

ORIGINAL ARTICLE



STUDY THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ATTITUDE TOWARDS TEACHING PROFESSION OF TEACHERS HAVING MORE THAN FORTY YEARS AND LESS THAN FORTY YEARS OF AGE

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ABSTRACT

The present study was attempted to find out the **STUDY THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ATTITUDE TOWARDS TEACHING PROFESSION OF TEACHERS HAVING MORE THAN FORTY AND LESS THAN FORTY YEARS OF AGE**. Descriptive survey method, with Samples of 150 secondary school teachers was selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose 2 objectives were framed according to the objectives, hypotheses were tested. The finding of study reveals that i) There is a positive significant relationship between job satisfaction and attitude of teachers have less than forty years of age towards teaching profession; ii) There is no significant relationship between job satisfaction and attitude of teachers having more than forty years of age towards teaching profession.

KEYWORDS : *Job Satisfaction, Attitude towards Teaching Profession*

INTRODUCTION:

The Importance of Teacher in Education

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well-equipped teacher is supreme in education. Teachers have a great responsibility at a time when our society is undergoing tremendous transformation.

Dr. S. Radhakrishnan University Education Commission (1948) has aptly remarked; "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of

intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

In continuation it has also said that, the success of educational process depends so much on the character and ability of the teacher. A teacher must conduct himself as a key organiser of various institutional activities and should not consider that his job ends only with teaching.

The Secondary Education Commission (1952) also points out; “Every teacher and educationist by experience knows that even the best curriculum and the most perfect syllabus remains dead unless it is quickened into life by the right methods of teaching and right kind of teachers.”

Importance of Job Satisfaction

- 1) Investigations have shown that when a man is satisfied with his work, the employer profits much greater output 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

A developing society likes ours must assure maximum job satisfaction of our workers. Job satisfaction may be the result from the appraisal of one’s job as attainment of one’s important job values, providing those values are congruent with and /or help to fulfill one’s basic needs. These needs are two separable but interdependent physical needs and psychological needs especially need for growth. Growth is made possible mainly by the nature of work. This is the importance of job satisfaction.

MEANING AND DEFINITIONS OF JOB SATISFACTION

a. Meaning

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 one’s 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 interrelationship 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. These 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 fellow 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.

ROLE OF TEACHER IN EDUCATION

The role of the teacher in the educational process is always challenging and dynamic. The teacher’s work is not only transmission of knowledge but it is something more. His great task

is of inspiring and guiding the students towards cherished goals. In the words of Ross (1956) "The teacher in a naturalistic set up is only a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place."

Teacher is a corner stone of arch of education the success of educational process depends much more upon the character and ability of its teachers. Vital role, which the teacher plays, is the yardstick that measures the aspirations and achievements of any nation. In and through the work of teacher does the worth and potentialities of country get evaluate. The progress, stagnation, or deterioration of a society is directly or indirectly traceable to the strength of its teachers. If a teacher is square peg in a round hole, even though school fully equipped at a huge cost cannot serve as a temple of learning.

The Nature of Attitudes

Attitudes may be defined as predispositions to react negatively or positively in some degree toward an object, institution, or class of persons". For example, there are many ways in which a person might react negatively or positively toward the profession of engineering. A person with a high positive attitude toward the profession might encourage students to enter it, might listen respectfully to the views of engineers on civic problems, or might vote for a candidate for local office largely because he has an engineer.

Attitudes involve some knowledge of a situation. However, the essential aspect of the attitude is found in the fact that some characteristics feelings or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated. Subjectively, then, the important factor is the feeling or emotion; objectively it is the response, or at least the tendency to respond. In any case, attitudes are important determiners of behavior. If we are to change them we must change their emotional components. In order to do this, we may find it useful to change the knowledge and the ideals related to them. Frequently the acquisition of new knowledge with reference to a person, a political party, or an idea will result in arousing new emotional associations.

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 does 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. Attitude 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 cannot 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

Par 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 favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teachers attitudes not only ailed 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.

1. To study the relationship between job satisfaction and attitude of teachers having less than 40 years of age towards teaching profession.
2. To study the relationship between job satisfaction and attitude of teachers having more than 40 years of age towards teaching profession.

HYPOTHESES OF THE STUDY:

In pursuance of objectives 1 to 2 the following null hypotheses were set up for the present study.

1. There is a positive significant relationship between job satisfaction and attitude towards teaching profession of teachers having less than forty years of age.
2. There is no significant relationship between job satisfaction and attitude towards teaching profession of teachers having more than forty years of age.

DESIGN OF THE STUDY:

Secondary Schools

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

Method

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:

Null Hypotheses (H₀): There is no significant relationship between job satisfaction and attitude of teachers have less than forty years of age towards teaching profession.

Alternate Hypotheses (H₁): There is a positive significant relationship between job satisfaction and attitude of teachers have less than forty years of age.

Table– 1: Correlation Coefficient Between Job Satisfaction Scores and Attitude of Teachers Have Less Than Forty Years of Age (n=83)

Variable	Mean	S.D.	Correlation co-efficient	t-value	p-value	Signi.
Job satisfaction score	198.8000	23.8618	0.3573	2.7850	<0.05	S
Attitude Score	310.5455	25.4455				

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=0.3573, t=2.7850). 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 towards teaching will be favourable. Therefore, the null hypotheses is rejected and the alternate hypotheses is accepted.

Findings

There is a positive significant relationship between job satisfaction and attitude of teachers have less than forty years of age towards teaching profession.

Null Hypotheses (H₀): There is no significant relationship between job satisfaction and attitude of teachers having more than forty years of age towards teaching profession.

Alternate Hypotheses (H₁): There is no signification relationship between job satisfaction and attitude of teachers having more than forty years of age towards teaching profession.

Table–2 : Correlation Coefficient Between Job Satisfaction Scores and Attitude Scores of Teachers Having More than Forty Years of Age Towards Teaching Profession (n=87)

Variable	Mean	Std.Dr	Correlation co-efficient	t-value	p-value	Signi.
Job satisfaction score	205.0800	24.9283	0.1902	1.3422	>0.05	NS
Attitude Score	312.4800	27.1227				

Not Significant at 0.05 level

The above table shows that there is no significant relationship between job satisfaction scores and attitude scores of teachers at 0.05 level of significance ($r=0.1902$, $t=1.3422$). This shows that the job satisfaction scores are not related with attitude scores 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 having more than forty years of age 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 having less 40 years of age but no significant relationship is found for teachers having more than 40 years of age towards teaching profession.

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