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CHAPTER-1
INTRODUCTION

1.0.0 The Problem: Its background and significance

Concept of Education

Education is that light which expels darkness from life and focuses attention in all round development of the child. It is a tri-polar process. It involves interaction between the pupil, the teacher and the social environment. These three components are equally responsible for the better education.

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation (Hussain, 2004). Swami Vivekananda’s idea about education is still the landmark in the education philosophy, when he says. “Education is the manifestation of perfection already in men”. It is true that our ultimate aim in Education is to bring out that perfection from the student and put it for the betterment of the society.

Education helps to make thinking, understanding and attitude of citizens comprehensive, wide, scientific and objective. Education also creates integrated human beings which are capable of solving any problem related to individual or society.

Today, Education is considered to be the most effective instrument of social-reengineering and empowerment of people by imparting knowledge
and skills and creating an informed citizen capable of setting agenda for good governance, great progress and harmonious socio-economic life.

Education can alone reconstruct the world and the mankind. The destiny of mankind is shaped in the classrooms through education. Education determines the level of prosperity, welfare and security of the people. Education can alone give right direction to science and technology. Raising the standard of living of the entire mankind should be the agenda of education.

Education should be updated according to the need of both the individual and society, so that it can fulfill its real purpose in a right manner.

**Importance of Teacher**

Guru Brahma Guru Vishnu Guru Devo Maheshwara
Guru Sakshat Param Brahma Tasmaih Shree Guruve Namah

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 to have wisdom coupled with spirituality. He is capable of leading humanity to divinity. The tradition of teachers of India and the indigenous education system of this country generated, created and disseminated knowledge and wisdom much ahead of others.

A teacher has been worshipped and respected throughout human history because of his/her noble mission. Teachers are thus the greatest assets of any education system. They are accepted as the backbone of education system.
The Education Commission (1964-66) of India accepted this influence of teachers in powerful words by proclaiming that, “No system can rise above the status of its teacher …………."

Dr Radhakrishnan (1949) has aptly observed and said, “The teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization”.

Secondary Education Commission considered teacher as the most important factor in the contemplated national reconstruction. A teacher through an interactive process shapes the personality of the students and attempts to make them better citizens. Thus, he shares the responsibility of shaping the destiny of our country.

Laying the emphasis on teachers’ qualities the report of Kothari Commission (1964-66) mentioned that, “Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend.”

The teachers are the real architects of a nation.

“No reform has ever succeeded against teacher or without their participation.

(Delor Report, 1996)

The real importance of teacher can be understood through these lines- “If a doctor commits a mistake, it is buried, if an engineer commits a
mistake, it is cemented, if a lawyer commits a mistake, it is filed, but when a teacher commits a mistake, it is reflected by the nation”.

**Role of teacher**

“When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds”, statement of Mary Hatwood Futrell, president of education international, seems to be very true to the letters (Chaurasia, 2001). It is right when Swami Vivekananda reminds of the role of teachers. To him “Education is the manifestation of the perfection already in men”. The only duty of the teacher is the remover of obstruction by clearing the way (Mahadevan, 1985, P. 122).

It is worth to quote the letter of Abraham Lincoln to the teacher of his son which shows what role of the teacher parents expect: “Teach him to have faith in his own ideas. Teach him to close his ears to howling mob and to stand and fight, if he thinks right. Teach him always to have sublime faith in mankind.

Maharshi Aurabindo has enunciated three principles of education which very nicely define the role of a teacher.

“The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or a task master; he is a helper and a guide. His business is to suggest and not to impose ……. . The second principle is that the mind has to be consulted in its own growth. The idea of hammering the child into the shape desired by the parent or a teacher is a barbarous and ignorant superstition. It is he himself who must flourish in accordance with his own nature. The chief aim of education should be to help the growing
soul to draw out that in itself which is best and make it perfect for a noble use …….. The third principle of education is to work from the near to the far, from that which is to that which shall be. “……. A free and natural growth is the condition of genuine development ……..”. Looking at what Maharshi Aurabindo has said it is clear that the role of the teacher must be understood in today’s scenario and be communicated to the teachers accordingly.

In the modern scenario, the role of teacher has been changing due to the pressure of social and economic changes. The expected role of teacher has assumed new dimensions and the society expects his/her leadership in the task of making education an effective instrument in the process of nation building.

A teacher is required to generate that energy in oneself and handle it in one’s work of educating the boys and girls that report to him or her. A teacher has not only to instruct but also inspire the students; s/he has to influence the life and character of his/ her students and equip them with idea and values.

Teacher’s role can also be understood through the expectations of his/her students “Just as birds with quality feathers desire the sun to rise, similarly students desirous of the knowledge such as of the volumes of the Vedas etc. with all healthy senses and sharp intellect pray to the Guru saying, ‘let our eyes open that are sunk in ignorance by giving quality knowledge open up our inner eyes’. (Rigveda/10/73)

At last we can say that today, the teacher required to concern himself with the total development of the child and not only with one or two aspects.
S/he must be Philosopher illuminating the way of his intellectual and spiritual progress. S/he must be his guide in his moral and aesthetic advancement. In fact he must be all things to all his pupils a physician concerned about their physical health, a mental hygienist leading them carefully to sound mental health, a philosopher guiding them painstakingly in their search for truth, a moralist assisting and encouraging them to acquire goodness, and an artist helping them to find beauty.

**Attitude**

Attitude is important to understand human behaviour. To define what exactly an attitude is many attempts have been made in literature. Generally, it is defined as a complex mental state involving beliefs. Hussain, Ali, Khan, Ramzan and Qadeer (2011) defined attitude as a response which can be positive or negative to any situation, events or objects.

Attitude usually refers to the beliefs, feelings and action tendencies of an individual or a group of individuals towards objects, ideas and people. Quite often, persons and objects or ideas become associated in the minds of individuals and as a result attitudes become multidimensional and complex. Allport (1937) defines attitude as “A mental or neural state of readiness, organized through experience a directive or dynamic influence upon the individuals to all objects and situations with which it is related”.

Attitude forms an important part of a person’s personality. They not only affect his own behaviour towards the job he holds but also affect the people who come in contact with him.
Teaching Attitude

Attitude plays a very important role in the life of a teacher and teaching because children remain under their care in the most impressionable years of their lives and the attitude of teachers is bound to influence them. This influence is likely to remain throughout their lives.

Attitude towards teaching is an emotionalized tendency, organized through teaching experiences to react positively towards teaching. It is a learned emotional response, set for or against teaching.

Teaching is the best profession and attitude towards teaching is a psychological determinant where effective experience brings changes towards teaching.

As we know that a teacher’s attitude towards teaching profession may be positive or negative and definitely positive teaching attitude impacts positive effect towards students, institution, society and nation on the other hand negative teaching attitude harms and makes teachers’ all efforts useless.

Impact of positive teaching attitude on teaching

A positive favourable teaching attitude makes teaching not only easier but also more satisfying and professionally rewarding. Naturally, a teacher with favourable attitude towards teaching plays very potent role in so many respects. Hence the teacher should have positive teaching attitude so that he can guide the whole generation. In this way he will not only work for the upliftment of standard of students, institution, society and nation but he will also uplift his/her own standard. It will increase more dedication because s/he will enjoy adjustment and respect in the society and in this way s/he
will be able to create healthy, educated and strong nation. He will be the true nation builder which society and nation expects from him.

How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes.

With the teacher’s teaching attitude his Job Satisfaction is also closely associated. If an individual perceives that his profession is realizing his values and beliefs, if he has reached the ideals in his profession, then he develops positive attitude towards his/her profession and get greater satisfaction. The vice versa is also true.

According to Blum and Nylor (1968), “Job satisfaction is the result of various attitudes possessed by an employee”. Positive teaching attitude can contribute Job satisfaction because Job satisfaction is a general attitude that comprises several attitudes.

So we can say that if a teacher has a positive teaching attitude then it is considered that he is satisfied with Job and a satisfied teacher from his Job or a teacher who is happy with his/her Job plays a pivotal role for the betterment of future generation, society and nation. It is true that a well adjusted and satisfied teacher can only contribute a lot and make the dream come true of a strong nation.

**Impact of Negative teaching attitude on teaching**

A negative unfavourable teaching attitude makes the teaching task harder, more tedious and unpleasant.

There may be many reasons why teachers might not hold positive teaching attitudes-classroom pressure, principals, parents, salary, limited prospects of promotion etc. obligates teachers to do many activities
simultaneously and requires teachers to cope with unpredictable environments.

Hence, without going deep into the reasons, we can say that if the teaching attitude is negative, whatever may be the reasons, then it is considered that S/he will be dissatisfied with his/her job. A dissatisfied teacher can become irritable and may create tensions which can have negative influence upon the students, institution, society and nation. In this way s/he will do more harm than good, at last we can say that a dissatisfied teacher with negative teaching attitude will not only spoil his career and life but also deter the growth of society and nation.

**Effect of Attitude on Teaching Profession**

Attitudes towards professions are one of the most important factors to be successful in the profession (Cakir, 2005) for this reason; the belief that someone who does not have positive attitude towards job will not like the Job and cannot be successful in the profession is quite common in the society.

Unless and until a teacher develops a positive attitude towards teaching and derives satisfaction from the Job, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well adjusted teacher can think and do of the well being of the nation.

Hence Teacher’s attitude towards teaching may be positive or negative but are of great significance for the efficient and profitable functioning of any institution. Teachers who have positive attitude towards teaching have great satisfaction with their Jobs enjoy their profession and prefer teaching in spite of many economic or social abuses. On the other hand, teachers who have a negative attitude towards their teaching will not
get satisfaction with their Jobs. They will not enjoy their profession and will be like a fish without water.

At last we can say that the future of the children is quite safe in the hands of a teacher who has a positive attitude towards his teaching and satisfied with his job.

Seeing, the importance of the relation between teaching attitude and Job Satisfaction the researcher thought to bring this relation to the light. The purpose of the study is not only to bring the relation to light but is to create positive attitude in teachers so that they can feel satisfied with their Job, despite all the restraints and constraints. In this way, this study will not only be helpful for the teachers but also prove beneficial for the systematic educational growth of the nation.

1.1.0 ORIGIN OF THE PROBLEM

After reviewing the literature related to job satisfaction and teaching attitude a thought came to the investigator’s mind that a large number of studies have been done on the factors affecting job satisfaction like, age, education gender, marital status, salaries, opportunities for promotion, supervision, recognition, students behaviour, working conditions, and sense of autonomy etc. But very few studies have been conducted on the relation between teaching attitude and job satisfaction.

In addition to this many studies have been done on different variables with attitude like attitude towards population education, attitude towards use of computer information, attitude towards use of ICT in classroom etc. But no study has been done in a consolidated manner regarding job satisfaction and teaching attitude. While the attitude of the person towards the job and
the way he/she perceives it also affects his level of job satisfaction at large. A teacher therefore, has not only to be competent in his subject, methods of teaching and in understanding his students but also should have interest in the profession and have a favourable attitude towards teaching profession. Since, it is important for the teacher to know how he/she thinks or feels about his/her profession, it becomes pertinent to study the teaching attitude because it not only affects his own behaviour but also the behaviour of all the students in the class who come in contact with him.

Hence, because of this a question raised in investigator’s mind that why not a research study should be done on this problem in a consolidated manner. So that the findings of the study can be benefited to the students, teachers, society and nation.

1.2.0 NEED AND IMPORTANCE OF THE STUDY

1.2.1 Need of the study

It has been universally accepted by all those who are working for social welfare and nation’s development that in nation’s building teacher plays an important role and he is a real nation builder.

He bears the responsibility on his shoulders to mould and shape the personality and character of the child.

It is rightly said, “If a teacher runs, students will walk; if a teacher walks, students will sit; and if a teacher sits, students will sleep”.

In the developmental countries teacher’s responsibility is more important because these countries, for their overall development, need to use their physical and human resources in a better way. Since, India is a developmental country so it is also using all possible resources for its
development. In nation’s development even teacher has to play an important role. The greatest and most important contribution of a teacher is to analyse the energy of the youth and make them enable to work for reconstruction in all walks of social life. Now in new environment the teacher is not merely an information provider but expected to be a facilitator, a counselor, a mentor, a philosopher and a learning facilitator also. He should be sensitive not only for learners and institutions but equally for the emerging issues. Hence the ambit of teacher’s role has been increased.

In the present scenario because of fast changing circumstances teaching has become more challenging and complicated.

But nowadays we see that the quality of a teacher and teaching both are decreasing. It may be, possibly, because of faulty teacher education, faulty teachers’ training programmes and incapable teacher trainers. So it is very necessary to increase the level of education for that at the time of recruitment of teachers, besides their educational qualification their characters should also be given proper attention. Because a highly charactered and well qualified person can raise the level of standard of nation as well as education.

But despite all these, generally, it has been seen that if a well qualified teacher does not have positive attitude towards teaching then he will not get job satisfaction and a dissatisfied teacher despite having a sound academic career and professional qualification will do much harm than good. Because neither he will work whole heartedly nor contribute properly to education. In this way he will produce only hopeless students which can destroy the whole nation. If a teacher is no satisfied he cannot develop desired attitude, values, work habits and sufficient individual adjustments in his students.
Hence, it is apt to assume that a teacher who is satisfied with his work is a good teacher. A teacher who has positive attitude towards his work and has a good adjustment in society can be considered a satisfied teacher. Since teacher’s satisfaction or dissatisfaction is closely associated with his positive or negative teaching attitude.

A job satisfied teacher can play an important role in making adjustment between nation’s progress and its human resources etc.

The reviewing of the related literature shows that though many researches have been conducted on various important variables related to job satisfaction and teaching attitude but a few studies on job satisfaction with teaching attitude of higher secondary school teachers have been done. Job satisfaction and teaching attitude are important variables. Their presence among higher secondary school teachers in a positive direction is likely to improve the standard of education.

It has also been noticed that these variables among teachers are related with each other but as for as the studies reviewed by the investigator are concerned a few research studies have been conducted to explore the relation between teaching attitude and job satisfaction of higher secondary school teachers.

Hence, this is the reason because of which the investigator has chosen the study related to job satisfaction and teaching attitude of higher secondary school teachers.

1.2.2 Importance of the study

Education is the mirror of any society and nation, while educational system is its backbone. If there will be no similarity among education, teacher and working procedure, no education system can be right.
To make any system successful it is necessary that all its parts should work properly. Teacher is the important part of the education system. Teacher’s work fully depends on these factors-

First, he should be dedicated towards education; he should be satisfied with his salary because if he does not get salary according to his necessity and expectation he will not be satisfied with his work. Satisfaction of any teacher depends on these things – salary, environment, syllabus and desired job etc. If all these conditions are in favour of a teacher then only he contributes better for the education, teaching and society.

For better education it is necessary that education system should also be better.

**Various Importance of the study:**

(i) **Social importance:** Teacher plays an important role in child’s socialization. He pays great contribution in making child’s future bright. He is the real torch bearer of the society. A good teacher creates in his students good qualities, good ideas, feeling of social welfare and a spirit to do better for the society and nation.

(ii) **National importance:** If good qualities are developed in students then it is not only good for students but also for the nation because a child is not merely a human being but he is like a resource. A better resource can contribute better for the development of a nation. In this way whole country and countrymen are benefited by him. He gives a right direction to the country and to the new generation.

(iii) **Professional importance:** Teaching profession is considered the best profession in the world. It has its unique place and identity among other professions. People also have special attention and special respect for
teachers because children are the future of any country and the future of children is shaped by the teacher.

Moreover this profession is excellent because all the professions build things but by teaching profession nation is built. So this type of study related to teaching attitude and job satisfaction and effect of one upon another will be helpful in creating a healthy society and better educated nation.

1.3.0 JOB SATISFACTION

1.3.1 Conceptual Framework of Job satisfaction

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies (1924-1933). These studies primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notable illumination) on workers’ productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted not from the new conditions but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's (1911) book, Principles of Scientific Management, argued that there was a single best way to perform any given work/task. This book contributed to a change in industrial production philosophies causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased
productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied. Thus, leaving researchers with new questions to answer regarding job satisfaction. Some argued that Maslow's (1970) hierarchy of needs and other motivational theories have laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life like physiological needs, safety needs, social needs, self-esteem needs and self-actualization.

This model served as a good basis from which early researchers could develop job satisfaction theories. Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors such as general well-being, stress at work, control at work, home-work interface and working conditions.

The term "job satisfaction" was brought to lime light in the research literature by Hoppock in 1935. He reviewed numerous studies on job satisfaction conducted prior to 1933 and found that job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job". The term ‘job satisfaction’ refers to a Pleasurable or positive emotional state resulting from the appraisal of one’s job (Locke, 1976); an effective reaction to one’s job and an attitude towards one’s job (Weiss, 2002). Such kind of descriptions indicate a variety of variables that influence the satisfaction of the individuals but it does not give more clear view about the nature of job satisfaction at the stretch.
1.3.2 Meaning of job satisfaction

Job satisfaction refers to a general attitude resulting from various specific attitudes to job factors, social factors, monitory factors, group relationship etc. Thus the job satisfaction is the result of various attitudes of an employee towards the job and related factors. Bullock (1952) defines job satisfaction as “An attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job”.

The job satisfaction significantly contributes to employee, productivity and morale, the organizations which takes care of developing individual attitudes among the employees that contribute to job satisfaction will be benefited substantially. Hence, several authors have concentrated on this aspect and developed a number of theories. During the courses of time numerous meanings and concepts were also developed on this.

Work occupies an important place in the life of man. It is a major source for the satisfaction of the biological, psychological and social needs of the individual. Suitability of work is therefore very important for job satisfaction and the general mental health of the individual. The worker can remain contended only if his needs get satisfaction. This has necessitated a careful and scientific investigation into the determinants of job satisfaction.

The concept of job satisfaction is a many faceted one. Some researchers consider it as a generalized affective orientation to all aspects of the work situation. Such a view expresses the resultant of a whole host of orientations to specific aspects of the job. Job satisfaction is the sum total of the individual’s attitudes towards job (Wroom, 1964).
Job satisfaction is a widely studied concept. It has been variously used as synonym of industrial morale and attitudes. Such an approach has been subjected to severe criticism from many researchers (Blum, 1956; Siegel, 1962; Harrell, 1964; Blum and Naylor, 1968).

Vroom maintains that attitudes and job satisfaction can be used interchangeably as both the concepts indicate “Affective orientations on the part of individuals towards work roles which they are presently occupying positive attitudes to the job are equivalent to job satisfaction and negative attitudes towards the job are equivalent to job dissatisfaction” (Vroom, 1964).

The term job satisfaction has been used in a variety of ways; job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of ones job experiences. Job satisfaction is related but distinguishable from morale and job involvement, since a job is not an entity or a physical thing, but a complex of inter-relationship of likes, roles, responsibilities, interaction, incentives and rewards. Job satisfaction to be intimately related to all of them.

Job satisfaction is the result of various attitudes of an employee towards his job. Their attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. Job-satisfaction is influenced by two factors one is the work he does and secondly his attitude towards the total work situation including the company, his supervisor and his follow workers. Job-satisfaction depends on the work situation which aims of the fulfillment of certain values that the individual
possesses. It is the psychological, physiological and environmental circumstances that bring satisfaction to an individual with his job.

1.3.3 Definition of job satisfaction

According to Blum (1956) “Job satisfaction or dissatisfaction is the various attitudes the person holds towards his or her job related factors and towards life in general". Beers (1964) defines job satisfaction as “The attitude of workers towards the company, their job, their fellow workers and other psychological objects in the work environment”. Glimmer (1966) viewed that "Job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his/her job, towards related factors and life in general". Locke (1969) defines job satisfaction as a "Pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values". Both satisfaction and dissatisfaction were seen as a function of the perceived relationship between what one wants from one's job and what one perceives it as entailing. Smith (1969) defines job satisfaction as "Presented feelings towards discriminable aspects of the job situation" and further explained that discriminable aspects refer to the work itself, pay, promotional opportunities, supervisors and co-workers. According to Sinha and Agrawal (1971) “Job satisfaction is a persistent affective state which has arisen in the individual as a function in relation to his frame of reference”. Porter, Lawler and Hackman (1975) define job satisfaction as a "Feeling about a job that is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does received". According to Kovack (1977) “Job satisfaction is a component of organizational commitment".
(Graham, 1982) defines job satisfaction as "The measurement of one's total feelings and attitudes towards one's job". According to McCormick and Ilgen (1985) “Job satisfaction, is an association of attitudes held by an organization”. Paul Spector (1985) defines job satisfaction as a cluster of evaluative feelings about the job. Farrugia (1986) demonstrates that teachers experience job satisfaction as a result of teaching a group of pupils or standard they feel comfortable with, appreciation expressed by parents, authority and pupils, passing on knowledge and values to others, teaching their favourite subjects, working with colleagues and exercising autonomy. According to Neuman Reichel and Saad (1998) “Job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job”. Isen and Baron (1991) summaries "As an attitude, job satisfaction involves several basic components: specific beliefs about one's job, behaviour tendencies (intentions) with respect to it and feelings about it”. According to Reddy and Rajasekhar (1991) “Job satisfaction is a general attitude which is the result of many specific attitudes. The amount of satisfaction derived from one's present job is an indicator of one's job satisfaction”. According to Jyarante (1993) “Job satisfaction is generally considered to be an affective state”. Camp (1994) defines job satisfaction with reference to the needs and values of individuals and the extent to which these needs and values are satisfied in the workplace. Spector (1997) and Stamps (1997) perceived job satisfaction as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs. Balzer et al. (1997) define job satisfaction as "The feelings, a worker has about his or her job or job experiences in relation to previous
experiences, current expectations or a variable alternatives”. According to Shan (1998) “Teacher’s job satisfaction is a predictor of teacher retention, a determinant of teacher’s commitment and in turn a contributor to school effectiveness”. Buitendach and de Witte (2005) profess the view that job satisfaction relates to an individual’s perceptions and evaluations of a job and this perception is in turn influenced expectations.

Therefore, Job satisfaction is an important phenomenon in the field of organizational behavior. A large number of social scientists have endeavored to understand this aspect of work life which is one of the prime factors related to work performance. In the ultimate analysis, job satisfaction is linked up with the question of meaningfulness of existence of man not only on the job but in the organization for which he is working. Additional factors such as employee's age, health, temperament, desires and level of aspiration are also important. Further, his/her family relationships, social status, recreational outlets, activity in organization like workers, political or social contribution ultimately pay to job satisfaction. Thus, job satisfaction is a general attitude which is the result of many specific attitudes in three areas namely; specific job factor, individual characteristic and group relationship outside job.

1.3.4 Theories of Job Satisfaction:

In order to understand job satisfaction, it is important to understand that what motivates people at work. Campbell, Dunnette, Lawler and Weik (1970) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the
process by which variables like expectations, needs, values and others influence level of job satisfaction of employees in the organization.

In terms of content theories, there is an emphasis on the type of goals and incentives the people endeavor to achieve in order to be satisfied and succeed in the job. Scientific management believed at first that money was found the only incentive which influences working conditions, security and a more democratic style of supervision in the organization (Maslow, 1943, Herzberg, 1966, Alderfer, 1969 and McClelland, 1961) focused on the needs of employees with respect to job satisfaction and performance (Luthans, 1998; Robins, Odendaal and Roodt, 2003; Smith and Cronje, 1992).

1.3.4.1 Maslow’s Hierarchy of Needs Theory:

Maslow believed that people who come out of an environment which does not meet their basic needs tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings it can be argued that people who do not meet their needs at work will not function efficiently. Maslow’s theory is based on two assumptions i.e. people always want more and arranged their needs in order of importance and preference (Smith and Cronje, 1992). Maslow (1970) summarized these needs as below mentioned.

**Level-1 physiological needs** - These are the basic nitty-gritty for the survival like; food, air, shelters, clothing, medicines and sex. For the quest of basics, the organizations pay in cash in terms of salary and also by providing convenience for other physiological needs at the work place like providing dinning room, nursing room, rest room, air-conditioned office and residence etc.
Level-2 Security and safety needs- Once the level one is met, humans crave for the next hierarchy, the safety like protection from the life risking hazards like safety equipment.

Level-3 Social or belonging needs- Need for social acceptance and by the inner circle like the peers. At this stage, human crave for respect from the colleagues and counterparts, for it the organization answers by organizing get together and field trips or by end of the year company party.

Level-4 Esteem needs- Were the needs to become popular and be praised human with such-thirsty needs are ready to sacrifice anything to succeed so that it can create an image of worthiness and responsibility at work.

Level-5 Self-Actualization Needs- These are the highest order of needs. Individuals view it differently from each other. Like aim and goal during the life time. Scaling the highest level of excellence, in contributing to the society and leaving behind a legacy.

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![Maslow's Hierarchy of Needs](image)

**Figure 1.1: Maslow’s Hierarchy to Need Pyramid**

1.3.4.2 Adam’s Equity Theory:

Adam’s (1963) Equity theory explains that individual has a tendency to compare and contrast between the input and output of the job, which
means that they compare the work load they shoulder and the number of hours they work with the salary, benefits, bonus and others they receive. When the ratio between the input and output are not equal, humans or the individual tends to be dissatisfied and gives way towards job dissatisfaction. In principle, individuals tend to compare among the fellow mates whom they feel are of the same category. And on the other hand they experience job satisfaction when the ratio between the input and the output is equal and it gives a venue motivation for the worker or the individual to rise the level of input for better output or maintain the consistency of the job.

1.3.4.3 Alderfer’s ERG Theory:

Alderfer revised Maslow’s theory to align work with more empirical research (Robbins et al., 2003). Alderfer’s theory is referred to as ERG theory and is based on the following needs, existence, relatedness and growth. Existence is involved with providing individuals their basic existence, requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep good interpersonal relationships which Maslow labeled social and esteem needs. Growth needs are intrinsic desire for personal development based on the self-actualization needs of Maslow.

The ERG theory pivots around the axial point that more than one need is in operation at the same time. When the aspiration to safety a higher need is subdued the desire to satisfy a lower order level need increases. Alderfer (1972) mentions two forms of movement which will become important to a person. The first one is referred to as satisfaction-progression. The second movement is the frustration-regression which provides additional insight
about motivation and human behaviour. According to Alderfer (1972), when a person's needs are frustrated at higher level it leads to movement down the hierarchy.

1.3.4.4. Stogdill's Theory (1959):

Several investigations on the relationship between job satisfaction and job performance indicate no definite relationship between the two. In other words, job satisfaction need not necessarily be the cause of job performance. Stogdill (1959) on the basis of his research holds the view that the outputs of organizations are group integration, production and morale. When individual expectations are fulfilled, cohesiveness and integration of the group occurs, but satisfaction may not necessarily be related to production. Actually it is production which depends upon the group structure. Production and morale can only be a function of job satisfaction when the conditions leading to high morale and production are more or less identical with those variables which lead to the fulfillment of worker’s expectations.

Thus, Stogdill has made an attempt to prove that the common notion that production is a necessary outcome of job satisfaction is not always true. This view of Stogdill has been supported by the findings of Mohanty (1981). Production and job satisfaction may or may not go together.

1.3.4.5 Wolf’s Need-Gratification Theory:

Need Gratification theory has been proposed as an alternative to the two factor theory of job satisfaction by wolf. In this theory, Wolf introduces the consideration of the individual’s psychological needs (Maslow) and their influence on the relationship between job elements and satisfaction. The individual actively seeks to gratify his active need or needs, essentially
ignoring both lower level needs that are already gratified and higher level needs that have not yet emerged. Dis-satisfaction results either from the frustration of the gratification of an active need as from an interruption or threatened interruption to the continued gratification of previously ungratified need is gratified on ongoing basis.

1.3.4.6 Locke’s Value Theory:

Locke’s (1976) value theory explains that job satisfaction is related to the match between the job outcome and the expectation desired by the individual. The value of job satisfaction becomes higher when the match is closer to the perceived desired outcome. But it’s not necessarily being the basic needs when it comes to the outcome that individual value like explained by the Herzberg’s theory. It can be anything that is related to the job one desires. The route to this method is the apparent difference between the job and the wants. Greater difference gap comes out with more dissatisfaction and narrower the gap closer the satisfaction.

1.3.4.7 Karman’s Need-Fulfillment theory:

The notion of need fulfillment theory of job-satisfaction is that (a) a person is satisfied if he gets what he wants, and (b) the more he wants something, or the more important it is to him, the more satisfied he is when he gets if and the more dissatisfied he is when he does not get it. There are two models that utilize this kind of frame work; one is subtractive model and the other multiplicative model. But both conceptualize job-satisfaction as a direct function of the extent to which an environment corresponds to one’s need structures.
1.3.4.8 Vroom’s Expectancy Theory:

Vroom’s (1982) expectancy theory is based on the equation of three variables: expectancy, instrumentality, and valence. It explains that the individual’s decision-making ability with regard to the work are derived from the perception of work and the reward derived from the work. It explains that people are the slave of the needs but also bonded by the will power of the individuals. The variable expectancy is the confidence level of the individual, the confidence to perform the given task efficiently and successfully. On the other hand, the variable instrumentality is the level of individuals’ confidence for getting the reward if the task is performed successfully. And valance is the value of the expected reward.

Since the model is multiple, the three variables are given probable values. Therefore, for the implication of positive and motivated performance of all three variables must have high positive values. By one chance, the probable value of any of the variable drops to zero, than the motivated performance will also drop to the same value and vice versa when high. The theory predicts that the job satisfaction derived from both personality and situational variables.

1.3.4.9 Herzberg's Two-Factor Theory:

In terms of Herzberg’s motivation-hygiene theory, factors that make employees feel good about their work are different from factors that make them feel bad about their work. According to Herzberg (2003) employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behaviour to external factors. Factors that play a role in contributing to the satisfaction of employees are called
motivators. While hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic (external) factors.

<table>
<thead>
<tr>
<th>Motivator continuum</th>
<th>Hygiene continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>IDEAL</td>
</tr>
<tr>
<td>No</td>
<td>Dissatisfaction</td>
</tr>
</tbody>
</table>

Figure 1.2: Schematic Representation of the Two-Factor Theory

It can be argued that if the hygiene factors are removed, that it is unlikely workers will be satisfied. Both the hygiene factors and motivation play an important role in the performance of the individual. Herzberg’s theory has been criticized on the ground of the relationship between source of job satisfaction and dissatisfaction (Smith et al., 1992).

1.3.4.10 McClelland’s Theory of Needs:

McClelland’s needs theory focuses on the need for achievement, power and affiliation (Luthans, 1998). It can be briefly described as follows:

**Need for Achievement:** It is a drive to excel to meet standards and try to be successful.

**Need for Power:** It is to let others behave in such a way that they do not behave otherwise.
Need for Affiliation: It is to have a friendly disposition and good interpersonal relationships.

Thus, job satisfaction refers to the satisfaction of a worker in his/her work. It is a source of satisfaction of biological, psychological and social needs of an individual in his/her work setting. Job satisfaction also occupies an important place in the life of an individual. In the same manner job satisfaction is also playing very significant role not only in the career of teachers but also in their life span.

It is expected that a well-satisfied teacher would contribute more as compared to a dissatisfied teacher as far as the question of commitment and responsibility pertaining teaching and school environment is concerned. Hence, it is necessary to asses one's level of job satisfaction regularly in their organization against the job which he or she is performing. Therefore, keeping in view its significance, job satisfaction has been taken into consideration as a dependent variable in this regard.

1.3.5 Factors Affecting Job Satisfaction

1.3.5.1 Personal Determinants of Job Satisfaction

There are some important personal determinants of job satisfaction, which are given below in detail:

(i) Job Satisfaction and Age

Research appears to be equivocal and has consistently found age to exert an influence on job satisfaction (Chambers, 1999; Cramer, 1993; Robbins, 2001; Staw, 1995; Tolbert and Moen, 1998). Earlier research conducted indicates that older employees tend to experience higher levels of
job satisfaction (Billingsley and Cross, 1992; Cramer, 1993; Jones Johnson and Johnson, 2000; Larwood, 1984; Loscocco, 1990; Saal and Knight, 1988). This difference may be attributed to better adjustment at work, better conditions and greater rewards at work (Birdi, Warr and Oswald, 1995). Blood et al. (2002) viewed that older respondents were more likely to report higher levels of job satisfaction than younger respondents. These results are consistent with numerous studies related to school personnel, health care and business workers and indicate that older workers are more satisfied than younger workers with their jobs (Bakker and Schaufeli, 2000; Begley and Czajka, 1993; Brush, Moch and Pooyan, 1987; Hodson, 1996; Lowther, Gill and Coppard, 1985; Schabracq, Winnubst and Cooper, 1998; Spector, 1996, all cited in Blood et al., 2002). Similarly, Siu, Spector, Cooper and Donald (2001) also found that age was positively related to job satisfaction and mental well-being in a sample of managers. Blood et al. (2002) viewed that job satisfaction increases along with age and work experience. Older workers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Spector, 1996). However, this relationship is not clear. While many researchers suggest a linear relationship in this regard (Weiner, 1980; Mottaz, 1988). While other studies report a U shaped relationship (Kacmar, Carlson and Brymer 1989; Staw, 1995). Clark (1996) ascribes this to the fact that younger employees may feel satisfied because they have little experience about the labour market against which to judge their own work. Alternatively, older employees may have reduced aspirations as they realize that they face limited alternative choices as they get older.
(ii) Job Satisfaction and Gender

The literature with respect to the relationship between gender and job satisfaction is inconsistent. Some studies reported that women have higher job satisfaction, whereas other studies find that men are more satisfied yet other studies find no significant difference between the genders (Mortimer, Finch and Maruyama, 1988). Souza-Poza (2003) found that women's satisfaction has declined substantially in the past decade, whereas men's job satisfaction has remained fairly constant. According to Coward et al. (1995) cited in Jinnett and Alexander (1999) female employees demonstrate higher levels of job satisfaction than their male counterparts across most work settings. A number of studies involving several different populations support this argument (Lambert et al., 2001; Loscocco, 1990; Ma X and Macmillan, 1999).

However, an interesting research conducted by Al-Mashaan (2003) indicated that male employees in comparison to female employees reported a little bit higher level of job satisfaction. Miller and Wheeler (1992 cited in Lim, Teo and Thayer, 1998) believes that women are inclined to be less satisfied in their jobs since they tend to hold positions at lower levels in the organizational hierarchy where pay and promotion prospects are less attractive. Numerous studies across a variety of occupational settings have, however, found no significant gender differences in job satisfaction despite the fact that women on average have inferior jobs in terms of pay, status, level of authority and opportunities for promotion (Hull, 1999; Jones Johnson and Johnson, 2000; Rout, 1999).
(iii) Job satisfaction and occupational level

Butler and Ehrlich (1991) examined the proposition that the organizational position held by a job incumbent influence their attitude, job satisfaction and performance. They found that position largely determines the job demands and characteristics of the work environment experienced by workers.

Gazioglu and Tanzel (2002) found that managers, professionals and clerical employees were more satisfied with the influence of their jobs, although this was less apparent in clerical grade staff with the sense of achievement and with the respect they got from their supervisors as compared to sales employees. However, they were less satisfied with the amount of their pay as compared to the sales employees. Clark (1996) also found that those employees who are at the higher end of the occupational scale reported higher level job satisfaction with various aspects of their work, but were less satisfied with their pay scale.

Robie et al. (1998) affirmed that the positive correlation between rank and job satisfaction may be attributed to the fact that higher-level jobs tend to be more complex and have better working conditions, pay, promotion prospects, supervision, autonomy and responsibility etc. Vorster (1992) presented a similar argument in this regard. The evidence from the literature seems to suggest, therefore, that job level is a reliable predictor of job satisfaction with employees at higher ranks being generally more satisfied with their jobs than employees at lower levels.
(iv) Job Satisfaction and Tenure

Tenure refers to the length of time for which the individual has worked for the organization (Lim et al., 1998). The research conducted by following researchers (Jinnett and Alexander, 1999, Jones Johnson and Johnson, 2000, Staw, 1995; Vecchio, 1998) indicated that employees with longer job-tenure have a greater propensity to be satisfied with their jobs than employees with shorter job-tenure. Moreover, a study by Chambers (1999) established that employees with longer tenure were more satisfied with their work itself as well as their level of pay. From this it might be concluded that satisfaction increases with time and that those benefits that increase in time such as security and experience are likely to have an important influence on the employee’s job satisfaction. On the other hand, Lambert et al. (2001) affirmed that an inverse relationship exists between job-tenure and job satisfaction and perceived a longer job-tenure as a liability in the organizations.

(v) Job satisfaction and Educational level

Researches seem to be unequivocal with respect to the relationship between job satisfaction and different level of education (Camp; 1994; Kuntz, Bora and Loftus, 1990; Loscocco, 1990; Ting, 1997; Vorster, 1992). Some proponents (Larwood, 1984; Saal and Knight, 1988) affirmed that the relationship between education and job satisfaction is positive in nature. Quinn and Mandilovitch (1975), Glenn and Weaver (1982) revealed a positive relationship between job satisfaction and education. However, Campbell, Converse and Rodgers (1976) found an inverse relationship between job satisfaction and education. Vorster (1992) viewed that the
higher an individual’s qualifications, the higher that individual’s job level and consequently, so too the employee's degree of satisfaction. Similarly, Clark and Oswald (1996) found a negative relationship between educational levels and job satisfaction.

Gazioglu and Tansel (2002) observed that degrees and postgraduate holders had lower levels of job satisfaction as compared to individuals with lower levels of education. Clark and Oswald (1996) argued that due to expectation differentials between different levels of education the relationship between education and job satisfaction is unclear. Conversely, Lambert et al. (2001) found that education have no significant effect on job satisfaction. Research (Ting, 1997) indicates that education has no effect on satisfaction of federal government employees. Similarly, Rogers (1991) did not support for a link between satisfaction and educational level of correctional service employees.

(vi) Job Satisfaction and Marital Status

Majority of studies afterwards observed a ‘U’ shaped relationship (Clark, Oswald and Warr, 1996), while still others reflected a linear relationship (Haque, 2004). Generally married adults are better adjusted than unmarried counterparts. As adjustment is positively related to job satisfaction (Herzberg et al., 1957) one may expect married teachers feeling more satisfied with their jobs.

Bruce and Blackburn (1992); Locke et al. (1983) concludes that individual’s social needs can be satisfied through the love and compassionate feelings shared with the family members, spouse and other
kith and kin. Empathetic and helpful family members can raise the level of job satisfaction of an individual. Researchers have discovered that the positive characters displayed in a workplace are the ones coming from a well groomed family. These are the people who are very kind and helpful to others. And such people tend to have higher level of job satisfaction compared to others because of the frank and open communication with the family members.

**(vii) Personality**

Last personal factor is the factor of personality exclusive of intelligence. Personality is a major cause of job dissatisfaction. According to Weitz (1952) certain specific traits of the personality are responsible for causing general dissatisfaction. It has been further observed that those who are rated by their co-workers as having maximum interpersonal desirability are usually satisfied in their job. Hence, the capacity to adjust with varied circumstances may be one of the causes of job satisfaction. Personality maladjustment on the contrary may be responsible for job dissatisfaction.

**(viii) Intelligence**

Level of one's intelligence has a great deal to do with job satisfaction. There is not always positive relationship between I.Q. and job satisfaction. As English investigation showed that the most intelligent girls employed in chocolate factory were most easily bored. In another investigation, however, there was no relationship between job satisfaction and intelligence, according to Sharp and Kornhauser (1932).
1.3.5.2 Other Contributing Factors of Job Satisfaction

The other factors are work itself, pay, promotions, recognition, working conditions, benefits, supervision and co-workers. This is postulated to influence employees’ opinion of “how interesting the work is, how routine, how well they are doing and in general, how much they enjoy doing it” (Mc Cormick and Ilgen, 1985).

(i) The work itself

The nature of the performance by employees has a significant impact on their level of job satisfaction (Landy, 1989; Larwood, 1984; Luthans, 1992; Moorhead and Gullen, 1992). According to Luthans (1992) employee, derives. Satisfaction from work that is interesting and challenging and a job that provides them with status. Landy (1989) advocates that work is personally interesting employees are likely to contribute to job satisfaction. Similarly, research suggests that task variety may facilitate job satisfaction, (Eby, Freeman, Rush and Lance, 1999). This is based on the view that skill variety has strong effects on job satisfaction implying that the greater the variety of skills that employees are able to utilize in their jobs the higher their level of satisfaction (Ting, 1997).

Sharma and Bhaskar (1991) postulated that the single most important influence on a person's job satisfaction experience comes from the nature of the work assigned to him/her by the organization. They purport that if the job entails adequate variety, challenge, discretion and scope for using one's own abilities and skills, the employee doing the job is likely to experience job satisfaction. Liden, Wayne and Sparrowe's et al. (2000) research involving 37 employees and their supervisors found that desirable job
characteristics increased work satisfaction. Culpin and Wright (2002) found in their study of job satisfaction amongst expatriate women managers, that they enjoyed the expansion of their job responsibilities. These women's job satisfaction increased as they saw the significant impact of their job on their employees.

(ii) Pay

Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Remuneration and earnings are a cognitively complex and multidimensional factor in job satisfaction. According to Luthans (1998) salaries not only assist people to attain their basic needs but also instrumental in satisfying the higher level needs of people. In their study of public sectors managers, Taylor and West (1992) found that pay levels affect job satisfaction.

Lambert, Hogan, Barton and Lubbock (2001) found that financial rewards have a significant impact on job satisfaction. Such findings are largely consistent with the idea that most employees are socialized in a society where money, benefits and security are generally sought after and are often used to gauge the importance or the worth of a person. Thus, the greater the financial reward the less worry employees have concerning their financial state, thereby enhancing their impression of their self-worth to the organization.

Groot and Maassen van den Brink (1999; 2000) provide contradictory evidence for the relationship between pay and job satisfaction. In their earlier research they did not find evidence for a relationship between
compensation and job satisfaction, however, their subsequent research revealed the opposite. Hamermesh (2001) found that changes in compensation (increases or decreases) have good impact on level of job satisfaction of employees in the organization.

Near and Greenberger (1991) cited in Hendrix, Robbins, Miller and Summers (1998) validated a causal pathway leading from fairness of the pay system to improve job satisfaction. Sousa-Poza's (2000) research indicated that perceived income that is whether the respondent considered his income high or not was found to have the third largest effect on the job satisfaction of male employees of the organization.

(iii) Supervision

A sizeable number of studies conducted earlier in the literature clearly show that the quality of the supervisor-subordinate relationship will have a contributory influence on the employee’s overall level of job satisfaction (Aamodt, 1999; Kinicki and Vecchio, 1994; Luthans, 1992; Moorhead and Griffen, 1992; Robbins, 1998).

Research appears to be equivocal since most research indicates that individuals are likely to have high levels of job satisfaction if supervisors provide them support and co-operation in completing their tasks (Ting, 1997). Similar results were reported by Billingsley and Cross (1992) as well as Cramer (1993). These researchers generally hold that dissatisfaction with management supervision is a significant predictor of job dissatisfaction.

Following researchers (Knoll, 1987; Pfeiffer and Dunlap, 1982; Rettig, 2000) have written extensively about the importance of supervision in schools. Their research indicates that supervisory activities foster
motivation, inspiration and trust help to improve teaching performance. Research indicates that principals play a vital role in the care for the personal welfare and emotional support of teachers.

Morris (2004) postulated that teachers’ job satisfaction is affected by the work environment and strong principal leadership. Corroborating this, he further believed that the quality of teacher-administrator relationship generates higher level of teachers’ job satisfaction, and greater level teachers' participation in decision making and contributes to job satisfaction (Mohrman, Cook and Mohrman, 1978). Conversely, lack of participation in decision making is advocated to be the greatest sources of teachers' dissatisfaction (Holdaway, 1978).

Abbey and Esposito (1985) reported that teachers who perceive greater social support from their respective principals perceive less stress than those who do not receive any social support from their respective principals.

(iv) Promotion

An employee's opportunities for promotion are also likely to exert an influence on job satisfaction (Lanay, 1989; Larwood, 1984; Moorhead and Griffen, 1992; Vecchio, 1988). Robbins (1998) maintained that promotions provide opportunities for personal growth, increased responsibility and increased social status. Drafke and Kossen (2002) postulated that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace or enhance the chance of finding alternative
employment. They maintain that if people feel they have limited opportunities for career advancement their job satisfaction may decrease.

Visser (1990) indicates that such an individual’s standard for promotion is contingent on personal and career aspirations. Moreover, not all employees wish to be promoted. The reason therefore, is related to the fact that promotion entails greater responsibility and tasks of a more complex nature, for which the individuals may consider themselves unprepared. If employees perceive the promotion policy as unfair but do not desire to be promoted, they may still be satisfied.

Nonetheless, opportunities for promotion appear to have a significant positive correlation with job satisfaction (Tolbert and Moen, 1998).

(v) Work Group

There is empirical evidence that co-worker relations are an antecedent of job satisfaction (Morrison, 2004). Mowday and Sutton (1993) suggested that job satisfaction is related to employees' opportunities for interaction with others on the job. An individual's level of job satisfaction might be a function of personal characteristics and the characteristics of the group to which he or she belongs. The social context of work is also likely to have a significant impact on a worker's attitude and behavior (Marks, 1994). Relationships with both co-workers and supervisors are important. Some studies have shown that better the relationship greater the level of job satisfaction (Wharton and Baron, 1991). However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job satisfaction.
Luthans (1992) however, contends that satisfactory co-worker relations are not essential to job satisfaction but that in the presence of extremely strained relationships job satisfaction is more than likely to suffer. Nevertheless, the growing body of literature on the subject seems to indicate that co-worker relations are taking on an ever-increasing role not just in the realms of productivity but also in determining the experience of work and its meaning (Hodson, 1997).

(vi) Working Conditions

Working conditions is another factor that has a moderate impact on the employee's level of job satisfaction (Luthans, 1992; Moorhead and Griffen, 1992). According to Luthans (1998) if people work in a clean and friendly environment they will find it easier to come to work. If the opposite happen, they will find it difficult to accomplish tasks.

Vorster (1992) viewed that working conditions are only likely to have a significant impact on job satisfaction for example, when the working conditions are either extremely good or extremely poor. Moreover, employee’s complaints regarding working conditions are frequently related to manifestations of underlying problems (Luthans, 1992; Visser, 1990; Vorster, 1992). Teachers' workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons, why teachers want to exit the profession. The working environment of teachers also determines the attitude and behavior of teachers towards their work (Bishay, 1996).
(vii) Work Load

Researchers have concluded that there is a strong correlation between the job satisfaction and workload the individual shoulders. By principle, when individual tends to spend more time with the work, so as the level of stress goes higher and greater the chance of burnout and when the individual spends more time with the work, the individual compromises with the private life and family life. Teaching job demands more time to prepare and think the pedagogy to be used so that the stake holders can learn from the input of the teachers.

In place where there is no uniformity of teacher deployment, faces acute teacher shortage and there by the available teachers are used to the optimum giving more work load. In M.P., as per the policy the teachers in secondary schools are suppose to teach minimum three periods in a day but in reality it goes for beyond the limit. It happens due to shortage of teachers and leads to compromising with the quality of education. Teachers are frustrated because, it demands more time and makes them do the job that they are not specialized at all and which is far beyond the capacity of the individual and giving way towards frustration.

(viii) School level

Various school levels differ in the working environment and the work load. In a higher secondary school, teachers need to concentrate more on the content of the subject so needs to change the pedagogy of teaching concentrating on the content. Similarly in the middle secondary school the teachers need to concentrate on the student activity as well as the content of the subject. But in the lower secondary school level the teachers are much
concerned about the student activity as the curriculum demands learning by doing or in other words it’s focused on the discovery learning. Therefore depending on the school level, the teachers’ cognitive domain and psychomotor level is challenged and if the teacher feels that the job is challenging and useful, it will lead the person to be satisfied with the work.

(ix) Type of School

Kulsum (1985) reported that the teachers working in the corporation schools had the highest level of job satisfaction followed by teachers working in the govt., private aided and private unaided schools. Female teachers as compared to the male teachers had higher level of job satisfaction. Dixit (1986) found that female teachers were more satisfied than male teachers, both at primary and secondary levels and among the secondary school teachers, those with greater length of service were more satisfied. Sekar and Ranganathan (1988) reported that the relationship between types of school and levels of job satisfaction was found to be significant and the association between job satisfaction and sociological factors like sex, age, community, family size and experience was not found to be significant.

(x) Size of organization

It has been found that in small organizations morale and job satisfactions of employees are higher than that in large organizations. Employees are optimistic about advancement in small organizations and are in a position to make suggestions. Thus, employees feel more secure.
(xi) Security

Security of service is a big factor which contributes towards job satisfaction. Employees want steady work. Fear of insecurity haunts many. This is more so in a period of depression caused by calamities like war, flood etc. Security for old age, security for family etc., and this security is an important factor.

On the other hand, it may be mentioned that security is of less importance to an exceptionally qualified person for there is always a job waiting for him.

(xii) Fringe Benefits

Another factor which influences job satisfaction is fringe benefits namely bonus, free medical aid and provident fund, free transport and subsidized housing etc. This factor is not of much importance as it is not an immediate concern to the employee but it still matters for fringe benefits are substitutes for security.

(xiii) Opportunities for Advancement

Studies have shown that opportunity for advancement ranks above average among workers. This factor is very important for skilled workers they are always on the look out for higher avenues of work. Same is true of younger workers for. They are yet to settle in life and they want to settle in a secure job. Despite the fact that one is not fit for promotion, one aspires to be promoted.
Figure 1.3: Factors Affecting Job Satisfaction
(xiv) Downward Flow of Importance

Several studies have indicated a great desire of employees for information from management. Employees will like to know how they are doing and how they can improve. They also want to know about the organization its plans, processes, whether their jobs will continue and possibilities for promotion. In short, the employees want to be kept well informed.

The discussion so far regarding the factors which influences the job satisfaction of teachers reveals that among all the factors, factors like sex, experiences, and pay scales, play an important role in determining the level of job satisfaction of teachers.

(xv) Job satisfaction and attitude towards Profession

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. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Stapleton, Croft and Frankiewiz (1979) found a positive relationship between job satisfaction and effective teacher’s behaviour. Singh (2007) reported that job satisfaction of teacher educators was positively but not significantly to their attitude towards teaching. These studies have provided valuable information about job satisfaction in educational settings. Keeping the role of job satisfaction
into consideration, various commissions and committees have also given importance to the Job satisfaction of the teaching community at various levels in India.

(xvi) Organizational Climate

In a study of job satisfaction in relation to organizational climate and attitude towards teaching profession of secondary school teachers, Jagadesh (2008) showed that the organizational climate and job satisfaction are influenced by many factors such as group characteristics, leadership behaviour characteristics, different patterns of organizational climate etc. Gopalkrishnan (2009) found that while self-financing college teacher were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers, they were dissatisfied with salary and fringe benefits, opportunity for achievement, academic policies, management and job security.

1.3.6 Job Dimensions

Various dimensions have been proposed to explain the components of job satisfaction. Some of the more relevant and important ones are discussed in this section. There are mainly three dimensions. First job satisfaction is an emotional response to a job situation. It cannot be seen, only inferred. Second, it is often determined by how well outcomes meet or exceed expectations. For example, if organizational members feel that they are working harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude toward the work, the boss, and co-workers. They will be dissatisfied. On the other hand, if they feel they are being treated well and being paid well, they are likely to have a
positive attitude towards the job. They will be satisfied. Third, job satisfaction represents several related attitudes.

Purohit (2007) mentioned that there are six job dimensions that represent the most important characteristics of a job about which people have effective responses. They are:

1.3.6.1. The Work:

It is a major source of satisfaction. This means the extent to which the job provides the individual with interesting tasks, opportunities for learning and the chance to accept responsibility. Some of the most important ingredients of job satisfaction include interesting and challenging work and a job that provides status.

1.3.6.2. Compensation:

Wages and salaries are significant, but a complex and multidimensional factor in job satisfaction. Money not only helps people to attain their basic needs, but also is instrumental in providing upper level need satisfaction.

1.3.6.3. Career growth:

Promotional opportunities seem to have a varying effect on job satisfaction. This is because promotions take different forms and include a variety of rewards. For example, individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted based on their performance.
1.3.6.4. Supervision:

Supervision is another moderately important source of job satisfaction. There are two dimensions of supervisory style that affects job satisfaction. One is employee-centeredness, which is measured by the degree to which a supervisor takes personal interest in the welfare of employees. The other dimension is participation, as "Illustrated by managers who allow their people to participate in decisions that affect their own jobs". This approach, generally leads to higher job satisfaction. It is proved that a participative environment created by the supervisor has a more substantial effect on worker's satisfaction than participation in a specific decision.

1.3.6.5. Co-Workers:

Friendly, co-operative co-workers are a modest source of job satisfaction. The work group serves as a source of support, comfort, advice, and assistance to the individual. A 'good' work group makes the job more enjoyable.

1.3.6.6. Work Environment:

Work environment and working conditions are factors that have a modest effect on job satisfaction. If working conditions are good and clean attractive surroundings, employees find it easier to carry out their jobs.

Job satisfaction has been the centre of attraction for researches over three decades. The reasons for this are manifold.

1.3.7. Job Satisfaction a Centre of Attraction

1.3.7.1. Job satisfaction affects the mental health of the people:

Dissatisfaction with one's job may have volatile spill over effects on many other things such as a family life, leisure activities etc. Many
unresolved personality problems and maladjustments arise out of a person's inability to find satisfaction in his work. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the psychological adjustment and happy living of an individual. One common research finding is that job satisfaction is correlated with Life satisfaction. (Rain, Lane & Steiner, 1991) This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their jobs and people who are satisfied with their jobs tend to be satisfied with life. In fact, job satisfaction and life satisfaction are inextricably bounded.

1.3.7.2. **Job satisfaction has positive correlation with physical health of individuals:**

Recent studies have shown that people, who like work, are likely to live longer. Here the logic behind such result is that people with greater satisfaction tend to have greater incomes and more education and thus coincidentally enjoy greater benefits, which promote longevity. On the other hand, it was found that chronic dissatisfaction with work represents stress, which, in turn, eventually takes its toll on the organization. Emotional stress, as physicians contend has been implicated as a contributory factor in the genesis of hypertension, coronary artery disease, digestive ailments and even some kinds of a cancer. Therefore, job satisfaction is essential to maintain physical health also.

1.3.7.3. **Job satisfaction spreads goodwill about organization:**

People who feel positively about their work life are more apt to voice ‘favourable sentiments’ about the organization to the community at large. When the goodwill of the organization Institution goes up, new, qualified
and dynamic entrants show their interest in joining the organization. The organization thus will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue of public goodwill towards the organization.

1.3.7.4. Individual can ‘live with’ the organization:

A happy and satisfied individual can find it easy to live with inside the organization as well as outside it. On the contrary, a chronically upset individual makes organization’s life vexatious for other with whom he interacts.

1.3.7.5. Job Satisfaction reduces absenteeism:

The calculable costs employee turnover and absenteeism are sufficient to accept the importance of job satisfaction. Higher job satisfaction reduces labour turnover and absenteeism and the managers are compelled to give priority and adequate weight age to job satisfaction. A serious consequence of job satisfaction can be the employee turnover.

1.3.7.6. Improved Job Satisfaction in the Workplace reduces Social Problems:

The creative aspects of achieving satisfaction will reduce, if not overcome boredom and monotony in work, physical strain and mental stress. This will have a lower absenteeism rate and lower staff turn-over, which translated into lower losses, less late-coming, fewer grievances and more effective cost control. Satisfied team members are generally more committed to the work place than those non job satisfactory. A satisfied team member is more likely to perform well cheerfully than other employees.
1.3.7.7. Job Satisfaction often works as a strong motivator in work endeavours:

Research has shown that job satisfaction can lead to high job performance especially for professionals and high-level employees, commonly known as talent. Research has also shown that there exists a relationship between individual performance measured at a certain time and later job satisfaction. However, this relation is conditional to performance being finally rewarded in appropriate form as perceived by the recipient.

1.3.7.8. Job satisfaction improves job performance:

The study of the relationship between job satisfaction and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that “A happy worker is a productive worker”. Most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance.

1.3.7.9. Job satisfaction reduces withdrawal behaviours:

Numerous studies have shown that dissatisfied employees are more likely to quit their jobs or be absent than satisfied employees. Job satisfaction shows correlations with turnover and absenteeism and also appears to be related to other withdrawal behaviours, including lateness, unionization, grievances, drug abuse, and decision to retire. Hulin et al. (1985) have argued that these individual withdrawal behaviours are all manifestations of "job adaptation" and have proposed that these individual
behaviours can be grouped together. Because the occurrence of most single withdrawal behaviours is quite low, looking at a variety of these behaviours improve the ability for showing the relationship between job attitudes and withdrawal behaviours (Hulin, 1991).

Conclusion

Researchers, Policymakers, and education leaders agree that teacher satisfaction is a vital factor that affects student achievement. Teacher’s job satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organization’s human resource is evaluated. The factors that are associated with teachers’ job satisfaction can be clubbed into intrinsic, extrinsic and demographic factors.

1.4.0 TEACHING ATTITUDE

1.4.1 Conceptual Frame work of Teaching Attitude

The term attitude is derived from Latin word ‘aptus’ and is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. Attitudes are rooted in experience and do not become automatic routine conduct.

The concept of attitude was first introduced by Thomas Znanicchi, (1918) in his monumental study of people in transition between two cultures. Thomas Znanicchi (1918) regard attitude as internalized counterpart of an external object representing the individual’s subjective tendencies to act towards an object.
People’s attitude and values have significant impact on their behavior in both within the organizational and other social context. It influences the perception of objects and people, exposure to comprehension of information, choice of friends and co-workers etc. Thus, for managing the people effectively in the organization, management must understand the attitude and values of employees systematically.

Attitude means the individual’s prevailing tendency to respond favourably or unfavorably to an object, person, group of people, institution and events etc. The term ‘teaching attitude is also associated with attitude it implies the way a person views teaching profession or tends to behave towards it, often in favorable or unfavorable way.

According to social psychologist attitude are formed with the components (i) affective (emotional) - refers to the feelings and emotions one has toward an object, an act, an event is seemed pleasantly and that is why attitude becomes strong and dynamic. For example- a teacher may have pleasant attitude towards the student of his class and less love for the students of other- (ii) Behavioural- consists of one’s action and tendencies towards an object. Everyone involves oneself in some activities. Those activities that have harmony with mental tendencies have positive effect on mind of the individual. This positive effect develops the behaviour of the individual (iii) Cognitive (thought) –consists of ideas, beliefs and understanding which the attitude holder has about the particular object. Therefore, it is said that the affective component encompasses the direction and intensity of an individual’s evaluation or kind of emotional experience towards the object. The cognitive component refers to person’s system of beliefs about the object. The behavioural component is a predisposition to act in a certain manner towards the object.
1.4.2 Meaning of Teaching Attitude

The term attitude is used in social psychology to describe the human behavior. Social science used the concept of attitude as the cause of one’s actions to another person or an object. Attitude determines and guides man’s social behaviours. The term attitude was first used to denote the total sum of a man’s inclinations, feelings prejudices, bias, preconceived notions, ideas, fears, threats and convictions about any specific topic (Thurstone and Chave, 1929). An attitude may be defined as the degree of psychological object (Thurstone, 1936). It means any symbol, person, slogan, institution, deal or ideas towards which people can differ with respect to positive or negative effect. An individual who has positive effect or feeling associated with some psychological object is said to have a favorable attitude and who has associated negative effect or feeling would be said to have an unfavorable attitude.

Since attitude has a determining tendency, it cannot be observed directly, rather we have to infer it from responses and adjustments. The role of attitude in human life has been clarified and recognized by psychologists since the 19th century. Today, it is agreed upon that attitude not only determines the conclusion, we shall derive from the facts, but also influences the very facts we are willing to accept.
Attitude towards teaching is a broad concept, having several dimensions in its interpretation. One dimension views teaching as a profession. Another dimension refers to the actual teaching process in classroom. A third dimension is linked to the client in the classroom - i.e. the pupils. This dimension may regard teaching as the interaction between teacher and pupils. A fourth dimension refers to the educational process.

1.4.3 Definition of teaching attitude

Teaching attitude is closely associated with attitude. So, first it is very necessary to define the term attitude. Attitude has been defined in so many ways by the psychologists. Some of the definitions are as follows:

**Thurston (1931)** defines attitude as “The affect for or against a psychological object”.

**Allport (1935)** defines attitude as “A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects with which it is related”.

According to **Young (1951)**, an attitude is a learned and more or less generalized and effective tendency or predisposition to respond in a rather resistant and characteristic manner usually positively or negatively (for or against) in reference to some situation, idea, value, material object or class of such objects or person or group of persons.

Attitude as Preparation in advance of the actual responses, constitute an important determinant of the ensuring social behaviour, such neural setting, with their accompanying consciousness, are numerous and significant in social life (**Maslow, 1954**).
**Good (1959)** defines attitude as “A readiness to reaction towards or against some situation, person or thing in a particular manner, for example Love or Hate”.

A state of mental and emotional readiness on the part of professionals to react to any educationally significant situation in a manner that gives first place to the interest of society and the profession, that demonstrates appreciative of the situation’s educational implications, and that indicates ability and desire to corporate with others towards the solution of the problems involved (**Dictionary of Education, Carter V Good, 1959**).

Although attitudes are sometimes viewed as containing all three response classes of components, most social psychologists identify and define attitudes in forms of affect or evaluation (**Campbell, 1963**).

**Bern (1970)** very simply defines that attitudes are likes and dislikes. Attitude is a tendency to act towards or against something in the environment, which becomes thereby a positive or negative value.

All these definitions point out to the underlying dimensions of ‘favourability’ and ‘unfavourability’ towards an object, which formed the cornerstone of Thurstone's attitude scaling procedures. But some others like **Fihbein and Ajzen (1972)** have studied the problem of relationship between attitudes and behaviours. The attitudes are viewed by them as disposing the individual to think, feel and act in three sources. It is evident, therefore that attitudes consist of cognitive, affective and behavioural components. However, the affective component remains the central aspect of the attitude.

**Anastasi (1972)** defines it as a "Tendency to react favorable or unfavorable toward a designated class of stimuli". He remarked that it was synonymous with opinion. The attempted differentiation between attitude and opinion was according to her, "neither consistent nor logically
defensible". Attitude serves as an index of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues to future behaviours, predicting how we will act when encounter the objects of our beliefs.

**Armstrong et al. (1981)** said that attitudes are set mode of thinking and they are evaluative. This definition explains that attitude is persistent and evaluative. It means that attitude cannot be formed in haste. They are developed after critical thinking and evaluation, the worth of decision depends upon the rational thinking.

**Campbell (1981)** viewed it in more objective terms as to connote response consistency.

Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as-a national or racial group, a custom or an institution (**Anastasi, 1982**).

**Munby (1982)** and **Ernest (1989)** defines Attitude as a "Teacher's personal reaction to educational experiences, compounded with other influences".

**Lacy et al. (1983)** defines that an attitude is a mental or neural state of readiness, organized through experience. Exerting that directive of dynamic influence upon the individual's response to all and situation with which it is related.

**Kerlinger (1984)** defines that an attitude is a feeling one has about a specific object; such as- a situation, a person, an activity, and so forth (**Baumgartner & Jackson, 1995**).

**Ball and Goodson (1985)** called the attitude, readiness of mental organs to react towards object. These authors explained attitude differently.
Hence common feature among these definitions is the mental position of the person.

**According to Kanekar (1989),** attitude roughly is a residuum of experience by which further activity is conditioned and controlled…. We may think of attitudes as acquired tendencies to act in specific ways toward object.

Attitudes are the general set of the organisms as a whole towards an object or situation, which calls for adjustments (Mohsin, 1990).

**Mukherjee (1992)** defines it as, "any attitude contains an assessment of whether the object to which it refers is liked or disliked". Operationally attitude is mental tendency towards an object. It is readiness of mind to show favourableness about an object. Attitude has three important components such as - affective, cognitive and behavioural.

According to **Gozalez (1992) and Eagly (1993),** Affective and cognitive domains are required to constitute an attitude. Cognitive component measures beliefs regarding the features of the attitude object. The affective component of attitude is associated with relatively stable, favorable or unfavorable feelings towards an attitude object.

**Kotler (1993)** defines it as a predisposition to think, feel, perceive and behave toward a cognitive object.

**Wood (2000)** defines "attitudes are typically conceptualized as having three related components such as: cognitive (i.e. the idea or assumptions upon which the attitude is based), affective (i.e., feelings about the issue) and behavioural (i.e. a predisposition towards an action that corresponds with the assumption or belief)".
According to Cook (2002), teachers' attitudes are important variable in classroom applications because of the relationship between attitude and action. Teachers’ attitudes are often translated into specific classroom and instructional practices which in turn affect student’s behavioural and learning outcomes. Reinke and Moseley (2002) viewed that teacher's attitude is an important variable in classroom application of new ideas and novel approaches to instruction. According to Eren (2004) attitudes can be defined as being related to a side of the individual's inner world, processes of enthusiasm and recognition that appear in connection with particular value judgments and beliefs. Baysal and Tekarslan (2004) state that each attitude has cognitive, behavioural and emotional components. The cognitive component shows the knowledge an individual has about a particular attitude, the emotional component shows the like-dislike degree of the individual towards the attitude and the behavioural component indicates the tendency of the individual to act in a certain direction which has evolved under the influence of the former two components. In this sense, attitude is expressing an emotional, socio-psychological and personal concept.

On the basis of above definitions of attitude we can define teaching attitude in this way: “The sum total of teacher’s inclinations and feelings, prejudice or bias, pre concerned notions, ideas and fears, treats and convictions about specific situation, a teacher has to face during teaching profession”.

1.4.4 Dimensions of Teacher’s Attitude:

Attitudes have a degree of feeling associated with a specific object. Attitude implies some individuals to object relationship. In teacher attitude the individual is the teacher and the object is his profession. In ambit of
teacher attitude, attitude of teachers towards six dimensions or objects are important such as:

1. Teaching Profession
2. Classroom Teaching
3. Child Centered Practices
4. Educational Process
5. Pupils
6. Teachers

1. Teaching profession

This dimension of teacher attitude towards teaching profession includes several aspects like respect to the profession, liking the profession, opting the profession, etc.

2. Classroom teaching

Aspects of classroom discipline, classroom climate, social atmosphere, etc are included in the dimension of classroom teaching.

3. Child centered practices

Teacher attitude towards child-centered practices may be understood in terms of students’ freedom, students’ behavior, students’ health, availability of resources, etc.

4. Educational process

The dimension of educational process, as an object of teacher attitude, may include several aspects like reward and punishment system, method of teaching, surrounding of school, student teacher relationship etc.

5. Pupils

Teacher attitude towards pupil may be understood in terms of student sincerity, student activities, student- teacher relationship, etc.
6. Teachers

Teacher attitude towards teachers include several aspects like qualities of teachers, teacher leadership, etc.

**Figure 1.4: Relationship of Teacher’s Attitude with Different Sub-attitudes**

1.4.5 Teacher’s Attitude Towards Teaching Profession

Attitude denotes inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows the interview of person. If a person has a positive attitude towards an object, he will try to avoid it. Thus it plays an important role in determining the success and failure of person in any field. The choice of teaching profession also depends upon the attitude of person towards their particular profession. If teacher thinks positively towards his job, he will generate good results. On the other hand if he thinks negatively,
he will not find satisfaction in his job. The students would not be able to get the full benefits.

Teacher’s attitude towards teaching profession should be good as to perform. New teacher’s project has been taken a report from new teachers to find their attitudes towards teaching and it has been divided into four different phases.

In their phases of teaching they used to aromatize the role of the teacher and the position. New teachers enter with a treatment commitment to make a difference and some idealistic view of how to accomplish their goals.

In the second phase of teaching, the survival phase, they would learn a lot (at rapid phase during this phase, most new teachers are struggling to keep their heads above water). They become very focused and consumed with the day to day routine of teaching. Although they are tired and surprised by the amount of work. First teacher usually maintains a tremendous amount of energy, a commitment during survival phase. In the disillusionment phase the third phase, they realize that the things are probably not going as smoothly as they want and low moral contributes to this period of discontentment. They face back school parent conference, and their first formal evaluation by the administrator. They express, self-doubt, have low self-esteem and question. Their professional commitment towards this phase may be toughest challenge they face as a new teacher.

In the rejuvenation phase the fourth phase, there is use in the teacher's attitude towards teaching. It is a time for them to send through materials that have accumulated and prepare new ones.
A better understanding of this system, an acceptance of the realities of teaching and a sense of accomplishment help to rejuvenate new teachers. Through the experience in their first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce and manage many problems they are likely to encounter in the second half of the year.

Teachers may possess different attitudes towards teaching. No doubt attitudes depend upon factors especially among teachers, the factors being the school, the colleagues, the children, the value systems, view of life. Attitudes are always tied up with insights and interpretations and opinions and actions. An attitudinal change can be produced in the learner by teaching which is related to learning. This is accordingly interwoven with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions, habits and traits - it has tremendous impact on pupil. Teachers with favourable attitude can successfully develop positive attitude among children, since learning depends upon effective teaching and effectiveness on part of teacher can be accelerated through positive attitude towards the profession.

The Education Commission (1966) has also pointed out “Methods of teaching and evaluation in training institution are extremely important and the attitude of the student teacher will be influenced more by the methods used with them, by what they are formally taught about the methods they should use in schools.
Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher’s intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains. Teaching involves human nurturance, connectedness, warmth and love and teacher’s beliefs about his role in caring for the student plays a crucial part in developing the personality of the students.

Attitude of teachers have also been determined to be influenced by the gender. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching.

They start to feel deprived, alone and isolated in the society. It may cause a negative attitude towards the teaching profession. Attitudes of teachers play a crucial role in teaching profession. Negative attitude of a teacher may have a negative impact on one's teaching. Smith (1993) has summarized the relationship between teacher's attitude and teaching as:

The teaching profession has considerably suffered, as it could not attract the best talent because of the poor pay scale, limited prospects of promotion and insecurity of service, particularly in private institutions. No one can deny that the success of any system of education depends upon the quality of teachers (Govt. of Pakistan, 1970).

These utterances of dissatisfaction over teaching attitude in general not based on any scientific evidence. Therefore, an effort was made to assess the attitude of secondary school teachers towards teaching profession.
The teacher, who is organizer and the controller of the classroom, is mostly responsible for the future of nation. He is building future citizens of the country. As he moulds the children so the counter will be molded. From this point of view, a lot of responsibilities lie with the teacher. Richardson (1991) narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, learning will be enhanced. This study may provide a searchlight towards developing a positive attitude among secondary school teachers towards teaching profession.

1.4.6 Attitude Formation

Attitudes are not born hence everyone has some individual characteristics. The environment and experiences of one's life influence these characteristics. There are several factors that influence the attitude such as domestic environment, family, socio economic background, religious belief, friends, educational institution and external environment. These factors develop attitude towards specific object. Attitudes are not static; they change with the passage of time as person gets experience of life. The process of attitude formation takes place gradually. Padhi and Jodho (1997) found that two factors of socialization social learning and personal experiences are important in the attitude formation as well as its evaluation.

1.4.6.1 Theories of Attitude Formation:

A large number of theories have been proposed to explain attitude formation and change. These theories may broadly be classified into three categories such as: cognitive consistency theories, functional theories, and social judgment theories.
1. Cognitive Consistency Theories:

Attitudes do not exist in isolation, indeed, a complex structure results which appears to have at its heart a consistent tendency to maintain balance and resist change from influences of various types. These theories are concerned with inconsistencies that arise between related beliefs, bits of knowledge and evaluations about an object or an issue. Though various consistency theories differ in several respects including the form of inconsistency about which they are concerned. All of them have in common the idea that the psychological tension created by this unpleasant state leads to attempt at reducing the inconsistency. There are four important theories under this group.

(a) Balance Theory: The basic model of balance theory has been provided by F. Heider (1968). This theory is concerned with consistency in the judgment of people and/or issues that are linked with other person and impersonal entity. Two generic types of relationships are considered to exist between the elements such as: linking or sentiment relations and unit relations. The linking relations encompass all forms of sentiment of effect, while unit relations express the fact that two elements are perceived as belonging together. Both linking and unit relations can be positive and negative. In three element systems, balance exists if all three relations are positive or if two relations are negative and one is positive. Imbalance exists if all three relations are negative or if two relations are positive and one is negative. People tend to perceive others and objects linked to them so that the system is balanced. A perceiver likes a source who favours a certain position on an issue. The balancing process induces the perceiver to favour that position too. The balanced states are stable and imbalanced states are
unstable. When imbalanced states occur, the psychological tension created, motivates the person to restore balance cognitively by changing the relation. Thus, a person's attitude towards an object depends on his attitudes towards a source which is linked with the object.

The basic model of Heider has been criticized on some grounds. For example, this theory neither considers the degree of linking or unit relationship nor the relevance to the perceiver of the elements and relations. Consequently, there are no degrees of balance or imbalance and it is not possible to make quantitative predictions about the degree of attitude change.

In the case of balance model, Abelson has suggested four methods in which a person can resolve imbalance in cognitive structure like denial, bolstering, differentiation and transcendence. These processes occur in hierarchy so that a person's attempt to resolve imbalance in the ordering are discussed. The ordering is based on the assumption that the person will attempt the least effort resolution first. This theory helps in understanding the role of persuasive communication and interpersonal attractiveness in changing the attitudes.

(b) Congruity Theory: Osgood and Tennebaum (1955) have proposed the congruity theory of attitudes which is similar to the balance theory. The focus of this theory is on changes in the evaluation of a source and a concept that are linked by an associative or dissociative assertion. Congruity exists when the source and concept that are positively associated have exactly the same evaluations and when the source and concept that are negatively associated have exactly the appositive evaluations attached to them.
Congruity is a stable state and incongruity is unstable which leads to attitude change and this theory states how much attitudes towards the source and towards the concept change is related to incongruity.

(c) Affective Cognitive Consistency Theory: This theory was propounded by Rosenberg in 1960. It is concerned with the consistency between a person's overall attitude or effect towards an object or issue and his beliefs about its relationship to his more general value. Rosenberg has related attitudes to one aspect of cognitive structure mean end relationship between the object or issue and the achievement of desired and undesired value of goals. This theory is also called structural because it is concerned mainly with what happens within the individual when their attitude changes. It proposes that the relationship between affective and cognitive components of the attitude change when an attitude is altered.

This theory postulates that a person's effect towards evaluation of the attitude on an object tends to be consistent with his cognitive structural component. When there is an inconsistency beyond a certain level of tolerance, the individual is motivated to reduce the inconsistency and thereby to change one or both components to make them consistent. The theory thus, suggests that changes in the affective component produce change in the cognitive component in order to bring about consistency between the two. This theory also suggests that persuasive communication conveys information about how the attitude, object or issue further the attainment of certain desirable ends or conveys persuasive material that results into a re-evaluation of the goals themselves.
(d) **Cognitive Dissonance Theory**: The cognitive dissonance theory was propounded by Festinger (1957) and has played an important impact on the attitudinal change. This theory may appear similar to the affective-cognitive theory. The difference between the two is that this theory tends to tie in the third component of the attitudes (behavioural tendency) with cognitions about the attitude of object. Rather than dealing with only one belief, this theory deals with relationship a person's ideas have with one other. It states that there are three types of relationships between all cognitions such as: dissonance, consonance and irrelevance. Cognitions are dissonant whenever they are incompatible or if they are opposed to one's experience about the relationship of events. Cognitions are consonant when one follows from the other on the basis of logic or experience. Cognitions are totally irrelevant when two events are not interrelated. The presence of dissonance gives rise to pressures to reduce or eliminate the dissonance and avoid the further increase of dissonance. Dissonance varies in magnitude. The total amount of dissonance is a function of the proportion of relevant elements that are dissonant with one another relative to the total number of consonant and dissonant elements, each weighted by the importance of the elements for the person. Higher the degree of dissonance higher would be the attempt to reduce it. Dissonance is reduced through three methods like changing a behavioural cognitive element, changing an environmental element and adding a new cognitive element.

This model can be applied to several situations affecting behaviour of persons. In each behaviour the person experiences the dissonance when he engages in behaviour contrary to his attitude. Since magnitude of dissonance is a function of the relative number and importance of elements, the amount
of justification a person has for engaging in the attitude discrepant behaviour is an important determinant of the amount of dissonance he experiences. Justification adds consonant element to the otherwise dissonant situation.

2. Functional Theory:

This theory considers how attitudes and efforts are related to the motivational structure of the individual. This theory focuses on the meaning of the influenced situation in terms of both the kind of motive that is aroused and the individual's method of coping and achieving his goals.

The most prominent person who visualized functional theory was Katz and he suggested four functions of attitudes such as utilitarian or instrumental function, ego defensive, value orientation and knowledge. It can be seen that there is some similarity in parts of this theory to cognitive dissonance theory. When an attitude serves an adjustable function, one of the two conditions must prevail before it.

(a) The attitude and the activities related to it and (b) The individual's level of aspiration. Shifts in the satisfaction which come from behaviours bring changes in attitudes. When new behaviours are inconsistent with attitudes bring satisfaction. These attitudes then must be adjusted. However, Katz's functional theory has not stimulated much research except for the work on changing ego defensive attitudes.

H.C Kelman (1958) has given another view about the functional approach of attitudes. His theory is directed towards the types of social relationships that occur in socially influenced situations. Kelman has distinguished three processes of attitude formation and change i.e. compliance, identification and internalization. These processes derive
functional meaning primarily from their emphasis on the motivational significance of the individual's relationship to the influencing agent or from the different types of social integration that they represent. Compliance occurs when an attitude is formed or changed in order to gain a favourable reaction from other person or group. Identification occurs when a person forms or changes his attitudes because this adoption helps him to establish or maintain a positive self-defining relationship with the influencing agent. Internalization involves adopting an attitude because it is congruent with one's overall value system. This approach makes an important contribution towards an understanding of the conditions that influence the maintenance and stability of attitude change.

3. Social Judgment Theory:

The social judgment theory was basically formulated by Sheriff anti Hoveland in 1961. This theory attempts to explain how existing attitudes produce distortions of attitudinally related objects and how these judgments mediate attitude change. Accordingly, a person's own stand on an issue, that is, initial attitude on the issue provides a point of reference against which he evaluates other opinions. These views can be considered in terms of attitudinal continuum and can be considered as comprising attitudes. The attitude of acceptance which is the range of opinions the individual finds acceptable encompasses the opinion that best characterizes his own stand. The attitude of rejection which is the range of opinions the individual finds objectionable, encompasses the opinion he finds most objectionable. The attitude of non-commitment is the range of opinion that the person find neither acceptable nor unacceptable.
4. Self-perception theory

It describes that our attitudes are based simply on perceptions of our own behavior and/or circumstances in which behavior occurs.

Craft (1950) noted that experiments provide evidence that perception is influenced by individual's attitude towards his own place in the social environment, by ideas of prestige, and by the intensity of need towards the object perceived. Borich (1977) reported results of a study about teacher attitude and perception. Teachers with more positive attitudes towards teaching and higher aspirations for achievement in teaching and with longer time commitments to teaching generally perceived their principals more positively; they also perceived students as more potentially autonomous and had more positive views of their students.

The teachers’ style is inevitably going to be influenced by his beliefs and attitudes. These include:

- Cultural and social beliefs and attitudes about how to behave in social groups.
- Beliefs about the role of knowledge in teaching and learning.
- Beliefs about the nature of learning.
- Beliefs about the nature of knowledge.

The beliefs and the attitudes of the teachers are obviously going to be realized in classroom action. The way the lesson is planned and run will give clues about a teacher attitude towards the learning task and the role of knowledge.
1.4.6.2 Processes of Attitude Formation:

1. **Socialization:** Socialization is a process in which individual gets harmony with society. Understanding of the societal norms and values gradually make the individual a part of the society. This process of social learning is an integral part of growth that is usually called socialization. One has to interact with people, environment, social traditional systems and religious beliefs. This process of interaction leads the individual to form attitude towards specific object. Socialization is further sub-divided as conditioning and modeling (*Jones and Jones, 1995*).

2. **Conditioning:** Environmental condition play vital role in attitude formation conditioning is categorized as classical and instrumental conditioning.

   a. **Classical conditioning:** According to Lindgren and Patton (1958) a process in which parental spanking are the unconditioned stimuli, which become a conditioned stimulus which will by itself produce negative attitude. It is usually said that positive attitude can be produced in the same way by using unconditioned stimuli like food which make the child feel good. This paradigm is most relevant in formation of the evaluative feeling aspect of attitudes.

   b. **Instrumental Conditioning:** It is concerned with stimulus of the individual towards particular object. This process is called operant conditioning because in this process the organism is allowed to operate freely in the environment instead of being confined to make one particular response to one particular stimulus. According to *Oskamp (1977)* when human behavior is rewarded or punished for the action being taken then it is
called instrumental. In human attitude formation, the reinforced is apt to be verbal, praise, criticism or non-verbal approval or disapproval.

c. Modeling or Imitation: The individual person learns through observation. One tries to follow the fellow being by observing them either consciously or unconsciously. To whom she/he considers, good in manner that are followed. Parents are the best models for the children. The children imitate not only the admirable behavior, but also unadvisable behavior of the parents. The behavioral aspect of attitude of children begins to be formed without any explicit instruction or reinforcement by the parent (Irwin, 1991)

1.4.6.3 Factors affecting Attitude Formation:

The factors which influence attitude formation are family, reference groups, social classes and personal factors.

(i) Family: In forming attitude family plays a very significant role whether it may be a nuclear or joint family all together. A newly born child learns behavior firstly from his mother and subsequently from other members of the family through the process of their personal and social interactions. In the entire process of socialization, he/she learns and forms different kinds of attitudes. Gradually, when the child grows up he comes in contact with others in the family but does not make significant contact with persons outside his family. Thus, family of a child is playing highly significant role in his/her brought up as a whole.

(ii) Reference Groups: A reference group also influences an individual's attitudes or behaviours. This group may include family or other types of groupings either primary or secondary groups. Reference groups serve important inputs to an individual's learning of his attitudes and awareness of
alternative behaviours and life style. This happens through the process of socialization. Thus, by and large behavior of an individual is influenced by those forces to which he/she interacts in his/her daily life.

(iii) Peer Group: When children move out from family to child-care centers or school, they begin to form attachments and friendships emerge through their play. These relationships with peers influence behaviour of a child. Peer influence on behaviour gradually becomes more dominant. Gradually, children discover that others can share their feelings or attitudes or have quite different ones. In this way the peer group serves as a barometer for children examine themselves and their feelings about self and family and influences an individual’s learning and changing of his attitudes.

(iv) Social Classes: Social class is another important determinant which influences formation of attitude of an individual. Different social class has to play different roles in transforming cultural and behavioural pattern of an individual. A social class highlights the expectations of society for groups of people and for families within the groups. In this way family transmits/imbibes various cultural expectations to the individual/a child to him or herself. Regardless, social classes also restrict behavior among individuals of different social classes, especially to their close relationships with people of similar classes which tend to restrict attitude formation in similar patterns of other members. In this manner attitude formation and value orientation play an important role in connection with motivation for research and its assessment in the long ways.

(v) Personality Factors: personality factors play an important role in attitude formation. However, many personality characteristics themselves
are determined by group and social factors. Personality differences between individuals are very important concomitant of the discussion of attitudes. Various studies show that there was a coherent pattern of ethnocentric attitudes including anti-Semitism among persons having authoritarian personality. Mc Closky (1958) has found a relationship between personality correlates of conservatism and liberalism. A number of research studies conducted in the past have also shown positive relationship between personality variables and particular attitudes. Since personality itself is influenced by various groups and social factors as well as heredity factors in understanding attitude formation, these factors, particularly former ones must be analyzed and taken into good consideration in time to come in future.

1.4.7 Nature of Attitude:

Attitude is a complex phenomenon. Its characteristics discussed below help in unfolding its nature.

**Attitudes are learnt**

Psychologists generally agree that the attitudes are not innate; rather they are learnt and are enduring like all other learning. Freeman (1959) remarked that attitudes might be said to have learned and become one's typical mode of response. The aspects of responses that define attitudes are, with respect to learned stimuli, identified as goal objects. The general principles of learning apply as directly to attitudes as to other behavior such as acquisition of knowledge and skills. Guilford (1954) asserted that, "The learning phenomenon of generalization and discrimination determine the lines along which attitude form and along which they function. While
attitudes are subject to change, their direction and strength are sufficiently enduring over periods of time to justify treating them as personality traits". The attitudes are selectively acquired and integrated through learning and experience and they are enduring dispositions indicating response consistency. In short, all the authorities agree that attitudes are learnt and become enduring disposition.

**Attitudes are learnt in a society**

Learning of attitudes occurs in a society, both formally and informally, and therefore, attitudes are culture oriented. The process of learning of attitudes is explained as, "An important outcome of lifelong learning and maturation, in interaction with the environment, is the development of the selectivity of the individual, which is expressed in an elaborative motivational structure of acquired drives. As in the case of other learned responses, specific attitudes are retained as long as they are reinforced and are frequently supplanted by newly learned responses as needs and situations change" (Apple, 1983).

Lasley (1980) expressed the same viewpoint in detail. He points out that, beliefs evolve as individuals are exposed to the ideas and more of their parents, peers, teachers, neighbors, and various significant others, and through the folklore of a culture, and they usually persist unmodified, unless intentionally or explicitly challenged. All the writers quoted above expressed the same point of view, that attitudes are learnt by the individual through variegated forms of interaction with other individuals and social groups.

**Attitudes are affected by group norms**

Bachrach (1972) work on auto kinetic movement contributed greatly to the social phenomenon of attitude formation and change. His work
influenced a vast amount of subsequent research, which led to the conclusion that one of the most important classes of factors, constituting a pressure towards conformity of attitudes and behavior, is group norms. The individual is progressively molded into the group ways of seeing the auto kinetic movement, that he perceives the rate of tapping or the degree of excellence of literary passages, as they are defined for him by group participation; and that under group conditions of work, the norms and variability which had characterized the individual, when alone rapidly forced in a direction determined by others in the group.

Masan (1994), referring to extensive laboratory research has concluded that a person is more likely to accept the group's judgment than his own when the problem is difficult, when the other members of the group form friendship group into which he would like to be accepted and when he perceives the other members as having greater expertise than himself.

These views sufficiently support the social phenomenon of learning and modification of attitude particularly with reference to the standards of the group in which an individual happens to be placed.

Attitudes are inter-linked

An important aspect of attitude is hierarchical and collateral nature within the framework of an organized and unified mental state, designated as mental set. Mental set connotes the factors, which steer or drive volitional processes, the factors might be either conscious or unconscious. A given attitude may determine responses to a number of objects in particular situational contexts and in turn be determined by a number of different prior attitudes.

Aston and Webb (1986) further pointed out that particular, minor and often-temporary attitudes towards various objects are generally influenced
by a small number of more centrally important and frequently more general major attitudes by an associative process, which is called subsidization. It may be concluded that the important (and usually more general) attitudes, which define a person's orientation towards life, influence more specific attitudes.

**Baer (1997)** expressed the same point of view when he remarked that the attitude is oriented either by a conscious goal or by an over-ruling principle i.e. the philosophy of life.

Thus, a unified and organized mental state, called mental set, composed of beliefs, values, likes and dislikes etc. influences learning and modification of attitudes. Important attitudes that define a person's orientation towards life influence more specific attitudes.

**Attitudes determine behavior**

The importance of attitude may be inferred from the fact that attitudes determine behavior. Overt behavior can be looked upon as interaction reflecting the net effect of the entire structure of goal seeking drives and capabilities of the individual and the array of goals, obstacles, and detours comprising the situational setting which includes whole life situation in terms of his expectations, perception, understanding and phenomenal distortions. The term interaction in the reference is important particularly in terms of selective perceptions of the individual (Bennett, 1995).

Similarly, **Case (1985)** described that the attitudes of the subject make a profound difference in determining which of the several possible conditioned responses, will be manifested at a given time. This leads to the conclusion that attitude controls behavior through a process of selection in the repertoire of available responses.
In short, attitude may be defined as mental state, more or less enduring, representing a tendency to react favorably or unfavorably toward a designated class of stimuli. It determines behavior. It is learnt in a society through schooling, through variegated forms of interaction with others and through the folklore of a culture.

The term learning, in this reference, is inclusive of formation, change, modification and development. Thus prior attitudes interact with the external situation in which the particular psychological object exists, and specific attitude towards that object is learnt or modified.

1.4.8 Attitude Dimensions

Attitude possesses various dimensions. Some of which are important when we are attempting to evaluate them. These are summarized below.

1. **Direction**- An individual is usually for or against some objects or value. This is the aspect of attitudes that is usually measured.

2. **Intensity**- As we begin to study attitudes. We soon become aware of the differences in the strength of feeling people have about them. People who are strongly in the favour of or strongly opposed to a certain place or an object naturally have more intense attitude than those closer to the center of this continuum.

3. **Timeliness**- Different individuals may present the same very strong intense attitudes against organized religion. The first of these individuals may have arrived at this conclusion as a result of prolonged thought and deliberation.

4. **Acquaintance**- Attitudes may be either public or private. With some of attitudes we suffer no qualms about revealing them to our acquaintance.

5. **Generally vs. Specialization**- The evidence today especially with adults seems to point generally as being an aspect of attitudes.
Raina (1981) reported that the in-service and the pre-service teachers differed significantly in their attitudes towards teaching when taken as a whole. Ghosh (1982) found that the pupils with high attitude do not get high scores in practice teaching. Som (1984) found that female teachers tended to be higher than male teachers in their attitudes towards teaching, the teaching profession and pupils and teaching attitude as well as the attitude towards profession correlated significantly with patience, carefulness, retrospection and responsibility. Singh (1988) found a significant positive relationship between attitude towards teaching and classroom verbal interaction of student teacher.

![Figure 1.5: Dimensions of Attitude](image)

Figure 1.5: Dimensions of Attitude
Srivastava (1989) explored that most of the trainee groups changed their teacher–attitude positively and significantly after training and after the completion of the training; they showed better teacher-attitude and aptitude than the male trainees.

Yadav (1992) revealed that training had a significant influence on their self-concept maturity and attitude towards teaching profession.

Naik and Pathy (1997) found that science teachers possess positive attitude towards teaching of science and urban secondary school science teachers have more favourable attitude towards teaching of science than rural secondary school science teachers, whereas the female science teachers had significantly positive attitude towards teaching of science than male counterparts. Panday and Maikhuri (1999) reported that high experienced effective teachers’ attitude was positive towards teaching profession than low experienced ineffective teachers, whereas age of effective teachers was not a differentiating factor in their attitude towards teaching profession.

Devi (2005) reported that there was a positive and significant relationship between the attitude towards teaching and performance. In the B.Ed. entrance examination Gnanaguru and Kumar (2007) found that there was a significant relationship between the B.Ed. student’s attitude towards teaching profession and their home environment.

Guneyli and Aslan (2009) found that a significant difference occurred in favour of female prospective in relation to the gender factor. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level. Ghosh and Bairgya (2010) measured attitude of secondary school teachers towards teaching profession
in relation to some demographic variables. It was found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic stream and educational qualification but there existed significant difference in relation to sex, caste and teaching experience. Marry and Samuel (2011) studied the attitude of B.Ed. student-teachers towards and academic achievement. It was found that students’ attitude towards teaching and academic achievement fell under the average category with a significant difference between male and female student teachers. Further, there was a significant relationship between overall attitude towards teaching and academic achievements of the student-teachers.

1.4.9 Attitudinal Change

The change in attitude of employees is more important for an organization/institute because only certain behaviour is desirable from beneficial point of view of it. Organizations/institutes adopt a number of techniques for attitudinal change of their employees so that their behaviour corresponds to organizational requirements. This attitudinal behaviour change is based on three factors:

1) The characteristics of attitudes
2) The personality of attitude holder and
3) The group affiliation of the attitude holder

These factors have been derived from two sources such as theory of attitude formation and the factors affecting attitude formation.

(1) The Characteristics of Attitudes: Theories of attitude clearly indicates following important attitude characteristics such as: (a) extremeness of the attitude, (b) multiplicity, (c) consistency, (d) interconnectedness, (e)
consonance of the attitude cluster of which the focal attitude is a part, (f) the number and strength of the needs which are served by the attitude and (g) centrality of related values. Taking these characteristics of attitudes there may be two types of attitude change such as congruent and incongruent. The congruent change involves an increase in the strength of an existing attitude, either to make a positive attitude even more favourable or to make a negative attitude more strongly. An incongruent change is one in which the direction of change is opposite to the originally held attitude. Comparatively congruent change is easier as compared to incongruent in case when the attitude system is interconnected with supporting attitudes.

Another characteristic involved in changeability of attitude is individual's simplicity. The number of facts involved in the cognition and the number of facts of which it is related make the attitude simple or complex one. The degree of interconnectedness determines the changeability of attitudes. Usually, attitudes which are strongly supported by other attitudes are more resistant to change. Similarly, depending on how many social wants support them and the strength of these wants, the attitudes may be more or less changeable. Attitudes which reflect the core or principal component of an individual's personality would most likely be very resistant to change.

(2) The Personality of Attitude Holder: The personality factors of attitude holder are also important in attitude change in the sense that some persons are more pursuable as compared to others. This is so because of personality differences. Such differences change the nature of attitudes because attitudes are subjective qualities. Persuasibility is the tendency of a person to accept a persuasive communication. It commonly refers to a response to a direct
influence attempt. Several personality factors suggest different types of persuasibility. First is level of self-esteem of the person. The more inadequate a person feels and the more social inhibition he has, the more likely he is to be persuasible. Related to the personality factors, there is a style of thinking referred to as close minded or dogmatism. Dogmatism is a form of authoritarianism where admiration for those in authority and hatred for those opposed to authority. It is a relatively closed system in which the beliefs and disbeliefs are isolated from one another. It tends to be organized around some central authority theme which must be protected at all costs. In dogmatism there is high degree of rejection of opposing beliefs, a relatively low level of interconnection among beliefs, systems and complex cognitions about positively valued objects as against cognitions about negatively valued objects.

In such cases attitude change is often resisted. However, personality factors should not be overemphasized in attitude change because the change makes more sense in the contest of total attempt situation.

**3) The group affiliation of the attitude holder:** Individuals often express their altitudes in terms of group. This is more so in the case of less extreme attitudes. This is so because membership in the group prevents existing attitudes from being disturbed by filtering information. Information likely to cause dissonance or inconsistency is either omitted or perceived according to group norms with some modification or is rejected or considered irrelevant. Though people are not always exposed to information in the concept of group and information which may change their attitudes impinges upon them from many sources even outside the group, their membership still
influences the way the information is perceived. This is particularly true of primary groups such as family and friendship group etc.

1.4.10 Attitude Measurement:

Attitudes are subjective attributes of people. They can be regarded as constructs in the sense that they are conceptualizations of human qualities that are formed on the basis of either rational consideration or statistical evidence. People may vary along a number of attitudinal dimensions. Attitude measurement, developed largely by social psychologists, is concerned with efforts to tap these attitudes as they are characteristics of individual. The attitude of people can be measured with a number of psychological devices especially developed by social psychologist in the following manner such as (a) self-report (usually elicited with questionnaires dealing with beliefs, feelings and behaviours), (b) indirect tests (such as projective techniques and disguised approaches), (c) direct observation techniques and (d) psychological reaction techniques. Measurement of attitudes based on questionnaires uses several scaling methods. There are three types of attitude scaling which are commonly used in attitude measurement such as Thurstone type scale, Likert type scale and Semantic differential scale etc.

1.5.0 RELATIONSHIP BETWEEN TEACHER’S ATTITUDE AND JOB SATISFACTION

Indeed, teacher’s attitude is playing very significant role as for as question of level of job satisfaction of a teacher in teaching profession is concerned. Mainly, teaching attitude has two sides positive and negative. If a teacher perceives that his profession is realizing his values and beliefs, if he
has reached the ideals in his profession, he will develop positive feeling towards his inclinations, prejudice or bias, pre- concerned notions, ideas and fears, threats and convictions in specific situations, faced by the teacher during teaching profession. This positive attitude leads him towards job satisfaction, Job satisfaction also depends on the degree to which individual’s job role complies with his cultural value system. It is also being affected by his/her needs, emotions and expectations. According to Blum and Nylor, 1968 Job satisfaction is the result of various attitudes possessed by on employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work opportunities for advancement, recognition of ability, fair evaluation of work, prompt settlement of grievances, social relations on the job and other items. If all these requirements fulfill, a teacher can get achievement, recognition, advancement opportunities etc. This will lead him towards Job satisfaction.

On the contrary if a teacher is being overloaded with non- teaching works and given poor payment. There is a lack of his participation in decision making failure to provide essential instructional resources, deficiency of administrative support and insufficiency of trust among teachers he will develop negative feeling towards inclinations, prejudice or bias, pre-concerned notions, ideas and fears threats and convictions about specific situations faced by him during profession. This negative attitude will increase the degree of teacher’s dissatisfaction. Michalions and Elena (2004) also supports this view. Most importantly, though, teacher’s dissatisfaction appears to be the main factor behind leaving the profession in many countries. Shan (1998) indicated that the problems related to teacher’s
load and expectations for assuming extracurricular assignments increase teacher’s dissatisfaction and to push them to leave the profession. Olyishi (1999) ascertained that teachers were not satisfied with their conditions of service as poor salaries and conditions of service were responsible for dissatisfaction with their jobs.

According to Aduwa and Raymond (2005) teachers viewed job dissatisfaction as principally contributed by work overload.

A teacher who is happy with his/her job plays a pivotal role in the upliftment of society. A well adjusted and satisfied teacher can become irritable and may create tensions which can have negative influence on the student’s learning process and consequently affects their academic growth. Further after reviewing the related literature it is found that all the studies and their findings offer significant insight for the present research. The present study, therefore, intends to address the identified research gaps and thus the objective of the study is to identify the relationship between teaching attitude and job satisfaction of higher secondary school teachers. In the study the investigator has tried to measure these affective variables among higher secondary school teachers differ on these variables like job satisfaction and teaching attitude and to verify whether a relationship exists among these variables. Thus, the survey has helped to make the planning and execution of the present investigation more meaningful and worthwhile.

### 1.6.0 STATEMENT OF THE PROBLEM

The present investigation makes an intelligent venture to identify some psychological characteristics, namely the job satisfaction and teaching attitude of teachers working at higher secondary schools. The problem to be investigated may be stated simply and succinctly as under:
A CRITICAL STUDY OF JOB SATISFACTION AND TEACHING ATTITUDE OF TEACHERS WORKING AT HIGHER SECONDARY SCHOOLS (WITH SPECIAL REFERENCE TO SAGAR DISTRICT)

To be specific, the investigator has undertaken in the present study to find answers to the following questions:

1. What is the level of job-satisfaction among the teachers working at Higher Secondary schools?
2. What kind of teaching attitude do teachers possess who are working at higher secondary schools?
3. Are the variables job satisfaction and teaching attitude related with each other?

It is proposed to investigate the differences between job satisfaction and teaching attitude of higher secondary school teachers with relation to their sex and working place to find out the relationships that exist a man’s selected psychological variables (job satisfaction and teaching attitude) exhibited by Higher Secondary School teachers.

1.7.0 KEY TERMS USED

1. Higher secondary schools

All sorts of recognized M.P. Board schools run by Madhya Pradesh School Education Department comes under it, where 11th and 12th class students study. These schools may include urban areas schools or rural areas schools

2. Job Satisfaction

Job satisfaction describes how contended an individual is with his or her job. It has been defined as a pleasurable emotional state resulting from the fulfillment of one’s wants and expectations from his/her job.
3. Teaching Attitude

An attitude is a tendency of an individual to favour or not to favour same type of object or situation.

Here, teaching attitude means the way a person views teaching profession or tends to behave towards it often in an evaluative way.

1.8.0 OBJECTIVES OF THE STUDY

The following were the objectives of the study:

1. To analyze the level of job satisfaction among male teachers working at higher secondary schools.

2. To analyze the level of job satisfaction among female teachers working at higher secondary schools.

3. To compare the level of job satisfaction between male and female teachers working at higher secondary schools.

4. To analyze the level of job satisfaction among rural schools teachers working at higher secondary schools.

5. To analyze the level of job satisfaction among urban schools teachers working at higher secondary schools.

6. To compare the level of job satisfaction between rural and urban schools teachers working at higher secondary schools.

7. To find out teaching attitude of male teachers working at higher secondary schools.

8. To find out teaching attitude of female teachers working at higher secondary schools.

9. To compare teaching attitude between male and female teachers working at higher secondary schools.
10. To find out teaching attitude of rural schools teachers working at higher secondary schools.

11. To find out teaching attitude of urban schools teachers working at higher secondary schools.

12. To compare teaching attitude between rural and urban schools teachers working at higher secondary schools.

13. To find out correlation between Job satisfaction and teaching attitude of rural and Urban schools teachers working at higher secondary schools.

1.9.0 HYPOTHESES

Based on the above objectives the following null hypotheses were framed:

H₀1: There is no significant difference between the job satisfaction of the teachers working at higher secondary schools on the basis of their sex.

H₀2: There is no significant difference between the job satisfaction of the teachers working at higher secondary schools on the basis of their working place.

H₀3: There is no significant difference between the teaching attitude of the teachers working at higher secondary schools on the basis of their sex.

H₀4: There is no significant difference between the teaching attitude of the teachers working at higher secondary schools on the basis of their working place.

H₀5: 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.
H₀6: 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 working place.

1.10.0 VARIABLES INVOLVED

In the present study following variables were involved:

**Dependent variables**

- Job satisfaction of higher secondary school teachers.
- Teaching attitude of higher secondary school teachers.

**Independent variables**

- Sex of the higher secondary school teachers.
- Rural higher secondary school Teachers.
- Urban higher secondary school Teachers.

1.11.0 AREA OF THE STUDY

Sagar district lies in the north central region of Madhya Pradesh. It was spelled as Saugor during the British period. It is situated between 23°10' and 24°27', north latitude and between 78°4' and 79°21', east longitude; this district has a truly central location in the country. The tropic of Cancer passes through southern part of district.

1.11.1 The Origin of the Name

The origin of the name of the district derives its name from the Hindi word Sagar meaning lake or sea, apparently because of the large and one beautiful lake, about one square mile in area, around which the city of Sagar has been built.
1.11.2 General Boundaries:

The district is bounded on the north by Lalitpur district of Uttar Pradesh, on the south by the district of Narshinghpur and Raisen on west by district of Damoh of Madhya Pradesh, on the north east and west, the district adjoins Chhatarpur and Ashoknagar district respectively.

The district is accessible by rail; as the city of Sagar lies on the Bina-Katni branch line of the Central Railway, Sagar is 75 kms. from Bina which is on the Bombay Delhi main line. The district is traversed by roads which connect it with important towns like Damoh and Jabalpur city on the east and south-east, respectively, Lalitpur and Jhansi on the north, Chhatarpur on the north east and Bhopal on the south-west.

1.11.3 History of the District:

The history of town of Sagar date back to about 1660 A.D., when Udan Shah, a descendant of Nihal Shah, built a small fort on the site of present one, and founded a village close to it called Parkota which is now part of the city. The present fort and a settlement under its walls were founded by Govind Rao Pandit an Officer of Peshwa, who held a charge of Sagar and the surrounding territory after 1735 A.D., when it came under Peshwa's possession.

In 1818 A.D., the greater part of district was ceded by the Peshwa Baji Rao II of the British Government while different parts of the rest of the present district of Sagar came in possession of the British at different times between 1818 and 1866. The Dhamoni pargana of Banda Tehsil was ceded in 1818 A.D. by Appa Jee Bhonsla. The Bhera pargana of Banda Tehsil was acquired by transfer from the Bundelkhand States in 1818 A.D. The
parganas, Rahatgarh in Sagar Tehsil and Garhakota, Deori, Gourjhamar and Naharmow in Rehli tehsil collectively known as Punch Mahal were originally made over to the British by Sindhia at different dates from 1820 to 1825 for management. The Shahgarh pargana of Banda Tehsil was confiscated in 1857 in consequence of the rebellion of the chief. The Kanjia Pargana of Khurai Tehsil was acquired from Sindhia by a treaty in 1860 A.D. A small area in the north east corner of the Tehsil around the village of Hirapur was similarly transferred to the British from the Charkhari State to Bundelkhand and added to the district after the uprising of 1857.

Administratively, the position of Sagar and the neighbouring territories underwent frequent changes. The Saugor territory was first of all, placed under the Superintendent of Political Affairs of Bundelkhand. Later in 1820, this area called the Saugor and Nerbudda territories was placed under the administration of an agent to the Governor-General; when the north western province was constituted in 1835 the Saugor and Nerbudda Territories were included in this province. In 1842 occurred the Bundela rising, the quelling of which demanded a more direct attention by the Governor General, but order was restored in the following year and the Saugor and Nerbudda Territories were again placed under the political control of an agent of the Governor General. In 1861 the Saugor and Nerbudda territories, along with the Nagpur state formed a Commissioner's province called the central province. In 1956 Damoh subdivision was separated from the district and Sagar district consisted of four tehsils Sagar, Khurai, Rahli and Banda.
1.11.4 Historical Educational Scenario of Sagar District:

It is difficult to speak of education in the ancient period in Sagar district with certainty, for no positive proofs are available. Several towns in Sagar district such as Eran and Khimlasa, Dhamoni and Malthone are popularly known to have been ancient seats of education where men of learning devoted themselves to the instruction of the youth. By closing years of Maratha Rule some indigenous institutions called "Guru Pathsala had come into vague. Individual instructors of merit started teaching of selected groups of pupils which some times attained the proportions of small schools. The earliest Guru Pathsala in Sagar was started by Shri Bihari Guru at a spot where the temple of Gendajee now stands. Later more institution of this type came into existences these schools were known in the local parlance as Seedha Pathsala. The course of study included history, geography, arithmetic, Hindi and theology connected with the religious affiliations of the young scholars. When the British annexed this tract in 1818 they found a literature and a system of instruction existing among both Hindu and Muslims in each case closely related to their religion. In 1827 James Paton opened nine Western Schools in Sagar to which boys were attracted by sweetmeat and money prizes. One of these schools was in Katra, the second in Gopalganj the others in Palotanganj and Chameli Chowk. No fees were taken and books, slates and papers were given without payment. Similar schools were open in Rahatgarh and other places in the district. But Paton soon left Sagar and his schools started languishing for want of proper direction and funds. At this juncture a local philanthropist Krishna Rao Ringe came forward and set about managing the affairs of these institutions. In January, 1833 William Bentink came to Sagar and visited these schools
held at Krishna Rao's house. He presented him a gold Medal and a Jagir. In 1843 the education in Sagar and Narbudda Territories came to be controlled by the local Government in N.W. provinces and funds were assigned from the general revenue.

Between period of 1843-1854, 284 Anglo-Vernacular schools were opened in Sagar. Pupils were called upon to pay for their education and the monthly rate was calculated on the parent's income or importance of individual subjects. English, Persian, Urdu and Hindi were taught as subjects. Between 1854 and 1857 one more reform was introduced in the field of education.

It was opening of "Halkabandi School" in Sagar district. Halkabandi or circle schools were opened to meet the purpose of agricultural population under this system several villages conveniently situated are grouped together in central situation, not more then two miles distant from any of the villages forming the circle schools. The voluntary consent of land owners was prescribed as an indispensable condition of the establishment of the system in any locality.

Between 1871 and 1881, the progress of education system remained tardy. In 1871, total number of schools were 95 including 21 private and in 1881 number of schools fell down to 88 but number of pupils increased to 4316 in 1871 to 5255 in 1881 which was increase of 21.75% about 10.8% of the boys and 2.2% of girls in school going age were enrolled in schools.

High school classes of Sagar district was transferred to Jabalpur in 1873. Which caused more inconvenience to students, hence in 1885 classes were again re-established and six years latter it was affiliated to Allahabad University for examination. The growth of education suffered a set back due
to famine in 1877 in Khurai and Sagar tahsils but after 1901 there was an improvement in the position due to political awakening among the people, the increasing in amount of grants sanctioned by the government, teacher started getting salary in addition to grants depending on the results of examinations.

The result was that in 1902-03, Sagar School had 64 pupils in the higher and 235 in the middle classes with an average attendance of 88 percent. Apart from this school and its three branches, the district had 110 boys and 28 girls schools with 6032 boys and 1290 girls were enrolled in these schools. Out of the total number of 138 schools in the district 109 were maintained by the district councils and 11 by the municipalities remaining 18 were private schools. The expenditure on education was Rs. 38,000 of which Rs. 24,000 were spent on Primary and 14,000 on secondary education.

The proportion of pupils to the total number of children of school going age was 13.5% in case of boys and 2% in case of girls. With the enactment of Central Province and Berar Primary Education Act in 1920, the primary education in the district passed into the hands of local bodies. The Vidya Mandir Scheme which was introduced in 1937-38 made a significant attempt to link the system of rural education with agricultural occupations of the villages. This scheme helps in expansion of the educational activities in rural areas of the district.

Educational system was monitored by District Inspector of School. Control of primary education was broad based and assigned jointly to the civil authorities, the officers of education department and the local bodies. Deputy Commissioner or Commissioner was responsible for the state of
education in his district, and education department was the instrument in the hands for carrying out this responsibility. Education in Sagar district received an impetus with the establishment of the University of Saugor in 1946.

1.11.5 Status of Literacy and Educational Institutions (From 1827-1961)

The number of literates in Sagar district according to Census of 1901 was 19,252 out of 4,71,046 of whom 18,333 were males and 919 females. This gives a percentage of 7.68 male literates and 0.40 female literates. The percentage of literates to the total population of the district was 4.09%.

According to 1911 Census, there was a slight increase in respect of literacy among both males and females, the former being 8.79% and the latter 0.64%, making the total percentage of literacy 4.80% of the population. During the years 1921 and 1931 there was an improvement in literacy by only one percent. In 1941, the increases of literacy were considerable. The male literates constituted 14.70% and the literate female 4.43%, making total percentage literacy of 9.62. The corresponding figures for 1951 Census were 21.70% male and 5.46% of females, making total literacy of about 13.86% of the population.

According to the figures of the 1961 Census. Out of population of 796547 (414834 males and 381713 females) in Sagar district, the number of literates was 163412 of whom, 126623 were literate males and 36789 literate females which gives percentage of 30.52 males and 9.64 females and the total literates being 20.51% of the total population.

The table below shows the growth in the number of educational institutions and their enrollment up to 1961.
Table 1.1

Status of Educational Institutions and Enrollment

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Institutions</th>
<th>Years 1927</th>
<th>Years 1956</th>
<th>Years 1961</th>
<th>Enrollment 1927</th>
<th>Enrollment 1956</th>
<th>Enrollment 1961</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary</td>
<td>147</td>
<td>431</td>
<td>465</td>
<td>7000</td>
<td>33855</td>
<td>51303</td>
</tr>
<tr>
<td>2</td>
<td>Secondary</td>
<td>16</td>
<td>46</td>
<td>67</td>
<td>2611</td>
<td>16330</td>
<td>23470</td>
</tr>
<tr>
<td>3</td>
<td>Collegiate</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1092</td>
<td>1373</td>
</tr>
<tr>
<td>4</td>
<td>Miscellaneous</td>
<td>-</td>
<td>5</td>
<td>7</td>
<td>-</td>
<td>313</td>
<td>490</td>
</tr>
</tbody>
</table>

The first two columns show the growth over a century while the next two columns indicate the position at the end of first and second five year plans. In 1961 there were 862 teachers in secondary schools out of which 596 were trained and 266 were untrained.

1.11.6 Present Educational Scenario of Sagar District

The literacy rate of Sagar district in census 1991 was 53.44% which was more than national literacy rate 52.21% and it was 68.08% in census 2001 which was again more than national literacy rate 65.38%. It all happens due to availability of various kinds of educational facilities available in the district. In Sagar district there are 11 educational blocks with the facilities of 2836 primary schools out of which 2200 are government schools and 636 are private primary schools which are providing primary school level facility in the district similarly 1406 upper primary schools (Middle schools) including 933 government and 473 private schools are providing upper primary level facility in the district.

In Sagar district 153 government High Schools, 71 Higher Secondary Schools including 11 government Excellence Higher Secondary Schools, 1
Navodaya School, 5 Central Schools, 10 Ashram Schools of Tribal Department. 2299 Anganwadis, 9 Government Degree Colleges, 3 Government Polytechnics, 2 I.T.Is, 1 District Institute of Education and Training (DIET), 13 B.Ed. Colleges, 16 D.Ed. Colleges, 7 Kasturba Gandi Balika Vidyalaya (KGBV), 1 Government Medical College, 1 Government Engineering College, 5 Private Engineering Colleges along with 2 Universities (1 Government and 1 Private) are providing educational facilities in the district since 2012, while in 2001 their were only 1530 Government primary and 324 Upper primary (Middle Schools) in the district.

1.11.7 Present Status of Population and Enrollment

1.11.7.1 Status of Population and Enrollment at Primary Level:

278730 Children of age group 6-11 are target population for enrollment at primary level out of which 1451194 are boys and 133536 are girls. 275675 children are enrolled at primary level out of which 143509 are boys and 132166 are girls. Net Enrollment Ratio (NER) at primary level is 98.90% out of which 98.84% is NER of boys and 98.97% is NER of girls in 2012.

1.11.7.2 Status of Population and Enrollment at Upper Primary Level:

168313 Children of age group 11-14 are target population for enrollment at upper primary level out of which 86425 are boys and 81888 are girls. 167595 children are enrolled at upper primary level out of which 86068 are boys and 81527 are girls. Net Enrollment Ratio (NER) at upper primary level is 99.57% out of which 99.59% is NER of boys and 99.56% is NER of girls in 2012.
1.11.7.3 Status of Out of School children:

3055 children are out of school at primary level out of which 1685 are boys and 1370 are girls which is 1.09% of total children enrollment at primary level in 2012. 718 Children are out of school at upper primary level out of which 357 are boys and 361 are girls which is 0.4% of total enrolled children at upper primary level in 2012. Retention Rate at primary level is 91.42% out of which Retention Rate of boys are 91.87% and 90.98 is Retention Rate of girls in 2012. While Retention Rate at upper primary level is 92.54% out of which Retention Rate of boys are 92.23% and 92.86% is Retention Rate of girls in 2012.

1.11.7.4 Status of Teachers at Primary Level:

In 2012, there are 5840 working teachers at primary level in government schools out of which 4089 are male and 1751 female teachers. 5321 teachers professionally trained and 519 teachers are professionally untrained.

The Pupil Teacher Ratio (PTR) at primary level is 36:1 in government primary schools.

1.11.7.5 Status of Teachers at Upper Primary Level:

In 2012, there are 2906 teachers are working at upper primary level in government schools out of which 1634 are male and 1272 are female teachers. 2794 teachers at upper primary level are professionally trained and 112 teachers are professionally untrained. The Pupil Teachers Ratio (PTR) at upper primary level is 44:1 in government schools.
1.11.7.6 Achievement level of Learners:

96.67% of learners at primary level and 92.68% of learners at upper primary level passed in their annual examination in 2011. 20.6% learners passed in grade A, i.e. having score more than 75 percent at primary level and 15.82 percent of learners in grade A at upper primary level in 2011.

1.11.8 Educational Management System:

Zila Shiksha Kendra: Educational management at district level for primary and upper primary level (i.e. elementary level) is conducted by Zila Shiksha Kendra. Zila Shiksha Kendra is established in the district to enrich the educational level of schools at primary and upper primary levels. District Collector is mission director and Chief Executive Officer (CEO) Zila Panchayat is ex-officio project director of Zila Shiksha Kendra. Educational support to Zila Shiksha Kendra is provided by District Education Officer (DEO) and academic support is provided by District Institute of Education and Training (DIET) along with administrative support by District Collector and CEO Zila Panchayat.

Janpad Shiksha Kendra: The Block Resource Centers (Janpad Shiksha Kendra) is located at block level. The Block Resource Centre Coordinator (BRCC) reviews the progress of the educational status of the block and provides support to Jan Shikshaks (CACs) and teachers. Regular meeting of Jan Shikshaks is held at BRC level to get feedback on the issues emerged, during field visits and remedial actions are planned thereafter. To support the academic needs of teachers, 3 subject experts Block Academic Coordinators (BACs) are appointed at Janpad Shiksha Kendra levels.

Jan Shiksha Kendra (JSK): The cluster Resource Centres (Jan Shiksha Kendra) now located at Higher Secondary/High school level serves a group
of 35-40 schools with two Cluster Academic Coordinators (CACs). Before amendment in JSA (2002) CRCs were located at Upper Primary School level. Jan Shikshak, is pivoted point for regular supervision of schools. Regular meeting of teachers are held at Jan Shiksha Kendra (JSK) where teachers get a chance to interact with each-other and discuss their problems and plan and suggest corrective measures accordingly. 240 JSKs are functioning in the district to support 3133 government schools in the district.

**School Management Committee (SMC):** Under section 21 of Right of Children to Free and Compulsory Education (RTE) Act, 2009 which is effective in the state of M.P. from 26 March 2011, mandates the constitution of School Management Committee (SMC) in each school under state specific provision, for effective functioning of all educational activities in schools. Before RTE Act, 2009 Parents-Teachers Association (PTAs) was functioning in all schools.

**1.11.9 Literacy Status of Sagar:**

The district literacy is presently 75.50%, which is above the state literacy rate of 70.60%. The district has recorded a good growth in literacy level. A summary of literacy status of the district is given in the table below.

<table>
<thead>
<tr>
<th>Table 1.2</th>
<th>Literacy Status of Sagar District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Literacy Rate 2001</strong></td>
</tr>
<tr>
<td></td>
<td>National</td>
</tr>
<tr>
<td>Male</td>
<td>75.85</td>
</tr>
<tr>
<td>Female</td>
<td>54.16</td>
</tr>
<tr>
<td>Total</td>
<td>65.38</td>
</tr>
</tbody>
</table>
Table 1.3

Details of Functionaries Working Under SSA in Sagar

(Block/Cluster/School wise)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Blocks</th>
<th>No. of BRC</th>
<th>No. of CRC</th>
<th>No. of Govt. Primary School</th>
<th>No. of Govt. Upper Primary School</th>
<th>No. of SMCs/PTAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Banda</td>
<td>01</td>
<td>20</td>
<td>168</td>
<td>73</td>
<td>241</td>
</tr>
<tr>
<td>2</td>
<td>Bina</td>
<td>01</td>
<td>19</td>
<td>175</td>
<td>69</td>
<td>244</td>
</tr>
<tr>
<td>3</td>
<td>Deori</td>
<td>01</td>
<td>22</td>
<td>223</td>
<td>86</td>
<td>309</td>
</tr>
<tr>
<td>4</td>
<td>Jaisinagar</td>
<td>01</td>
<td>19</td>
<td>153</td>
<td>67</td>
<td>220</td>
</tr>
<tr>
<td>5</td>
<td>Kesli</td>
<td>01</td>
<td>19</td>
<td>174</td>
<td>86</td>
<td>260</td>
</tr>
<tr>
<td>6</td>
<td>Khurai</td>
<td>01</td>
<td>21</td>
<td>198</td>
<td>84</td>
<td>282</td>
</tr>
<tr>
<td>7</td>
<td>Malthon</td>
<td>01</td>
<td>20</td>
<td>182</td>
<td>68</td>
<td>250</td>
</tr>
<tr>
<td>8</td>
<td>Rahatgarh</td>
<td>01</td>
<td>21</td>
<td>206</td>
<td>106</td>
<td>312</td>
</tr>
<tr>
<td>9</td>
<td>Rehli</td>
<td>01</td>
<td>28</td>
<td>287</td>
<td>110</td>
<td>397</td>
</tr>
<tr>
<td>10</td>
<td>Sagar</td>
<td>01</td>
<td>32</td>
<td>269</td>
<td>125</td>
<td>394</td>
</tr>
<tr>
<td>11</td>
<td>Shahgarh</td>
<td>01</td>
<td>19</td>
<td>165</td>
<td>59</td>
<td>224</td>
</tr>
<tr>
<td><strong>Total District</strong></td>
<td><strong>11</strong></td>
<td><strong>240</strong></td>
<td><strong>2200</strong></td>
<td><strong>933</strong></td>
<td><strong>3133</strong></td>
<td></td>
</tr>
</tbody>
</table>

1.12.0 Chapterisation Scheme

Chapter One: Introduction

This chapter gives an overview of what this study consists of. This includes (1) Background and significance of the study, (2) Origin of the problem, (3) Need and importance of the study, (4) Conceptual frame works, meanings and definitions, dimensions etc. of job satisfaction and teaching attitude (5) Relationship between teacher’s attitude and job satisfaction, (6) Statement of the problem, (7) Definitions of key terms used, (8) Objectives and (9) Hypothesis of the study (10) Variables involved and (11) Area of the study.
Chapter Two: Review of Related Literature

This chapter covers a brief review of the work already conducted in abroad and in India and conclusion after evaluation of the studies.

Chapter Three: Research Design

This chapter focuses on the outline of the research methodology adopted in the present study. It describes the following: Design of the study, method, population, sample, Tools, procedure adopted for data collection and Statistical Techniques.

Chapter Four: Analysis, Interpretation and Discussion of Results

This chapter deals with the analysis and interpretation of data and discussion of results. This chapter is divided into following sections: Analysis and Interpretation of data, Obtained Results and Interpretation and Discussion of Results.

Chapter Five: Findings, Recommendations and Suggestions

This chapter is divided into following sections: Major Findings, General Observation of the Researcher, Recommendations, and Suggestions for further research and delimitations of the study.