



A Study On Job Satisfaction Related To Attitude Towards Teaching Of Pre University Teachers.

KEYWORDS

Job Satisfaction, teacher attitude, pre university teachers.

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ABSTRACT

The present reports relationship between job satisfaction and teacher attitude among pre university teachers. A total of 350 pre university teachers working in government and private colleges selected randomly from Mysore district. They were administered Job satisfaction scale developed by Mudgil, Mubar and Bhatia (2012) and Teacher attitude scale developed by Ahluwalia (2006). The data were collected in one setting by directly contacting the teachers in and around Mysore district. To find out the relationship between job satisfaction and teacher attitude, Pearson's product moment correlations were applied, and later stepwise multiple regression was applied to see which of the components of teacher attitude best predict the job satisfaction of teachers. Results revealed that all the components of teacher attitude- teaching profession, classroom teaching, child centered practices, educational process, pupils, teachers and total attitude were significantly and positively correlated with job satisfaction. Further, stepwise multiple regression revealed that only 4 components of teacher attitude best predicted the job satisfaction of teachers and they were classroom teaching, attitude towards teachers, child centered practices and attitude towards teaching profession. Strategies to improve job satisfaction of teachers for effective performance have been delineated.

Introduction:

Education is a continuous process. It may be formal, informal or non-formal. In formal education teacher has a very important place in improvement of education. Teachers' role in society, in general and in education has been changing with time but the importance of this position is same. The teacher is the pre-requisite of the success of educational programmes. The main quality of teacher is the positive attitude towards education. He/She must have the ability to get satisfied from their respective jobs. So, educational programme should inculcate the qualities in teacher, so that he/she may be in his best. position to impart education to students. The attitude of teachers towards education influences the nature and extent of their participation in the education and related educational programme. By developing teachers' with desirable attitude or by shaping their attitudes in desired, effective and productive learning on the part of pupils can achieved (Lal & Shergil, 2012).

Job satisfaction of the teachers refers to a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationships. Qualitative school education depends upon teachers. Level of satisfaction is important for teachers to produce effective learning. Therefore the success of any system of education depends upon the job satisfaction of its teacher. The teacher is facilitator and the one who provides opportunity for student to grow and interact with environment. He leads the students towards a right direction.

Hullins (2007) argues that there is some doubt whether job satisfaction consists of a single continuum or a number of separate dimensions. Some workers may be satisfied with certain aspects of their work and dissatisfied with other aspects. It is such a complex concept and difficult to measure objectively. According to him, the level of job satisfaction is affected by a wide range of variables relating to individual, social, cultural, organizational and environmental

factors.

The present study aims to relate job satisfaction and teacher attitude among pre university teachers along with finding major predictors of job satisfaction by various parameters of teacher attitude. It is hypothesized that both job satisfaction and teacher attitude are related and job satisfaction has definite predictors by teacher attitude.

Method:

A total of 350 pre university teachers from 8 taluks were selected through stratified random sampling technique. The teachers were selected through stratification of type of school (government and private), gender (male and female), subjects taught (Arts and Science). They were selected from 8 taluks-Mysore city, Mysore rural, H.D.Kote, Periyapatna, K.R.Nagara, Nanjangud, T Narasipura and Hunsur.

Tools employed

i). **Teacher's Job Satisfaction Scale (TJSS):** The scale developed by Yudhvirendra Mudgil, I.S. Muhar and Prabha Bhatia was used to assess the job satisfaction of teachers. This scale provides a handy instrument for the degree of job satisfaction enjoyed by the college and university teachers. The scale has 75 items based on likert scaling technique. They are presented on five point scale. The individuals scoring high will be having high job satisfaction while the individuals scoring low will be rated as having low job satisfaction. The middle range of scores indicates moderate degree of job satisfaction. The reliability was worked out by both the split half and test-retest methods. The reliability coefficients were 0.85 and 0.95 respectively. The scale was validated against Brayfield and Rater's (1951) Job Satisfaction index. The validity coefficient was worked out and it was found to be 0.87. Since both the reliability and validity coefficients were significant at 0.01 levels.

ii) Teacher Attitude Inventory: The researcher used 'Teacher

Attitude Inventory' (TAI) of Dr S. P. Ahluwalia (2006) to collect data from selected pre university teachers of higher secondary schools of Raebareli. Teacher Attitude Inventory of Dr S. P. Ahluwalia, is a Likert instrument consisting of 90 items of 6 sub scales. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing teacher's professional attitudes. These aspects are –Attitude towards teaching profession, Attitude towards classroom teaching, Attitude towards child centered practices, Attitude towards educational process, Attitude towards pupils and Attitude towards teachers. This TAI appears to have reasonably high reliability with split half method (.79), test-retest methods (.58 and .364) and KR 21 (.54) and validity. The contents of its item seems appropriate for the purpose of research with teachers.

Procedure

The data of the present study was collected by administering the Teachers Job satisfaction Scale (TJSS) and Teacher attitude inventory, to pre university college teachers of Mysore district which have been selected for the study. The usual procedure followed in the administration of the tests was that the Principals or Headmasters of concerned schools were contacted through letters requesting them to help in research work. The investigator personally visited all the schools and had discussion with the head of the institutions as well as teachers on the day fixed. The purpose, need and importance of this research endeavour were explained to the teachers so that they could actively and sincerely involve themselves in the process. Scoring was done for each section separately and at the end total scores were calculated for arriving at scores on moral judgment test.

Once the scoring is completed, they were coded and fed to the computer using SPSS for windows software (version 16.0). Product moment correlation was applied to find out the relationship between job satisfaction and teacher attitude variables. Stepwise multiple regression was applied to see which of the major predictors from 6 variables of teacher attitude inventory to job satisfaction.

Results:

Table 1 presents results of product moment correlation of job satisfaction with various components of teacher attitude along with the total scores. Table clearly reveals that all the obtained correlation coefficients were found to be significantly and positively correlated at .000 level. The correlation coefficients obtained between job satisfaction and teaching profession ($r=.967$), between job satisfaction and classroom teaching ($r=.977$), between job satisfaction and child centred practices ($r=.969$), between job satisfaction and educational process ($r=.950$), between job satisfaction and pupils ($r=.976$), between job satisfaction and teachers ($r=.967$), and between job satisfaction and total attitude ($r=.974$), were found to be positive and highly significant. In other words, we find a linear relationship between job satisfaction and teacher attitude in individual domains as well as in total attitude.

Table 2 presents results of stepwise multiple regression, when job satisfaction scores were taken as major dependent and components of teacher attitude as independent variables. Of the 6 components of teacher attitude were regressed on job satisfaction scores, only 4 components of teacher attitude best predicted the job satisfaction of the pre university teachers. The first variable to enter into the equation was classroom teaching with the correlation coefficient of .977 and r square value of .954. This variable as

a component contributed 95.4% of the total job satisfaction. The second variable to enter into the equation along with classroom teaching was attitude towards teachers, with combined correlation of .982, r square value of .963 and contribution of 96.3%. The third variable along with previous 2 variables to enter into the equation was attitude towards child centered practices, with the combined correlation of .990, and contribution of 97.9%. The last variable to enter into the equation was attitude towards teaching profession, along with classroom teaching, attitude towards teachers, and child centered practices with combined correlation of .994, r square value of .989. All these 4 variables explained 98.9% of the variance to the job satisfaction. The other 2 components of attitude educational process and attitude towards pupils did not enter into the equation. Remaining contribution to job satisfaction was unaccounted for.

Discussion

Major findings of the study

All the components of teacher attitude-teaching profession, classroom teaching, child centered practices, educational process, pupils, teachers and total attitude were significantly and positively correlated with job satisfaction.

Only 4 components of teacher attitude best predicted the job satisfaction of teachers and they were classroom teaching, attitude towards teachers, child centered practices and attitude towards teaching profession.

The results of the present study are in agreement with studies done earlier. Umme (1999), in her study on secondary school teachers indicated a positive correlation between attitude towards teaching and job satisfaction. Noll (2004), examined the job satisfaction and factors, which affect job satisfaction of teachers. It was found that school culture, teachers' relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers. Armugasamy and Renu (2013) found a significant and positive relationship between job satisfaction and attitude among higher secondary school teachers in Kanyakumari district. However, few of the studies are not in agreement with the studies done earlier. Ghali (2005) in his study revealed that job satisfaction is not related to teaching attitude of the women teachers. Ojha's (2015) findings of the study show that there was no significant correlation between job satisfaction and attitude to work among secondary school teachers.

The following recommendations are proposed by Ojha and IornengeShamo (2015) to improve job satisfaction of teachers: 1. Teachers' salaries need to be commensurate to that of other professionals to check losing good teachers; 2. Job security should be enhanced by way of sponsored in-service training, health benefits and pensions during retirement; 3. Government should give due recognition to the teaching profession so that the incoming generation will be desirous of taking up this noble profession by improving on salaries and fringe benefits as well as through professionalization of the teaching profession; 4. Working conditions of teachers should be improved in such areas as residential accommodation and fringe benefits; 5. Increased funding which is crucial to improvement in the teaching and learning environment should be accorded top priority in government policies and programmes; and 6. A good working relationship among teachers and between teachers and school principals can also help improve on satisfaction with the job because no one can

thrive successfully in an atmosphere of serious discord and animosity. Democratic leadership style should therefore be adopted by school leaders.

To conclude, education plays a major role in human development. Higher education in particular, is an indicator of the progress and prosperity of any nation. The progress of any nation is reflected by the quality of its citizens. In turn, the quality of the citizens depends upon the quality of education in the country. The strength and success of any educational system largely depends on teachers, irrespective of the institutions where they teach. Hence, from the time immemorial, teachers occupy an important position and enjoy great respect in the society. People need job satisfaction in their chosen vocations. In the absence of job satisfaction, the job ceases to be a source of their pleasure and dissatisfaction gradually creeps in. The teachers, who are not satisfied with their job, do not adjust well with their students and become inefficient. Hence, it is extremely essential that teachers should be satisfied with their profession. Higher levels of job satisfaction and positive attitude towards profession make teaching profession effective.

Table 1
Results of Pearson Product moment correlation between job satisfaction and variables of teacher attitude

Variable 1	Variable 2	Correlation coefficient	df	P value
Job satisfaction	Teaching profession	.967	348	.000
Job satisfaction	Classroom teaching	.977	348	.000
Job satisfaction	Child centered practice	.969	348	.000
Job satisfaction	Educational process	.950	348	.000
Job satisfaction	Pupils	.976	348	.000
Job satisfaction	Teachers	.967	348	.000
Job satisfaction	Total attitude	.974	348	.000

Note: N=350

Table 2
Results of stepwise multiple regression

Model	Variables Entered	Variables Removed	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Classroom teaching		.977	.954	.954	13.35362
2	Attitude towards teachers		.982	.963	.963	11.95519
3	Child centered practices		.990	.979	.979	8.99685
4	Teaching profession		.994	.989	.989	6.66378
Dependent Variable: job satisfaction;						
Method: Stepwise (Criteria: Probability-of-F-to-enter <= .050,						

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