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## A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHER ATTITUDE

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### ABSTRACT:

The present study aimed to find out the job satisfaction of secondary school teachers in relation to teacher's attitude. The sample of the study was selected 299 teachers of Chikkaballapur District. Data was analyzed by *r*-value. Result found that there is significant relationship between job satisfaction and teachers attitude of secondary school teachers.

**KEYWORDS:** *Job Satisfaction, Teacher Attitude, Secondary School Teachers.*

### INTRODUCTION

The teacher is the heart and soul of any educational institution. Without well qualified teachers, even the best buildings, richest curriculum, up-to date library and the most expensive equipment will be of no use, while the best teacher with even poor equipment will be of some use to make education worth imparting. The teacher has got the responsibility of shaping the character of his students not merely by his teaching but his own personality and his personal example.

"The teacher is not an instructor or task maker; he is a helper and guide. His business is to suggest and not to improve. He does not actually train the pupil's mind. He only shows him how to perfect his instruments of knowledge and

helps and encourages him in the process. He does not impart knowledge for himself. He does not call forth knowledge that is within; he only shows him where it lies and how it can be habituated to rise to the surface". The status attached to jobs differs accordingly to their contribution to human welfare and educational progress, yet the Teacher contribution to the social welfare is immense, but imperceptible and hence not recognized. Whatever may be the system of education the significance of the role of the teacher in kindling the challenge for learning cannot be denied.

Our ancestors have equated the position of the teacher to the Almighty. These words clearly indicate the position of the teacher during the early days "Matrudevo Bhava", "Pitrudevo Bhava", "Acharyadevo Bhava". At first mother is God, secondly the father is god and thirdly 'Acharya' Guru or

the teacher is God. The teacher had the lofty place of 'Guru Bramha', 'Guru Vishnu', 'Gurudevo Maheswarah' which means that the teacher is the Creator, the Sustainer and the ultimate liberator.

### JOB SATISFACTION

Satisfaction is an essential factor in any profession. If a man is not satisfied, it is very difficult for him to carry on his duties honestly and efficiently. Attitude and job satisfaction can be used interchangeably as both of the concepts indicate "affective orientations on the part of the individual towards work roles which they presently occupy positive attitude to the job are equivalent to job satisfaction.

Morse states 'job satisfaction is the function of the strength of need and amount of environmental return'.

### Job Satisfaction of the teachers covers:

- Intrinsic aspect
- Salary, service conditions and promotion.
- Physical facilities.
- Instructional plan and policies.
- Satisfaction with authorities.
- Social status and family welfare
- Rapport with students.
- Relationship with co-workers.

Smith, Kendall and Hulin (1969), define "Job satisfaction is a feeling towards discriminable aspects of job situation".

Bruneberg (1976) states "Job satisfaction is the favorableness or unfavorableness an employee's views of his work".

Locke (1976) opines "Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience".

### Attitude

The attitude towards teaching profession is very essential to have optimum job satisfaction.

**Travers:** "An attitude is a readiness to respond in such a way that behaviour is given a certain direction."

**McKeacly and Dayle:** "We define an attitude as an organization of concepts, beliefs, habits and motives associated with a particular object."

The second definition takes into account all of the concepts, beliefs habits and motives associated with the object. The concepts and beliefs associated with an attitude are often referred to as the cognitive component of the attitude the habit as the action component and the motives as the affective component.

We have defined attitude as determining tendency to respond in a specified manner. Now the question arises should all the predispositions like habits interest's traits and physiological motives be classified as attitude. More clear distinction of an attitude should meet the following criteria.

- Attitude has a subject-object relationship.
- Attitude is learned.
- Attitude is relatively enduring states of readiness.
- Attitude has motivational affective characteristics.
- Attitude ware numerous and varied as the stimuli to which they prefer.
- Attitude range from strongly positive to strongly negative.

### NEED FOR THE STUDY

A requisite one should assume for a teacher to be effective, would be the amount of satisfaction he gets from the job. An individual who lies his job or who has a positive attitude towards it has, all things being equal, a better chance of making a success of his job than an individual, who has a negative attitude towards his profession or job. This liking for the job, very few teachers seem to have.

Teachers occupy a place of crucial importance in a school system. The future of the country inevitably depends upon them. It is important for them to win public recognition by their enlightened devotion and professional efficiency. Higher standards of efficiency and integrity may themselves contribute to their status.

There is also a lack of interpersonal relationship among teachers because of tensions and rifts among the members of the staff themselves. Teachers would want to be in the lime light and in the good books of their superiors and therefore try to cause an unpleasant atmosphere and hence lack of understanding and interpersonal relations occur.

Therefore, it becomes very necessary to explore empirically the factors effecting the job satisfaction of school teachers; hence, the present investigation was taken up with the following objectives in views.

### OBJECTIVES OF THE STUDY

- To study the relationship between job satisfaction of secondary school teachers and teacher attitude.

### METHODOLOGY

Survey method was used for this study. The total number of teachers collected through the secondary schools including government, private aided and private unaided schools was identified as the population of the present study. Giving representation to government, private aided and private unaided management schools and gender, a sample of 299 secondary school teachers were selected using simple random sampling technique in Chikkaballapur District. The sample distribution is presented in the Table-1.

**Table 1: Table showing gender wise sample distribution over Type of School Management**

S.No.	Gender	Type of School Management			
		Government	Private Aided	Private Unaided	Total
1	Male	109	56	10	175
2	Female	92	23	9	124
	Total	201	79	19	299

### TOOLS

1. Job Satisfaction Scale developed by Indiresan (1974) and adopted by Umme Kulsum (1985).
2. Teacher Attitude Scale developed by S.P. Ahluwalia (1978).

### DATA ANALYSIS

**Table 2: Relationship between Job Satisfaction and Teacher Attitude of Secondary School Teachers**

Job Satisfaction vs. Teacher Attitude	N	df	r-value	Level of Significance
	299	297	0.527	0.01

From Table-2, the r-value is 0.527 which is significant at 0.01 level. Thus there is positive relationship is found between the job satisfaction and teacher attitude of secondary school teachers.

### SUMMARY AND CONCLUSION

This study is conducted to analyse the Teachers Job satisfaction because, a Teacher being the formative strength of the future generation need to have maximum job satisfaction. Otherwise, he cannot deliver the job properly which makes the student generation to suffer. But, ideologically the Teacher is highly regarded by the society and when the realistic factors such as providing better working environment and giving emoluments, perks and salary for their work the administration will have its own way of discrimination which makes the teachers to feel sorry for their status and makes them to suffer from attitudinal disorders. The reasons may be different but when once morale is diminished effect would be different. Therefore, a detailed analysis of all such factors which derives Job satisfaction of a teacher is verified here with suitable methodology.

Job satisfaction is an individual and complex phenomenon and is measured by ascertaining certain attitude. This attitude result from summation of many likes and dislikes in connection with the job. Blum (1966) related Job satisfaction with general satisfaction and feels that job satisfaction in part may be a function of a general satisfaction attitude towards life. Job satisfaction differs from job to job. Satisfaction of job depends up on a variety of factors internal as well as external.

A requisite one should assume for a teacher to be effective, would be the amount of satisfaction he gets from the job. An individual who lies his job or who has a positive attitude towards it has, all things being equal, a better chance of making a success of his job than an individual, who has a negative attitude towards his profession or job. Teachers occupy a place of crucial importance. The future of the country inevitably depends upon depends upon them. It is important for them to win public recognition by their enlightened devotion and professional efficiency. Higher standards of efficiency and integrity may themselves contribute to their status.

### **EDUCATIONAL IMPLICATIONS**

This study revealed a major psychologically significant issue relating to job satisfaction of Secondary school teachers. This research has clearly raised further questions for research: What factors transform some Teacher perceptions from satisfaction to dissatisfaction over time, especially in the context of developing countries? Why do some teachers enjoy their jobs while others, in very similar conditions, do not? How might teachers be encouraged to develop more satisfaction in their job and deal with the existing dissatisfaction? How might policy makers be persuaded to provide more autonomy for teachers and schools? Such research could provide further insight into the nature of teacher job satisfaction both generally and particularly in the context of developing countries. This needed to be addressed by the governing units at state and central provide the required psychological strength to the Teachers. The attitude and job satisfaction is a very personal factor. Job satisfaction is linked to job performance. Administrators have significant impact on the school environment, and the type of environment that they create is highly predictive of the level of job satisfaction for the teaching staff. Healthy school cultures correlate strongly with both increased student achievement and with teacher productivity and job satisfaction, while low levels of satisfaction and morale can cause decreased productivity and can ultimately result in teacher burnout. Teacher morale is connected to job satisfaction, teachers with high levels of morale are enthusiastic and committed and these positive attitude are transferred to students who in turn display them through increased achievement.

### **DELIMITATIONS OF THE STUDY**

1. This study was restricted to secondary school teachers of Chikkaballapur district only.
2. Only one variable were taken into account for the present study.
3. The present study confines only to Teacher Attitude background variables as criterion to assess the Job Satisfaction.
4. The present study was conducted only for secondary school teachers.
5. The present study was conducted on a sample of 299 individuals.

### **SUGGESTIONS FOR FURTHER RESEARCH**

1. The present study was focused on the variables associated with only one district i.e. Chickaballapur. A further study can be attempted which includes other different schools of other districts.
2. For assessing the effect of Job Satisfaction of secondary school teachers only Teacher Attitude as considered as main variable and other variables Occupational Stress, Teaching Commitment, Teaching Competency, Job Involvement contributing to Job Satisfaction can be studied further.
3. This Study may be extended to larger sample drawn from the Karnataka state as a whole.
4. A correlation study may be conducted to identify the relationship between leadership styles and various other demographic factors.

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