

The Relationship between Job Satisfaction and Teaching Attitude; A Critical Analysis

Abstract

The main purpose of this research study is to find out the relationship between job satisfaction and teaching attitude of male and female teachers working at higher secondary schools in sagar district.

For this purpose 500 higher secondary school teachers, 250 male teachers and 250 female teachers from, rural and urban areas schools were selected. For the selection of higher secondary schools, random sampling method whereas in the selection of male and female teachers, the quota sampling method were used. T-test technique of significance at 0.01 & 0.05 levels and correlation between two variables were used to find out the relationship between job satisfaction and teaching attitude. After the study it was found that there is a significant difference between the job satisfaction and teaching attitude of male and female higher secondary school teachers. There was also found a significant correlation between the job satisfaction and teaching attitude of male and female teachers working at higher secondary schools.

Keywords: Job Satiation, Teaching Attitude, Rural Schools, Urban Schools, Higher Secondary School Teachers.

Introduction

The Indian tradition accords the highest place of respect and status to the 'Guru' who is the remover of darkness, enlightens the individual and society and is considers having wisdom coupled with spirituality. So from the very beginning, a teacher has been worshiped and respected.

In the modern scenario, the expected role of teacher has assumed new dimensions. A teacher has not only to instruct but also the teacher required concerning himself with the total development of the child. In fact s/he must be all things to all pupils, a philosopher illuminating the way of his intellectual and spiritual progress, a physician concerned about their physical health, a mental hygienist leading them carefully to sound mental health, a moralist assisting and encouraging them to acquire goodness and an artist helping them to find beauty.

Attitude plays a very important role in the life of a teacher and teaching. Attitude towards teaching is an emotionalized tendency. It is a learned emotional response, set for or against teaching. Attitude towards teaching profession may be positive and negative.

Job satisfaction refers to a general attitude resulting from various specific attitudes to job factors, social factors, monitory factors, group relationship etc. Job satisfaction is a vital factor for the success in teaching profession. A teacher may be satisfied or dissatisfied with the job.

With the teachers teaching attitude his job satisfaction is also closely associated. If an individual perceives that his profession is realizing his values and beliefs, then s/he will develop positive attitude towards teaching profession and get greater satisfaction. On the contrary, if a teacher is being overloaded with non-teaching works, given poor payment, lack of his participation in decision making, deficiency of administrative support then s/he will develop negative attitude towards his/her profession and negative attitude will increase the degree of teacher's dissatisfaction. Thus teaching profession demands the more favourable attitude towards the profession.

The purpose of this research study is not only to bring the relationship of job satisfaction and teaching attitude into light but also to create positive attitude in teachers so that they can feel satisfied with their



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job despite all the restraints and constraints. In this way, this study will be helpful in creating a healthy society and a better educated nation.

Objective of the Study

1. To analyze the level of job satisfaction among male teachers working at higher secondary schools.
2. To analyze the level of job satisfaction among female teachers working at higher secondary schools.
3. To compare the level of job satisfaction between male and female teachers working at higher secondary schools.
4. To find out teaching attitude of male teachers working at higher secondary schools.
5. To find out teaching attitude of female teachers working at higher secondary schools.
6. To compare teaching attitude between male and female teachers working at higher secondary schools.
7. To find out correlation between job satisfaction and teaching attitude of male and female teachers working at higher secondary schools.

Hypotheses

H₀₁

There is no significant difference between the job satisfaction of the teachers working at higher secondary schools on the basis of their sex.

H₀₂

There is no significant difference between the teaching attitude of the teachers working at higher secondary schools on the basis of their sex.

H₀₃

There is no significant correlation between the job satisfaction and the teaching attitude of the teachers working at higher secondary schools on the basis of their sex.

Variable

Dependent Variables

1. Job satisfaction of higher secondary school teachers.
2. Teaching Attitude of higher secondary school teachers.

Independent Variables

1. Sex of the higher secondary school teachers.

Delimitation of the Study

1. The study is delimited to Sagar district only.
2. The study is confined to the male and female teachers of higher secondary schools only.

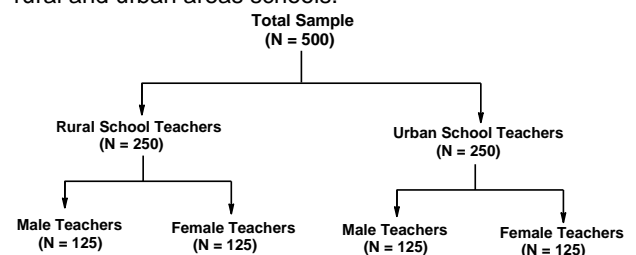
3. Only 500 teachers of higher secondary Schools of Sagar district are included in the sample.

Research Method

To achieve the objectives of the study, normative survey method was found to be the most suited method because the investigation was primarily concerned with the conditions and relationship existing in the present. The present investigation endeavours to use the steps and characteristics essential for the normative survey method of research.

Sample & Sampling Method

In the present investigation the sample consisted of a total 500 higher secondary school teachers, 250 male teachers and 250 female teachers. These teachers were selected from various rural and urban areas schools.



Considering the nature of the study random sampling method has been used in the selection of higher secondary schools whereas quota sampling method has been used in the selection of male and female teachers.

Tools

After a critical analysis of the tools available from National Psychological Corporation, Agra and consultation with the experts in the field the following tools were selected for the study:

1. Teacher Attitude Inventory (TAI)
2. Job Satisfaction Scale (JSS)

Statistical Techniques

Keeping in view the nature and objectives of the research problem t-test for significance of single mean was used for the comparison of job satisfaction and teaching attitude between male and female teachers and Pearson's product moment correlation and t-test for significance of correlation was used to test the relationship between job satisfaction and teaching attitude of male and female teachers.

Analysis and Interpretation of Data

Table No. 1

A Comparative Study of the Job Satisfaction of Male Teachers and Female Teachers

[df = 498]

S. N.	Group	N	M	S.D.	SE _M	t value	Level of Significance		Hypothesis	
							0.05	0.01	0.05	0.01
1	All the Male Teachers	250	81.91	9.66	0.61	12.12	1.96	2.58	Rejected	Rejected
2	All the Female Teachers	250	71.24	10.09	0.63		Significant	Significant		

The first hypothesis (H₀₁) which says that there is no significant difference between the job satisfaction of the teachers working at higher secondary schools on the basis of their sex.

Accordingly the 't' test between all the male teachers and all the female teachers was calculated and it was found to be significant at 0.01 level. It indicates that the job satisfaction between all the male and female

teachers is significantly different. It means the first hypothesis (H_01) is rejected and it is concluded that sex is affecting the job satisfaction.

A comparison between mean and SD scores of job satisfaction of male and female teachers is also presented in the following figure.

Graph No.1

A Comparative Graphical Representation of Job Satisfaction of Male Teachers and Female Teachers with Respect to Mean and Standard Deviation

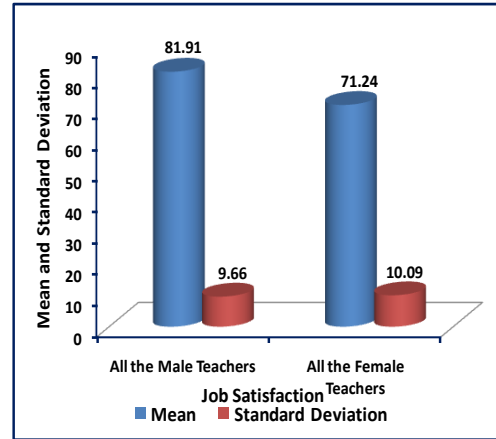


Table No.2

A Comparative Study of the Teaching Attitude of Male Teachers and Female Teachers [df = 498]

S. N.	Group	N	M	S.D.	SE _M	t value	Level of Significance		Hypothesis	
							0.05	0.01	0.05	0.01
							1.96	2.58		
1	All the Male Teachers	250	282.51	23.42	1.4	5.18	Significant	Significant	Rejected	Rejected
2	All the Female Teachers	250	271.66	23.41	1.4		Significant	Significant	Rejected	Rejected

The second hypothesis (H_01) which states that there is no significant difference between the teaching attitude of the teachers working at higher secondary schools on the basis of their sex. Accordingly the 't' test between all the male teachers and all the female teachers was calculated and it was found to be significant at 0.01 level. It points out that the teaching attitude between all the male teachers and female teachers is significantly different.

It reveals that the second hypothesis (H_02) is rejected and it is concluded that sex is affecting the teaching attitude.

A comparison between mean and SD scores of teaching attitude of male and female teachers is also presented in the following figure.

Graph No.2

A Comparative Graphical Representation of Teaching Attitude of Male and Female teachers with Respect to Mean and Standard Deviation

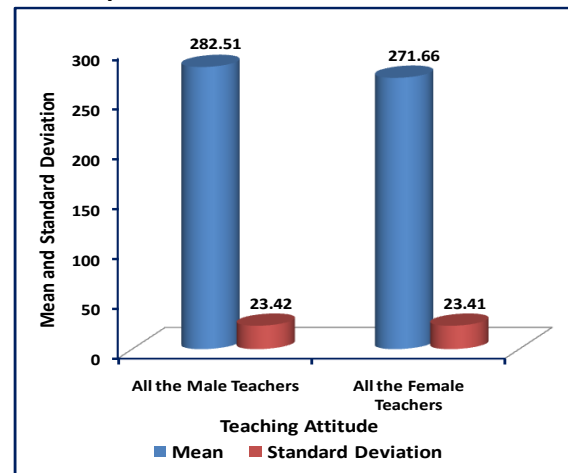


Table No.3

A Study of Co-relation between Job Satisfaction and Teaching Attitude of Male Teachers

[df = 248]

Group	Variables	N	r	σ_r	Calculated 't' value	Table value of Correlation Coefficient		Level of Significance		Hypothesis	
						0.05	0.01	0.05	0.01	0.05	0.01
						.113	.148				
All the Male Teachers	Job satisfaction Teaching attitude	250	-0.09	0.99	1.42	.113	.148	Significant	Significant	Rejected	Rejected

The third hypothesis (H₀₃) which asserts that there is no significant correlation between the job satisfaction and the teaching attitude of the teachers working at higher secondary schools on the basis of their sex. Accordingly to test null hypothesis H₀: ρ = 0 against H₁: ρ ≠ 0 the calculated t = 1.42 indicating

rejection of the null hypothesis. Hence H₀: ρ = 0 is rejected and we infer that there exists negative correlation between “job satisfaction” and “teaching attitude” of all the male teachers. It means more and more job satisfaction would lead to lower and lower teaching attitude in them.

Table No.4

A Study of Co-relation between Job Satisfaction and Teaching Attitude of Female Teachers [df = 248]

Group	Variables	N	r	σ _r	Calculate d 't' value	Table value of Correlation Coefficient		Level of Significance		Hypothesis	
						0.05	0.01	0.05	0.01	0.05	0.01
All the Female Teachers	Job satisfaction	250	0.53	0.98	9.84	.113	.148	Significant	Significant	Rejected	Rejected
	Teaching attitude										

The third hypothesis (H₀₃) which states that there is no significant correlation between the job satisfaction and the teaching attitude of the teachers working at higher secondary schools on the basis of their sex. Accordingly to test null hypothesis H₀: ρ = 0 against H₁: ρ ≠ 0 the calculated t = 9.84 showing rejection of the null hypothesis. Hence H₀: ρ = 0 is rejected and we sum up that there exists positive correlation between “job satisfaction” and “teaching attitude” of all the female teachers. It means more and more job satisfaction would lead to higher and higher teaching attitude in them.

Obtained Results

1. The job satisfaction level of male teachers is found higher than the job satisfaction level of female teachers, working at higher secondary schools.
2. The teaching attitude of male teachers is found more favourable than the teaching attitude of female teachers, working at higher secondary schools.
3. The correlation between job satisfaction and teaching attitude of male teachers, working at higher secondary schools, is found significantly negative.
4. The correlation between job satisfaction and teaching attitude of female teachers, working at higher secondary schools, is found significantly positive.

Interpretation and Discussion of Results

1. The first finding shows that the job satisfaction level of male teachers is higher than female teachers, working at higher secondary schools. The reason of this difference is that on the one hand where because of social changes women are receiving higher education so now they are not limited to only teaching profession and are also opting other professions. On the other hand increasing unemployment has compelled men to choose teaching profession with positive thinking. So the job satisfaction level of male teachers is higher than female teachers.

This finding is supported by foreign study Ali et al (2004) and Indian study kaur & sidana. Hence, this study is similar to previous Indian and foreign study so the result is valid and reliable.

2. The second finding shows that the teaching attitude of male teachers is more favourable than the teaching attitude of female teachers. If we consider the reasons then we find that female teachers play a double role professional and domestic. In many times because of the difficulties of family life they cannot be committed and develop positive attitude towards teaching profession. Hence, government and management should organize activity enhancing programs and ensure the participation of female teachers. Besides, for better contribution and participation they should be rewarded.

The researcher has not come across to any foreign study which gives similar findings but in Indian study panda (1982) & Patnaik and Saroj Jain (2007) found more favourable attitude of male teachers than their female counterparts. Hence, this study has similar findings like earlier. So on the basis of this the result is completely reliable and valid.

3. The third finding shows that the correlation of job satisfaction and teaching attitude of male teachers is significantly negative. This conclusion points out that, to achieve the expected positive level, many efforts should be made like; to give the recognition through awards and rewards on suitable opportunities, to develop self related skills, commencement of innovative programs, to increase the job involvement, to keep them away from non teaching works and to give them special incentives etc.

The researcher has not come across any foreign study with similar finding but in Indian study Sinha & Shrama (1962) and Singh (2006) found the similar correlation. Hence, on the basis of this it can be said that this result is completely reliable and valid.

4. The fourth finding shows that there is a significantly positive correlation between job satisfaction and teaching attitude of female teachers working at higher secondary schools. Since, women are traditionally inclined towards this profession therefore they have positive attitude towards teaching. Hence, efforts should be made to maintain and increase their teaching attitude for achieving educational goals.

The researcher has not come across any foreign study with similar finding but in Indian study

Singh (1974), Goyal (1980), Anand (1986) supported the findings of the study. Hence, it can be said that the result is completely reliable and valid.

Significance of the Study

On the basis of the findings of the present study, researcher has some recommendations for government, policy makers, curriculum planners, school organization, management and the teachers as a whole.

1. Attitude plays a vital role in teaching. A teacher's attitude not only affects his behaviour in the class room but also influence the behaviour of his students so at the time of recruitment of teachers Government should give weight age to test teaching attitude. In this way, better teachers can be identified for progress and welfare of the society.
2. This research study suggests that it should be mandatory for the government to take serious viewpoint and prepare active plans for changing negative working conditions of teachers, their quality of life and improve reward structure. Efforts should also be made to improve the infrastructure facilities like library, laboratory, classroom, teaching aids for academic and professional development.
3. In service teacher training programmes should be continue to increase knowledge and teaching attitude and their aim should not only at improving the knowledge and teaching competency but also to inculcate in them desirable teacher like qualities.
4. The study shows that teaching attitude of male teachers is higher than female teachers. It gives enormous scope for the development of female teachers' teaching attitude through finding the appropriate reasons.
5. Teachers should be involved in the process of drafting the curriculum. In this way their participation will include actual problems related to teaching and environment. This will provide them satisfaction and enhance their teaching attitude.
6. Teachers should try to improve their ability to teach and acquire mastery over the subject for developing favourable teaching attitude. They should also learn how to change their own behaviour according to the needs of the situation.

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