

TEACHING ATTITUDE AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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Abstract

Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards teaching, he cannot initiate desirable

outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils. In the light of this background, the aim of this study is to analyze the Teaching Attitude and Job Satisfaction among the Secondary School Teachers. The Job satisfaction questionnaire prepared and standardized by Dr. (Mrs.) Meera dixit (1993) and the Teaching Attitude Scale developed by the investigators were used for the study. Significant relationship was found between the Teaching Attitude and Job Satisfaction among the Secondary School Teachers.

Introduction

Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. The teacher is the pre-requisite of the success of educational programmes. The main quality of teacher is the positive attitude towards education. Job satisfaction is a general attitude which is the result of many specific attitudes in three areas; namely specific job factors, individual characteristics and group relationship, outside the job". E.A Locke defines "Job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience." At its most general level of conceptualization, job satisfaction is simply how content an individual is with his or her job. At the more specific levels of conceptualization used by academic researchers a human resource professionals, job satisfaction has varying definitions. Affective job satisfaction is defined as an unidimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job

satisfaction is usually defined as being a more objective and logical evaluation of various facets of a job. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences.

Review of Literature

Ahmed, Raheem and Jamal (2003) studied the job satisfaction of 236 teachers in senior secondary schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools.

Dhingra (2006) conducted a study on randomly selected sample of 100 teachers from different government and private schools of Patiala district to study the effect of organization climate on job satisfaction of secondary school teacher. It found that there is no significant difference in job satisfaction of government and private secondary school teachers. Further difference between job satisfactions in relation to their organizational climate of secondary school teachers found to be significant.

Abimbade (1999) found that teachers are said to be effective when their teaching can lead to students learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in behaviour in the learner. It is therefore important that the teacher must see teaching as an attempt on his own part to transfer what he has learnt to his students using the right approach attitude.

Objectives of the Study

To find out the significant relationship between Teaching Attitude and Job Satisfaction of Secondary School Teachers.

Hypothesis of the Study

1. There is no significant difference between Male and Female secondary school teachers attitude towards teaching.
2. There is no significant difference between Urban and Rural secondary school teachers attitude towards teaching.
3. There is no significant difference between Government and Private secondary school teachers' attitude towards teaching.

4. There is no significant difference between Arts and Science secondary school teachers' attitude towards teaching.
5. There is no significant difference between Male and Female secondary school teachers towards job satisfaction.
6. There is no significant difference between Urban and Rural secondary school teachers towards job satisfaction.
7. There is no significant difference between Private and Government secondary school teachers towards job satisfaction.
8. There is no significant difference between Arts and Science secondary school teachers towards job satisfaction.
9. There is no significant relationship between attitude towards teaching and Job satisfaction of Secondary school Teachers.

Methodology

Sampling

The investigator has adopted survey method for this study. Population for this study was 60 Secondary School Teachers in Salem District.

Tools Used

The Job satisfaction questionnaire prepared and standardized by Dr. (Mrs.) Meera dixit (1993) and the Teaching Attitude Scale developed by the investigators were used for the data collection. Content validity was found through educational experts and reliability of the tool was found through test-retest method. The reliability of Teaching Attitude Scale was found to be 0.86.

Data Analysis

Mean, SD and 't' test were computed to know the significant difference between the means of the different sub-groups in terms of Gender, Locality, Type of School and Subject of study. Correlation study was done to find out the significant relationship between Teaching Attitude and Job Satisfaction of Secondary School Teachers.

Table 1: Difference in Teaching Attitude of Secondary School Teachers based on Demographic Variables

Variables	Sub variables	N	Mean	SD	't'	Result
Gender	Male	36	175.45	10.45	0.88	NS
	Female	24	178.50	8.73		
Locality	Urban	38	177.30	10.29	0.49	NS
	Rural	22	175.50	9.12		
Type of School	Private	28	178.0	8.49	1.36	NS
	Government	32	173.12	11.06		
Subject of Study	Arts	36	177.77	9.42	0.72	NS
	Science	24	175.0	10.42		

From the above table-1, it has been found that there is no significant difference between Teaching Attitude of Secondary School Teachers based on Gender, Locality, Type of School and Subject of study. The mean scores of Female teachers, are higher than Male teachers. Teachers working in Private Schools and those who belong to Arts stream show higher mean scores.

Table 2: Difference in Job Satisfaction of Secondary School Teachers based on Demographic Variables

Variables	Sub variables	N	Mean	SD	't'	Result
Gender	Male	36	130.38	8.24	0.55	NS
	Female	24	129.0	5.47		
Locality	Urban	38	129.94	7.83	0.11	NS
	Rural	22	129.63	6.26		
Type of School	Private	28	131.50	7.20	1.20	NS
	Government	32	128.37	7.06		
Subject of Study	Arts	36	129.83	6.23	0.34	NS
	Science	24	128.83	8.72		

From the above table-2, it has been found that there is no significant difference between Job Satisfaction of Secondary School Teachers based on Gender, Locality and Subject of study. The mean scores based on Type of School indicates that the Job Satisfaction of teachers working in Private Schools is higher than teachers working in Government schools.

Table 3: Relationship between Teaching Attitude and Job Satisfaction of Secondary School Teachers

Variable	N	Mean Level	'r' Value	Level of Significance at 0.05 level
Teaching Attitude	60	176.66	0.419	0.214
Job Satisfaction	60	186.0		

The study took up by the investigator to relate the variables Teaching Attitude and Job Satisfaction of Secondary School Teachers was found to be significant. Teaching Attitude of the teacher plays an important role in improving learning attitude of students which in turn is reflected on the Job Satisfaction of teachers.

Findings

1. There is no significant difference between Male and Female secondary school teachers attitude towards teaching.
2. There is no significant difference between Urban and Rural secondary school teachers attitude towards teaching.
3. There is no significant difference between Government and Private secondary school teachers attitude towards teaching.

4. There is no significant difference between Arts and Science secondary school teachers attitude towards teaching.
5. There is no significant difference between Male and Female secondary school teachers towards job satisfaction.
6. There is no significant difference between Urban and Rural secondary school teachers towards job satisfaction.
7. There is no significant difference between Private and Government secondary school teachers towards job satisfaction.
8. There is no significant difference between Arts and Science secondary school teachers towards job satisfaction.
9. There is significant relationship between attitude towards teaching and Job Satisfaction of Secondary school Teachers.

Discussion

Job satisfaction is the end feeling of a person after performing a task. To the extent that a persons job fulfill his dominant needs and in consistent with his expectations and values, the job will be satisfying. The feeling would be positive or negative depending upon whether need is satisfied or not. The study reveals that teachers are very satisfied with their jobs. The male groups of teachers and the female teachers fall in the satisfied category .The computed t-value is non-significant. Thus, it is inferred that male and female teachers are not different from each other on job satisfaction variable.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society.. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Among the factors that influence job satisfaction are salary, professional development, administrative relationship and rapport. Hence, if teachers have a high level of job satisfaction, it can be assured that a more enjoyable, energetic and effective school environment can be developed which indirectly will give positive effects on the students' academic achievement.

Educational Implications

- Teachers' salaries need to be commensurate to that of other professionals to check losing good teachers;

- Job security should be enhanced by way of sponsored in-service training, health benefits and pensions during retirement;
- Government should give due recognition to the teaching profession so that the incoming generation will be desirous of taking up this noble profession by improving on salaries and fringe benefits as well as through professionalization of the teaching profession;
- Working conditions of teachers should be improved in such areas as residential accommodation and fringe benefits;
- Increased funding which is crucial to improvement in the teaching and learning environment should be accorded top priority in government policies and programs; and
- A good working relationship among teachers and between teachers and school principals can also help improve on satisfaction with the job because no one can thrive successfully in an atmosphere of serious discord and animosity. Democratic leadership style should therefore be adopted by school leaders.

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