



## **Job Satisfaction And Attitude Towards Teaching Of Effective And Less Effective Secondary School Teachers In Kashmir.**

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### **ABSTRACT**

This study examined the job satisfaction of effective and less effective secondary school teachers in Kashmir. The sample for the study consists of 800 secondary school teachers which were collected by random sampling. Job satisfaction in the present study refers to the set of scores obtained by the sample subjects on the job satisfaction scale developed by Singh and Sharma (2009). Attitude towards teaching scale developed by using S.P. Alullwalia's was used. The results of the study revealed that the effective secondary school teachers have favorable attitude towards teaching as compared to less effective secondary school teachers. The results also revealed that effective teachers are more competent to their job and also show positive attitude and are more cooperative to the students and heads of institutions. The results of the study showed that effective teachers are more committed to their jobs. The results also revealed that effective teachers are more committed to their jobs and also show positive commitment both towards students as well as progressive betterment of society.

**Keywords:** *Job Satisfaction, Attitude Towards Teaching, Effective, Less Effective, Secondary School Teachers, Kashmir.*

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## INTRODUCTION

Education has been regarded as an experience that has direct influence on the mind, physical ability of an individual or student. Again, education is a process which also helps in transmitting the accumulated knowledge, techniques and skills and values from one generation to another generation. Education is regarded as an agent who humanizes the human life towards cultured, progressive and civilized way of life. A professionally committed teacher educator should possess all the attributes of a professional teacher. As a profession, teaching has been considered as the noblest profession from times immemorial. In this regard the National Policy on Education (1986) has also observed that the status of the teacher reflects the socio cultural ethos of a society. Besides, Kothari Commission (1964-1966) has put forth that of all the different factors which influences the quality, competence and character of teacher are undoubtedly, the most significant. It is necessary that teachers should be given full support to develop their potential and creative skills so that their teaching be more effective. Teacher acts as a pivot for the transmission of intellectual and technical skills and the cultural traditions from one generation to other. The responsibility of the teacher is very great. Therefore, it is right to say that the nations well depend on the teachers well being. A teacher needs much more than he needs to have the vision of the kind of the society for which he is preparing the students. Every trade or occupation requires certain necessary qualities and qualifications which an individual member of it required to possess. It is an admitted fact that the effective and fruitful teaching depends on the personality of the teacher which influences the developments of the taught. It cannot be denied that certain typically divergent characteristics make a person an ideal teacher. Kneller (1968) is of the opinion that of all the person the teacher is the best placed to promote the growth of free and creative mind; in those who came before him aspiring with a passionate concern. His function is to assist each student personally in his journey. Towards self realization, the teacher has the task of stimulating and guiding his child learning so as to assure his attainment of socially approved goals in most efficient way possible. The job of teacher is more than teaching, it also involves the job of improving the profession and education and there is a third role that he has to play the role educational leader. This third role for teachers are, perhaps unique among the professions, because the members of no other profession is so intimately involved in lives in almost all the people of the community so involved in the task of economic, political, social, and cultural life as the teacher.

**Objectives:**

1. To study and compare effective and less effective secondary school teachers on various factor on the Job Satisfaction.
2. To study and compare effective and less effective secondary school teachers on Attitude towards teaching.

**Hypotheses:**

- 1 Effective and less effective secondary school teachers differ significantly on various factors of Job Satisfaction.
- 2 Effective and less effective secondary school teachers differ significantly on various factors of Attitude towards teaching.

**Sample:**

The present study was conducted on 800 secondary school teachers from Kashmir valley (400 male and 400 female). The sample was taken randomly from various higher secondary schools in Kashmir division. After that the investigator employed the Teacher Effectiveness Scale by Umme Kulsum for identifying the effective and less effective secondary school teachers. The upper 27% of sample as effective and lower 27% of the sample as less effective teachers.

**Tool used:**

The data was collected with the help of teaching Scale developed by S.P.Alullwalia. The inventory was administered to the sample subjects in the respective institutions in order to collect the data. The inventory was administered to the sample subjects in the respective institutions in order to collect the data. Job satisfaction in the present study refers to the set of scores obtained by the sample subjects on the job satisfaction scale developed by Singh and Sharma (2009). It is based on the following factors 'A' Job Concrete 'B' Job Abstract 'C' Psycho- Social 'D' Economic 'E' Community and National Growth.

**Statistical treatment:** The data was analyzed by applying Mean .S.D and 't' test of significance.

**Statistical Analysis:**

Table .1: Showing the Mean and SD comparison between Effective and less Effective Secondary School Teachers on their various dimensions of Job Satisfaction.

| Area/ Dimensions           | Group | N   | Mean  | Std. Deviation | t-value | Level of Significance     |
|----------------------------|-------|-----|-------|----------------|---------|---------------------------|
| Job Concrete               | ESST  | 216 | 13.86 | 2.463          | 8.867   | Significant at 0.01 level |
|                            | LESST | 216 | 11.03 | 2.228          |         |                           |
| Job Abstract               | ESST  | 216 | 17.70 | 1.052          | 2.271   | Significant at 0.05 level |
|                            | LESST | 216 | 17.24 | 1.839          |         |                           |
| Psycho-Social              | ESST  | 216 | 20.42 | 1.934          | 11.124  | Significant at 0.01 level |
|                            | LESST | 216 | 15.06 | 4.611          |         |                           |
| Economic                   | ESST  | 216 | 9.96  | 2.495          | 0.546   | Not Significant           |
|                            | LESST | 216 | 9.78  | 2.489          |         |                           |
| Community/ National Growth | ESST  | 216 | 14.11 | 2.701          | 9.388   | Significant at 0.01 level |
|                            | LESST | 216 | 10.12 | 3.496          |         |                           |
| Job Satisfaction           | LESST | 216 | 76.06 | 5.412          | 16.123  | Significant at 0.01 level |
|                            | ESST  | 216 | 63.23 | 6.248          |         |                           |

*ESST = Less Effective Secondary School Teachers*

*LESST = Effective Secondary School Teachers*

**Table 2: Showing the Mean and SD comparison between Effective and Less Effective Secondary School Teachers on their various dimensions of Attitude towards Teaching.**

| Area/Dimensions                          | Group        | N          | Mean          | Std. Deviation | t-value | Level of Significance     |
|--|--------------|------------|---------------|----------------|---------|---------------------------|
| Teaching Profession (TP)                 | ESST         | 216        | 33.31         | 6.942          | 5.159   | Significant at 0.01 level |
|  | LESST        | 216        | 27.96         | 8.223          |         |                           |
| Classroom Teaching (CT)                  | ESST         | 216        | 32.87         | 6.404          | 6.182   | Significant at 0.01 level |
|  | LESST        | 216        | 26.67         | 8.350          |         |                           |
| Child Centered Practices (CCP)           | ESST         | 216        | 32.78         | 7.218          | 6.029   | Significant at 0.01 level |
|  | LESST        | 216        | 26.67         | 7.672          |         |                           |
| Educational Process (EP)                 | ESST         | 216        | 33.69         | 6.689          | 7.016   | Significant at 0.01 level |
|  | LESST        | 216        | 27.06         | 7.189          |         |                           |
| Pupils (P)                               | ESST         | 216        | 34.24         | 6.924          | 9.101   | Significant at 0.01 level |
|  | LESST        | 216        | 25.79         | 6.726          |         |                           |
| Teachers (T)                             | ESST         | 216        | 33.47         | 6.755          | 5.778   | Significant at 0.01 level |
|  | LESST        | 216        | 26.52         | 10.526         |         |                           |
| <b>Overall Attitude towards Teaching</b> | <b>ESST</b>  | <b>216</b> | <b>200.36</b> | <b>23.331</b>  | 11.304  | Significant at 0.01 level |
|  | <b>LESST</b> | <b>216</b> | <b>160.61</b> | <b>28.128</b>  |         |                           |

*LESST = Less Effective Secondary School Teachers, ESST = Effective Secondary School Teachers*

### Discussion and Interpretation of Results

It is evident from the results that effective and less effective secondary school teachers differ significantly from each other on factor (Job abstract) of job satisfaction. The results depict that effective secondary school teachers are reported that they are much more cooperative and helpful to their bosses and colleagues, are feeling absorbing with their job as compared to less effective secondary school teachers. The effective teachers are satisfied with the job that provides them the



allowances and other facilities also .The effective teachers are reported that their bosses, colleagues are cooperative, helpful and inspiring to them are ready to work on the holidays also and are cooperative and sympathetic to the students. The effective secondary school teachers have a high job satisfaction shows good intelligence, capacity ,diligence, treat the other members of the school friendly and cooperatively and held proper democratic activities and feel that the job they hold gives them proper time to their family as compared to less effective secondary school teachers. The effective and less effective secondary school teachers differ significantly on factor (Psycho- social) dimension of job satisfaction. The results depict that effective secondary school teachers are high on the mean score than less effective secondary school teachers. The effective teachers are reported to have a good social status in the society. They are reported to have a good social relation with others teachers. Their job gives them the opportunities for training, orientation and experience and they are satisfied with the job. The effective teachers reported that their job provides them horizontal, longitudinal mobility and promotion benefits. Their job provides them good working conditions like comfortable seating's, adequate temperature ,humidity , hygienic and healthy environment of the office and work place, feel that their job developing in them a desirable style of life ,hobbies and attitudes as compared to less effective secondary school teachers .While comparing effective and less effective secondary school teachers on factor ( Economic) dimension of job satisfaction , there seems to be no significant difference between the two groups . On factor (Community \National growth) dimension of job satisfaction, the results make it evident that effective and less effective secondary school teachers differ significantly. The effective teachers are reported that their job improves their quality of life and endeavors them to make a better man. The effective teachers report that their job increases economy and development of nation. The effective teachers treat their job as worship. The effective teachers are friendly, cooperative and sympathetic with their friends and students as compared to less effective secondary school teachers. The perusal of table no 2 shows the significance of mean difference between the effective and less effective secondary school teachers on teaching profession dimension of attitude towards teaching. The mean score of effective secondary school teachers is 33.31 and less effective secondary school teachers are 27.96. The table no 1 makes it clear that the obtained 't' value on dimension ( teaching profession ) is (5.159), which is greater than the table 't' value at 0.01 level .The mean favors effective secondary school teachers. The effective secondary school teachers who have a favorable attitude towards teaching profession - keep



the students engaged in teaching learning practice. The effective secondary school teachers develop positive attitude among the students. They always try to motivate the students by desire to learn, rather than by grades or degrees requirements. They prepare the material to be taught in a good manner to the students. The effective secondary school teacher's help in organizing the learned material thus have a good organizing power. The less effective secondary school teachers have unfavorable attitude towards teaching profession don't keep the students engaged in the teaching learning process. They are reported to have a low motivating power for the students. They don't take interest in preparing the materials in advance. They have a less motivating power.

The table no 2 also shows the significance of means difference between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. The mean of effective secondary school teachers is 32.87 and less effective secondary school teachers are 26.61. On this factor (class room teaching) the obtained 't' value is ( 6.182) which is greater than the table 't' value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers have better class room teaching. The effective secondary school teachers are reported to prepare the material well in advance before they go to class room. They make their class room teaching more effective by giving examples to the students. They always use new techniques and skills in the classroom for new innovations. The effective secondary school teachers who have a good attitude towards class room teaching develop innovative ideas and thinking in the students. They use audio- visual aids in the class room for enhancing the learning process. The less effective secondary school teachers have low attitude towards class room teaching don't prepare the teaching materials in advance. They use fewer examples in the class room for explaining the concept development. They use less audio – visual aids in the class room. They are generally less cooperative in the class room. They have low command on the demonstration skill of teaching. They use fewer skills in the class room. The table no 2 shows the significance of mean difference between effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. The mean of effective secondary school teachers is (32.78) and less effective secondary school teachers is ( 26.67). On this factor (child centered practice) the obtained 't' value is (6.029) which is greater than the table 't' value at 0.01 level The mean favors the effective secondary school teachers which implies that the effective



secondary school teachers have better child centered practice. The effective secondary school teachers have good attitude towards child centered practice and makes the child as the center of teaching learning process. They give freedom to the child in the class room in order to develop proper attitude among them. They give them time for free discussions and group work. They always try to motivate students to learn more and more. They try to develop the creative and reflective thinking in the students. The less effective secondary school teachers have low attitude towards child centered practice take little bit of interest in the class room teaching. They give little bit freedom to the child in the class room. They don't take part in the group discussion in the class. The table no 1 shows the significance of means difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching. The mean of effective secondary school teachers is(33.69) and less effective secondary school teachers (27.06).On this factor (educational process) the obtained 't' value is 7.016 which is greater than the table 't' value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers are good in educational process as compared to less effective secondary school teachers. The effective secondary school teacher have good attitude towards educational process develop the proper and positive attitude among the students in the class room. They make the class room more active and attractive for learning. They try to develop the self discipline among the students. They help in making the students more democratic and sociable to the school. They develop in the students good moral and spiritual values .They make them available for the school activities and sports activities. The less effective secondary school teachers have low attitude towards educational process develop little bit of positive attitude in the students.

The table no 2 shows the significance of mean difference between the effective and less effective secondary school teachers on pupils dimension of attitude towards teaching. The mean of effective secondary school teachers is( 34.24) and less effective secondary school teachers is 25.79.On this factor (pupils) the obtained 't' value is(9.101) which is greater than the table 't' value at 0.0 level. The mean favors the effective secondary school teachers. The effective secondary school teachers who have a good attitude towards the pupils make the child as the center of education. They develop proper and good attitude among the students. They develop the self concept among the students. They make sociable and democratic atmosphere in the school. They help to try developing in the student's reflective and creative thinking. The less effective secondary school teachers have low





attitude towards pupils are not affectionate to the students. They don't develop proper concept of teaching and learning. The table 1 shows the significance of mean difference between the effective and less effective secondary school teachers on teacher's dimension of attitude towards teaching. The mean of effective secondary school teachers is 33.47 and less effective secondary school teachers is 26.52. On this factor (teachers) the obtained 't' value is (5.778) which is greater than the table 't' value at 0.01 level. There is a significant difference between the less effective and effective secondary school teachers on teacher dimension of attitude towards teaching. The effective secondary school teachers who have good attitude towards the teacher are friendly and cooperative with other members of the school. They make group discussion with the other teachers of the school. They remove their teaching difficulties by discussing with other teachers of the school. They always help each other for the progress and benefit of the school. They take interest in the school activities with each other in the school. They help their partner teachers in the school to develop their creative and reflective thinking. They have the qualities like working together or group working in the school. They show sympathy to the other teachers in the school at large. The less effective secondary school teachers who have low attitude towards teachers are not too much friendly with the other teachers in the school. They make little bit of discussions in the class and in the school as whole. They don't have a good attitude towards group working and discussion in the school.

## Conclusion

It is evident from the results that effective and less effective secondary school teachers differ significantly from each other on factor (Job abstract) of job satisfaction. The results depict that effective secondary school teachers are reported that they are much more cooperative and helpful to their bosses and colleagues, are feeling absorbing with their job as compared to less effective secondary school teachers. The effective teachers are satisfied with the job that provides them the allowances and other facilities also. The effective teachers are reported that their bosses, colleagues are cooperative, helpful and inspiring to them are ready to work on the holidays also and are cooperative and sympathetic to the students. The effective secondary school teachers have a high job satisfaction shows good intelligence, capacity, diligence, treat the other members of the school friendly and cooperatively and held proper democratic activities and feel that the job they hold gives

them proper time to their family as compared to less effective secondary school teachers. The effective and less effective secondary school teachers differ significantly on factor (Psycho- social) dimension of job satisfaction. It has been found that there is a significant difference between the effective and less effective secondary school teachers on teaching profession dimension of attitude towards teaching. Significant difference has been found between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. There is a significant difference between the effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. It has been revealed that there is a significant difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching. Significant difference has been found between effective and less effective secondary school teachers on pupil's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary school teachers on teacher's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary school teachers on overall or composite score of attitudes towards teaching.

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