



A STUDY OF JOB SATISFACTION AMONG SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING

Mehtab Singh *

**Research scholar, Guru Kashi University, Talwandi Sabo*

Abstract

The present study aimed to find out the role of Attitude towards Teaching in Job Satisfaction among senior secondary school teachers of district Faridkot of Punjab state. The data was collected from 200 respondents randomly selected from 20 secondary schools by using standardized questionnaire related to Attitude towards Teaching and Job Satisfaction. Findings indicated that the senior secondary school teachers have high level of job satisfaction. Further, urban and rural: male and female senior school teachers were showed equal level of Job Satisfaction. On other hand, the significant difference was seen in all dimensions (except Rapport with students) of Job Satisfaction between Government and Privates senior secondary school teachers. In conclusion the relationship between job satisfaction and attitude towards teaching was varied according to the dimensions of job satisfaction and attitude towards teaching.

Key words: *Job Satisfaction, Attitude towards Teaching*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

The word 'teaching' is used in three different concepts. Firstly, it is used to refer to that which is taught as a doctrine or a body of knowledge. Teaching is an interaction process. Secondly, teaching is used to refer to methodology of making something known to others. Teaching is a system of activities which is likely to result in learning and it is also a task oriented process, to achieve certain predetermined objectives. Thirdly, teaching is used to refer to an occupation or a profession.

Job Satisfaction

Job satisfaction is a complex phenomenon. That is why the understanding of the dynamics of job satisfaction becomes important matter of consideration for the researchers. Since then many definitions on job satisfaction means general satisfactions for a person towards his job. Job satisfaction is an individual attribute and it is the outcome at the fulfillment of the individual needs which vary greatly from person to person.

Job satisfaction is a combination of two words, 'job' and 'satisfaction'. Job is an occupational activity performed by an individual in return for a reward. Satisfaction refers to the way one feels about events, people and things. It generally felt that the things people seem to like about their jobs are directly related to the job itself. **Smith (1969)** defined as, "Job Satisfaction is an effective state which is a function of worker's present job on one hand and his frame of reference and adoption level, on the other hand." Job Satisfaction means adjustment to self, society and work. **Sinha (1974)** tells, "Job satisfaction covers both the satisfaction desired from being engaged in a piece of work in any pursuit of a higher order."

Attitude towards teaching

People's attitude towards their professions has an effect on their performance. This cause is also valid for the profession of teaching. Teaching is the most demanding job since teachers need a long time to see the results of their actions on students. It is perceived as a difficult job among people. Many reasons can be named for this perception, such as teachers, particularly primary teachers with younger students. They should make a critical decision about students in classroom every day and they are seen as an authority to maintain the control of the class. Considering all of these reasons, it can be said that teachers face several difficulties when they start teaching when this happens, they start to feel alone and isolated and they feel that they have to do everything by themselves without any kind of support. **Goyal (1984)** Teacher's attitude is

significantly related to pupil's achievement. This indicates that favorable attitude towards teaching is essential in order to have better performance in schools. **Mukherjee (2000)** An attitude of teacher represents an orientation towards readiness to respond, have emotional and intellectual aspect. Thus, attitude is the sum total of individual's inclination and feeling, prejudices, preconceived notions, ideas, fears, threats and convictions about a particular topic, object or situation.

SIGNIFICANCE OF THE STUDY

The challenges faced by the present society are how to improve our present educational system. The investigator feels that if teachers are satisfied and their attitude towards teaching is good, they can do a lot for uplifting of the standards of education in the educational schools, but if they are not satisfied they will do more harm. Teachers who are generally unenthusiastic about the teaching profession reported in one study that they were more distressed about their teaching situation than were teachers who were enthusiastic. Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition a teacher's attitude also influences the behavior of her/his students. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. Thus, teacher's attitude towards teaching profession from the major variable for the present study on secondary school teachers.

Teaching Profession is regarded as one of the noblest profession in the society. The heart and soul of any society is the school. Job satisfaction of the school teachers are, therefore an important factor to make the profession more functional. But teachers nowadays are not satisfied from their job and are gaining more psychological disorders.

So the present study is a humble attempt to find out the nature of job satisfaction among teachers in relation to their attitude towards teaching.

OBJECTIVES

1. To study the job satisfaction of teachers.
2. To study the job satisfaction in relation to their gender.
3. To study job satisfaction in relation to their locality.

4. To study the job satisfaction in relation to their type of school.
5. To study the relationship between job satisfaction with different dimensions of attitude towards teaching.

HYPOTHESES

1. There exists no significant difference between job satisfaction of male and female teacher.
2. There exists no significant difference between job satisfaction of rural and urban teachers.
3. There exists no significant difference between job satisfaction of private and government school teachers.
4. There exists no significant relationship between job satisfaction and different dimensions of attitude towards teaching.

SAMPLE OF THE STUDY

Sample

All the senior secondary school teachers of district Faridkot of Punjab State is the population of the present study. For drawing the population in the frame, the list of 44 Government and 36 Private Senior Secondary Schools of district Faridkot of Punjab was collected from DEO office. From the list of total senior secondary schools, 20 schools were selected randomly and 10 teachers from each school were selected for being a part of the present study by using simple random technique again. Total 200 Senior Secondary School teachers were taken randomly from all selected schools belongs to urban and rural areas of District Faridkot. The sample further distribute equally in government and private schools and males and female senior secondary school teachers.

STATISTICAL TECHNIQUES USED

- In order to visualize the nature of score distributions of the data collected numerical determinates of normality like mean, median, standard deviation were worked out.
- t-test was applied for determining the significance of difference between mean scores of job satisfaction of senior secondary school teachers.
- Pearson Correlation (r) was worked out to find out the nature and extent of relationship between job satisfaction of secondary school teacher and dimensions of attitude towards teaching.

TOOLS USED FOR THE STUDY

Job satisfaction scale by Dr. (Mrs.) Meera Dixit (2013)

Teaching Attitude Scale by S.P. Ahluwalia (2006)

ANALYSES OF THE DATA

1. To study the job satisfaction of teachers.

One of the objectives of the present study was to study the job satisfaction among Sen. Secondary School Teachers. In order to achieve the objective, the mean and standard deviation, frequency distribution were drawn.

Table no. 1.1. Showing the Job Satisfaction of Senior Secondary School Teachers

Job Satisfaction of Secondary School Teachers			
Mean	Standard Deviation	Z- Score	Interpretation
200.65	9.54	+1.83	High satisfaction

Table 1 illustrated the mean scores and standard deviation of job satisfaction of senior secondary school teachers which are 200.65 and 9.54, respectively. As per norms the obtained mean score fall under the category of Z-Score that is +1.83 which indicates that the senior secondary school teachers have high level of job satisfaction.

Table 1.2. Showing the Frequency distribution of senior secondary school teachers' Job Satisfaction according to their different levels

Level of Job Satisfaction	Frequency	Cumulative Frequency	Frequency Percentage
Extremely high satisfaction	93	200	46.5
High Satisfaction	78	107	39
Above Average Satisfaction	26	29	13
Average Satisfaction	0	3	0
Below Average satisfaction	2	3	1
Dissatisfaction	1	1	0.5
Extremely Dissatisfaction	0	0	0

Table 1.2 demonstrates the frequency distribution of secondary school teachers according their respective levels of job satisfaction out of 200 hundred teachers. The distribution shows 46.5 percent of senior secondary school teachers extremely satisfied from their job. Whereas, 39 percent of teachers are highly satisfied and 13 percent teachers are above average satisfied. On the another end of levels of satisfaction very less teachers are showed in the distribution e.g. one percent senior secondary school teachers show below average satisfaction and 0.5 percent secondary school teachers show dissatisfaction from their job.

2. To study the job satisfaction in relation to their gender.

One of the objectives of the present study was to study the job satisfaction in relation to their gender. In order to achieve the objective, the mean, standard deviation and t-value were drawn.

Table 2.1. Showing the job satisfaction of senior secondary school teachers in relation to their gender.

OVERALL JOB SATISFACTION OF TEACHERS

Category	Mean	Standard Deviation	t- value	Interpretation
Males	202.24	7.027	0.0143	No significant
Females	199.07	11.30		

From the above table it is indicated that the mean scores of senior secondary school male teachers found to be 202.24 and the mean scores of senior secondary school female teacher found to be 199.07. The t-ratio is found out to be 0.0143, whereas the t-critical at 0.05 level of confidence is 1.98 which indicates the calculated t-ratio is not significant at 0.05 levels.

So, significant difference is not exists between male and female senior secondary school teachers in relation to their Job satisfaction.

Table 2.2. Showing Dimension wise difference of Job Satisfaction between Male and Female Senior Secondary School Teachers.

Dimension and category wise Mean Scores and t-value																
Dimensions	Intrinsic aspect		Salary, Service conditions and Promotion		Physical facilities		Institutional plans and policies		Satisfaction with authorities		Social status and family welfare		Rapport with students		Relationship with co-worker	
Category	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mean	28.05	28.58	28.81	28.46	29.26	28.57	24.78	25.56	24.77	22.87	21.02	21.13	23.21	22.92	22.41	20.92
t- value	0.97		0.63		1.05		1.24		3.07*		0.20		0.59		2.98*	

***significant at the level 0.05 level of confidence**

****significant at the 0.05&0.01 both level of confidence**

The table 2.2 depicts dimension wise mean score and t-value of job satisfaction in relation to their gender (male and female). Foremost, dimension is related to intrinsic aspect. In this dimension the mean score of male teachers is 28.05 and mean score of female teachers is 28.58 and the calculated t-value is 0.97, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists in case of internist aspect of job satisfaction between males and females. The second dimension is related to salary, service conditions and promotion of senior secondary school teachers. In this dimension the mean score of male teachers is 28.81 and mean score of female teachers is 28.46 and the calculated t-value is 0.63, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists in case of salary, service conditions and promotion of job satisfaction between males and females. The next dimension is related to physical facilities for senior secondary school teachers. In this dimension the mean score of male teachers is 29.26 and mean score of female teachers 28.57 and the calculated t-value is 1.05 that is lower than the t-

critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists in case of physical facilities of job satisfaction between male and females. The fourth dimension is related to institutional plans and policies. In this dimension the mean score of male teachers is 24.78 and mean score of female teachers is little higher than male that is 25.56 and the calculated t-value is 1.24, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists in case of institutional plans and policies between male and females. The next dimension is related to satisfaction with authorities. In this dimension the mean score of male teachers is 24.77 and mean score of female teachers is lower than male that is 22.87 and the calculated t-value is 3.07, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, the significant difference exists between male and female senior secondary school teachers in case of dimension, satisfaction with authorities. The sixth dimension is related to social status and family welfare. In this dimension the mean score of male teachers is 21.02 and mean score of female teachers is 21.13 and the calculated t-value is 0.20, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists between male and female senior secondary school teachers in case of social status and family welfare. The next dimension is related to rapport of senior secondary school teachers with students. In this dimension, the mean score of male teachers is 23.21 and mean score of female teachers is 22.92 and the t-value 0.59, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, no significant difference exists between male and female senior secondary school teachers in case of rapport with students. The last dimension is related to senior secondary school teachers' relationship with co-workers. In this dimension, the mean score of male teachers is 22.41 and mean score of female teachers is lesser than male that is 20.92 and the t-value is 2.98, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference exists between males and female senior secondary school teachers in case of relationship with co-workers.

Verification of Hypothesis no.1

The hypothesis, there exist no significant difference between job satisfaction of male and female senior secondary school teachers is partially rejected in case of fifth and eighth dimension these are satisfaction with authorities and relationship with co-workers, respectively. In case of all other dimensions the hypothesis is accepted.

3. To study the job satisfaction in relation to their locality.

One of the objectives of the present study was to study the job satisfaction in relation to their locality. In order to achieve the objective, the mean, Standard deviation and t-value, were drawn.

Table 3.1 showing the job satisfaction in relation to their locality.

JOB SATISFACTION OF TEACHERS				
Category	Mean	Standard Deviation	t- value	Interpretation
Rural	202.83	8.96	0.0027	No significant
Urban	198.48	9.94		

From the above table 3.1 showing the mean scores of rural senior secondary school teacher found to be 202.83 and the mean scores of urban senior secondary school teacher found to be 198.48. The t-ratio is found out to be 0.0027 whereas the t-critical at 0.05 level of confidence is 1.66 which indicates that the calculated t-ratio is not significant at 0.05 levels. So, significant difference is not exists between rural and urban senior secondary school teachers in relation to their Job satisfaction.

Table 3.2. showing dimension wise difference of job satisfaction between rural and urban senior secondary school teachers.

Dimension and category wise Mean Scores and t-value																
Dimensions	Intrinsic aspect		Salary, service conditions and Promotion		Physical facilities		Institutional plans and policies		Satisfaction with authorities		Social status and family welfare		Rapport with students		Relationship with co-workers	
	Category	R	U	R	U	R	U	R	U	R	U	R	U	R	U	
Mean	28.82	27.81	29.29	27.98	30.17	27.66	24.69	25.65	23.99	23.65	20.77	21.38	23.73	22.4	21.37	22.4
t- value	1.85		2.34*		3.96**		1.47		0.63		1.23		3.02**		2.10*	

***significant at the 0.05 level of confidence**

****significant at the 0.05&0.01 both level of confidence**

The table 3.2 depicts dimension wise mean score and t-value of job satisfaction in relation to their locality (rural and urban). First, dimension is related to intrinsic aspect. In intrinsic aspect the mean score of rural teachers is 28.82 and mean score of urban teachers is 27.81 and the calculated t-value is 1.85, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists in case of intrinsic aspect of job satisfaction between rural and urban. The second dimension is related to salary, service conditions and promotion of senior secondary school teachers. In this dimension the mean score of male teachers is 29.29 and the mean score of urban teachers is 27.98 and the calculated t-value is 2.34, which is higher than the t-critical 1.98 at 0.05 level of confidence. So, significant difference exists in case of salary, service conditions and promotion of job satisfaction between rural and urban. The next dimension is related to physical facilities for senior secondary school teachers. In this dimension the mean score of rural teachers is 30.17 and mean score of urban teachers is little lower 27.66 and the calculated t-value is 3.96 that are higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is exists in case of physical facilities of job satisfaction between rural and urban. The fourth dimension is related to institutional plans and policies. In this dimension the mean score of rural teachers is 24.69 and mean score of urban teachers is 25.65 and the calculated t-value is 1.47, which is lower than the t-critical 1.98 at 0.05 level and 2.61 at 0.01 level of confidence. So, significant difference is not exists in case of institutional plans and policies between rural and urban. The next dimension is related to satisfaction with authorities. In this dimension the mean score of rural teachers is 23.99 and mean score of urban teachers is 23.65 and the calculated t-value is 0.63, which is lower than the t-critical 1.98 at 0.05 level and 2.61 at 0.01 level of confidence. So, the significant difference is no exists between rural and urban senior secondary school teachers in satisfaction with authorities. The sixth dimension is related to social status and family welfare. In this dimension the mean score of rural teachers is 20.77 and mean score of urban teachers is 21.38 and the calculated t-value is 1.23, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists between rural and urban senior secondary school teachers in case of social status and family welfare. The next dimension is related to rapport of senior secondary school teachers with students. In this dimension, the

mean score of rural teachers is 23.73 and mean score of urban teachers is 22.4 and the t-value 3.02, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference exists between rural and urban senior secondary school teachers in case of rapport with students. The last dimension is related to senior secondary school teachers' relationship with co-workers. In this dimension, the mean score of rural teachers is 21.37 and mean score of urban teachers is 22.4 and the t-value is 2.10, which is higher than the t-critical 1.98 at 0.05 level of confidence. So, significant difference exists between rural and urban senior secondary school teachers in case of relationship with co-workers.

Verification of Hypothesis no.2

The hypothesis, there exist no significant difference between job satisfaction of rural and urban senior secondary school teachers is partially rejected in case of second, third, seventh and eighth dimension these are salary, service conditions and promotion, physical facilities, rapport with students, relationship with co-workers, respectively. In case of all other dimensions the hypothesis is accepted.

4. To study the job satisfaction in relation to their type of school.

One of the objectives of the present study was to study the job satisfaction in relation to their type of school. In order to achieve the objective, the mean and t-value, dimension were drawn.

Table 4.1. Showing the job satisfaction of senior secondary school teachers in relation to their type of school.

Job Satisfaction of Government and Private Secondary School Teachers				
Category	Mean	Standard Deviation	t- value	Interpretation
Govt. Schools	202.43	6.11	0.0079	No significant
Private Schools	198.88	11.76		

The table 4.1 illustrated the mean scores of Govt. senior secondary school teachers 202.43 and the mean scores of Private senior secondary school teachers found to be 198.88. The t-ratio is

0.0079, whereas the t-critical at 0.05 level of confidence is 1.66 which indicates that the calculated t-ratio is not significant at 0.05 levels. So there exists no significant difference in Job satisfaction of teacher in relation to their type of school.

Table 4.2 .showing dimension wise difference of job satisfaction in relation to their type of school.

Dimension and category wise Mean Scores and t-value																
Dimensio ns	Intrinsic aspect		Salary, service conditions and Promotion		Physical facilities		Institutional plans and policies		Satisfaction with authorities		Social status and family welfare		Rapport with students		Relationship with co-workers	
	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.
Mean	28.88	27.75	28.03	29.24	26.17	31.66	25.85	24.49	24.5	23.14	22.63	19.52	23.03	23.1	23.23	20.1
t- value	1.99*	2.09*	8.50**	2.02*	2.36**	5.65**	0.14	5.93*								

***significant at the 0.05 level of confidence**

****significant at the 0.05&0.01 both level of confidence**

The table 4.2 depicts dimension wise mean score and t-value of job satisfaction in relation to their type of school (Govt. and Private). Foremost, dimension is related to intrinsic aspect. In intrinsic aspects the mean score of Govt. teachers is 28.88 and mean score of private teachers is 27.75 and the calculated t-value is 1.99, which is higher than the t-critical 1.98 at 0.05 level of confidence. So, significant difference exists in case of internist aspect of job satisfaction between Govt. and Private school teachers. The second dimension is related to salary, service conditions and promotion of senior secondary school teachers. In this dimension the mean score of Govt. teachers is 28.03 and mean score of private teachers is 29.24 and the calculated t-value is 2.09, which is higher than the t-critical 1.98 at 0.05 level of confidence. So, significant difference exists in case of salary, service conditions and promotion of job satisfaction between Govt. and

Private Senior Secondary school teachers. The next dimension is related to physical facilities for senior secondary school teachers. In this dimension the mean score of govt. teachers is 26.17 and mean score of private school teachers 31.66 and the calculated t-value is 8.50 which is higher than the t-critical 1.98 at 0.05 level and 2.61 at 0.01 level of confidence. So, significant difference exists in case of physical facilities of job satisfaction between Govt. and Private senior secondary school teachers. The fourth dimension is related to institutional plans and policies. In this dimension the mean score of Govt. Senior Secondary school teachers is 25.85 and mean score of private senior secondary school teachers is 24.49 and the calculated t-value is 2.02, which is higher than the t-critical 1.98 at 0.05 level of confidence. So, significant difference exists in institutional plans and policies between Govt. and Private Senior Secondary school teachers. The next dimension is related to satisfaction with authorities. In this dimension the mean score of Govt. senior Secondary school teachers is 24.5 and mean score of Private school teachers is lower than Govt. school teachers that is 23.14 and the calculated t-value is 2.36, which is higher than the t-critical 1.98 at 0.05 level of confidence. So, the significant difference exists between Govt. senior secondary school teachers and private senior secondary school teachers in satisfaction with authorities. The sixth dimension is related to social status and family welfare. In this dimension the mean score of Govt. Senior Secondary school teachers is 22.63 and mean score of private school teachers is 19.52 and the calculated t-value is 5.65, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference exists between Govt. Senior Secondary school teachers and private senior secondary school teachers in case of social status and family welfare. The next dimension is related to rapport of senior secondary school teachers with students. In this dimension, the mean score of govt. school teachers is 23.05 and mean score of private school teachers is 23.1 and the t-value 0.14, which is lower than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference is not exists between govt. school teachers and private senior secondary school teachers in case of rapport with students. The last dimension is related to senior secondary school teachers' relationship with co-workers. In this dimension, the mean score of Govt. school teachers is 23.23 and mean score of private school teachers is lesser than govt. school teachers that are 20.1 and the t-value is 5.93, which is higher than the t-critical 1.98 at 0.05 level and 2.617 at 0.01 level of confidence. So, significant difference exists between Govt. and Private senior secondary school teachers in case of relationship with co-workers.

Verification of Hypothesis no.3

The hypothesis, there exist no significant difference between job satisfaction of govt. school teachers and private senior secondary school teachers is rejected in case of all dimensions without seventh dimension that is rapport with students.

5. To study the relationship between job satisfaction with different dimensions of attitude towards teaching.

One of the objectives of the present study was to study the relationship between Job Satisfaction with different dimensions of attitude towards teaching. In order to achieve the objective Pearson's correlation was drawn between all the dimensions of Job Satisfaction and Attitude towards teaching.

Table 5.1. showing the relationship between Job Satisfactions and different dimensions of attitude towards teaching.

Tools	ATTITUDE TOWARDS TEACHING						
	Dimensions	Teaching profession	Class-room teaching	Child-centered practices	Educational process	Pupils	Teachers
JOB SATISFACTION	Intrinsic aspect	0.05	0.07	0.04	-0.13	0.002	0.02
	Salary, service conditions and promotion	-0.06	-0.09	-0.13	-0.13	-0.03	-0.06
	Physical facilities	-0.19**	-0.05	-0.31**	-0.13	-0.12	-0.17*
	Institutional plans and policies	-0.01	0.06	0.12	-0.06	-0.04	0.11
	Satisfaction with authorities	0.01	0.06	0.09	0.10	0.0004	-0.03
	Social status and family welfare	0.10	0.002	0.24**	0.11	0.16*	0.18*
	Rapport with students	-0.03	-0.10	0.10	0.04	-0.06	-0.003
	Relationship with co-workers	0.13	0.09	0.27**	0.03	0.16*	0.20**

***significant at the 0.05 level of confidence**

****significant at the 0.05&0.01 both level of confidence**

The table 5.1 depicts that the correlations between the various dimensions of job satisfaction and Attitude towards Teaching. The Intrinsic aspects of job satisfaction positively correlated with all dimensions of Attitude towards teaching except the dimension Educational process. Correlation between Intrinsic aspect of job satisfaction and all dimensions of attitude towards teaching is not significant at any level of confidence.

The next dimension of Job Satisfaction is Salary, Service conditions and promotion which is negatively correlated with all dimensions of Attitude towards teaching. So, correlation between Salary, Service conditions and Promotion of job satisfaction and all dimensions of attitude towards teaching is not significant at the level of 0.05 level of confidence.

Third dimension of Job Satisfaction, physical facilities is negatively correlated with all the dimensions of attitude towards teaching. From which dimensions Attitude towards teaching profession, pupils and teachers are viewed as $r = -0.19$, -0.31 and $r = -0.17$, respectively. The calculated $r = -0.31$ is greater than r -critical that is 0.139 at 0.05 level and 0.182 at 0.01 level of confidence and $r = -0.19$ and $r = -0.17$ is greater than r -critical that is 0.139 at 0.05 level of confidence. The observations indicate the significant negative relationship exists between physical facilities of Job Satisfaction and attitude towards teaching profession, Pupils and teachers.

The Institutional plans and policies of job satisfaction positively correlated with attitude towards child centered practices, Pupils and Teachers and negatively correlated with Attitude towards teaching profession, Classroom teaching and Educational process. Correlation between Institutional plans and policies of job satisfaction and all dimensions of attitude towards teaching is not significant at any level of confidence.

The Satisfaction with authorities of job satisfaction shows minutely positive correlated with all dimensions of Attitude towards teaching except the dimension Educational process and teachers. Correlation between Satisfaction with authorities of job satisfaction and all dimensions of attitude towards teaching is not significant at any level of confidence.

The Social status and family welfare of job satisfaction positively correlated with all dimensions of Attitude towards teaching. Correlation between Social status and family welfare of job satisfaction and Attitude towards Teaching profession, pupils and class-room teaching is not

significant at any level of confidence. Whereas, another dimensions of Attitude towards Pupils, Educational Process and Teachers are viewed as $r = 0.24$, 0.16 and $r = 0.18$, respectively. The calculated $r = 0.24$ is greater than r -critical that is 0.139 at 0.05 level and 0.182 at 0.01 level of confidence and $r = 0.16$ and $r = 0.18$ is greater than r -critical that is 0.139 at 0.05 level of confidence, which indicates significant positive relationship exists between the social status and family welfare of Job satisfaction and attitude towards Pupil, Educational process and Teachers.

The Rapport with students of job satisfaction negatively correlated with all dimensions of Attitude towards teaching except the dimension pupils and class-room teaching. Correlation between Rapport with students of job satisfaction and all dimensions of attitude towards teaching is not significant at any level of confidence.

The Relationship with co-workers of job satisfaction positively correlated with all dimensions of Attitude towards teaching. Correlation between Relationship with co-workers of job satisfaction and Attitude towards teaching profession, child-centered practices and classroom Teaching is not significant at any level of confidence except the dimensions attitude towards pupils, Educational process and attitude towards teachers are viewed as $r = 0.27$, $r = 0.16$ and $r = 0.20$, respectively. The calculated $r = 0.27$ is greater than r -critical that is 0.139 at 0.05 level, and 0.182 at 0.01 level of confidence, $r = 0.16$ is greater than r -critical that is 0.139 at 0.05 level, and $r = 0.20$ is greater than r -critical that is 0.139 at 0.05 and 0.182 at 0.01 level of confidence, which indicates significant positive relationship exists between the Relationship with co-workers of job satisfaction and attitude towards pupils, educational process and teachers.

Verification of Hypothesis no.4

The hypothesis, there exist no significant relationship between job satisfaction and different dimensions of attitude towards teaching, is rejected in case of Physical aspects, Social status & family welfare and Relationship with co-workers.

FINDINGS OF THE STUDY

- The obtained mean score 200.65 which indicates that the senior secondary school teachers have high level of job satisfaction.
- The mean scores of male senior secondary school teacher found to be 202.24 and the mean score of female senior secondary school teachers found to be 199.07 . The t -ratio is found out to be 0.0143 which is not significant at 0.05 levels.

- The mean scores of rural senior secondary school teachers found to be 202.83 and the mean score of urban senior secondary school teachers found to be 198.48. The t-ratio is found out to be 0.0027 whereas the t-critical at 0.05 level of confidence is 1.66 which indicates that the calculated t-ratio is not significant at 0.05 levels. Significant difference is not exists between rural and urban senior secondary school teachers in relation to their job satisfaction.
- The mean scores of government senior secondary school teachers found to be 202.43 and the mean scores of private senior secondary school teachers found to be 198.88. The t-ratio is 0.0079, whereas the t-critical at 0.05 level of confidence is 1.66 which indicates that the calculated t-ratio is not significant at 0.05 levels. So there exists no significant difference in job satisfaction of teachers in relation to their type of school.
- In depth, dimension wise analysis describes significant difference between government and private senior secondary school teachers in job satisfaction in all dimensions except the dimension named Rapport with students.
- The Physical facilities dimension of job satisfaction is negatively correlated with Teaching profession, Child-centered practices and Teachers dimensions of attitude towards teaching.
- Social status and family welfare dimension of job satisfaction is positively related with Child centered practice, pupils and Teachers dimensions of attitude towards teaching.
- Relationship with co-workers dimension of job satisfaction is positively related with Child centered practice, pupils and Teachers dimensions of attitude towards teaching.

CONCLUSION

After discussing the result the investigator has reached the following conclusion:

- Senior Secondary School teachers showed highly satisfaction towards their jobs.
- The obtained results may conclude as male and female senior secondary school teachers are equally satisfied in their jobs.
- It is also noticed by the researcher that rural and urban area of schools has not affect the job satisfaction of senior secondary school teachers
- Significant difference exists between Government and Private senior secondary school teachers in all dimensions of job satisfaction except the dimension named Rapport with students.

- Relationship between job satisfaction and attitude towards teaching is varied according to dimensions of each others.

References

- Abbasi, P. (2014). A comparative study of job satisfaction among primary school teachers in India, *New frontiers in education*, XXXIII, 02, 25-34
- Agarwal, J. (2004). A study of job Satisfaction of Primary and Secondary School Teachers, *Fourth Survey of Education Research I* New Delhi: NCERT.
- Allport, G.W (1935). Attitude “*a hand book of social Psychology*”; Worchester; clark Unversity press.
- Basu, R. (2009). Job satisfaction and mental health among teachers, A survey Experiments in Education, XXXVII 04, 102-105
- Bindu, C.M. (2007). Relationship and difference of job satisfaction and stress coping skills of primary school teachers. *Edu tracks, a monthly Scanner of trends in education*. 6, (5)
- D B, Rao & D. Shridhar (2003). “A Study of the job satisfaction of secondary school teachers in India.” *Journal of community Guidance & Research* 29, 3, 144-150
- Day, H. P. (1959). “Attitude Changes of Beginning Teachers after Initial Teaching Experience”, *Journal Teacher Education*, 10, 326-328
- Dr. Abha Saini & Puneet Kooner (2014). a study of Job Satisfaction among secondary school teachers. *Education Sector* 1, 50-54,
- Ghanti, Parvati, S. & Jagadesh (2008). A study of the school organizational Climate and job satisfaction of teachers, *Indian journal of psychology and Education*, 39, 2, 73-76.
- Goyal (1984). A study of relationship among attitude towards teaching, job satisfaction, adjustment and professional interests of teacher Educators in India, *unpublished Ph.D (Edu) thesis*, Delhi University
- K. Anuradha, C. Kalapriya (2015). “A study of job satisfaction of secondary school teachers.” *Edutracks* 14, 8, 78-89
- Mukherjee (2000). Effect of anxiety on psychological parameters among school teachers. *Paper presented at the workshop of stress Management*, Chandigarh, YWCA.
- Pandey M. & Maikhuri, R. (1999). A study of the attitude of effective and ineffective teachers towards teaching profession, *Indian journal of psychometry and education*, 30, 1, 43-46.

- Rama, M.B.V. (2000). Relationship between job satisfaction and life satisfaction among secondary school teachers. *Journal of educational research and Extension*, 37, 2, 47-54.
- Sinha (1974). "Job Satisfaction & Job Behavior. *Indian Psychology Abstract* 5, 3, 67-70
- Smith Ps, Kendell Lm An & Hullincl (1969). *The Management of satisfaction in work and retirement*, Chicago.
- V. Sumangala & V.K. Ushadevi (2008). "Women Teachers' Attitudes towards teaching profession and success in teaching." "*Indian Journal of teacher Education Anweshika*" 5, 1, 55-59