Job Satisfaction and Attitude of Teachers at Secondary Level: A Comparative Study

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Abstract - Satisfaction is an essential part of any task. When anyone is satisfied by action regarding a particular perspective, then that task would be useful, meaningful and successful. In the teaching profession, satisfaction of the teachers with their job has its importance because when they become very satisfied with their job, the teaching process would be interesting, adequate and fruitful. Attitude is the psychological aspect of any individual. It is that aspect that describes the internal capacity of any individual towards work. It has own importance and works as an agent for the promotion of educational knowledge. This study identified the relationship between attitude and satisfaction of the job. It was confined in the Kannauj district of Uttar Pradesh and included all the secondary schools as population and 40 teachers selected as a sample for present study. The researcher wants to identify the effect of independent (attitude) variable on dependent (job satisfaction) variable. Five-point Likert scale-based questionnaire developed by Meera Dixit containing 52 items (8 dimensioned based) used for job satisfaction and teacher aptitude inventory containing 90 items (6 dimensioned based) developed by S. P. Ahluwalia used for the teaching aptitude. Objectives wise data analysis was done by the researcher. The statistical parameters (mean, standard deviation & coefficient of co-relation) were used to calculate the value of the score collected by the questionnaire. The teachers of the Kannauj district shows a positive attitude regarding their teaching profession.

Keywords: Job Satisfaction, Attitude, Relation, Secondary level, Comparative

1. INTRODUCTION

Education works as an agent to change the world day by day. It is also working as a powerful tool to bring out a change in passion, profession, ambitions, desires, and profession. It is also influenced by the criteria of knowledge, skills of any individual, attitudes, and aptitude towards their work or profession. Education also developed the thinking in human beings for critical thinking towards any aspect. Broadly, the ultimate goal of education is to produce good quality citizens who contribute to their nation-building. Although this qualitative production depends on several aspects in which teachers and school are two major factors (Lal & Shergill, 2012). The school is directly related to infrastructure and teachers are the human resources who play a dignified role for the promotion of education. Every level of education works as a bridge to other education, for example, secondary education works as a bridge between higher education and elementary education and it also prepares them for their professional life.

Every level of education teaching is a major important aspect because it works like a resource person to transfer knowledge from one generation to another generation. Teachers also prepare young people to face the challenges of life and work through effective teaching. The various educational commissions recommended and highlighted the importance of the teachers for the development of the educational scenario (Velmurugan, 2017).

Mudaliar (1953) state that “we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualification or professional training and the place that he occupies in the school as well as in the community, the reputation of a school and its influence on the life of the community invariably depends on the kinds of teachers working in it” (Mudaliar, 1953; Ministry of Education, 2014). Similarly, Kothari commission stated that the role of a teacher opined that of all different factors, which influence the quality of education and its contribution
to national development, the quality, competence, and character of teachers are undoubtedly the most significant (Kothari, D. S., & Chairman, A. R., 1966).

The role of a teacher became difficult with the changing and expanding world of knowledge. A teacher always should know what to teach and how to teach to perform their practices inadequate, suitable and efficient manner. Including the role and responsibilities of a teacher as mentioned in National Council of Educational Research and Training (2005) that He /She should have sound knowledge about content material and should have necessary skills in their teaching, besides these various other factors also affecting teacher's effectiveness like attitude, intelligence, job motivation, values, self-assessment, content knowledge job satisfaction, personality, etc. Out of these only two factors, satisfaction about job and teacher’s attitude towards teaching have been considered for this study.

2. LITERATURE REVIEW

Job Satisfaction

Satisfaction is a major important aspect of the psychological domain because without it no individual survives regarding their work and profession. When we take it to the job setting it becomes very essential for their profession because when anybody not satisfied with his work/job, then he cannot be fully involved and may not give it his full performance which is needed by that particular job. Job satisfaction is considered in various disciplines like organizational behavior, industrial organization, human resource management. Satisfaction has generally affected the orientation to all boundaries of the job. In a broad manner, we find that it is an internal spirit of any individual towards their working profession. Job satisfaction of any employee in their organization has shown that it is the main component of the work environment and major factor which determines the organization's climate. It is also treated as a decisive factor as to evolve general efficiency in any individual towards any organization (Velmurugan, 2017; Huysman, 2008).

In India, educational commission focused that “nothing is more important than providing teacher’s best performance regarding their professional preparation and creating satisfactory conditions of work in which they carefully are effective” (Kothari, D. S., & Chairman, A. R., 1966).

Teaching is a profession which people are interested in, hence satisfaction here is necessary for the development of the teaching of any concept. Every educational institute has its own importance regarding educational perspectives which becomes famous with the help of teachers. They have also increased the success rate of the educational institutions. If a teacher is not competent and accountable towards his own profession, he cannot practically give his best. Teachers should be satisfied with their job facility and remuneration because these are basic factors that directly influence their psychological domains towards the teaching profession. Thus, we saw that job satisfaction is an essential part for teachers as well as institutions because without it we cannot think about pursuing the teaching profession adequately and accurately.

According to Arnold and Feldman (1996), “Job satisfaction will be defined as the amount of overall positive effect or feeling that individuals have towards their jobs.”

Attitude

Attitude is the belief of anyone about their surrounding environment. It is formed when an individual obtained numerous information about that particular thing. It is a French word that means fit. It is the eternal belief of any individual about their external elements of nature. Sometimes it is also described as a tendency of the human being to behave regarding objects based on their knowledge level. It is based on logical thinking and criticism because it is the result of some one's ideas, beliefs, feelings, and tendencies respective those actions. To defined it simple terms, we can say that attitude acts as manner, disposition, tendencies, and orientation emerge in mind concerning things or persons (Sivakumar, 2019; Pandey, 2016).

According to Gordon Allport (1935), “an attitude is the mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related” (Cunningham et, al. 2010).

Attitude for Teaching Profession

Teaching like any other profession has certain specific aims. These aims may vary from stage to stage and grade to grade. But throughout these stages, they have a definite direction. The educationists and experts have recognized attitude towards teaching profession as the crucial point in successful teaching and its outcome. Various educational programs and initiatives create dissatisfaction in the teachers in spite of their implementation. Development in technology, change is social status and political conditions, reform in economic conditions and privatization of the education carried out multiple roles for the teachers so they need specific and professional training to sort out the problems related to the teaching profession.

Moreover, after completing the training to get employment is another great problem which teachers have to face. The number of vacancies in a government school for the teachers is little compared to the available number of unemployed teachers; whereas in
private school employers exploit the teachers (Karr, 2011).

According to 2016 data 54000 teachers are now working in Kannauj government schools and every year there is a shortage of 9500 to 7000 teachers (ASER Centre, 2019). However, the numbers of students are approx. 16 lakhs and increase every year while the number of teachers has remained the same. They are paid a low salary and the service conditions are also very unsatisfactory. The place of appointment is far away from the native place to which teacher belongs. Emotional adjustment of a teacher in teaching profession and the school environment is hardly observed. Thus, unless satisfaction not shown in teachers regarding their job, the attainment of educational goals is hardly possible.

Teacher’s attitudes have three components:

1. Attitude regarding their profession
2. Attitude towards students.
3. Attitude towards the subject matter.

Taking all these components together, we can define attitude towards teaching as a "neuro mental readiness to respond to the teaching profession including all the matters related to the teaching-learning process.” Positive attitude towards teaching is key to successful teachers. Thus, amongst various factors that affect teacher performance attitude is an important part of those (Karr, 2011).

**Objectives**

- To identify the satisfaction of teachers regarding their teaching job.
- To compare the government and private school teacher's satisfaction with their job.
- To find out the relationship between job satisfaction and attitude of teachers towards their teaching profession.

**Hypothesis**

- There is no significant difference in the attitude of the teachers toward their teaching job.

3. **METHODOLOGY**

**Population**

All the secondary level schools of Kannauj district was treated as the population for this study.

**Sampling and Sample**

Purposive sampling was used to select representative data. From the selected schools, a sample of 40 teachers was drawn with four teachers from each school.

**Government Schools**

1. Rishi Bhumi Inter College, Saurikh Kannauj U.P.
2. Shiksha Sadan Inter College, Alipur, Saurikh Kannauj U.P.
3. Janta Inter College Gyaspur Khadini Kannauj U.P.
4. Hira Lal Inter College Chibbramau, Kannauj U.P.
5. Kisan Inter College Tirwa, Kannauj U.P.

**Private Schools**

1. Godawali Inter College Husepur Saurikh, Kannauj U.P.
2. Mamta Sudha Inter College Bahadurpur Saurikh, Kannauj U.P.
3. Pratibha Nikhar Inter College Kayampur, Saurikh Kannauj, U.P.
4. S D. S. A. S. Inter College Bhatpuri, Kannauj, U.P.
5. Bateshwar Dayal Janta Inter College, Chibbramau Kannauj U.P.

**Tool for the Study**

In a research study, the major important thing is data that are collected with the help of a good tool. Any researcher who does not used adequate and suitable tools his research becomes misguided and not obtain data according to the objectives of the research. A scale developed by Dr. Meera Dixit (1993) used for job satisfaction and another inventory of S. P. Ahluwalia (2006) was used for the attitude of teachers (Sharma, R. 2013).

**Administration of the Tool**

Researcher personally went to selected schools to administer the tool for data collection and taken permission from principals of the selected schools. To obtain identical and valid data, the researcher explained it very clearly before the administration of the questionnaire. All the questionnaires were answered and returned to the researcher.

4. **RESULT AND INTERPRETATION OF THE DATA**

**Objective 1:** To identified the satisfaction of teachers regarding their teaching job. The value of Standard Deviation, Mean and range of the data obtained by the instructor were calculated to know the satisfaction of teachers about job. On the test administered, the possible score that anyone can obtain is between 52 to 260. The calculated values are shown in the table:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S. D</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job satisfaction</td>
<td>40</td>
<td>144.35</td>
<td>25.87</td>
<td>Max 195 Min 93</td>
</tr>
</tbody>
</table>
From table (a) it may be perceived that the mean value of senior secondary teachers or the variable job satisfaction is 144.35, the standard deviation is 25.87, and the range of obtained scores is between 93 with the minimum score and 195 with the maximum score. The statistical value denotes the average value for satisfaction about their teaching job.

**Table 1. (b)**

<table>
<thead>
<tr>
<th>Level of Job satisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Average</td>
<td>23</td>
<td>57</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Very high</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 1. (b) indicates that 57 percent of teachers acquired average towards their job satisfaction. The value of satisfaction shows 30 percent and 13 percent respectively for high and low levels.

![Level of satisfaction about job](image)

**Figure 1.**

**Analysis of data about the attitude of secondary teachers.**

To identify the satisfaction level of the teachers towards their job nature Mean, Standard Deviation and range of the scores were calculated. On the test administered, the possible score that anyone can obtain is between 90 to 360. The calculated values are shown in the table:

**Table 1. (c)**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S. D</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attitude towards teaching</td>
<td>40</td>
<td>196.92</td>
<td>13.79</td>
<td>Max 230, Min 180</td>
</tr>
</tbody>
</table>

From table 1. (c) it may be perceived that the mean value of senior secondary teachers or the variable job satisfaction is 196.92, the standard deviation is 13.79. The range of obtained scores is between 180 with the minimum score and 230 with the maximum score. It may be safely interpreted that the attitude of teachers working in Kannauj district is favorable towards teaching.

**Table 2. (a)**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Management</th>
<th>N</th>
<th>Mean</th>
<th>S. D</th>
<th>'t' Tabulated</th>
<th>Calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government</td>
<td>20</td>
<td>154.04</td>
<td>21.31</td>
<td>1.96</td>
<td>2.37</td>
</tr>
<tr>
<td>2.</td>
<td>Private</td>
<td>20</td>
<td>134.65</td>
<td>29.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the satisfaction of government school teachers was concluded to be higher as compared to the private school teachers. ‘t’ test value indicates that government teacher’s level of satisfaction is significantly higher than the private.

‘t’ score was 2.37 which was found higher than the calculated value 1.96 at 0.05 level of significance so, the null hypothesis is rejected.

**Table 2. (b)**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Management</th>
<th>Level of job satisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government</td>
<td>Very low</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very high</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Private</td>
<td>Very low</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very high</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 2. (b) indicates that 55 percent of government and 60 percent of private teachers have average satisfaction about their job. 5 percent government and 25 percent private teachers have a low level of job satisfaction and 40 percent government and 15 percent private teachers have a high level of job satisfaction.
Figure 2.

Objective 3 To find out the relationship between job satisfaction and attitude of teachers towards their teaching profession.

Hypothesis 2: There is no significant relationship between job satisfaction and attitude towards teaching.

The values of the coefficient of correlation were calculated to find out the relationship. The calculated values are shown in the table.

Relationship between job satisfaction and attitude towards teaching

Table 3. (a)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>R</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Job satisfaction</td>
<td>40</td>
<td>144.35</td>
<td>0.36</td>
<td>38</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude towards teaching</td>
<td></td>
<td>196.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 3. (a) it may be perceived that the coefficient of correlation value of satisfaction about job and attitude towards teaching of senior secondary teachers is 0.36 with 38 df which is significant at 0.01 level. So, the null hypothesis “there is no significant relationship between job satisfaction and attitude of teachers towards teaching” is rejected.

So, we can interpret that the two-variable satisfaction about job and attitude towards teaching is significantly related to each other.

5. CONCLUSION

Based on the statistical analysis, the researcher finds higher satisfaction in government teachers towards their job as compare to private teachers because t-value found significant at 0.05 level. The mean value 203 is more than the 190.85 which present government teachers were more favorable compared to the private teachers. Analysis of the data shows the average value regarding the job satisfaction of the teachers. Mean value (196.92) represent favorable attitudes of teachers towards their teaching profession. Co-relation coefficient 0.36 at 0.01 level which denotes a positive relationship among teachers on their satisfaction about their job and attitude.

6. REFERENCES


Cunningham, S. F., Gilbert, D., Hackman, R., Heberlein, A., Jost, J., McCoy, J., ... & Ziv, T. (2010). Why does the study of attitudes have this status? What made the first social psychologists decide, even as they were still marking the boundaries of their new country, that evaluations along the good-bad continuum should. Handbook of Social Psychology, Volume One, 1, 353.


