CHAPTER - V

FINDINGS, CONCLUSIONS, RECOMMENDATIONS
AND SUGGESTIONS

5.1 FINDINGS OF THE STUDY

Percentage analysis:

i) 60% of the Teacher Educator’s Perception on Educational Technology is found to be average.

ii) 70% of the Teacher Educator’s Professional Competency is found to be average.

iii) 68% of the Teacher Educator’s Professional Satisfaction is found to be average.

II. Differential analysis – a) (‘t’ test)

In terms of Gender

i. There is no significant difference between male and female teacher educators in their Perception on educational technology. The female shows better Perception than the male teacher educators.

ii. There is a significant difference between male and female teacher educators in their professional satisfaction. The male shows better Professional Satisfaction than the female teacher educators.

iii. There is a significant difference between male and female teacher educators in their professional competency. The male shows better professional competency than the female teacher educators.
In terms of Marital Status

➢ There is a significant difference between married and unmarried teacher educators in their Perception on educational technology. When compare to mean scores, married shows better Perception than the unmarried teacher educators.

➢ There is a significant difference between married and unmarried teacher educators in their professional satisfaction. When compare to mean scores, unmarried shows better Professional Satisfaction than the married teacher educators.

➢ There is a significant difference between married and unmarried teacher educators in their professional competency. When compare to mean scores, unmarried shows better professional competency than the married teacher educators.

In terms of Age

➢ There is a significant difference between below 40 years old and 40 & above years old teacher educators in their Perception on educational technology. When compare to mean scores, 40 & above years old shows better Perception than the below 40 years old teacher educators.

➢ There is a significant difference between below 40 years old and 40 & above years old teacher educators in their professional satisfaction. When compare to mean scores, below 40 years old shows better
Professional Satisfaction than the 40 & above years old teacher educators.

- There is a significant difference between below 40 years old and 40 & above years old teacher educators in their professional competency. When compare to mean scores, below 40 years old shows better professional competency than the 40 & above years old teacher educators.

**In terms of locality of the college**

- There is a significant difference between rural and urban teacher educators in their Perception on educational technology. The urban shows better Perception than the rural teacher educators.
- There is no significant difference between rural and urban teacher educators in their professional satisfaction. The urban shows better Professional Satisfaction than the rural teacher educators.
- There is no significant difference between rural and urban teacher educators in their professional competency. The urban shows better professional competency than the rural teacher educators.

**In terms of nature of college**

- There is a significant difference between Co-Education and Unisex college teacher educators in their Perception on educational technology. The unisex college shows better Perception than the co-education teacher educators.
➢ There is a significant difference between Co-Education and Unisex college teacher educators in their professional satisfaction. The co-education shows better Professional Satisfaction than the unisex college teacher educators.

➢ There is a significant difference between Co-Education and Unisex college teacher educators in their professional competency. The co-education college teacher educators shows better professional competency than the unisex college teacher educators.

**In terms of Type of College**

➢ There is a significant difference between government aided and self financing college teacher educators in their Perception on educational technology. The government aided college teacher educators show better Perception than the self financing teacher educators.

➢ There is a significant difference between government aided and self financing college teacher educators in their professional satisfaction. The self financing college teachers show better Professional Satisfaction than the government college teacher educators.

➢ There is a significant difference between government aided and self financing college teacher educators in their professional competency. The self financing college teacher educators show better professional competency than the government aided teacher educators.
In terms of Subject

➢ There is a significant difference between science and arts teacher educators in their Perception on educational technology. The science teacher educators show better Perception than the arts teacher educators.

➢ There is no significant difference between science and arts teacher educators in their professional satisfaction. The science teacher educators show better Professional Satisfaction than the arts teacher educators.

➢ There is a significant difference between science and arts teacher educators in their professional competency. The science teacher educators show better professional competency than arts teacher educators.

b. ‘F’ Test Analysis

i. There is a significant difference among teacher educators in their Perception on educational technology with reference to their years of experience.

ii. There is no significant difference among teacher educators in their Perception on educational technology with reference to their In-service training attended.

iii. There is a significant difference among teacher educators in their professional competency with reference to their years of experience.
iv. There is a significant difference among teacher educators in their professional competency with reference to their In-service training attended.

v. There is a significant difference among teacher educators in their Professional Satisfaction with reference to their years of experience.

vi. There is a significant difference among teacher educators Professional Satisfaction with reference to their In-service training attended.

III. Association Analysis

i. There is no significant association between Educational Qualification of Teacher Educators and Perception on Educational Technology.

ii. There is no significant association between Educational Qualification of Teacher Educators and Professional Competency.

iii. There is no significant association between Educational Qualification of Teacher Educators and Professional Satisfaction.

IV. Correlation Analysis

i. There is a significant relationship between Perception on Educational Technology and Professional Competency of male Teacher Educators.

ii. There is no significant relationship between Perception on Educational Technology and Professional Competency of female Teacher Educators.
iii. There is no significant relationship between Perception on Educational Technology and Professional Competency of married Teacher Educators

iv. There is no significant relationship between Perception on Educational Technology and Professional Competency of unmarried Teacher Educators

v. There is no significant relationship between Perception on Educational Technology and Professional Competency of below 40 age Teacher Educators.

vi. There is no significant relationship between Perception on Educational Technology and Professional Competency of 40 and above age Teacher Educators.

vii. There is no significant relationship between Perception on Educational Technology and Professional Competency of rural Teacher Educators.

viii. There is no significant relationship between Perception on Educational Technology and Professional Competency of urban Teacher Educators.

ix. There is no significant relationship between Perception on Educational Technology and Professional Competency of co-ed Teacher Educators.
x. There is no significant relationship between Perception on Educational Technology and Professional Competency of unisex Teacher Educators.

xi. There is no significant relationship between Perception on Educational Technology and Professional Competency of government Teacher Educators.

xii. There is no significant relationship between Perception on Educational Technology and Professional Competency of self-financing Teacher Educators.

xiii. There is no significant relationship between Perception on Educational Technology and Professional Competency of science Teacher Educators.

xiv. There is no significant relationship between Perception on Educational Technology and Professional Competency of arts Teacher Educators.

xv. There is a significant relationship between Professional Competency and Professional Satisfaction of male Teacher Educators.

xvi. There is a significant relationship between Professional Competency and Professional Satisfaction of female Teacher Educators.

xvii. There is a significant relationship between Professional Competency and Professional Satisfaction of married Teacher Educators.

xviii. There is a significant relationship between Professional Competency and Professional Satisfaction of unmarried Teacher Educators.
xix. There is a significant relationship between Professional Competency and Professional Satisfaction of below 40 age Teacher Educators.

xx. There is a significant relationship between Professional Competency and Professional Satisfaction of 40 and above age Teacher Educators.

xxi. There is a significant relationship between Professional Competency and Professional Satisfaction of rural Teacher Educators.

xxii. There is a significant relationship between Professional Competency and Professional Satisfaction of urban Teacher Educators.

xxiii. There is a significant relationship between Professional Competency and Professional Satisfaction of co-ed Teacher Educators.

xxiv. There is a significant relationship between Professional Competency and Professional Satisfaction of unisex Teacher Educators.

xxv. There is significant relationship between Professional Competency and Professional Satisfaction of government Teacher Educators.

xxvi. There is a significant relationship between Professional Competency and Professional Satisfaction of self-financing Teacher Educators.

xxvii. There is a significant relationship between Professional Competency and Professional Satisfaction of science Teacher Educators.

xxviii. There is a significant relationship between Professional Competency and Professional Satisfaction of arts Teacher Educators.
5.2 CONCLUSIONS

Perception on Educational Technology of Teacher Educators

60% of teacher educators have average level of perception on educational technology due to the non availability of required number of resource persons and less number of orientation courses conducted on educational technology.

The ‘t’ test reveals that the female, married, 40 & above, urban, unisex, government aided and science teaching teacher educators have better perception on educational technology due to their personal interest, involvement towards educational technology and availability, accessibility of educational technology to them.

The ‘F’ test reveals that the perception on educational technology of teacher educators differs with reference to their years of experience due to vast exposure and experience along with active participation in more number of academic programmes.

The chi-square test results reveals that the educational qualification of teacher educators do not influence their perception on educational technology due to time frame.

Professional Competency

70% of teacher educators have average level of professional competency due to lack of updating their fields and restricted participation in less number of refresher courses.
The ‘t’ test results reveals that the female, unmarried, below 40 years of age, working in co-ed colleges, self-financing colleges and science teaching teacher educators have better professional competency due to personal involvement, regular updating of their skills by practicing in the class room without hesitation.

The ‘F’ test results reveals that the professional competency of teacher educators differs with reference to years of experience and in-service training attended due to regular practicing and updating along with active participation in more number of academic programmes.

The chi-square test results reveals that the educational qualification of teacher educators do not influence their professional competency due to inconsistent practice.

**Professional Satisfaction**

68% of teacher educators have average level of professional satisfaction due to delayed recognition, dislocation from the family.

The ‘t’ test results reveals that the male, unmarried, below 40 years of age, urban, working in co-ed colleges, self-financing colleges and science teaching teacher educators have better professional satisfaction due to less family commitment, mobility, availability of sufficient resources and problem solving behaviour.
The ‘F’ test results reveals that the professional satisfaction of the teacher educators differs with reference to years of experience and in-service training attended due to the expected performance by the learners and gained innovative teaching strategy during the in-service training.

The chi-square test results reveals that the educational qualification of teacher educators do not influence their professional satisfaction. This may be due to the partiality in the salary among the educators.

**5.3 RECOMMENDATIONS**

On the basis of the present findings, the investigator has given the following Recommendations:

**Recommendations to the Teacher Educators**

- Teacher educators have to take efforts to attain high level of perception on educational technology.
- Teacher educators have to participate in many seminars, workshops and symposium to prepare them self to attain high level of Professional competency.
- Teacher educators have to make use of the resources effectively to attain high level of Professional satisfaction.
- Pursue higher education and research work to upkeep the knowledge.
Recommendations to the College of Education

➢ Provide necessary electronic gadgets and soft wares to enrich the quality of teaching.

➢ Conduct frequent workshops, seminars and colloquium and symposium to enrich professional competency of teacher educators.

➢ Encourage teacher educators to take part in other college academic programmes.

➢ Establish digital library and provide individual access to teacher educators.

➢ Technology oriented programmes have to be arranged frequently for the teacher educators to enhance their professional competency.

5.4 SUGGESTIONS FOR FURTHER STUDIES

The following are the research studies the investigator would like to suggest for further investigation so as to widen the field of colleges of education with new breakthrough in the area of educational technology, Professional Competency and Professional Satisfaction. The present study has enormous scope for the following further studies.

1. Replica of the present study with other districts in Tamil Nadu.

2. Replica of the present study with other variables.


