicating a strong availability of academic materials. Classrooms were considered clean and well-maintained, which contributes to a positive learning environment. However, computer labs were rated slightly lower (Mean = 3.98), pointing to potential deficiencies in equipment availability or functionality.
- 2) Teaching-Learning Process:** This domain also received favorable evaluations. The well-structured timetable and curriculum (Mean = 4.28) were particularly praised, showing that the academic schedule aligns well with effective learning. Teaching through the English medium and e-learning content were positively

rated, though lower scores on student responsiveness in English and adequacy of ICT training (both around 3.95) suggest room for further improvement.

- 3) **Student Performance:** Teachers noted improvements in student academic performance and communication skills in the English medium environment. The highest scores in this domain were related to enhanced communication skills (Mean = 4.16) and academic achievement (Mean = 4.14). However, teachers indicated concerns about student discipline and enthusiasm for practical subjects (Mean = 3.92), which could be areas needing targeted intervention.
- 4) **Professional Experience:** This domain reflected teacher perceptions of their working conditions and professional growth. High scores for feelings of professional respect (4.06), confidence in digital tools (4.18), and the availability of professional development workshops (4.20) indicate an encouraging work environment. The increased workload was also acknowledged positively, suggesting teachers see this as part of active engagement rather than burden.
- 5) **Overall Attitude:** Strong overall support for the SAGES initiative was evident, with high agreement on recommending the program to other districts (Mean = 4.14) and job satisfaction (Mean = 4.18). Nonetheless, the relatively lower score on the improvement of teacher-student relationships (3.86) highlights a critical area for future focus.

5.2.4 Gender-Based Attitude Comparison

Statistical analysis using independent sample t-tests revealed no significant gender differences in attitudes across four districts (Rajnandgaon, Durg, Kawardha, Khairagarh-Chhuikhadan-Gandai). This suggests that male and female teachers share similar views on the SAGES initiative, reflecting a uniform professional experience regardless of gender.

The results for Raipur were inconclusive due to a very small female sample, which limits the interpretation for that district.

5.2.5 District-Wise Attitude Comparison

Comparing attitudes by district, Kawardha recorded the highest mean attitude score (4.13), indicating the most positive reception of the initiative. Rajnandgaon and

Raipur followed closely (mean around 4.09), while Khairagarh-Chhuikhadan-Gandai and Durg had slightly lower but still positive scores (4.06).

The consistency of attitudes within districts, demonstrated by low standard deviations (around 0.70), shows that the responses were stable and reliable. The relatively smaller sample size from Raipur (6 respondents) advises cautious interpretation.

5.2.6 Insights from Open-Ended Responses

Qualitative data enriched the quantitative findings by highlighting both strengths and challenges:

- a) Positive Themes:** Teachers valued the modernization of classrooms, availability of ICT tools like smart boards, and digital content, which they believed enhanced teaching quality. English medium instruction was seen as crucial for students' future prospects in higher education and employment. Enhanced infrastructure was also linked to increased teacher motivation and professional satisfaction.
- b) Challenges:** Respondents identified the need for better training in English-medium teaching and commerce subject matter. Many teachers found students' limited English proficiency a barrier to effective instruction. There was also concern about the insufficient number and quality of professional development opportunities to continually upgrade teacher skills.

5.3 Suggestions Based on Findings

Based on the results of the study, several practical and policy-level suggestions are proposed to further enhance the effectiveness and impact of the SAGES initiative:

1) Improve Infrastructure and Resources

- Prioritize upgrading computer labs by ensuring up-to-date hardware and software, consistent internet access, and technical support.
- Continue investing in library resources and digital content to provide comprehensive academic support to both teachers and students.

- Maintain cleanliness and upkeep of classrooms to sustain a conducive learning environment.

2) Enhance Teaching-Learning Processes

- Develop and implement specialized training programs that focus on teaching through English medium, incorporating modern pedagogical techniques.
- Introduce remedial English language support for students struggling with proficiency, such as supplementary language labs or peer tutoring programs.
- Increase the frequency and depth of ICT training workshops to boost teachers' competence and confidence in using digital teaching tools.

3) Foster Student Engagement and Performance

- Encourage the use of interactive and experiential learning techniques to improve student discipline and participation, especially in practical subjects.
- Promote extracurricular and co-curricular activities that enhance communication skills and real-world application of knowledge.
- Monitor student progress regularly to identify and address learning gaps promptly.

4) Support Teacher Professional Development

- Expand the scope and regularity of professional development workshops that integrate subject expertise with pedagogical innovations.
- Establish mentorship programs to strengthen teacher-student relationships and provide personalized guidance.
- Address concerns related to workload by streamlining administrative tasks and providing support staff where necessary.

5) Policy-Level Recommendations

- Education authorities should review and replicate best practices from districts showing high positive attitudes (e.g., Kawardha) to other districts.
- Institutionalize regular feedback mechanisms to gather teacher and student input for continuous improvement.

- Ensure sustained funding and resource allocation to maintain and expand the SAGES initiative.

5.4 Conclusion

This study set out to comprehensively explore the attitudes of commerce teachers toward the Swami Atmanand Government English Medium School (SAGES) initiative across five districts of Chhattisgarh. By utilizing a mixed-methods approach that combined quantitative data from Likert-scale surveys with qualitative insights from open-ended questions, the research offers a multifaceted understanding of the initiative's impact on teachers' perceptions, professional experiences, and challenges.

The overall findings reveal a predominantly positive attitude among commerce teachers toward the SAGES initiative. The consistently high mean scores across various domains — including infrastructure and resources, teaching-learning processes, student performance, professional experiences, and overall satisfaction — indicate strong endorsement of the program's objectives and implementation. This positive sentiment reflects teachers' recognition of the initiative's efforts to modernize educational environments through improved infrastructure, integration of technology, and promotion of English-medium instruction, which is perceived to enhance students' academic and communication skills. Among the key strengths highlighted by respondents were the availability of well-equipped classrooms, smart boards, and digital learning tools, alongside well-structured curricula and timetables. These factors collectively contribute to a supportive teaching-learning environment, fostering both student engagement and teacher motivation. The professional experience domain underscored teachers' appreciation for regular professional development workshops and the supportive work culture, which bolster their confidence in managing English-medium instruction and digital tools.

However, the study also surfaced several areas requiring attention to maximize the initiative's effectiveness and sustainability. Notably, challenges related to insufficient training for English-medium teaching and specific commerce subjects were frequently cited. Teachers expressed concern over students' varying proficiency in English, which complicates instructional delivery and may impact

student participation and performance. Moreover, despite overall positive perceptions, the slightly lower scores related to teacher-student relationships and ICT training adequacy suggest potential gaps in interpersonal dynamics and capacity-building efforts that warrant strategic intervention.

The gender-wise t-test analysis affirmed that attitudes toward the SAGES initiative are uniformly positive across male and female teachers, with no statistically significant differences. This uniformity highlights the broad acceptance of the program irrespective of gender, strengthening the argument for its inclusive appeal and relevance. District-wise analysis revealed minor variations in attitude scores, with Kawardha exhibiting the highest mean attitude score. This suggests that localized factors might influence teacher perceptions and points to the value of tailored support strategies responsive to district-specific contexts. Qualitative feedback from teachers further enriches the narrative by emphasizing the motivational impact of modern infrastructure and digital tools on teaching quality. Nonetheless, the identified challenges related to language proficiency and training underscore the critical need for ongoing professional development and resource allocation to address these barriers effectively.

In conclusion, the SAGES initiative represents a significant step forward in elevating the quality of government education in Chhattisgarh through English-medium instruction and enhanced school facilities. The positive teacher attitudes evidenced in this study affirm the initiative's potential to transform teaching and learning experiences. To fully realize this potential, it is imperative that policymakers and educational administrators focus on strengthening teacher training programs, especially in English proficiency and digital pedagogy, and prioritize fostering robust teacher-student relationships. Addressing these areas will not only improve teacher efficacy but also enhance student outcomes, ensuring the long-term success and scalability of the SAGES model across other regions.

The study's findings contribute valuable insights to educational research and policy, advocating for continued investment in teacher support mechanisms as foundational to effective educational reform. Future research may expand on this work by investigating student perspectives, longitudinal impacts of the initiative, and

the integration of additional pedagogical innovations to further refine and enhance the SAGES framework.