

## **A Study On Job Satisfaction, Teaching Aptitude And Attitude Towards Teaching Profession Among Primary School Teachers Of Belgaum District**

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### **Abstract:**

*The system of education was well-organized. It was suited to the needs of the society education was considered as the greatest gift in ancient India. It was aimed at the development of personality of an individual to his maximum extent. Education helped in the realization of spiritual & moral values, besides preparing for worldly pursuits. It was freely available to all those who wanted the relations between teachers and the pupils were based on love and affection. They were very cordial & intimate. The present paper highlights on Introduction, Significance of the study, title of the problem, operational definitions of the term used,, objectives and hypothesis of the study, Methodology, The present research papers carried out on to know the how job satisfaction,and teaching aptituded influences on attitude towards teaching profession among primary scholl teachers of Bellagum district. The reveals that out of these three relationships i.e job satisfaction and teaching aptitude and attitude towards the teaching profession, the teaching aptitude and the teaching profession and job satisfaction and teaching aptitude and teaching aptitude. The relationships between job satisfaction and teaching aptitude and attitude towards teaching profession is the most potent factors as compare to the teaching aptitude and attitude towards teaching profession and job satisfaction and teaching aptitude and teaching aptitude of primary school teachers, etc and conclusion.*

**Key words:** Job satisfaction, Aptitude, teaching, profession,etc.

### **Introduction:**

**E**ducation being considered as a powerful agency, which is instrumental in bringing about the desired changes in social, cultural life of the nation. The whole process of education is shaped and moulded by the human personality called the teacher who plays a pivotal role in any system of education.

The Kothari commission on education (1964-66) has emphasized the role of school and the teacher in shaping the future of the nation. It said, "The destiny of India is being shaped in her classrooms." The shape will undoubtedly depend on what goes in the classroom and how it goes. This places a great responsibility on the shoulders of the teacher as nation builders. In the contemporary world, the teacher's role is undergoing vast changes. Education has been envisioned as a process on the emotional and personal spheres of the child as well.

A competent and effective teacher will help in national development. Development of a nation depends on the adequate availabilities of appropriately trained and talented human resources. Teachers play a crucial role in the development of such resource. They nourish the social and cultural instants of the students and develop their mental and intellectual faculties to strengthen, their learning capacities. Therefore, teachers are considered as weapons for imparting education.

However, education in the 21st century has become more complex than before rather the simple process of educating the young to develop, their cognitive, affective and psycho motor abilities, teaching young has become difficult. Now education should be learner centered and should pace with rapid advancements in the society, change has become the order of the day, and changes in society, its settings, and values as well as the transformation in the culture have their influence on the individual. Education today has to keep itself ready for such a change. This puts

lot of responsibilities on the shoulder of a teacher and the institutes imparting education.

A teacher with right attitude makes a tasting impact on students learning. A teacher with the right attitude puts students learning as the ultimate goal and will mix and match all the available tools and techniques to suit the teaching learning process unique to a given subject or topic or class. Some good teachers may be born, but most of them are made as products of a good teaching learning process.

### **Significance Of The Present Study**

Job satisfaction and teaching attitude are must and the part of every profession, especially for the primary teaching profession as generally known that "Teachers are branded as builders of the nation where as teacher educators educate these teachers have much more important for their role to play. The teachers are trained by the teacher educators is very much important. The teachers who teach at Pre-primary, Primary, Secondary school are to be satisfied with their job. A dissatisfied primary school teacher becomes a nuclear problem with the whole system of education, unless the primary school teachers are helped to derive satisfaction in their jobs, the work they do will not be effective both the point of view of their own personal growth and professional contribution in terms of future preparation. A vital phenomenon for primary school as it is for any other organization; therefore it becomes very much necessary to study the level of job satisfaction, teaching attitude among primary school teachers with reference to the teaching profession based on different variables.

Pre-existing teacher characteristics, it includes those abilities, knowledge, and attitudes for admission to the teaching profession possesses on entry, they make up a candidate's attitude for teaching consists of the characteristics a teacher needs in order to acquire those competencies that training and experience can provide, part of it consists of those competencies that a teacher must possess on the entry.

Job satisfaction, teaching aptitudes, and attitude towards the teaching profession are great significance for efficient and profitable functioning of the teaching profession. Teachers

satisfied are the greatest asset of any organization, whereas dissatisfied and ill-adjusted teaching attitude is of the biggest liability. In fact, no organization can successfully achieve its goals until and unless those who constitute the organization are satisfied in their jobs and with proper teaching attitude. It is believed that dissatisfied with their jobs and lack of teaching attitude may be militant in their attitudes towards the teaching profession.

### **Title Of The Problem**

The problem of the present study is entitled as **"A Study on job satisfaction, teaching aptitude and attitude towards the teaching profession among Primary School teachers of Belgaum District."**

### **The Operational Definitions Used In The Study**

1. Job satisfaction (Robins et al, 1995) Job satisfaction is either a global feeling about the job or related constellation of attitudes about various aspects or facets of the job.
2. Teaching: H.C Morsion (1934): "Teaching is an intimate contact between more matured personality, and less matured, one which is designed to further the education of the later.
3. The teaching profession (Dictionary of Psychology) Assist people to acquire knowledge of the characteristic function, duty requirement of occupation in which they are interested or a type of job that needs special training or skills special in that need a high level of education.
4. Teaching attitude (M. Asch) Dictionary of psychology Page No. 17) Attitude, the ability to profit readily from instruction, training, or experience in a defined area does performance.

### **Objectives Of The Study**

The present study has the following objectives.

- 1.To study the influence of job satisfaction on his/her attitude towards teaching profession among primary school teachers (with reference to selected variable )
- 2.To study the influence of job satisfaction on his/her teaching aptitude among primary school teachers( with reference to selected variable )
- 3.To study the influence of teaching aptitude on his/her attitude towards teaching profession among primary school teachers( with reference to selected variable )

### Hypotheses Of The Study

The following hypotheses formulated to study the current problem

1. There is no significant influence of job satisfaction on his/her attitude towards teaching profession among primary school teachers (with reference to selected variable).
2. There is no significant influence of job satisfaction on his/her teaching aptitude among primary school teachers (with reference to selected variable).
3. There is no significant influence of teaching aptitude on his/her attitude towards teaching profession among primary school teachers (with reference to selected variable).

### Method Of The Study

The investigator employed descriptive survey method the purpose of this descriptive survey method is to gather detailed information. By this method, we can determine the job satisfaction, teaching aptitude and attitude towards the teaching profession between primary school teachers.

### Population And Sample

As per the objectives of the study, a list of primary schools of Belgaum district obtained from the JD, DDPI office. Belgaum.

The investigator has chosen 100 primary schools in Belgaum district. These schools represent all types of respondent's rural, urban Government, private aided private unaided, male, and female teachers.

For an investigation, the investigator has chosen 10 schools; from each taluka and from each school 5 teachers were selected randomly. The total number of teacher chosen for data collection of primary schools is 500.

### Tools Used

As per the tools of the study were concerned only with the standardized test used for obtaining a reliable and valid data for dependable results. The tools used in the present investigation are as follows

1. The Teacher's job satisfaction scale by Dr. S.K. Saxena, Education Department D.B.S College, Kanpur
2. Attitude scale towards the teaching profession (ASTTP) by Dr. Mrs Umme Kulsum, senior Lecturer, Department of Education Bangalore University, Bangalore)
3. Teaching Aptitude test Battery (TATB) by Prof. R.P. Singh (Patna) and Dr S.N. Sharma (Patna).

### Data Collection Procedure

For the purpose of data collection, the researcher selected 100 Primary schools in Belgaum district. The investigator explained the purpose of research to the headmaster /head mistress and they were very willing to cooperate. The investigator asked to primary school teachers to sit comfortably and gave instruction how to go through the tools. In the meanwhile, they were motivated and perused to give honest and frank response. In addition, they ensured that the data would be used only for the research purpose. The printed along with answer sheets were distributed between teachers in each primary school. There is no time limit and there is no right or wrong answers in the responses. From the individual teacher may complete their responses in data sheets as early as possible. The response sheets collected back from each teacher. The same procedure has been followed for all selected schools.

### Scoring Procedure

#### i) Job satisfaction scale for teachers

All the items except 6 and 29 are positively worded. All these items given a score of one marks for positive responses except for items 6 and 29 in which case reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total score varies from zero to 29. Higher the score in Job satisfaction scale shows higher the job satisfaction and lower the score in Job satisfaction scale shows less job satisfaction.

#### ii) Teaching aptitude test Battery

All the items in sub test I, II, III, IV and V are to be marked right or wrong. For each right response 'one' mark is given and for each wrong 'zero'. Item in sub test II scored on a five-point scale. The best answer is to be given a credit of five while the worst answer is to be given the credit of 'one' Final score of a test on this subtest is obtained by dividing the so obtained scores by 5. The score overall test is obtained by adding his scores on all five subtests. The maximum score this test is 120 the scoring key is on page 11 in the manual of TATB)

**iii) Attitude scale towards the teaching profession**

For the purpose scoring the positive and negative statements that were tried out. Appropriate key was developed by giving a score of 4, 3, 2 and 1 for favorable statement and 1, 2, 3, and 4 for unfavorable statement respectively the scores of the respondents thus ranged from 73 to 292 respectively.

**Statistical Technique**

The scores obtained from different tools used for the present study analyzed statistically. The statistical techniques used in the data analysis where the coefficient of correlation to see the relationship between independent and dependent variables. In addition to it one way ways ANOVA was implied in finding out the main and interaction effects of independent variables over the dependent variable and 't' test and analysis of variables (ANOVA) were employed for knowing significant difference between different variable.

**Analysis And Interpretation Of Data:**

**Table 1 Mean, SD and t' ratio between high average and low job satisfaction of Overall Primary school teachers in their attitude towards the teaching profession.**

Sl. No	Variable Groups				Variable				t' Value
		N	M	SD		N	M	SD	
1.	HJS	120	68	17.9	AJS	80	155.43	22.60	5.38
2.	HJS	120	68	17.9	LJS	200	144	15	12.37
3.	AJS	180	55.43	22.60	LJS	200	144	15	5.77

From the above table serial no. (1): Implies that the obtained 't' value 5.38 is greater than the

tabulated 't' values 2.61 and 1.98 with 298 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of high job and average job satisfaction on attitude towards teaching profession of overall primary school teachers..

From the above table serial no. (2): Indicates that the obtained "t' value 12.37 is greater than the tabulated 't' value is 2.61 and 1.98 to 318 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of High job satisfaction and Low job satisfaction on attitude towards teaching profession of overall primary school teachers

From the above table serial no. (3) : Implies that the obtained 't' value 5.77 is greater than the tabulated 't' value, i.e. 2.61 and 1.98 with 378 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of Average job satisfaction and Low job satisfaction on attitude towards teaching profession of overall primary school teachers

From the above table serial no. (1), (2), and (3) it concluded that there is significant influence of high, average, and low job satisfaction on attitude towards teaching profession of primary school teachers.

Hence, the null hypothesis, no s. (I) rejected and alternate hypothesis is accepted.

**Table 2: Summary of analysis of variance of mean scores of high, average, and low job satisfaction and attitude towards the teaching profession between Overall primary school teachers.**

Sl. No	Source of variance	Df	Sum of squares	Mean sum of squares	F
1	Between group	2	32434	16217	37.52
2	Within group	497	214769	432.13	
<b>TOTAL</b>		<b>499</b>	<b>247203</b>		

Df → 2, 497 = 0.05 → 3.02 0.01 → 4.66

The above table shows the calculated 'F' value 37.52 for attitude towards the teaching profession between high, average and low job satisfaction of primary school teachers is greater than tabulated 'F' value, i.e. 4.66 and 3.02 for 2, 497 degrees of freedom at 1 percent and 5 percent level of significance respectively.

The formulated null hypothesis rejected at both the levels of significance.

Hence, the null hypothesis No. 1 rejected and the alternative hypothesis is accepted.

**Conclusion:**

There is significant influence of the high, average, and low job satisfaction on attitude towards teaching profession of overall primary school teachers

**Table 3: Summary of analysis of variance of mean scores of high, average, and low job satisfaction of male primary school teacher's attitude towards the teaching profession.**

Sl. No.	Source of variance	Df	The sum of squares	Mean sum of squares	F
1.	Between group	2	825360	412680	<b>64.26</b>
2.	Within group	247	1586021	6421.13	
<b>TOTAL</b>		<b>249</b>	<b>2411381</b>		

Df → 2, 247 = 0.05 → 3.02 0.01 → 4.66

From the above table serial no. (1): shows the calculated 'F' value 64.26 for attitude towards the teaching profession between high, average and low job satisfaction of Male primary school teachers is greater than tabulated 'F' value, i.e. 4.66 and 3.02 for 2, 247 degrees of freedom at 1 percent and 5 percent level of significance respectively. The formulated null hypothesis rejected at both the levels of significance. Hence, the null hypothesis, no. I (i) rejected and the alternative hypothesis is accepted.

**Conclusion:**

There is significant influence of the high, average, and low job satisfaction on attitude towards teaching profession among male primary school teachers

**Table 4: Summary of analysis of variance between the mean scores of high, average, and low job satisfaction of Female primary school teacher's attitudes toward the teaching profession.**

Sl. No.	Source of variance	Df	Sum of squares	Mean sum of squares	F
1.	Between group	2	206396	103198	<b>24.88</b>
2.	Within group	247	10124407	4147.39	
<b>TOTAL</b>		<b>249</b>	<b>10330803</b>		

Df → 2, 247 = 0.05 → 3.02 0.01 → 4.66

The above table shows the calculated F value 24.88 for attitude towards the teaching profession between high, average and low job satisfaction of Female primary school teachers is greater than tabulated value, i.e. 4.66 and 3.02 for 2, 247 degrees of freedom at 1 percent and 5 percent level of significance respectively. The formulated null hypothesis rejected at both the levels of significance. Hence, the null hypothesis, no I (i) rejected and alternative hypothesis is accepted.

**Conclusion:**

There is significant influence of high, average, and low job satisfaction on attitude towards teaching profession among female primary school teachers

**Table 5 Summary of analysis of variance of mean scores of high, average, and low job satisfaction and attitude towards the teaching profession between Pay scale holders of Rs. 1000 - 5000 primary school teachers.**

Sl. No.	Source of variance	Df	Sum of squares	Mean sum of squares	F
1.	tween group	2	44676.80	2338.4	<b>12.10</b>
2.	ithin group	147	271362	1846	
<b>TOTAL</b>		<b>149</b>	<b>316038.80</b>		

Df → 2, 147 = 0.05 → 3.06 0.01 → 4.75

The above table shows the calculated F value 12.10 for attitude towards the teaching profession between high, average and low job satisfaction of Pay scale of Rs. 1000 - 5000 primary school teachers is greater than tabulated 'F' value, i.e. 4.75 and 3.06 for 2, 147 degrees of freedom at 1 percent and 5 percent level of significance respectively. The formulated null hypothesis rejected at both the levels of significance. Hence, the null hypothesis no I (ii) rejected and alternative hypothesis was accepted.

**Table 6: Inter correlation, multiple correlations, and multiple regression analysis (Aiken's method) for computing regression coefficient.**

Variable	JOB	T. Apt.	ATP	$\beta_1$	$\beta_2$	$\beta_3$	R	F
Job Satisfaction	1.00	0.72	0.86	0.11	-	-		1
Teaching Aptitude	0.72	1.00	0.83	-	0.25	-	0	9
Attitude Towards The teaching profession	0.83	0.83	1.00	-	-	0.18	0.66	85

From the above table the coefficient of correlation between job satisfaction and teaching aptitude of primary school teachers it was found to be 0.72 and is significant. The coefficient of correlation between teaching aptitude and attitude towards the teaching profession of primary school teachers is 0.83 and is significant. In addition, the coefficient of correlation between job satisfaction and attitude towards the teaching profession of primary school teachers is 0.86 and is significant. The regression coefficient is 0.11, 0.25, and 0.18. The multiple correlations was

**Conclusion And Findings Of The Study**

The research results in this study may be summarized with reference to level of job satisfaction and teaching aptitude on attitude towards the teaching profession of primary school teachers were concerned There is significant influence of high, average, and low job satisfaction on attitude towards teaching profession among respondents of overall primary school

teachers. There is significant influence of high, average, and low job satisfaction and teaching aptitude on attitude towards teaching profession of both male and female primary school teachers.

There is significant influence of high, average, and low job satisfaction and teaching aptitude with different pay scale holders on their attitude towards the teaching profession. There is significant influence of high, average, and low job satisfaction and teaching aptitude on attitude towards teaching profession belonging to G.M., O.B.C. and SC/ST primary school teachers

The government/unaided/aided primary school teachers belonging to high job satisfaction and teaching aptitude teachers mean scores in attitude towards teaching profession are less or equal. Thus, high job satisfaction and teaching aptitude teachers belonging to government. / unaided and aided teachers have same attitude towards the teaching profession. Similarly in case of average job satisfaction and teaching aptitude of Govt., Aided school teachers have the same level of attitude towards the teaching profession, but in case of low job satisfaction and teaching aptitude belonging to Govt., Unaided and Aided school teachers have differing in their attitude towards the teaching profession. However, in overall high, average, and low job satisfaction and teaching aptitude teachers of Govt., Unaided and Aided school teachers have significantly differ in their attitude towards the teaching profession.

The high job satisfaction and teaching aptitude of both rural and urban primary school teachers have better mean score in attitude towards the teaching profession as compared to average and low job satisfaction and teaching aptitude of both rural and urban primary school teachers. However, if we compare only locality wise rural teachers mean scores is better in average and low job satisfaction and teaching aptitude of urban school teachers.

This finding reveals that out of these three relationships i.e job satisfaction and teaching aptitude and attitude towards the teaching profession, the teaching aptitude and the teaching profession and job satisfaction and teaching aptitude and teaching aptitude. The relationships between job satisfaction and teaching aptitude and

attitude towards teaching profession is the most potent factors as compare to the teaching aptitude and attitude towards teaching profession and job satisfaction and teaching aptitude and teaching aptitude of primary school teachers.

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