

## A STUDY OF JOB SATISFACTION OF KANNADA TEACHERS OF SECONDARY SCHOOLS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING

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### **Abstract:**

*Job satisfaction is psychological condition varying in degree in various places and times because, it is conditioned by social-cultural and economic factors to a large extent, job satisfaction can be measured at two levels, i.e., intrinsic and extrinsic with efficiency of work or turnover. To make the study worthwhile a representative random sample of the total population has been taken. For the purpose of collecting data 64 schools have been selected based on the total number of schools under each category of management (Government-8, Aided-29 and Un-aided-27). The data was collected from 510 secondary school Kannada teachers of Dharwad City. Descriptive survey method was used for the study and it is concluded that; i) The Kannada and English teachers were different on job satisfaction. Kannada teachers are high on job satisfaction when compared to English teachers; ii) The teachers' attitude was same in Kannada and English subjects teaching teachers.*

**Keywords:** Job-satisfaction, Attitude towards Teaching, Secondary schools.

### **Introduction**

Satisfactions are not permanent, a satisfaction once achieved, ordinarily remains a Satisfaction for a comparatively short time and only under certain conditions. Satisfaction may be seen to be contingent upon the individuals' idiosyncratic internal structure, the specific set of job tasks in the work place;

the managerial processes that direct the activities; the organisational policies regarding rewards and so on, including all combinations of the above.

### **Concept of Job Satisfaction**

The concept of job satisfaction is a many faceted one. Some researchers consider it as a generalized affective

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orientation to all aspects of the work situation. Such a view expresses the resultant of a whole host of orientations to specific aspects of the job. Job Satisfaction is the sum total of the individual attitudes towards job (Vroom 1964)

### **Attitude towards Teaching**

The word *attitude* (from Latin *aptus*) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. Attitude denotes the inner feelings or beliefs of a person towards a particular phenomenon. An attitude is often defined as tendency to react favourable or unfavourable towards a designed class of stimuli, such as a national or racial group or an institution. An attitude has been defined as the tendency to react specially towards an object, situation or value. Unusually accompanied by feelings and emotions.

#### **a) Job Satisfaction**

According to Dixit, (1985) “ Job Satisfaction is an attitude which results from a balanced summation of many positive and negative experience in connection with job” .

#### **b) Teacher Attitud**

Attitude of the teacher is that which affects in the classroom and also influences the behaviour of his students.

### **Need and Importance of the Study**

Job satisfaction helps to attract and retain the right type of persons into the profession and also helps them function at the highest level of efficiency. A requisite one would assume, for a teacher to be affective, would be the amount of satisfaction he gets from the job. The teachers by virtue of his being satisfied at the job where as on the contrary dissatisfaction hampers his functioning to any usual purpose attain the optimum level of efficiency. A dissatisfaction teacher is lost not only to himself but also to the entire society. He becomes a nucleus of problems in the school. Satisfaction identifies the teacher with his profession and dissatisfaction forces him to get out of it at the earliest available opportunity. Thus job satisfaction of teachers play a very important role in perpetuating good education and in turn job satisfaction of teachers may enhance their profession efficiency and skills which will result in the better quality of education which has emphasized in NEP-1986.

Historically, the concept of human relations assumed that high job satisfaction led to high productivity, but later researchers indicated that this was in incorrect assumption, satisfied workers turned out to be either high producers or low producers or only average producers. Study of Gambel (1977) reports that affective Secondary school principals need not be thoroughly satisfied; with their jobs. On the other hand, Umstott

(1985) and Zibrin (1985) found a positive relationship between job satisfaction of administrators and their administrative performance.

Theoretical aspects of job satisfaction show that there are many factors, which influences the level of job satisfaction. From the review of related literature that comparatively very less work has been done to find the relationship between achievement motivation, job involvement, locus of control and job satisfaction. Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it.

Hence there a great need for a study of Kannada teachers job satisfaction and their attitude towards teaching in Secondary schools.

### **Objectives of the Study**

- To study the difference between Kannada and English teachers with respect to their job satisfaction and its dimensions.
- To study the difference between Kannada and English teaching subject of teachers with respect to teachers' attitude and its dimensions.

### **Hypotheses**

1. There is no significant difference between Kannada and English teachers with respect to their job satisfaction and its dimensions.
2. There is no significant difference between Kannada and English teaching subject teachers with respect to teachers' attitude and its dimensions.

### **Methodology**

Thus descriptive method has been aptly used for the present study.

### **Population of the Sample**

64 schools have been selected based on the total number of schools under each category of management (Government-8, Aided-29 and Un-aided-27). The data was collected from 510 secondary school Kannada teachers of Dharwad City.

### **Tools**

1. Job Satisfaction Inventory developed by Meera Dixit (1993)
2. Attitude Towards Teaching by Kulsum (2001)

### **Statistical Techniques**

Differential Analysis

### **Analysis and Interpretation**

**Hypothesis 1:** There is no significant difference between Kannada and English teachers with respect to their job satisfaction and its dimensions.

**Table-1: Results of t-test between Medium of Instruction of Teachers (Kannada and English) with Respect to Job satisfaction and its Dimensions.**

| Variables  | Kannada |       | English |       | t-value | p-value | Sig., |
|--|---------|-------|---------|-------|---------|---------|-------|
|  | Mean    | SD    | Mean    | SD    |         |         |       |
| Job satisfaction                                   | 149.15  | 33.16 | 139.58  | 34.69 | 3.0829  | <0.05   | S     |
| Intrinsic aspect of job                            | 18.22   | 5.10  | 18.19   | 5.32  | 0.0549  | >0.05   | NS    |
| Salary, promotional avenues and service conditions | 23.15   | 6.51  | 22.11   | 6.22  | 1.7669  | >0.05   | NS    |
| Physical facilities                                | 25.22   | 6.94  | 23.14   | 7.18  | 3.2134  | <0.05   | S     |
| Institutional plans and policies                   | 17.91   | 5.81  | 17.01   | 4.71  | 1.7976  | >0.05   | NS    |
| Satisfaction with authorities                      | 17.49   | 5.78  | 16.18   | 5.83  | 2.4502  | <0.05   | S     |
| Satisfaction with social status                    | 14.61   | 5.08  | 13.50   | 5.02  | 2.3870  | <0.05   | S     |
| Rapport with students                              | 16.95   | 5.57  | 15.47   | 5.92  | 2.8259  | <0.05   | S     |
| Relationship with co-workers                       | 15.60   | 5.06  | 13.98   | 5.29  | 3.4257  | <0.05   | S     |

From the results of above table, it may be observed that,

1. The medium of instruction of teachers (Kannada and English) differ with respect to their job satisfaction ( $t=3.0829$ ,  $<0.05$ ) at 0.05% level of significance. Hence the null hypothesis is and rejected alternative hypothesis is accepted. It means that, the Kannada and English teachers were different on job satisfaction. Kannada teachers are high on job satisfaction when compared to English teachers.

2. The medium of instruction of teachers (Kannada and English) did not

differ with respect to first dimension of job satisfaction intrinsic aspect of job ( $t=0.0549$ ,  $>0.05$ ) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Kannada and English teachers are same on the first dimension of job satisfaction intrinsic aspect of job are same.

3. The educational qualification of teachers (postgraduate and under graduate) did not differ with respect to second dimension of job satisfaction salary, promotional avenues and service conditions ( $t=1.7669$ ,  $>0.05$ ) at 0.05% level of significance. Hence the

null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Kannada and English subjects teachers are same on the second dimension of job satisfaction salary, promotional avenues and service conditions.

4. The medium of instruction of teachers (Kannada and English) differ with respect to third dimension of job satisfaction physical facilities ( $t=3.2134$ ,  $<0.05$ ) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the third dimension of job satisfaction physical facilities were different in Kannada and English teachers. Kannada teachers are high on job satisfaction dimension-physical facilities when compared to English teachers.

5. The medium of instruction of teachers (Kannada and English) did not differ with respect to fourth dimension of job satisfaction institutional plans and policies ( $t=1.7976$ ,  $>0.05$ ) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Kannada and English teachers are same on the fourth dimension of job satisfaction - institutional plans and policies.

6. The educational qualification of teachers (postgraduate and under graduate) differ with respect to fifth dimension of job satisfaction -

satisfaction with authorities ( $t=2.4502$ ,  $<0.05$ ) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Kannada and English teachers are different on the fifth dimension of job satisfaction - satisfaction with authorities. Kannada teachers are high on job satisfaction dimension- satisfaction with authorities when compared to English teachers.

7. The educational qualification of teachers (postgraduate and under graduate) differ with respect to sixth dimension of job satisfaction - satisfaction with social status ( $t=2.3870$ ,  $<0.05$ ) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Kannada and English teachers are different on the sixth dimension of job satisfaction - satisfactions with social status are different. Kannada teachers are high on job satisfaction dimension- satisfaction with social status when compared to English teachers.

8. The educational qualification of teachers (postgraduate and under graduate) differ with respect to seventh dimension of job satisfaction rapport with students ( $t=2.8259$ ,  $<0.05$ ) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Kannada and English teachers are different on the seventh

dimension of job satisfaction rapport with students. Kannada teachers are high on job satisfaction dimension-rapport with students when compared to English teachers.

9. The educational qualification of teachers (postgraduate and under graduate) differ with respect to eighth dimension of job satisfaction relationship with co-workers ( $t=3.4257$ ,  $<0.05$ ) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Kannada and English teachers are different on the eighth

dimension of job satisfaction relationship with co-workers. Kannada teachers are high on job satisfaction dimension – relationship with co-workers when compared to English teachers.

**Hypothesis 2:** There is no significant difference between Kannada and English teaching subject of teachers with respect to teachers attitude and its dimensions .

To achieve this hypothesis, the t-test was applied and the results are presented in the following table.

**Table-2: Results of t-test between Medium of Instruction of Teachers (Kannada and English) with Respect to Teachers Attitude and its Dimensions**

| Variables                | Kannada |       | English |       | t-value | p-value | Sig., |
|--------------------------|---------|-------|---------|-------|---------|---------|-------|
|                          | Mean    | SD    | Mean    | SD    |         |         |       |
| Teachers' attitude       | 224.67  | 35.27 | 224.30  | 26.98 | 0.1251  | >0.05   | NS    |
| Teaching profession      | 39.19   | 7.83  | 38.49   | 7.60  | 0.9873  | >0.05   | NS    |
| Class room teaching      | 37.98   | 6.57  | 37.83   | 6.00  | 0.2633  | >0.05   | NS    |
| Child cantered practices | 36.09   | 12.39 | 35.75   | 5.51  | 0.3614  | >0.05   | NS    |
| Educational process      | 39.42   | 5.77  | 39.03   | 6.66  | 0.6811  | >0.05   | NS    |
| Pupils                   | 34.94   | 21.92 | 33.95   | 5.26  | 0.6062  | >0.05   | NS    |
| Teachers                 | 37.16   | 6.93  | 39.25   | 7.34  | -3.2081 | <0.05   | S     |

From the results of above table, it may be observed that,

1. The medium of instruction of teachers (Kannada and English) did not differ with respect to teachers' attitude ( $t=0.1251$ ,  $>0.05$ ) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers' attitude was same in

Kannada and English subjects teaching teachers.

2. The medium of instruction of teachers (Kannada and English) did not differ with respect to the dimensions of teachers' attitude - teaching profession ( $t=0.9873$ ,  $>0.05$ ), classroom-teachers' ( $t=0.2633$ ,  $>0.05$ ), child centered practices ( $t=0.3614$ ,  $>0.05$ ), educational process ( $t=0.6811$ ,

>0.05), pupils ( $t=0.6062$ , >0.05) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the first dimension of teachers' attitude - teaching profession is same in Kannada and English subjects teaching teachers.

3. The medium of instruction of teachers (Kannada and English) differ with respect to sixth dimension of teachers' attitude teachers' ( $t=-3.2081$ , <0.05) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Kannada and English teachers are different on the fifth dimension of teachers' attitude - teachers. English teachers were high on teachers attitude dimension teachers when compared to Kannada teachers.

### Discussion and Conclusion

Job Satisfaction is the whole matrix of job factors that make a person to like his situation and be willing to head for it without distaste at the beginning of his workday. If a person is satisfied at his job, his mental health is intact, he produces more and of better quality. Investigation has shown that when man is satisfied with his work, the employer profits by great output, fewer quits and many other tangible and intangible results.

In a developing society such as India, Job Satisfaction of Kannada teachers of all sorts need to be assured. It is the duty

to ensure maximum Job Satisfaction, which is mainly based on the principle. Fit the right man at the right place. For keeping the right man and the right job, counsellors need to be alert to factor responsible for Job Satisfaction in the working out predictable job choice with their pupils.

Whichever is the type of management, the Kannada teachers must be satisfied. The study reveals that the Kannada teachers working in any type of management will affect on job satisfaction in one way or the other. Only the degree of influence differs. Therefore all types of management should realize the significance and importance of the role of the Kannada teachers in improving teacher attitude.

1. The Kannada and English teachers were different on job satisfaction. Kannada teachers are high on job satisfaction when compared to English teachers;
2. The teachers' attitude was same in Kannada and English subjects teaching teachers.

### Educational Implications

Teachers work must be recognized without any favoritism and partiality. Teaching profession must be above any discrimination. Special functions may be arranged in appreciation of the teachers work. A wage policy for teachers may be worked out at the national level by creating a professional cadre similar to that of medical and engineering.

It has been observed on the basis of the study that factors like experience, sex and age, type of management are directly related to the Job Satisfaction and attitude of Kannada teachers. However, in our educational system, while selecting Kannada teachers most of these factors are not kept in mind. This study serves as an eye-opener to the educational planners.

The correlation analysis revealed that job satisfaction of Kannada teachers has significant positive influence on teacher attitude. The government and management should take care to improve job satisfaction of Kannada teachers by giving good salary to them.

This leads to the conclusion that the prevalent system of making selections of Kannada teachers needs serious thought and should immediately be revamped. Now the time is ripe for a switch over from age-old system of making selection to the well-planned new system.

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