



A comparative study of job satisfaction and attitude Towards education among high school teachers

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Abstract: School teachers are the most important group of professional for our nation's future. Therefore, it is astonishing to know that even today many of the school teachers are dissatisfied with their jobs. Job satisfactions among school teachers are good not only for themselves but society as a whole. It increases productivity and classroom performance in the schools. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When the teachers are satisfied in their job at that time only they have interested to teach students with efficiently and effectively. The purposes this study is 1) To analyse the job satisfaction level among the male and female teachers of high schools. 2) To analyse the attitude of the male and female teachers of high schools towards education. The "Descriptive Research Study" has been used. The primary data was collected by administering structured questionnaire to the High schools in Vijayawada city. The sample of 200 teachers in 20 Government High schools selected using Quota sampling technique. The obtained data was analysed using means, S.D. and *t*-test. The study revealed the following findings 1) No significant difference was found between the job satisfaction of male and female teachers of High schools. 2) Both male and female teachers of high schools have not significantly different attitude towards education.

Keywords: Attitude, Job Satisfaction, High school, Teachers and Education

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 prerequisite 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. 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. Attitude towards education of teachers is the sum total of teachers' inclinations and feelings, prejudice or bias, pre-concerned notions, ideals, fears, threats and convictions about specific situations. This attitude has great bearing on the ultimate quality of the achievement. Job satisfaction is a favourableness with which workers view their job. It results when there is a fit between job requirement and the wants and expectations of employees. In other words, it expresses the extent of match between worker's expectations (also aspiration) the rewards, the job provides,



the values it creates and get cherished. Teaching is regarding as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on

job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils.

REVIEW OF LITERATURE

Ahmed, Raheem and Jamal (2003) studied the job satisfaction of 236 teachers in senior high schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed greater job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools.

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.

Agarwal (2004) in a study of job satisfaction of primary and high school teachers conducted that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single family teachers, more experienced and government school teachers were more satisfied than other; age and marital status however had no relationship with job satisfaction.

Singh (2006) studied the impact of terrorism on physical education. Teachers of Jammu and Kashmir state in relation to their job satisfaction, personality and attitude towards education. He found that Punjab state physical education teachers are extremely satisfied from their jobs but Jammu and Kashmir teachers are in very satisfied category. Teachers of both the groups have the solitary personality. Further, found that the teachers of both the states have unfavourable attitude towards education. A total sample of 200 vocational teachers out of which 100 were males and 100 were females from private vocational institutes of Moradabad district was taken. Tools were Organizational Role Stress Scale and Locus of Control Scale. The results indicated that there was significant difference between male and female vocational teachers regarding job satisfaction as well as its components intrinsic and extrinsic satisfaction. But there was no significant gender difference regarding organizational role stress and locus of control. Both males and females had same level of stress. Males were found to be more satisfied than females. Role erosion dimension was found to be significantly differed for male and female teachers.



Suryanarayana and Goteti (2010) designed a study to know teaching competency and teacher job satisfaction among high school teachers and concluded that the teaching competency variable was related with the teacher's job satisfaction. Teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution was differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories was also differ significantly.

Muchhal and Satish (2010) noted accountability of primary school teachers in relation to their job satisfaction. Sample of the study comprised 150 primary school teachers from private and government school of Baghpat district from Uttar Pradesh State. Out of 150 primary school teachers only 30 teachers i.e. 20% more satisfied 70 teachers i.e. 46.67% average satisfied and the rest 50 teachers i.e.33.33% were less satisfied toward their job. The coefficient of correlation between teacher's accountability and job satisfaction was positive. It indicated that teachers who were more jobs satisfied were highly accountable; on the other hand teachers who were less satisfied were less accountable towards their job. There exited a significant difference in job satisfaction of male and female teachers. Female teachers were more satisfied towards their job as compared to male teachers.

A synoptic review of the above researches revealed that job satisfaction of the teachers. Only satisfied and well-adjusted teacher can think of the well-being of the

pupils. In the light of this background, the aim of this study is to analyse the job satisfaction level among the male and female teachers of High schools and also to analyse the attitude of the male and female teachers of High schools towards education. Therefore the problem was stated as "A comparative study of job satisfaction and attitude towards education among high teachers"

OBJECTIVES OF THE STUDY

1. To analyse the job satisfaction level among the male and female teachers of high schools.
2. To analyse the attitude of the male and female teachers of high schools towards education

HYPOTHESES OF THE STUDY

1. There is significant difference in job satisfaction of Male and Female teachers of high school.
2. There is significant difference in attitude towards education among male and female teachers of high school.

DELIMITATING THE STUDY

1. The present study based on the data collected from high schools of Krishna Dist. in Andhra Pradesh only
2. In this present study only those teachers were considered, who were presently working in the Government high schools only

METHODOLOGY

The study being undertaken is Descriptive Research in nature. In this study, the sampling unit was teachers of the 20 Government High schools. The sample size was so selected that it could be adequate enough to represent the whole population, and also give the true



picture. The total sample size was restricted to 200. Keeping in Mind the nature of data required for the study, Quota sampling technique has been used. The respondent for the survey has been selected from the High schools of Krishna Dist. in Andhra Pradesh. The primary

data was collected by administering structured questionnaire to the teachers of the High schools. The statistical techniques used in this study are Mean, Standard Deviation and t-test for two independent samples

RESULTS

Job Satisfaction Level among the Male and Female Teachers of High Schools

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1	Male	100	74.54	12.42	0.684	Non- significant
2	Female	100	75.56	12.84		

In table 1 the mean, standard deviation and t-value is presented. The mean score for Job satisfaction of male teachers teaching in High schools is 74.54 with S.D. of 12.42. Job satisfaction of female teachers has the mean and S.D. is 75.56 and 12.84. To test the difference between the means of two groups of teachers i.e. male and female t-ratio is calculated with is 0.684. The t-value is non-significant. Therefore, it is inferred that there is no significant difference between the job satisfaction of male and female teachers of High schools.

Attitude of the Male and Female Teachers of High Schools towards Education

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1	Male	100	84.24	10.62	0.102	Non- significant
2	Female	100	84.38	10.41		

In table 2 the mean, standard deviation and t-value is presented. The mean score for attitude towards education of male teachers teaching in High schools is 84.24 with S.D. of 10.62. Attitude towards education of female teachers has the mean and S.D. is 84.38 and 10.41. To test the difference between the means of two groups of teachers i.e. male and female t-

ratio is calculated with is 0.102. The t-value is non-significant. Thus, teachers, male and female both have not significantly different attitude towards education.

CONCLUSION

The study reveals that teachers are very satisfied with their jobs. The male groups



of teachers has the mean value 74.54, thus it corresponds to the extremely satisfied category as per the manual. Similarly, the female teachers also fall in the extremely satisfied category with the mean value of 75.56. The computed t-value is 0.684, which is non-significant. Thus, it is inferred that male and female teachers are not different from each other on job satisfaction variable. The further conclusion is that both the male and female teachers teaching High schools have unfavourable attitude towards education. The male teachers

have the mean value 84.24 and female teachers have the mean value 84.38. This shows that the attitude score of female High schools teachers is higher than that of male teachers. Therefore, it is evident that female teachers have more favourable attitude towards education as compared to their male counterparts. The difference between the mean is non-significant with t-value 0.102. It is inferred that both male and female teachers do not differ significantly regarding the attitude towards education.

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