

## SUMMARY, FINDINGS AND CONCLUSIONS

*“The destiny of India is now being shaped in her classroom”. - Indian Education Commission (1964-66).*

### 6.1 Introduction

The welfare and prosperity of a nation depends on its natural and human resources. Human resource is perhaps more important than the natural resource because the latter can only be profitably used if the former is efficient. Therefore, human resource is of paramount importance for the progress of a country. The teacher being a catalytic agent in the process of education, dispenses knowledge, forms time schedules, selects reading materials, plays the role of subject specialist and helps pupils to overcome their difficulties and provides learning support. If the teacher bears a depressed stage of job satisfaction, it can scarcely be envisaged how much harm it can cause to the onward motion of the young generation. The success of students in any course depends on the effectiveness of teachers. However, the entire structure of education is unsteady if the teacher is weak and ineffective. There appears to be general agreement on the fact that educational achievement of children depends to a large extent on job satisfaction, attitude towards teaching profession, self-efficacy and also on certain demographic variables of the teachers. If the teacher has a wholesome job satisfaction, high positive attitude towards teaching profession, high self-efficacy, he teaches with interest, takes pains and makes efforts to provide problem solving and creative activities, assesses the needs of students and develops

their potential. Naturally, a teacher with high level of job satisfaction, high positive attitude towards teaching profession, high self-efficacy would help students to gain confidence, develop potentate skills in the field of education and work. An efficient teacher motivates his students to discover their capacities independently without waiting for teacher's praise. The role of the teacher is not only confined to the process of teaching and learning, but also he is the controller of the classroom. He is the one who creates the soldier of the nation, lawyers and good human beings. He develops the feeling of humanity and integrity in the tender hearts of the children. That is the reason, why a lots of accountabilities rests on the shoulder of a teacher. To execute these responsibilities in an effective manner, it is very much needed and must be ensured by the government that, they must possess all needed facilities to execute their duties in desirable way. Properly equipped to deal with the children. It is assumed that they should be equipped with the necessary knowledge, outlook and attitude to perform their responsibilities effectively.

A happy and gratified teacher gives a pile to the welfare of his scholars, whereas a dissatisfied and unhappy teacher can get short-tempered and may produce tensions which can cause an undesirable effect on the students' learning process and it so disturbs their academic development (Job Satisfaction and Job Performance, 2013). A teacher who is satisfied with his job is amongst the foremost factors contributing to educational improvement. The concept of job satisfaction must be clearly known. It can be known as-

**Collins English Dictionary (2012)** - "Job satisfaction is the pleasure that you get from doing your job."

**Cambridge Dictionary (2017)** -“The feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing, or the degree to which your work gives you this feeling.”

Job satisfaction is defined to be an overall belief about one's one job in terms of specific facets of the occupation (work, pay promotion, co-workers, job in general). Job Satisfaction is a compounding of two words 'job' and 'satisfaction'. Job is an occupational activity performed by an individual in return for monetary reward (Kavita & Venkateswaran, 2015), while satisfaction is a word which is hard to determine. The teacher being a catalytic agent in the process of education, dispenses knowledge, form time schedules, selects reading materials, plays the role of subject specialist and helps pupils to overcome their difficulties and provides learning support. Job satisfaction is an emotional relation to an employee's work status.

According to Dictionary of Education, Good (1959), “a state of mental and emotional readiness on the part of professionals to react to any educationally significant situation in a manner that gives first place to the interest of society and the profession, that demonstrates appreciative of the situation's educational implications, and that indicates ability and desire to cooperate with others towards the solution of the problems involved.” Attitudes determine what each individual experience, learn, ponder and act. A person having positive effect or feeling connected with some psychological entity is regarded as favourable attitude and the one who has associated negative effect or feeling would be supposed to hold an unfavourable position. It is a tendency to react favourably or unfavourably towards

a designated class of stimuli such as a national or racial group a custom or an institution (Anastasi, 1982; Travers, 1973).

During 1970s' Albert Bandura made significant contributions in this area in the 1970's. He defined efficacy in terms of the expectation that one can do what is required to produce an outcome. He argued roots of efficacy with the most influential being mastery experiences. He proposed that successful performance of a task or activity would lead to increased self-efficacy about future performance while unsuccessful performance would lead to decreased self-efficacy. He defined self-efficacy as individuals' beliefs about their capacities to carry away a special track of action successfully (Bandura, 1977). 'Teacher-efficacy' has been defined by Lanier & Sedlack (1989) as —the extent to which teachers deliver a sufficient force to fetch about the higher-order thinking and social learning that empowers students. In the teaching context, self-belief takes shape of 'teacher-efficacy' or 'teacher self-efficacy' belief. It concerns to a teacher's expectation about being able to bring about student learning (Savran & Çakıroğlu, 2003). Teachers' Simmons (2011), through her 'Performance Management Theory of Action, suggests that 'Effective teaching' is a variable that can be impacted from individual endeavor. Hay McBer (2000), in his study of effective teaching, states that there are three factors which impact student progress viz. teaching skills, professional characteristics and classroom climate. Butler (2003) described 'teaching' to be a 'self-regulated' profession. Therefore, on that point is a great deal of scope to enhance teacher effectiveness not only through external forces and changes in the environment, but likewise by the feats of the teacher himself/herself. 'Theory of Teacher Change' proposed by Ross and Bruce (2006), proposed that teacher self-assessment processes are determined by outside agents like peers, which in turn

influence teacher efficacy, subsequently impacting goal setting and effort expenditure, leading to changes in instructional practice and pupil accomplishment. ‘Cognitive Evaluation Theory’ suggested that the feelings of competence influence a person’s intrinsic motivation (Gagne & Deci, 2005). This makes ‘teacher self-efficacy’ belief an important construct which can potentially

## **6.2 Statement of the Problem**

The title of the problem of the present study is stated as- “*Job Satisfaction among Secondary School Teachers in relation to their Attitude towards Teaching Profession, Self-Efficacy and Demographic Variables.*”

## **6.3 Objectives of the Study**

Every research study have some objectives to achieve, without which no research can be conducted. The entire research process is guided by following objectives-

- 1.** To study the significance of difference between low and high attitude towards teaching profession groups of secondary school teachers on the measure of their job satisfaction.
- 2.** To study the significance of difference between low and high self-efficacy groups of secondary school teachers on the measure of their job satisfaction.
- 3.** To study the significance of difference between different demographic variables of secondary school teachers on the measure of their job satisfaction.
- 4.** To find out the relationship between job satisfaction, attitude towards teaching profession and their self-efficacy of secondary school teachers.

5. To study the combined and individual contribution of attitude towards teaching profession and self-efficacy to the variance of secondary school teachers' job satisfaction.

#### **6.4 Hypotheses of the Study**

***Ho<sub>1</sub>***: There is no statistical significant difference between the low and high attitude towards the teaching profession group of secondary school teachers on the measure of their job satisfaction.

***Ho<sub>2</sub>***: There is no statistical significant difference between low and high self-efficacy groups of secondary school teachers on the measure of their job satisfaction.

***Ho 3***: 1. There is no statistical significant difference in various demographic variables of secondary school teachers on the measure of their job satisfaction.

***Ho 4***: There is no statistical relationship between secondary school teacher job satisfaction, attitude towards teaching profession and their self-efficacy.

***Ho 5***: There is no contribution of attitude towards teaching profession and self-efficacy to the variance of secondary school teachers' job satisfaction.

#### **6.5 Methodology**

The present study was aimed to study job of secondary school teachers in relation to their attitude towards teaching profession, self-efficacy and demographic variables in three districts of Uttar Pradesh, viz. Lucknow, Barabanki and Faizabad. Therefore descriptive survey method was employed for the study.

### **6.5.1 Variables**

#### **Independent Variables-**

- Attitude towards teaching profession,
- Self-efficacy and,
- Demographic variables (age, gender, educational qualification, teaching experience, income, religion, type of teacher, type of school, locality of school).

#### **Dependent Variable- Job satisfaction**

### **6.5.2. Population**

The secondary school teachers teaching in different board viz., Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and Uttar Pradesh Board of Education of Uttar Pradesh state constitute the population of the study.

### **6.5.3 Sample and sampling procedure**

Since it was impossible to survey all the schools of Uttar Pradesh state. Hence, three districts of Uttar Pradesh were randomly selected-Barabanki, Lucknow and Faizabad districts. After that, a list of all secondary schools of Barabanki, Lucknow and Faizabad districts comprising all three board schools having U.P., CBSE, and the ICSE were taken by concerned authorities before starting the sampling. Schools were selected by using simple random sampling technique. Afterward, the researcher has done purposive sampling for collecting data of secondary school teachers from randomly selected schools of above mentioned districts.

#### **6.5.4 Tools**

In the present study the investigator employed the following standard and self-constructed tools for the purpose of data collection.

1. Job Satisfaction Scale by Dr. Meera dixit.
2. Attitude Scale towards Teaching Profession by Dr. (Mrs.) Umme Kulsum.
3. Self-efficacy scale prepared by the researcher.
4. Questionnaire for demographic variables prepared by the researcher.

#### **6.5.5 Statistical Techniques for Data Analysis**

For analysis of the gathered data inferential statistics were employed such as-

- 1) Karl Pearson's product moment coefficient of correlation
- 2) 't-test for significance of difference between means
- 3) Multiple regression analysis
- 4) Analysis of Variance (ANOVA)

The results have been presented in the tables 4.1 to 4.56.

#### **6.6 Findings**

The major findings related to the present study are given as follows-

1. There was a statistical significant difference in low attitude towards teaching profession and high attitude towards teaching profession secondary school teachers in respect to their jobs satisfaction.

2. There was a statistical significant difference in secondary school teachers possessing higher attitude towards teaching profession and those have lower attitude.
3. High attitude towards teaching profession male and high attitude towards teaching profession female secondary school teachers were differ on the measure of their jobs satisfaction.
4. There was no significant difference between low and high attitude towards teaching profession male secondary school teachers in respect to their jobs satisfaction.
5. There was no significant difference low and high attitude towards teaching profession male secondary school teachers in respect to their jobs satisfaction.
6. There was significant difference between low attitude towards teaching profession female and high attitude towards teaching profession male secondary school teachers on the measure of their jobs satisfaction.
7. There was a significant difference in low attitude towards teaching profession male and high attitude towards teaching profession female secondary school teachers on the measure of their jobs satisfaction.
8. High and low self-efficacy secondary school teachers differed on the measure of their jobs satisfaction.
9. There was a significant difference between high male and high female self-efficient secondary school teachers on the measure of job satisfaction.
10. There was no significant difference in low self-efficacy male and low self-efficacy female secondary school teachers in respect to their jobs satisfaction.
11. There was significant difference between low self-efficacy male and high self-efficacy male secondary school teachers on the measure of job satisfaction.

12. There was a significant difference between low self-efficacy and high self-efficacy female secondary school teachers in respect to their jobs satisfaction.
13. There was no significance difference between low self-efficacy female and high self-efficacy male secondary school teachers in respect to their jobs satisfaction.
14. There was a significant difference between low male and high female self-efficient secondary school teachers on the measure of job satisfaction.
15. Finding revealed that male and female secondary teachers differed significantly on the measure of job satisfaction.
16. Married and unmarried secondary teachers differed significantly on the measure of job satisfaction.
17. Secondary school teachers of different religion groups do not differ significantly in their jobs satisfaction.
18. Trained and untrained secondary teachers differed significantly on the measure of job satisfaction.
19. Government and private secondary teachers differed significantly on the measure of job satisfaction.
20. Urban and rural groups of secondary school teachers differ significantly in their jobs satisfaction.
21. Low age and high age secondary teachers differed significantly on the measure of job satisfaction.
22. There was a significant difference between high age male and female secondary school teachers on the measure of job satisfaction.

23. There was a significance difference between low age male and female secondary school teachers in respect to their jobs satisfaction.
24. There was a significance difference between low age and high age female secondary school teachers in respect to their jobs satisfaction.
25. There was significance difference between low age female and high age male secondary school teachers in respect to their jobs satisfaction.
26. A significance difference was found between high age female and low age male secondary school teachers in respect to their jobs satisfaction.
27. Low educational and high educational qualification secondary teachers differed significantly on the measure of job satisfaction.
28. High qualification female and high qualification male secondary school teachers differed significantly on the measure of job satisfaction.
29. Low qualification female and male secondary school teachers were not significantly different on the measure of job satisfaction.
30. There was a significant difference between low qualified and high qualified male secondary school teachers in respect to their jobs satisfaction.
31. There was a significant difference between low qualified and high qualified female secondary school teachers in respect to their jobs satisfaction.
32. There was a significant difference between high qualified male and low qualified female secondary school teachers in respect to their jobs satisfaction.
33. There was a significant difference between high qualified female and low qualified male secondary school teachers in respect to their jobs satisfaction.

34. Low and high income secondary teachers differed significantly on the measure of job satisfaction.
35. There was a significant difference between high income male and female secondary school teachers in respect to their jobs satisfaction.
36. There was no significance difference between low income male and low income female secondary school teachers in respect to their jobs satisfaction.
37. There was a significant difference between low income and high income male secondary school teachers in respect to their jobs satisfaction.
38. There was a significant difference between low income and high income female secondary school teachers in respect to their jobs satisfaction.
39. There was no significance difference between high income male and low income female secondary school teachers in respect to their jobs satisfaction.
40. There was a significant difference between high income female and low income male secondary school teachers in respect to their jobs satisfaction.
41. Low experience and high experience secondary school teachers differed significantly on the measure of job satisfaction.
42. There was a significance difference between low experience male and high experience male secondary school teachers in respect to their jobs satisfaction.
43. There was a significant difference between low experience male and low experience female secondary school teachers in respect to their jobs satisfaction.
44. There was a significant difference between low experience and high experience female secondary school teachers in respect to their jobs satisfaction.

45. There was a significant difference between low experience and high experience female secondary school teachers in respect to their jobs satisfaction.
46. There was a significant difference between high experience male and low experience female secondary school teachers in respect to their jobs satisfaction.
47. There was a significant difference between high experience female and low experience male secondary school teachers in respect to their jobs satisfaction.
48. There was a significant positive relationship between secondary school teachers' job satisfaction and attitude towards teaching profession.
49. There was a combined and individual effects of attitude towards teaching profession, self-efficacy to the variance of secondary school teachers' job satisfaction.

## **6.7 Conclusions**

The findings of the present investigation may be summarized as follows-

1. Secondary school teachers possessing high attitude towards teaching profession were more satisfied in their jobs than those have low attitude.
2. The high self-efficacy secondary school teachers were more satisfied in their jobs.
3. Female, married, trained, government and urban secondary school teachers were more satisfied in their jobs than male, unmarried, untrained, private and rural ones.
4. Secondary school teachers belonging to the high- age, qualification, income, experience groups were more satisfied with their jobs that their counter parts.
5. Secondary school teachers belonging to the different religion were having almost similar level of job satisfaction.

6. Secondary school teachers' job satisfaction increases with the increase in attitude towards teaching profession.
7. Secondary school teachers' job satisfaction increases with the increase in self-efficacy.
8. The contribution of the predictor variables (attitude towards teaching profession and self-efficacy) in predicting secondary school teachers' job satisfaction could have not occurred by chance.

### **6.8 Educational Implications**

1. The present study indicates that attitude towards teaching profession plays a prominent role in affecting the job satisfaction of teachers, therefore, students with a positive attitude towards teaching process may be encouraged to come into the teaching profession.
2. Teaching is one of those professions, which confer special privileges and responsibilities on those who practice it. Therefore, the teachers must be professionally sound, having keen interest, self-efficiency and dedication to the profession. He must not confine his role to mere transfer of knowledge from the old brittle pages of his notebook to the student's notebook without touching their heads. A teacher should not leave any stone unturned through his tough work to stir involvement and desire for learning among pupils. In this profession a high positive attitude towards teaching and higher level of self-efficacy are directly related to job satisfaction.

3. Job satisfaction, attitude towards teaching and self-efficacy of the teachers are the vitally important aspects of the teaching profession. They play significant role in affecting the work performance of the teachers. It is essential to study them thoroughly and deeply in order to plan a strategy for helping the teachers as well as entire teaching learning process.
4. For maintaining the quality and competency of any educational institution, concerned authorities must be impartial in recruiting the quality faculties. They may select only those individuals who shows satisfaction with the teaching job. They must also possess a high positive attitude towards teaching profession and higher level of self-efficacy.
5. Because the role of teacher is of great importance in creating a building into an educational institution, it is advised to determine the eligible candidates' attitude towards teaching profession and self-efficacy before their recruitment in the teaching profession.
6. Job satisfaction is positively co-related with attitude towards teaching profession and self-efficacy. Hence, efforts should be made to enhance teachers' job satisfaction through various career promotion schemes. They should be provided with conducive organizational climate, should be free to develop friendly relations among teacher & students, among teachers & teachers and teachers & management.
7. In-service teacher training program should be designed in such a way that, it would provide adequate opportunities for teachers to develop competency to face the various real teaching life situations. It would likewise raise the positive working attitude of teachers and make them self-efficient.

8. The teachers should be aware of the importance of job satisfaction and they should know the ways by which job satisfaction can be attained.

### **6.9 Suggestions for further Studies**

1. Job satisfaction of teachers working in primary and higher education levels may also be explored to know their attitude towards teaching profession, self-efficacy and demographic factors.
2. A comprehensive study with some other significant variables, sample and area may be conducted on job satisfaction of secondary school as well as primary and higher education level teachers.
3. A comparative survey of teachers perusing their career in Kendriya Vidyalaya, Navodaya Vidhyalaya, and other than CBSE and ICSE Boards may be of great importance.
4. Magnitude of attitude towards teaching profession, self-efficacy and demographic factors may be comparatively studied among respondents of different professional courses like medical, importance. Such comparisons can be observed by selecting a number of variables like socioeconomic status, intelligence, personality features, creativity, adjustment, achievement motivation and teaching aptitude.
5. Achievement motivation, insecurity, anxiety, aspiration, adjustment, creativity, intelligence etc. are the important variables, which play a significant role in the success of the teacher. Hence, a comparative study of teachers teaching in medical, engineering, and management etc. can also be conducted in respect to above mentioned variable.

6. Cross-cultural studies regarding job satisfaction in teaching profession and its associated variables might be conducted to understand the problem related to the teaching profession in different geographical areas.
  7. This study may be replicated on a large sample of teachers or prospective teachers in order to ensure superior validity of findings.
- .....