SUMMARY

INTRODUCTION

The teachers occupy a unique place in the education system. They are the leading catalysts and ideal role models for the society. Through their intelligence, patience and wisdom, they lit the light of knowledge and dispelled the clouds of ignorance. A well known and successful education system, therefore, requires a high quality sincere and dedicated teaching staff. So, teaching is a profession that requires not only a body of knowledge but it demands certain techniques and ability to respond to meet the new demands all the time. It also requires courage and commitment to help young people and find and fulfil their potential every day. One of the important factors which determine a teacher’s feelings, behaviours and commitment to the profession, is the nature of teacher’s attitudes towards the profession of teaching.

The nature of attitude developed towards the profession may also influence the achievement of the individual in that very profession. Success or failure in any profession is caused more by the positive attitude than mental capacity. A person serving in teaching profession, therefore, must have positive attitude and inclination towards teaching. Like attitude towards teaching
profession, job satisfaction of teachers is also necessary for a successful and overall advancement of education system. It is the degree to which people like their jobs. Job dissatisfaction suggests that a problem exists either in the job or the person. If a teacher does not find satisfaction in the job, he may not bring desirable outcomes to cater to the needs of the society. Therefore, job satisfaction is crucial for the success of our educational institutions as an effective organisation. However, in the field of educational institutions, job satisfaction studies are very few in numbers, especially among Elementary school teachers. There is lack of studies on attitude towards teaching profession and its relationship with job satisfaction especially in North-eastern region of India in general and Manipur in particular.

Considering the significance of the attitudes and job satisfaction as a contributory factor in the effectiveness and competence of teachers, it is imperative to assess these attributes among the teachers and also to find out the relationship if any between the two. Results of such a study have implications for organizations of the school systems and teacher education programmes besides curriculum and policy planning in education.

The present study is an attempt in this direction. In the present study, socio-demographic variables which usually influence the level of attitude towards teaching profession and the job satisfaction of the elementary school teachers have been chosen. The socio-economic variables undertaken in the study are age, gender, religion, caste, rural-urban residence, rural-urban location of the school, training, experience of teaching, educational qualification, marital status and economic background viz., salary and family income of the teachers.
Objectives of the Study

The Objectives of the Study are:

1. To find out the levels of attitude of elementary school teachers towards teaching profession.

2. To study the attitude of teachers towards teaching profession in relation to social variables like, age, sex, religion, category, marital status, type of management of the schools, nature of job, type of family, occupation of spouse, rural-urban residence and rural-urban location of the school.

3. To study the attitude of teachers towards teaching profession and its relation to educational variables like, educational qualification, professional qualification and teaching experience.

4. To study the attitude of teachers towards teaching profession in relation to their economic background, viz., salary and per capita income.

5. To find out the levels of job satisfaction of the elementary school teachers.

6. To study the job satisfaction of teachers and its relationship with social variables like, age, sex, religion, category, marital status, type of management of the school, nature of job, type of family, occupation of spouse, rural-urban residence and rural-urban location of the school.

7. To study the job satisfaction of teachers in relation to educational variables like, educational qualification, professional qualification and teaching experience.

8. To find out the relationship between job satisfaction and economic background, viz., salary and per capita income of the respondents.
9. To study the relationship between the attitude of teachers towards teaching profession and job satisfaction.

Hypotheses

The present study attempts to study the following null hypotheses:

1. There is no relation between attitude of teachers towards teaching profession and their age, sex, marital status, nature of job, rural-urban residence and rural-urban location of schools.

2. There is no relation between attitude of teachers towards teaching profession and their professional training and teaching experience.

3. There is no relation between attitude of teachers towards teaching profession and their economic background viz., salary and family income.

4. There is no relation between job satisfaction of teachers and their age, sex, marital status, nature of job, rural-urban residence and rural-urban location of the schools.

5. There is no relation between job satisfaction of teachers and their professional training and teaching experience.

6. There is no relation between job satisfaction of teachers and their economic background viz., salary and family income.

7. There is no relationship between the attitude towards teaching profession and job satisfaction.

Delimitation of the Study

Due to the paucity of time and resources at the disposal of the investigator, it is not possible to make an in-depth study of the entire teachers of the North Eastern Region and even a state as a whole. Therefore, this investigation is confined only to the...
elementary school teachers of Imphal East and Imphal West districts of Manipur.

Research Design

The present investigation may be characterised as a descriptive one. In this study, Attitude towards Teaching Profession of the teachers and teacher related personal and demographic variables were considered as independent variable. While the job Satisfaction of the teachers was considered as the dependent variable in the study.

Population

All the elementary school teachers working in Imphal East and Imphal West districts of Manipur form the population of the study.

Sample

Approximately, 35 percent i.e., 60 elementary schools were selected randomly and all the teachers working under these schools were selected for data collection. The sample for the investigation comprised of 540 elementary school teachers working in Imphal East and Imphal West districts of Manipur.

Tools Used

To collect the requisite data from the respondents, the investigator used two tools. In order to assess the attitudes of elementary school teachers towards teaching profession, the investigator has developed a scale known as ‘Attitude Towards Teaching Profession Scale’ (ATTPS) and standardized it. A Job Satisfaction Scale has been adopted by the researcher to assess the Job Satisfaction of elementary school teachers. The Job Satisfaction scale was developed by Meera Dixit (1993). These two scales were also translated into Manipuri language by the investigator and standardized. A Personal Information Schedule
was also developed by the investigator in order to elicit the pertinent information about the respondents.

**Techniques of Data Analysis**

To fulfil the objectives of the study the data were described by computing the proportions, viz., percentages of different categories of variables and inferences were drawn. To observe the relationship between the variables, Coefficient of Correlations, and 't' test were applied.

**Limitations of the Study**

Like any other piece of research, the present study has some limitations. As mentioned earlier in the first chapter, due to paucity of time and resources at the disposal of the researcher, the study remains confined to the two districts of Manipur. In this study only elementary school teachers are selected.

**Major Findings**

The analysis of data and its interpretation lead to the following major findings:

1. An observation of the data on ATTP scale reveals that more than 47 percent of the teachers have average level of ATTP followed by 31 percent having high and 22 percent having low levels of ATTP.

2. The data also shows that levels of ATTP is inversely related to age and keeps on decreasing with the increase in age and the teachers in the age group 23-32 have the highest level of it.

3. The result show that sex has a relation with levels of ATTP and it appears that larger proportion of male teachers than their female counterparts have a High level of ATTP while a larger proportion of female teachers than their male counterparts have a lower level of ATTP.
However, analysis of the significance of difference between means of the male and female teachers shows that the ‘t’ value is insignificant which means that, there is no real difference in the levels of ATTP of male and female teachers and the difference may be due to sampling errors.

4. Membership of a particular religious community or a social category has no relation with a person’s levels of ATTP.

5. Levels of ATTP is also related to marital status of a teacher and unmarried teachers have significantly higher levels of ATTP than those of their married counterparts. The results of ‘t’ test also confirm this.

6. The data indicates that levels of ATTP are more indifferent among the government school teachers. It appears that private and aided school teachers are having higher ATTP than that of the government school teachers.

7. An observation of the data indicates that there is a significant difference on the levels of ATTP between the permanent and temporary teachers. The data shows that the temporary teachers have higher ATTP than that of permanent teachers.

8. ATTP scores in terms of the type of family and occupation of the spouse reflects that on an average these teachers have moderate levels of ATTP and almost all the respondents of these two categories have shown similarity in their levels of ATTP.

9. The result shows that neither rural-urban residence nor rural-urban locations of the schools influence the teachers' ATTP.

10. ATTP of the teachers increases with the increase of the levels of education.

11. Trained teachers have more favourable ATTP than that of untrained teachers.

12. Teachers with low teaching experience have more positive ATTP than that of high teaching experience. An overall
observation of the data also reveals that as teaching experience increases the positive or high ATTP decreases.

13. The ATTP of the teachers are significantly different amongst the high and low salaried group. It is clear that the teachers with low salary have higher ATTP than the high salary group. However, the investigation of the data reports no significant difference among the teachers of higher and lower income groups. The result reveals that the teachers living with higher and lower income are having almost similar level in their ATTP.

14. The teachers’ ATTP and their income are moderate and negatively related to each other.

Determinants of Job Satisfaction

1. In the study, more than 90 percent of the teachers have average levels of job satisfaction followed by 6.85 percent low and only 1.67 percent high job satisfaction. It shows that very few respondents are highly satisfied in job, whereas a sizable number of respondents are dissatisfied in job.

2. Age has no relation with the levels of job satisfaction. In terms of different age groups, teachers’ job satisfaction does not differ at all; they have almost similar level of satisfaction in their jobs.

3. The male and female teachers are approximately equal level of job satisfaction; they do not differ significantly on their job satisfaction.

4. Majority of the teachers from varied religious groups have average level of job satisfaction.

5. Among various categories of teachers, it is reflected that none of the SC/ST category teachers is unsatisfied or highly satisfied
in their jobs. In other words all SC/ST teachers have moderate level of job satisfaction.

6. Most of the teachers with various educational qualifications have moderate satisfaction in job. Only some of the Graduate teachers have high job satisfaction. It is also observed that with the increase of educational qualification, the job satisfaction decreases.

7. An observation of the data shows that in terms of marital status, the teachers do not differ in their job satisfaction scores.

8. Amongst government and private school teachers, very few have either high or low level of job satisfaction, majority of them have average level of job satisfaction. In case of aided schools all the teachers have shown average job satisfaction, none of the teachers have shown either high or low job satisfaction.

9. In the present study, temporary teachers have high job satisfaction, which is approximately equivalent to the permanent teachers.

An observation of the data shows that the ‘t’ value of the permanent and temporary teachers on their job satisfaction scale is not significant at any level of confidence. It means permanent and temporary teachers have almost similar level of satisfaction in their jobs.

10. The respondents whose spouses are engaged in professional work and retail business, among them larger proportion of respondents have dissatisfaction or low level of satisfaction in job than that of those whose spouses are engaged as school teachers or clerks or skilled workers or unemployed.

11. The data shows that rural-urban residence does not influence the job satisfaction of the teachers.
12. The result shows that in comparison with the rural school teachers, larger proportion of the urban school teachers are more satisfied in their jobs. However, analysis of the significance of difference between means shows that ‘t’ value is insignificant which clarifies that rural-urban location of the schools is not related with the job satisfaction of the teachers.

13. Teachers’ educational qualification and their Job Satisfaction score reveals that none of the respondents other than the graduate teachers have shown high level of Job Satisfaction. It is also observed that with the increase of educational qualification, the Job Satisfaction decreases.

14. The trained and untrained teachers do not differ in their Job Satisfaction.

15. An examination of data indicates that with the increase of teaching experience, Job Satisfaction decreases.

To compare Job Satisfaction scale of high and low experienced group teachers, ‘t’ test was calculated. It indicates that Job Satisfaction scores of the teachers between high experience and low experience group are approximately equal.

The result further indicates that the relation between teaching experience and job satisfaction is positive, very low and weak.

16. A comparison was also made among the high and low salaried group teachers on their Job Satisfaction scale. The ‘t’ value indicates that the Job Satisfaction of high and low salaried teachers are almost equal, they are not varying much.

17. The Job Satisfaction scores of the teachers with higher income and lower income are almost the same. The difference between the two variables is not significant at any level of confidence.
In the study, the correlation between per capita income and Job Satisfaction was also computed which is positive but very low or weak. It means high per capita income will go with high Job Satisfaction to some extent.

Attitude towards Teaching Profession and Job Satisfaction

An observation of data reflects that the majority of teachers who are highly satisfied in their jobs are either low (77.8 percent) in ATTP or average (22.2 percent) in ATTP, and surprisingly none of the teacher has high attitude towards teaching profession. On the other hand, amongst the teachers with low job satisfaction, approximately 38 percent have high ATTP.

The data shows that teachers with low ATTP have more satisfaction in their jobs than that of the teachers with higher ATTP.

The result also reflects that ATTP and job satisfaction is negatively related \((r = -.09)\) to each other. It reveals that the teachers who have high ATTP are low in their job satisfaction.

Thus it can be concluded that the levels of attitude of teachers towards teaching profession is influenced mainly by their age, marital status, nature of job, teaching experience and salary. However, an overall observation of the data indicates that teachers’ socio-economic and educational backgrounds have little influence on the job satisfaction levels of the teachers. It is also concluded that the teachers with low Attitude towards Teaching Profession have more satisfaction in their jobs than that of the teachers with higher Attitude towards Teaching Profession.

Educational Implications

Effectiveness of teaching depends, besides other factors, on the attitude of teachers towards their profession and on the level of
satisfaction they derive from their job. Therefore, for making teaching-learning process more effective and to be successful in teaching profession, a teacher needs to love the profession and carry on the teaching work willingly and enthusiastically and derive satisfaction from the job. Attitude towards teaching profession and job satisfaction is influenced by several socio-economic variables and the impacts of these variables are clearly visible on teachers’ professional and personal life. Therefore, the first and foremost need of the hour is to address these issues (variables) which create hindrances in the path of teachers’ professional life.

In general, the socio-economic variables like, age, sex, marital status, educational qualification, nature of job, salary and per capita income, training and experience have an influence on attitude towards teaching profession as well as job satisfaction. Based on the results of the study, it can be suggested that the favourable and high attitude towards teaching profession can be developed and teachers can be motivated through effective training programmes. Time to time, refresher courses can be organised. Male and female both should be treated in a way to increase their attitude towards teaching profession in order to help the teachers to be more productive, academically focused and even contended with their lives. Some incentives like, special allowances, accommodation, free children’s education and withholding frequent transfers may be arranged to enhance the attitude of teachers towards teaching profession.

The results of this study suggest that the level of attitude towards teaching profession of elementary school teachers needs to be increased in positive direction. The result also indicates that the job satisfaction is negatively related with the attitude towards teaching profession of the teachers. Regarding income and job
satisfaction of the teachers the data shows that there is no necessary connection between high income and high job satisfaction. A teacher with low income could show an evidence of high Job Satisfaction. But the positive relationship points out that high Per Capita Income leads to high Job Satisfaction. As income is linked with the fulfilment of all necessities of life, therefore, it is quite possible that if a teacher has a high Per Capita Income, he/she can solve the problems of the family members and meet the needs of life easily and will be able to devote more time and pay more attention to his/her job. An overall observation of the data further shows that teachers with low attitude towards teaching profession have more satisfaction in job than that of teachers with high Attitude towards teaching profession.

Most of the employees want stability and security in their jobs; however, the data reveals that the temporary teachers have more favourable attitude towards teaching profession than that of permanent teachers. Usually, those who enter in this profession have a clear cut set of goals, love for the profession and desire to perform their duties enthusiastically and sincerely. So, there is a need for safeguarding such enthusiasm throughout the entire service period. Teaching profession is considered as one of the noble professions. The teachers with low experience have shown more enthusiastic in teaching than highly experienced teachers. An overall observation of the data also reveals that as teaching experience increases, attitude of the teachers towards teaching profession decreases. The result indicates that the teachers with less experience certainly have high level of Attitude towards Teaching Profession. So, with the increase of age and experiences, teachers should be given special capacity building programmes, special incentives and opportunities for enhancing their enthusiasm and positive attitude towards teaching profession. Periodical training programmes can also be organised to give
necessary motivation and opportunities to update their knowledge from time to time. The findings of this research also indicate that school authorities need to develop strategies to deal with the special needs and circumstances of the teachers.

Job satisfaction is one of the important components of making teaching effective. Loss of job satisfaction creeps upon people causing exhausted, burnout, mounting stress and tension, consequently, the person may develop depression. There are many causes for low job satisfaction. People can increase their job satisfaction by examining the reasons, why it is tough to get through the work day and the ways that can settle (fix) the issues. Lack of necessary training or poor standard of training, monotony in work place, complicated and difficult colleagues and negative thinking leads a teacher towards loss of job satisfaction. It can be increased and achieved through maintaining positive relationships in workplace, avoiding people with negative thinking, asking for essential requirements for success both in professional and personal life and sustaining positive thinking. The teacher must take some time off, take few days off and recharge for work again and can go back to work totally refreshed. More essential for a teacher is to develop positive thinking towards profession or job, which leads to happiness. If a teacher thinks that how miserable is going to be at work, he is already setting himself up to be miserable. Instead, he could look forward to good things at work place. This will increase the positive attitude towards teaching profession too. Therefore, urgent remedial measures should be taken up to bring about a positive and dynamic change in the attitude of the elementary school teachers. It is important that greater attention is paid to strategies that can make them accountable for their performance.
5.5 Suggestions for Further Research

In the light of the results and findings drawn from the study, following suggestions are made for further research in the field:

1. The present study is confined only to the elementary school teachers in the two districts of Manipur. It could be replicated by using a representative sample from all the nine districts of Manipur.

2. Similar kind of study or a comparative study can be undertaken at secondary and higher levels. It can be extended at state and national level.

3. The impact of attitude towards teaching profession and job satisfaction of the teachers can be seen on the academic achievement of the students.

4. Different psycho-social variables can be explored which influence the attitude towards teaching profession and job satisfaction of the teachers at different levels.

5. The relationship between attitude towards teaching profession and job satisfaction can be extended on other professionals, i.e., Medical practitioners, Engineers, Law practitioners etc.