CHAPTER I

INTRODUCTION

★ Introduction
★ Role of women in the Modern World
★ Teacher and Teaching
★ Attitude
★ Job Satisfaction
★ Attitude and Job Satisfaction
★ Need for the Study
★ Statement of the Problem
★ Operational Definitions
★ Objectives of the Study
★ Hypotheses of the Study
★ Scope of the Study
★ Limitations of the Study
★ Plan of the Thesis
Chapter I

INTRODUCTION

Introduction

The hand that rocks the cradle rules the world. The socio-political and economic changes of recent years have clearly brought out the truth of this statement. The days when women were relegated to home is past, and there is a general awakening about the new and dynamic roles women play in life. Education has thrown open new vistas of life and it has helped women to participate in the nation building activities as well. Economically women's role has been realised in the sphere of production. Their work at home, hitherto unrecognised has now been evaluated to show as contributing to the welfare and prosperity of the home. Women today work both at home and outside which entails their being better educated and trained than in the past.
Role of Women in the Modern World

From the smriti period down to the 20th century, women were seen only as members of the family whether as a daughter, wife, or mother and not as an individual with an identity or rights of her own. Marriage and motherhood were regarded as the only valuable achievements of a woman.

The traditional concept of women's role is gradually changing. The economic pressures, making the traditional prejudice against women, working outside the home, disappear. The Indian woman today plays multiple roles. After many centuries, the middle class women are once more becoming productive members of society. In addition to her traditional roles as wife, mother, and guardian of the household and keeper of cultural traditions, she is now fast becoming a professional. Large number of women compete with men in all spheres of work. Because of great changes in social customs, modes of living and life styles, it is found that there has been a considerable role expansion for women. Today women frame budgets on home expenses and work outside to improve the quality of life.

Educational Needs of Women

According to Kothari Education commission (1964) "For full development of our human resources, the improvement of homes
and for moulding the character of children during the most impressionable years of infancy, the education of women is of greater importance than that of men.”

The education of women is very essential for happy and healthy homes, improvement of society, economic prosperity and national solidarity. University education commission (1948) has rightly asserted that “There cannot be educated people without educated women. If general education has to be limited to men or to women, then opportunity should be given to ‘women’, for, it would most surely be passed on to the next generation”. Pandit Jawaharlal Nehru also emphasized, “Education of a boy is the education of one person, but education of a girl is the education of the entire family”. Laying stress on the need for women’s education, the National Policy on Education (1986) says, “The education of women should receive emphasis not only on the grounds of social justice but also because it accelerates social transformation”. So if homes are to be made happier and healthier, if the new generation is to be made cultured and educated, if social transformation is to be brought about rapidly and if moral character of the children is to be built up during the most impressionable years of their lives education of women should be given the maximum priority.
At present, the education of women is relatively encouraged and increasing number of women are entering multivarious professional courses apart from the traditional academic courses, resulting in the blooming of women doctors, auditors, engineers, teachers and lawyers in society.

Women and Work

History reveals that women have come out of their homes to seek work outside. Today, the role of women in the economic sphere is recognized more than it was in the past. Women are found to be working in forms, factories, offices, educational institutions, hospitals defence establishments and in the engineering and agricultural fields. Thus, we find unskilled, skilled and professional women in various fields of work.

According to the Labour Bureau's Report the four basic factors which have been responsible for women's employment, particularly the employment of mothers are

1. "Permanent and growing inadequacy of the income of the principal bread winner.
2. Temporary fall out in the family's income due to exceptional or accidental circumstances such as sickness and premature incapacity of the principal earning member.
3. The death of the breadwinner and
4. Women’s desire for economic independence or for securing a higher standard of living for the family.”

Educated Indian women are now taking up jobs not only when they are hard pressed by economic necessity but also in other socio-psychological situations. They work for the satisfaction of their various other needs including individual status and economic independence. They are interested in their professions, desirous of satisfying their intellectual needs, doing creative work and winning recognition and name.

There have been great changes in social customs, modes of living and life styles. Shift from rural to urban areas has broken down joint families to nuclear families. Advancement in science and technology has given the housewife many a labour saving gadget and device. Nursery schools and child care centres have released the mother from being tied to the home and hearth. Acceptance of the concept of planning and limiting one’s family has enabled her to gain freedom from being a child producing machine. Today, a woman can control her family, she can space her children and she can run her home more efficiently in a planned systematic manner with the help of the available gadgets. She has ample time on her hands when the children reach the school going age. The urge to have an individual existence, desire for security, economic independence and self-fulfilment are
widespread among the educated married women. Thus, we find that there has been considerable role expansion of women and an increase in the number of working women.

Rapid expansion in women is education in the post-independence period has provided the possibility of their employment under government. The opening of new vistas for women is primarily reflected in an increase in job opportunities for educated women. From the female oriented occupations in teaching, arts, secretarial and social work, women’s interest has expanded to traditionally male oriented fields such as science and technology, engineering, politics, law, journalism, medicine, management and industry. There is today, hardly any profession in which women have not entered.

**Teacher and Teaching**

When one person imparts information or skill to another, it is common to describe the action as teaching. But not every way of bringing about learning in another counts as teaching, and not every act of teaching has a place within the programme of education. Teaching denotes action undertaken with the intention of bringing about learning in another.

Teaching is considered to be an art. Children are the raw material with which the teacher has to deal. The most powerful
ingredient in the educational process is teacher. He is the pivot of the process and even the initiator of the act. The teacher has a purpose and he modifies the child accordingly. It is his responsibility to look after the all-round development of human personality. Teaching is a sublime art. It is impossible to separate the teacher from teaching.

It is said that the teacher is the real maker of history. He is the architect who builds, re-builds, shapes and re-shapes the psychological world of the young members of the society. If he handles the life building (activity) of the young ones successfully, the structure is not only stable but attractive also. Nobody can deny the fact that the teacher is undoubtedly the real nation builder. It is he who shapes the society. Progress of the society depends considerably upon its schools. The quality of the school is determined from the type of teachers working in it. We can undoubtedly say that the teachers are the backbone of our society. He is, undoubtedly the torch bearer of progress of civilisation. He is also expected to act as a social reformer, moralist, national integrator etc. The teacher is an important figure and he is expected to remain important. To-day, we need really good teachers who can inspire the young and shape the society in the right way. Teachers are literally the arbiters of the destiny of a nation. So one should take up teaching not under
compulsion but on the basis of one’s interest and innate abilities; only then can he be a worthy member of the fraternity of teaching.

Whether a teacher is teaching at the top levels of an university, in a school for adolescents or for children, good teaching demands mastery of many delicate skills of communication and inspiring young minds. Much is being expected of the teacher today. In the school the teacher deals with the best of humanity in the sense that they are young, more open, more easily pleased, less sophisticated and as yet, less disillusioned than the old. In the school, teaching provides to the teacher an opportunity for doing something creative, moulding the personalities and the minds. Since the goal of teaching is desirable learning, the quality of teaching can be tested only in terms of the quality of learning to which it leads.

One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. He is the person always busy in laying the real foundation of a country by preparing and equipping the youth, by awakening their knowledge and moulding their character. It is the teacher, who refines the instincts and makes the children socially acceptable by inculcating values, provoking and developing capabilities of
individuals to their best so that they may be of the best use to themselves, to the society, to the nation and to mankind as a whole. The principal role of a teacher in an educational institution is to provide affective teaching learning experiences. Such experiences can be arranged in the classrooms and through tutorials, personal guidance and field activities. The teacher has undertaken the responsibility of shaping the contributing members of the country. On one side he works for the individual development of the child and on the other side he works for the welfare of the community in which he lives.

"If you neglect the teacher", says Prof. Humayun Kabir (1961), "you neglect the child; and if you neglect the child, you neglect the future of that country to which the child belongs", because, "the teacher has to instruct, inspire and illumine (the child)" (Joshi 1955). The teacher not only equips the youth in view of the past and according to the present but also for 'future shocks' that are anticipated to occur. He foresees the incidents around the world and awakens the insight among his students to meet them effectively. Now his mission is "to train the unknown child for the unknown world" (Mead, 1970).
Teachers of Yesterday and Today

At the beginning of this century, children were taught in a rigidly formal and stereotyped way. Education was then conceived as a process of transmission of factual knowledge. The teacher adopted an authoritarian attitude. The children were seated as rows of butterflies transfixed with pins and stuffed with intent facts. The facts learnt by rote by children were tested from time to time but such tests were neither concerned with conceptual understanding nor with effective performance. The main emphasis was on testing memory. A long time intervened between the child’s response and the teacher’s reinforcement. The teacher very often used the verbal method. The teacher had little or no sensory or other audio-visual material to supplement his oral teaching.

The teacher of today does not consider the child as a vessel waiting to be filled up with facts; nor as a pliable plastic material which can be transformed into any shape enabling him to project his ideas on it. The modern teacher considers each child as akin to a plant and helps the child grow according to its abilities and aptitudes. He helps the child learn. He realises that “to teach is to nourish or cultivate the growing child or to give him intellectual exercise or to train him in the horizontal sense of directing or guiding his growth”. The modern teacher sees education as a process of interaction between the child and his environment.
Children learn by doing and learn how to learn in groups and also individually. Teachers feel the need for institutional planning and evaluation of learning. They realise the existence of widely different backgrounds, difference in students abilities and interests. Hence the teachers of today realise the need for presenting different learning experience to suit individual differences among pupils. The shift in emphasis from the teacher to the pupil as the central figure in the process of education and the dovetailing of instructional activities with the realisation of specific and clear cut learning outcomes has inevitably led to a reassessment of teachers' role in the classroom.

Recent teaching models inspired by the view of Carl Rogers, stress an unconditional positive regard of pupils and a genuine sympathetic approach to pupils in promoting a favourable classroom climate which will facilitate interpersonal learning. Such a teaching model emphasises the quality of human interaction and the degree of interpersonal intimacy and interaction found in the classroom. Ultimately the quality of learning in the classroom depends upon the nature of classroom climate and the existence of learning situations conducive to the development of such a climate. Today's teachers are to train children to lead a full life in the 21st century. The future of education depends, therefore, directly upon the quality of the intermediary inventive minds of teachers and their
ability to invent and innovate. The teacher of today has, as such, a more different and responsible role to play than his predecessor of earlier times. In order to play this role effectively the teachers must have, desirable attitude towards their profession and satisfaction in their job.

**Attitude**

Attitudes, values, and ideals that are propagated by education, play a significant role, in building the personality, individuality and the entire mental make up of an individual. Attitudes are the prime movers of thought and action. What a woman thinks, feels and values is reflected in her expressed attitudes that are transmitted to the coming generation. It is necessary to understand the meaning of attitudes, so as to visualize the concept clearly.

Attitude is a broad term covering almost all the important fields of human knowledge, specially prominent in the fields of education, psychology, sociology and politics. It is a guiding force behind all human actions.

Good (1945) in the Dictionary of Education calls it a "State of mental and emotional readiness to react to situations, persons or things in a manner in harmony with a habitual pattern of response previously conditioned to or associated with these stimuli".
According to Allport (1935), "an attitude is a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." This definition reveals that (i) attitude is the mental or neural state of readiness, (ii) attitude influences the reactions of the individual, and (iii) attitude changes the reactions of the individual.

Doob (1967) has defined attitudes in behavioural terms and was of the opinion that "attitude is an implicit response with drive strength which occurs within the individual as a reaction to stimulus patterns and which affects subsequent overt responses."

Smith, Bruner, and White (1956) presented their ideas in the following form: Attitude is predisposition to experience, to be motivated by and to act toward a class of objects in a predictable manner.

Secord and Backman (1964) have given the following views: "The term attitude refers to certain regularities of an individual's feelings, thoughts, and predispositions to act toward some aspect of his environment."

Fishbein (1967) was of the opinion that "attitudes are learned predispositions to respond to an object or class of objects in a favourable or unfavourable way."
Attitudes are the results of an individual’s interaction with social objects and social situations, and are subject to alteration, maintenance and breakdown through manipulation of the same order of variables as those producing their original acquisition. Attitudes can be changed through thinking, inhibition, extinction and fatigue that is they are subject to conditioning.

Attitude reactions are evaluative and affective and give rise to motivation. Motives interact with the situation and determine the outer behaviour of an organism. An attitude does not refer to any specific response, but is an abstraction of a large number of responses of an individual. The attitudes are aroused by some drive-state which is reflected in the goal orientation of the frustrated or satisfied individual.

According to Thurstone (1974), the term attitude will "denote the sum total of man’s inclinations and feelings, prejudices or bias preconceived ideas, fears, threats and convictions about any specified topic".

The major characteristics of attitudes are

a) Attitudes are related with images, thoughts and external objects.

b) Attitudes guide the behaviour of the individual in one particular direction.
c) Various kinds of affective experiences are also attached to attitudes.

d) The unconscious motive is an important factor in the creation of attitudes.

e) Attitudes are related to the person's needs and problems.

In the absence of an attitude a person cannot make any effort or gain any value. Values are related to beliefs, faiths and thoughts, while an attitude is affective neural and perceptual. Value is objective; attitude is the motivation for attaining it. On the practical side since the beliefs and attitudes of adults are more or less statutes and determine most of their behaviour, knowledge of them is essential for a better understanding of the individuals.

Social attitudes play an important part in directing man's social behaviour. In the individual, the greater influence is caused by attitudes because they are actual motives of behaviour.

In a nutshell, attitude is a specific mental state of the individual towards something according to which his behaviour towards it is moulded.

*Attitude Towards Teaching Profession*

Teaching has been considered to be the best attractive
profession. Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting text-book information and then testing the student's ability to repeat it. Teaching is not a mechanical process. It is an intricate, exacting, challenging job. Teaching is not a monologue but a dialogue: a dialogue in which one partner is vocal, but the other partner may, by simple expressions on the face, by some gesture of exclamation or by brief participation in the form of a query, partakes in the dialogue.

Improvement in the present conditions of the teachers is essential. The Secondary Education Commission (1952) is of the view that unless the present conditions are improved upon education is doomed. It is, therefore essential to attract and retain right type of men or women into the profession and give them the necessary training, to increase their efficiency and create conditions in which enthusiasm for work is maintained throughout the professional life.

Even granting that the teacher should be content with his role as a worker, in a socialistic society, it is necessary to recognize that teachers are human beings, who basically seek growth and fulfilment of their needs, values and aspirations. The teacher's link with the society is based on the two basic components
of his work life: the nature of work he does and the conditions under which he does his work. In other words the “content” and the “context” of his worklife give rise to his attitudinal reactions which significantly affect his work behaviour. The work related attitudes by common consent are work involvement, intrinsic motivation and work adjustment and they are directly related to the work a teacher does and may be designated “job attitudes”. Commitments, identification and organizational involvement are attitudes more related to organizational conditions which comprise the organizational climate. There are individuals whose lives revolve around the work they do, and the work comprises the major satisfaction in their lives. There are others for whom work is just “another” thing to do, by the way. This suggests that work is only a minor factor in one’s life meant to be done and got rid off. Thus, individuals can differ in their “work attitudes”.

**Job Satisfaction**

Satisfaction is an emotional response. The meaning of concepts can be discovered and grasped by a process of introspection, that is, an act of conceptual identification directed to one’s satisfaction in the job in which an individual is engaged for reward may be said as job satisfaction. Job satisfaction may be defined as a ‘pleasurable or positive emotional state resulting from the appraisal of one’s job or
experience' (Velusamy 1983). The term includes the employee's liking for his work, accepting the aspiration and pressures connected with the work and by performing the piece of work the employee earns his livelihood.

According to Gilmer (1966) "Being satisfied with a job means more than just not being discontented".

Harrel (1958) says "Job satisfaction is derived from and is caused by many interrelated factors, although these factors can never be completely isolated from one another for analysis-they can, by the use of statistical techniques be separated enough to give an indication of their relative importance to job satisfaction.

"Job satisfaction, as Hansen (1967) believes - "results from the interaction between the worker and his job situations. The worker possesses values and needs that may or may not be fulfilled by the job activities. The degree to which his needs are met, determines the level of his job satisfaction". Here Hansen believes that need satisfaction is the primary condition of job satisfaction.

Locke (1969), has proposed that- "job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job values. Job satisfaction and dissatisfaction are a function of
the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing”.

Sinha and Agrawal (1971), find job satisfaction to be - “a persistent effective state which has arisen in the individual as a function of the perceived characteristics of his job in relation to his frame of reference”.

Laying stress on the ‘needs’, like Hansen (1967), Sinha (1972) holds that - “job satisfaction covers both, the satisfaction derived from being engaged in a piece of work, or in any pursuit of a higher order. It is essentially related to human needs and their fulfilment through work. In fact, job satisfaction is generated by individual's perception of how well his job on the whole is satisfying to his various needs”.

Brown, et al., (1972), defined job satisfaction as - “the favourable feeling or psychological conditions of a person towards his job situation”.

According to Francis and Milbourn (1980), "job satisfaction is the result of the individual perception of what is expected and what is received from different facets of work situation. The closer the expectation is to what is actually received, the greater the job satisfaction".
Rice, et al., (1989), extend the view of 'need gratification' to 'standards of comparison'. They propose that - "Job satisfaction is the resultant of the discrepancies between current job experiences (what one gets) and the personal standards of comparison (what workers want), feel entitled to, others getting and have experienced in past etc". The need satisfaction is centred to the employee whereas in fact a good consideration.

Maslow's hierachy of needs points out that whatever be one's achievements, the highest need is for self realisation. Whether in the field of education, work at home or outside one feels satisfied only when one realises one's potential. Hence educated women have a sense of greater fulfilment when they are able to use their education well. Job satisfaction entails the use of one's potential as well as maintenance of physical and mental health. To provide job satisfaction the environment in which one works needs to be stimulating, encouraging and conducive.

Job satisfaction is the favourableness or unfavourableness with which employees view their work. It expresses the amount of agreement, one's expectation of the job and the rewards that the job provides.

**Importance of Job Satisfaction**

In a rapidly developing society the importance of job satisfaction need not be over emphasized. It is important to
employees, employers and to the community at large. Satisfaction in work is not only a criterion of the effectiveness of an organisation but is also an important one. As such, factors associated with it have been of interest to investigators. The work situation provides opportunities for the satisfaction of the needs of the individuals. It is through work, that an individual finds opportunities for the satisfaction of many of his social, personal and ego related needs. In the long run employees can remain contented only if these three varieties of needs gain satisfaction.

The teaching profession is not an exception to it. The teacher can remain satisfied in his job only when opportunities for the satisfaction of his social and ego needs are provided.

*Factors Relating to Job Satisfaction*

Experts, industrialists and labour leaders realise the prime importance of job satisfaction is industrial morale and efficiency. This has necessitated careful scientific investigation into the determinants of job satisfaction. Job satisfaction is a complex of various attitudes possessed by an employee. These attitudes are related to the many aspects of the job such as wage steadiness of employment, supervision, conditions of work, advancement opportunities and such other specific factors connected with the
job. They play their part in making a worker satisfied or dissatisfied with his work. Apart from that his individual adjustment and group relationship outside the job are also important contributing factors. Therefore, job satisfaction refers to a general attitude which a worker possesses as a result of many specific factors in three areas namely specific job factor, individual adjustment and group relationship outside the job.

Factors that influence job satisfaction can be classified into several ways. One type of classification which is more practical is given by Harrel (1958) as follows:

1. Personal factors such as age, sex, education, intelligence, personality, years of services and number of dependants.
2. Factors inherent in the job such as nature of work, skill required, occupational status, geography or type of organisation.
3. Managerial factors like security, pay, opportunity for advancement, working condition, supervision, responsibility and co-workers.

Just one factor will do to create job satisfaction or job dissatisfaction but it is always a group of factors depending upon the situation and personality that determines job satisfaction. Harrel further states that some factors may not have the same effect on all the people for all the time.
Attitude and Job Satisfaction

Job satisfaction is closely related to the attitude held by a person towards his job. An individual's attitude towards his job determines his course of conduct towards the job related factors in general. When such attitude is positive towards the job, this results in satisfaction and the negative attitude towards the job leads to job dissatisfaction. Job satisfaction is said to be a mental attitude of an employee towards his job.

According to Gilmer (1966) "job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general".

Kolasa (1970) says, jobs satisfaction is based on job attitudes but in a somewhat broader sense job satisfaction relates to how a job fits into the total picture of a person's functioning.

Vroom (1964) surveyed the studies on job satisfaction and listed different dimension of it. They are:

1. Attitude towards company and management
2. Attitude towards job content.
3. Attitude towards supervision
4. Attitude towards working conditions
5. Attitude towards financial reward.
6. Attitude towards co-workers.

Job satisfaction is influenced both by the extent to which the work a person does is intrinsically interesting to him and by his attitude towards the total work situation including the institution, his superiors and his fellow workers.

Blumm (1956) says “job satisfaction is the result of various attitudes possessed by an employee”.

In a narrow sense the attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, social relation of job, fair treatment by the employer and other items. Hence job satisfaction of an individual depends upon his positive attitude towards his job.

Need for the Study

The dynamics of social changes has brought women to the fore. As home builders, production executives and national reconstruction workers, they have a significant role to play. With the increasing number of women filling different slots in the world of work, it is imperative that women should find job satisfaction in whatever they
do. Therefore, it is evident that, to enhance production and to provide for mental health, job satisfaction is of great importance to the teachers. Majority of the women professionals are teachers at various levels. To gain expertise women teachers must have positive attitude towards their job and hence job satisfaction.

Like any other profession, teaching has got certain aspects conducive to job satisfaction and certain others that lead to dissatisfaction. It is essential that the society understands the significant role of the teachers to whose care the children are entrusted for a prolonged period and that it realises that teachers are truly indispensable and their quality should be a matter of deep concern as social well being and social advancement depend on a marked measure upon their excellence.

Unhappy, frustrated and indisciplined teachers will inevitably produce similar students. It is a simple truth to say that the way man is going to live depends on the teachers and the success of the teacher depends upon the attitude towards the teaching profession and the satisfaction one gets from the profession. This study will give an idea about the attitude of women teachers towards their profession and their job satisfaction. With more professional and non professional facilities to them, they may work whole heartedly to the interest of the pupils and the nation. Hence a study about attitude of women teachers towards their profession and job satisfaction is a must for the well
being of the society. Therefore this study has been undertaken inorder to see whether women teachers get such job satisfaction in a dynamic and developing world. The findings of such study will make our planners to draw up schemes to induce women teachers for a better involvement.

Statement of the Problem

The teacher is the foundation of the educational process. In the field of education, he is the ultimate agent who dispenses knowledge, frame the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes, and helps students overcome their difficulties. It is he who sets the standard, builds up desirable attitudes and approves or disapproves student behaviour. He influences his students by what he says, and even more by what he does. His attitudes towards his students, towards his world of work and life in general, his philosophy of education put into practice, his interests, ideals and aptitudes are, therefore, important for pupil growth.

The strength and directions of an individual's attitudes represent an important aspect of his personality. His attitudes materially affect his educational and vocational adjustment, his inter - personal relations and other major phases of his daily living. Attitudes of teachers to a great extent affect the effectiveness of teaching. It cannot be denied that attitudes are important indications of personal and social adjustments. The teacher's personal attitude towards the educational work, or
teaching is a great factor in determining his effectiveness in teaching. The positive attitude towards teaching leads to satisfaction in their work which in turn evokes brilliant results while negative attitude towards teaching leads to dissatisfaction in their work and evinces diametrically the opposite. Women teachers mostly dominate the teaching profession. Thus, finally, it was thought to study the attitude of women teachers and their job satisfaction. Hence it is proposed to study the problem under the title: "Attitude Towards Teaching Profession and Job Satisfaction of Women Teachers in Coimbatore".

Operational Definitions

It is desired to define the terminologies used in the title of the study to have clarity throughout the study. The following key terms used in the study are defined to avoid misunderstanding of the theme as well as the results of the study.

**Attitude**

According to the dictionary of Education (1992), the term 'attitude' refers to the pre-disposition to perceive, feel or behave towards specific objects or certain people in a particular manner. Attitudes are thought to be derived from experience, rather than innate characteristics, which suggest that they can be modified.

**Teaching**

According to the International dictionary of Education (1992) teaching means to impart knowledge or skill to another; to give
instruction to another; to educate or to train another; to facilitate learning.

**Profession**

According to the dictionary of Education (1992) it is an evaluative term describing the most prestigious occupations which may be termed professions if they carry out an essential social service, are founded on systematic knowledge, require lengthy academic and practical training, have high autonomy, a code of ethics, and generate in-service growth. Teaching should be judged as a profession on these criteria.

**Job Satisfaction**

It is the extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content.

Job satisfaction consists of liking the work involved in and acceptance of responsibilities and fulfilment of aspirations as revealed by the subject through answers to the job satisfaction scale.

**Teacher**

One who teaches, especially a person employed by a school to teach.

**Objectives of the Study**

The general objective of the study is to investigate the attitude and job satisfaction of women teachers in Coimbatore. The specific
objectives of the study for analysis and interpretation purposes are delineated as follows:

1. To find out the attitude of women teachers towards teaching profession.

2. To find out the level of job satisfaction of women teachers.

3. To find out the relationship of attitudes of women teachers towards teaching profession with some independent variables like types of schools, types of managements, nature of school, age, qualification, pay, family income, teaching experience, marital status, etc.

4. To find out whether there is any association between job satisfaction of women teachers and some of the independent variables like types of schools, types of managements, nature of school, teaching experience, age, nature of job, location of the school, marital status etc.

5. To find out the association between the attitude of women teachers towards teaching profession and their job satisfaction.

6. To find out the association between the attitude of women teachers and introversion and extroversion.

7. To find out the relationship between job satisfaction and introversion and extroversion.
Hypotheses of the Study

Keeping in view the objectives of the study the hypotheses have been framed in null form for statistical verification.

1. There is no association between the attitude of women teachers towards teaching profession and their age.

2. There is no association between the attitude of women teachers towards teaching profession and the years of teaching experience.

3. There is no association between the attitude of women teachers towards teaching profession and the classes handled by them.

4. There is no relationship between the attitude of women teachers towards teaching profession and the types of schools.

5. There is no relationship between the attitude of women teachers towards teaching profession and the types of managements.

6. There is no relationship between the attitude of women teachers towards teaching profession and the nature of school.

7. There is no association between the attitude of women teachers towards teaching profession and the location of the school.

8. There is no significant relationship between attitude of women teachers towards teaching profession and nature of job.

9. There is no relationship between the attitude of women teachers towards teaching profession and their general qualification.
10. There is no association between attitude of women teachers towards teaching profession and professional qualification.

11. There is no relationship between the attitude of women teachers towards teaching profession and extra qualification.

12. There is no relationship between the attitude of women teachers towards teaching profession and the subject of specialisation.

13. There is no significant relationship between attitude of women teachers towards teaching profession and the marital status.

14. There is no relationship between the attitude of women teachers towards teaching profession and their community.

15. There is no relationship between the attitude of women teachers towards teaching profession and the job of spouse.

16. There is no relationship between the attitude of women teachers towards teaching profession and the total family monthly income.

17. There is no relationship between the attitude of women teachers towards teaching profession and the size of the family.

18. There is no relationship between the attitude of women teachers towards teaching profession and the number of children.

19. There is no relationship between attitude towards teaching profession and their pay.

20. There is no relationship between the attitude of women teachers towards teaching profession and the distance they travel from
residence to school.

21. There is no relationship between the attitude of women teachers towards the teaching profession and mode of travel.

22. There is no significant relationship between the attitude of women teachers towards teaching profession and the time taken for travel.

23. There is no association between job satisfaction and the age of women teachers.

24. There is no significant relationship between job satisfaction and years of experience.

25. There is no significant difference in the job satisfaction of women teachers on the basis of classes handled by them.

26. There is no significant difference in the job satisfaction of women teachers working in different types of schools.

27. There is no relationship between the types of managements and the job satisfaction of women teachers.

28. There is no association between job satisfaction and the nature of school.

29. There is no association between job satisfaction and location of the school.

30. There is no association between job satisfaction and nature of job.

31. There is no significant relationship between the job satisfaction and general qualification of women teachers.
32. There is no association between job satisfaction and professional qualification of women teachers.

33. There is no relationship between job satisfaction and extra qualification of women teachers.

34. There is no association between job satisfaction and subject of specialisation.

35. There is no relationship between job satisfaction and marital status of women teachers.

36. There is no association between job satisfaction and community.

37. There is no association between job satisfaction and the job of spouse.

38. There is no association between job satisfaction of women teachers and their total family monthly income.

39. There is no relationship between job satisfaction and size of the family.

40. There is no significant relationship between the job satisfaction of women teachers and the number of children.

41. There is no relationship between job satisfaction and the salary of women teachers.

42. There is no relationship between job satisfaction and the distance travelled by the women teachers.

43. There is no association between job satisfaction and mode of travel.
44. There is no relationship between job satisfaction and the time taken for travel.

45. There is no relationship between attitude towards teaching profession and job satisfaction of women teachers.

46. There is no relationship between attitude towards teaching profession and extroversion - introversion.

47. There is no relationship between job satisfaction and extroversion - introversion.

**Scope of the Study**

A study without scope in terms of immediate application will remain a mere intellectual exercise. The fundamental structures and processes that emerge out of the study should have impact on the real practical situation. The present study has a scope which goes beyond mere classroom applications. It has more sociological and psychological applications too. The study brings forth the importance of having positive attitude towards teaching profession and satisfaction in their job.

Educational institutions and educational authorities and administrators can be greatly benefited by the finding of the present study. The results of the study may be of paramount importance for our planners. Efforts may be made to create a positive attitude
towards teaching and to remove the lack of job satisfaction of school teachers in the light of the finding of the study. Thus standard of education in the school level may be elevated by implementing the findings of the study.

**Limitations of the Study**

Research studies in general will have limitations due to many factors. It is the responsibility of the researcher to see that the study is conducted with maximum care in order to be reliable. However, the following limitations were unavoidable in the present study

1. The study was confined to Coimbatore City of Tamil Nadu.

2. The sample was restricted to 725 respondents only, keeping in view the limited resources and paucity of funds in the hands of investigator in her individual capacity.

3. The study was confined to women teachers because among all the professions, teaching profession was mostly dominated by women.

4. Women teachers working in colleges have been left out by the researcher because their work load is different from that of school teachers.

5. The study was limited to survey type in its design since the study is related to collection of facts and information

In spite of the above cited limitations sufficient care has been taken
in selecting the sample, constructing the tool, gathering reliable data and applying appropriate analysis procedures etc.

**Plan of the Thesis**

The study has been organised under five chapters as follows:

The first chapter deals with introduction about attitude and job satisfaction, need for the study, statement of the problem, scope of the study, objectives, hypotheses, limitation of the study and the plan of the thesis.

In the second chapter allied studies on the attitude and job satisfaction are given.

The third chapter deals with the method adopted for the study, construction of the tool, sample, pilot study, preparing the final form of the tool, scoring procedure, data collection and statistical technique applied for data analysis.

Chapter four gives the descriptive, differential and correlational analysis of the data.

Summary of the findings, discussion and recommendations for further study are given in chapter five.

Having discussed the need, objectives hypotheses and scope of the study, a detailed review of literature is provided in the following chapter.