Summary, Findings, Implications and Suggestions
SUMMARY, FINDINGS, IMPLICATIONS AND SUGGESTIONS

INTRODUCTION

The first chapter dwelt upon the background and rationale of the study. In the second chapter the review of literature concerning the study has been done. The third chapter deals with methodology and design of the study. The fifth chapter discusses the details about the analysis and interpretation of the results. In this chapter, a summary of the study is presented along with discussion of the result. Implications for various stakeholders are discussed as well. The chapter is divided into the following sections:

- Summary
- Findings
- Educational Implications
- Suggestions for Further Study

5.1 SUMMARY

It is universally recognized that in making teacher education truly effective and functional, the role of teacher educators is most crucial. Hence, to improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers. It is the role of teacher educators to prepare future teachers to be life-long learners and educational workers to create a learning society. But, teacher educators
can play such type of role effectively only if their own education is better and is imparted in a proper manner.

Presently, India is having a large system of teacher education. In Haryana state alone there are 445 teacher education institutions who offer B.Ed. course. Most of these institutions are self-financed. It is commonly observed that the quality of teacher education in these institutions is at stake. There are many factors responsible for this deteriorating quality. Out of these most essential factor is the quality of teacher educators. Now majority of teacher education institutions are under the control of private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who is the victim of privatization of teacher education is teacher educators of these institutions. Most of these teacher educators are under qualified and incompetent. However, sizeable proportions of them are well-qualified and competent enough to be teacher educators. But most of the teacher educators are ill-paid, appointed on-contract basis. They are even not paid during vacation period. There is hardly any scope given by the management for their professional growth in terms attending seminars, conferences; presenting papers in the seminars, conferences; organizing workshops, seminars and conferences; experimenting with innovative methods of teaching; conducting research; etc. They are not given any academic leave for doing any academic activity. Most often they are engaged in administrative file works which hardly contribute anything to their professional growth.
Again, it is also observed that some of the well established departments and courses of teacher education in government funded colleges and universities are not doing any better. Decades of government neglect, poor funding, frequent ban on faculty recruitments and promotions, reduction in library budgets, lack of investments in modernization leading to obsolescence of equipment and infrastructure threatens the quality of teacher education system in the country.

It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to do a comparative study of teacher educators of government-financed and self-financed teacher education institutions.

When the teacher educators are so important factor in determining the quality of education system in the country, it is essential that they should possess some specific skills and abilities suitable to his/her job. They should have sound professional values required for a noble profession like teaching. Teacher educators should have essential teaching aptitude in order to deliver the best to their students. Again they must be satisfied with their job. This will help in improving the quality of teacher education and ultimately the education system of the country. Hence, the investigator is interested in comparing the variables like, professional values, teaching aptitude and job satisfaction of the teacher educators of government-financed and self-financed institutions.
**Need and Significance of the Study**

It is generally believed that teachers are the nation builders. Teachers are supposed to play “a pivotal role in the value adherence among their students. It is believed that only teacher can make tremendous positive changes among his students. To improve the quality of teachers, it is essential to improve the quality of teacher education. It is universally recognized that in making teacher education truly effective and functional, the role of teacher educators is most crucial. It is the role of teacher educators to prepare future teachers to be life-long learners and educational workers to create a learning society.

Now majority of teacher education institutions are under the control of private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who is the victim of privatization of teacher education is teacher educators of these institutions. It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to do a comparative study of teacher educators of government-financed and self-financed teacher education institutions by choosing some of the essential characteristics of teacher educators.

There are number of characteristics of teacher educators responsible for the effectiveness of a teacher education programme. However, the investigator restricted upon three characteristics of teacher educators as these are found to be crucial towards bringing the quality of the
programme. They are: professional values, teaching aptitude and job satisfaction.

There are number of research studies conducted in the area of professional values of teachers. Professional values of teachers are correlated with impact on students, method of teaching employed, different aspects of college curriculum and other major decisions for action in the teaching learning process, attitude of teacher, professional commitment, working conditions, gender, salary, qualification, marital status, teaching experience, type of teacher training, type of schools, location, training, etc. The major findings are discussed below.

The research studies of Bledsoe (1962), Bowie (1962), Gupta (1966), Kakkar (1966), Pal (1969), Sharma (1970), Kulshrestha (1972), Yadav (1971) & Kulshrestha (1970) and many others have revealed that teacher’s professional values have an impact on students in the college situations. The method of teaching employed, emphasis put on different aspects of college curriculum and other major decisions for action in the teaching learning process have been viewed as reflections of the values and attitudes, the teacher had developed. Kukreti, Saxena, and Gihar (2005) found that in comparison to incompetent female teachers, the competent female teachers were found to have higher professional values. Joseph (2003) found a significant positive relationship between professional commitment and working conditions, gender, salary, and qualification. Marital status, teaching experience, type of teacher training and type of schools do not contribute significantly in the
prediction of professional commitment. Sood and Anand (2010) found a significant difference in professional commitment of B.Ed. teacher educators with regard to gender, marital status and teaching experience. Jolideh and Yeshodhara (2007) found that Iranian teachers had significantly higher work value than Indian teachers. Diwan (1993) found that the value patterns possessed by the principals and the leadership behavior differed with the nature of institutions. Gupta, Rani and Gupta (1985) found that a person with good academic career and good attitude towards teaching profession is likely to be an effective teacher. Mishra (1984) found a significant relationship between professional attitude and personality adjustment. Agarwal, Gupta and Saxena (1980) found a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female. Yadav (1979) found that among the values family prestige, health, hedonistic, democratic and aesthetic were significant motives for vocational preferences of adolescents. NCERT (1979) found that training appeared to be a contributing factor in the development of apparent positive attitudes towards profession. Tripathi (1978) concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls and boys colleges were not significant.

There are number of research studies conducted in the area of teaching aptitude of teachers. Teaching aptitude is compared with respect to Age, experience, facility, gender, different levels and categories of teachers, etc. It is also correlated with success of teaching, teaching-learning
process, teacher commitment, teacher effectiveness, intelligence, academic achievement, personality, etc. The major findings are discussed below.

Teaching aptitude is one of the major determinants of teacher effectiveness (Vyas, 1982; Beena, 1995; Bhasin, 1988; Kukreti, 1990; Shah, 1991; Patil and Deshmukh, 1993). Kahlon and Sainsi (1989) found that academic achievement was significantly related to teaching aptitude whereas, Sajan (2010) found that academic achievements at graduate level examination have no substantial relation with aptitude in teaching.

Teaching aptitude was compared between various groups. Pandya (1993), Reddy (1991), Patil and Deshmukh (1993) and Sajan (2010) found that female students are found to be significantly better than their male counterpart in teaching aptitude. Natesan and Khaja Rahamathulla (2003) found no significant difference between secondary grade assistant teachers and secondary grade headmasters in teaching aptitude. Aadaval (1952) revealed a low aptitude on the part of the teacher but trainees had greater aptitude. Reddy (1991) found that age and faculty did not influence the performance on teaching aptitude test. He found that experience teachers and teacher awarded exhibited a statistically significant superior performance over student teachers on teaching aptitude test. Patil and Deshmukh (1993) revealed that graduate and postgraduate pupil teachers
differed significantly on teaching aptitude. They also found that experienced and in-experienced pupil teachers also differed significantly on their teaching aptitude. However, they revealed that Teaching aptitude of science and art-groups did not differ significantly. Pandya (1993) found no significant difference between teaching aptitude of urban and rural trainees. However, he found that SES groups, vocational aspiration groups, leadership groups, of the two extreme polarities were found to differ significantly on their teaching aptitude. Bhattcharya (1995) found that there was no significant difference between science and non-science graduate student teacher in teaching aptitude.

Teaching aptitude was also correlated with various personality traits. Pandya (1993), Kahlon and Saini (1989) revealed higher correlation between personality and aptitude for teaching. Aadaval (1952) found a higher correlation between intelligence and aptitude for teaching. Bhasin (1988) concluded that teaching aptitude had no direct relationship with teacher community participation. Kukreti (1990) found a significant and positive correlation between the variables teaching success and teaching aptitude. Goel and Mishra (1993) found that teaching aptitude contributed the most to be the predictors of teaching competency of teacher trainees. Kahlon and Saini (1989) found that teaching of education courses effect the development of teaching aptitude.
Similarly, number of research studies have been conducted in the area of job satisfaction of teachers. Job satisfaction of teachers was compared with respect to age, sex, marital status, qualification, school climate, type of institutions, locality of the institutions, etc. Job satisfaction of teachers was correlated with teacher behavior, teacher commitment, attitude towards teaching, etc. The findings were as follows.

Sand Frankiewiz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. Shukla (2009), Usha and Sasikumar (2007) and Rathod and Verma (2006) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Baruah (2004) and Mishra (2005) found that healthy and open climate of the school enhanced the job satisfaction of teachers. Hadaway (1979), Bhandarkar (1980), Rebay (1988) and Chandraiah (1994) found that age and job satisfaction has a significant positive relationship. However, Pushpam (2003) found that age is independent of the job satisfaction of women teachers. Singh (2007) and Ray (1992) found that Job satisfaction of teacher educators is positively but not significantly correlated to attitude towards teaching. Reddy (1989) in his study found that over-qualified primary schoolteachers had low job satisfaction while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement.

(2002), Yarriswamy (2007), Sylvester (2010), and Gupta (1980) found no association between levels of job satisfaction and sex of teachers, localities of the institutions, marital status of college teachers and the experience of college teachers. However, Bhandarkar (1980) and Rebay (1988) found a positive relation between age and experience with Job satisfaction.

Singh (2006) found that teacher educators of aided institutions have better professional values, and job satisfaction in comparison with teacher educators of self supporting institutions. However, Amudha and Velayudhan (1995) found that job satisfaction of the Government and private college women lecturers was more or less equal. Pushpam (2003) found that teachers working in aided schools, private schools, and Panchayat schools have higher level of job satisfaction than teachers working in government and corporation schools. Yarriswamy (2007) found no significant difference in the job satisfaction between teacher educators working in government and aided teacher training institutes. Chaudhary (2007) found no significant relationship between professional awareness and job satisfaction of the aided college teachers, whereas there exist a significant relationship between these two variables in case of govt. college teachers. Baruah (2004) found that most of the teachers of the Government schools are satisfied with their job in the sense that they are getting a good salary, which is not the case amongst the Private school teachers. Banu (2002) studied that the problems of buildings in teacher education institutions has been found more in case of private institutions.
If we review the findings on the variables professional values, teaching aptitude, and job satisfaction as discussed above, they give a mixed result and does not give any particular direction for further study. Nothing is clear about how teacher educators stand with reference to government-financed and self-financed colleges. The multiplicity of studies that have been conducted are mostly concentrated at school level and school teachers. There is hardly any study conducted at teacher education level pertaining to the variables like, professional values, teaching aptitude and job satisfaction. Again, at present since, majority of teacher education institutions are self-financed, there is a need to study the status of teacher educators of these institutions. A comparative study between government-financed and self-financed teacher education institutions with respect to their professional values, teaching aptitude and job satisfaction will definitely yield an interesting result. Hence, the present study was undertaken to compare professional values, teaching aptitude and job satisfaction of teacher-educators in government-financed and self-financed teacher education institutions.

**Statement of the Problem**

The present study is stated as follows:

**A COMPARATIVE STUDY OF TEACHER EDUCATORS OF GOVERNMENT-FINANCED AND SELF-FINANCED COLLEGES OF EDUCATION IN RELATION TO THEIR PROFESSIONAL VALUES, TEACHING APTITUDE AND JOB SATISFACTION**
Definition of Key words.

*Teacher Educators*

Teachers those who are imparting education to trainee teachers to become teachers at secondary school level.

*Government-Financed Colleges of Education*

Secondary teacher education institutions which are financed and managed by government.

*Self-Financed Colleges of Education*

Secondary teacher education institutions which are financed and managed by private bodies.

*Professional Values*

Professional Value refers to a set of belief, an abstract concept inculcated consciously or unconsciously by the members of the teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfillment of their needs. There are seven dimensions of professional values. They are: Aesthetic Value, Theoretical Value, Religious Value, Social Value, Economic Value, Hedonistic Value, and Political Value.

*Teaching Aptitude*
Teaching Aptitude can be defined as a condition or set of characteristics possessed by an individual indicative of ability to grasp not only the subject matter but also the aims and processes of education. It predicts how a person’s ability to explain difficult points and clarify obscurities. The traits which are essential dimensions of teaching aptitude are: Cooperative Attitude, Kindliness, Patience, Wide interest, Fairness, Moral Character, Discipline, Optimism, Scholarly Taste, and Enthusiasm

**Job Satisfaction**

Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also, which are important such as: Intrinsic aspect; Salary, Service conditions and Promotion; Physical facilities; Institutional plans and policies; Satisfaction with authorities; Social status and family welfare; Rapport with students; and Relationship with co-workers.

**Objectives**

The following are the objectives of the present study:

1. To compare teacher educators of government-financed and self-financed colleges of education in relation to their professional values.
2. To compare male teacher educators of government-financed and self-financed colleges of education in relation to their professional values.

3. To compare female teacher educators of government-financed and self-financed colleges of education in relation to their professional values.

4. To compare teacher educators of government-financed and self-financed colleges of education in relation to their teaching aptitude.

5. To compare male teacher educators of government-financed and self-financed colleges of education in relation to their teaching aptitude.

6. To compare female teacher educators of government-financed and self-financed colleges of education in relation to their teaching aptitude.

7. To compare teacher educators of government-financed and self-financed colleges of education in relation to their job satisfaction.

8. To compare male teacher educators of government-financed and self-financed colleges of education in relation to their job satisfaction.

Hypotheses

The following are the hypotheses of the present study:

**HO_1:** There is no significant difference in mean professional values of teacher educators of government-financed and self-financed colleges of education.

**HO_2:** There is no significant difference in mean professional values of male teacher educators of government-financed and self-financed colleges of education.

**HO_3:** There is no significant difference in mean professional values of female teacher educators of government-financed and self-financed colleges of education.

**HO_4:** There is no significant difference in mean teaching aptitude of teacher educators of government-financed and self-financed colleges of education.

**HO_5:** There is no significant difference in mean teaching aptitude of male teacher educators of government-financed and self-financed colleges of education.

**HO_6:** There is no significant difference in mean teaching aptitude of female teacher educators of government-financed and self-financed colleges of education.
**HO_7:** There is no significant difference in mean job satisfaction of teacher educators of government-financed and self-financed colleges of education.

**HO_8:** There is no significant difference in mean job satisfaction of male teacher educators of government-financed and self-financed colleges of education.

**HO_9:** There is no significant difference in mean job satisfaction of female teacher educators of government-financed and self-financed colleges of education.

**Delimitations**

The study was delimited as under:

1. Teacher educators were selected from secondary teacher education institutions only.
2. Only teacher education institutions which were recognized by National Council for Teacher Education were considered for the study.
3. Teacher education institutions were selected from Haryana state only.
4. The variables of the study are limited to professional value, job satisfaction, and teaching aptitude.
5. Only qualified teacher educators were selected as sample for present study taken from both government-financed and self-financed teacher education institutions.
Method

The major objective of the present study is to compare the teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude and job satisfaction. Since the study is quantitative in nature describing the present status of the variables and their relationship, cor relational descriptive survey method was used for the present study.

Sample

Teacher educators were selected from both government and self-financed colleges of education. Seventeen government financed colleges of education were selected randomly as sample from Haryana state. All the teacher educators available on the date of collection of data were included in the sample. So, a total ninety teacher educators were selected from these seventeen government financed colleges of education. Similarly, twenty-two self-financed colleges of education were selected randomly as sample from Haryana state. All the teacher educators available on the date of collection of data were included in the sample. So, a total ninety teacher educators were selected from these twenty-two self-financed colleges of education. Out of the ninety teacher educators of government financed colleges of education twenty seven teacher educators were male and the rest sixty-three were female. Similarly, out of the ninety teacher educators of self-financed colleges of education twenty three teacher educators were male and the rest
sixty-seven were female. The tabular representation of the sample is given below.

### Table 5.1 Sampling Distribution of Teacher Educators

<table>
<thead>
<tr>
<th>Type of colleges</th>
<th>Number</th>
<th>No. of teacher educators</th>
<th>No. of male teacher educators</th>
<th>No. of female teacher educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government-financed college of education</td>
<td>17</td>
<td>90</td>
<td>27</td>
<td>63</td>
</tr>
<tr>
<td>Self-financed college of education</td>
<td>22</td>
<td>90</td>
<td>23</td>
<td>67</td>
</tr>
</tbody>
</table>

**Tools**

The details of the tools used to measure the variables are as follows:

### Table 5.2 Tools Used

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variables</th>
<th>Tools used</th>
<th>Constructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professional Values</td>
<td>Teachers Value Inventory (TVI)</td>
<td>Shamim Karim</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Aptitude</td>
<td>Teaching Aptitude Test (TAT)</td>
<td>Jai Prakash and R.P. Srivastava</td>
</tr>
<tr>
<td>3.</td>
<td>Job Satisfaction</td>
<td>Job Satisfaction Scale</td>
<td>Meera Dixit</td>
</tr>
</tbody>
</table>

**Procedure of Data Collection**

The requisite data for the study was collected through the administration of tools from the sample teacher educators. One tool was administered at a time. Each teacher educator was expected to respond to three tools. The investigator personally went to the colleges, met the teacher educators and administered the tools. It was quite an effort to make the teacher educators agree to spare their valuable time to respond to the tools administered. So, it was quite a lengthy process. It took almost a
year to collect the data. After administering the tools, they were scored as per the scoring procedure mentioned in the manuals.

**Procedure of data analysis**

The statistical techniques employed to analyze the data were means, S.D's, Critical Ratio and t-test to test the significance of difference between means.

**5.2 FINDINGS OF THE STUDY**

The main findings of the study are as follows:

1. The professional values of teacher educators of self-financed colleges of education is significantly higher than the professional values of teacher educators of government-financed colleges of education. When component professional values were compared, the mean scores of professional values of teacher educators of self-financed colleges of education with respect to Aesthetic Value, Theoretical Value, Religious Value and Social Value were significantly higher than the mean score of professional values of teacher educators of government-financed colleges of education. However, the mean scores of professional values of teacher educators of government-financed colleges of education with respect to Economic Value, Hedonistic Value and Political Value were significantly higher than the mean score of professional values of teacher educators of self-financed colleges of education.
2. The professional values of male teacher educators of self-financed colleges of education is significantly higher than the professional values of male teacher educators of government-financed colleges of education. When component professional values of male teacher educators were compared, the mean score of professional values of male teacher educators of self-financed colleges of education with respect to Aesthetic Value, Theoretical Value, Religious Value, and Social Value were significantly higher than the mean score of professional values of male teacher educators of government-financed colleges of education. However, the mean score of professional values of male teacher educators of government-financed colleges of education with respect to Economic Value, Hedonistic Value and Political Value were significantly higher than the mean score of professional values of male teacher educators of self-financed colleges of education.

3. The professional values of female teacher educators of self-financed colleges of education is significantly higher than the professional values of female teacher educators of government-financed colleges of education. When component professional values of female teacher educators were compared, the mean score of professional values of female teacher educators of self-financed colleges of education with respect to Aesthetic Value, Theoretical Value, Religious Value, and Social Value were significantly higher than the mean score of professional values of
female teacher educators of government-financed colleges of education. However, the mean score of professional values of female teacher educators of government-financed colleges of education with respect to Economic Value, Hedonistic Value and Political Value were significantly higher than the mean score of professional values of female teacher educators of self-financed colleges of education.

4. There is no significant difference in teaching aptitude of teacher educators of government-financed and self-financed colleges of education. However, when component teaching aptitudes were compared, the mean scores of teaching aptitude of teacher educators of government-financed colleges of education with respect to Cooperative Attitude, Kindliness, Patience, Wide interest, Discipline and Optimism were significantly higher than the mean scores of teaching aptitude of teacher educators of self-financed colleges of education. Whereas, the mean scores of teaching aptitude of teacher educators of self-financed colleges of education with respect to Fairness, Moral Character, Scholarly Taste and Enthusiasm were significantly higher than the mean scores of teaching aptitude of teacher educators of government-financed colleges of education.

5. The teaching aptitude of male teacher educators of government-financed colleges of education is significantly higher than the teaching aptitude of male teacher educators of self-financed colleges of education. When component teaching aptitudes of
male teacher educators were compared, the mean score of teaching aptitude of male teacher educators of government-financed colleges of education with respect to Cooperative Attitude, Fairness, Moral Character, Discipline and Optimism were significantly higher than the mean score of teaching aptitude of male teacher educators of self-financed colleges of education. However, the mean score of teaching aptitude of male teacher educators of self-financed colleges of education with respect to Kindliness, Scholarly Taste and Enthusiasm were significantly higher than the mean score of teaching aptitude of teacher educators of government-financed colleges of education. It is also found that the mean score of teaching aptitude of male teacher educators of government-financed colleges of education with respect to Patience, and Wide interest do not differ significantly than the mean score of teaching aptitude of male teacher educators of self-financed colleges of education.

6. The teaching aptitude of female teacher educators of self-financed colleges of education is higher than the teaching aptitude of female teacher educators of government-financed colleges of education. When component teaching aptitudes of female teacher educators were compared, the mean score of teaching aptitude of female teacher educators of self-financed colleges of education with respect to Wide interest, Fairness, Moral Character, Scholarly Taste and Enthusiasm were significantly higher than the mean score of teaching aptitude of

teacher educators of government-financed colleges of education. However, the mean score of teaching aptitude of female teacher educators of government-financed colleges of education with respect to Cooperative Attitude, Kindliness, Patience, Discipline and Optimism were significantly higher than the mean score of teaching aptitude of female teacher educators of self-financed colleges of education.

7. The job satisfaction of teacher educators of government-financed colleges of education is significantly higher than the job satisfaction of teacher educators of self-financed colleges of education.

8. The job satisfaction of male teacher educators of government-financed colleges of education is significantly higher than the job satisfaction of male teacher educators of self-financed colleges of education.

9. The job satisfaction of female teacher educators of government-financed colleges of education is significantly higher than the job satisfaction of female teacher educators of self-financed colleges of education.

5.3 DISCUSSION

1. It is found that the professional values of teacher educators of self-financed colleges of education is significantly higher than the professional values of teacher educators of government-financed colleges of education. The professional values of male
teacher educators of self-financed colleges of education is significantly higher than the professional values of male teacher educators of government-financed colleges of education. The professional values of female teacher educators of self-financed colleges of education is significantly higher than the professional values of female teacher educators of government-financed colleges of education. The management of self-financed colleges of education are comparatively rigid enough towards maintaining discipline, attendance of teacher educators, taking regular classes, undertaking activities, etc as compared to the management of government-financed colleges of education. Again, there is always a fear of insecurity among the teacher educators of self-financed colleges of education. If one is not following the institutional norms, he/she has to sacrifice his/her job. These restrictions might be responsible for better professional values of teacher educators of self-financed colleges of education as compared to teacher educators of government-financed colleges of education. Again, teacher educators of self-financed colleges of education are continuously upgrading themselves in terms of attending seminar/conferences, presenting research papers, writing research papers, pursuing further studies, etc. with an intention to get a job in a government college of education. This may also be the reason for their better professional values.

2. It is found that there is no significant difference in mean teaching aptitude of teacher educators of government-financed and self-
financed colleges of education. The selection procedures of teacher educators in both the types of colleges are more or less same. Minimum eligibility criteria are followed as laid down by the NCTE from time to time. Again, there is no provision for teaching aptitude test to enter into the teaching profession in both the type of colleges. Interview procedure in both the type of colleges are also the same. This may be the reason of not finding any significant difference in mean teaching aptitude of teacher educators of government-financed and self-financed colleges of education.

3. It is found that the job satisfaction of teacher educators of government-financed colleges of education is significantly higher than that of teacher educators of self-financed colleges of education. The job satisfaction of male teacher educators of government-financed colleges of education is significantly higher than the job satisfaction of male teacher educators of self-financed colleges of education. The job satisfaction of female teacher educators of government-financed colleges of education is significantly higher than the job satisfaction of female teacher educators of self-financed colleges of education. Teacher educators of government-financed colleges of education are getting proper salaries, additional salary, and all other facilities as compared to teacher educators of self-financed colleges of education. Their job security is very high as compared to teacher educators of self-financed colleges of education. This may be
responsible for better job satisfaction of teacher educators of government-financed colleges of education as compared to teacher educators of self-financed colleges of education.

5.4 EDUCATIONAL IMPLICATIONS

The findings of the present study have implications for teacher educators, management as well as policy makers.

Teacher Educators

It is found that the professional values of teacher educators of self-financed colleges of education are significantly higher than the professional values of teacher educators of government-financed colleges of education. The teacher educators of government-financed colleges of education must realize this and should introspect and find out the reasons of deteriorating professional values. Teacher educators must have some kind of accountability towards their profession. They should continuously be involved in their professional growth in terms of undertaking research, writing research papers, conducting workshops and seminars, attending conferences, workshops and seminars and presenting papers, etc. This will bring professionalism among teacher educators and in turn will enhance their professional values.

Management

1. It is found that there is no significant difference in mean teaching aptitude of teacher educators of government-financed and self-
financed colleges of education. Since teaching aptitude is one of the major predictors of success in teaching profession, the management should test teaching aptitude of candidates more comprehensively during selection of teacher educators. They should select those candidates who have high teaching aptitude.

2. It is found that the job satisfaction of teacher educators of government-financed colleges of education is significantly higher than that of teacher educators of self-financed colleges of education. Hence, the management of self-financing institutions should focus on how to enhance the job satisfaction level of teacher educators. The management should not involve in getting high profit from the course at the cost of quality of education. The management should give a decent salary as per UGC norms besides providing other facilities to the teacher educators. There should be some kind of assurance of job security of teacher educators. They should be given ample opportunities in terms of conducting research, undertaking research, writing research papers, conducting workshops and seminars, attending conferences, workshops and seminars and presenting papers, etc. This will bring professionalism among teacher educators and in turn will enhance the job satisfaction level of teacher educators of self-financing institutions.
Policy Makers

1. It is found that the professional values of teacher educators of self-financed colleges of education is significantly higher than the professional values of teacher educators of government-financed colleges of education. The policy makers at the apex level must realize this and should introspect and undertake research to find out the reasons of deteriorating professional values of teacher educators. Opportunity in terms of funding, duty leave, etc. should be given to teacher educators for their professional growth in terms of undertaking research, writing research papers, conducting workshops and seminars, attending conferences, workshops and seminars and presenting papers, etc. They should also be given opportunity to attend orientation and refresher courses. This will bring professionalism among teacher educators and in turn will enhance their professional values.

2. It is found that there is no significant difference in mean teaching aptitude of teacher educators of government-financed and self-financed colleges of education. Since teaching aptitude is one of the major predictors of success in teaching profession, the policy makers like, NCTE, UGC and Universities should design appropriate mechanism to test teaching aptitude of candidates more comprehensively during selection of teacher educators. In UGC-NET examination, more weightage should be given to teaching aptitude test.
3. It is found that the job satisfaction of teacher educators of government-financed colleges of education is significantly higher than that of teacher educators of self-financed colleges of education. Hence, the policy makers like, NCTE, affiliating universities should focus on how to enhance the job satisfaction level of teacher educators. The management should be persuaded that they should not be involved in getting high profit from the course at the cost of quality of education. There should be stringent policy so that teacher educators of self-financed colleges of education should get a decent salary as per UGC norms and other benefits. The affiliating universities must intervene towards appointment and job security of teacher educators. Provision should be there for career advancement of teacher educators. Mandatory provision should be made to allow faculties for undertaking research, writing research papers, conducting workshops and seminars, attending conferences, workshops and seminars and presenting papers, etc. This will bring professionalism among teacher educators and in turn will enhance the job satisfaction level of teacher educators of self-financing institutions.

5.5 SUGGESTIONS FOR FURTHER STUDY

Any research can’t say the final word on a problem because it is very difficult for a researcher to touch upon all the aspects of a problem.
Some suggestions for further research in this direction may not be out of place. They are as follows:

1. It is found that the professional values of teacher educators of self-financed colleges of education is significantly higher than the professional values of teacher educators of government-financed colleges of education. Further research should be undertaken to find out the reasons behind such differences.

2. It is found that the job satisfaction of teacher educators of government-financed colleges of education is significantly higher than that of teacher educators of self-financed colleges of education. Further research should be undertaken to find out the reasons behind such differences.

3. The present study was aimed at comparing teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude and job satisfaction. The study can be repeated with other tools on a large sample, which may give better and more reliable results.

4. The study was limited to government-financed and self-financed colleges of education. It will be worthwhile to extend the problem to other professional institutions such as, management, engineering, medical, etc.

5. The study was limited to teacher educators only. It will be worthwhile to extend it to all the teachers including teachers of primary, secondary and higher education level.
6. The present study was limited to comparing teacher educators in relation to their professional values, teaching aptitude and job satisfaction. They could be compared in relation to some other variables like, family relationship, adjustment, socio-economic status, etc.

7. The present study used standardized tools to measure the variables like, professional values, teaching aptitude and job satisfaction. The investigator could develop tools related to above variables which could be more contextual and fulfill the local specific needs.

8. The present study was limited to teacher educators of secondary teacher education institutions. Similar studies could be undertaken at elementary teacher education institutions level.