CHAPTER V

DISCUSSION OF THE FINDINGS, SUGGESTIONS AND CONCLUSION.

V.0. Introduction:

After analyzing and interpreting the data, the next step in a research process is discussion on major findings.

The present chapter deals with the findings and discussion of the study. The findings obtain have revealed very interesting results. Thus, keeping in mind the objective of the study, the investigator feels the needs to make further comments and discussion. The finding of the previous researches which support or refute the present findings have been incorporated in brief. The chapter concludes with a few suggestions that would guide in facilitating the relationship of Attitude Towards Teaching Profession and Interest in Teaching.

V.1. Major Findings and Discussion:

The following are the major findings of the present study:

1. Findings on Attitude Towards Teaching Profession of Secondary School Teachers relating to objective 1 which is on the following groups:

a. Overall Teachers:

From the inspection of Table IV.1 given in Chapter IV it is found that majority of the teachers lie under the average level of Attitude Towards Teaching Profession. Parvathi Ghanthi and Jagadesh (2009) also found that Attitude of teachers towards teaching profession is highly favourable (refer Chapter II pg 33). The probable for this may be that these teachers are hard working and dedicative. Only few teachers secured high in their attitude and the probable reason is that they are born teachers and aim for teaching as their profession. The study also found that only few teachers fall under the low level of Attitude Towards Teaching Profession and the reason may be that they joined teaching profession by force.

b. Male School Teachers:

In reference to Attitude Towards Teaching Profession of Male teachers, it is found that an average percentage of 78.51% is secured which indicate that Male teachers are having healthy attitude towards teaching. This finding is similar to that which is found by Sridhar and
Baidei (2008) who found that Iranian male teachers had high personal efficacy towards teaching profession (refer Chapter II pg 39) The probable reason may be that Male teachers are dynamic and energetic and do not easily get tired with the schedule of the profession. It is also possible that apart from their potentialities they are also active in their teaching performance. The study also revealed that only 11.11% fall under high level of attitude which indicates that from among Male teachers there are those who are very sincere and devoting in their job. Only 10.37% of the Male teachers have low attitude towards teaching profession and this may be because some of them are advanced in age or may be due to ill health or lack of interest in the teaching job.

c. Female School Teachers:

With regard to the findings relating to Attitude Towards Teaching Profession of Female school teachers, the investigator found that only few teachers that is 11.42% have low attitude while 16.42% have high attitude. A good number of teachers that is 72.14% come out as having moderate attitude. This also fall in line with the finding of Sridhar and Baidei (2008) who found that female teachers did not report statistically difference in teacher efficacy (refer Chapter II pg 39) The probable reason may be that most lady teachers find teaching job satisfactory and interesting. It may also be possible that they are dedicative and can adjust themselves very well with the changing situation in the school environment. Another probable reason may be that as teaching is a noble profession, so lady teachers find it suitable for them as they are considered to be the weaker sex in the society and in teaching profession it is likely that their harassment does not usually occur. Besides, ladies have more responsibility over their homes and in teaching, the duration of working hours is less than in other spheres of job, therefore this reason may add to the favourable attitude of ladies towards teaching.

D. Government School Teachers:

From inspection of Table IV.7 given in Chapter IV the Attitude Towards Teaching Profession of Government School Teachers shows that majority of them that is 81.48% have average Attitude Towards Teaching Profession. This indicates that they are satisfied with their job of average work load and good pay. This finding is in line with that of the findings of
Panda (2001) in his study “Attitude Towards Teaching Profession and Personality of College Teachers of Assam and Orissa” who found that majority of College teachers of Assam and Orissa have highly favourable attitude towards teaching profession. Likewise, he also found that a significant percentage of teachers of Assam and Orissa have a high or moderate degree of job satisfaction (refer Chapter II pg 31). 11.11% of teachers have high Attitude Towards Teaching Profession and these few teachers may be well experienced in the teaching profession but only 7.40% of Government School Teachers have low attitude and the probable reason may be that they do not have the potentialities in the teaching.

e. Deficit School Teachers:

With regard to the findings relating Attitude Towards Teaching Profession of Deficit School Teachers, the investigator found that less teachers come with low and high attitude towards teaching and a good number of teachers have average attitude. The probable reason may be that low attitude teachers are not in favour of the administration in Deficit schools. Deficit schools, though they get sanctioned salary from the government for teachers, yet the administration is run by the Managing Committee. Therefore rules and regulations are not flexible as in Government schools. As such, less dedicative teachers who want more freedom may not have high attitude in Deficit schools. Nevertheless it is found that the percentage of teachers with high attitude is also quite high, that is 28.33% which indicates that hard working teachers are on line with the administration in Deficit schools.

f. Adhoc School Teachers:

The Attitude Towards Teaching Profession of Adhoc school teachers found by the investigator is that majority of the teachers have average Attitude Towards Teaching Profession which indicate that the probable reason is may be that these teachers are satisfied with the work load and working style in the school as compared to those who have low attitude. The probable reason for teacher with low attitude may be that these teachers face numerous problems and pay may not be enough to meet their needs from the salary or it may be as found by Osunde, A.U., Izevbigie, T.I (2006) that teachers are not well financially renumerated and that they are looked down upon because of delay in payment of salaries and allowances. This situation has resulted in the low esteem and status of the teachers and the
teaching profession in the society (refer Chapter II pg 37). It may also be possible that they may feel insecure in their jobs as teaching in Adhoc schools does not guarantee future job security. A good number of teachers however is found to have high level of attitude which indicates that despite the insecurity and lack of facilities, they are dedicative and enjoy giving the service to the students and the community.

g. Private School Teachers:

It was found that majority of the Private school teachers that is 75.90% have average Attitude Towards Teaching Profession. The investigator also found that 13.25% of the teachers have low attitude and 10.84% have high attitude towards teaching. Here teachers with low attitude are more than those with high attitude and the probable reason may be due to the fact that in Private schools, salary for teachers is not so attractive and the administration is also quite strict. Teachers who work in Private schools usually try to find better paid jobs for better sustainment of their needs. This may add to their low attitude towards teaching profession. However, it is found that interestingly a high average level of teachers is obtained. This indicates that even though there are many unfavourable reasons for the teachers in Private schools, yet those who join the teaching profession in Private schools are more hard working and more responsible in their profession as teachers.

2. Finding on Attitude Towards Teaching Profession relating to objective 2 which is on the comparison of Attitude Towards Teaching Profession of Secondary School Teachers between the following groups:

a. Male and female teachers.

As regard to the difference in Attitude Towards Teaching Profession between male and female teachers of Secondary Schools the investigator found that it was not significant. It was also found that there is negligible difference in attitude between male and female teachers. This probably may be because both male and female teachers are equally hardworking, dedicated, dynamic and conscientious of their great responsibility as builders of the nation’s future, the students. This finding is in line to the finding of Parvathi Ghanti and Jagadesh (2009) who also found that Male and female teachers did not differ significantly in their attitude towards teaching profession (refer Chapter II pg 33). On the other hand this
finding contradicts to that observed by Tripta Trivedi (2011) on the study of “Assessing Secondary School Teachers’ Attitude towards teaching profession” who found that male and female teachers differ significantly in their professional attitude as females possess more favorable professional attitudes than male (refer Chapter II pg 34).


The study revealed that the calculated ‘t’ value is 2.06 and the table ‘t’ value is 1.99 which showed that there exists a significant difference in Attitude Towards Teaching Profession between Government and Deficit Secondary School Teachers. It was also found that the mean score of Deficit is higher than the mean score of Government which occurs that the possible reason for this could be that Government School teachers are less concerned about their duty and responsibility as they may feel that their job is secured and the authority concerned or the heads of the institutions does not have supreme power over them. On the other hand, Deficit Schools are run by Managing Committees which have authority over the teachers and as such, teachers have to be more concerned about their responsibility.


In reference to the Attitude Towards Teaching Profession between Government and Adhoc Secondary School Teachers it has been found that there is significant difference. The table ‘t’ value of 1.98 being smaller than the calculated ‘t’ value of 1.99 clearly indicates the difference. It was also found that the mean score of Adhoc is greater than the mean score of Government. This finding is found to be contradicting to that observed by Gupta S.L.; Prasad Digamber and Ramachandaran Anandhi (2011) who observed that the teacher working in public sector institutions was found to be more committed and satisfied compared to the teachers working in the private sector (refer Chapter II pg 33). The possible reason for this may be that since Government school teachers are secured in their jobs with attractive salary, they may have a tendency to take their job less serious than their counterparts in the Adhoc Schools who have to take their work sincerely in order to secure their jobs which otherwise may be dismissed by their employer.

The study revealed that there is no significant difference between Government and Private school teachers in their Attitude Towards Teaching Profession. This is evident from the difference between the mean score where a higher mean score of 164.31 was found among Private school teachers against 159.37 of Government school teachers. Furthermore, calculated ‘t’ value being smaller than the table ‘t’ value indicate no significant difference. The probable reason may be that in Government schools there is more liberty regarding following strict rules which in turn does not motivate the teachers to take their responsibility as they should be. In Private schools the teachers may be hard working but it cannot be denied that they join the job mostly as a shelter before they get a more secured job elsewhere and as such their attitude towards teaching profession is not so high. This finding does not fall in line with the finding of Sabu (2005) who found that Government school teachers have more favourable attitude than private school teachers (refer Chapter II pg 32).

e. Deficit and Adhoc Secondary School Teachers.

As regard to the difference in Attitude Towards Teaching Profession between Deficit and Adhoc Secondary School Teachers, the investigator found that it was not significant. It was also found that Deficit school teachers are significantly better in their attitude than the Adhoc school teachers. Probably as the Deficit school teachers have better facilities regarding job security and salary, they are also motivated to give more devotion towards their job. Further, Deficit schools are run by Managing Committees which looks after the regularity and dedication of teachers and this surely imbibles in the teachers a positive attitude towards teaching as a profession. Adhoc school teachers are facing many shortage regarding facilities such as salary and job security and this has adverse effect on their attitude towards the profession of teaching.


The study revealed that there is no significant difference Deficit and Private school teachers in Attitude Towards Teaching Profession. It was found that the calculated ‘t’ value with 0.95 and the table ‘t’ value with 1.98 showed that there exist no significant difference in the attitudes between Deficit and Private school teachers. The mean score of Deficit is higher
than the mean score of Private which occurs that Private school teachers are less motivated in their jobs as compared to Deficit school Teachers. The probable reason may be that since Deficit school teachers have better facilities than Private school teachers with regard to job security and salary, they tend to have better attitude towards teaching profession. On the other hand Private school teachers more often feel insecure about their jobs and more likely they are trying to find employment elsewhere and this probably make them not to have very high attitude towards teaching profession.

g. Adhoc and Private Secondary School Teachers.

With regard to the findings relating to difference between Adhoc and Private school teachers, the investigator found that there exist no significant difference in the Attitude Towards Teaching Profession between them. The table ‘t’ value is higher than the calculated ‘t’ value. This may be probably that both Adhoc and Private school teachers have the same shortages regarding facilities like work load and low salary which are the reasons than hinder the positive attitude towards teaching profession. It may be possible also as Osunde, A.U., Izevbige, T.I. (2006) observed that poor condition of services, wider negative influence and teacher’s negative personal and professional behaviour are critical factors responsible for teachers’ low status (refer Chapter II pg 37).

3. Finding on Interest in Teaching of Secondary School Teachers relating to Objective 3 which is on the following groups:

a. Overall Teachers:

The finding in relation to Interest in Teaching of secondary school teachers revealed that 62.90% out of 275 teachers have average Interest in Teaching where as few teachers which is 25.81% have high interest and 11.27% are having low level of interest. The probable reason may be that most teachers are satisfied and enjoy teaching profession, especially those in Deficit schools where the administration is properly run. It may be possible also that some teachers understand the novelty of teaching profession that it is not a mere earning but to serve the community and the younger generation which make them have high level of interest.
b. Male School Teachers:

As it was shown in Table IV.24, majority of the Male teachers have average Interest in Teaching whereas only few of them fall under high and low level of interest. The probable reason may be that the teachers are able to manage and adjust themselves effectively even when they have to face problems. Also it may be possible that Male teachers may have more patience with the students and different kinds of school administrations along with the different short comings. The probable reason for Male teachers with low level of interest may be that they are not concerned much on their jobs or because of low income they may have a tendency to do some other works besides teaching which may make them lose interest in the teaching job. Besides, men may possibly think that teaching is a women’s job

c. Female School Teachers:

The same situation occur in the part of Female school teachers where it was found that few of them have low level as well as high level of interest and majority of them are having average level of interest. The probable reason for the low level may be that they are not satisfied with the salary or it may be possible that they find the work load too burdensome, or maybe they do not like the profession of teaching due to lack of training. The probable reason for the teachers to have average and high level of interest may be that teaching is considered a noble profession and as such, Female teachers may find it suitable for themselves. Female teachers also have a motherly instinct which makes them enjoy being with children and share knowledge with them and this may also be another reason for them to have high level of interest towards teaching.

d. Government School Teachers:

As it was shown in Table IV.28, majority of the Government school teachers fall under average level of Interest in Teaching where as few of them fall under low level. Interestingly it was found that no teacher has high level of Interest in Teaching from among Government school teachers. The Probable reason for this may be that the teacher enter teaching job by force and without their will. This may possibly be just because of job security and good pay band but the teacher may not probably have the aim of entering the teaching line for the sake of interest. Besides that, in Government schools there is liberty and strict
rules and regulations are not being imposed upon the teachers. Thus the teachers have more freedom and this may be the reason that hinders their Interest in Teaching. More over there use to be a frequent change of the heads of the institution in Government schools which adds to the unstability of the school administration which ultimately makes some teachers take advantage of the situation. Besides teachers in Government schools have job security which makes them feel that the job is theirs and they can do what they like. These may be the main possible reasons for not having high level of interest.

e. Deficit School Teachers:

The findings in relation to Interest in Teaching of Deficit school teachers showed that 65% have average Interest in Teaching out of 60 teachers where as 23.33% have high interest and only 11.66% fall under low level of teaching interest. The probable reason may be that in Deficit schools, institutions are well administered as they are managed by the Managing Committees. Besides getting an attractive salary, Deficit school teachers are trained by their heads to take full responsibility of their jobs as teachers, failing which they may be suspended or even dismissed. As such the teachers learn to be dedicative and devoted in their tasks which in turn help them develop a positive level of Interest in Teaching.

f. Adhoc School Teachers:

With regard to the findings relating to Interest in Teaching of Adhoc school teachers, the investigator found that some teachers have high interest and few teachers have low interest while most of the teachers have average level of Interest in Teaching. The probable reason for teachers who come under high level may be that they are devoted teachers who really understand the value of being teachers and who feel the responsibility they have towards the welfare of their society. Most teachers who fall under average level must also have the love of teaching profession even though they lack many facilities in the Adhoc schools. It may be possible that those who fall under low level of interest may not really wish to enter into teaching line but had to due to unemployment or some other reasons.

g. Private School Teachers:

With reference to Interest in Teaching of Private school teachers it was found that majority of the teachers have average interest and therefore they are able to render themselves
effectively towards teaching. Some Private school teachers showed to have high level of interest and the probable reason may be that it cannot be denied that born and dedicated teachers still prevail despite lack of luxury and rigidity of rules in Private institutions. A few number of teachers fall under low level of interest as it may be possible in any institution that some employees do not have job satisfaction. Here the probable reason for the teachers who have low level may be that they do not like the strict administration and the supreme authority exercised by the governing body of the schools.

4. Findings on Interest in Teaching Relating to Objective 4 which is on the comparison of Interest in Teaching of Secondary School Teachers between the following groups:

a. Male and Female Secondary School Teachers:

It was found that the calculated ‘t’ value which is 0.94 is smaller than the table ‘t’ value of 1.97 which indicated that there is no significant difference in Interest in Teaching between Male and Female Secondary School Teachers. This contradicts the observation made by Patil (2013) who found that the female prospective teachers are higher on interest in teaching as compared to male prospective teachers (refer Chapter II pg 35). This may be probably that both Male and Female teachers are able to adjust themselves and to maintain balance with the different situations that come in the path of teachers. Another possible reason may be that there is no discrimination among teachers regarding the gender of teachers and in this way it helps the teachers to perform well in their job and have Interest in Teaching.

b. Government and Deficit Secondary School Teachers:

In reference to Interest in Teaching between Government and Deficit school teachers, it was found that the calculated ‘t’ value which is 5.22 is much higher than table ‘t’ value of 1.99 which showed that there is significant difference in Interest in Teaching between Government and Deficit school teachers. It was also found that the mean score of Deficit is higher than that of Government school teachers which occurs that Deficit school teachers have more Interest in Teaching than Government school teachers. The probable reason for this may be that even though both Government and Deficit school teachers enjoy attractive salary and Government school teachers even get more facilities, the administration in Deficit schools is much better than in Government schools. Thus Deficit school teachers are more
aware of the duties and responsibilities which help them to develop an interest and love for teaching.

c. Government and Adhoc Secondary School Teachers:

With reference to comparison of Interest in Teaching between Government and Adhoc school teachers the investigator found that there is significant difference in Interest in Teaching between them. This is evident from the fact that the calculated ‘t’ value is higher than the table ‘t’ value. The probable reason for this may be that Adhoc school teachers are more concerned about their responsibilities as teachers because the schools are run by Managing Committees which has the power over the administrations of the institutions and as such teachers in Adhoc schools are imbued with full concern for the school and students. On the other hand Government school teachers usually have the tendency of taking the work easy and lightly as they were not given responsibilities over the administration. Moreover Government school teachers are not very much ruled upon by the heads as the heads themselves may feel that they are working on behalf of the Government and the school is not their own property and as such it develops a feeling of strangeness among the teachers and this leads to their having lower level of Interest in Teaching.

d. Government and Private Secondary School Teachers:

The same situation occurs in the comparison of Interest in Teaching between Government and Private Secondary School Teachers. Here also the calculated ‘t’ value is 3.32 and the table ‘t’ value of 1.98 which showed that the calculated ‘t’ value is higher and thus indicated that there exist a significant difference in Interest in Teaching between Government and Private Secondary School Teachers. Here it is found that Government school teachers have the higher mean score than the Private school teachers. The finding of this study is also supported by that of Gupta. S.L.: Prasad Digamber and Ramachandaran Anandhi (2011) who found that the score of the teachers working in private sector was less than the teachers working in the public sector (refer Chapter II pg 33). The possible reason for this may be drawn from the fact that Government school teachers have more facilities in their jobs compared to Private school teachers regarding salary, work load and rigidity of
administration. Therefore they are apt to have more Interest in Teaching than their counterparts who are in Private schools.

e. Deficit and Adhoc Secondary School Teachers:

In reference to comparison of Interest in Teaching between Deficit and Adhoc Secondary School Teachers it was found that there is no significant difference. The table ‘t’ value being higher than the calculated ‘t’ value indicates no significant difference. This probably may be because both Deficit and Adhoc schools are similar in their administration setup and the teachers are motivated to shoulder great responsibilities over the students and the subjects they teach and thus it develops in the teachers the Interest in Teaching.

f. Deficit and Private Secondary School Teachers:

The comparison of Interest in Teaching between Deficit and Private Secondary School Teachers showed that there is significant difference between them as the calculated ‘t’ value of 2.15 is greater than the table ‘t’ value of 1.98. The probable reason for this may be as shown that Deficit school teachers scored more in the mean, because they have more positive attitudes toward their job. This may be because they feel more comfortable and secure with the salary and the administration and also it is possible that they have more job satisfaction than those teachers who work in Private schools.

g. Adhoc and Private Secondary School Teachers:

It was found that the calculated ‘t’ value of 1.86 is smaller than the table ‘t’ value of 1.98 which indicates that there is no significant difference in Interest in Teaching between Adhoc and Private Secondary School Teachers. The reason which may be possible for this is that both Adhoc and Private school teachers have almost the same types of problems and lack of facilities with respect to salary and other advantages and thus they may lose interest in the profession and divert their attention to some other works which are more beneficial to support their living.
5. Findings on the relationship between Teachers Attitude Towards Teaching Profession and Interest in Teaching of Secondary School Teachers

Analysis of Table IV.5 shows that ‘r’ correlation between Attitude Towards Teaching Profession and Interest in Teaching is significant so the result indicated that there exists a relationship between these two variables among the teachers of Secondary Schools in West Khasi Hills District. Since correlation value being 0.203, it is statistically significant at 0.01 level and thus the null hypothesis is rejected. This shows that Attitude of Teachers Towards Teaching Profession affects Teachers’ Interest in Teaching. Thus if teachers have high Attitude Towards Teaching Profession, their Interest in Teaching is at a high level. Similarly if they have low Attitude Towards Teaching Profession, their Interest in Teaching is at a low level too. The finding of the present study is similar to the finding of Shakuntala (1999) who observed that while studying the teacher adjustment as related to interest in and attitude towards teaching found that there was significant and positive correlation between adjustment of secondary school teachers and their attitude towards teaching (refer Chapter II pg 30).

V.2. Suggestion:

The present study examined the relationship of Attitude Towards Teaching Profession and Interest in Teaching among the Secondary School Teachers of West Khasi Hills District. The research has recognized certain factors related to Attitude Towards Teaching affecting the Interest in Teaching of the teachers. Beyond the task of incorporating the findings to make the teaching learning process more effective, a few good suggestions will fulfill additional requirement for a more excellent research. Furthermore research in this field is very much needed as the teachers in West Khasi Hills District are still backward in many different areas relating to Attitude Towards Teaching and Interest in Teaching.

So in order to make the research more reliable and successful the following other related issues seem worthy of investigating and hence are suggested here for further investigation:

1. Appointment of qualified teachers with regard to different subjects like Science, Mathematics, English, etc.
2. Regarding management, there should be a mutual understanding and cooperation between teachers, the Managing Body, parents and community as a whole for the welfare of the school and the teachers as well as for promoting relationship between teachers and community and promote teachers’ enthusiasm in the teaching profession.

3. Career counseling should be provided to students right from school or college level so that only those who have positive attitude towards teaching and have aim and interest in teaching should enter teaching job.

3. Regarding salary of teachers, schools which are not getting aid from the government should offer attractive salary to teachers as the task of teaching is not a mere job but a profession.

5. Work load should not be too heavy for teachers.

7. Government schools should properly maintain teachers’ log book which are to be evaluated regularly by the heads/principals in order that teachers fulfill their duties at par with private schools.

7. Government should not change the heads/principals frequently as this greatly has a negative effect on the school administration.

8. Heads/principals of different managements should conduct Action Researches from time to time to ensure that teachers are keeping pace with the changing needs of the society and the students.

9. those who aim to enter teaching should have proper training before hand to instill a positive attitude towards teaching and also to develop interest in teaching for the future well being of the students and the school community as a whole.

10. Teachers should be sent from time to time for Short Term trainings or Refresher Courses so that their knowledge and interest may be updated.

11. Unemployed job seekers should have and awareness that entering into teaching job is not just to get employment but one should have proper attitude towards teaching and also interest in teaching before deciding to chose teaching job, especially in government schools.
Further suggestions to make the research work more applicable and which could be undertaken as furtherance to the present study are suggested below:

1. Similar studies can be undertaken at different levels of education that is Primary, Higher Secondary and Collegiate levels.

2. Similar studies can be made on other tribal districts of the country.

3. Studies may be extended to a larger and more vast sample like the different schools of the whole state.

4. Studies can be undertaken to determine other probable factors affecting Interest in Teaching.

5. The study may be conducted to investigate other teachers serving in other parts of India.

6. It is also suggested that a similar study covering the whole North East may be made to find out the relationship that exist between Attitude of Teachers Towards Teaching in relation to Interest in Teaching.

7. Studies with regard to the role played by Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in promoting education in the area may also be conducted.

V.3 Conclusion

The main aim of education is to modify the behaviour of the child according to the needs and expectancy of the society. Education is the all round development of the person. Behaviour is composed of so many attributes one of the important attribute is attitude. It is important for the teachers to understand the nature of things and considered a clear out look towards that thing.

The prosperity of a nation is also reflected in its educational system however, the fact remains that the most important factor in the educational process is the teacher. The teaching behaviour of a teacher is more or less guided by his attitude towards different dimensions and inner urges. In a teaching situation the teaching behaviour of a teacher may be directly
influenced by his attitude towards teaching profession, methods of teaching, discipline and professional growth. It is believed that the teacher will have to develop a desirable professional attitude, adjustment and interest in teaching so that they can inspire themselves for the numerous duties in their schools. Their adjustment is reflected in their attitude and interest from time to time.