CHAPTER VI
SUMMARY

6.1 INTRODUCTION

The teacher is the top most academic and professional person in the educational pyramid under whose charge, the destiny of our children is placed by the parents and society. The success of any educational system depends much on the requisite qualities of teacher. Laying the emphasis on teachers’ qualities the report of Kothari Commission (1964-66) mentioned that “Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend.” The role of teacher is assuming new dimensions due to technological progress and new vistas of knowledge resulting from scientific innovations. The teacher in today society is very important in social reconstruction and transmission of wisdom, knowledge and experiences of one generation to another. The role and responsibilities of a teacher are infinite and limitless. Since he is an instructor, organizer of educational activities, a therapist, a guarantor of happiness, an engineer of warm personal relationships in which none shall feel the draught of his disapproval. But with new goals, demands and responsibilities, it is necessitated for reaching changes in the system of education.

Occupational self efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit. Three decades have now passed since Bandura (1977) first introduced the construct of self efficacy. The concept of self efficacy developed within the studies of human social cognition theories. Bandura’s early research focused on the ‘extra ordinary symbolizing capacity of human beings’. It is theorized that people draw on these symbolic capabilities to understand their environments by purposeful actions, cognitively solve problems, develop reflective thoughts and effectively communicate with others. When people symbolize their experiences, it gives structure, meaning and continuity to their lives. Another distinctive quality of social cognitive theory, and an important point in this theory is the capacity for self directedness and forethought.
(that people plan a course of action and set challenges and goals that guide their future activities). It is said that after we adopt some personal standard, our subsequent actions, behaviour motivation are regulated by the positive and negative consequences of those standards. We all engage in things that provide some form of satisfaction and self worth, and tend to shy away from actions that devalue the self (Pajares, 2002).

Occupational self efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. This construct has been defined by various researchers as: “The extent to which the teacher believes he or she has the capacity to affect student performance (Berman et al, 1977).” According to Guskey and Passaro (1994) “Teacher efficacy is the teacher’s belief or conviction that they can influence how well students learn even those who may be difficult or unmotivated.” Teacher efficacy can be described as beliefs about whether teachers can make a difference with students” (Lin, Gorrell & Taylor, 2002). In fact, teacher efficacy was first conceived by the Rand researchers (of Rand Corporation) as the extent to which teachers believed that they could control the reinforcement of their actions, that is whether control of reinforcement lay within themselves or in the environment. Student motivation and performance were assumed to be significant reinforcers for teaching behaviours. Thus, teachers with a high level of efficacy believed that they could control, or at least strongly influence, student achievement and motivation.

Researches have reported that teachers’ beliefs of personal efficacy affect their instructional activities and their orientation toward the educational process Wool folk, Rosoff and Hoy (1990). Teachers with a low sense of efficacy tend to
hold a custodial orientation that takes a pessimistic view of students’ motivation emphasizes rigid control of classroom behaviour and relies on extrinsic inducements and negative sanctions to get students to study. Teachers with high sense of efficacy create mastery experiences for their students whereas teachers with low instructional self efficacy undermine students’ cognitive development as well as students’ judgment of their own capabilities (Gibson and Dembo, 1984). Teacher self efficacy also predicts student achievement and students’ achievement beliefs across various areas and levels. Ashton and Webb (1986) showed that students learn much more from teachers who feel efficacious to manage educational demands than from those beset with self doubts.

Job satisfaction is a widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes to Hoppock (1935). The term ‘job satisfaction’ refers to a pleasurable or positive emotional state resulting from the appraisal of one’s job (Locke, 1976); an affective reaction to one’s job and an attitude towards one’s job (Weiss, 2002). One of the most pivotal variables in any organization is the job satisfaction. A man is congenital worker and never works in a vacuum. A large number of factors determine his satisfaction and these influence to a great extent the quality and quantity of the output. An individual’s functioning in an organization is affected by the totality of his/her situation. Job satisfaction is, therefore, the ‘Zest’ displayed by an employee on his adjustment in personal, social and work life. It is the result of employees’ perception of what organizations provide. Job satisfaction is a complex variable and is influenced by situational factors of the job as well as by the dispositional characteristics of the individual (Sharma and Ghosh, 2006).

Nowadays, the concept of job satisfaction is not only limited to corporate sector, but covers all the sectors, where there is involvement of the employees and workers. The keystone in the educational edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can effectively take his place or influence children in the manner and to the degree; it is possible, for him alone to do. 'Schools are the nurseries of the Nation' and 'Teachers are the architects of the future' are no mere figurative expressions but
truthful statements, as significant as they are suggestive. Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Stapleton, Croft and Frankiewiz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. These studies have provided valuable information about job satisfaction in educational settings. Keeping the role of job satisfaction into consideration, various commissions and committees have also given importance to the Job satisfaction' of the teaching community at various levels in India.

The concept of attitude is perhaps the most widely discussed in social psychology. Attitude determines and guides man’s social behaviour. An attitude may be defined as the degree of positive and negative effect associated with some psychological object (Thurstone, 1936). It means any symbol, person, slogan, institution, ideal or ideas towards which people can differ with respect to positive or negative effect. An individual who has positive effect or feeling associated with some psychological object is said to have a favourable attitude and who has associated negative effect or feeling would be said to have an unfavourable attitude.

Teachers may possess different attitudes towards teaching. No doubt attitudes depend upon factors especially among teachers, the factors being the school, the colleagues, the children, the value systems, views of life. Attitudes are always tied up with insights and interpretations and opinions and actions. An attitudinal change can be produced in the learner by teaching which is related to learning. This is accordingly interweaven with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the
administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions habits and traits, it has tremendous impact on pupil. Teachers with favourable attitude can successfully develop positive attitude among children since learning depends upon effective teaching and effectiveness on part of teacher can be accelerated through positive attitude towards the profession.

Ghosh and Bairgya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic stream and educational qualification but there existed significant difference in relation to sex, caste and teaching experience. Marry and Samuel (2011) studied the attitude of B.Ed. student-teachers towards and academic achievement. It was found that students’ attitude towards teaching and academic achievement fell under the average category with a significant different between male and female student-teachers. Further, there was a significant relationship between overall attitude towards teaching and academic achievements of the student-teachers.

6.2 NEED OF THE STUDY

The twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. Since education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people. It should prepare the younger generation to understand and face the realities of globalization. In this context, the teachers have more responsibilities in moulding the character of students. It is rightly said, “if a teacher runs, students will walk; if a teacher walks, students will sit; and if a teacher sits, students will sleep.” The teacher is part and parcel of the institution where the future of nation is being shaped. The quality of teacher education is very important for bringing about functional improvement in teacher education institutions and consequently in school education. A teacher can perform his or her multifarious tasks and responsibilities only if he or she is updated
professionally and personally. Gone are the times when teaching was considered an art.

Now with research in the concerned area and the changing demands, teaching is taken as a skill for which individuals can be trained. To train the teachers and to keep them updated is the purview of teacher education. So, like various other professions, teacher education has assumed special significance. Its objective is man making and producing enlightened teachers who will in turn prepare enlightened citizens. To achieve this, teacher educators in India need professional competence and they must have constant alertness to innovation in their field. NCTE (1998) has pointed out that teacher education programmes should focus on competencies and commitment in much greater magnitude. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers.

Teacher education in our country has to face the challenge of producing teachers for a new society. However, in order to meet the challenge successfully, it is necessary to improve the quality of teacher educators. The part played by the teacher educator is most vital as he is the one who carefully produces teachers. The success of education is also based on the capabilities and competence of the teacher educator. His wisdom, knowledge and management of the class will depend upon so many factors. If a teacher educator has high level of occupational self efficacy i.e. beliefs in one’s capabilities, his effectiveness in the classroom situations will be helpful to produce good teachers. Occupational self efficacy can be different, in different areas of life as it is task specific. It is not only important to build in students but teachers as well. The teacher who has positive attitude, confidence and the belief that he can handle all of the classroom challenges makes a huge difference in his effectiveness as a teacher.

Similarly, status of teacher reflects the socio-cultural ethos of a society. If he is satisfied with his job, it will enhance his job performance. The Education Commission (1966) corroborates: Dissatisfaction of the individual, whatever may be the occupation in which he is engaged results in professional stagnation. A
dissatisfied teacher spells disaster to the country’s future. Dissatisfaction among the workers is undesirable and dangerous in any profession. It is just suicidal if it occurs in the teaching profession. Similarly, the attitude of the teacher towards teaching constitutes an important condition of successful teaching and learning. Positive attitude towards teaching contributes towards professional success and negative towards failure. In order to understand the present scenario of teacher education in India, need was felt to study occupational self efficacy, job satisfaction and attitude towards teaching profession of teacher educators. Hence, the investigator made an attempt to examine the effect of gender, stream and teaching experience on the occupational self efficacy, job satisfaction and attitude towards teaching profession.

6.3 STATEMENT OF THE PROBLEM
“A Study of Occupational Self Efficacy, Job Satisfaction and Attitude Towards Teaching Profession among Teachers working in Teacher Training Institutions”

6.4 OPERATIONAL MEANINGS OF KEY WORDS

Occupational Self Efficacy
Occupational self efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit.

Job Satisfaction
Job satisfaction describes how contented an individual is with his or her job. It has been defined as a pleasurable emotional state resulting from the appraisal of one’s job.

Attitude towards Teaching Profession
An attitude is a tendency of an individual to favour or not to favour same type of object or situation.

Teachers Working in Teacher Training Institutions
A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution whether Government or private may be termed as a teacher (Dictionary of Education, C.V.Good, 1973). Teachers working in Teacher Training Institutions in the present study refer to the teachers who are teaching B.Ed. classes.
6.5 VARIABLES INVOLVED
In this study following variables were taken:

- **Dependent Variables**
  - Occupational Self Efficacy
  - Job Satisfaction
  - Attitude of Teachers Toward Teaching Profession

- **Independent Variables**
  - Gender
  - Academic Stream
  - Teaching Experience

6.6 OBJECTIVES OF THE STUDY
The present study purported to realize the following objectives:

**A. Objectives related to Occupational Self Efficacy**

1. To study the effect of gender on Occupational Self Efficacy of teachers working in teacher training institutions.
2. To study the effect of academic stream on Occupational Self Efficacy of teachers working in teacher training institutions.
3. To study the effect of teaching experience on Occupational Self Efficacy of teachers working in teacher training institutions.
4. To find out the interaction effect of gender and academic stream on Occupational Self Efficacy of teachers working in teacher training institutions.
5. To find out the interaction effect of academic stream and teaching experience on Occupational Self Efficacy of teachers working in teacher training institutions.
6. To find out the interaction effect of gender and teaching experience on Occupational Self Efficacy of teachers working in teacher training institutions.
7. To find out the interaction effect of gender, academic stream and teaching experience on Occupational Self Efficacy of teachers working in teacher training institutions.
B. Objectives Related to Job Satisfaction

(8) To study the effect of gender on Job Satisfaction of teachers working in teacher training institutions.
(9) To study the effect of academic stream on Job Satisfaction of teachers working in teacher training institutions.
(10) To study the effect of teaching experience on Job Satisfaction of teachers working in teacher training institutions.
(11) To find out the interaction effect of gender and academic stream on Job Satisfaction of teachers working in teacher training institutions.
(12) To find out the interaction effect of academic stream and teaching experience on Job Satisfaction of teachers working in teacher training institutions.
(13) To find out the interaction effect of gender and teaching experience on Job Satisfaction of teachers working in teacher training institutions.
(14) To find out the interaction effect of gender, academic stream and teaching experience on Job Satisfaction of teachers working in teacher training institutions.

C. Objectives Related to Attitude towards Teaching Profession

(15) To study the effect of gender on Attitude Towards Teaching Profession of teachers working in teacher training institutions.
(16) To study the effect of academic stream on Attitude Towards Teaching Profession of teachers working in teacher training institutions.
(17) To study the effect of teaching experience on Attitude Towards Teaching Profession of teachers working in teacher training institutions.
(18) To find out the interaction effect of gender and academic stream on Attitude Towards Teaching Profession of teachers working in teacher training institutions.
(19) To find out the interaction effect of academic stream and teaching experience on Attitude Towards Teaching Profession of teachers working in teacher training institutions.
To find out the interaction effect of gender and teaching experience on Attitude Towards Teaching Profession of teachers working in teacher training institutions.

To find out the interaction effect of gender, academic stream and teaching experience on Attitude Towards Teaching Profession of teachers working in teacher training institutions.

6.7 HYPOTHESES OF THE STUDY

Based upon the above mentioned objectives, the following hypotheses were formulated.

A. Hypotheses related to Occupational Self Efficacy

H$_{01}$ There exists no significant difference in Occupational Self Efficacy between male and female teachers.

H$_{02}$ There exists no significant difference in Occupational Self Efficacy between teachers belonging to Science and Arts group.

H$_{03}$ There exists no significant difference in Occupational Self Efficacy between teachers having more and less teaching experience.

H$_{04}$ There exists no significant interaction effect of gender and academic stream on Occupational Self Efficacy of teachers working in teacher training institutions.

H$_{05}$ There exists no significant interaction effect of academic stream and teaching experience on Occupational Self Efficacy of teachers working in teacher training institutions.

H$_{06}$ There exists no significant interaction effect of gender and teaching experience on Occupational Self Efficacy of teachers working in teacher training institutions.

H$_{07}$ There exists no significant interaction effect of gender, academic stream and teaching experience on Occupational Self Efficacy of teachers working in teacher training institutions.

B. Hypotheses related to Job Satisfaction

H$_{08}$ There exists no significant difference in Job Satisfaction between male and female teachers.
C Hypotheses Related to Attitude towards Teaching Profession.

H₀₀₉ There exists no significant difference in Job Satisfaction between teachers belonging to Science and Arts group.

H₀₁₀ There exists no significant difference in Job Satisfaction between teachers having more and less teaching experience.

H₀₁₁ There exists no significant interaction effect of gender and academic stream on Job Satisfaction of teachers working in teacher training institutions.

H₀₁₂ There exists no significant interaction effect of academic stream and teaching experience on Job Satisfaction of teachers working in teacher training institutions.

H₀₁₃ There exists no significant interaction effect of gender and teaching experience on Job Satisfaction of teachers working in teacher training institutions.

H₀₁₄ There exists no significant interaction effect of gender, academic stream and teaching experience on Job Satisfaction of teachers working in teacher training institutions.

H₀₁₅ There exist no significant difference in Attitude Towards Teaching Profession between male and female teachers.

H₀₁₆ There exist no significant difference in Attitude Towards Teaching Profession between teachers belonging to Science and Arts group.

H₀₁₇ There exists no significant difference in Attitude Towards Teaching Profession between teachers having more and less teaching experience.

H₀₁₈ There exists no significant interaction effect of gender and academic stream on Attitude Towards Teaching Profession of teachers working in teacher training institutions.

H₀₁₉ There exists no significant interaction effect of academic stream and teaching experience on Attitude Towards Teaching Profession of teachers working in teacher training institutions.

H₀₂₀ There exists no significant interaction effect of gender and teaching experience on Attitude Towards Teaching Profession of teachers working in teacher training institutions.
There exists no significant interaction effect of gender, academic stream and teaching experience on Attitude Towards Teaching Profession of teachers working in teacher training institutions.

6.8 DELIMITATIONS OF THE STUDY
The present study was delimited to the following aspects keeping in view the time available and limited resources.
1. The present study was delimited to teachers working in self financing teaching training institutions affiliated to M.D. University, Rohtak.
2. The present study was delimited to only three demographic variables i.e. gender, academic stream, and teaching experience of the teachers.
3. The present study was delimited to teachers teaching B.Ed. classes only.

6.9 CHAPTERISATION SCHEME
Out of six chapters, Chapter 1 is Introduction, which includes Need of the Study, Variables involved, Objectives, Hypotheses and Delimitations of the study. Chapter II is devoted to Review of the Related Literature. In Chapter III, the Design of the Study, Sample, Tools, Procedure and Statistical Techniques have been presented. Chapter IV deals with the Analysis and Interpretation of data along with the Discussion of Results. In Chapter V, Findings, Conclusions, Educational Implications of the Study and Suggestions for Further Research have been given. Chapter VI is devoted to the Summary of the Study.

6.10 DESIGN OF THE STUDY
In the present study, normative survey method was used. This method is concerned with the phenomena that are typical of the normal conditions. It investigates into the conditions or relationships that exist in practices, prevailing beliefs, point of view or attitudes that are held, processes that are going on, influences that are felt and trends that are developing. In this study, the main effects of gender, academic stream and teaching experience on Occupational Self Efficacy, Job Satisfaction and Attitude towards Teaching Profession among teachers were studied separately. An attempt was also made to find out the interaction effect of gender and academic stream; academic stream and teaching experience; gender and
teaching experience on occupational self efficacy, job satisfaction and attitude towards teaching profession among teachers separately. An interaction effect of all the independent variables (gender, academic stream and teaching experience) on the dependent variables (Occupational self efficacy, job satisfaction and attitude towards teaching profession) in the present study was also explored separately. The subjects were given different designations and made groups to find out the interaction effect.

MSGMTE : Male + Science Group + More Teaching Experience
MSGLTE : Male + Science Group + Less Teaching Experience
MAGMTE : Male + Arts Group + More Teaching Experience
MAGLTE : Male + Arts Group + Less Teaching Experience
FSGMTE : Female + Science Group + More Teaching Experience
FSGLTE : Female + Science Group + Less Teaching Experience
FAGMTE : Female + Arts Group + More Teaching Experience
FAGLTE : Female + Arts Group + Less Teaching Experience

Cells for the Analysis of Interaction Effect
Population

A population is any groups of individuals that have one or more characteristics in common that are of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group (Best, 1977). Thus a population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas or salaries etc. Teachers working in self-financing teacher training institutions affiliated to Maharshi Dayanand University, Rohtak in Haryana constituted the target population of the present study.

Sample

Measuring the entire population is impracticable though not entirely impossible. Therefore, a sample from the population concerned may be drawn for the purpose. In the present study, multi-stage random sampling technique was used to select the sample of 300 teachers working in teacher training institutions. In order to keep the study manageable and to select a sample that is true representative of the population, first it was planned that various self-financing teacher training institutions affiliated to M.D. University, Rohtak located in different areas will be categorized into nine districts and then out of these nine, five districts will be selected randomly. Thereafter out of these five districts, twelve teacher training institutions will be chosen randomly from each of the chosen districts. Therefore, sixty teacher training institutions will represent the whole population.

For the purpose, each district was written on a separate chit and each chit was folded and then was put in a box along with other chits. At first stage of the sampling, from the box five chits were randomly drawn and that were of the districts namely, Rohtak, Sonepat, Bhiwani, Gurgaon and Jhajjar. At the second stage, all the teacher training institutions of these districts were listed and written on separate chits and twelve chits were randomly picked from each district. Hence, 60 institutions were selected. Since each institution was having 7 to 14 teachers (intake of one unit or two unit), at the third stage five teachers of each institution were selected randomly that constituted the sample of 300 teachers for the present investigation. These were further stratified on the basis of gender, academic stream
and teaching experience. The teachers having above three years teaching experience were considered as more experienced teachers. The teachers having less than three years teaching experience were considered as less experienced one. The final sample of 240 teachers as per the requirement of the $2 \times 2 \times 2$ cells (30 in each cell) of the paradigm was chosen.

For this the teacher educators of male and female were divided in to four parallel groups — Science group having more teaching experience, Science group having less teaching experience, Arts group having more teaching experience and Arts group having less teaching experience. From each of these groups, 30 teacher educators were selected randomly, that is 30 from each combination group. In this way final sample comprised 240 teacher educators

**Tools Used**

1. Personal Data Sheet prepared by the Investigator
2. Occupational Self Efficacy Scale (OSES) developed by Sanjyot Pethe, Sushma Chaudhari and Upender Dhar (1999) was used to assess the occupational self efficacy of teachers.
3. Teacher’s Job Satisfaction Scale (TJSS) developed by Yudhvirendra Mudgil, I.S. Muhar and Prabha Bhatia (1991) was used to assess the job satisfaction of teachers.
4. Teacher Attitude Scale (TAS) developed by J.C. Goyal (2004) was used to measure attitude of teachers towards teaching profession.

**Procedure for Data Collection**

Data collection is essentially an important part of the research process so that the inferences, hypotheses or generalizations tentatively held may be identified as valid, verified as correct or rejected as untenable. Collection of factual information of data requires a systematic procedure, because as per Whitney (1964) ‘Data are the things we think with. They are the raw materials of reflection until by comparison, combination and evaluation they are stepped up to higher levels of generalization, where again they serve as basic material for further and higher thinking. It also requires collection of relevant data adequate in quality and quantity and as reliable and valid as possible.
In the beginning, all the three hundred teachers working in teacher training institutions, selected for the present study were asked to fill the columns of personal data sheet prepared by the investigator. After establishing rapport with the teachers, they were administered ‘Occupational Self Efficacy Scale (OSES)’ as per standardized instructions given in the manual. They were asked to express their view by marking (×) on any one of the five cells of each sentence in the scale. There are 19 statements in the scale which are used to assess the six factors namely confidence, command, adaptability, personal effectiveness, positive attitude and individuality. There is no time limit for the completion of the OSES; however maximum time limit of 10 minutes could be prescribed for all the items of scale.

As the second one, ‘Teacher’s Job Satisfaction Scale (TJSS) was given to the same subjects. There are 75 items in it. Each item is followed by the five response categories i.e. strongly agree, agree, indifferent or uncertain, disagree, strongly disagree. The respondents were to make their agreement only with one response by marking a tick (✓) for each statement. There is no time limit and there are no right or wrong answers.

As the above two scales, the third one ‘Teacher Attitude Scale (TAS) was administered on the same teachers. It was self-administering scale. There are 22 statements in this scale about the teaching profession. The respondents were asked to read them carefully. They were told to put a tick mark (✓) in the cell provided on the right side of the statements with which they agree, otherwise to put a cross (×) in it. There is no time limit for answering the TAS.

While administering all the tests the respondents were assured that their answers and scores would be treated with strict confidence. After getting the response sheets, the next step was to score them. Scoring of the answers sheets was done strictly according to the instructions given in the manual.

**Statistical Techniques Used**

Statistical techniques are employed on the raw score to make it meaningful and to test the significance of the scores. Without use of statistical techniques raw scores do not have their own meaning and weight. In order to study the nature of data, descriptive statistics i.e. the measure of central tendency and dispersion – Mean, Standard Deviation were used. To study the main effects and interaction
effects of independent variables i.e. gender, academic stream and teaching experience on the dependent variables i.e. Occupational Self Efficacy, Job Satisfaction and Attitude towards Teaching Profession, three way ANOVA (2×2×2 Factorial Design) was used separately. To test the assumption of homogeneity of variance for ANOVA, Hartley’s test was employed. For further investigation, ‘t’ test was employed, wherever F-value was found to be significant. These statistical techniques were computed using SPSS software.

The ANOVA used was, Balanced ANOVA. As Three-way ANOVA tests are the most useful when the replicate examples are equal or balanced i.e. an ANOVA analysis is typically applied to a set of data in which sample sizes are kept equal for each treatment combination.

### 6.11 FINDINGS

**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.

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

**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.

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

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.

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 arts 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.
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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.

6.12 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.

6.13 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.

6.14 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.