



A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHER ATTITUDE TOWARDS TEACHING PROFESSION

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ABSTRACT :

The purpose of the study is to find the Relationship between Job-Satisfaction and Teachers' Attitude towards Teaching profession. The sample of the present study includes 600 secondary school teachers of Bagalkot district.

KEYWORDS : Teaching profession , Job-Satisfaction and Teachers' Attitude.

INTRODUCTION

Education is the most potent instrument of bringing about social, political and economic betterment and cultural transformation of a country. It is the quality of education that determines the level of prosperity, welfare and security of the people. But the quality of education depends upon the quality of education depends upon the quality of teacher. It is good augury that educationists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Unless such teachers are found, secondary schools cannot deliver the goods that are expected of them. Fundamentally the success of secondary education does not depend either on the definition of aims, statements of objectives, or discussion of subject values, but on the academic and professional preparation of teachers.

For the professional preparation of the teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teacher's attitudes not only affect his behaviour in the classroom but also influence the behaviour of his students moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired directions



OBJECTIVE OF THE STUDY

1. To study the relationship between job satisfaction of secondary school teachers and teacher attitude and its dimensions (Teaching profession, Class-room teaching, Child-centred practices, Pupils, Teachers, and Educational process)

HYPOTHESIS

There is a significant relationship between job satisfaction and its dimensions (i.e. intrinsic aspect of the job, salary, promotional avenues, and services condition, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers) with teacher attitude and its dimensions (i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers) of secondary school teachers.

METHODOLOGY

The study adopts Descriptive survey method for investigation

Sample

The researcher selected 600 teachers using random sampling technique of Bagalkot district constitutes the sample for the study.

Tools

1. Job Satisfaction Scale Constructed by by Meera Dixit (1993)
2. Teacher Attitude scale Developed and standardized by the researcher using scientific procedure

Statistical Technique

Simple Correlation

Analysis and Interpretation

Hypothesis: There is a significant relationship between job satisfaction and its dimensions (i.e. intrinsic aspect of the job, salary, promotional avenues, and services condition, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers) with teacher attitude and its dimensions (i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers) of secondary school teachers.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table-5.44: Relationship between job satisfaction and its dimensions with teachers' attitude and its dimensions as a whole

Variables	Job Satisfaction	Intrinsic aspect of the job	Salary, promotional avenues, and services condition	Physical facilities	Institutional plans and policies	Satisfaction with Authorities	Satisfaction with social status and family welfare	Rapport with students	Relationship with co-workers
Teacher Attitude	0.5143*	0.4768*	0.4404*	0.4596*	0.0692	0.4044*	0.2062*	0.2243*	0.2975*
Teaching profession	0.4517*	0.3989*	0.3680*	0.4050*	0.0786	0.3486*	0.2192*	0.1689*	0.2964*
Class – room teaching	0.2590*	0.2658*	0.3032*	0.2179*	-0.0378	0.2128*	0.0710	0.0865	0.1592*
Child –	0.22	0.2350*	0.1997*	0.21	-0.0160	0.1967*	0.0716	0.1177	0.1196*

centered practices	82*			50*				*	
Educational process	0.4476*	0.4054*	0.3931*	0.4111*	0.0684	0.3302*	0.1482*	0.2084*	0.2639*
Pupils	0.5007*	0.4521*	0.3640*	0.4553*	0.1194*	0.3914*	0.2091*	0.2370*	0.2930*
Teachers	0.4632*	0.4226*	0.3766*	0.3979*	0.1023*	0.3713*	0.2276*	0.2096*	0.2250*

*p<0.05

From the results of the above table we had seen that,

- ❖ A significant and positive relationship was observed between job satisfaction and teachers attitude ($r=0.5143$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.4517$, $p<0.05$), class – room teaching ($r=0.2590$, $p<0.05$), child – centered practices ($r=0.2282$, $p<0.05$), educational process ($r=0.4476$, $p<0.05$), pupils ($r=0.5007$, $p<0.05$) and teachers ($r=0.4632$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers' attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the job satisfaction of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. intrinsic aspect of the job and teachers attitude ($r=0.4768$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.3989$, $p<0.05$), class – room teaching ($r=0.2658$, $p<0.05$), child – centered practices ($r=0.2350$, $p<0.05$), educational process ($r=0.4054$, $p<0.05$), pupils ($r=0.4521$, $p<0.05$) and teachers ($r=0.4226$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the intrinsic aspect of the job of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. promotional avenues, and services condition and teachers attitude ($r=0.4404$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.3680$, $p<0.05$), class – room teaching ($r=0.3032$, $p<0.05$), child – centered practices ($r=0.1997$, $p<0.05$), educational process ($r=0.3931$, $p<0.05$), pupils ($r=0.3640$, $p<0.05$) and teachers ($r=0.3766$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the promotional avenues, and services condition of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. physical facilities and teachers attitude ($r=0.4596$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.4050$, $p<0.05$), class – room teaching ($r=0.2179$, $p<0.05$), child – centered practices ($r=0.2150$, $p<0.05$), educational process ($r=0.4111$, $p<0.05$), pupils ($r=0.4553$, $p<0.05$) and teachers ($r=0.3979$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the physical facilities of secondary school teachers.

- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. institutional plans and pupils ($r=0.1194$, $p<0.05$) and teachers ($r=0.1023$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. pupils and teachers scores are increases or decreases with increase or decrease in the institutional plans and policies of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. satisfaction with authorities and teachers attitude ($r=0.4044$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.3486$, $p<0.05$), class – room teaching ($r=0.2128$, $p<0.05$), child – centered practices ($r=0.1967$, $p<0.05$), educational process ($r=0.3302$, $p<0.05$), pupils ($r=0.3914$, $p<0.05$) and teachers ($r=0.3713$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the satisfaction with authorities of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. satisfaction with social status and family welfare and teachers attitude ($r=0.2062$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.2192$, $p<0.05$), educational process ($r=0.1482$, $p<0.05$), pupils ($r=0.2091$, $p<0.05$) and teachers ($r=0.2276$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the satisfaction with social status and family welfare of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. rapport with students and teachers attitude ($r=0.2243$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.1689$, $p<0.05$), child – centered practices ($r=0.1177$, $p<0.05$), educational process ($r=0.2084$, $p<0.05$), pupils ($r=0.2370$, $p<0.05$) and teachers ($r=0.2096$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the rapport with students of secondary school teachers.
- ❖ A significant and positive relationship was observed between dimension of job satisfaction i.e. relationship with co-workers and teachers attitude ($r=0.2964$, $p<0.05$) and its dimensions i.e. teaching profession ($r=0.2975$, $p<0.05$), class – room teaching ($r=0.1592$, $p<0.05$), child – centered practices ($r=0.1196$, $p<0.05$), educational process ($r=0.2639$, $p<0.05$), pupils ($r=0.2930$, $p<0.05$) and teachers ($r=0.2250$, $p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers attitude and its dimensions i.e. teaching profession, class – room teaching, child – centered practices, educational process, pupils and teachers scores are increases or decreases with increase or decrease in the relationship with co-workers of secondary school teachers.

DISCUSSION AND CONCLUSION

In this study, the researcher aimed to find the Relationship between Job-Satisfaction and its dimensions of Teachers' Attitude with Teaching profession.

From the analysis report, it is concluded that, there is a significant and positive relationship was observed between job satisfaction and teacher attitude and its dimensions that is teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers of secondary school.

EDUCATIONAL IMPLICATIONS

The findings of the study are suggestive of the fact that secondary school teachers have high level of job satisfaction with teacher attitude towards the professions. Hence some implications may be laid down in the light of these findings:

- 1) Understanding the strengths and weakness of one's personality towards better equip with the profession.
- 2) Knowing to work on improving their own attitudes and enhancing positive attitude towards their profession.
- 3) Self awareness pertains day to day activities of the carrying in organizational climate regarding positive and negative attitudes.
- 4) This aspect of training involves being clear intend to do work saying "yes" when we mean "Yes" and "No" when we "no"
- 5) Positive attitudes towards teaching profession is important and being doing things in educational activities for the development of academic progress.
- 6) Empathy towards students in teaching profession is important and daily life activities.
- 7) It is an ability to understand other's feelings towards present role in the working world.
- 8) In the essence of empathy every teacher better equip with the class room activities, it leads to positive attitudes towards profession.
- 9) Attitudes towards the teaching profession determines the role efficacy of the teacher
- 10) By positive attitudes towards functioning style of the institution can be revitalized and teachers can enhance their professional capacities.
- 11) Positive attitudes leads to better equip with organizational setup to enjoy the role effectively.
- 12) Managing one's time effectively is an excellent way of enhancing one's professional capacities.
- 13) Poor time management makes teachers being lest behind and unable to play effective role in the organizational setup.

Job satisfaction helps in developing positive attitude among the teachers. According to Blum, job satisfaction is the results of various attitudes. Teachers should be satisfied with their work and working conditions. They should be given proper salary, security and promotion. They should be satisfied with the plan and policies made by the authorities regarding salary, security and promotion. The teachers also should keep positive attitude towards higher authorities.

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