**“JOB SATISFACTION OF ELEMENTRY SCHOOL TEACHERS IN RELATION TO** **THEIR ATTITUDE TOWARDS TEACHING*”***

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**Abstract**

The study focused on relationship of job satisfaction of elementary school teacher with their attitude towards teaching. The researcher wants to know the level of significance of relationship and mean difference in job satisfaction and attitude towards teaching on the basis of gender, type of school and experience. Descriptive research method was used and by using convenient sampling method, the sample of 100 elementary teachers was collected from which 50 were male and 50 female and 50 from govt. schools and 50 from private schools. Significant simple coefficient correlation was found between job satisfaction and attitude towards teaching. Mean differences in job satisfaction of elementary school teachers and in attitude towards teaching were significant on the basis of type of school.

**INTRODUCTION**

Now with the implementation of RTE act (2009), the elementary education has become fundamental right of every child in the age group of 6-14 years i. e. at the elementary level. Although there is marvelous achievement in enrolment of children is concerned, but the most disturbing element is that of declining learning level among children. To improve the quality of teaching and learning at desired level. The teacher which is pivot of all teaching and learning process, whose job satisfaction play a vital role in enhancing the learning level among learners which in turn improve the total quality of education at elementary level. There are many psychological, physical, economic and social factors affect the job satisfaction among teachers one psychological factor attitude towards teaching is being studied in the present study. Aggarwal (2005) stated that job satisfaction is the whole matrix of job factors that makes a person like the work situation and be willing to head for it without distaste at the beginning of the work day. Job satisfaction is result of various attitude possessed by an employee towards their job. In the present study four aspect of job satisfaction included.(i) Attitude Towards Profession (ii)Attitude Towards Working Conditions(iii)Attitude Towards Authority (iv)Attitude Towards Institution

A teacher having positive favorable attitude makes the teaching work not only easier but also more professional, satisfying and rewarding. A negative unfavorable attitude makes the teaching task harder and unpleasant. Morgan, King, Weisz & Schopler (2004) stated that attitude is simply expression of how much we like or dislike various things. Mangal (2007) stated that an attitude may be taken as predisposition or determining acquired tendencies which prepare a person to behave in a certain way towards certain specific of facts or class of object, subject to the condition prevailing in the environment. In present study six aspects concerning with teacher's attitude are: (i) Teaching profession (ii) Class-room teaching (iii) Child-centered practices(iv) Educational process(v) Pupil (vi) Teacher.

The present study provides an opportunity to find out the relation of job satisfaction of elementary teachers with their attitude towards teaching. This study also helps to know the significant mean difference in teacher's job satisfaction and their attitude towards teaching on the basis of gender, type of schools (Government / Private Recognized ) and experience (More Experienced-having 10 years or more than 10 years experience / Less Experienced-having less than 10 years experience )

OBJECTIVES OF THE STUDY

1. To study the relationship between job satisfaction of elementary school teachers and their attitude towards teaching
2. To study the mean difference in job satisfaction of elementary school teachers with respect to:

a. Gender

b. Type of schools (Govt./ Private Recognized)

c. Experience (More Experienced-having 10 years or more than 10 years experience/Less Experienced-having less than 10 years experience).

3. To study mean difference in attitude towards teaching of

Elementary school teachers with respect to:

a. Gender (male/female)

b. Type of schools (Govt./Private Self Financed)

c. Experience (More Experienced- having 10 years or more

than 10 years experience /less Experienced- having less than 10 years

experience).

HYPOTHESES OF THE STUDY

To fulfill the objectives of the study the following hypotheses are formulated:

1. There exists no significant correlation between job satisfaction of elementary school teachers and their attitude towards teaching.
2. There exists no significant mean difference in job satisfaction of elementary school teachers with respect to:

a. Gender

b. Type of Schools

c. Experience

1. There exists no significant mean difference in attitude towards teaching of elementary school teachers with respect to:

a. Gender

b. Type of schools

c. Experience

RESEARCH METHODOLOGY

In the present study, descriptive research method was used to find out relationship between the variables. The following dependant and independents variables were employed in the present study.

Dependant Variable - Teachers' Job-Satisfaction

Independent Variables - Teachers' Attitude towards Teaching

All the elementary teachers who teach from class-Ist to VIIIth in schools of Haryana constituted the population for the purpose of the present study.In the present study convenient sampling method was used. The sample is made of 100 elementary school teachers. 50 teachers out of 100 teachers are selected from govt. schools, and 50 teachers from private recognized schools. In the present study below mentioned two standardized tools were used.

1**.Teacher Job Satisfaction Questionnaire** by Dr. Parmod Kumar and Dr. D.N. Mutha

2.**Teacher Attitude Inventory** by Dr. S.P. Ahluwalia.

Product moment co-efficient of correlation was employed to find out the correlation between job satisfaction and teachers' attitude towards teaching. T-test was used to find out significance of mean difference.

**Analysis and Interpretation**

**FINDINGS BASED ON CORRELATION**

**Relationship between Job Satisfaction of Elementary School Teachers and Their Attitude towards Teaching.**

Present study indicates that there is significant and positive correlation between job satisfaction of elementary school teachers and their attitude towards teachings as shown in table 1.1. The study also shows simple correlation between job satisfaction of elementary school teachers and various dimensions of attitude towards teaching which are positive and significant except one.

(a) Job satisfaction of elementary school teachers is positively and significantly correlated with their attitude towards teaching.

(b) Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards teaching profession.

(c) Job satisfaction of elementary school teachers is positively and insignificantly correlated with attitude towards class room teaching.

(d) Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards child centered practices.

(e) Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards educational process.

(f) Job satisfaction of elementary school teachers is positively and significantly correlated with attitude toward pupil.

(g) Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards teacher.

Thus the hypothesis, no significant correlation between job satisfaction of elementary school teacher and their attitude towards teaching is rejected.

**Table 1.1**

**Simple Co-efficient of Correlation between job satisfaction of elementary teachers and their Attitude towards teaching and Various Dimensions of Attitude towards teaching**

|  |  |  |
| --- | --- | --- |
| S. No. | Attitude towards Teaching/ Dimensions | Coefficient of Correlations (r) |
| 1 | Teacher Attitude Towards Teaching | .311\* |
| 2 | Attitude Towards Teaching Profession | .297\* |
| 3 | Attitude Towards Classroom-Teaching | .175 |
| 4 | Attitude Toward Child-Centered Practices | .347\* |
| 5 | Attitude Towards Educational Process | .263\* |
| 6 | Attitude Towards Pupil | .196\* |
| 7 | Attitude Towards Teacher | .224\* |

\* Significant at .05 level, N = 100

Table value at .05 level of significance = 0.195, df = 98

**Relationship between Attitudes towards Teaching of Elementary School Teachers and Various Dimensions of Job Satisfaction**

Present study indicates positive co-relation between attitudes towards teaching of elementary school teachers and various dimensions of job satisfaction as shown in table 1.2

**Table 1.2**

**Simple Co-efficient of Correlation BETWEEN ATTITUDE towards teaching of elementary teachers and Various Dimensions of job satisfaction**

|  |  |  |
| --- | --- | --- |
| S. No. | Dimensions of Job Satisfaction | Coefficient of Correlations (r) |
| 1 | Attitude Towards Profession | 0.356\* |
| 2 | Attitude Towards working condition | 0.203\* |
| 3 | Attitude Towards Authority | 0.147 |
| 4 | Attitude Towards Institution | 0.205\* |

\*= Significant at -05 level, N=100, DF=98

Table value at .05 levels of Significant = 0.195

* + - 1. Attitude towards teaching of elementary school teachers is positively and significantly correlated with attitudes towards profession.
      2. Attitude towards teaching of elementary school teachers is positively and significantly correlated with attitudes towards working condition
      3. Attitude towards teaching of elementary school teachers is positively and insignificantly correlated with attitudes towards authority
      4. Attitude towards teaching of elementary school teachers is positively and significantly correlated with attitudes towards Institution.

###### **Findings based on mean Difference**

###### **Mean Difference in Job Satisfaction of Elementary School Teachers on the basis of Gender**

Mean difference in job satisfaction of male and female elementary teachers is insignificant as shown in table 1.3. T-ratio for mean difference in job satisfaction of male and female elementary teachers is 0.13, which is insignificant at .05 level of significance. Thus null hypothesis (Ho) is accepted. It means that male and female elementary teachers do not differ in job satisfaction.

**Table 1.3**

**Mean Difference in Job Satisfaction of Male and Female elementary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No. | Group | N | Mean | S.D. | t-ratio | Significance |
| 1 | Male Teachers | 50 | 22.50 | 3.88 | 0.13 | Insignificant at .05 level of significance |
| 2 | Female Teachers | 50 | 22.62 | 4.66 |

**Mean Difference in Job Satisfaction of Elementary School Teachers on basis of Type of Schools**

Mean difference in job satisfaction of govt. and private elementary school teachers is significant as shown in table 1.4. T-ratio for mean difference in job satisfaction of govt. and private elementary school teachers is 7.72, which is significant at .05 level of significance. Thus null hypothesis (Ho) is rejected. Govt. elementary teachers are found more satisfied in their job as compared to private elementary teachers.

Table 1.4

**Mean Difference in Job Satisfaction of Govt. and Private Elementary Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No. | Group | N | Mean | S.D. | t-ratio | Significance |
| 1 | Govt. Teachers | 50 | 25.32 | 3.11 | 7.72 | Significant at .05 level of significance |
| 2 | Private Teachers | 50 | 20.00 | 3.67 |

**Mean Difference in Job Satisfaction of Elementary School Teachers on the basis of Experience.**

Mean difference in job satisfaction of more experienced (have 10 years or more than 10 years experience) and less experienced (having less than 10 years experience) elementary school teachers is insignificant as shown table 1.5. T-ratio for mean difference in job satisfaction of more and less experienced teachers is 0.25, which is insignificant at .05 level of significance. Thus null hypothesis (Ho) is accepted. It means that more experienced and less experienced elementary school teachers do not differ in job satisfaction.

**Table 1.5**

**Mean Difference IN JOB Satisfaction of more and less Experienced elementary Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No. | Group | N | Mean | S.D. | t-ratio | Significance |
| 1 | More Experienced | 52 | 23.12 | 4.62 | 0.25 | Insignificant at .05 level of significance |
| 2 | Less Experienced | 48 | 22.64 | 2.28 |

**Mean Difference in Attitude towards Teaching of Elementary School Teachers on the basis of Gender**

Mean difference in attitude towards teaching of male and female elementary school teachers is insignificant as shown in table 1.6.

**Table 1.6**

**Mean Difference in Attitude towards teaching of Male and Female elementaRY Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No. | Group | N | Mean | S.D. | t-ratio | Significance |
| 1 | Male  Teachers | 50 | 227.56 | 43.04 | 1.05 | Insignificant at .05 level of significance |
| 2 | Female Teachers | 50 | 217.88 | 47.53 |

T-ratio for mean difference in attitude towards teaching of male and female elementary school teachers is 1.05, which is insignificant at .01 level of significance. Thus null hypothesis (Ho) is accepted. Male and female elementary school teachers do not differ in their attitude towards teaching.

**Mean Difference in Attitude towards Teaching of Elementary School Teachers on the basis of Type of Schools**

Mean difference in attitude towards teaching of govt. and private elementary school teachers is significant at .05 level of significance as shown in table 1.7. T-value of mean difference in attitude towards teaching of govt. and private elementary school teachers is 6.20, which is significant at .05 level of significance. Thus (Ho) null hypothesis is rejected. Govt. elementary school teachers are found more favorable attitude towards teaching in comparison with private elementary school teachers.

**Table 1.7**

**Mean Difference in Attitude Towards Teaching of Govt. and Private elementary Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No. | Group | N | Mean | S.D. | t-ratio | Significance |
| 1 | Govt. Teachers | 50 | 246.94 | 25.25 | 6.20 | Significant at .01 level of significance |
| 2 | Private Teachers | 50 | 178.50 | 48.45 |

**Mean Difference in Attitude towards Teaching of Elementary School Teachers on the basis of Experience.**

Mean difference in attitude towards teaching of more experienced (having 10 years or more than 10 years experience) and less experienced (having less than 10 years experience) elementary school teachers is insignificant as shown in table 1.8. T-ratio for mean difference in attitude towards teaching of more experienced and less experienced elementary school teachers is 1.63, which is insignificant at .05 level of significance. Thus null-hypothesis (Ho) is accepted. More experienced and less experienced elementary school teachers do not differ in their attitude towards teaching.

**Table 1.8**

**Mean Difference IN ATTITUDE Towards Teaching of More and Less Experienced Elementary Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No. | Group | N | Mean | S.D. | t-ratio | Significance |
| 1 | More Experienced Teachers | 52 | 227.14 | 45.24 | 1.63 | Insignificant at .01 level of significance |
| 2 | Less Experienced Teachers | 48 | 208.92 | 63.43 |

**Main Findings**

1. Job satisfaction of elementary school teachers is positively and significantly correlated with their attitude towards teaching.
2. Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards teaching profession.
3. Job satisfaction of elementary school teachers is positively and insignificantly correlated with attitude towards classroom teaching.
4. Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards child centered practice.
5. Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards educational process.
6. Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards pupil.
7. Job satisfaction of elementary school teachers is positively and significantly correlated with attitude towards teachers.
8. Attitude towards teaching of elementary school teachers is positively and significantly correlated with attitude towards profession.
9. Attitude towards teaching of elementary school teachers is positively and significantly correlated with attitude towards working condition.
10. Attitude towards teaching of elementary school teachers is positively and insignificantly correlated with attitude towards authority.
11. Attitude towards teaching of elementary school teachers is positively and significantly correlated with attitude towards institution.
12. There exists insignificant mean difference in job satisfaction of male and female elementary school teachers.
13. There exists significant mean difference in job satisfaction of govt. and private elementary school teachers. Govt. school teachers are found more satisfied in their job in comparison with private teachers.
14. There exists insignificant mean difference in job satisfaction of more experienced (having 10 years or more than 10 years experience) and less experienced (having less than 10 years experience) teachers. More and less experienced teachers do not differ in job satisfaction.
15. There exists insignificant mean difference in attitude towards teaching of male and female elementary school teachers.
16. There exists significant mean difference in attitude towards teaching of govt. and private elementary school teachers. . Govt. elementary school teachers have more favorable attitude towards teaching in comparison with private teachers.
17. There exists insignificant mean difference in attitude towards teaching of of more experienced (having 10 years or more than 10 years experience) and less experienced (having less than 10 years experience) teachers. More and less experienced teachers do not differ in attitude towards teaching. .

**EDUCATIONAL IMPLICATION**

The results of simple correlation reveal that there is significant correlation between job satisfaction of elementary school teachers and their attitude towards teaching. Planner, administrator and management should be aware about the correlation between job satisfaction of teachers and their attitude towards teaching in order to enhance the performance of teachers. Only satisfied teacher can create interest in learning, use child centered methods and various teaching aids, produce congenial environment in classroom, help in overall development of students. The universalisation of elementary education is not possible with unsatisfied teachers and unfavorable attitude among teachers towards teaching. So, the need of the hour is that the teachers should be satisfied who feel pride in teaching profession, become professional and show positive attitude towards teaching to produce quality in teaching. Positive attitude towards teaching and high job satisfaction helps the teachers in making adjustment in the new situation and develop more ability to understand subject matter and methodology of teaching. Job satisfaction and attitude towards teaching increase when teachers find working condition cordial. Job satisfaction and attitude towards teaching increase when teachers find working condition cordial. In elementary school especially in self-financed schools, teachers should be provided better salary as per as per government scale and other allowances , job security, medical, transport, and residential facilities, prospects of professional development, ideal working situation, healthy relationship between management and teacher, healthy environment of Institution, all necessary equipment and teaching aids, laboratory and library facilities. Such facilities and condition can develop more positive attitude towards teaching among teachers which would further generate more satisfied, committed and effective teachers.

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