ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION
AND ITS RELATION TO THEIR JOB SATISFACTION: A STUDY OF EAST AND WEST
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Abstract

The teachers occupy a unique place in the education system. They are the leading catalysts and ideal role models for the society. 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. The present study is an attempt in this direction. 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 main objectives of the study are:

1. To study the attitude of teachers towards teaching profession in relation to their socio-economic and educational background viz., age, sex, marital status, salary and per capita income educational qualification, training, teaching experience etc.
2. To study the job satisfaction of teachers in relation to their socio-economic and educational background.
3. To study the relationship between the attitude of teachers towards teaching profession and their job satisfaction.

Hypotheses

The present study attempts to test 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 relation between the attitude towards teaching profession and job satisfaction.
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.

Major findings

In the present study, teachers’ attitude towards teaching profession and its relation to their job satisfaction were assessed. It was observed that majority of the teachers have positive attitude towards teaching profession. However, younger teachers have significantly more positive attitude towards teaching profession than that of the older age group teachers. The data also shows that with the increase of age unfavourability or negative attitude towards teaching profession keeps on increasing.
An overall responds reveals that the male teachers are slightly higher than female teachers but the calculated ‘t’ value clarifies that the male and female teachers do not differ significantly on their ATTP scores. They have almost similar level of ATTP. In case of marital status of the teachers, a significant difference is found; means there is a variation in the levels of attitude towards teaching profession of married and unmarried teachers. Unmarried teachers have more favourable attitude in their profession than the married teachers. The data also shows that with the increase of educational qualifications, the attitude of teachers’ towards teaching profession also increases. Trained teachers have more favourable attitude towards teaching profession than that of untrained teachers. It reveals that the attitude towards teaching profession of elementary teachers is not much influenced by their professional training.

Teachers with less teaching experience have shown significantly more positive attitude towards teaching profession than those teachers who have more teaching experiences. The data also reveals that as teaching experience increases the positive or high attitude of the teachers towards teaching profession decreases. An observation of the result reflects that teachers drawing lower salary have more favourable attitude towards teaching profession than that of the teachers drawing higher salary. Teachers’ attitude towards teaching profession and their income are negatively related to each other. The data reveals that the respondents whose spouses are engaged in professional job and retail business, amongst them more respondents have shown low level of satisfaction in their jobs than that of those whose spouses are engaged as school teachers or clerks or skilled workers or unemployed. It is also observed that with increase of educational qualification, job satisfaction decreases.

The correlation between teaching experience and job satisfaction is positive but very low. It indicates that teaching experience and job satisfaction have positive but very weak relationship. The data indicates that the teachers with low or unfavourable attitude towards teaching profession have more satisfaction in their jobs than that of the teachers with higher or favourable attitude towards teaching profession.