



REVIEW OF RESEARCH



RELATIONSHIP BETWEEN COMPONENTS OF ATTITUDE TOWARDS TEACHING PROFESSION AND JOB SATISFACTION OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS



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ABSTRACT :

The purpose of the study is **Relationship between Components of Attitude Towards Teaching Profession and Job Satisfaction of Male and Female Secondary School Teachers**. The sample of the present study was selected from Dharwad district. The random sampling technique used to select 500 secondary schools teaches from Dharwad district. The findings concluded that The female teachers have higher attitude towards teaching profession, class-room teaching, teachers scores as compared to male teachers of secondary schools. The male and female teachers of secondary schools have similar teaching profession , child centered practices, pupil, educational process, intrinsic aspect of job, salary, promotional avenues and service conditions, similar physical facilities, institutional plans and policies, satisfaction with social status and family welfare, rapport with students, job satisfaction with co-worker scores.

KEYWORDS : Attitude towards teaching profession, Job Satisfaction.

INTRODUCTION :

The conceptual definition of the attitude has been given in many ways by different authors. The term attitude was first used to denote "the sub-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topics" (Thurstone and Chave, 1929). Later however, when motivational and affective characters of attitudes were emphasized. Thurstone (1931) defined an attitude as "the affect for or against a psychological object".

ATTITUDE TOWARDS TEACHING PROFESSION

- Teaching profession
- Class-room teaching
- Child centered practices
- Pupil
- Teachers
- Educational process

A high quality teaching staff is the cornerstone of a successful educational system. Daily interaction between teachers and students is at the centre of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education in India. One step in developing a high quality faculty is understanding the factors associated with teaching quality and retention. One of these factors is job satisfaction, which has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance (Ostroff, 1992 and Mathieu, 1991). Often it is not merely satisfaction with the job but with the career in general that is important. Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement Ashton and Webb, 1986; Carnegie Task Force on Teaching, 1986. Because faculty are both the largest cost and the largest human capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system.

JOB SATISFACTION DIMENSIONS

- Intrinsic aspect of job
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status and family welfare
- Rapport with students
- Satisfaction with co-worker

OBJECTIVES OF THE STUDY

1. To study the difference between male and female teachers of secondary schools with respect to attitude towards teaching profession and its dimensions i.e.
 - Teaching profession
 - Class-room teaching
 - Child centered practices
 - Pupil
 - Teachers
 - Educational process
2. To study the difference between male and female teachers of secondary schools with respect to job satisfaction and its dimensions i.e.
 - Intrinsic aspect of job
 - Salary, promotional avenues and service conditions
 - Physical facilities
 - Institutional plans and policies
 - Satisfaction with authorities
 - Satisfaction with social status and family welfare
 - Rapport with students
 - Satisfaction with co-worker

Hypotheses

Hypothesis No. 1: There is no significant difference between male and female teachers of secondary schools with respect to attitude towards teaching profession and its dimensions i.e.

1. Teaching profession
2. Class-room teaching

3. Child centered practices
4. Pupil
5. Teachers
6. Educational process

Hypothesis No. 2: There is no significant difference between male and female teachers of secondary schools with respect to job satisfaction and its dimensions i.e.

1. Intrinsic aspect of job
2. Salary, promotional avenues and service conditions
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status and family welfare
7. Rapport with students
8. Satisfaction with co-worker

METHODOLOGY

The study adopts Descriptive survey method for investigation

Sample

The random sampling technique used to select 500 secondary school teaches from Dharwad district.

Tools

1. Teacher Attitude Inventory – by S. P. Ahluwalia (1978)
2. Job Satisfaction Scale – by Meera Dixit (1993)

Statistical Techniques

Differential analysis

Analysis and Interpretation

Hypothesis No. 1: There is no significant difference between male and female teachers of secondary schools with respect to attitude towards teaching profession and its dimensions i.e.

- Teaching profession
- Class-room teaching
- Child centered practices
- Pupil
- Teachers
- Educational process

To test this hypothesis, the unpaired t-test was applied and results are presented in the following table.

Table No. 1: Results of t-test between Male and Female Teachers of Secondary Schools with Respect to their Attitude Towards Teaching Profession and its Dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Attitude towards teaching profession	Male	337.6160	15.1019	-3.2340	<0.05	S
	Female	342.7280	19.9144			
Teaching profession	Male	59.5920	4.0162	-1.3352	>0.05	NS
	Female	60.1120	4.6676			

Class-room teaching	Male	54.4360	3.2755	-2.4091	<0.05	S
	Female	55.2040	3.8311			
Child centered practices	Male	57.0240	4.3841	-0.4975	>0.05	NS
	Female	57.2440	5.4464			
Pupil	Male	55.5680	5.8514	-1.9186	>0.05	NS
	Female	56.6520	6.7505			
Teachers	Male	51.5720	3.9399	-4.6755	<0.05	S
	Female	53.4640	5.0413			
Educational process	Male	59.4240	4.9337	-1.4243	>0.05	NS
	Female	60.0520	4.9253			

From the results of the above table, it can be seen that the following:

1. Male and female teachers of secondary schools differ significantly with respect to their attitude towards teaching profession ($t=-3.2340$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers have higher attitude towards teaching profession scores as compared to male teachers of secondary schools.
2. Male and female teachers of secondary schools do not differ significantly with respect to dimension of attitude towards teaching profession i.e. teaching profession ($t=-1.3352$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar teaching profession scores.
3. Male and female teachers of secondary schools differ significantly with respect to dimension of attitude towards teaching profession i.e. class-room teaching ($t=-2.4091$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers have higher class-room teaching scores as compared to male teachers of secondary schools.
4. Male and female teachers of secondary schools do not differ significantly with respect to dimension of attitude towards teaching profession i.e. child centered practices ($t=-0.4975$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar child centered practices scores.
5. Male and female teachers of secondary schools do not differ significantly with respect to dimension of attitude towards teaching profession i.e. pupil ($t=-1.9186$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar pupil scores.
6. Male and female teachers of secondary schools differ significantly with respect to dimension of attitude towards teaching profession i.e. teachers ($t=-4.6755$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers have higher teachers scores as compared to male teachers of secondary schools.
7. Male and female teachers of secondary schools do not differ significantly with respect to dimension of attitude towards teaching profession i.e. educational process ($t=-1.4243$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar educational process scores.

Hypothesis No. 2: There is no significant difference between male and female teachers of secondary schools with respect to job satisfaction and its dimensions i.e.

- Intrinsic aspect of job
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities

- Satisfaction with social status and family welfare
- Rapport with students
- Satisfaction with co-worker

To test this hypothesis, the unpaired t-test was applied and results are presented in the following table.

Table No.- 2: Results of t-test between Male and Female Teachers of Secondary Schools with Respect to their Job Satisfaction and its Dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Job satisfaction	Male	208.568	13.5462	-4.5959	<0.05	S
	Female	214.336	14.5010			
Intrinsic aspect of job	Male	30.3280	2.8826	0.6811	>0.05	NS
	Female	30.1560	2.7630			
Salary, promotional avenues and service conditions	Male	29.1680	2.8602	-1.7029	>0.05	NS
	Female	29.5920	2.7053			
Physical facilities	Male	35.6480	5.0264	-1.7660	>0.05	NS
	Female	36.3840	4.2611			
Institutional plans and policies	Male	22.9920	3.5545	-0.8110	>0.05	NS
	Female	23.2760	4.2455			
Satisfaction with authorities	Male	24.1120	3.8604	-0.9347	>0.05	NS
	Female	24.4240	3.5989			
Satisfaction with social status and family welfare	Male	21.1760	2.2083	-1.0949	>0.05	NS
	Female	21.3880	2.1202			
Rapport with students	Male	25.8240	2.1268	-0.6419	>0.05	NS
	Female	25.9440	2.0527			
Satisfaction with co-worker	Male	21.3080	1.9172	0.7111	>0.05	NS
	Female	21.1840	1.9814			

From the results of the above table, it can be seen that the following:

1. Male and female teachers of secondary schools differ significantly with respect to their job satisfaction ($t=-4.5959$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers have higher job satisfaction scores as compared to male teachers of secondary schools.
2. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. intrinsic aspect of job ($t=0.6811$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar intrinsic aspect of job scores.
3. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. salary, promotional avenues and service conditions ($t=-1.7029$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar salary, promotional avenues and service conditions scores.

4. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. physical facilities ($t=-1.7660$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar physical facilities scores.
5. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. institutional plans and policies ($t=-0.8110$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar institutional plans and policies scores.
6. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. satisfaction with authorities ($t=-0.9347$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar satisfaction with authorities scores.
7. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. satisfaction with social status and family welfare ($t=-1.0949$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar satisfaction with social status and family welfare scores.
8. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. rapport with students ($t=-0.6419$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar rapport with students scores.
9. Male and female teachers of secondary schools do not differ significantly with respect to dimension of job satisfaction i.e. satisfaction with co-worker ($t=0.7111$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have similar satisfaction with co-worker scores.

DISCUSSION AND CONCLUSION

In this study, the researcher aimed to *Relationship between Components of Attitude Towards Teaching Profession and Job Satisfaction of Male and Female Secondary School Teachers From the analysis it is concluded that*; The female teachers have higher attitude towards teaching profession, classroom teaching, teachers scores as compared to male teachers of secondary schools. The male and female teachers of secondary schools have similar teaching profession, child centered practices, pupil, educational process, intrinsic aspect of job, salary, promotional avenues and service conditions, similar physical facilities, institutional plans and policies, satisfaction with social status and family welfare, rapport with students, job satisfaction with co-worker scores.

EDUCATIONAL IMPLICATIONS

- Good adjustment resulted in the reduction of a number of problems, while poor adjustment increased their number.
- The student teachers from higher socio-economic status (SES) had developed a more favourable attitude than other groups.
- Vocational teachers as a composite group were most highly motivated in their jobs by altruistic work values. Vocational teachers from different disciplines differed significantly in attitudes towards students.
- Personality characteristics, attitude towards the teaching profession and allied aspects, academic achievement and achievement in profession courses were determinants of success in teaching.
- Female students were seem to be better adjusted than male students in all the areas studied College education was not seen to have any impact on value orientation and the behaviour of the students.

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