

How to Cite:

Soundararajan, M., & Priya, R. (2022). Higher secondary teachers job satisfaction in relation to their attitude towards teaching . *International Journal of Health Sciences*, 6(S6), 2172–2183. <https://doi.org/10.53730/ijhs.v6nS6.10290>

Higher secondary teachers job satisfaction in relation to their attitude towards teaching

Dr. M. Soundararajan

Professor and Head, Department of Value Education, TNTEU, Chennai-97

R. Priya

Research Scholar, Department of Value Education TNTEU, Chennai-97

Abstract---Educating is a difficult calling and just such instructors can bear the weighty obligations of country working, as are sufficiently ready and have a sound proficient disposition. An educator is an all-around informed individual and he really bends over backward to help the understudy in learning, can fabricate great human relationships, understanding and ability connected with the course of cooperation, the people who help the understudy most, is said to have 'attitude towards teaching'. An instructor not just must be skillful in his subject, technique for educating and in getting his understudy, yet additionally ought to have interest in the calling and have a great mentality towards instructing. 'Job Satisfaction' is a term utilized widely by various individuals in various settings. So it is characterized in various ways. Educator work fulfillment relies upon instructing in a specific setting, the way of life and values held locally. It likewise relies upon the countless instructor and understudy qualities and the study hall setting. In view of these specific situations, instructor schooling and occupation execution of an educator are utilized. Job satisfaction are the prerequisites of a task fulfillment based instructor schooling, which incorporates information, abilities and values the learner educator should exhibit for fruitful finishing of the educator training program. This paper aims to study the relationship of attitude of higher secondary teachers towards job satisfaction. By means of stratified random sampling technique, samples of 125 higher secondary teachers are selected for the present study. Statistical techniques namely 't' test and Karl Pearson's product moment correlation are employed. The findings of the study reveal a positive substantial relationship between attitude towards teaching and job satisfaction of higher secondary teachers.

Keywords---higher secondary, teachers, job satisfaction, attitude.

Introduction

Schooling is considered as a strong organization which is instrumental in achieving the ideal changes in the social and social existence of a country. The entire course of schooling is formed by the human character called the instructor, who assumes an essential part in any arrangement of training. Instructing ought to be brimming with thoughts as opposed to being loaded down with realities. Educating is a movement which happens between two gatherings for example the provider and the collector. Here, the provider, the educator is a more full grown individual with more experience of life. He makes an honest effort to get understudies and urges them to get familiar with the subjects. The collector might be an individual, a little gathering or a major gathering has less insight and youth. Instructing normally happens in the homeroom circumstances and is even more a proper cycle and it implies cooperation of educators and understudies. They partake for their common advantages. Besides, instruction incorporates every one of the exercises of giving schooling to others. The individual who gives schooling is called an instructor. The educator with great demeanor towards showing involves a different strategy for giving the best of information to his adored understudies.

Need and significance of the study

Instructing is a difficult calling and just such instructors can bear the weighty obligations of country working, as are enough ready and have a sound proficient mentality and the educators are supposed to utilize the accepted procedures and techniques to fulfill the difficult needs of their vocation. Assuming the instructors are thoroughly prepared and exceptionally energetic, it will be improved to learn well. The showing calling requests an unmistakable arrangement of objectives, love for the calling and clearly a good mentality towards the calling. In this unique situation, mentality towards showing calling is a significant variable which should be estimated particularly, when given a contribution of another treatment. An instructor is a very much informed individual, since he is interested in numerous things and gets joy from his scholarly interests. The individual who bends over backward to help the understudy in learning, can construct great human relationship, understanding and ability connected with the course of collaboration, the people who help the understudy most, is said to have 'attitude towards teaching'. An educator not just must be able in his subject, strategy for instructing and in getting his understudy, yet in addition ought to have interest in the calling and have a 'Ideal disposition towards educating'.

Job satisfaction is progressively being utilized in instruction circles today. It is a portrayal of one's capacity, a proportion of one's presentation. Job satisfaction is a term utilized broadly by various individuals in various settings. So it is characterized in various ways. Educator instruction and occupation execution of an instructor are the settings where this term is utilized. Job satisfaction are the prerequisites of a task fulfillment based educator instruction, which incorporates information, abilities and values the student instructor, should exhibit for effective finish of the instructor schooling program. There might be some job satisfaction of an educator which has a similar degree of information, expertise and demeanor. There might be some job satisfaction including a greater amount

of information than ability and demeanor, while, some job satisfaction might be expertise/execution stacked. Presently days there are countless educational and related exercises to be performed by the instructor inside and outside the homeroom. These exercises are of changed kinds. The powerful association of these exercises would expect that an educator has a specific measure of information and furthermore certain perspectives and abilities. This is known as teacher job satisfaction. Being a teacher proficient, meaning more about the meaning of job satisfaction of an educator connected with their demeanor towards educating; the specialist readies his psyche to learn about the connection between disposition of higher secondary teachers towards teaching and their job satisfaction.

Scope of the study

On the basis of the above discussion, one can assume that a favorable attitude towards teaching and required job satisfaction are extremely important for school teachers. But these are considered to be rather unexplored areas of research studies among higher secondary teachers. Therefore, the present study is designed to explore the existing status of attitude towards teaching and job satisfaction of higher secondary teachers. The study is helpful in establishing the importance of attitude towards teaching and job satisfaction among higher secondary teachers. The present study is designed to study the various aspects of research variables taken with regard to background variables namely gender of the higher secondary teachers and the subject handled by them and nature and locality of the school.

Statement of the problem

The problem selected for the present study is the relationship between attitude towards teaching and job satisfaction of higher secondary teachers.

Title of the study

“Higher Secondary Teachers Job Satisfaction in relation to their Attitude towards Teaching”

Operational definitions

Attitude

Thurston (1946) defines an attitude as, "the degree of positive or negative effects associated with some psychological object".

Teaching Profession

Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms.

Job Satisfaction

“Job satisfaction” can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one’s functions and duties for the profession.

Objectives of the present study

The following are the objectives of the present study;

- To find out whether there is any significant difference among higher secondary teachers in their attitude towards teaching with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
- To find out whether there is any significant difference among higher secondary teachers in their job satisfaction with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
- To find out whether there is any significant relationship between attitude towards teaching and job satisfaction of higher secondary teachers.

Null Hypotheses

The following are the hypotheses formulated for the present study

- There is no significant difference among higher secondary teachers in their attitude towards teaching with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
- There is no significant difference among higher secondary teachers in their job satisfaction with regard to the background variables namely: (i) Gender (Men and Women), (ii) Language/Subject Handled (Language, Mathematics, Science and Social Science), (iii) Nature of School (Government and Govt. Aided) and (iv) Locality of School (Rural and Urban).
- There is no significant relationship between attitude towards teaching and job satisfaction of higher secondary teachers.

Method used for the study

For the present study, a survey method is employed. By administering appropriate instruments like questionnaires, the data will be collected.

Sample of the present study

The teachers working in the higher secondary schools will be the population of the present study. From this population 125 higher secondary teachers will be selected by means of stratified random sampling techniques. The sampling will be stratified on the basis of gender, marital status, qualifications, nature of school, subject handling, and locality of the schools.

Tools used in the present study

- Attitude towards Teaching Scale developed by Jordan Carpenter (2009).
- Job satisfaction Scale developed by Afshan Anees (2013).

Statistics used in the present study

For analyzing the data, the investigator will use Mean, Standard Deviation, 't'-test and Karl Pearson's Product Moment Correlation.

Analysis of data

Null Hypothesis-1

There is no significant difference between men and women higher secondary teachers in their attitude towards teaching.

Table 1
Difference between Men and Women Higher Secondary Teachers in their Attitude towards Teaching

Variable	Gender	Mean	SD	t' Value	Remarks at 5% Level
Attitude towards Teaching	Men	123.50	12.75	3.18	S
	Women	117.18	13.18		

(At 5% level of significance, the table value is 1.96)

The above table indicates that there is significant difference between men and women higher secondary teachers in their attitude towards teaching as the calculated 't' value 3.18 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

- **Null Hypothesis-2:** There is no significant difference among higher secondary teachers in their attitude towards teaching with regard to the subject being handled.
- **Null Hypothesis-2.1:** There is no significant difference between language and mathematics higher secondary teachers in their attitude towards teaching.
- **Null Hypothesis-2.2:** There is no significant difference between language and science higher secondary teachers in their attitude towards teaching.

- **Null Hypothesis-2.3:** There is no significant difference between language and social science higher secondary teachers in their attitude towards teaching.
- **Null Hypothesis-2.4:** There is no significant difference between mathematics and science higher secondary teachers in their attitude towards teaching.
- **Null Hypothesis-2.5:** There is no significant difference between mathematics and social science higher secondary teachers in their attitude towards teaching.
- **Null Hypothesis-2.6:** There is no significant difference between science and social science higher secondary teachers in their attitude towards teaching.

Table 2
Difference among Higher Secondary Teachers in their Attitude towards Teaching
with regard to the Subject Handled

Variable	Subject Handled	Mean	SD	t' Value	Remarks at 5% Level
Attitude towards Teaching	Language	126.59	10.80	1.03	NS
	Mathematics	123.88	10.63		
	Language	126.59	10.80	4.12	S
	Science	114.59	13.84		
	Language	126.59	10.80	3.32	S
	Social Science	117.31	10.00		
	Mathematics	123.88	10.63	3.13	S
	Science	114.51	13.84		
	Mathematics	123.88	10.63	2.29	S
	Social Science	117.31	10.00		
	Science	114.51	13.84	0.89	NS
Social Science	117.31	10.00			

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is no significant difference between language and mathematics handling, science and social science handling higher secondary teachers in their attitude towards teaching as the calculated 't' values 1.03 and 0.89 are lower than the table value 1.96 at 5% level of significance. Hence, the null hypothesis 2.1 and 2.6 are accepted. On the other side, there is significant difference between language and science, language and social science, science and mathematics and mathematics and social science handling higher secondary teachers in their attitude towards teaching because the calculated 't' values 4.12, 3.32, 3.13 and 2.29 are greater than the table value 1.96 at 5% level of significance. Hence the null hypotheses 2.2, 2.3, 2.4, and 2.5 are rejected.

Null Hypothesis-3

There is no significant difference between government and government aided school higher secondary teachers in their attitude towards teaching.

Table 3
Difference between Higher Secondary Teachers of Govt. and Govt. aided Schools
in their Attitude towards Teaching

Variable	Nature of Management	Mean	SD	t' Value	Remarks at 5% Level
Attitude towards Teaching	Government	125.50	10.49	1.42	NS
	Government Aided	123.14	11.88		

(At 5% level of significance, the table value is 1.96)

From the table it is understood that there is no significant difference between government and government aided higher secondary teachers in their attitude towards teaching as the calculated 't' value 1.42 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis-4

There is no significant difference between higher secondary teachers of rural and urban schools in their attitude towards teaching.

Table 4
Difference between Higher Secondary Teachers of Rural and Urban Schools in
their Attitude towards Teaching

Variable	Locality	Mean	SD	t' Value	Remarks at 5% Level
Attitude towards Teaching	Rural	124.50	10.84	0.62	NS
	Urban	124.61	11.98		

(At 5% level of significance, the table value is 1.96)

From the above table it is understood that there is no significant difference between higher secondary teachers of rural and urban schools in their attitude towards teaching as the calculated 't' value 0.62 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis-5

There is no significant difference between men and women higher secondary teachers in their job satisfaction.

Table 5
Difference between Men and Women Higher Secondary Teachers in their Job
Satisfaction

Variable	Gender	Mean	SD	t' Value	Remarks at 5% Level
Job	Men	123.50	12.75	2.02	S

Satisfaction	Women	117.18	13.96		
--------------	-------	--------	-------	--	--

(At 5% level of significance, the table value is 1.96)

The above table shows that there is a significant difference between men and women higher secondary teachers in their job satisfaction as the calculated 't' value 2.02 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

- **Null Hypothesis- 6:** There is no significant difference among higher secondary teachers in their job satisfaction with regard to the subject handled.
- **Null Hypothesis-6.1:** There is no significant difference between language and mathematics higher secondary teachers in their job satisfaction.
- **Null Hypothesis-6.2:** There is no significant difference between language and science higher secondary teachers in their job satisfaction.
- **Null Hypothesis-6.3:** There is no significant difference between language and social science higher secondary teachers in their job satisfaction.
- **Null Hypothesis-6.4:** There is no significant difference between mathematics and science higher secondary teachers in their job satisfaction.
- **Null Hypothesis-6.5:** There is no significant difference between mathematics and social science higher secondary teachers in their job satisfaction.
- **Null Hypothesis-6.6:** There is no significant difference between science and social science higher secondary teachers in their job satisfaction.

Table 2
Difference among Higher Secondary Teachers in their Job Satisfaction With regard to Subject Handled

Variable	Subject Handled	Mean	SD	t' Value	Remarks at 5% Level
Job Satisfaction	Language	88.56	11.90	0.17	NS
	Mathematics	89.00	9.50		
	Language	113.28	14.14	4.00	S
	Science	100.76	12.36		
	Language	126.59	10.80	3.32	S
	Social Science	117.31	10.00		
	Mathematics	89.00	9.50	1.56	NS
	Science	85.22	10.33		
	Mathematics	89.00	9.50	0.35	NS
	Social Science	90.04	11.54		
	Science	85.22	10.93	1.58	NS
Social Science	90.04	11.54			

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is significant difference between language and science and language and social science handling higher secondary

teachers in their job satisfaction as the calculated 't' values 4.00 and 3.32 are higher than the table value 1.96 at 5% level of significance. Hence the null hypotheses 6.2 and 6.3 are rejected. On the other side, there is no significant difference between language and mathematics, mathematics and science, mathematics and social science and science and social science handling higher secondary teachers in their job satisfaction as the calculated 't' values 0.17, 1.56, 0.35 and 1.58 is lower than the table value 1.96 at 5% level of significance. Hence the null hypotheses 6.1, 6.4, 6.5 and 6.6 are accepted.

Null Hypothesis-7

There is no significant difference between higher secondary teachers of government and government aided schools in their job satisfaction.

Table 7
Difference between Higher Secondary Teachers of Govt. and Govt. Aided Schools in their Job Satisfaction

Variable	Nature of School	Mean	SD	't' Value	Remarks at 5% Level
Job satisfaction	Government	86.75	15.17	0.98	NS
	Government Aided	87.49	11.32		

(At 5% level of significance, the table value is 1.96)

From the table it is understood that there is no significant difference between the higher secondary teachers of government and government aided schools in their job satisfaction as the calculated 't' value 0.98 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis-8

There is no significant difference between the higher secondary teachers of rural and urban schools in their job satisfaction.

Table 8
Difference between Higher Secondary Teachers of Rural and Urban Schools in their Job Satisfaction

Variable	Locality	Mean	SD	't' Value	Remarks at 5% Level
Job satisfaction	Rural	88.75	13.13	0.64	NS
	Urban	87.26	9.76		

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is no significant difference between the higher secondary teachers of rural and urban schools in their job satisfaction as the calculated 't' value 0.64 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis-9

There is no significant relationship between the attitude of higher secondary teachers towards teaching and their job satisfaction.

Table 9
Relationship between Attitude of Higher Secondary Teachers Towards Teaching and their Job Satisfaction

Job Satisfaction	'r' value	Nature of Correlation
Attitude towards Teaching	+ 0.63	Substantial

From the above table it is inferred that there is a positive substantial relationship between the attitude of higher secondary teachers and their job satisfaction. Hence the null hypothesis is rejected.

Major findings

- There is no significant difference between men and women higher secondary teachers in their attitude towards teaching.
- There is no significant difference between language and mathematics higher secondary teachers in their attitude towards teaching.
- There is no significant difference between language and science higher secondary teachers in their attitude towards teaching.
- There is no significant difference between language and social science higher secondary teachers in their attitude towards teaching.
- There is no significant difference between mathematics and science higher secondary teachers in their attitude towards teaching.
- There is no significant difference between mathematics and social science higher secondary teachers in their attitude towards teaching.
- There is no significant difference between science and social science higher secondary teachers in their attitude towards teaching.
- There is no significant difference between higher secondary teachers of government and government aided schools in their attitude towards teaching.
- There is no significant difference between higher secondary teachers of rural and urban schools in their attitude towards teaching.
- There is a significant difference between men and women higher secondary teachers in their job satisfaction.
- There is no significant difference between language and mathematics higher secondary teachers in their job satisfaction.
- There is no significant difference between language and science higher secondary teachers in their job satisfaction.
- There is no significant difference between language and social science higher secondary teachers in their job satisfaction.
- There is no significant difference between mathematics and science higher secondary teachers in their job satisfaction.

- There is no significant difference between mathematics and social science higher secondary teachers in their job satisfaction.
- There is no significant difference between science and social science higher secondary teachers in their job satisfaction.
- There is no significant difference between the higher secondary teachers of rural and urban schools in their job satisfaction.
- There is no significant difference between higher secondary teachers of government and government aided schools in their job satisfaction.
- There is a significant relationship between the attitude of higher secondary teachers and their job satisfaction.

Conclusion

The teacher is the fundamental part of the school system. Regardless of how well the informative targets are laid out, regardless of how utilitarian the substance of the subject is chosen and coordinated, it is difficult to accomplish the ideal outcomes from schooling except if they are performed by instructors with those mentalities and goals. In this unique circumstance, educating can be considered as a triadic relationship among the educator, the student and the subject substance. Now, the significant entertainer is the instructor. Past investigations have uncovered that the mentality of instructors towards educating in a homeroom setting is firmly related with the understudies' social alterations in an assortment of viewpoints. Essentially, a positive connection was additionally seen between educator's connection to the showing subject and that of the understudies. At this point, the aftereffects of the current review demonstrate that there is significant positive connection between instructors' work fulfillment and their disposition towards educating among higher auxiliary educators. The truth of the matter is that the educators have an uplifting outlook towards instructing and this decidedly impacts their work fulfillment as well as the different social parts of the understudies. To put it plainly, the nature of the instructors' mentality is one of the significant factors which mean a ton for the schooling system to accomplish its goals. For a schooling system to accomplish its targets it is important to accomplish the predetermined goals in the study halls and thus, the chance of accomplishing those predefined targets in the homerooms depends on the actual disposition of the instructors towards educating and their relevant work fulfillment.

References

- Anbalagan, S, "Effects of an Enriched Library strategy on Teaching Mathematics Enhancing the B.Ed. Trainees 'Achievement in Mathematics" (2021). Library Philosophy and Practice (e-journal). 5407. <https://digitalcommons.unl.edu/libphilprac/5407>
- Ashok Kumar & Rajendran (2016) Attitude of Self-Regulated Learning Behaviours and Academic Performance in Web Based Courses among College Students in Tiruchirappalli District. Published in Review of Research. Vol. 5: Issue-8: May 2016.
- Ashok Kumar & Rajendran (2016) Job Satisfaction among Higher Secondary Teachers. Published in the Scholarly research Journal for Interdisciplinary Studies. Vol. 4: Issue-26: September-October 2016.

- Ashok Kumar & Rajendran (2018) Attitude of Secondary Education Teachers towards Teaching in relation to their Professional Competencies. Published in International Journal of Creative Research Thoughts. Vol. 6: Issue. 2: April 2018.
- Ashok Kumar (2021) Occupational Stress and Job Satisfaction of Higher Secondary Teachers Education. Published in Shiksha Shodh Manthan, A Half yearly International Peer-Reviewed Refereed Journal of Education, Vol.7, and No.1 (A). April 2021. Pp.: 85-92.
- Ashok Kumar, C. (2015) A study on attitude and opinion towards using computer technology in teaching among B.Ed. Trainees in Tiruchirappalli district, *i-manager's Journal of Educational Technology*, Vol. 12 l No. 11 April - June 2015.
- Jagannadh Y.V. (2011) a research on Teaching Competency and Attitude towards Teaching Profession of B.Ed. College students.
- Jasmine Maria Sylvester (2010) Attitude towards teaching profession and job satisfaction of teacher educators.
- Mistry (2010) a study for assessment of attitude towards teaching among student teachers in the Institute of Advanced Study in Education, Ahmedabad in Gujarat.
- Parvathi S. Ghanti and Jagadesh (2009) Attitude of secondary school teachers towards teaching profession.
- Sheeja V. et.al. (2011) a study on teaching competency of secondary teacher education students in relation to their metacognition.
- Thangavel, A & Anbalagan, S (2021) Attitude Towards Flipped Classroom Among B.Ed. Teacher Trainees, *Palarch's Journal Of Archaeology Of Egypt/Egyptology* 18(8),392,7-3936. SSN 1567-214x.
- Nyandra, M., Suryasa, W. (2018). Holistic approach to help sexual dysfunction. *Eurasian Journal of Analytical Chemistry*, 13(3), pp. 207-212.
- Rinartha, K., & Suryasa, W. (2017). Comparative study for better result on query suggestion of article searching with MySQL pattern matching and Jaccard similarity. In *2017 5th International Conference on Cyber and IT Service Management (CITSM)* (pp. 1-4). IEEE.
- Wahyuni, I. S., & Widyaningsih, E. B. (2021). Intervention with Fe supplementations and IEC about anemia against hemoglobin levels in female teenagers in state senior high school. *International Journal of Health & Medical Sciences*, 4(1), 38-43. <https://doi.org/10.31295/ijhms.v4n1.500>