CHAPTER 5

CONCLUSIONS

In this chapter the investigator presents the conclusions that could be drawn from this piece of research. It is divided into three sections, viz. Major Findings; Implications; and Suggestions for Further Research.

5.1 Major Findings

The analysis of data and its interpretation lead to the following major findings:

5.1.1 Determinants of Attitude towards Teaching Profession

1. An observation of the data on ATTP scale reveals that more than 47 percent of the teachers have average level of ATTP followed by 31 percent having high and 22 percent having low levels of ATTP.
2. The data also shows that levels of ATTP is inversely related to age and keeps on decreasing with the increase in age and the teachers in the age group 23-32 have the highest level of it.

3. The result show that sex has a relation with levels of ATTP and it appears that larger proportion of male teachers than their female counterparts have a High level of ATTP while a larger proportion of female teachers than their male counterparts have a lower level of ATTP. However, analysis of the significance of difference between means of the male and female teachers shows that the ‘t’ value is insignificant which means that, there is no real difference in the levels of ATTP of male and female teachers and the difference may be due to sampling errors.

4. Membership of a particular religious community or a social category has no relation with a person’s levels of ATTP.

5. Levels of ATTP is also related to marital status of a teacher and unmarried teachers have significantly higher levels of ATTP than those of their married counterparts. The results of ‘t’ test also confirm this.

6. The data indicates that levels of ATTP are more indifferent among the government school teachers. It appears that private and aided school teachers are having higher ATTP than that of the government school teachers.

7. An observation of the data indicates that there is a significant difference on the levels of ATTP between the permanent and temporary teachers. The data shows that the temporary teachers have higher ATTP than that of permanent teachers.
8. ATTP scores in terms of the type of family and occupation of the spouse reflects that on an average these teachers have moderate levels of ATTP and almost all the respondents of these two categories have shown similarity in their levels of ATTP.

9. The result shows that neither rural-urban residence nor rural-urban locations of the schools influence the teachers’ ATTP.

10. ATTP of the teachers increases with the increase of the levels of education.

11. Trained teachers have more favourable ATTP than that of untrained teachers.

12. Teachers with low teaching experience have more positive ATTP than that of high teaching experience. An overall observation of the data also reveals that as teaching experience increases the positive or high ATTP decreases.

13. The ATTP of the teachers are significantly different amongst the high and low salaried group. It is clear that the teachers with low salary have higher ATTP than the high salary group.

However, the investigation of the data reports no significant difference among the teachers of higher and lower income groups. The result reveals that the teachers living with higher and lower income are having almost similar level in their ATTP.

The teachers’ ATTP and their income are moderate and negatively related to each other.
5.1.2 Determinants of Job Satisfaction

1. In the study, more than 90 percent of the teachers have average levels of job satisfaction followed by 6.85 percent low and only 1.67 percent high job satisfaction. It shows that very few respondents are highly satisfied in job, whereas a sizable number of respondents are dissatisfied in job.

2. Age has no relation with the levels of job satisfaction. In terms of different age groups, teachers’ job satisfaction does not differ at all; they have almost similar level of satisfaction in their jobs.

3. The male and female teachers are approximately equal level of job satisfaction; they do not differ significantly on their job satisfaction.

4. Majority of the teachers from varied religious groups have average level of job satisfaction.

5. Among various categories of teachers, it is reflected that none of the SC/ST category teachers is unsatisfied or highly satisfied in their jobs. In other words all SC/ST teachers have moderate level of job satisfaction.

6. Most of the teachers with various educational qualifications have moderate satisfaction in job. Only some of the Graduate teachers have high job satisfaction. It is also observed that with the increase of educational qualification, the job satisfaction decreases.
7. An observation of the data shows that in terms of marital status, the teachers do not differ in their job satisfaction scores.

8. Amongst government and private school teachers, very few have either high or low level of job satisfaction, majority of them have average level of job satisfaction. In case of aided schools all the teachers have shown average job satisfaction, none of the teachers have shown either high or low job satisfaction.

9. In the present study, temporary teachers have high job satisfaction, which is approximately equivalent to the permanent teachers.

   An observation of the data shows that the ‘t’ value of the permanent and temporary teachers on their job satisfaction scale is not significant at any level of confidence. It means permanent and temporary teachers have almost similar level of satisfaction in their jobs.

10. The respondents whose spouses are engaged in professional work and retail business, among them larger proportion of respondents have dissatisfaction or low level of satisfaction in job than that of those whose spouses are engaged as school teachers or clerks or skilled workers or unemployed.

11. The data shows that rural-urban residence does not influence the job satisfaction of the teachers.

12. The result shows that in comparison with the rural school teachers, larger proportion of the urban school teachers are more satisfied in their jobs. However, analysis of the significance of difference between means shows that ‘t’
value is insignificant which clarifies that rural-urban location of the schools is not related with the job satisfaction of the teachers.

13. Teachers’ educational qualification and their Job Satisfaction score reveals that none of the respondents other than the graduate teachers have shown high level of Job Satisfaction. It is also observed that with the increase of educational qualification, the Job Satisfaction decreases.

14. The trained and untrained teachers do not differ in their Job Satisfaction.

15. An examination of data indicates that with the increase of teaching experience, Job Satisfaction decreases.

To compare Job Satisfaction scale of high and low experienced group teachers, ‘t’ test was calculated. It indicates that Job Satisfaction scores of the teachers between high experience and low experience group are approximately equal.

The result further indicates that the relation between teaching experience and job satisfaction is positive, very low and weak.

16. A comparison was also made among the high and low salaried group teachers on their Job Satisfaction scale. The ‘t’ value indicates that the Job Satisfaction of high and low salaried teachers are almost equal, they are not varying much.

17. The Job Satisfaction scores of the teachers with higher income and lower income are almost the same. The
difference between the two variables is not significant at any level of confidence.

In the study, the correlation between per capita income and Job Satisfaction was also computed which is positive but very low or weak. It means high per capita income will go with high Job Satisfaction to some extent.

5.1.3. Attitude towards Teaching Profession and Job Satisfaction

An observation of data reflects that the majority of teachers who are highly satisfied in their jobs are either low (77.8 percent) in ATTP or average (22.2 percent) in ATTP, and surprisingly none of the teacher has high attitude towards teaching profession. On the other hand, amongst the teachers with low job satisfaction, approximately 38 percent have high ATTP.

The data shows that teachers with low ATTP have more satisfaction in their jobs than that of the teachers with higher ATTP.

The result also reflects that ATTP and job satisfaction is negatively related (r = -.09) to each other. It reveals that the teachers who have high ATTP are low in their job satisfaction.

Thus it can be concluded that the levels of attitude of teachers towards teaching profession is influenced mainly by their age, marital status, nature of job, teaching experience and salary. However, an overall observation of the data indicates that teachers' socio-economic and educational backgrounds have little influence on the job satisfaction levels of the teachers. It is also concluded that the teachers with low Attitude towards Teaching Profession have more
satisfaction in their jobs than that of the teachers with higher Attitude towards Teaching Profession.

5.3 Educational Implications

Effectiveness of teaching depends, besides other factors, on the attitude of teachers towards their profession and on the level of satisfaction they derive from their job. Therefore, for making teaching-learning process more effective and to be successful in teaching profession, a teacher needs to love the profession and carry on the teaching work willingly and enthusiastically and derive satisfaction from the job. Attitude towards teaching profession and job satisfaction is influenced by several socio-economic variables and the impacts of these variables are clearly visible on teachers' professional and personal life. Therefore, the first and foremost need of the hour is to address these issues (variables) which create hindrances in the path of teachers' professional life.

In general, the socio-economic variables like, age, sex, marital status, educational qualification, nature of job, salary and per capita income, training and experience have an influence on attitude towards teaching profession as well as job satisfaction. Based on the results of the study, it can be suggested that the favourable and high attitude towards teaching profession can be developed and teachers can be motivated through effective training programmes. Time to time, refresher courses can also be organised. Male and female both should be treated in a way to increase their attitude towards teaching profession in order to help the teachers to be more productive, academically focused and even contended with their lives. Some incentives like, special allowances, accommodation, free children’s
education and withholding frequent transfers may be arranged to enhance the attitude of teachers towards teaching profession.

The results of this study suggest that the level of attitude towards teaching profession of elementary school teachers needs to be increased in positive direction. The result also indicates that the job satisfaction is negatively related with the attitude towards teaching profession of the teachers. Regarding income and job satisfaction of the teachers the data shows that there is no necessary connection between high income and high job satisfaction. A teacher with low income could show an evidence of high Job Satisfaction. But the positive relationship points out that high Per Capita Income leads to high Job Satisfaction. As income is linked with the fulfilment of all necessities of life, therefore, it is quite possible that if a teacher has a high Per Capita Income, he/she can solve the problems of the family members and meet the needs of life easily and will be able to devote more time and pay more attention to his/her job. An overall observation of the data further shows that teachers with low attitude towards teaching profession have more satisfaction in job than that of teachers with high Attitude towards teaching profession.

Most of the employees want stability and security in their jobs; however, the data reveals that the temporary teachers have more favourable attitude towards teaching profession than that of permanent teachers. Usually, those who enter in this profession have a clear cut set of goals, love for the profession and desire to perform their duties enthusiastically and sincerely. So, there is a need for safeguarding such enthusiasm throughout the entire service period. Teaching profession is considered as one of the noble professions. The teachers with low experience have shown more enthusiastic in teaching than highly experienced teachers. An overall observation of
the data also reveals that as teaching experience increases, attitude of the teachers towards teaching profession decreases. The result indicates that the teachers with less experience certainly have high level of Attitude towards Teaching Profession. So, with the increase of age and experiences, teachers should be given special capacity building programmes, special incentives and opportunities for enhancing their enthusiasm and positive attitude towards teaching profession. Periodical training programmes can also be organised to give necessary motivation and opportunities to update their knowledge from time to time. The findings of this research also indicate that school authorities need to develop strategies to deal with the special needs and circumstances of the teachers.

Job satisfaction is one of the important components of making teaching effective. Loss of job satisfaction creeps upon people causing exhausted, burnout, mounting stress and tension, consequently, the person may develop depression. There are many causes for low job satisfaction. People can increase their job satisfaction by examining the reasons, why it is tough to get through the work day and the ways that can settle (fix) the issues. Lack of necessary training or poor standard of training, monotony in work place, complicated and difficult colleagues and negative thinking leads a teacher towards loss of job satisfaction. It can be increased and achieved through maintaining positive relationships in workplace, avoiding people with negative thinking, asking for essential requirements for success both in professional and personal life and sustaining positive thinking. The teacher must take some time off, take few days off and recharge for work again and can go back to work totally refreshed. More essential for a teacher is to develop positive thinking towards profession or job, which leads to happiness. If a teacher thinks that how miserable is going to be at work, he is already setting himself up to be miserable.
Instead, he could look forward to good things at work place. This will increase the positive attitude towards teaching profession too. Therefore, urgent remedial measures should be taken up to bring about a positive and dynamic change in the attitude of the elementary school teachers. It is important that greater attention is paid to strategies that can make them accountable for their performance.

### 5.5 Suggestions for Further Research

In the light of the results and findings drawn from the study, following suggestions are made for further research in the field:

1. The present study is confined only to the elementary school teachers in the two districts of Manipur. It could be replicated by using a representative sample from all the nine districts of Manipur.
2. Similar kind of study or a comparative study can be undertaken at secondary and higher levels. It can be extended at state and national level.
3. The impact of attitude towards teaching profession and job satisfaction of the teachers can be seen on the academic achievement of the students.
4. Different psycho-social variables can be explored which influence the attitude towards teaching profession and job satisfaction of the teachers at different levels.
5. The relationship between attitude towards teaching profession and job satisfaction can be extended on other professionals, i.e., Medical practitioners, Engineers, Law practitioners etc.

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