

JOB SATISFACTION AND ATTITUDE TOWARDS TEACHING PROFESSION AMONG WOMEN TEACHERS

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Abstract:

The present study was aimed to investigate and assess the job satisfaction and attitude towards teaching profession among women teachers working in different government and private secondary schools of district Srinagar, Kashmir. The sample comprised of 100 women secondary school teachers (50 from each government and private respectively). The data were collected by using Attitude towards Teaching Profession Scale (ASTTP) and Job Satisfaction Scale for Teacher (JSST). Mean, S.D and test of significance was used to analyse the data. The overall results revealed that women teachers working in government secondary schools were found to be more satisfied with their job and their attitude towards teaching profession was found to be favourable than the women teachers working in private secondary schools.

Key words: Job Satisfaction, Attitude towards Teaching Profession, Women Teachers

Introduction:

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its specialists. In teaching profession, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counselling the students, organizing co-curricular activities etc, together with activities which are intrinsic to teaching and learning. This needs perfection and professional preparation of teachers and teacher educators. A teacher is considered as a person who must ensure enrolment, create an environment for retention of children in the schools and produce high quality learners even in the conditions of deprivations and deficiencies. Teaching being a dynamic activity requires a favourable and encouraging attitude and certain specific competencies from its practitioners. And teachers expertise depends on the attitude they possess for their profession. Every profession has various aspects responsible for job satisfaction along with

attitude and teaching is not an exception. Unless a teacher derives satisfaction from his job and develops a positive attitude towards education, s/he cannot instigate desirable outcomes to provide to the needs of the society. Job satisfaction is a complex phenomenon. It is one of the most crucial and controversial issues of behavioural management in any organization. It is the result of various attitudes the employee holds towards his job, towards related factors and towards life in general. It is viewed as a result of or consequence of the workers' experiences on the job in the relation of his own values, and what he wants or expects from the job. According to Tiffin and McCormick (1971), "The satisfaction which people experience in the jobs is in large part the consequence of the extent to which the various aspects of their work situations tend to be relevant to their job related value system." A teacher can perform to the greatest of his capacity if s/he is satisfied with his/her job. The teachers' overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and to retaining motivated and quality individuals in the teaching profession. Thus, job satisfaction of teachers results in the better achievement of students and enhances quality education. Besides, teachers' proficiency depends on the attitude they possess for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. Locke (1976) defined job satisfaction as a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. Besides, attitude plays a very important role in the effective communication in the classroom. A teacher with a positive attitude towards teaching is considered better and becomes popular among the students for his better teaching belonging to various groups. Attitude is always tied up with insights, interpretation, opinions and actions. An attitudinal change can be produced in the learner by teaching which is related to learning. This accordingly intervenes with positive or negative attitude of teachers towards pupil, teaching profession, classroom activities, educational programmer and the child centered activities. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concept, motives, opinion, habits and traits.

OBJECTIVES

1. To study and compare the Job Satisfaction of women teachers working in Govt.and Private Secondary Schools.
2. To study and compare the Attitude towards Teaching Profession of women teachers working in Govt.and Private secondary schools.

HYPOTHESIS

1. There is significant difference between the mean scores of Job Satisfaction of women teachers working in Govt. and Private Secondary Schools.
2. There is significant difference between the mean scores of Attitude towards Teaching Profession of women teachers working in Govt. and Private Secondary Schools

SAMPLE

The sample for the present investigation was carried out on 100 women teachers (50 government and 50 private) working in different government and private secondary schools of district Srinagar, Kashmir. A simple random sampling technique was used to gather data from both the secondary schools.

TOOLS

1. **Attitude towards Teaching Profession Scale (ASTTP):** This scale is developed by UmmeKulsum. It contains 55 items and measures the attitude of teachers towards: academic, administrative, social and psychological, co-curricular and economic aspects.
2. **Job Satisfaction Scale for Teacher (JSST):** This scale is developed by Meera Dixit. This scale consists of 52 items and measures the job satisfaction of teachers.

STATISTICAL TREATMENT

Keeping in view the objectives of the present study, the data obtained was put to suitable statistical analysis by using Mean, Standard deviation (SD) and test of significance ("t"-test) in order to determine whether there is any significant difference between the mean

scores of Job Satisfaction and Attitude Towards Teaching Profession of women teachers working in government and private secondary schools.

Analysis, Interpretation & Discussion of Results:

Table No. 1: Showing the Significance of difference between the Mean Scores of Job Satisfaction of women teachers working in Govt. and private secondary schools (N=50 each)

Group	N	Mean	S.D	t-value	Level of Sig
Govt.	50	158.31	10.07	2.91	0.01
Private	50	152.80	8.89		

TABLE No. 2: Showing the Significance of difference between the Mean Scores of Attitude towards Teaching Profession of women teachers working in Govt. and private secondary

schools(N=50 each)

Dimensions	Group	N	Mean	S.D.	t-value	Level of Sig
Academic	Govt.	50	30.74	2.77	4.17	0.01
	Pvt.	50	29.56	3.51		
Administrative	Govt.	50	21.58	2.13	11.9	0.01
	Pvt	50	19.23	2.25		
Social & Psychological	Govt.	50	87.43	5.85	5.97	0.01
	Pvt.	50	83.69	7.99		

Co-Curricular	Govt.	50	17.44	1.87	10.70	0.01
	Pvt.	50	15.53	2.11		
Economic	Govt.	50	18.66	2.06	1.82	Not Significant
	Pvt.	50	18.28	2.56		
Composite Score	Govt.	50	175.97	9.44	8.83	0.01
	Pvt.	50	166.28	14.54		

RESULTS

The comparative analysis of Attitude towards teaching among government and private women teachers on Job Satisfaction reported in **Table No.1** reveal a significant mean difference between the two groups. The mean score of women teachers working in government secondary schools was found to be $M= 158.31$ whereas, the mean score of women teachers working in private secondary schools was found to be $M= 152.80$. the calculated t value was observed as $t= 2.91$ which is significant at 0.01 level. The results reveal that the women teachers of government secondary schools have higher job satisfaction than their counterparts. Table No.2 indicates the comparative analysis of women teachers working in government and private secondary schools on Attitude towards Teaching. The results reveal that out of five dimensions women teachers working in government secondary schools were found high on four dimensions. On academic dimension, the mean scores favoured government women teachers $M=30.74$ than their counterparts having mean score $M= 29.56$. The t-value came out to be $t= 4.17$, which is significant at 0.01 level. On administrative dimension, the mean score of women government teachers was observed to be $M=21.58$ which is significantly higher than their counterparts which is $M=19.23$ and the t-value came out to be $t= 11.9$ significant at 0.01 level. On social and psychological dimension, the mean scores again favoured government women teachers with $M= 87.43$ Whereas, their counterparts private women teachers were observed to have less mean score $M=83.69$. THE t-value was observed to be 5.97 which is significant at 0.01 level. On co-curricular dimension the women teachers working in government secondary schools were found to have higher mean $M=17.44$ than their

counterparts, private women teachers having $M=15.53$. The t-value was observed as $t=10.70$ significant at 0.01 level. However, the results reveal an insignificant mean difference between the two groups on Economic dimension. From the results, it can be inferred that the Government women teachers seem to have a better academic, administrative, psychological and co-curricular attitude towards teaching profession. They were comparatively stable, hardworking, conscientious, dutiful and demonstrative towards their profession.

CONCLUSION:

A teacher, who is happy with his job, plays a pivotal role in the up-liftment of the society. Well-adjusted and satisfied teacher can contribute a lot to the wellbeing of his/her pupils. Based on the findings of the present study women teachers working in government secondary schools are highly satisfied with their job and their attitude towards teaching profession is favourable. It can be concluded that the teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

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