

A Comparative Study of Job Satisfaction and Attitude towards Education among Male and Female Teachers

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ABSTRACT

The purpose of this study was to discover and compare the attitudes of job-satisfied and job-dissatisfied female instructors regarding teaching. An initial sample of 1000 female elementary school teachers who had worked in their department for more than five years was taken from four districts in Kashmir valley. The final sample was obtained after the original sample was subjected to the Quartile Deviation (Q3) and Q1 techniques. UmmeKulsum's "Attitude towards Teaching Profession Scale(ASTTP)" and Meera Dixit's "Job Satisfaction Scale for Teacher (JSST)" were employed by the researchers. The data was statistically treated appropriately, with Mean, Standard Deviation (SD), and a test of significance ("t"-test) being used. The findings demonstrated that Job Satisfied and Dissatisfied women instructors differed considerably in their attitudes toward teaching, with Job Satisfied women teachers having a better attitude toward teaching than Job Dissatisfied women teachers.

Keywords: Teaching profession, Job Satisfaction, Women teachers

I. INTRODUCTION

Ever since the dawn of civilization, teachers have been considered as the core of any educational system. The growth and development of a country depends upon the quality of its teachers. As an educator, mentor and guide they play a pivotal role of being an indicator and facilitator of social change in society. They are called nation builders. Teaching is a profession that profoundly affects the lives of every individual and ultimately the strength and well-being of their nation [1]. 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. The positive attitude helps teacher to develop a conductive learner

friendly environment in the classroom. It also casts a helpful and successful effect on learning of students. . It has been found that teacher's job satisfaction and dissatisfaction is directly related to their profession. Job satisfaction generally represents a combination of positive or negative feelings that workers have towards their work. Every profession has various aspects responsible for job satisfaction along with attitude and teaching is not an exception. Until and unless a teacher derives satisfaction from his job and develops a positive attitude towards education, he cannot instigate desirable outcomes to provide to the needs of the society. A teacher can perform to the greatest of his capacity if he/she 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 [2]. Thus, job satisfaction of teachers results in the better achievement of students and enhances quality education

No nation could afford to entrust young impressionable children to teachers who are unprepared to look after them professionally. Thus, teacher education becomes an important part of the entire educational system. The dynamical social changes have brought women forefront. They play an important role as homebuilders, production executives and reconstruction workers. With the increase in the number of women filling different slots of work in the world, it is of vital importance that women should find satisfaction in whatever they do. Teachers shape the destiny of the nation in their classrooms. Due to various reasons, some professions like teaching attract more women than men. Their maladjustment or dissatisfaction with teaching profession will not have adverse effect on their own personality but also produce dissatisfaction among children they teach [3]. And in order to gain expertise, women teachers must have job satisfaction and positive attitude towards their profession. Elementary school teachers have many job duties beyond just teaching children. They must be capable to instil a love for learning among their students. They must be positive and use unique and interesting approaches to learning in order to help each student engaged in learning. They need to work hard with parents as well as administrators to assist students to learn in the best possible way. Teacher plays an important role in bringing constructive, productive and quality education in society because in their custody the best cream is put to polish which leads to national progress and prosperity. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in moulding a pupil towards education.

Teacher plays an important role in bringing constructive, productive and quality education in society because in their custody the best cream is put to polish which leads to national progress and prosperity. Since teacher is a role model for the students, job satisfaction and eventually positive attitude towards teaching becomes very vital in the fields of education. Only teachers with desirable attitudes could achieve effective and productive learning on the part of students. Thus, teacher's attitude towards teaching profession forms the major variable for the present study.

II. OBJECTIVES OF THE STUDY

1. To identify the Job Satisfied and Dissatisfied women teachers working at elementary level.
2. To compare the Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession.

III. HYPOTHESIS

1. There will be a significant difference between the mean scores of Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession.

IV. SAMPLE

The sample for the present investigation was divided into two parts- initial and final sample. An initial sample of 1000 women teachers was selected from various elementary schools of Kashmir valley, J&K through the technique of simple random sampling from government run elementary schools of four Districts of Kashmir namely Anantnag, Baramulla, Ganderbal and Srinagar. A number of 250 women teachers who have put in more than five years of service in their departments were considered as the sample for the study from each district. The final sample shall comprise of the sample drawn after using Quartile deviation i.e. Q3 and Q1 technique on the initial sample.

Final Sample = 500 women teachers

V. TOOLS

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.

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.

VI. 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 Satisfied and Job Dissatisfied women teachers on the variable under investigation.

TABLE No. 1: Showing the Significance of difference between the Mean Scores of Job Satisfied and Dissatisfied women teachers on Attitude towards Teaching Profession (N=250 each)

Dimensions	Group	N	Mean	S.D.	t-value	Level of Significance
Academic	JSWT	250	30.74	2.77	4.17	Significant at 0.01 level
	JDWT	250	29.56	3.51		
Administrative	JSWT	250	21.58	2.13	11.9	Significant at

	JDWT	250	19.23	2.25		0.01 level
Social and Psychological	JSWT	250	87.43	5.85	5.97	Significant at 0.01 level
	JDWT	250	83.69	7.99		
Co-Curricular	JSWT	250	17.44	1.87	10.70	Significant at 0.01 level
	JDWT	250	15.53	2.11		
Economic	JSWT	250	18.66	2.06	1.82	Not Significant
	JDWT	250	18.28	2.56		
Composite Score	JSWT	250	175.97	9.44	8.83	Significant at 0.01 level
	JDWT	250	166.28	14.54		

Acronyms: JSWT = Job Satisfied Women Teachers

JDWT= Job Dissatisfied Women Teachers

VII. INTERPRETATION AND DISCUSSION

The comparative analysis of Job Satisfied and Dissatisfied women teachers on five dimensions of Attitude towards teaching profession reported in **Table No. 1** reveal a significant mean difference between the two groups on four out of five dimensions of attitude towards teaching profession. An examination of the table further reveals that both the groups (Job Satisfied and Job Dissatisfied women teachers) differ significantly on the Academic dimension. The mean score in case of Job Satisfied teachers is reported to be higher (M=30.74) as compared to Job Dissatisfied women teachers (M=29.56). The obtained “t”-value came out to be significant at 0.01 level of confidence (t= 4.17). From these results, it is revealed that the Job Satisfied women teachers seem to have a better academic attitude towards teaching profession. The two groups are also seen to differ significantly on Administrative dimension. The mean score of Job Satisfied women teachers came out to be 21.58 and in case of Job Dissatisfied women teachers, the mean score is reported to be 19.23. The obtained “t”-value (t=11.9) is reported to be significant at 0.01 level of confidence. It indicates that Job Satisfied women teachers have an adaptation to better Administrative behaviour. The two groups were further compared on Social and Psychological attitude and the mean score in case of Job Satisfied teachers seem to be higher (M=87.43) than the mean score of Job Dissatisfied women teachers (M=83.69). The obtained “t”-value is significant at 0.01 level of confidence (t=5.97). The mean difference favours the Job Satisfied group of women teachers, which indicates their inclination towards better Social and Psychological dimension of teaching attitude. With regard to Co-Curricular dimension of attitude towards teaching profession, Job Satisfied teachers have been found with higher mean score (M=17.44) than Job Dissatisfied women teachers (M=15.53). The obtained “t”-value came out 10.70, which is statistically significant at 0.01 level. It can be inferred that Job Satisfied women teachers have a better Co-Curricular attitude as compared to Job Dissatisfied teachers. However, the table reveals an insignificant mean difference between the two groups on Economic dimension. Job Satisfied women teachers is observed to have a mean score (M=18.66) as compared to Job Dissatisfied women teachers (M=18.28) on this dimension. The mean difference is not significant at 0.01 level of confidence (t=1.82). Although the mean score in case of Job Satisfied women teachers seems to be slightly higher than Job

Dissatisfied women teachers, yet this difference could not place any of the groups in order of superiority. Coming to the composite score of Attitude towards teaching profession scale of the two group under investigation, the mean score of Job Satisfied women teachers is reported higher (M= 175.97) than Job Dissatisfied women teachers who are observed to be lower on this dimension (M= 166.28). The obtained “t”-value came out to be 8.83, which is significant at 0.01 level of confidence. This mean difference on composite score of Attitude towards teaching profession favours the Job Satisfied women teachers. Therefore, it can be inferred that the Job Satisfied women teachers do have the claim in the better attitude towards teaching. In the light of these results reported above, the hypothesis “There will be a significant difference between the mean scores of Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession” stands accepted.

VIII. CONCLUSION

Job Satisfied and Dissatisfied women teachers were significantly different on four out of five dimensions of Attitude towards teaching profession. The findings concluded that Job Satisfied teachers have better attitude towards teaching than their comparable group. They were comparatively stable, hardworking, conscientious, dutiful and demonstrative towards their profession.

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