CHAPTER - V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS FOR FURTHER STUDIES

5.0.0. INTRODUCTION:

The value of research is mainly dependent on the degree to which it has been undertaken, its results are intelligibly analyzed and interpreted. A researcher, working in the field of research is supposed to summarize his findings in a lucid way so that anybody can see the whole process of his results at a glance.

In the present chapter is given the discussion of the results of the study. Based on the study, findings were made. Keeping in view the major findings, discussion of the results, educational implications of the study were also looked into. The present Chapter is devoted to the findings based on analysis and interpretation on the data, conclusions, educational implications and some suggestions for further studies.

5.1.0 FINDINGS AND CONCLUSIONS:

1. The teacher educators working in Government teacher education institutions are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions. It was found that teacher educators working in Government teacher education institutions are more devoted to their duties and are more concerned with the teaching of the students whereas the teacher educators working in Self financing institutions are less devoted towards studies of the students and hence has shown less effectiveness in teaching. The pay, promotion and other benefits provided by the Government also play an important role in the effective teaching done by the teacher educators working in Government Institutions whereas the teacher educators working in Self-financed teacher education institutions are not provided the same benefits.
On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

2. The teacher educators working in Government teacher education institutions with high anxiety are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching of the students in spite of their high anxiety. They are more concerned with the teaching of the students whereas the teacher educators working in the same Self-financed teacher education institutions with high anxiety are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having high anxiety are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

3. The teacher educators working in Government teacher education institutions with low anxiety are more effective in teaching as compared to teacher educators working in Self-financed teacher education institutions. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching with low anxiety. They are more concerned with the teaching of the students whereas the teacher educators working in Self-financed teacher education institutions with low anxiety are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.
4. The teacher educators working in Government teacher education institutions with low anxiety are more effective in teaching as compared to teacher educators working in the same teacher education institutions having high anxiety. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching of the students with low anxiety. They are more concerned with the teaching of the students whereas the teacher educators working in the same teacher education institutions with high anxiety are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in the same Government teacher education institutions.

5. The teacher educators working in Self-financed teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in the same Self-financed teacher education institutions having high anxiety. It was found that the teacher educators working in Self–financed teacher education institutions with low anxiety are more concerned with the studies of the students and are more effective in teaching as compared to the teacher educators having high anxiety. It was further found that the teacher educators working in Self-financed teacher education institutions having low anxiety are more concerned with the studies of the students and are more effective in teaching.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Self-financed teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

6. The teacher educators working in Government teacher education institutions with high stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions. It was found that the
teacher educators working in Government teacher education institutions are more effective in teaching of the students in spite of their high stress. They are more concerned with the teaching of the students whereas the teacher educators working in the same Self-financed teacher education institutions having high stress are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having high stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

7. The teacher educators working in Government teacher education institutions with low stress are more effective in teaching as compared to teacher educators working in Self-financed teacher education institutions. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching having low stress. They are more concerned with the teaching of the students whereas the teacher educators working in Self-financed teacher education institutions with low stress are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

8. The teacher educators working in Government teacher education institutions with low stress are more effective in teaching as compared to teacher educators working in the same teacher education institutions having high stress. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching of the students having low stress. They are more concerned with the teaching of the students whereas the teacher educators working in the same teacher education institutions with high stress are less concerned with the teaching of the students.
On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in the same Government teacher education institutions.

9. The teacher educators working in Self-financed teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in the same Self-financed teacher education institutions having high stress. It was found that the teacher educators working in Self-financed teacher education institutions with low stress are more concerned with the studies of the students and are more effective in teaching as compared to the teacher educators having high stress. It was further found that the teacher educators working in Self-financed teacher education institutions having low stress are more concerned with the studies of the students and are more effective in teaching.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Self-financed teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

10. The teacher educators working in Government teacher education institutions with high Job-satisfaction are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching of the students having high Job-satisfaction. They are more concerned with the teaching of the students whereas the teacher educators working in Self-financed teacher education institutions with high Job-satisfaction are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having high Job-satisfaction are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.
11. The teacher educators working in Government teacher education institutions with low Job-satisfaction are more effective in teaching as compared to teacher educators working in Self-financed teacher education institutions. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching of the students having low Job-satisfaction. They are more concerned with the teaching of the students whereas the teacher educators working in Self-financed teacher education institutions with low Job-satisfaction are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

12. The teacher educators working in Government teacher education institutions with high Job-satisfaction are more effective in teaching as compared to teacher educators working in the same teacher education institutions having low Job-satisfaction. It was found that the teacher educators working in Government teacher education institutions are more effective in teaching of the students having high Job-satisfaction. They are more concerned with the teaching of the students whereas the teacher educators working in the same teacher education institutions having low Job-satisfaction are less concerned with the teaching of the students.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Government teacher education institutions having high Job-satisfaction are more effective in teaching as compared to the teacher educators working in the same Government teacher education institutions.

13. The teacher educators working in Self-financed teacher education institutions having high Job-satisfaction are more effective in teaching as compared to the teacher educators working in the same Self-financed teacher education institutions having low Job-satisfaction. It was found that the teacher educators working in Self–financed teacher education institutions high Job-satisfaction are more
concerned with the studies of the students and are more effective in teaching as compared to the teacher educators having low Job-satisfaction. It was further found that the teacher educators working in Self-financed teacher education institutions having high Job-satisfaction are more concerned with the studies of the students and are more effective in teaching.

On the basis of the above results and discussions, it was concluded that the teacher educators working in Self-financed teacher education institutions having high Job-satisfaction are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

14. The teaching effectiveness and anxiety are negatively correlated with each other in the case of teacher educators working in Government teacher education institutions. Change in the level of anxiety of teacher educators is indirectly proportional to teaching effectiveness. In other words it can be said that anxiety plays an important role in the performance of the teacher educators.

On the basis of the above findings, it was concluded that teaching effectiveness and anxiety are negatively correlated and are indirectly proportional to teaching effectiveness i.e. increase in anxiety effect the teaching effectiveness of the teacher educators of Government teacher education institutions.

15. The teaching effectiveness and anxiety are negatively correlated with each other in the case of teacher educators working in Self-financed teacher education institutions. Change in the level of anxiety of teacher educators is indirectly proportional to teaching effectiveness. In other words it can be said that anxiety plays an important role in the performance of the teacher educators. High anxiety shows poor teaching effectiveness whereas low anxiety shows better teaching effectiveness.

On the basis of the above findings, it is concluded teaching effectiveness and anxiety are negatively correlated and are indirectly proportional to teaching effectiveness i.e. increase in anxiety affect the teaching effectiveness of the teacher educators of Self-financed teacher education institutions.
16. The teaching effectiveness and stress are negatively correlated with each other in the case of teacher educators working in Government teacher education institutions. Change in the level of stress of teacher educators is indirectly proportional to teaching effectiveness. In other words it can be said that stress plays an important role in the performance of the teacher educators.

On the basis of the above findings, it was concluded that teaching effectiveness and anxiety are negatively correlated and are indirectly proportional to teaching effectiveness i.e. increase in stress affect the teaching effectiveness of the teacher educators of Government teacher education institutions.

17. The teaching effectiveness and stress are negatively correlated with each other in the case of teacher educators working in Self-financed teacher education institutions. Change in the level of stress of teacher educators is indirectly proportional to teaching effectiveness. In other words it can be said that stress plays an important role in the performance of the teacher educators.

On the basis of the above findings, it was concluded that teaching effectiveness and stress are negatively correlated and are indirectly proportional to teaching effectiveness i.e. increase in stress affect the teaching effectiveness of the teacher educators of Self-financed teacher education institutions.

18. The teaching effectiveness and Job-satisfaction are positively correlated with each other in the case of teacher educators working in Government teacher education institutions. Change in the level of Job-satisfaction of teacher educators is directly proportional to teaching effectiveness. In other words it can be said that Job-satisfaction plays an important role in the performance of the teacher educators.

On the basis of the above findings, it was concluded that teaching effectiveness and Job-satisfaction are positively correlated and are directly proportional to teaching effectiveness i.e. increase in Job-satisfaction affect the teaching effectiveness of the teacher educators of Government teacher education institutions.
19. The teaching effectiveness and Job-satisfaction are positively correlated with each other in the case of teacher educators working in Self-financed teacher education institutions. Change in the level of Job-satisfaction of teacher educators is directly proportional to teaching effectiveness. In other words it can be said that Job-satisfaction plays an important role in the performance of the teacher educators.

On the basis of the above findings, it was concluded that teaching effectiveness and Job-satisfaction are positively correlated and are directly proportional to teaching effectiveness i.e. increase in Job-satisfaction affect the teaching effectiveness of the teacher educators of Self-financed teacher education institutions.

5.3.0 EDUCATIONAL IMPLICATIONS:

The present study has dealt with the relationship of Effectiveness of Teacher Educators, Anxiety, Stress and Job-satisfaction and has shown inter related effects of these variables on the study. The study has shown an adequate light on the various areas as under:

The findings of the study are likely to prove of importance to the psychologists, sociologists, researchers, administrators and teachers having scholastic aptitude of teaching the various classes of education discipline. The following are some of the educational implications arising out from the research:

1. The teachers will come to know the difference between the teaching effectiveness of the Government teacher educators and the Self-financed teacher educators having high or low anxiety. The high or low Anxiety directly or indirectly affects the teacher effectiveness. The methods will be deployed to remove the difference of teaching effectiveness between the teachers. Efforts should also be made to remove the anxiety among the teachers inside and outside the class-room.
They will also come to know the relationship between teacher effectiveness and anxiety as teacher effectiveness and anxiety are inter-related. High or low anxiety affects the teacher effectiveness directly or indirectly.

2. The teachers will come to know the difference between the teaching effectiveness between the Government teacher educators and the Self-financed teacher educators having high or low stress. The high or low stress directly or indirectly affects the teacher effectiveness. The methods will be deployed to remove the difference of teaching effectiveness between the teachers. Efforts should also be made to remove the stress among the teachers inside and outside the class-room.

They will also come to know the relationship between teacher effectiveness and stress as teacher effectiveness and anxiety are inter-related. High or low stress affects the teacher effectiveness directly or indirectly.

3. The teachers will come to know the difference between the teaching effectiveness between the Government teacher educators and the Self-financed teacher educators having high or low job satisfaction. The high or low job satisfaction directly or indirectly affects the teacher effectiveness. The methods will be deployed to remove the difference of teaching effectiveness among the teachers. Efforts should be made to increase the job satisfaction level among the teachers.

They will also come to know the relationship between teacher effectiveness and job satisfaction as teacher effectiveness and job satisfaction are inter-related. High or low job satisfaction affects the teacher effectiveness directly or indirectly.

4. The teachers, management and persons relating to the society will come to know the effect of anxiety, stress and job-satisfaction on the teaching effectiveness of the teacher educators teaching in the different education institutions. The institutions/colleges are set up by the society to achieve the goal of education. Steps should have to be taken to create an atmosphere where teacher educators are free from any kind of anxiety and stress so that they are able to achieve the aim of
education. Steps should have also be taken to remove the differences between the pay of the teacher educators teaching in the Self-financed teacher education institutions/colleges so that they are also able to meet the requirement of the society i.e. to achieve the goal of education. If they are satisfied with their jobs only then they shall be able to do justice with the teaching.

SUGGESTIONS FOR FURTHER STUDIES:

This study has its own limitations and delimitations. It is, therefore, desired that similar study may be conducted after overcoming the limitations. However, some suggestions with regard to further studies in the field of education are given as under:

1. A similar study related to this topic may be conducted among the teacher educators of educational institutions of different states.
2. A comparative study may be conducted between the teachers of Government Degree Colleges and the Government Teacher Education Institutions of the State with the same variables
3. A study may be conducted between the teachers of the Self-financed Degree Colleges and Self-financed Educational Institutions of the State with the same variables.
4. A study may be replicated between the teachers Government Degree Colleges and the Self-financed Degree Colleges of the State with the same variables.
5. A similar study may be conducted between the teachers of Government educational institutions at the District level with the same variables.
6. A similar study may be conducted between the teachers of Self-financed educational institutions at the District level with the same variables.
7. A study may be conducted between the Government Sr. Secondary School Teachers and the Private School Teachers at the District level with same variables.
8. A study may also be conducted between the teachers of the Government Sr. Secondary Schools and the Private Schools at the State level with same variables.

9. A study may also be conducted between the teachers of the Government Sr. Secondary Schools and Private Schools of the different States with the same variables.

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