CHAPTER-V
FINDING AND EDUCATIONAL IMPLICATION

In this chapter, by analysing the data using statistical technique, in accordance with objectives, while testing the respective hypothesis, result is obtained, which are highlighted under the heading 'Findings of the study'.

How this research is going to benefit the Indian society in National and International point of view in the field of education is explained under the heading 'Educational Implication'.

Since due to the lack of time, money and effort, the researcher had delimited her work, hence the left out variables and regions can also be taken in account for further studies were discussed under the topic 'Suggestions for further study'.

5.1 FINDINGS OF THE STUDY:-

After analysis, following findings were obtained-
5.1.1. There is no difference between the social freedom of female teachers on the basis of subject and locality.

5.1.2. There is no difference between the risk taking behaviour of female teachers on the basis of subject and locality.

5.1.3. There is no difference between the classroom teaching behaviour of female teachers on the basis of subject and locality.

5.1.4.1. There is no difference between the DTT, ITT and TQR aspect of classroom teaching behaviour of female teachers teaching science subject with high and low social freedom, whereas I/D and SIR aspect of classroom teaching behaviour of female teachers teaching science subject differ with their high and low social freedom.

5.1.4.2. There is no difference between the DTT, ITT, I/D, TQR and SIR aspect of classroom teaching behaviour of female teachers teaching Art subject with high and low social freedom.
5.1.4.3. There is no difference between the ITT and I/D aspect of classroom teaching behaviour of female teachers teaching in Urban Area with high and low social freedom, whereas the DTT, TQR and SIR aspect of classroom teaching behaviour of female teachers differ with their high and low social freedom.

5.1.4.4. There exist no difference between the ITT and SIR aspect of classroom teaching behaviour of female teachers teaching in Rural area with their high and low social freedom, whereas the DTT, I/D and TQR aspect of classroom teaching behaviour of female teachers teaching in rural area differ with their high and low social freedom.

5.1.5.1. There exist no difference between the DTT, ITT and I/D, TQR and SIR aspect of classroom teaching behaviour of female teachers teaching science subject with their high and low Risk taking behaviour.

5.1.5.2. There exist no difference between the DTT, ITT, I/D, TQR and SIR aspect of classroom teaching behaviour of female
teachers teaching Art subject with their high and low Risk taking behaviour.

5.1.5.3. There exist no difference between the ITT, I/D, TQR and SIR aspect of classroom teaching behaviour of female teachers teaching in Urban area with their high and low Risk taking behaviour, whereas, for DTT aspect of classroom teaching behaviour of female teachers teaching in Urban area differ with their high and low Risk taking behaviour.

5.1.5.4. There exist no difference between the I/D aspect of classroom teaching behaviour of female teachers teaching in rural area with their high and low Risk taking behaviour, whereas the DTT, ITT, TQR and SIR aspect of classroom teaching behaviour of female teachers teaching in rural area differ with their high and low Risk taking behaviour.

5.2 EDUCATIONAL IMPLICATION OF THE STUDY:

Education is need of the hour, not only because of the child’s intellectual development but in order to make an individual, an independent personality in wide aspect.
Though one half of the Indian society is well aware of educational benefits and are really advance in aquaring that in a proper way but still one half of our society is suffering from illusions, and show negative attention towards it, as a result the coming generation is ignored completely. The researcher met with parents living in rural areas and experienced while talking with them that the main cause for this negative approach to school is the poverty with them which make them inactive to think for future betterment and their children's life in this competitive world.

These all ultimately focus towards the Governmental and Administrative effort to bring children to school compound. No doubt that government had made many policies, schemes, provided many facilities, supportive item, and even invested a good enough part of its budget to education, but still when we talk about the administrative part of all these planning's, we must be ashamed of most of our administrators and supervisors. The Grass root level approach is totally failed in achieving its goal, just because the lack of moral values, dignity of labour, love and affection with small children and their struggle just to survive till last breadth.
So, from the researcher point of view only the Female Teachers can put some effort to bring students to schools, make them to learn by creating some interesting climate with the school campus.

When we talk about teacher and their teaching methods, it is to be kept in mind that now teachers are not only the dictators but they are the facilitator to students, that means students are put in a problematic situation and the teacher will help them to solve the problem by working out that in many ways.

And the teachers effectiveness can be checked out by observing the complete interaction between the teacher and students during class hours (i.e., various activities done to impart knowledge to children).

Our male dominated society doesn't allow female to study and to come out of house to work for their livelihood for a long time. Now with change in time even women are not only showing their hidden qualities and capabilities in all most all sector of life, even they handle top position in various fields.
And the selection of teachers must be free from sex difference and hence according to researcher, the female teachers with courage to take risk without thinking that what will happen afterwards, when provided with freedom from social customs and prejudices can bring out some remarkable changes in positive direction.

The present study is most important and useful in following way-

1. will helpful to enhance the status of women in Indian society.
2. will provide an open opportunity for females to teaching job.
3. will helpful for female teachers in improving the classroom interactive process in class.
4. will helpful in boosting the quality of education at secondary level.

**SUGGESTION FOR FURTHER STUDIES:**

Progress of educational research has its place successively as the human development has taken the place. In the lack of systematic and continuous research in education, the progress of
human development which can be seen today, was impossible. The secret of our cultural development is also hidden in research. By unfolding the new facts, research had played a vital role in the field of education to improve the quality by suggesting new and innovative methods which can provide the best outcome.

Accepting the importance of educational research, the researcher selected the present study "A Study of Social freedom and Risk Taking Behaviour of Female Teachers in relation to their Classroom teaching behaviour at Secondary level".

For the further studies related to variables-social freedom, Risk Taking Behaviour and Classroom teaching behaviour, in future, the emerging research scholars can be benefitted by following suggestions-

1. A comparative study of classroom teaching behaviour of female teachers with high and low social freedom can be done at primary level.
2. A comparative study of classroom teaching behaviour of female teachers with high and low Risk Taking behaviour can be done at primary level.


4. A study of Social freedom and Risk Taking Behaviour of female teachers in relation to their classroom teaching behaviour at upper primary level.

5. A study of Social freedom and Risk Taking Behaviour of female teachers in relation to their classroom teaching behaviour at Higher primary level.

6. A study of Risk Taking Behaviour of male teachers in relation to their classroom teaching behaviour at primary level.

7. A study of Risk Taking Behaviour of male teachers in relation to their classroom teaching behaviour at upper primary level.

8. A study of Risk Taking Behaviour of male teachers in relation to their classroom teaching behaviour at Secondary level.

10. A study of Social freedom and Risk Taking Behaviour of female teachers in relation to their classroom teaching behaviour at Primary level in district other than Jaunpur.

11. A comparative study of classroom teaching Behaviour of teachers (male as well as female) teaching in schools affiliated with any Board other than U.P. Board.