In the previous chapter, analysis and interpretation of the data have been carried out. After processing the data, obtaining and interpreting the results the findings have been delimited and discuss in the present chapter. In this chapter, outcomes of the research based on the findings of the study and the conclusions drawn from them have been presented. In the present chapter, the results are discussed to show how these finding are concurrent with the some of the empirical studies already conducted in the field. At some places, the observation did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reason for these disagreements. Besides, it includes educational implications of research for all those who are concerted with the process of education. As such some suggestions have been given for the further research. This chapter is, therefore, devoted to focusing the finding, conclusion, discussion of the results of the study and for indicating their implications and suggestions for further studies or research. These are presented below in the sequential form-

- Major findings
- Conclusion
- Discussion of the result
- Educational Implication
- Suggestion for Further Researches.

5.1 MAJOR FINDINGS OF THE STUDY

On the basis of the analysis and interpretations in the previous chapter the following findings have been drawn out-
5.1.1. **Professional Commitment of the Teacher working in the teacher training institutions**

It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent are less committed.

5.1.2 **Professional Commitment of the Teacher working in self finance teacher training institutions**

It has been found that out of 100, 46 percent teachers of self finance teacher training institutions are highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed.

5.1.2. **Professional Commitment of the Teacher working in the Govt./Govt. aided teacher training institutions**

It has been found that out of 100, 16 percent teachers of Govt./Govt. aided teacher training institution are highly committed to their profession while 43 percent has been found to be moderately committed and 41 percent of them are less committed.

5.1.3. **Co-Relation between Professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions**

There is significant positive correlation exists between the professional commitment and teacher's effectiveness of the teachers working in teacher training institutions.

5.1.4. **Co-Relation between Professional commitment and job value of the teachers working in teacher training institutions**

There is non-significant correlation exists between the professional commitment and job value of the teachers working in teacher training institutions.
5.1.5 Co-Relation between Professional commitment and Thinking style of the teachers working in teacher training institutions

There is significant positive correlation exists between the professional commitment and thinking style of the teachers working in teacher training institutions.

5.1.5 Comparison of professional commitment of the teachers working in teacher training institutions on the bases of the type of the institutions

There is significant difference in the professional commitment level of the teachers working in self finance and Govt./Govt. aided teacher training institutions. Teachers of self finance institutions are more committed to their profession than teachers of Govt/Govt aided institutions.

5.1.6 Comparison of professional commitment of male teachers working in teacher training institutions on the bases of the type of the institutions

There is significant difference in the professional commitment level of the male teachers working in self finance and Govt./Govt. aided teacher training institutions. Male teachers of self finance institutions are more committed to their profession than the male teachers of Govt/Govt aided institutions.

5.1.7 Comparison of professional commitment of female teachers working in teacher training institutions on the bases of the type of the institutions

There is significant difference in the professional commitment level of the female teachers working in self finance and Govt./Govt. aided teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the female teachers of Govt/Govt aided institutions.

5.1.8 Comparison of professional commitment of teachers working in self finance teacher training institutions on the bases of their Gender

There is significant difference in the professional commitment level of the male and female teachers working in self finance teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the male teachers of self finance institutions.
5.1.9 Comparison of professional commitment of teachers working in Govt./Govt. aided teacher training institutions on the bases of their Gender-

There is significant difference in the professional commitment level of the male and female teachers working in Govt./Govt. aided teacher training institutions. Female teachers of Govt./Govt aided institutions are more committed to their profession than the male teachers of Govt./Govt aided institutions.

5.2 CONCLUSIONS:

Careful analysis and interpretation of the results discussed above has revealed following conclusions:

Professional Commitment of the Teacher working in the teacher training institutions

It is revealed in the major findings of the study that teacher educators of Haryana state are moderately committed to their profession as the percentage of moderate level of the commitment is highest. Further the study revealed that the percentage of highly committed teachers in self finance teacher training institutions is much more than the percentage of highly committed teachers of Govt. financed institutions. The professional commitment of the teacher educators of self financing institutions is high in comparison to that of Govt. financed institutions. Reasons may be that in this age of competition every teacher wants to excel in his/her job and contributes to the maximum in order to gain respect. The most of the teacher educators of self financing institutions belonged to the young generation. They have youth zeal and enthusiasm for the profession. May be due to this reason they have high professional commitment than that of Govt. teacher educators. Many foresaid researches also concluded that the age factor has positive impact on the commitment of the profession.
Co-Relation between Professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions

It was found in the major findings that the positive significant co-relation was found between professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions. As teacher’s effectiveness of the teacher educators increases their professional commitment also increase and vice versa. The effective teacher always remain positive to adopt various methods of disseminating knowledge and the commitment of the teacher for teaching is assessed by the commitment of the teacher for learning. If the teacher effectively plays their role they will be in a position to fulfill the educational objective and national goals. If a teacher is aware about the new techniques, classroom management, instructional strategies and professional values, he will give his best efforts to the profession and he will be more committed to his profession.

Co-Relation between Professional commitment and job value of the teachers working in teacher training institutions

The study revealed that the non-significant co-relation was found between professional commitment and job value of the teachers working in teacher training institutions. As job value has no impact on the professional commitment of the teacher educators. The relationship between them is negligible. It is found in the research that the professional commitment is not significantly co related with the job value of the teacher educator. Job value covers the intrinsic and extrinsic value of job of a person. The present system of self financing college of education does not accord their teachers proper economic and social status, opportunities for professional and career development, initiative for innovation and creative work technique and value system to fulfill their role and responsibilities. But in the findings the teachers of self financing teacher training institutions found more committed to their profession, all negative aspects of these institutions do not influence the commitment of teachers. So it may be conclude that commitment of a teacher has no significant relationship with the job value of the profession.
Co-Relation between Professional commitment and Thinking style of the teachers working in teacher training institutions

It is concluded from the major findings of the study that the positive significant co-relation was found between professional commitment and Thinking style of the teachers working in teacher training institutions. As thinking style of the teacher educators increases their professional commitment also increase and vice versa. The result indicates that the professional commitment of teacher educators is significantly correlated to their thinking style. The style of thinking of the teacher effects the teaching techniques of the teacher he adopts for his students. Thinking style enables them to employ ways of teaching that better suits to students’ style of thinking. If the teacher is of global thinking he would be advantageous and have wide outlook for his profession. Teachers belong to the executive style of thinking would be more laborious and choosy for their instructional strategies. If teacher’s thinking style skews towards liberal thinking style than he always be ready to adopt new challenges and changes. The professional commitment is depending on the thinking pattern of an individual. “What a person will think”, “he will do”, that means our execution of activities depends on the way we think. Thinking is the factor which influences the quality of the teaching and the quality of the learning depends on the quality of a teaching. It seems appropriate to conclude that the teacher’s professional commitment depends on the thinking style of the teacher. The teacher will be high committed to the profession if he possesses the positive characteristics of the thinking style. Our acts are always directs by the instructions of our mind. If we will think positively then we will act positively. Healthy thinking will enhance the commitment for the profession.

Comparison of professional commitment of male/female teachers working in teacher training institutions on the bases of the type of the institutions-

Male teachers of self finance teacher training institutions were found to have significantly high commitment to their profession than the male teachers of Govt. financed teacher training institutions. Female teachers of self finance teacher training institutions were found to have significantly high commitment to their profession than the female teachers of Govt. financed teacher training institutions. The self finance
colleges of education have management which wants hard work and commitment from the employees. The management keeps regular watch on the activities and role of theirs in enhancing the position of the institutions in the society. Their regular attention keeps teacher educators of self finance colleges alert and committed to their profession. In other hand the teacher educators of the Govt. financed institutions are more secure for their job which makes them inactive and less experimental.

**Comparison of the professional commitment of teachers teaching in teacher training institutions on the basis of gender**

This study reveals that the gender factor has impact on the professional commitment. The female teacher educators of the self financing and Govt./Govt. aided teacher training institutions have high commitment towards the teaching profession than that of the male counterpart. The female teacher educators of the self financing institutions have high significant professional commitment than that of the male teacher educators. The reason behind this difference in the self finance institutions is may be due to the professional conditions and situations of the self financing institutions. May be the male teachers would not come up with the serving conditions of these institutions. The little institutional support, job-insecurity, lack of other facilities, lack of external funding adversely effects the commitment of an individual for his profession. May be the male teacher educators are not satisfied with their profession due to these drawbacks of these institutions. They may be not able to adjust to the situations and always looks for the better perspectives of the profession. The job satisfaction is key factor for enhancing the professional commitment of the teacher. May be due to such reasons the male teacher educators have less professional commitment than that of the female counter part.

All these findings urge that as the professional commitment level of teacher educators in Haryana is moderate and factors like Gender and type of institutions seems to have an impact on their professional commitment level. There is a need to enhance the professional commitment level of teacher educators so that they can give their optimum to their students.
5.3 DISCUSSION OF THE FINDINGS

The present study was conducted with the respect to professional commitment, thinking style, teachers’ effectiveness and job value of teachers working in teacher training institutions. The findings of the present study are in consonance or in contrast with the findings of the following studies in the area and hence are supported by the empirical evidence also.

The findings of the present study that the professional commitment of the teacher is moderate and hence consonance with the findings of Vishal Sood and Anand Aarti (2010) who found that the professional commitment of the teacher educators should need the improvement. They concluded in their study that the teacher educators should be provided healthy academic environment in the training colleges so that they can feel satisfied and comfortable. The teacher training institutions should give the teacher educators opportunity to attend orientation programmes refresh courses, workshops etc.

This will help in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment to their profession. In this regard, the Maheshwari (2003) also recommended that the professional development programmes like seminars and refresher courses could help teachers to become professionally more committed.

The present study reveals that there exists significant relation between professional commitment and teacher’s effectiveness which is in consonance with the study of Prakasham (1988) in which he conclude that the positive correlation exist between the teacher’s effectiveness and teaching commitment. In this regard Liang-Chih Chang (2007) also concluded that teaching and professional commitment is positively correlated with the job satisfaction and teachers effectiveness. He conducted this research on nurses of the Taiwan hospitals.

The present study shows that there is significant relationship between the job values and professional commitment of teachers which is not in consonance with Koslosky (2001) who concluded that work values of teachers and commitment of teachers has positive relationship but it is in consonance with the findings of the Cole
(1999). He conducted in his research that in Canada he found that in order to become a teacher educator’s people left jobs with more money, security, support, status and credibility.

The present study reveals that the thinking style is positively related to the professional commitment is in consonance with the Kauffman (2003) who concluded that the thinking styles effect the vocational choices of the individual positively. In this regard Palut (2003) also revealed that the teachers have different thinking styles which vary in individuals. These thinking styles affect positively the teaching procedure. Fer (2007) also examined the impact of thinking styles on student teachers on the bases of gender and age. He concluded that the thinking style varies and effect the profession. The present study reveals that significant difference found in professional commitment of the male and female teachers of self financing teacher training institutions which is in consonance with the study of Arti (2010) who found that significant differences were found in professional commitment of B.Ed teacher educators with regard to gender, marital status and teaching experience. But it is not in consonance with the study of Sipple (1996) who revealed that gender is not significantly associated with the teacher’s commitment. The present study reveals that insignificant difference found in professional commitment of the male and female teachers of Govt. financed teacher training institutes which are in consonance with the conclusion of the Anita Sharma (2008). In the study she conclude that age wise, gender wise and faculty wise differences produce no difference in commitment among teachers. This is also in consonance with the study of J.W.Sipple (1996) who concluded the gender is in-significantly associated with the teacher’s commitment.

EDUCATIONAL IMPLICATIONS

The present study is of very much importance to educational thinkers, teacher’s psychologists and others who are concerned with the sphere of education. The teacher educator is key actor for the quality in education. As Snoak et al. have pointed out:

“When the general consensus is that teachers are the most important in school factor influencing the quality of their pupil’s learning, it seems appropriate to assume
that teacher educators are an important factor influencing the quality of the learning of student teachers. The issue of the quality of teacher educator than becomes an issue of paramount.”

Teacher’s professional commitment has been identified as one of the most critical factors for the future success of education and schools.

- Teacher commitment is closely connected to teacher’s work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on student’s achievement in, and attitude towards school.

- Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their professional commitment to the job.

- As this study reveals that the professional commitment of self finance employers is higher than that of Govt. financial. It is may be due to the pressure and greed for future perspectives that enhance their professional commitment whereas the feeling of job security and no scope for future incentives makes Govt. teachers educators has enthusiastic and less committed to their profession. Regular seminars and workshops should be organized to keep them involve in the new advancements of the education.

- It is clearly evident that the professional commitment is positively related to the thinking style and teacher effectiveness of the teachers. If a teacher will be highly committed to the profession than the teaching will be more effective and vice versa. A healthy and growing environment is needed to keep the thinking of the teachers healthy and fruitful.

- The result tend to confirm that the effective teacher have been found to be more professionally committed than the non-effective teacher. Professional commitment is the result of various attitudes possessed by him towards his job. These attitude may be related with factors like wage structure, conditions of work, advancement, opportunities, promptness in grievance settlement, fairness in treatment by the employer and other fringe benefits. The effective
teachers having healthy thinking style that is who have been able to use up to the expectations of their pupils, their colleagues, their management and their self, would find themselves more satisfied and professionally committed.

- The nature of the institutions also influence the professional commitment of the teacher as the organizational climate, future perspectives, incentives and nature of duties responsibilities are very in private and Govt. Institutions.

- A teacher educator is responsible to prepare the teachers for the society. A teacher today has to play a definite role to moderate the society. The teacher needs to be conceived as a “change agent and not a mere transmitter of the knowledge and culture.” She can work wonders provided they are satisfied with their jobs. Research reveals that the commitment of teacher educators depends on various factors like thinking style teaching effectiveness, professional values, incentives and enthusiasm respectively in their everyday teaching-learning situations.

The professional development programmes like seminars and refresher courses could help teachers to become professionally more committed. There is a dire need that regulatory bodies in the field of education like NCTE and affiliating universities should strictly initiate steps to enforce rule and regulations for the welfare of the teacher educators. Healthy academic and organizational climate, more salaries and other facilities might enhance commitment among teachers. The policymaker might strengthen the coherence of the profession by taking initiative and creative steps. They should introduce professional standards, systems of registrations, etc for members of the teacher educator profession. They should define a common set of core competences for teacher educator. They should work to strengthen relationships between teacher’s educational institutes and other educational institutions. These initiations will be a great boon and boost for enhancing the professional commitment among teacher educators.

**SUGGESTIONS FOR FURTHER RESEARCH-**

Some suggestions for further research can be given keeping in view its limitations and findings.
(1) Similar studies can be carried out at secondary and other fields of higher level of education.

(2) A comparative study of professional commitment and teaching aptitude of M.Ed. students and working educators can be made.

(3) A study of relationship of professional commitment and job satisfaction of teachers can be made.

(4) A study of relationship of professional commitment and self concept can be made.

(5) Large study may be conducted on comparison bases of different states.

(6) This study can also be done on primary school teachers.

(7) Influence of self-esteem and awareness about ICT on professional commitment of Teachers.

(8) A comparative study of professional commitment of Teacher educators and lectures of other higher institutions can be made.

(9) A relationship study of professional commitment and general teaching competency of Teachers can be undertaken.

(10) Relationship professional commitment and organizational climate. Some other studies covering different level of education socio-economic status, setting (urban, rural) and age of the teacher could be undertaken for further studies.