CHAPTER – V
SUMMARY, FINDINGS AND CONCLUSION

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CHAPTER – V

SUMMARY, FINDINGS AND CONCLUSION

5.1. INTRODUCTION

Modern trends and innovations have changed the one’s ability and impacted the each profession in general and teaching profession in particular. It is the process of imparting or acquiring absolute knowledge and developing skills for preparing oneself or others intellectually for satisfied life. Based on this view, a deliberate attempt has been made to study the professional development of teachers in relation to their job satisfaction and teachers’ self-efficacy. This chapter is embedded with consolidated findings, conclusions, recommendations and suggestions for further research work. In brief, this chapter is an attempt to present the research work as clear and concise manner as possible to implement.

5.2 STATEMENT OF THE PROBLEM

Problem of the present study stated that, professional development of teachers is necessary for the present and future of education to help students to reach their full potential. Professional development is a necessity for all teachers in order to meet the educational needs of the new generation. Innovative technology allows teacher to improve their professional development. The absence of adequate knowledge about innovative technologies can affect the professional growth and development of the teachers.
5.2.1 **TITLE OF THE STUDY**

The title of the study is stated as “Professional Development of Teachers at Higher Secondary Schools”. The study has been done with school teachers who are working in the higher secondary schools located in Ramanathapuram District. Though there are three variables, the main independent variable of the study is Professional development of the teachers at higher secondary schools. However, the variables Job satisfactions and Self efficacy are also given primary importance.

5.3. **OBJECTIVES OF THE STUDY**

The investigator of the present study framed the following objectives:

1)  a) To find out the level of professional development of teachers in total.
    b) To find out the level of professional development of teachers with respect to the dimensions.
       i) In - service training activities.
       ii) Innovative instruction
       iii) Professional experience
       iv) Personal attitudes and skills.

2)  a) To find out the level of job satisfaction of teachers in total.
    b) To find out the level of job satisfaction of teachers with respect to the dimensions.
       i) Satisfaction with teaching profession
       ii) Satisfaction with job security
       iii) Satisfaction with institutional climate
       iv) Satisfaction with authorities of school management

3)  a) To find out the level of self-efficacy of teachers in total.
b) To find out the level of self-efficacy of teachers with respect to the dimensions.

i) Efficacy to influence decision making.
ii) Efficacy to influence school resources
iii) Instructional self-efficacy
iv) Disciplinary self-efficacy
v) Efficacy to enlist parental involvement
vi) Efficacy to enlist community involvement
vii) Efficacy to create a positive school climate

4) a) To find out the significant difference, if any, in the professional development of teachers in total and in different dimensions with respect to the following variables.

i) Gender
ii) Professional cadre
iii) Type of management
iv) Location of the school
v) Educational qualifications

b) To find out the significant association, if any, between the professional development of teachers in total and in different dimensions and the following variables:

i) Age
ii) Years of experience

5) a) To find out the significant difference, if any, in the job satisfaction of teachers in total and in different dimensions with respect to the following variables.

i) Gender
ii) Professional cadre
i) Type of management  
ii) Location of the school  
iii) Educational qualifications  

b) To find out the significant association, if any, between the job satisfaction of teachers in total and in different dimensions and the following variables.  
i) Age  
ii) Years of experience  

6) a) To find out the significant difference, if any, in the self-efficacy of teachers in total and in different dimensions with respect to the following variables.  
i) Gender  
ii) Professional cadre  
iii) Type of management  
iv) Location of the school  
v) Educational qualifications  

b) To find out the significant association, if any, between the self – efficacy of teachers in total and in different dimensions and the following  
i) Age  
ii) Years of experience  

7) To find out the correlation between the professional development and job satisfaction of teachers and among the dimensions of these variables  

8) To find out the correlation between the professional development and self-efficacy of teachers and among the dimensions of these variables  

9) To find out the correlation between job satisfaction and self-efficacy of teachers, and among the dimensions of these variables
10) To find out the influence of professional development on job-satisfaction and self-efficacy of teachers.

11) To analyze qualitatively the attitude of teachers towards skills attained by the open-ended questions.

5.4. RESEARCH QUESTIONS

1. What is level of professional development of teachers at higher secondary schools in total and in the dimensions? namely:
   i) In-service training activities.
   ii) Innovative instruction
   iii) Professional experience
   iv) Personal attitudes and skills.

2. What is level of Job satisfaction of teachers at higher secondary schools in total and in the dimensions? namely:
   i) Satisfaction with teaching profession
   ii) Satisfaction with job security
   iii) Satisfaction with institutional climate
   iv) Satisfaction with authorities of school management

3. What is level of Self-efficacy of teachers at higher secondary schools in total and in the dimensions? namely:
   i) Efficacy to influence decision making.
   ii) Efficacy to influence school resources
   iii) Instructional self-efficacy
   iv) Disciplinary self-efficacy
   v) Efficacy to enlist parental involvement
   vi) Efficacy to enlist community involvement
vii) Efficacy to create a positive school climate

4. a) i) Is there any significant difference between the male and female teachers with respect to professional development in total and in the dimensions?

ii) Is there any significant difference between the B.T teachers and P.G teachers in their professional development in total and in the dimensions?

iii) Is there any significant difference among the professional development of teachers working in government, aided and self-financing schools in total and in dimensions?

iv) Is there any significant difference among the professional development of the teachers working in rural, urban, and semi-urban schools in total and in the dimensions?

v) Is there any significant difference among the professional development of the teachers with different educational qualifications in total and in the dimensions?

4. b) i) Is there any significant association between the age and the professional development of the teachers in total and in the dimensions?

ii) Is there any significant association between the years of experience and the professional development of the teachers in total and in the dimensions?

5. a) i) Is there any significant difference between male and female teachers with respect to job satisfaction in total and in the dimensions?
ii) Is there any significant difference between the B.T teachers and P.G teachers in their job satisfaction in total and in the dimension?

iii) Is there any significant difference among the job satisfaction of teachers working in government, aided, and self-financing schools in total and in the dimensions?

iv) Is there any significant difference among the job satisfaction of the teachers working in rural, urban and semi-urban schools in total and in the dimensions?

v) Is there any significant different among the job satisfaction of the teachers with different educational qualifications in total and in the dimensions?

5. b) i) Is there any significant association between the age and the job satisfaction of the teachers in total and in the dimensions?

ii) Is there any significant association between the years of experience and job satisfaction of the teachers in total and in the dimensions?

6. a) i) Is there any significant difference between the male and female teacher in their self-efficacy in total and in the dimensions?

ii) Is there any significant difference between the B.T teachers and P.G teachers in their self-efficacy in total and in the dimensions?

iii) Is there any significant difference among the self-efficacy of teachers working in government, aided, and self-financing in total and in the dimensions?

iv) Is there any significant difference among the self-efficacy of the teachers working in rural, urban, and semi-urban schools in total and in the dimensions?
v) Is there any significant difference among the self-efficacy of the teachers with different educational qualifications in total and in the dimensions?

6. b) i) Is there any significant association between the age and the self-efficacy of the teachers in total and in the dimensions?

ii) Is there any significant association between the years of experience and the self-efficacy of the teachers in total and in the dimensions?

7. Are there any significant positive correlations between the professional development and the job satisfaction of teachers in total and among the dimension of these variables?

8. Are there any significant positive correlations between the professional development and the self-efficacy of teachers in total and among the dimensions of these variables?

9. Are there any significant positive correlation between the job satisfaction and self-efficacy of teachers in total and among the dimensions of these variables?

10. Is there any influence of professional development on job satisfaction and self-efficacy of teachers?

11. Have the teachers positive attitude towards skills attained by the open-ended questions?

5.5 HYPOTHESES OF THE STUDY

The investigator of the present study formulated the following hypotheses based on the objectives stated above.
The investigator used the null hypothesis with the purpose to find out the significant differences among the variables.

1. a) i) There is no significant difference between the male and female teachers with respect to professional development in total and in the dimensions?

   ii) There is no significant difference between the B.T teachers and P.G teachers in their professional development in total and in the dimensions?

   iii) There is no significant difference among the professional development of teachers working in government, aided and self-financing schools in total and in dimensions?

   iv) There is no significant difference among the professional development of the teachers working in rural, urban, and semi-urban schools in total and in the dimensions?

   v) There is no significant difference among the professional development of the teachers with different educational qualifications in total and in the dimensions?

1. b) i) There is no significant association between the age and the professional development of the teachers in total and in the dimensions?

   ii) There is no significant association between the years of experience and the professional development of the teachers in total and in the dimensions?

2. a) i) There is no significant difference between male and female teachers with respect to job satisfaction in total and in the dimensions?
ii) Is there any significant difference between the B.T teachers and P.G teachers in their job satisfaction in total and in the dimension?

iii) There is no significant difference among the job satisfaction of teachers working in government, aided, and self-financing schools in total and in the dimensions?

iv) There is no significant difference among the job satisfaction of the teachers working in rural, urban and semi-urban schools in total and in the dimensions?

v) There is no significant different among the job satisfaction of the teachers with different educational qualifications in total and in the dimensions?

2. b) i) There is no significant association between the age and the job satisfaction of the teachers in total and in the dimensions?

ii) There is no significant association between the years of experience and job satisfaction of the teachers in total and in the dimensions?

3. a) i) There is no significant difference between the male and female teacher in their Self-Efficacy in total and in the dimensions?

ii) There is no significant difference between the B.T teachers and P.G teachers in their self-efficacy in total and in the dimensions?

iii) There is no significant difference among the self-efficacy of teachers working in government, aided, and self-financing in total and in the dimensions?

iv) There is no significant difference among the self-efficacy of the teachers working in rural, urban, and semi-urban schools in total and in the dimensions?
v) There is no significant difference among the self-efficacy of the teachers with different educational qualifications in total and in the dimensions?

3. b) i) There is no significant association between the age and the self-efficacy of the teachers in total and in the dimensions?

ii) There is no significant association between the years of experience and the self-efficacy of the teachers in total and in the dimensions?

4. There are no significant positive correlations between the professional development and the job satisfaction of teachers in total and among the dimension of these variables?

5. There are no significant positive correlations between the professional development and the self-efficacy of teachers in total and among the dimensions of these variables?

6. There are no significant positive correlation between the job satisfaction and self-efficacy of teachers in total and among the dimensions of these variables?

7. There is no influence of professional development on job satisfaction and self-efficacy of teachers?

8. The teachers have positive attitude towards skills attained by the open-ended questions?

5.6. DELIMITATIONS OF THE STUDY

1. The study investigates the professional development of teachers working in Higher Secondary Schools in Ramanathapuram District in relation to teachers Job Satisfaction and Teacher’s Self-Efficacy.

2. The present study was delimited to certain demographic variables.
3. The sample was restricted to 720 teachers only.
4. The study had confinement in dimensions and variables.

5.7 SUMMARY OF FINDINGS AND DISCUSSION

The investigator has formulated the hypotheses at the beginning of the study that have been carefully examined in the light of the data gathered. On the ground of extensive work, the major findings of the study are obtained as cited below:

1. a) The level of professional development of teachers in total is moderate (70.97%)
   b) The level of professional development of teachers is different in the following dimensions:
      i) In-service Training Activities is low (52.5%)
      ii) Innovative instruction is moderate (88.33%)
      iii) Professional Experience is high (81.66%)
      iv) Personal attitudes and skills is high (87.5%)

2. a) The level of job satisfaction of teachers in total is high (87.77%),
   This finding is in agreement with the studies of Katturaja.P (1998), who examined the effectiveness of job satisfaction and human relations of teachers. The result indicated that most of the group of teachers has highest level of job satisfaction and human relations.
   b) The level of job satisfaction of teachers in the following dimensions is high:
      i) Job Satisfaction with teaching profession is high (88.75%)
      ii) Job Satisfaction with job security is moderate (50.97%)
      iii) Job Satisfaction with institutional climate is high (85.0%)
3. a) The level of Teachers’ Self-Efficacy is high in total (88.88%), This finding is in agreement with the work of Ritu bakshi (2012). The majority of teacher also valued, various factor associated with novel practices.

b) The level of Teachers’ Self-Efficacy is high in the following dimensions:

   i) Efficacy to influence Decision Making is high (60.55%)
   ii) Efficacy to influence School Resources is high (75.41%)
   iii) Instructional self-efficacy is high (87.77%)
   iv) Disciplinary self-efficacy is high (88.19%)
   v) Efficacy to enlist parental involvement is high (81.80%)
   vi) Efficacy to enlist community involvement is high (55.55%)
   vii) Efficacy to create a positive school climate is high (88.75%)

4. a) 
   i) There is no significant difference between the male and female teachers in their professional development in total and in the dimensions namely in-service training activities, innovative instruction, professional experience and personal attitude and skills.
   ii) There is no significant difference between the B.T and P.G teachers towards professional development in total and in the dimensions except the dimension of Professional experience. The P.G teachers are found to have more professional experience than their B.T counterparts.
iii) There is no significant difference among the teachers from different types of school management in professional development in total and in the dimensions namely in-service training activities, innovative instruction, and personal attitudes and skills except the dimension of Professional Experience. This findings contradicts the study of Altaf Ahmad khan (2013) who found that there is significant difference on role of innovations of modern educational technology of present at senior secondary school level in Kashmir. It was also found that there is a significant mean difference between the government and private school teachers on attitude towards the use of modern educational technology for administration. Private school teacher’s posses somewhat high mean as compared to the government school teachers. But it agreed with the need of the training, there exists no significant mean difference between the government and private teachers of senior secondary schools. It is also found that no significant mean difference was found between the government and private teachers of such schools on attitude towards the possibility of implementing the innovations of modern educational technology on professional development. The present study shows that the mean score of self-financing school teachers (4.7.46) is having more professional experience than their counterparts and having a significant difference among the categories of schools on relation with training for using modern educational technology and implementing for instruction and administration on professional development. The reason of this aspect is tend to perceive long tenure of the service with a lot of personal and professional experience. This finding shows that the mean score of professional development of government school teachers is less than other
counterparts in total in dimensions. It may be the feelings of job security and other beneficiary rights. This finding contradicts the study of Shweta Agarwal (2012), who found that government school teachers had better professional and academic knowledge and better relationship with pupils, principals and parents. Teachers of aided schools and non-aided schools were found to be moderately effective. Teachers working in non-aided schools were less satisfied than teachers working in government and aided schools. It can be said that the type of management, and structure of the school affected the teacher effectiveness and job satisfaction and job satisfaction enhances teacher effectiveness.

iv) There is significant difference among the teachers from different location of the school in professional development of teachers in total and in the dimensions namely in-service training activities and innovative instruction. But there is no significant difference in the dimensions of Professional experience and Personal attitudes and skills (‘F’ Value is 0.72 < CV 8.008 and 0.36 < CV 3.008 at 0.05 level). The teachers working in rural schools are found to have better professional development.

v) There is significant difference among the teachers with different educational qualifications in their professional development in the dimensions namely in-service training activities and professional experience. The teachers with Ph.D., qualification are found to have better in-service training activities and the teacher with M.Phil. are found to have better professional experience than their counterparts.
4. b)  
   i) There is no significant association between the age and the professional development of the teachers in total and in the dimensions.  
   ii) There is no significant association between the years of experience and the professional development of the teachers in total and in the dimensions.  

5. a)  
   i). There is no significant difference between the male and female teachers in their job satisfaction in total and in the dimensions namely satisfaction with teaching profession, satisfaction with job security, satisfaction with institutional climate, and satisfaction with authorities of school management. The study of Subramaniam K and Viswanatha Reddy. S (2012) explored the findings in which the women teachers have better satisfaction than men teachers. The finding of Deeph Bhadoria (2013), has shown that male teachers obtain higher mean value than female teachers in their job satisfaction. But this finding shows the women teacher and the men teachers have almost same job satisfaction in total and in all dimensions. But the finding is in confirmation with Arunkumar Singh (2010), who analysed the job satisfaction of central school teachers and found that male teachers of central school differ significantly from female teachers in their job satisfaction at 0.05 levels of significance. The mean score of female teachers are significantly less satisfied than male teachers of central schools.  
   ii). There is no significant difference between the B.T and P.G teachers in their job satisfaction in total and in the dimensions. The finding of Arun Kumar Singh (2010) is in conformation with the present study. It revealed that ‘F’ value for job satisfaction of PGTs, TGTs PRTs and miscellaneous teachers is
not significant at 0.05 levels of significance. It is clear that teachers working at different cadres do not differ in their job satisfaction.

iii). There is significant difference among the teachers from different school management in their job satisfaction in total and in the dimensions namely job satisfaction with teaching profession, job satisfaction with institutional climate and job satisfaction with authorities of school management. The mean score of teachers working in government schools is 120.57 in total, 34.19, 37.3 and 28.51 in the dimensions ‘job satisfaction with teaching profession’, ‘job satisfaction with institutional climate’ and job satisfaction with authorities of school management respectively. These scores are higher than the scores obtained by the teachers from aided and self-financing schools. The job satisfaction of teachers working in government schools is better in all dimensions. This finding is supported with the study of Venkatesa Chetty.T and Vinoth Kumar D (2013) who also found differences in job satisfaction and organizational commitment of teachers in different categories of schools. They support that Teachers in central board schools are significantly better in their job satisfaction and organizational commitment than matriculation schools. This finding is also in agreement with the studies of Vandana Mehra and Harpreet Kaur (2011), the main findings of the study were the government school teachers exhibited better job satisfaction than private school teachers.

The government school teachers are having more opportunities for advancement, sufficient salary, fringe benefits and job security. Academic policies and freedom of instructional climate may also be governing the nature of work for teachers working in government school but the aided self-
financing schools have little scope for professional progress of teachers. In this type of management teachers are rarely consulted by the management. The managements are more bothered about the result of the student. They do not consider the need of the teacher.

iv). There is no significant difference among the teachers from different location of the school in job satisfaction in total and in the dimensions of job satisfaction with teaching profession, job satisfaction with institutional climate and job satisfaction with authorities of school management. But the findings showed that there is significant difference in the dimension of job satisfaction, job security (‘F’ value is 5.41>3.008 at 0.05 level). The teachers working in semi-urban areas are found to have better job security than their counterparts. The study of Subramaniam.K and Viswanatha Reddy.S (2012), found that, rural school teachers have higher job satisfaction (101.21) than the urban school teachers. But this finding shows the mean score of rural school teachers(117.25), urban school teachers(117.53) have a little difference in their job satisfaction, because of the availability of resources and other benefits committed within their own times.

v). There is no significant difference among the teachers with different educational qualifications in their job satisfaction in total and in all dimensions.

5.b)

i) There is no significant association between the age and the job satisfaction of the teachers in total and in the dimensions.

ii) There is no significant association between the years of experience and the job satisfaction of the teachers in total and in the dimensions.
6.a)

i) There is no significant difference between the male and female teachers in teacher’s self-efficacy in total and in the dimensions namely efficacy to influence school resources, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement efficacy to enlist community involvement.

But the significant difference is found between the male and female teachers in Self-efficacy in the dimensions of ‘efficacy to influence decision making’ and ‘efficacy to create a positive school climate’, (‘t’ value is 2.74 and 1.98 respectively at 0.05 levels). The results indicate that the mean scores of male teachers are more than female teachers in these dimensions of efficacy, ‘efficacy to influence decision making’. But in the dimension, ‘efficacy to create positive school climate’, the female teachers are found to have better self-efficacy than male teachers. This finding is conforming with Sumali.A and Sinivasa Rao (2012), It declared that women teachers have more self-efficacy than men teachers.

ii) There is no significant difference between the B.T and P.G teachers in their self-efficacy in total and in the dimensions.

iii) There is no significant difference among the teachers from different types of school management in teacher’s self-efficacy in total and in the dimensions such as efficacy to influence decision making, efficacy to influence school resources, instructional self-efficacy, efficacy to enlist parental involvement and efficacy to enlist community involvement. But, there is significant difference among these teachers in the dimensions of ‘disciplinary self-efficacy’ and ‘efficacy to create a positive school climate’. (‘F’ value is 3.23
>cv. 3.008 and 3.25>3.008) at 0.05 level. The mean scores show that the teachers in government school are better than their counterparts in self financing and aided schools.

iv) There is no significant difference, among the teachers from different location of school in teacher’s self-efficacy in total and in the dimensions of ‘efficacy to influence school resources’, ‘instructional self-efficacy’, ‘Disciplinary self-efficacy’, ‘Efficacy to enlist parental involvement’, ‘Efficacy to enlist Community involvement’, and ‘Efficacy to create a positive school climate’. But at the same time, there is significant difference among these teachers in the dimension of efficacy to influence decision making (‘F’ value is 5.25>3.008) at 0.05 level. This finding contradicts the study of Sumali.A and Sinivasa Rao (2012), who studied the impact of gender and locality and teachers efficacy. This work emphasized that there is a significant difference between rural and urban teachers with regard to efficacy of teachers. The findings of this study reveal that the mean score of rural school teachers is (6.27) lower than the Mean score of urban school teachers (7.11). It means the teachers working in Urban areas have the interest in decision making in vision and mission of the schools than their counterparts. The study of Sumali Anad Srinivasa Rao (2012) agreed with these findings which emphasized that there is a significant difference between rural and urban teachers with refer to efficacy of teachers. However, the teachers working in urban school is found to have better ‘efficacy to influence decision making’ than the teachers from other locales in the present study.

v) There is no significant difference among the teachers with different educational qualifications in teacher’s self-efficacy in total and in all
dimensions. But the study of Waitshega Tefo Smitta Dibapile (2012) revealed that teachers who had a degree and post graduate diploma in education had higher mean scores in efficacy in student engagement and qualification than teachers with other qualifications. This study has also shown that the number of years the teachers have in their profession had an impact on their abilities to engage students in learning.

6  b)

i) There is no significant association between the age and the self-efficacy of the teachers in total and in the dimensions.

ii) There is no significant association between the year of experience and the self-efficacy of the teachers in total and in the dimensions. But Andrea Penrose, Chrisperry and Ian Ball (2007), found that length of teaching experience had significant direct effect on predicting teacher self-efficacy. Nugent.K.E Bradshaw.M.J and Jito.N (1999), found that teaching experience influences the level of teacher self-efficacy. The work of Amareswara Raju.M and Samiullah.S (2012) had different finding that long job tenure were found to have more self-efficacy compared to the teacher with short job tenure. In the views of Mohammed Amanulla.A.K and Aruna.P.K (2015), gender and years of teaching experience are not influencing factors in the teachers efficacy. They concluded that these two variables are inter-related with each other.

7. There exists correlation between the professional development and job satisfaction of teachers in total. \( r = 0.15, \text{table value} = 0.062\) at 0.05 level), There is also correlation between the dimension in-service training activities of professional development and the job satisfaction of teachers in total and in the dimensions, except the dimension of satisfaction with job security.
There is no significant correlation between the dimension innovative instruction of professional development and job satisfaction of teachers in total and in the dimensions. There exists a correlation between the dimension professional experience of professional development and job satisfaction of teachers in total and in the dimension satisfaction with authorities of school management, satisfaction with teaching profession, and satisfaction with job security except the dimensions of satisfaction with institutional climate. There is no correlation between the dimension personal attitudes and skills of professional development and job satisfaction of teachers, in the dimension of satisfaction with institutional climate.

8. There is no correlation between the dimension in-service training activities of professional development and the teacher’s self-efficacy dimensions of efficacy to influence decision making, Efficacy to influence school resources, instructional self-efficacy, and Disciplinary self-efficacy. There exists correlation between the dimension in-service training activities of professional development and the teacher’s self-efficacy dimensions efficacy to enlist parental involvement, Efficacy to enlist community involvement, Efficacy to create a positive school climate and in total.

There is no correlation between the dimension innovative instruction of professional development of teachers in total and in all dimensions of teacher’s self-efficacy. No significant correlation is found between the dimensions of professional development, ‘professional experience’ of teacher in total and in all dimensions of teachers’ self – efficacy. The correlation between personal attitudes and skills of professional development and self – efficacy in total and all the dimensions is also not significant.
Significant positive correlation is, however found between the total professional development of teachers and the dimensions of self-efficacy, ‘efficacy to enlist parental involvement’ and ‘community involvement’.

9. There exists correlation between the dimension job satisfaction with teaching profession of teachers job satisfaction and in total and in all dimensions of teacher’s self-efficacy, except disciplinary self-efficacy. There exists correlation between the dimension satisfaction with job security and the dimension Efficacy to enlist community involvement of teacher’s self-efficacy. There is no correlation between the dimension satisfaction with job security of teachers’ job satisfaction and in total and other dimensions of teacher’s self-efficacy. There exists correlation between the dimension satisfaction with institutional climate and satisfaction with authorities of school management of teachers’ job satisfaction and in total and all dimensions of teacher’s self-efficacy.

10. There is significant influence of professional development on job satisfaction and self-efficacy of teachers.

11. The investigator has analysed the opinions on attitude towards skills attained. The respondents expressed that they were entering the job with least skills and during the course of work; they acquired more skills through attending various group activities and in-service programmes.

5.8. RECOMMENDATIONS OF THE STUDY

The present study discharges a significant focuses on the level of teachers’ professional development in relation with job satisfaction and self-efficacy of
teachers working at higher secondary schools. Based on the important findings of the study recommendations are given as follows.

5.8. 1. Specific recommendations of findings

1. It was found that the level of teachers’ professional development is moderate in total and in the dimension ‘innovative instruction and the level is high in teachers’ professional experience and personal attitudes and skills in the dimensions. But in the dimension of in-service training activities the teachers’ professional level is low; it is greater than 50%, i.e. 52.5%. Hence the teachers are to be encouraged and given privilege to attend in-service training activities to orient with new trends for outstanding performance and upholding the level periodically. In-service training activities may also come in the various forms like workshops, seminars, conferences, group discussions, symposia, orientation, mentoring and refresher programmes.

- Heads and school managements should encourage them to attend enrichment programmes provided by the government schemes, non-government organizations and private nodal regarding professional training. Since Jeyachitra, V.R (1999) proved that orientation programmes enhanced the technics efficiency and students’ academic achievement ultimately.

- Teachers should be made to share available learning resources with training mates and colleagues at training hall to promote the academic achievement of the student. Since Shyamala and Reddy (2006) proved that the structure of relationship and schools was the principal key for success.

- Teachers work in a job that needs a high level of standards and training on latest content. It is, therefore, recommended that the teachers’ participation in in-service programmes from time to time should be made mandatory. Since
Manju Jain (2010) proved that professional growth of teachers influenced the quality of teaching.

2. It was found that teacher’s job satisfaction is moderate in the dimension of job security, though the majority of teachers are having high level job satisfaction in over all position. The reasons denoted that teachers are gaining timing incentives and monetary rewards with fringe benefits according to their professional levels. They are having little satisfaction in job security; it will be eliminated by the moral and legal support given by the government and teachers’ associations. Kayastha, D.P and Kayastha, R (2012) found that the job satisfaction has a significant relationship with job security, pay, legal rights provided, promotion, etc.

3. It was found that teacher’s self-efficacy is high in total and in the entire dimension. Eventhough the result is high in overall level, teachers, influence in decision making and community involvement are in the average level. (60.55% and 55.55 % respectively) It is therefore recommended that:

- The teachers should maintain strong sense of efficacy and it can play a major role in how they can achieve the goals in their professional career. Amareswara Raju, M and Samiullah, S (2012) found relationship between self-efficiency of the teachers and their students’ academic achievement.

- Teachers with higher level of efficacy are more likely to perform better for teaching slow and under achieving students for better outcomes

4.a.

i. Professional development of male teachers is found better in total and in the dimension in service training activities though not significant. It is therefore recommended that, the heads and school authorities should give importance
for the female teachers and encourage them to attend in-service training programmes frequently.

ii. The government and other nodal agencies must help to increase the scholastic training for B.T teachers. So that they can improve their professional experience. Shoeb Abdullah (2008) found that the higher education proved the teachers more responsibly.

iii. In this study, self-finance schools are found to be better than aided and government schools counterpart professional development in the dimension of professional experience. It is therefore recommended that: The teacher working in government and aided schools are preferable for improving professional experience through various scholastic activities conducted and participated.

iv. This study reveals that rural school teachers are having higher professional development than urban and semi urban school in total and other dimensions except the dimension of professional experience. It is therefore recommended that,

- The teachers working in urban and semi urban schools must be encouraged to increase their professional development through various scholastic activities. These teachers are not given responsible professional activities due to organizational livelihood. They should improve their professional enhancement like rural teachers.

v. It was found that teachers’ educational qualifications possess the major influence on professional development. It is therefore recommended that,
- Teachers have to continually learn in order to keep themselves up to date with current professional resources and their applications.

- The teachers should also increase their additional professional qualifications every now and then. This will be helpful to empower the teacher’s caliber to meet the expectations of digital society.

- Teachers should frequently enroll in large and short term courses to meet professional advancement.

5.a.iii. This study reveals that teachers working in different type of schools differ in their job satisfaction. The teachers working in government schools are having higher mean value in total and all dimension of job satisfaction except the dimension job security, Teachers working in aided and self-financing schools are attaining low satisfaction in the job. It is therefore recommended that,

- Teachers working in the aided and self-financing schools should be given professional interest on job innovation with favorable institutional climate and positive relationalship with heads.

- The efforts should be made to improve the well adjusted relationship among the colleagues and theirs academic officials.

iv. It was found that the teachers working in semi urban schools are having better job satisfaction than others, in dimension of satisfaction with job security. It is therefore recommended that,

- The teachers working in rural schools and urban schools need job security and they are suffering from ill-treatment of school authorities. The teachers should be given job security and the provisions like the service register, Provident Fund, Leaves and so on may be extended to them.
6.a.i. It was found that the teacher’s self-efficacy is traced out one’s ability to succeed in specific situations. The male teachers are having more self-efficacy than female teachers in the dimension of efficacy to influence decision making and female teachers having more self-efficacy than male teachers in the dimension of efficacy to create a positive school climate. It is therefore recommended that,
- The female teachers are to be motivated by providing psychological signs which may lead to involve necessary decisions making skill in the academic and administration side and the male teachers would create positive school climate.

6. a.iii. It was found that the teachers working in government school are having more self-efficacy than other type of schools in the dimensions of disciplinary self-efficacy and efficacy to create a positive school climate. It is therefore recommended that,
- Teachers working in aided and self-financing schools are trained to create a positive school climate. These teachers with higher level of efficacy are more likely to maintain self honesty and keep humanitarian values that provide for self-autonomy and self-perceptions of academic excellence.
- Teachers should be enabled to create positive school climate to attain maximum sense of self efficacy within the campuses.

iv. There is a weak self-efficacy power of decision making in rural located schools than Urban and semi-urban located schools. Decision making is a key element to create new innovative ideas. Therefore it is essential and beneficial for teachers with higher sense efficacy. It is therefore recommended that,
- Teachers in all location should be taught the sense of self-efficacy which helps them to better meet the aspirations of teachers and needs of their students.

5.8. 2. General Recommendations based on the findings

5.8. 2.a. Recommendations to the teachers

Teachers make difference to impart maximum knowledge and successful outcomes of the learners depend upon the effective teaching. The teacher’s professional development must be delivered in a way that brings direct influence on teacher’s performance.

- Every teacher should obtain scholastic development for empowering the content and pedagogical skills.
- Teachers should inculcate up to date knowledge of instructional materials and to set higher standards through new pedagogical strategies.
- Teachers are to be encouraged to participate in in – service training activities frequently.
- Teachers are to be trained to apply educational software program for everything to improve the Excellency of digital teaching.
- Teachers should raise not only their educational qualifications but also professional qualifications to explicit the real means of quality
- Teachers should become active members of professional bodies concerned and participate in its deliberations to review the current educational issues and to acquaint with newer instructional strategies.
- Teachers should subscribe research journals periodicals and articles. They should read professional magazines.
Teachers are primarily concerned with serving and attending to the needs and welfare of students.

Teachers should have to circulate healthy professional attitudes and desirable teacher like qualities.

Teachers should be motivated to conduct case study, action research and project works.

Teachers should develop the portfolios in the form of albums and collection of articles etc.

Teachers should involve in bringing community wealth for upgrading the school.

Teachers should be a role model for inspiring pupils to cultivate values in life.

5.8. 2.b. Recommendations for Policy Decision

The management should not give importance only to provide the results and finish the syllabus and also give importance to make skillful teachers satisfied with the job.

1. The management should arrange specific training with government schemes, NGO’s and private nodal.

2. Teachers have to be promoted based on the performance of skills besides years of service.

3. The heads and other authorities of management are made to invite the great speakers to talk in face to face mode with teachers for grant and continuance of approval which may be helpful to disseminate new ideas to the students.

4. It must be made mandatory that, the management should consider the grievances of teachers regarding personal and professional aspects.
5. The management of school should monitor the scholastic activities of teacher after orientation programmes attended. Teachers should be monitored; how they utilize the acquired knowledge for the student achievement. If the activities are not monitored properly in the school, the severe action may be taken on the recovery of promotions and other monitory benefits.

5.9. SUGGESTIONS FOR THE FURTHER RESEARCH:

The following are some of the research problems suggested for further studies,

1. Replica of the present study could be undertaken at various levels of schools and colleges.

2. The present study was conducted with the higher secondary school teachers. Similar study could be made on the teacher educators, heads of institutions and college professors.

3. The present study is confined only to the sample from Ramanathapuram districts. Similar studies can be conducted taking the sample from other districts of Tamil Nadu and other Indian states.

4. A study can be extended to the other type of schools such as CBSE, KV, Sainik etc.

5. A study can be made on the influence of psychological, social, technological and emotional factors towards teachers’ attitude and attitude of teaching competency.

6. This study may be undertaken to find out the comparison of other professional related aspects.
5.10. CONCLUSION

The professional development of teachers is the core of professionalization and forms the base for professional efficacy with job satisfaction.

A teacher requires continuous personal and professional renewal in conceptual skills and redirection of professional activities and expertise as the changing society necessitates. Hence every teacher needs to pursue training beyond his initial certification.

In order to connect the title of the study, teachers’ job satisfaction and teacher’s self efficacy are also a great deal in relation to quality of teachers. Job satisfaction is a positive feeling if it leads to job security, and better institutional climates.

Efficacy of teachers decides teachers’ behavior and leaders’ characteristics. It is considered that the teachers working at various climates namely open climate, autonomous climate, controlled climate, familiar climate and closed climate. The above said climate is marked by emphasis on achievement at the expense of satisfaction of one’s job. Self efficacy of teachers is increasing the teaching capacity at maximum level. The present study gives suitable recommendations for educational implementations. This investigation serves as guidelines for further research work.