



**STUDY THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ATTITUDE
TOWARDS TEACHING PROFESSION OF TEACHERS WORKING IN GOVERNMENT,
AIDED AND UN-AIDED SCHOOLS OF KOPPAL DISTRICT**

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ABSTRACT

The present study was attempted to find out the *RELATIONSHIP BETWEEN JOB SATISFACTION AND ATTITUDE TOWARDS TEACHING PROFESSION OF TEACHERS WORKING IN GOVERNMENT, AIDED AND UN-AIDED SCHOOLS OF KOPPAL DISTRICT*. Descriptive survey method with .Samples of 150 secondary school teachers were selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose 3 objectives were framed according to the objectives, hypotheses were tested. The finding of study reveals that i) There is no significant relationship between job satisfaction and attitude of teachers working in government schools towards teaching profession. ii) There is a positive significant relationship between job satisfaction and attitude of teachers working in aided schools towards teaching profession iii) There is no significant relationship between job satisfaction and attitude of teachers working in unaided schools towards teaching profession

KEYWORDS : *Job Satisfaction, Attitude towards Teaching Profession.*

INTRODUCTION:

Education is the most important invention of mankind. Man without education would still be living just like an animal. It is education, which transformed man from a mere 'two legged animal' into human being. The word Education is like a diamond which appears to be of a different colour when seen from different angles. It is as basic to civilization for social survival. Education of an individual does not begin at school or college; it begins much before the birth, that is when it is in the mother's belly in the form of an embryo. It ends not when he graduates from the university but at his death. Hence education is a life long process. The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the existing social conditions.

Concept of Job Satisfaction

Job satisfaction on the feeling a person has about his or her job is the result of combinations of individual and organizational factors such as the person's position in the hierarchy, age and expectations regarding the job, the quality of management, and the size of the organization and the nature of the job itself. Job satisfaction or dissatisfaction has profound effects not only on people's senses of self-worth, but also on their happiness and health, both mental and physical. Job satisfaction is also important to the effectiveness of the work organisation. Job satisfaction is significantly related to turnover and to a lesser extent, to absenteeism. Its relationship with job performance is less although performance is regarded as a determinate of job satisfaction. In other words, job satisfaction is the result of various attitudes that the workers holds towards his job and other factors.

Importance of Job Satisfaction

- 1) Investigations have shown that when a man is satisfied with his work, the employer profits many greater out put fewer quits and many other tangible and intangible results.
- 2) A Person satisfied with his job is likely to profit by having high morale in his life.
- 3) It is important to the employer, the worker and the community.
- 4) Other studies reveals that a person satisfied with his job is likely to profit by having high morale in his general and industrial well being.
- 5) That is the reason that the understanding of the dynamics of job satisfaction of morale, becomes a serious consideration of the employer.

TEACHER JOB SATISFACTION

Job satisfaction related to teacher is that he should be content with his role as a worker, in a statistic society, it is necessary to recognize that teachers are human beings who basically seek growth and fulfillment of their needs, values and aspirations. The teachers' link with the society is based on the two basic components of his work life: the nature of work he does and the conditions under which he does his work. In the other words the content and the context of his work life give rise to attitudinal relations which significantly affect his work behaviour. The work related attitudes by common consent are work involvement, intrinsic motivation and work adjustment and they are directly related to the work a teacher does and may be designated job attitudes, commitment, identification and organizational involvement are attitudes more related to organizational conditions which comprise the organisational climate.

Attitude

The term 'Attitude' is defined by Freeman (1965) as "a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one's typical mode of response". It is a tendency to react in a certain way toward a designated class of stimuli. These are the ways in which an individual thinks, feels and acts. Attitude always arouses one's feelings and emotions. Attitude ranges from Positive extreme to Negative extreme. Attitudes vary in the amount of positiveness or negativeness.

SIGNIFICANCE OF THE STUDY

a. Job Satisfaction

Job satisfaction is psychological condition varying in degree in various places and times because, it is conditioned by socio-cultural and economic factors to a large extent, job satisfaction can be measured at two levels, i.e.. intrinsic and extrinsic with efficiency of work or turnover.

Historically, the concept of human relations assumed that high job satisfaction led to high productivity, but later researchers indicated that this was an incorrect assumption, satisfied workers turned out to be either high producers or low producers or only average producers. The scanty researchers in this area do not give satisfactory evidence of the relationship between job performance levels of job satisfaction may create variations in the predominance of individuals on their jobs. This could be more so in the case of a leader of an organization, since he is under great stress and strain due to the normative expectation of his role performance by virtue of his occupying the position. A relationship between the two variables, namely, administrative behaviour and job satisfaction of school heads might answer a few topical questions on the need for qualitative uplift of the profession and improvement of service conditions in the field of teaching.

b. Teachers' Attitude

The study of attitudes and their measurement, change in attitudes and their relationship with other variables has been a very important area of research in social and educational psychology. Attitudes influence the psychological, social and political processes in the minds of both laymen and scientists.

Importance of attitudes was formally recognized in the early period of social psychology. Thomas and Znanieck, (1918) defined social psychology as the scientific study of attitudes. Allport (1954) viewed the attitude as 'the most distinctive and indispensable concept in contemporary American social psychology

Education is the most potent instrument of bringing about social, political and economic betterment and cultural transformation of a country. It is the quality of education that determines the level of prosperity, welfare and security of the people. But the quality of education depends upon the quality of education depends upon the quality of teachers. It is good augury that educationists and educational planners in India have started realizing that only securing enough teachers will not do. As what is equally important is securing the right type of teachers. Unless such teachers are found, secondary schools can not deliver the goods that are expected of them. Fundamentally the success of secondary education does not depend either on the definition of aims, statements of objectives, or discussion of subject values, but on the academic and professional preparation of teacher

Part of the professional preparation of the teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teacher's attitudes not only affect his behaviour in the classroom but also influence the behaviour of his students moreover effective and productive learning on the part of the

pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired directions.

The influence of teacher attitudes or expectations upon the behaviour of school children has been discussed in several studies. Among the most interesting of those has been that of Pidgeon (1970). He traced from a number of studies, some tentative evidence supporting the hypothesis that a teachers attitudes influence the behaviour and ability of his pupils. Lunn (1970). too, has suggested that the observed decline in reading performance of children of lower social origin relative to higher social class children might in some measure, be due to their teachers' lower expectations of them.

Importance of study job satisfaction and teacher attitude towards teaching profession generated in the mind of investigator to study the correlation between job satisfaction and attitude towards teaching profession. From the psychological point of view the job satisfaction is most influential on teachers in developing their attitude towards teaching profession. Commonly speaking the teacher who is a satisfied with his job, his attitude towards teaching profession will also be favourable.

OBJECTIVES OF THE STUDY:

The following objectives were framed for the present study.

- To study the relationship between job satisfaction and attitude of teachers working in government schools towards teaching profession.
- To study the relationship between job satisfaction and attitude of teachers working in aided schools towards teaching profession.
- To study the relationship between job satisfaction and attitude of teachers working in unaided schools towards teaching profession.

HYPOTHESES OF THE STUDY:

In pursuance of objectives 1 to 3 the following null hypotheses were set up for the present study.

- There is no significant relationship between job satisfaction and attitude towards teaching profession of teachers working in government schools.
- There is a positive significant relationship between job satisfaction and attitude towards teaching profession of teachers working in aided schools.
- There is no significant relationship between job satisfaction and attitude towards teaching profession of teachers working in unaided schools.

DESIGN OF THE STUDY:

Secondary Schools

Schools that impact education from 7th to 10th Standard in Koppal District.

Method

The investigator in consultation with his guide felt that Descriptive Survey method could be the most appropriate to find the relationship between Job Satisfaction and Attitude towards Teaching Profession of Teachers working in Government, Aided and Un-aided schools of Koppal district.

Sample:

A total number of 150 secondary teachers from Koppal District were selected using random sampling technique.

Tools used:

The following tools were used for the present study.

1. *Job Satisfaction Scales for Secondary School Teachers Mrs. Meera Dixit(1993)*
2. Teacher attitude inventory (TAI) developed and standardized by Ahluwalia (1974)

Collection of data:

To collect the necessary data required for the study, printed copies of Job Satisfaction Scale containing 52 items dealing with specialized subject like intrinsic aspect of job, salary, promotion, avenues and service conditions, physical facilities, institutional plans and policies satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers. And teacher attitude inventory consists of 90 items dealing with specialized subject like teaching professions, class room teaching, child centered practices, educational process, pupil, teachers, were taken to different Secondary schools teachers of Dharwad district. The objective of study was to study the relationship between job satisfaction and attitude towards teaching profession of teachers.

For this purpose, A Job satisfaction scale and teacher attitude inventory were administered to different secondary schools teachers in order to collect the necessary data for finding job satisfaction of attitude towards teaching profession of secondary school teachers personal data relating to name, age, sex, location, educational qualification teaching experience, name of school, and nature of schools, were also collected through a personal data perform a specially prepared for this purpose. Even their personal data and other information would be kept confidential and they were asked to give their responses free and frank. After a few days, the researcher went to different secondary schools to collect filled responses from different teachers. So collected data for study was calculated for analysis and interpretation of results by using Pearson's product moment correlation technique was used.

Analysis of Data:

After data was collected and classified, it was subjected to statistical test of significance correlation coefficient technique was applied.

Null Hypotheses (H_0): There is no significant relationship between job satisfaction and attitude of teachers working in Government schools.

Alternate Hypotheses (H_1): There is no significant relationship between job satisfaction and attitude of teachers working in Government schools towards teaching profession.

Table–1 : Correlation Coefficient Between Job Satisfaction Scores and Attitude Scores of Teachers Working in Government School (n=63)

Variable	Mean	S.D.	Correlation co-efficient	t-value	p-value	Signi.
Job satisfaction score	200.8696	24.2559	0.1468	1.2145	>0.05	NS
Attitude Score	312.8986	23.0869				

Not significant at 0.05 level

The above table reveals that there is no significant relationship between job satisfaction scores and attitude scores of teachers at 0.05 level of significance ($r=0.1468$, $t=1.2145$). This shows that the job satisfaction scores are not related with attitude scores of teachers working in government schools.

This further implies that as the job satisfaction decreases the attitude towards the profession will be unfavourable. Therefore, the null hypotheses is accepted and the alternate hypotheses is rejected.

Findings

There is no significant relationship between job satisfaction and attitude of teachers working in government schools towards teaching profession.

Null hypotheses (H_0): There is no significant relationship between job satisfaction and attitude of teachers working in aided schools towards teaching profession.

Alternate Hypotheses (H_1): There is a positive significant relationship between job satisfaction and attitude of teachers working in aided schools towards teaching profession.

Table – 2 : Correlation Coefficient Between Job Satisfaction Scores and Attitude of Teachers Working in Aided Schools Towards Teaching Profession (n=87)

Variable	Mean	S.D.	Correlation co-efficient	t-value	p-value	Signi.
Job satisfaction score	214.7895	23.8993	0.5306	2.5811	<0.05	S
Attitude Score	316.6842	38.5242				

Significant at 0.05 level

The above table shows that there is a positive significant relationship between job satisfaction scores and attitude scores of teachers at 0.05 level of significance ($r=0.5306$, $t=2.5811$). This shows that the job satisfaction scores are closely related with attitude scores of teachers. This further implies that as the job satisfaction increases the attitude of teachers will be favourable. Therefore, the null hypotheses rejected and the alternate hypotheses is accepted.

Findings

There is a positive significant relationship between job satisfaction and attitude of teachers working in aided schools towards teaching profession.

Null Hypotheses (H_0): There is no significant relationship between job satisfaction and attitude of teachers working in unaided schools towards teaching profession.

Alternate Hypotheses (H₁): There is no significant relationship between job satisfaction and attitude of teachers working in unaided schools towards teaching profession.

Table – 3 : Correlation Coefficient Between Job Satisfaction Scores and Attitude Scores of Teachers Working in Unaided Schools Towards Teaching Profession (n=87)

Variable	Mean	S.D.	Correlation coefficient	t-value	p-value	Signi.
Job satisfaction score	191.0000	20.4512	0.1049	0.40813	>0.05	NS
Attitude Score	299.8235	18.0043				

Not significant at 0.05 level

The above table indicates that there is no significant relationship between job satisfaction scores and attitude scores of teachers at 0.05 level of significance ($r=0.1049$, $t=0.40853$). This shows that the job satisfaction scores are not related with attitude scores of teachers. This further implies that as the job satisfaction decreases the attitude of teachers will be unfavourable. Therefore, the null hypotheses is accepted and the alternate hypotheses is rejected.

Findings

There is no significant relationship between job satisfaction and attitude of teachers working in unaided schools towards teaching profession.

Findings

1. There is no significant relationship between job satisfaction and attitude of teachers working in government schools towards teaching profession.
2. There is a positive significant relationship between job satisfaction and attitude of teachers working in aided schools towards teaching profession.
3. There is no significant relationship between job satisfaction and attitude of teachers working in unaided schools towards teaching profession

CONCLUSIONS:

On the basis of the results obtained in the study the following conclusions were drawn, There is a positive significant relationship between job satisfaction and attitude of teachers working in aided secondary schools towards teaching profession but there is no significant relationship is found for teaches working government and unaided secondary schools.

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