CHAPTER-V
FINDINGS, CONCLUSIONS, IMPLICATIONS
AND SUGGESTIONS

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This chapter is, therefore, devoted to focus the findings, conclusions of the study and for indicating their implications and suggestions for further studies or research.

5.1 FINDINGS

5.1.1 Main Effects of Gender, Academic Stream and Teaching Experience on Occupational Self Efficacy

- Significant difference was found in occupational self efficacy between male and female teachers. It was revealed that male teachers had more occupational self efficacy than female teachers.

- There was found a significant difference in occupational self efficacy between teachers belonging to Science and Arts group. It revealed that Science group teachers had more occupational self efficacy than Arts group teachers.

- There was a significant difference in occupational self efficacy between teachers having more and less teaching experience. This showed that more experienced teachers had more occupational self efficacy than less experience teachers.

5.1.2 Interaction Effects of Gender, Academic Stream and Teaching Experience on Occupational Self Efficacy

- There was a significant interaction effect of gender and academic stream on occupational self efficacy of teachers working in teacher training institutions. Further investigations revealed that
Male teachers of science group reported significantly higher occupational self efficacy than male teachers of arts group.

Female teachers of science group reported significantly higher occupational self efficacy than female teachers of arts group.

Male teachers of science group reported significantly higher occupational self efficacy than female teachers of science group.

Male teachers of arts group reported significantly higher occupational self efficacy than female teachers of science group.

Female teachers of science group reported significantly higher occupational self efficacy than male teachers of arts group.

- There was a significant interaction effect of academic stream and teaching experience on occupational self efficacy of teachers working in teacher training institutions. Further investigations revealed that
  - Teachers of science group having more teaching experience reported significantly higher occupational self efficacy than teachers of science group having less teaching experience.
  - Teachers of arts group having more teaching experience reported significantly higher occupational self efficacy than teachers of arts group having less teaching experience.
  - Teachers of science group having more teaching experience reported significantly higher occupational self efficacy than teachers of arts group having more teaching experience.
  - Teachers of science group having less teaching experience reported significantly higher occupational self efficacy than teachers of arts group having less teaching experience.
  - Teachers of science group having more teaching experience reported significantly higher occupational self efficacy than teachers of arts group having less teaching experience.
Teachers of science group having less teaching experience reported significantly higher occupational self efficacy than teachers of arts group having more teaching experience.

- There was a significant interaction effect of gender and teaching experience on occupational self efficacy of teachers working in teacher training institutions. Further investigations revealed that:
  - Male teachers having more teaching experience reported significantly higher occupational self efficacy than male teachers having less teaching experience.
  - Female teachers having more teaching experience reported significantly higher occupational self efficacy than female teachers having less teaching experience.
  - Male teachers having more teaching experience reported significantly higher occupational self efficacy than female teachers having more teaching experience.
  - Male teachers having less teaching experience reported significantly higher occupational self efficacy than female teachers having less teaching experience.
  - Male teachers having more teaching experience reported significantly higher occupational self efficacy than female teachers having less teaching experience.
  - Male teachers having less teaching experience did not differ significantly in occupational self efficacy than female teachers having more teaching experience.

- There was no significant interaction effect of gender, academic stream and teaching experience on occupational self efficacy of teachers working in teacher training institutions.

5.1.3 Main Effects of Gender, Academic Stream and Teaching Experience on Job Satisfaction

- There was no significant independent effect of gender on job satisfaction of teachers. Hence, there was no significant difference in job satisfaction between male and female teachers.
There was a significant difference in job satisfaction between teachers belonging to Science and Arts group. Teachers of Science group were found to be more satisfied with their job than teachers of Arts group.

There was a significant difference in job satisfaction between teachers having more and less teaching experience. This gives rise to interpretation that more experienced teachers had more job satisfaction than less experienced teachers.

5.1.4 Interaction Effects of Gender, Academic Stream and Teaching Experience on Job Satisfaction

- There was no significant interaction effect of gender and academic stream on job satisfaction of teachers working in teacher training institutions.
- There was a significant interaction effect of academic stream and teaching experience on job satisfaction of teachers working in teacher training institutions. Further investigations revealed that:
  - Teachers of science group having more teaching experience reported significantly higher job satisfaction than teachers of science group having less teaching experience.
  - Teachers of arts group having more teaching experience reported significantly higher job satisfaction than teachers of arts group having less teaching experience.
  - Teachers of science group having more teaching experience reported significantly higher job satisfaction than teachers of arts group having more teaching experience.
  - Teachers of arts group having less teaching experience reported significantly higher job satisfaction than teachers of science group having less teaching experience.
  - Teachers of science group having more teaching experience reported significantly higher job satisfaction than teachers of arts group having less teaching experience.
  - Teachers of arts group having more teaching experience reported significantly higher job satisfaction than teachers of science group having less teaching experience.
• There was no significant interaction effect of gender and teaching experience on job satisfaction of teachers working in teacher training institutions.

• There was a no significant interaction effect of gender, academic stream and teaching experience on job satisfaction of teachers working in teacher training institutions.

5.1.5 Main Effects of Gender, Academic Stream and Teaching Experience on Attitude towards Teaching Profession

• There was a significant difference in attitude towards teaching profession between male and female teachers. It was revealed that female teachers had more favourable attitude towards teaching profession than male teachers.

• There was a significant difference in attitude towards teaching profession between teachers belonging to Science and Arts group. This showed that Science group teachers had more favourable attitude towards teaching profession than Arts group teachers.

• There was a significant difference in attitude towards teaching profession between teachers having more and less teaching experience. This revealed that more experienced teachers had more favourable attitude towards teaching profession than less experienced teachers.

5.1.6 Interaction Effects of Gender, Academic Stream and Teaching Experience on Attitude towards Teaching Profession

• There was no significant interaction effect of gender and academic stream on attitude towards teaching profession of teachers working in teacher training institutions.

• There was no significant interaction effect of academic stream and teaching experience on attitude towards teaching profession of teachers working in teacher training institutions.

• There was no significant interaction effect of gender and teaching experience on attitude towards teaching profession of teachers working in teacher training institutions.

• There was a significant interaction effect of gender, academic stream and teaching experience on attitude towards teaching profession of teachers working in teacher training institutions. Further investigations revealed that:
Male teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having less teaching experience.

Male teachers of science group having less teaching experience did not differ significantly regarding attitude towards teaching profession than female teachers of arts group having more teaching experience.

Female teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having more teaching experience.

Female teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of science group having less teaching experience.

Male teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of science group having less teaching experience.

Male teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having more teaching experience.

Male teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having more teaching experience.

Male teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having less teaching experience.

Female teachers of arts group having more teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having less teaching experience.
Female teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having less teaching experience.

Female teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having less teaching experience.

Female teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having more teaching experience.

Female teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having more teaching experience.

Female teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of science group having more teaching experience.

Female teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than male teachers of science group having more teaching experience.

Male teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having more teaching experience.

Female teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of science group having less teaching experience.

Female teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than male teachers of science group having less teaching experience.

Male teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than female teachers of arts group having less teaching experience.
Male teachers of arts group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having less teaching experience.

Female teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having more teaching experience.

Female teachers of arts group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having more teaching experience.

Male teachers of arts group having more teaching experience did not differ significantly regarding attitude towards teaching profession than female teachers of arts group having less teaching experience.

Female teachers of science group having less teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having less teaching experience.

Female teachers of arts group having more teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having less teaching experience.

Female teachers of arts group having less teaching experience reported significantly favourable attitude towards teaching profession than male teachers of arts group having less teaching experience.

Female teachers of science group having more teaching experience reported significantly favourable attitude towards teaching profession than female teachers of science group having less teaching experience.

5.2 CONCLUSIONS

Writing a conclusion is the final part of the research drawing everything together. The present study concluded that there was significant impact of each of the independent variable i.e. Gender, Academic Stream and Teaching Experience on the dependent variables i.e. Occupational Self Efficacy, Job Satisfaction and Attitude Towards Teaching Profession separately.
The study concluded that male teachers had more occupational self efficacy as compared to female teachers and science stream teachers had more occupational self efficacy than arts stream teachers. Similarly more experienced teachers were found to have more occupational self efficacy than less experienced teachers. There was found a significant double interaction effect of gender and academic stream; academic stream and teaching experience; gender and teaching experience on occupational self efficacy of teachers. Further, there was no significant triple interaction effect of gender, academic stream and teaching experience on occupational self efficacy of teachers working in teacher training institutions.

The study also concluded that there was no significant independent effect of gender on job satisfaction of teachers. However, a significant difference in job satisfaction was found between teachers belonging to Science and Arts groups. Teachers of Science group were found to be more satisfied with their job than teachers of Arts group. Similarly, the study explored that more experienced teachers had more job satisfaction than less experienced teachers. No interaction effect was found in gender and academic stream; gender and teaching experience on job satisfaction of teachers. However, a double interaction effect of academic stream and teaching experience was found on job satisfaction. There was no significant triple interaction effect of gender, academic stream and teaching experience on job satisfaction of teachers.

The study further concluded that female teachers had more favourable attitude than male teachers. Similarly, science group teachers had more favourable attitude than arts group teachers. The study also revealed that more experienced teachers had more favourable attitude towards teaching profession than less experienced one. There was no double interaction effect of gender and academic stream, academic stream and teaching experience; gender and teaching experience on attitude towards teaching profession among teachers. A significant triple interaction effect of gender, academic stream, teaching experience was found on attitude towards teaching profession among teachers.
5.3 **EDUCATIONAL IMPLICATIONS**

Any research work can be considered effective only when the fund of knowledge generated through it, can be applied to improve the existing practices of education. Findings of the present study reveal some important educational implications for teacher educators, teacher training institutions, educational thinkers, policy makers, curriculum planners, institutional authorities, researchers and the society as a whole.

Occupational self efficacy has become an important construct in teacher education and teacher educators should continue to explore how these beliefs develop and how teacher education programmes can help teachers to develop high occupational self efficacy. The findings of the study imply that ongoing evaluation and student assessment of teacher must be taken as a major factor in improving their efficacy. Every institution must provide a supportive climate to their teachers and teachers must be made aware of their personal skills so that it will maximize their opportunities to improve their efficacy.

Since occupational self efficacy is a key predictor of achievement and retention in most of the academic areas. It is essential that more proactive measures should be adopted to improve the occupational self efficacy of the teachers. On one hand this will improve the quality of teaching learning process and on the other hand we will have the highly efficacious teachers who tend to be more open to new ideas, more willing to experiment with new methods to better meet the needs of their students and more committed to teaching.

The findings and inferences from this study suggest an organizational design that provides teachers’ control over conditions that influence their work life, and provides an interactive social system to foster trust, professionalism, collegiality and collaboration around teaching and learning, may give teachers’ access to psychosocial experiences needed for the growth of their occupational self efficacy. The concepts of self efficacy may be incorporated in the M.Ed. curriculum to revitalize teacher education programme. Hence, it is suggested that training institutions may think of incorporating occupational self efficacy in the curriculum of teacher education to enhance the competency among teacher educators. It is to be understood that
occupational self efficacy of teachers and their attitude towards teaching profession for reformed based teaching can be enhanced through professional development.

The teachers should be screened from time to time for their level of occupational self efficacy and if needed counselling services must be provided to strengthen their beliefs. A teacher can continue to be a leader of his pupils and architect of the nation if his own belief system is sound, therefore, such type of intervention programmes, seminars and workshops should be arranged which help him in reduction of stress and anxiety, development of sound belief system and positive attitude leading to effective teaching.

The study has further revealed that job satisfaction is a primary requisite for any successful teaching-learning process. Efficient and competent teachers are required in every educational institution so as to increase the effectiveness of the institution. Organizational authorities should identify the ways and means through which teacher can be provided with facilitating work environment which will influence their work and also commitment towards teaching. Satisfaction from the job is necessary for full devotion and commitment of teachers towards the profession.

If the teachers attain job satisfaction, they will be in a position to fulfil the educational objectives and national goals. For effective teaching, besides knowledge and skills, the teacher should have job satisfaction and favourable attitude towards profession because a dissatisfied person is not only a loss to himself but also to the entire organization. Thus job satisfaction is of great importance to employees, employers and community at large.

This study gives enormous scope for the improvement of teacher educators’ job satisfaction through well structured sensitization, attitudinal building and competency based training programmes. Efforts to be made to improve the infrastructure facilities like library, laboratory and classroom teaching technology aids for academic and professional development. An effective policy on recruitment of teachers, policy on job security, service rules, promotional opportunities, regular payments, retirements’ benefits, congenial working atmosphere etc. to be made by the concerned authority. Continuation of UGC sponsored Refresher Courses, Orientation
Programmes, Seminars, Research Projects, Teacher Fellowship for Professional Development of Teachers is urgently needed.

Attitude plays a vital role in teaching. A teachers’ attitude not only affects his behaviour in the classroom but also influence the behaviour of his students. By testing the attitude of teacher educators, we would be able to identify better teachers for the society apart from their ‘interest in teaching’ and ‘aptitude’. The research study reveals that there must be a positive attitude towards teaching profession among teachers so that they put in efforts to achieve more in their teaching competency.

A teacher who has a positive attitude towards his profession can only bring the desirable changes in his students. To boost the attitude, it is essential that we introduce novelty in methods of teaching. Modern education gadgets can be employed in teaching. It will go a long way to update the knowledge of students as well as the teachers. The teacher should utilize his class as a well organized group for attitude development. He should try to develop group support for and expression of particular attitudes. Group discussions, seminars, skits, drama and other social or group activities may be chosen for developing and organizing group attitudes.

The teachers should bring desirable and essential changes in their method of instruction for developing favourable attitude towards teaching. They should also learn how to change their own behaviour according the needs of the situations. They should try to produce their own examples for the development of desirable attitude. Thus as we will proceed towards the higher and higher summits of quality, we have to constantly change our techniques, methods and technologies.

The findings of the study further reveal that certain demographic variables such as gender, academic stream and teaching experience play significant role in determining the occupational self efficacy, job satisfaction and favourable of teachers attitude of teachers towards teaching profession. It is evident that the role of teachers is quite significant in the development of the society. Thus there should be modification of the training programme for the teacher educators with inclusion of certain concepts like commitment, pride of profession etc.

Every management must guarantee the teachers for their fundamental rights of democratic treatment, security of service, adequate salary, appreciation of service,
opportunities for professional advancement, status or a place in the community or in social service organization so that they may consider themselves an important member of society. These amenities would build up confidence, job satisfaction and positive attitude towards their profession.

The present investigation will provide crucial links in the area of teacher education which would be of immense help to the educators, investigators and policy makers for formulating future plans and taking decision in these important areas. This investigation will also be helpful for guidance and counselling of the new entrants in the teaching job. The administrators may also be helped by the knowledge of occupational self efficacy, job satisfaction and attitude of teachers towards teaching profession, in taking sound decision and solving day-to-day teaching administration problems.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

No research is perfect in complete in all respects. Every research has got its own limitations. To understand the phenomena as closely as possible, research constantly endeavours and strives to find more and more facts. The present study is also not an exception and opens up certain avenues for further research, which are briefly mentioned below:

(i) Similar studies can be conducted on the larger sample and at different regions to have in-depth knowledge of the factors affecting occupational self efficacy, job satisfaction and attitude towards teaching profession.

(ii) In the present investigation the sample was limited to teachers working in self-financing teacher training institutions of M. D. University, Rohtak only. It can be extended to other universities and to the teachers working in aided teacher training institutions also.

(iii) This study can also be conducted on the school teachers of various levels such as primary teachers, secondary school teachers and senior secondary school teachers.

(iv) The present piece of research was confined to study the occupational self efficacy, job satisfaction and attitude towards teaching profession in relation
to gender, academic stream and teaching experience. The same study can be conducted by taking other independent variables also.

(v) It is advisable to conduct a correlational study of occupational self efficacy, job satisfaction and attitude towards teaching profession with different frameworks.

(vi) There is a need to discover additional correlates of teachers’ sense of efficacy beliefs, as well as to understand how these beliefs influence educational outcome variables such as instructional practices or student’s beliefs and achievements.

The list which has been given above is, however not exhaustive, but illustrative. There are vast areas in this field which have remained unexplored so far and any attempt to make to develop in them may both be rewarding and instructive. If the present study is able to provide thinking in this direction, the efforts of the investigator would have been amply rewarded.