CHAPTER - VI

SUMMARY

6.0.0. INTRODUCTION:

Teaching is the most arduous and complex profession in our society, and also an important job. Yet teachers are often overworked, underpaid, and under appreciated. There is a common bond which unites all teachers, i.e. the desire to help students reach their maximum potentials as human beings. When we achieve this goal, when we see students grow as a result of our teaching, we know that all the training and hard work have been worth the effort.

It is generally agreed that the ‘goodness’ of an educational system, to a great extent, is dependent only on the quality of teachers available to implement it. A school may have excellent material resources, equipments, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals.

Development of a nation always relied on knowledge acquired through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system.

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching.

Quality teachers and teaching only can be the strong agents of social re-engineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of
nation's greatness is the quality of her citizens which depends upon the quality of her teachers

The Education Commission (1964-66) observed, "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant". The Commission also emphasized on the training and orientation of teachers at all levels.

The Commission also observed that investment in teacher education could yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions.

The National Education Policy of India (1986) focused its attention on an educational system which can produce citizens who are by and large physically, mentally and morally healthy; who are conscious of their duties and rights, who are keen to learn on a life long basis and incessantly eager to improve their performance and who consequently are well grounded individuals competently contributing to the uplift of the quality of life everywhere.

National Council for Teacher Education, which is a creation of the NPE (2005) suggested to make teacher education effective and productive, the prevailing teacher education system is to be undergone drastic changes.

National Curriculum Framework (2005) introduced 'Critical Pedagogy', based on social constructivism, to restructure the system of teacher education. According to NCF, content and pedagogy blended together, that is content inbuilt pedagogy is the landmark of teacher education system. To achieve this NCF recommended academic planning and leadership at the school level, block level and cluster level, as essential for improving quality and strategic differentiation of roles of teachers.
6.1.0. TEACHER EDUCATOR EFFECTIVENESS:

The evaluation of teachers is not a new issue. Teacher evaluation existed in the days of the one-room school. The initial purpose was to determine job continuation and pay increases. Evaluation tended to happen at the local level with standards that were based upon local education objectives. The industrial revolution brought about some changes in the evaluation process as schools became larger and unions started to exert their influence. Unions started to set specific evaluative criteria for teachers and rules for dismissal and advancement. These criteria tended to be minimal and were still dominated by local boards of education. During the 1950s, more men entered the teaching profession. There also emerged an increase in professional activity and union membership. Sputnik and The Cold War focused additional attention on education by raising fears that Soviet students were better educated than American students. The cold war brought about the desire to find better teachers in order to compete with the Soviets. This led to even more men entering the teaching profession and unions increasing their influence. Clark (1993, p. 7) said, “Their influence and role in evaluation of teachers offered the profession the respect long overdue.” America prospered, and students went to college in larger numbers than ever before (Clark, 1993).

In the present study, “Teacher Effectiveness Scale (1999 Revision) by Pramod Kumar and D.N. Mutha” was used to assess the effectiveness of teacher educators.

6.2.0. ANXIETY:

The desire to achieve high puts a lot of pressure on students which gives tension and anxiety in a way, is the most intimate experience to man. It enters into man’s life with the first breath and ends with the last. It is the main cause of all mental disorders. The word ‘Anxiety’ comes the Latin word – Anxietus – which means experience of varying blends of uncertainty, agitation and threat.

According to Freud (1926), anxiety is central to the psychoanalytic concept of neurosis, an unconscious state which has evolved through repression of unacceptable feelings. The process of repression is maintained through the operation of defense
mechanisms such as sublimation, displacement and projection or through disguised expression in conversion symptoms, phobias, obsessions or hypochondriasis.

6.2.1. TRADITIONAL PSYCHOLOGICAL VIEW OF ANXIETY:

As a psychological entity, anxiety was the cornerstone of Freudian psychoanalysis. Much of Freud’s ideas involved balancing inner states as a way of relieving anxiety. Freud defined three types of anxiety: neurotic, reality-based, and moral. Under the reality-based anxiety heading would lie things that could happen to you in the real world, like being hit by a bus. Likewise, the neurotic heading contained controlling our drives (or id), and the moral heading contained anxiety about doing the “right” thing. In Freud’s estimation, anxiety was inevitable, and the only thing to be done about it is to develop ways to counter the anxiety: repression, denial, and development of defense mechanisms are some examples.

6.2.2. KINDS OF ANXIETY:

DSM IV (American Psychiatric Association, 1994) classified anxiety into subgroups namely panic disorder, phobic disorder, generalized anxiety disorder, obsessive-compulsive disorder and post-traumatic stress disorder (Davison and Neale, 1998). The words fear and anxiety are often used interchangeably. However, it is sometimes useful to make a distinction. The word fear is used when the object of emotion is known and anxiety when the object is unknown or completely or partially hidden, unrecognized or unconscious in the sense that the anxious person is not clearly aware of the nature of conflicting conditions which make him uneasy. He does not realize that anxiety comes from feelings of insecurity within oneself and not from external situation to which he projects fear.

In the present study, “Manual for Comprehensive Anxiety Test (CAT)” was used to assess the anxiety of teacher educators.
6.3.0 STRESS:

The terms ‘stress’ probably drives from the Latin word Stringer which means to draw tightly or bind. That means at least three things to different persons. For some, it is an external factor a ‘stimulus’ which is perceived as threatening and evokes a state of anxiety.

Stress is a psycho-physiological process, which results from the interaction of the individual with the environment (Luthans, 1998) and results in disturbances caused to the physiological, psychological and social systems, depending upon individual characteristics and psychological processes. Individual characteristics may include factors such as sex, health status and heredity. Psychological processes refer to such factors as attitudes, values and various personality dimensions. Stress is defined as “a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he desires and for which the outcome is perceived to be both uncertain and important” (De Cenzo, 1998). Constraints are barriers that keep us from doing what we desire. These inhibit in us ways that take control of a situation out of our hands. Demands, on the other hand, may cause us to give up something we desire. Thus these preoccupy our time and force us to shift priorities. Constraints and demands can lead to potential stress. When they are coupled with uncertainty about the outcome and importance of the outcome, potential stress becomes actual stress. Regardless of the situation, if we remove the uncertainty or importance, we remove stress.

6.3.2 STRESS IN A PSYCHOLOGICAL TERM:

In psychology, the term stress is used to refer both to certain heightened mental and body states and to the causes of such states. A person in a physically or mentally demanding or dangerous situation is said to be under stress. Internal disorders such as acidosis, cirrhosis, and other conditions can also produce stress responses. Chronic repetition of certain emotions, such as anger or despair, as well as changes in work or home situation or a reaction to surgery are just a few of the further ways in which stress can occur. Finally, more than one factor causing stress can be present at one time.
Stress is a normal part of life, and such producers of stress as physical exercise, various emotional states, and creative activity are usually considered healthy. Prolonged and unwanted stress, however, can have undesirable effects on mental and physical health, although reactions to such pressure can vary greatly among individuals. A number of stress-related disorders are known, even though the interaction of body and mind in the development of such disorders are not yet fully understood.

In the present study, “Personal Stress Source Inventory (PSSI)” by Arun Singh, Ashish K. Singh and Arpana Singh was used to assess the stress of teacher educators.

6.4.0 JOB-SATISFACTION:

Job-Satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an effective. Weiss (2002) has argued that Job-satisfaction is an attitude but points out that researches should clearly distinguish the objects of cognitive evaluation which are affect, beliefs and behaviors. Thus, he suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs and our behaviors.

Job-satisfaction is when you find meaning in your work, even if your job is unchallenging or menial; finding meaning will make it much more bearable, if indeed that is how you feel. There are three levels of meaning that we can take from our work.

1. No meaning. Work makes no sense to you.
2. Work has meaning because it supports you and your family.
3. Work has meaning in itself because you are contributing to something great or you are making the world a better place to live.

In the Dictionary of Education, it is defined as the quality, state and level of satisfaction which is a result of various interests and attitudes of a person towards his job. It is the desire or an-desire with which employees view their work. It expresses the extent of match between the employer’s expectations of the job and rewards that the job provides.

Job satisfaction is an elusive, even mythical, concept that has been increasingly challenged and refined particularly since the Herzberg, Mauser and Snyderman study in
1959. The job satisfaction of an employee is a topic that has received considerable attention by researchers and managers alike (Gautam; Mandal and Dalal, 2006). The most important information to have regarding an employee in an organization is a validated measure of his/her level of job satisfaction (Roznowski and Hulin, 1992).

In the present study, “Job Satisfaction Questionnaire for teacher (JTQ)” by Pramod Kumar & D.N. Mutha (1982) was used to assess the job satisfaction of teacher educators.

6.5.0. JUSTIFICATION OF THE STUDY:

Teacher effectiveness constitutes one of the most important spheres of human behavior. The teacher plays a central role in the learning process of the pupil. In school, teacher effectiveness is essential for the purpose of effective teaching learning process. Thus, effective teaching, to some extent, is the result of teacher effectiveness. Teacher effectiveness depends to a great extent on anxiety, stress and job satisfaction.

Job satisfaction is indeed of great significance for efficient functioning of any teaching institution. Favorable and good performance brings job satisfaction to the teacher. Satisfied workers are the greatest asset to any organization. Thus, no institution can successfully achieve its goal unless and until those who constitute the organization are in their job and posses favorable perception of the job workers are the greatest asset to an educational institution, teacher play a key role.

A teacher educator is responsible for the education of teacher, who in turn plays a major role in the society through his academic, sociological and technological skills. As we know, education is a life long process, so teacher profession is considered as life time profession, which is influenced by various psychological factors. To keep his teaching as effective as possible, a teacher has to cope up with these factors. In the same manner, the effectiveness of teacher educators is influenced by certain psychological factors, which works as barriers as well as facilitators; stress, anxiety and job satisfaction are some of them.

The Surveys on Educational Research have revealed that no significant study has been done yet in the area in which a comparative study of teacher effectiveness in
relation to their anxiety, stress and job satisfaction has been undertaken. These three independent variables i.e. anxiety, stress and job satisfaction have a great significance in modern education system. Therefore, the researcher decided to undertake study in this unexplored territory of research.

6.6.0. STATEMENT OF THE PROBLEM:

“A COMPARATIVE STUDY OF EFFECTIVENESS OF TEACHER EDUCATORS IN DIFFERENT TYPES OF TEACHER EDUCATION INSTITUTIONS IN RELATION TO THEIR ANXIETY, STRESS AND JOB SATISFACTION”

6.7.0. DEFINITIONS OF THE KEY TERMS USED:

The following Definitions of the key terms were used.

6.7.1 TEACHER EFFECTIVENESS:

The operational definition of teacher effectiveness has been adapted from Collins (1990) which states that Personality Dimension of Teacher which enable him to clear concepts of a subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations effectively.

6.7.2. ANXIETY:

Anxiety is a painful uneasiness of mind concerning some impending or anticipated ill. An anxiety reaction is a state of apprehension without an apparent object, in which attempts are made to discharge internally generated tension and to reduce anxiety through increased bodily activity. The essential aspect of anxiety is that, it brings on an internal or subjective condition. It represents a danger or threat within the person himself rather than solely on external danger.
6.7.3. STRESS:

Stress may be defined as any characteristics of the job environment which poses a threat to the individual either excessive demands or insufficient supplies to meet his needs.

6.7.4. JOB SATISFACTION:

Job-satisfaction is the result of various attitudes a person holds towards one’s job, toward related factors and towards life in general. Job-Satisfaction is the whole material for job factors that make a person to like the work as well as the work situation.

6.7.5. TEACHER EDUCATORS:

In this study, teacher educators refers to the teachers who are teaching in Government, Government Aided and Self-financed teacher education institutions/Colleges

6.7.6. GOVERNMENT TEACHER EDUCATION INSTITUTIONS/COLLEGES.

Government teacher education institutions/colleges refer to the teacher education institutions/colleges run by the Government. In the present study Government Teacher Education Institutions/Colleges also includes Government-aided institutions/colleges as they are receiving 95% grant from the State Government.
6.7.7. **SELF-FINANCED TEACHER EDUCATION INSTITUTIONS/ COLLEGES**

The teacher education institutions/colleges run by the Societies/Trusts but are not getting any grant from the State Government.

6.7.8. **VARIABLES USED IN THE STUDY:**

1. **Dependent Variable**

   Teacher Effectiveness

2. **Independent Variables**

   1. Anxiety
   2. Stress
   3. Job Satisfaction

6.8.0. **OBJECTIVES OF THE STUDY:**

The objectives of the study are as under:

1. To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions of Haryana.
2. To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high anxiety.
3. To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having low anxiety.
4. To compare the teaching effectiveness of teacher educators working in Government and teacher education institutions having high and low anxiety.
5. To compare the teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low anxiety.
6. To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high stress.
7. To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having low stress.
8. To compare the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low stress.

9. To compare the teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low stress.

10. To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high job satisfaction.

11. To compare the teaching effectiveness of teacher educators working Government and Self-financed teacher education institutions having low job satisfaction.

12. To compare the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low job satisfaction.

13. To compare the teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low job satisfaction.

14. To find the relationship between teaching effectiveness and anxiety of teacher educators working in Government teacher education institutions.

15. To find the relationship between teaching effectiveness and anxiety of teacher educators working in self-financed teacher education institutions.

16. To find the relationship between teaching effectiveness and stress of teacher educators working in Government teacher education institutions.

17. To find the relationship between teaching effectiveness and stress of teacher educators working in self-financed teacher education institutions.

18. To find the relationship between teaching effectiveness and job-satisfaction of teacher educators working in Government teacher education institutions.

19. To find the relationship between teaching effectiveness and job-satisfaction of teacher educators working in self-financed teacher education institutions.
HYPOHESES OF THE STUDY:

The hypotheses of the study are as under:

1. There is no significant difference between teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions.

2. There is no significant difference between teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high anxiety.

3. There is no significant difference between teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having low anxiety.

4. There is no significant difference between teaching effectiveness of teacher educators working in Government teacher education institutions having high and low anxiety.

5. There is no significant difference between teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low anxiety.

6. There is no significant difference between teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high stress.

7. There is no significant difference between teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having low stress.

8. There is no significant difference between teaching effectiveness of teacher educators working in Government teacher education institutions having high and low stress.

9. There is no significant difference between teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low stress.
10. There is no significant difference between teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions with high job-satisfaction.

11. There is no significant difference between teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having low job-satisfaction.

12. There is no significant difference between teaching effectiveness of teacher educators working in Government teacher education institutions having high and low job-satisfaction.

13. There is no significant difference between teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low job-satisfaction.

14. There is no significant relationship between teaching effectiveness and anxiety of teacher educators working in Government teacher education institutions.

15. There is no significant relationship between teaching effectiveness and anxiety of teacher educators working in self-financed teacher education institutions.

16. There is no significant relationship between teaching effectiveness and stress of teacher educators working in Government teacher education institutions.

17. There is no significant relationship between teaching effectiveness and stress of teacher educators working in self-financed teacher education institutions.

18. There is no significant relationship between teaching effectiveness and job-satisfaction of teacher educators working in Government teacher education institutions.

19. There is no significant relationship between teaching effectiveness and job-satisfaction of teacher educators working in self-financed teacher education institutions.

6.10.0 DELIMITATIONS OF THE STUDY:

Due to paucity of time, resources and to make the study more meaningful, the study has been delimitated in the following areas:
1. The study has been confined to 200 teacher educators of Government, Government aided and Self-Financed teacher education institutions/colleges situated in the districts of Bhiwani, Gurgaon, Mahendergarh, Rewari, Rohtak, Sonepat, Kurukshetra, Ambala, Karnal, Hisar and Sirsa.

2. The study has been delimited to the teacher education institutions only.

3. The study has been delimited to investigate relationship of effectiveness of teacher educators working in various teacher education institutions.

4. The study has been delimited to the three variables i.e. anxiety, stress and job-satisfaction.

5. Government and Government aided institutions/colleges have been assigned the category of Government institutions/colleges because pay scales and other facilities are similar in both types of institutions.

6.11.0 SAMPLE:

The sample of the study comprised of 200 teacher educators drawn from Government and Self-financed teacher education institutions of Haryana. A list of B.Ed. Colleges (Government, Government Aided and Self-financed institutions/colleges) was obtained from the Dean College Development Council, Kurukshetra University, Kurukshetra and M.D. University, Rohtak. There are 19 Government and Government Aided institutions/colleges and 439 Self-financed Colleges in the Haryana State. All the Government and Government Aided colleges were included in the sample whereas the data from Self-financed colleges was collected from those colleges which were situated in the same district where the Government, Government Aided Colleges are situated. Thus, a sample of 200 teacher educators constituted the final sample of the study. The sample from all the colleges was collected randomly in such a way that each district was given equal representation.
6.12.0 TOOLS USED:

For conducting this study, the following tools were used:

1. Teacher Effectiveness Scale (1999 Revised) by Pramod Kumar and D.N. Mutha.
2. Comprehensive Anxiety Test (CAT, 1992) by Dr. R.L. Hardpan, Dr. H. Sharma and Dr. M. Baraga
4. Job Satisfaction Questionnaire for Teachers (TJQ, 1985) by Pramod Kumar and D.N. Mutha.

6.13.0 PROCEDURE OF THE STUDY:

The following procedure was followed for conduct of the study:

6.16.1 DATA COLLECTION:

The researcher collected data from teacher educators working in Government/Government aided and Self-financed teacher education institutions situated in Haryana. There are three types of teacher education institutions:

1. Government Teacher Education Institutions/Colleges
2. Government-aided Teacher Education Institutions/Colleges.
3. Self-Financed Teacher Education Institutions/Colleges

(i) The Researcher collected data from Government and Government aided teacher education institutions/colleges collectively as these institutions are limited in number and situated in the Districts of Bhiwani, Gurgaon, Mahendergarh, Rewari, Rohtak, Sonepat, Kurukshtera, Ambala, Karnal, Hisar and Sirsa.
(ii) The Researcher collected data from Self-financed teacher education institutions/colleges situated in the above districts in such a way that each district was given equal representation.

6.16.2. PROCEDURE OF DATA COLLECTION:

The Researcher visited Government, Government-aided and Self-financed teacher education institutions/colleges situated in the above districts of Haryana. The Principals/Heads of the institutions/colleges were contacted in advance for this purpose. The whole plan of the administration of the tests for collecting the data from the teacher educators was decided in advance. After meeting the Principals/Heads of different teacher education institutions/colleges personally, the investigator fixed the specific time and date for administration of the tests. The time for administering the tests was settled during the working hours so that the teachers are available in the colleges and they may be able to give the answers to the various questionnaires with proper concentration.

6.16.3. PRELIMINARY PREPARATIONS:

Two days before the administration of the tests the Researcher again contacted the Principals/Heads of the Institution/College concerned and requested them that being a research project, all possible help and facilities may be provided for successful completion of the job. The Principals/Heads and the teachers assured the Researcher that every help will be provided for data collection.

6.17.0 RESEARCH DESIGN:

Two groups were compared: one teacher educators working in Government teacher education institutions/colleges and the teacher educators working in Self-financed teacher education institutions/colleges.
6.18.0. STATISTICAL ANALYSIS:

In the present study, several basic statistical measures were used for describing and analyzing mass data in a meaningful way. (i) Mean, SDs, SEMs and SEDs were worked out to describe the nature of data. (ii) ‘t’ test was applied to test the significance of different groups. (iii) to study the relationship between different variables co-efficient of correlation was worked out.

6.19.0 FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES:

The statistical analysis of the present study revealed the following findings:

6.19.1 FINDINGS AND CONCLUSION:

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 affect 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 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.
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.

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.

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.
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.

6.19.2 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 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 affect 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 affect 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 affect 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 affect 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 affect 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 affect the teacher effectiveness directly or indirectly.

6. 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.

6.20.0 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 of 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 be conducted between the teachers of the Government Sr. Secondary Schools and the Private Schools at the State level with the 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.