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Finding, Suggestion and Conclusion

7.1 Introduction
Research process is scientific and objective based. Different steps have to be followed for doing any research. But the last aim of this whole research process is to get findings. The data which is analyzed and interpreted in the previous chapter helps the investigator to arrive at findings, suggestions and conclusion. This is the final step of research process which involves critical and logical thinking.

7.2 Findings
Thus investigator will list all the findings about research study after analysis and interpretation of the data.

- There is no significant difference between the mean scores of the self-confidence of the Male and Female teachers of Gujarat will not be rejected at 0.05 level. The males and female teachers do not differ in their self confidence. This may be due to the free environment and equal treatment of the male and females in the society. Both the males and females get same type of education, treatment, as a result of which this is observed. The mean self confidence score of the female teachers being more than the mean self confidence score of the male teachers, the female teachers tend to bear more self confidence than the male teachers of schools of Gujarat.

- There is no significant difference between the mean scores of the self-confidence of the teachers of Gujarat belonging to different Types of schools will not be rejected at 0.05 level. The granted and non granted teachers do not differ in their self confidence. This may be due to that they are earning the same type of salary, grade and their environment is same. The mean self confidence score of non granted school teachers being more than the mean self confidence score of granted school teachers, the non-granted school teachers having more self confidence than the granted school teachers.
• There is no significant difference between the mean scores of the self-confidence of the teachers of Gujarat belonging to different Boards of schools will not be rejected at 0.05 levels. The CBSE and GSEB board teachers do not differ in their self confidence. This may be due to the work load is same. The mean self confidence score of GSEB board teachers being more than the mean self confidence score of CBSE board teachers.

• There is no significant difference between the mean scores of the self-confidence of the teachers of Gujarat belonging to different Categories will not be rejected at 0.05 level. The open and other category teachers do not differ in their self confidence. This may due to the criteria’s of selection for teaching are more or less same because different policies are made for the upliftment for other category. The mean self confidence score of open category teachers is more than the mean self confidence score of other (S.T., S.C., and O.B.C.) category teachers.

7.3 Suggestions

The investigator has given the following suggestion on the basis of the data analysis and interpretation:

- The difference does not exist between the male teachers and female teachers of Gujarat with respect to their self confidence. Hence similar programmes should be conducted to raise their self confidence.

- The difference does not exist between the granted teachers and non-granted teachers of Gujarat with respect to their self confidence. Hence similar programmes should be conducted and similar incentives should be given to lift up their self confidence.

- The difference does not exist between the CBSE board teachers and GSEB board teachers of Gujarat with respect to their self confidence. Hence similar in-service programmes should be conducted to raise their self confidence.

- The difference does not exist between the open category teachers and other category teachers of Gujarat with respect to their self confidence. Hence similar facilities should be provided to lift up their self confidence.
7.4 New areas for research:

The investigator suggested the following areas which research studies can be conducted:

- The investigator has prepared the self confidence scale of teachers by taking 10 areas such as physical, techno, social, psychological, readiness, environment, status, judgment, stage and peer independence. The scale or questionnaire can be prepared on the other areas like; emotional, intelligence, behavior, socio-economic status and achievement.

- The investigator conducted the research study on the teachers by considering the variables such as gender types of school, boards of school and category. The research can also be conducted by taking into consideration variables like; Intelligence, Anxiety, Socio-Economic status, Age, Area, Birth Order, Medium of schools, Achievement, Family Income, Parent’s occupation, Environment, Stress, Interest and Personality traits.

- The investigator conducted the study on teachers. The research can also be conducted on students of Gujarat state and other state.

- The investigator conducted the research on teachers by using self constructed and standardized scale. The research can also be conducted by taking some other tool of teachers.

- The investigator conducted the research on self confidence of teachers instead of that Self awareness, self esteem, self concept and self efficacy can be taken into consideration.

- The investigator conducted the research on teachers, in which there were no significant difference between the male and female, granted and non-granted, CBSE board and GSEB board and open and other category teachers. The research can also be conducted for finding the reasons for that.

7.5 Conclusion

The investigator collected the data by using self constructed tool, analyzed and interpreted it by applying relevant statistical method and on the basis of the interpretation investigator presented the findings, suggestions and new areas for research.

According to George Mouley (1994), “The conclusion is the expression of the investigators personal interpretation of the facts he has uncovered.”
In conclusion we can say that male and female, granted and non granted, CBSE and GSEB board, open and other category teachers do not differ in their self confidence. They have more or less same self confidence. The government should provide in service training for the teachers. Thus, development of self confidence from growth year makes an individual mature, confident and responsible citizen. This study can helpful in providing facilities to teachers for increasing self confidence.

This scale can provide the information that how much self confidence the teachers’ possess. This scale will help in determining the programmes for increasing the self confidence of the teachers. This scale can help in providing the data for upgrading the aims of education because it’s directly related to the teachers.

So, we can say that today man is faced with the dangers of war, economic hardships, communal and racial prejudices, ecological imbalance and environmental pollution and above all a fast changing social structure that is becoming more complex day by day. Development of self confidence from growth year makes an individual mature, confident and responsible citizen. So, self confidence is the essential part of any teachers than only the teachers will be able to provide guideline and showing path to the upcoming students.