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

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

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

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

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

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

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

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

The purpose of this research study is not only to bring the relationship of job satisfaction and teaching attitude into light but also to create positive attitude in teachers so that they can feel satisfied with their...
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3. Only 500 teachers of higher secondary Schools of Sagar district are included in the sample.

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

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

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

Tools
After a critical analysis of the tools available from National Psychological Corporation, Agra and consultation with the experts in the field the following tools were selected for the study:
1. Teacher Attitude Inventory (TAI)
2. Job Satisfaction Scale (JSS)

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

Table No. 1
A Comparative Study of the Job Satisfaction of Male Teachers and Female Teachers

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>SE</th>
<th>t value</th>
<th>Level of Significance</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All the Male Teachers</td>
<td>250</td>
<td>81.91</td>
<td>9.66</td>
<td>0.61</td>
<td>1.96</td>
<td>0.05</td>
<td>0.01</td>
</tr>
<tr>
<td>2</td>
<td>All the Female Teachers</td>
<td>250</td>
<td>71.24</td>
<td>10.09</td>
<td>0.63</td>
<td>12.12</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

The first hypothesis (H1) which says that there is no significant difference between the job satisfaction of the teachers working at higher secondary schools on the basis of their sex.

Accordingly the t-test between all the male teachers and all the female teachers was calculated and it was found to be significant at 0.01 level. It indicates that the job satisfaction between all the male and female
teachers is significantly different. It means the first hypothesis (H0) is rejected and it is concluded that sex is affecting the job satisfaction.

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

Graph No.1
A Comparative Graphical Representation of Job Satisfaction of Male Teachers and Female Teachers with Respect to Mean and Standard Deviation

Table No.2
A Comparative Study of the Teaching Attitude of Male Teachers and Female Teachers
[df = 498]

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>SEm</th>
<th>t value</th>
<th>Level of Significance</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All the Male Teachers</td>
<td>250</td>
<td>292.51</td>
<td>23.42</td>
<td>1.4</td>
<td>5.18</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
<tr>
<td>2</td>
<td>All the Female Teachers</td>
<td>250</td>
<td>271.66</td>
<td>23.41</td>
<td>1.4</td>
<td>1.96</td>
<td>2.58</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

The second hypothesis (H1) which states that there is no significant difference between the teaching attitude of the teachers working at higher secondary schools on the basis of their sex. Accordingly the 't' test between all the male teachers and all the female teachers was calculated and it was found to be significant at 0.01 level. It points out that the teaching attitude between all the male teachers and female teachers is significantly different.

It reveals that the second hypothesis (H0) is rejected and it is concluded that sex is affecting the teaching attitude.

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

Graph No.2
A Comparative Graphical Representation of Teaching Attitude of Male and Female teachers with Respect to Mean and Standard Deviation

Table No.3
A Study of Co-relation between Job Satisfaction and Teaching Attitude of Male Teachers
[df = 248]

<table>
<thead>
<tr>
<th>Group</th>
<th>Variables</th>
<th>N</th>
<th>r</th>
<th>0.9</th>
<th>Calculated 't' value</th>
<th>Table value of Correlation Coefficient</th>
<th>Level of Significance</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the Male Teachers</td>
<td>Job satisfaction</td>
<td>250</td>
<td>-0.09</td>
<td>0.99</td>
<td>1.42</td>
<td>0.05 0.01 0.05 0.01 0.05 0.01</td>
<td>Significant</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
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The third hypothesis (H₃) which asserts that there is no significant correlation between the job satisfaction and the teaching attitude of the teachers working at higher secondary schools on the basis of their sex. Accordingly to test null hypothesis \( H₀: \rho = 0 \) against \( H₁: \rho \neq 0 \) the calculated \( t = 1.42 \) indicating rejection of the null hypothesis. Hence \( H₀: \rho = 0 \) is rejected and we infer that there exists negative correlation between “job satisfaction” and “teaching attitude” of all the male teachers. It means more and more job satisfaction would lead to lower and lower teaching attitude in them.

Table No.4

<table>
<thead>
<tr>
<th>Group</th>
<th>Variables</th>
<th>N</th>
<th>r</th>
<th>Calculate d’ value</th>
<th>Level of Significance</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the Female Teachers</td>
<td>Job satisfaction</td>
<td>250</td>
<td>0.53</td>
<td>0.98</td>
<td>9.84</td>
<td>( 0.05 ) Rejected</td>
</tr>
<tr>
<td></td>
<td>Teaching attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>( 0.01 ) Rejected</td>
</tr>
</tbody>
</table>

The third hypothesis (H₃) which states that there is no significant correlation between the job satisfaction and the teaching attitude of the teachers working at higher secondary schools on the basis of their sex. Accordingly to test null hypothesis \( H₀: \rho = 0 \) against \( H₁: \rho \neq 0 \) the calculated \( t = 9.84 \) showing rejection of the null hypothesis. Hence \( H₀: \rho = 0 \) is rejected and we sum up that there exists positive correlation between “job satisfaction” and “teaching attitude” of all the female teachers. It means more and more job satisfaction would lead to higher and higher teaching attitude in them.

Obtained Results

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

Interpretation and Discussion of Results

1. The first finding shows that the job satisfaction level of male teachers is higher than female teachers, working at higher secondary schools. The reason of this difference is that on the one hand where because of social changes women are receiving higher education now so they are not limited to only teaching profession and are also opting other professions. On the other hand increasing unemployment has compelled men to choose teaching profession with positive thinking. So the job satisfaction level of male teachers is higher than female teachers. This finding is supported by foreign study Ali et al (2004) and Indian study Kaur & Sidana. Hence, this study is similar to previous Indian and foreign study so the result is valid and reliable.

2. The second finding shows that the teaching attitude of male teachers is more favourable than the teaching attitude of female teachers. If we consider the reasons then we find that female teachers play a double role professional and domestic. In many times because of the difficulties of family life they cannot be committed and develop positive attitude towards teaching profession. Hence, government and management should organize activity enhancing programs and ensure the participation of female teachers. Besides, for better contribution and participation they should be rewarded. The researcher has not come across to any foreign study which gives similar findings but in Indian study Pandya (1982) & Patnaik and Saroj Jain (2007) found more favourable attitude of male teachers than their female counterparts. Hence, this study has similar findings like earlier. So on the basis of this the result is completely reliable and valid.

3. The third finding shows that the correlation of job satisfaction and teaching attitude of male teachers is significantly negative. This conclusion points out that, to achieve the expected positive level, many efforts should be made like; to give the recognition through awards and rewards on suitable opportunities, to develop self-related skills, commencement of innovative programs, to increase the job involvement, to keep them away from non teaching works and to give them special incentives etc. The researcher has not come across any foreign study with similar finding but in Indian study Sinha & Shrama (1962) and Singh (2006) found the similar correlation. Hence, on the basis of this it can be said that this result is completely reliable and valid.

4. The fourth finding shows that there is a significantly positive correlation between job satisfaction and teaching attitude of female teachers working at higher secondary schools. Since, women are traditionally inclined towards this profession therefore they have positive attitude towards teaching. Hence, efforts should be made to maintain and increase their teaching attitude for achieving educational goals. The researcher has not come across any foreign study with similar finding but in Indian study Singh (1974), Goyal (1980), Anand (1986)
supported the findings of the study. Hence, it can
be said that the result is completely reliable and
valid.

Significance of the Study

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

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