

A Study of Job Satisfaction among Secondary School Teachers In Relation To Their Attitude towards Teaching: A Critical Study of District Meerut



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Abstract

The present examination intended to discover the job of Attitude towards Teaching in Job Satisfaction among secondary teachers of region Meerut of Uttar Pradesh state. The information was gathered from 200 respondents haphazardly chose from 20 secondary schools by utilizing institutionalized poll identified with Attitude towards Teaching and Job Satisfaction. Discoveries demonstrated that the secondary teachers have elevated level of occupation satisfaction. Further, urban and country: male and female teachers were indicated equivalent degree of Job Satisfaction. On other hand, the huge contrast was found in all measurements (aside from Rapport with understudies) of Job Satisfaction among Government and Privates secondary teachers. In end the connection between job satisfaction and frame of mind towards instructing was fluctuated by the elements of job satisfaction and disposition towards teaching.

Keywords:

Introduction

The word 'teaching' is utilized in three distinct ideas. Right off the bat, it is utilized to allude to that which is educated as a regulation or a group of information. Teaching is a cooperation procedure. Also, instructing is utilized to allude to technique of making something known to other people. Teaching is an arrangement of exercises which is probably going to bring about learning and it is additionally an undertaking focused procedure, to accomplish certain foreordained destinations. Thirdly, instructing is utilized to allude to an occupation or a calling.

Job Satisfaction

Job satisfaction is a mind boggling wonder. That is the reason the comprehension of the elements of job satisfaction gets significant matter of thought for the specialists. From that point forward numerous definitions on work satisfaction implies general satisfactions for an individual towards his activity. Job satisfaction is an individual characteristic and it is the result at the satisfaction of the individual needs which change enormously from individual to individual.

Job satisfaction is a blend of two words, 'job' and 'satisfaction'. Job is a word related movement performed by a person as a byproduct of a prize. Satisfaction alludes to the way one feels about occasions, individuals and things. It by and large felt that the things individuals appear to like about their occupations are straightforwardly identified with the activity itself. Smith (1969) characterized as, "Employment Satisfaction is a successful state which is an element of specialist's present occupation on one hand and his edge of reference and reception level, then again." Job Satisfaction implies change in accordance with self, society and work. Sinha (1974) tells, "Job satisfaction covers both the satisfaction wanted from being occupied with a bit of work in any quest for a higher request."

Attitude towards Teaching

Individuals' mentality towards their callings affects their exhibition. This reason is additionally legitimate for the calling of instructing. Teaching is the most requesting activity since teachers need quite a while to see the consequences of their activities on understudies. It is seen as a troublesome activity among individuals. Numerous reasons can be named for this recognition, for example, teachers, especially essential teachers with more youthful understudies. They should settle on a basic choice

about understudies in study hall consistently and they are viewed as a power to keep up the control of the class. Thinking about these reasons, it very well may be said that teachers face a few challenges when they start training when this occurs, they begin to feel alone and disengaged and they feel that they need to do everything independent from anyone else with no sort of help. Goyal (1984) Teacher's mentality is fundamentally identified with understudy's accomplishment. This shows great frame of mind towards teaching is fundamental so as to have better execution in schools. Mukherjee (2000) A demeanor of teacher speaks to a direction towards status to react, have passionate and scholarly perspective. Along these lines, demeanor is the entirety of person's tendency and feeling, preferences, assumptions, thoughts, fears, dangers and feelings about a specific theme, item or circumstance.

Significance of the Study

The difficulties looked by the present society are the way to improve our present instructive framework. The agent feels that if teachers are fulfilled and their frame of mind towards instructing is acceptable, they can do a great deal for elevating of the gauges of training in the instructive schools, yet on the off chance that they are not fulfilled they will accomplish more mischief. Teachers who are commonly apathetic about the training calling revealed in one examination that they were more bothered about their showing circumstance than were teachers who were energetic. In this manner, for the expert development of the teachers and upgrades in training, the frames of mind held by them are significant. How an educator plays out his/her obligation as an teacher is reliant, all things considered, on his/her frames of mind, qualities and convictions. A positive great frame of mind makes the work simpler as well as all the more fulfilling and expertly fulfilling. A negative and ominous mentality makes the showing task more earnestly, monotonous and unsavory. Moreover a teacher's frame of mind likewise impacts the conduct of her/his understudies. In this manner successful and beneficial learning with respect to understudies can be accomplished uniquely by teachers with attractive dispositions. Hence, teacher's frame of mind towards showing calling from the significant variable for the present investigation on secondary teachers.

Encouraging Profession is viewed as one of the noblest calling in the general public. The substance of any general public is the school. Job satisfaction of the teachers are, in this way a significant factor to make the calling progressively utilitarian. However, teachers these days are not fulfilled from their activity and are increasing progressively mental issue. So the present examination is a modest endeavor to discover the idea of job satisfaction among teachers in connection to their frame of mind towards instructing.

Objectives of the Study

1. To contemplate the activity satisfaction of teachers.

2. To consider the activity satisfaction in connection to their gender.
3. To examine work satisfaction in connection to their region.
4. To consider the activity satisfaction in connection to their kind of school.
5. To examine the connection between work satisfaction with various elements of attitude towards teaching.

HYPOTHESIS

1. There exists no significant difference between job satisfaction of male and female teacher.
2. There exists no significant difference between job satisfaction of rural and urban teachers.
3. There exists no significant difference between job satisfaction of private and government school teachers.
4. There exists no significant relationship between job satisfaction and different dimensions of attitude towards teaching.

Sample of the Study

All the secondary teachers of locale Meerut of Uttar Pradesh State is the number of inhabitants in the present investigation. For attracting the populace the edge, the rundown of 44 Government and 36 Private Secondary Schools of area Meerut of Uttar Pradesh was gathered from DIOS office. From the rundown of all out secondary schools, 20 schools were chosen arbitrarily and 10 teachers from each school were chosen for being a piece of the present examination by utilizing basic irregular strategy once more. All out 200 Secondary School teachers were taken arbitrarily from every chose school has a place with urban and provincial zones of District Meerut. The example further appropriate similarly in government and non-public schools and male and female secondary teachers

Statistical Techniques Used

1. So as to envision the idea of score conveyances of the information gathered numerical determinates of ordinariness like mean, middle, standard deviation were worked out.
2. t-test was applied for deciding the essentialness of contrast between mean scores of job satisfaction of secondary teachers.
3. Pearson Correlation (r) was worked out to discover the nature and degree of connection between work satisfaction of optional teacher and measurements of disposition towards instructing.

Tools Used for the Study

1. Job satisfaction scale by Dr. (Mrs.) Meera Dixit (2013)
2. Teaching Attitude Scale by S.P. Ahluwalia (2006)

Analyses of the Data

To Study the Job Satisfaction of Teachers

One of the goals of the present investigation was to examine the job satisfaction among Secondary School Teachers. So as to accomplish the target, the mean and standard deviation, recurrence conveyance were drawn.

Table no. 1.1. Showing the Job Satisfaction of Secondary School Teachers

Job Satisfaction of Secondary School Teachers			
Mean	Standard Deviation	Z- Score	Interpretation
200.65	9.54	+1.83	High satisfaction

Table 1 outlined the mean scores and standard deviation of job satisfaction of secondary teachers which are 200.65 and 9.54, individually. According to standards the acquired mean score fall

under the class of Z-Score that is +1.83 which shows that the secondary teachers have elevated level of job satisfaction.

Table 1.2: Showing the Frequency distribution of secondary school teachers' Job Satisfaction according to their different levels

Level of Job Satisfaction	Frequency	Cumulative Frequency	Frequency Percentage
Extremely high satisfaction	93	200	46.5
High Satisfaction	78	107	39
Above Average Satisfaction	26	29	13
Average Satisfaction	0	3	0
Below Average satisfaction	2	3	1
Dissatisfaction	1	1	0.5
Extremely Dissatisfaction	0	0	0

Table 1.2 shows the recurrence dissemination of secondary teachers agreeing their separate degrees of job satisfaction out of 200 hundred teachers. The appropriation shows 46.5 percent of optional teachers very satisfied from their job. Though, 39 percent of teachers are profoundly satisfied and 13 percent teachers are better than expected satisfied. On the another finish of levels of satisfaction less teachers are appeared in the dissemination for example one percent secondary

teachers appear underneath normal satisfaction and 0.5 percent secondary teachers show disappointment from their job.

To Study The Job Satisfaction In Relation To Their Gender

One of the goals of the present examination was to consider the job satisfaction in connection to their gender orientation. So as to accomplish the target, the mean, standard deviation and t-value were drawn.

Table 2.1: Showing the job satisfaction of secondary school teachers in relation to their gender.

Overall Job Satisfaction of Secondary School Teachers				
Category	Mean	Standard Deviation	t-value	Interpretation
Male	202.24	7.027	0.0143	No Significant
Female	199.07	11.30		

From the above table it is demonstrated that the mean scores of secondary school male teachers saw as 202.24 and the mean scores of secondary school female teachers saw as 199.07. The t-value is discovered to be 0.0143, though the t-value at 0.05

level of confidence is 1.98 which demonstrates the determined t-value isn't noteworthy at 0.05 levels. Thus, critical distinction isn't exists among male and female secondary teachers in connection to their Job satisfaction.

Table 2.2 : Showing Dimension wise difference of Job Satisfaction between Male and Female Secondary School Teachers.

Dimension and category wise Mean Scores and t-value																
Dimen- sions	Intrinsic aspect		Salary, Service conditions and Promotion		Physical facilities		Institutional plans and policies		Satisfaction with authorities		Social status and family welfare		Rapport with students		Relationship with co- worker	
	Category	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Mean	28.05	28.58	28.81	28.46	29.26	28.57	24.78	25.56	24.77	22.87	21.02	21.13	23.21	22.92	22.41	20.92
t-value	0.97		0.63		1.05		1.24		3.07*		0.20		0.59		2.98*	

*significant at the level 0.05 level of confidence

**significant at the 0.05&0.01 both level of confidence

The table 2.2 delineates measurement shrewd mean score and t-value of job satisfaction in connection to their gender (male and female). Principal, measurement is identified with characteristic angle. In this measurement the mean score of male teachers is 28.05 and mean score of female teachers is 28.58 and the determined t-value is 0.97, which is lower than the t-value 1.98 at 0.05 level and 2.617 at

0.01 level of confidence. Along these lines, huge contrast isn't exists if there should arise an occurrence of internist part of job satisfaction among male and females. The subsequent measurement is identified with pay, administration conditions and advancement of secondary teachers. In this measurement the mean score of male teachers is 28.81 and mean score of female teachers is 28.46

and the determined t-value is 0.63, which is lower than the t-value 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. Along these lines, huge distinction isn't exists if there should be an occurrence of pay, administration conditions and advancement of job satisfaction among male and females. The following measurement is identified with physical offices for secondary teachers. In this measurement the mean score of male teachers is 29.26 and mean score of female teachers 28.57 and the determined t-value is 1.05 that is lower than the t-value 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. In this way, critical contrast isn't exists in the event of physical offices of job satisfaction among male and females. The fourth measurement is identified with institutional plans and approaches. In this measurement the mean score of male teachers is 24.78 and mean score of female teachers is minimal higher than male that is 25.56 and the determined t-value is 1.24, which is lower than the t-value 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. In this way, critical distinction isn't exists if there should arise an occurrence of institutional plans and approaches among male and females. The following measurement is identified with satisfaction with specialists. In this measurement the mean score of male teachers is 24.77 and mean score of female teachers is lower than male that is 22.87 and the determined t-value is 3.07, which is higher than the t-value 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. Along these lines, the noteworthy distinction exists among male and female secondary teachers if there should be an occurrence of measurement, satisfaction with specialists. The 6th measurement is identified with economic wellbeing and family welfare. In this measurement the mean score of male teachers is 21.02 and mean score of female teachers is 21.13 and the determined t-value is 0.20, which is lower than the t-value 1.98 at 0.05

level and 2.617 at 0.01 level of confidence. In this way, noteworthy distinction isn't exists among male and female secondary teachers if there should be an occurrence of economic wellbeing and family welfare. The following measurement is identified with compatibility of secondary teachers teachers with understudies. In this measurement, the mean score of male teachers is 23.21 and mean score of female teachers is 22.92 and the t-value 0.59, which is lower than the t-value 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. In this way, no noteworthy distinction exists among male and female secondary teachers if there should be an occurrence of affinity with understudies. The last measurement is identified with secondary teachers' association with collaborators. In this measurement, the mean score of male teachers is 22.41 and mean score of female teachers is lesser than male that is 20.92 and the t-value is 2.98, which is higher than the t-value 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. Along these lines, noteworthy distinction exists among guys and female secondary teachers if there should be an occurrence of association with colleagues.

Verification of Hypothesis No.1

The theory, there exist no huge contrast between job satisfaction of male and female secondary teachers is halfway dismissed if there should arise an occurrence of fifth and eighth measurement these are satisfaction with specialists and association with collaborators, separately. If there should arise an occurrence of every other measurement the speculation is acknowledged.

To Study the Job Satisfaction in Relation To Their Locality

One of the objectives of the present study was to study the job satisfaction in relation to their locality. In order to achieve the objective, the mean, Standard deviation and t-value, were drawn.

Table 3.1 Showing the job satisfaction in relation to their locality.

Overall Job Satisfaction of Secondary School Teachers				
Category	Mean	Standard Deviation	t-value	Interpretation
Rural	202.83	8.96	0.0027	No Significant
Urban	198.48	9.94		

From the above table 3.1 demonstrating the mean scores of rustic secondary teacher saw as 202.83 and the mean scores of urban secondary teacher saw as 198.48. The t-ratio is discovered to be 0.0027 though the t-critical at 0.05 level of confidence

is 1.66 which demonstrates that the determined t-ratio isn't noteworthy at 0.05 levels. In this way, noteworthy contrast isn't exists among provincial and urban secondary teachers in connection to their Job satisfaction.

Table 3.2: showing dimension wise difference of job satisfaction between rural and urban secondary school teachers.

Dimension and category wise Mean Scores and t-value																
Dimen- sions	Intrinsic aspect		Salary, Service conditions and Promotion		Physical facilities		Institutional plans and policies		Satisfaction with authorities		Social status and family welfare		Rapport with students		Relationship with co- worker	
	Category	R	U	R	U	R	U	R	U	R	U	R	U	R	U	
Mean	28.82	27.81	29.29	27.98	30.17	27.66	24.69	25.65	23.99	23.65	20.77	21.38	23.73	22.40	21.37	22.40
t-value	1.85		2.34*		3.96**		1.47		0.63		1.23		3.02**		2.10*	

*significant at the 0.05 level of confidence

**significant at the 0.05&0.01 both level of confidence

The table 3.2 delineates measurement astute mean score and t-value of job satisfaction in connection to their area (provincial and urban). To start with, measurement is identified with natural angle. In inherent viewpoint the mean score of provincial teachers is 28.82 and mean score of urban teachers is 27.81 and the determined t-value is 1.85, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. Thus, critical distinction isn't exists if there should be an occurrence of inborn part of job satisfaction among country and urban. The subsequent measurement is identified with pay, administration conditions and advancement of secondary teachers. In this measurement the mean score of male teachers is 29.29 and the mean score of urban teachers is 27.98 and the determined t-value is 2.34, which is higher than the t-critical 1.98 at 0.05 level of confidence. Along these lines, noteworthy distinction exists if there should be an occurrence of compensation, administration conditions and advancement of job satisfaction among rustic and urban. The following measurement is identified with physical offices for secondary teachers. In this measurement the mean score of provincial teachers is 30.17 and mean score of urban teachers is little lower 27.66 and the determined t-value is 3.96 that are higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. In this way, critical contrast is exists if there should be an occurrence of physical offices of job satisfaction among country and urban. The fourth measurement is identified with institutional plans and arrangements. In this measurement the mean score of country teachers is 24.69 and mean score of urban teachers is 25.65 and the determined t-value is 1.47, which is lower than the t-value 1.98 at 0.05 level and 2.61 at 0.01 level of confidence. In this way, huge distinction isn't exists if there should be an occurrence of institutional plans and approaches among country and urban. The following measurement is identified with satisfaction with specialists. In this measurement the mean score of rustic teachers is 23.99 and mean score of urban teachers is 23.65 and the determined t-value is 0.63, which is lower than the t-critical 1.98 at 0.05 level and 2.61 at 0.01 level of confidence. Along these lines, the

critical contrast is no exists among provincial and urban secondary teachers in satisfaction with specialists. The 6th measurement is identified with economic wellbeing and family welfare. In this measurement the mean score of provincial teachers is 20.77 and mean score of urban teachers is 21.38 and the determined t-value is 1.23, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. Thus, huge distinction isn't exists among provincial and urban secondary teachers if there should be an occurrence of economic wellbeing and family welfare. The following measurement is identified with affinity of secondary teachers with understudies. In this measurement, the mean score of provincial teachers is 23.73 and mean score of urban teachers is 22.4 and the t-value 3.02, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. In this way, critical contrast exists among provincial and urban secondary teachers if there should arise an occurrence of affinity with understudies. The last measurement is identified with secondary teachers' association with colleagues. In this measurement, the mean score of provincial teachers is 21.37 and mean score of urban teachers is 22.4 and the t-value is 2.10, which is higher than the t-critical 1.98 at 0.05 level of confidence. In this way, huge contrast exists among provincial and urban secondary teachers if there should arise an occurrence of association with colleagues.

Verification of Hypothesis No.2

The theory, there exist no noteworthy contrast between job satisfaction of rustic and urban job satisfaction of teachers is somewhat rejected in the event of second, third, seventh and eighth measurement these are compensation, administration conditions and advancement, physical offices, compatibility with understudies, association with collaborators, individually. In the event of every single other measurement the speculation is acknowledged.

To Study the Job Satisfaction in Relation to Their Type of School

One of the objectives of the present study was to study the job satisfaction in relation to their type of school. In order to achieve the objective, the mean and t-value, dimension were drawn.

Table 4.1. Showing the Job Satisfaction of Secondary School Teachers In Relation To Their Type of School

Job Satisfaction of Government and Private Secondary School Teachers				
Category	Mean	Standard Deviation	t-value	Interpretation
Govt. Schools	202.43	6.11	0.0079	No Significant
Private Schools	198.88	11.76		

The table 4.1 illustrated the mean scores of Govt. secondary teachers 202.43 and the mean scores of Private secondary teachers saw as 198.88. The t-ratio is 0.0079, while the t-critical at 0.05 level of

confidence is 1.66 which shows that the determined t-ratio isn't critical at 0.05 levels. So there exists no huge distinction in Job satisfaction of teacher according to their sort of school.

Table 4.2 .Showing Dimension Wise Difference of Job Satisfaction In Relation To Their Type of School

Dimension and category wise Mean Scores and t-value																
Dimen- sions	Intrinsic aspect		Salary, Service conditions and Promotion		Physical facilities		Institutional plans and policies		Satisfaction with authorities		Social status and family welfare		Rapport with students		Relationship with co- worker	
	Category	G	P	G	P	G	P	G	P	G	P	G	P	G	P	
Mean	28.88	27.75	28.03	29.24	26.17	31.66	25.85	24.89	24.50	23.14	22.63	19.52	23.03	23.10	23.23	20.10
t-value	1.99*		2.09*		8.50**		2.02*		2.36**		5.65**		0.14		5.93**	

*significant at the 0.05 level of confidence

**significant at the 0.05&0.01 both level of confidence

The table 4.2 portrays measurement insightful mean score and t-value of job satisfaction comparable to their sort of school (Govt. what's more, Private). First, measurement is identified with characteristic perspective. In inborn perspectives the mean score of Govt. teachers is 28.88 and mean score of private teachers is 27.75 and the determined t-value is 1.99, which is higher than the t-critical 1.98 at 0.05 level of confidence. In this way, critical distinction exists in the event of internist part of job satisfaction between Govt. what's more, Private teachers. The subsequent measurement is identified with pay, administration conditions and advancement of secondary teachers. In this measurement the mean score of Govt. teachers is 28.03 and mean score of private teachers is 29.24 and the determined t-value is 2.09, which is higher than the t-critical 1.98 at 0.05 level of confidence. Thus, huge distinction exists if there should arise an occurrence of compensation, administration conditions and advancement of job satisfaction between Govt. what's more, Private Secondary teachers. The following measurement is identified with physical offices for secondary teachers. In this measurement the mean score of govt. teachers is 26.17 and mean score of non-public school teachers 31.66 and the determined t-value is 8.50 which is higher than the t-critical 1.98 at 0.05 level and 2.61 at 0.01 level of confidence. Along these lines, huge contrast exists if there should arise an occurrence of physical offices of job satisfaction between Govt. what's more, Private secondary teachers. The fourth measurement is identified with institutional plans and approaches. In this measurement the mean score of Govt. Secondary teachers is 25.85 and mean score of private secondary teachers is 24.49 and the determined t-value is 2.02, which is higher than the t-critical 1.98 at 0.05 level of confidence. In this way, noteworthy contrast exists in institutional plans and strategies between Govt. furthermore, Private Secondary teachers. The following measurement is identified with satisfaction with specialists. In this measurement the mean score of Govt. secondary teachers is 24.5 and mean score of Private teachers is lower than Govt. teachers that is 23.14 and the determined t-value is 2.36, which is higher than the t-critical 1.98 at 0.05 level of confidence. In this way, the huge distinction exists between Govt. secondary teachers and private

secondary teachers in satisfaction with specialists. The 6th measurement is identified with economic wellbeing and family welfare. In this measurement the mean score of Govt. Secondary teachers is 22.63 and mean score of tuition based school teachers is 19.52 and the determined t-value is 5.65, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. In this way, huge distinction exists between Govt. Secondary teachers and private secondary teachers if there should arise an occurrence of societal position and family welfare. The following measurement is identified with compatibility of secondary teachers with understudies. In this measurement, the mean score of govt. teachers is 23.05 and mean score of tuition based school teachers is 23.1 and the t-value 0.14, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. Along these lines, critical contrast isn't exists between govt. teachers and private secondary teachers if there should be an occurrence of affinity with understudies. The last measurement is identified with secondary teachers' association with colleagues. In this measurement, the mean score of Govt. teachers is 23.23 and mean score of tuition based school teachers is lesser than govt. teachers that are 20.1 and the t-value is 5.93, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. In this way, noteworthy contrast exists between Govt. also, Private secondary teachers if there should arise an occurrence of association with colleagues.

Verification of Hypothesis no.3

The theory, there exist no critical contrast between work satisfaction of govt. teachers and private secondary teachers is dismissed if there should arise an occurrence of all measurements without seventh measurement that is compatibility with understudies.

To Study The Relationship Between Job Satisfaction With Different Dimensions Of Attitude Towards Teaching

One of the goals of the present investigation was to contemplate the connection between Job Satisfaction with various components of frame of mind towards teaching. So as to accomplish the goal Pearson's connection was drawn between every one of the elements of Job Satisfaction and Attitude towards teaching.

Table 5.1: Showing The Relationship Between Job Satisfactions And Different Dimensions Of Attitude Towards Teaching.

Tools	Attitude Towards Teaching						
	Dimensions	Teaching Profession	Class-room Teaching	Child-centered Practices	Educational Process	Pupils	Teachers
JOB SATISFACTION	Intrinsic aspect	0.05	0.07	0.04	-0.13	0.002	0.02
	Salary, service conditions and promotion	-0.06	-0.09	-0.13	-0.13	-0.03	-0.06
	Physical facilities	-0.19	-0.05	-0.31	-0.13	-0.12	-0.12
	Institutional plans and policies	-0.01	0.06	0.12	-0.06	-0.04	0.11
	Satisfaction with authorities	0.01	0.06	0.09	0.10	-0.0004	-0.03
	Social status and family welfare	0.10	0.002	0.24	0.11	0.16	0.18
	Rapport with students	-0.03	-0.10	0.10	0.04	-0.06	-0.003
	Relationship with co-workers	0.13	0.09	0.27	0.03	0.16	0.20

*significant at the 0.05 level of confidence

**significant at the 0.05&0.01 both level of confidence

The table 5.1 portrays that the relationships between's the different elements of job satisfaction and Attitude towards Teaching. The Intrinsic parts of job satisfaction decidedly related with all elements of Attitude towards instructing aside from the measurement Educational procedure. Relationship between's Intrinsic part of job satisfaction and all components of demeanor towards instructing isn't critical at any level of confidence.

The following component of Job Satisfaction is Salary, Service conditions and advancement which is adversely related with all elements of Attitude towards teaching. In this way, connection between's Salary, Service conditions and Promotion of job satisfaction and all components of frame of mind towards instructing isn't noteworthy at the degree of 0.05 level of confidence.

Third component of Job Satisfaction, physical offices is adversely related with every one of the elements of frame of mind towards teaching. From which measurements Attitude towards showing calling, students and teachers are seen as $r = -0.19$, $r = -0.31$ and $r = -0.17$, individually. The determined $r = -0.31$ is more prominent than r -critical that is 0.139 at 0.05 level and 0.182 at 0.01 level of confidence and $r = -0.19$ and $r = -0.17$ is more noteworthy than r -critical that is 0.139 at 0.05 level of confidence. The perceptions show the huge negative relationship exists between physical offices of Job Satisfaction and frame of mind towards showing calling, Pupils and teachers.

The Institutional plans and approaches of job satisfaction decidedly connected with mentality towards kid focused practices, Pupils and Teachers and adversely associated with Attitude towards showing calling, Classroom instructing and Educational procedure. Relationship between's Institutional plans and approaches of job satisfaction and all elements of demeanor towards teaching isn't noteworthy at any level of confidence.

The Satisfaction with specialists of job satisfaction shows minutely positive connected with all elements of Attitude towards instructing aside from the measurement Educational procedure and teachers. Connection between's Satisfaction with specialists of job satisfaction and all components of disposition towards teaching isn't noteworthy at any level of confidence.

The Social status and family welfare of job satisfaction emphatically connected with all elements of Attitude towards instructing. Relationship between's Social status and family welfare of job satisfaction and Attitude towards Teaching calling, students and study hall teaching isn't noteworthy at any level of confidence. Though, another components of Attitude towards Pupils, Educational Process and Teachers are seen as $r = 0.24$, $r = 0.16$ and $r = 0.18$, individually. The determined $r = 0.24$ is more prominent than r -critical that is 0.139 at 0.05 level and 0.182 at 0.01 level of confidence and $r = 0.16$ and $r = 0.18$ is more noteworthy than r -critical that is 0.139 at 0.05 level of confidence, which demonstrates critical positive relationship exists between the economic wellbeing and family welfare of Job satisfaction and frame of mind towards Pupil, Educational procedure and Teachers.

The Rapport with understudies of job satisfaction contrarily associated with all components of Attitude towards teaching aside from the measurement students and homeroom instructing. Relationship between's Rapport with understudies of job satisfaction and all elements of mentality towards instructing isn't noteworthy at any level of confidence.

The Relationship with collaborators of job satisfaction decidedly connected with all elements of Attitude towards instructing. Connection between's Relationship with associates of job satisfaction and Attitude towards showing calling, youngster focused practices and study hall Teaching isn't critical at any level of confidence aside from the measurements demeanor towards students, Educational procedure

and disposition towards teachers are seen as $r = 0.27$, $r = 0.16$ and $r = 0.20$, separately. The determined $r = 0.27$ is more prominent than r -critical that is 0.139 at 0.05 level, and 0.182 at 0.01 level of confidence, $r = 0.16$ is more noteworthy than r -critical that is 0.139 at 0.05 level, and $r = 0.20$ is more noteworthy than r -critical that is 0.139 at 0.05 and 0.182 at 0.01 level of confidence, which shows huge positive relationship exists between the Relationship with colleagues of job satisfaction and frame of mind towards understudies, instructive procedure and teachers.

Verification of Hypothesis no.4

The speculation, there exist no critical connection between work satisfaction and various components of frame of mind towards teaching, is dismissed in the event of Physical viewpoints, Social status and family welfare and Relationship with associates.

Findings of the Study

1. The acquired mean score 200.65 which demonstrates that the secondary teachers have elevated level of employment satisfaction.
2. The mean scores of male secondary teacher saw as 202.24 and the mean score of female secondary teachers saw as 199.07. The t-ratio is discovered to be 0.0143 which isn't huge at 0.05 levels.
3. The mean scores of rustic secondary teachers saw as 202.83 and the mean score of urban secondary teachers saw as 198.48. The t-ratio is discovered to be 0.0027 though the t-critical at 0.05 level of confidence is 1.66 which shows that the determined t-ratio isn't noteworthy at 0.05 levels. Huge distinction isn't exists among country and urban secondary teachers according to their activity satisfaction.
4. The mean scores of government secondary teachers saw as 202.43 and the mean scores of private secondary teachers saw as 198.88. The t-ratio is 0.0079, while the t-critical at 0.05 level of confidence is 1.66 which shows that the determined t-ratio isn't noteworthy at 0.05 levels. So there exists no noteworthy contrast in work satisfaction of teachers corresponding to their sort of school.
5. Inside and out, measurement insightful investigation depicts huge contrast among government and private secondary teachers in work satisfaction in all measurements aside from the measurement named Rapport with understudies.
6. The Physical offices measurement of job satisfaction is contrarily connected with Teaching calling, Child-focused practices and Teachers measurements of demeanor towards instructing.
7. Social status and family welfare measurement of job satisfaction is emphatically related with Child focused practice, students and Teachers measurements of demeanor towards instructing.
8. Relationship with collaborators measurement of job satisfaction is emphatically related with Child focused practice, students and Teachers measurements of demeanor towards instructing.

Conclusion

1. In the wake of talking about the outcome the examiner has arrived at the accompanying resolution:
2. Secondary School teachers indicated profoundly satisfaction towards their employments.
3. The got outcomes may finish up as male and female secondary teachers are similarly fulfilled in their employments.
4. It is likewise seen by the specialist that country and urban territory of schools has not influence the activity satisfaction of secondary teachers
5. Significant distinction exists among Government and Private secondary teachers in all components of job satisfaction aside from the measurement named Rapport with understudies.
6. Relationship between job satisfaction and attitude towards teaching is varied according to dimensions of each others.

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