CHAPTER – V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.01 INTRODUCTION

Interest in teaching of the teacher educators is determined by a multitude of factors. All the teacher educators face some institutional problems in their colleges. This may affect their job satisfaction and cause occupational stress. Besides, teaching is a significant profession and the teacher educators are expected to perform well in their college. All these variables directly contribute and determine the teacher educators’ interest in teaching.

5.02 NEED AND IMPORTANCE OF THE PRESENT STUDY

Education, in its formal mode, manifests many objectives requirements, methods and management systems. In the ever developing society, education becomes an inevitable source that help the individuals as well as the nations to keep moving towards attaining self sufficiency-be it material or intellectual. Ever since formal education system was introduced educationalists, educational institutions and nations started developing certain strategies to update the system of education covering all aspects of education-curriculum, methods, teacher education and evaluation methods.
The development of any nation depends mainly on the quality of education offered and the status of teacher education. If only the teacher education agenda is strong enough to meet all the challenges, in the field of teaching, the aim of teaching would be perfect and purposeful. Teaching is not merely telling something but it should aim at imparting knowledge, rather make the learners understand, realize, experience and recognize the various ideas, facts, principles, philosophies, and truths without any difficulty or mental strain. This is possible, if the teacher educators are equipped themselves with adequate knowledge, skills, communication and a greater level of interest in teaching. Since education aims at modifying the behaviour of the learners and motivate them to think, act, react, and involve themselves in the process of learning, we need to have a good system of educational programmes.

A good educational system should incorporate two most important components-curriculum and a strong teacher education methodology. The curriculum followed, in a country, may include all the necessary subjects and methods relevant to the socio-cultural economical and religious traits of a particular society. Whereas the teacher education programmes need to have potential teaching force so as to achieve the objectives of offering education. If education decides the future of a society or a nation, the teacher education decides the expected learning out comes on the part of the learners.
The present study, while aiming at highlighting the significance of the teacher educators’ role in imparting knowledge, it tries to throw more light on the state of teacher educators working in government as well as private B.Ed. colleges who undergo severe pressures both from their management and from the learners sides, besides their own family, financial, and educational and personal backgrounds.

5.03 METHODOLOGY

Normative Survey method study highlights and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. A total of 450 teacher educators in four districts were selected by using Random Sampling Technique.

5.4 DELIMITATIONS OF THE STUDY

- Random sampling technique alone is used for the present study.
- A total of 450 teacher educators were selected as samples.
- The study is confined only to the teacher educators working in the colleges of education in Thiruvarur, Thanjavur, Pudukkottai and Cuddalore Districts of Tamilnadu.
- Although many factors determine the interest in teaching of teacher educators, the present study is confined only to a few factors like, type of management, gender, age, educational
qualifications, marital status, location of the college, type of family, years of experience, and monthly income.

- The present study is confined only to job satisfaction, occupational stress and interest in teaching of the teacher educators.

- The study area and colleges of the teacher educators is confined only to 3 Government, and 46 Private B.Ed. colleges situated in Thiruvarur, Thanjavur, Pudukkottai and Cuddalore Districts.

**5.05 MAJOR FINDINGS**

**Descriptive Analysis**

- The Job satisfaction score is 122.63 which indicate that the teacher educators enjoy an average level of Job satisfaction in their profession.

- The mean score of Occupational stress of the teacher educators is 204.76, which shows that teacher educators experience high level of Occupational stress in their work.

- The mean score of Interest in teaching of teacher educators is 14.38, which shows that the teacher educators have average level of Interest in teaching in their job.
Differential Analysis

Job Satisfaction

• It is concluded that there is a significant difference between the mean Job satisfaction scores of government and private teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Job satisfaction scores of male and female teacher educators working in the colleges of education.

• It is concluded that there is no significant difference between the mean Job satisfaction scores of below 30 years /30-40 years/40 years and above teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Job satisfaction scores of only M.A. M.Ed. / only M.Sc. M.Ed. and M. Phil. or Ph.D. Teacher educators working in the colleges of education.

• It is concluded that there is no significant difference between the mean Job satisfaction scores of married and unmarried teacher educators working in the colleges of education.

• It is concluded that there is no significant difference between the mean Job satisfaction scores of rural and urban teacher educators working in the colleges of education.
• It is concluded that there is a significant difference between the mean Job satisfaction scores of nuclear family and joint family teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Job satisfaction scores of below 5 years /5-10 years/10-15 years/15 years and above teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Job satisfaction scores of Rs. 10000 and below / Rs. 10,001 – Rs. 20,000/ Rs. 20,001 and above income teacher educators working in the colleges of education.

**Occupational Stress**

• It is concluded that there is a significant difference between the mean Occupational stress scores of government and private teacher educators working in the colleges of education.

• It is concluded that there is no significant difference between the mean Occupational stress scores of male and female teacher educators working in the colleges of education.

• It is concluded that there is no significant difference between the mean Occupational stress scores of below 30 years/30-40 years/40 years and above teacher educators working in the colleges of education.
• It is concluded that there is no significant difference between the mean Occupational stress scores of only M.A. M.Ed. / only M.Sc. M.Ed. and M. Phil. or Ph.D. Teacher educators working in the colleges of education.

• It is concluded that there is no significant difference between the mean Occupational stress scores of married and unmarried teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Occupational stress scores of rural and urban teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Occupational stress scores of nuclear family and joint family teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Occupational stress scores of below 5 years /5-10 years/10-15 years/15 years and above teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Occupational stress scores of Rs. 10000 and below / Rs. 10,001 – Rs. 20,000/ Rs. 20,001 and above income teacher educators working in the colleges of education.
Interest in Teaching

- It is concluded that there is no significant difference between the mean Interest in teaching scores of government and private teacher educators working in the colleges of education.
- It is concluded that there is no significant difference between the mean Interest in teaching scores of male and female teacher educators working in the colleges of education.
- It is concluded that there is a significant difference between the mean Interest in teaching scores of below 30 years/30-40 years/40 years and above teacher educators working in the colleges of education.
- It is concluded that there is no significant difference between the mean Interest in teaching scores of only M.A. M.Ed. / only M.Sc. M.Ed. and M. Phil. or Ph.D. Teacher educators working in the colleges of education.
- It is concluded that there is no significant difference between the mean Interest in teaching scores of married and unmarried teacher educators working in the colleges of education.
- It is concluded that there is no significant difference between the mean Interest in teaching scores of rural and urban teacher educators working in the colleges of education.
• It is concluded that there is no significant difference between the mean Interest in teaching scores of nuclear family and joint family teacher educators working in the colleges of education.

• It is concluded that there is no significant difference between the mean Interest in teaching scores of below 5 years / 5-10 years / 10-15 years / 15 years and above teacher educators working in the colleges of education.

• It is concluded that there is a significant difference between the mean Interest in teaching scores of Rs. 10000 and below / Rs. 10,001 – Rs. 20,000 / Rs. 20,001 and above income teacher educators working in the colleges of education.

Correlation Findings

❖ There is a positive and significant relationship between job satisfaction and occupational stress.

❖ There is positive and no significant relationship between job satisfaction and interest in teaching.

❖ There is positive and no significant relationship between occupational stress and interest in teaching.

Regression Findings

❖ Results indicate that all the explanatory variables considered for the study include: Teacher educators’ Occupational Stress, Interest in Teaching, Type of college, Gender, Marital status,
Location of the college, Type of family, Monthly income all have significant relation to the teacher educators’ Job satisfaction.

**Factor analysis Findings**

- Factors are referred as the “common factors.” This model has a strong statistical support and the Kaiser-Mayo-Olkin (KMO) test of sampling adequacy concurs that the sample taken for processing the factor analysis is, statistically, sufficient (KMO value = 0.677).

- Factor Analysis was used to identify the influencing factors that attract the teacher educators. The result concluded that there are some factors such as Job satisfaction, Occupational stress, Interest in teaching and demographic Factor 1 (Years of experience, Monthly income, Age, Type of management, Marital status) Factor 2 (Locality of the college), Factor 3 (Educational qualifications, Gender), Factor 4 (Type of family) are variables that influence the teacher educators.

**5.06 DISCUSSION OF THE FINDINGS**

The investigator expresses a great sense of satisfaction in conducting the study which exclusively has its focus on the Job satisfaction and Occupational stress and Interest in teaching on the teacher educators working in the government and private B.Ed. colleges of Thiruvarur, Thanjavur, Pudukkottai and Cuddalore.
districts of Tamilnadu. The descriptive and differential analysis on the job satisfaction, occupational stress and interest in teaching indicate that the teacher educators working with B.Ed. colleges suffer from an average level of job satisfaction and occupational stress in general, but there are variations when each of these factors are correlated with the variables like gender, age, family type, income, educational qualifications, etc.

Hashmi, et al. (2010) found that the there is a significant difference in the teacher's job satisfaction between the teachers working in government and private colleges. Government and private college teacher educators have significant difference in job satisfaction and it is endorsed by the present investigation.

In this study, significant difference is found in the level job satisfaction of teacher educators. This is in agreement with study of Platsidou, Maria and Agaliotis, Ioannis (2008) who found significant effects of age, gender, and type of family in the job satisfaction level among the teachers.

The differential analysis of the study confirms that there is a significance level of difference found between the factor job satisfaction and the variables like government and private college teacher educators; male and female teacher educators; post graduates and higher degree holders; teacher educators belonging to nuclear and
joint families; years of experience and family income of the teacher educators. Whereas, with regard to age-below 30 and above 30 years and the marital status, rural or urban area teacher educators’ job satisfaction level shows no difference.

Under occupational stress level, there is a significant level of difference found with those working in government and private B.Ed. colleges, rural and urban area teacher educators, nuclear and joint family teacher educators, years of experience, income of the teacher educators. But there is no significant difference found between the occupational stress and gender of the teacher educators, age, educational qualifications and marital status of the teacher educators. A similar study (Akpochafo 2014) confirmed the findings of the present investigation; it has also been found that gender and experience were predictors of occupational stress. According to Surinder Kaur (2011) Occupational Stress among the Teachers of Private and Government has the influence of their Age, Gender and Teaching Experience.

The studies of Irshad Ahmad Kumar, et al. (2013) found the relationship between occupational stress and the gender. It is in agreement with the findings of the present study. The investigation also found no significant relationship between occupational stress and gender.
Suresh (2008) studied Teaching interest as a Correlate of Occupational Stress of Student Teacher. In this study, the investigator finds a significant negative relationship between Teaching interest and occupational stress for the total sample and sub-samples, and concludes that individuals having higher level of Teaching interest may have low occupational stress and this directly contribute to the positive development of the individual and the society.

Regarding interest in teaching, there is no significant difference between government and private B.Ed. college teacher educators, their gender, age, educational qualifications, marital status, rural and urban background, family type, years of experience and income of the teacher educators and their interest in teaching.

Banshibihari (2004) studied the Interest in teaching among teacher educators. The present study examines the level of interest in teaching teacher educators in relation to gender and age. The results indicate that nearly 98.4% of the teachers educators fall under low category of interest in teaching. There is no significant different between males and females with regard to interest in teaching and age is an independent variable.

The findings of Tyagi (2004) who studied the Teachers teaching interest in relation to Gender and Age, compare the level of teaching interest of male and female and urban and rural teacher educators.
The findings indicate that level of teaching interest is average with regard to gender and age which is also accepted by the present investigation.

Shukla (2004) conducted a study titled, “Emotional Intelligence of teacher educators in relation to their Interest in teaching.” The findings of the study found that there is no significant difference in interest in teaching in male and female teacher educators. Correlation between the Job satisfaction and Interest in Teaching is positively negligible and significant. It also coincides with the findings arrived by the present investigator.

5.07 EDUCATIONAL IMPLICATIONS OF THE STUDY

Growth of a nation depends largely in its educational background and the teacher educators occupy an inevitable place in equipping the teacher educators with knowledge necessary that will lead the entire nation towards progress. If only the teacher educators’ commitment in their profession is free from frustration, stress without lacking interest in teaching, the process of education would be perfect and powerful.

The present study identifies the job satisfaction among the teacher educators at an average level and this level is not adequate enough to draw the desired learning out comes on the part of the students. So, it is essential to see that the atmosphere in the
institutions is so congenial, encouraging, accommodating and appreciating the teacher educators so that they could not only feel content in doing their job but also develop a sense of job satisfaction. It is the duty of the educational institutions to maintain an environment that will serve as a platform for the teacher educators to get themselves involved, with at most sincerity, in the process of imparting knowledge on the part of the teacher educators.

In the present study the result revealed that the B.Ed. teacher educators have high occupational stress. Hence, the teacher educators’ execution of the duty would be lacking, the expected level and consequently the knowledge level they try to impart and also be inferior. So, to reduce the occupational stress among the teacher educators, the management should appreciate their performance and should give incentives for further betterment. The high occupational stress of teacher educators can be reduce by improving self esteem, build self confidence, develop a good sense of humour, practice yoga and meditation, foster a supportive friend circle and seek professional help, if necessary Curriculum methods, teaching materials, class timings, strength of the class, selection procedure of the teacher educators must be revised, altered, changed, if necessary, so that the teacher educators relieved of their occupational stress and render their services with a great sense of devotion.
Interest being vital component of teaching it should be high level then only the teaching as well as the learning process would be of higher level. In this study the interest in teaching level is found to be at average level and it needs reinforcement. So, to develop teaching interest among teacher educators the organization, institution and the management which offer education need to consider all the difficulties or the impediments in the field of education and create the situation in which the teacher educators feel confident, happy, content and involved themselves with a greater level of interest in teaching.

5.08 RECOMMENDATIONS

Job satisfaction, Occupational stress and interest in teaching being the prime factors of the present study it is required to recommend a few measures or remedies that can lessen the intensity of factors and help the teacher educators dedicate themselves with even more enthusiasm. Job satisfaction is the foremost component of any profession and the field of teacher education demands it at a higher level.

The researcher finds the job satisfaction among the teacher educators at an average level, the occupational stress at high level and the interest in teaching at an average level. So, it is necessary to increase the job satisfaction and interest in teaching levels to a higher
level and decrease the occupational stress level. In the light of the discussion the researcher recommends the following measures:

1. Job satisfaction depends largely on the pay structure of the teacher educators, so the salary of the teacher educators should be increased periodically.
2. Ample opportunities should be created in the institution to help the teacher educators develop their skills in teaching.
3. Classroom atmosphere, infrastructure and other facilities in the institution need facility or improvement.
4. Occupational stress may occur due to the pressure from the administration, so it is essential that the institution avoids thrusting any work for which the teacher educator is not prepared or fit for.
5. The teacher educators may be allowed to take their own decisions in handling the classes, conducting the test and evaluations.
6. The institution should always stand with the teacher educators and render moral support to the teacher educators in order to get them more involved in their job.
7. The management can avoid giving more work or extra work to the teacher educators which the teacher educators consider as over burden.
8. The head of the institution requires a humane attitude in extracting work from the teacher educators.

9. Communication is the important one in any institution. So, the institution and the higher authorities follow open communication and also more importance the teacher educator’s suggestions.

10. The teacher educators may be given orientation programmes or refresher course periodically to improve their confidence and competency.

11. The educational institutions can organize picnics, yoga, games etc, in order to reduce the stress among teacher educators.

12. Management should conduct Personality development, Stress management programs and In-service training for teacher educators frequently.

13. Proper guidance and positive motivation should be given by the management.

14. The curriculum for student should be carved in such a way that it should be stress-free. Proper co-curricular activities related to curriculum should be provided by the curricular makers. Interest in teaching can be developed among the teacher educator at a greater level. Reinforcement from the management side can help develop the interest in teaching among teacher educators. Teacher educators may have access to varieties of media and other
teaching resources which can improve the teacher educators’ confidence level in teaching. The management should arrange programmes such as tour, exhibition, seminars and cultural programmes that can develop interest among the teacher educators.

5.09 SUGGESTIONS FOR FURTHER RESEARCH

The study suggests the following for further research:

1. A comparative study between the rural and urban teacher educators can be conducted independently.

2. A study also can be carried out to find the influence of Family Environment and its related variables on the interest in teaching.

3. A similar study can be conducted among Nursing teacher educators.

4. A comparative study of the Job Satisfaction of teacher educators working in Arts colleges and Professional colleges can be undertaken.

5. A study of Job Satisfaction and Occupational stress of teacher educators in relation to Organizational Health of the colleges may be undertaken.

6. A study of relationship between Job Satisfaction of teacher educators and academic Achievement of the pupils.
7. Experimental study may be conducted to find out the impact of Occupational stress on the Job satisfaction of the teacher educators.

The above suggestions may act as an eye-opener for the fresh investigators who wish to do research in Education.

5.10 CONCLUSION

The teacher educators enjoy an average level of Job satisfaction in their profession. Also the teacher educators experience high level of Occupational stress in their work. Further, the teacher educators have average level of Interest in teaching in their job. There is a significant and positive relationship among Job satisfaction and Occupational stress. There is positive and no significant relationship between job satisfaction and interest in teaching. There is positive and no significant relationship between occupational stress and interest in teaching.