

## TEACHING ATTITUDE AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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### **Abstract**

*The main objective of study was carried out to find out whether there is any significant relationship between teaching attitude and job satisfaction of secondary school teachers. Normative Survey method was used and random sampling technique was employed for the study. Teaching attitude and job satisfaction Scale were used as tools to collect data from the sample of 150 secondary school teachers. The findings of the study reveal that i) the level teaching attitude of secondary school teachers (66.0%) is average ii) the level of job Satisfaction of secondary school teachers 66%) is average. iii) there is a significant relationship between teaching attitude and job satisfaction of secondary school teachers.*

### **Introduction**

The effectiveness of secondary education significantly hinges on the attitudes and job satisfaction of teachers. Teaching attitude encompasses the beliefs, feelings, and behaviors that teachers exhibit in their professional roles, directly influencing their teaching methods and interactions with students. Job satisfaction, on the other hand, refers to the extent to which teachers feel fulfilled and content with their work environment and responsibilities. This study explores the intricate relationship between teaching attitude and job satisfaction among secondary school teachers, aiming to uncover factors that contribute to a positive teaching environment and high levels of job satisfaction.

### **Significance of the Study**

Research has shown that teachers with positive attitudes towards teaching are more likely to exhibit effective teaching practices, which can lead to improved student outcomes and academic achievement.

Job satisfaction plays a crucial role in teacher retention and recruitment efforts. Satisfied teachers are more likely to stay in their positions, reducing turnover rates, and creating a stable learning environment for students. Moreover, satisfied teachers can serve as positive ambassadors for the profession, attracting potential educators to join the field.

A high level of job satisfaction contributes to teacher well-being and reduces the risk of burnout. Teachers who feel valued, supported, and fulfilled in their roles are better equipped to manage stress and cope with the demands of teaching.

Teaching attitudes and job satisfaction influence the overall school climate and culture. When teachers are positive, motivated, and satisfied with their jobs, it fosters a supportive and collaborative environment that benefits both teachers and students.

Teachers' attitudes towards teaching can significantly impact student engagement and motivation. Positive teacher-student relationships, enthusiasm for the subject matter, and effective instructional strategies contribute to a conducive learning environment where students are more likely to thrive academically and socially.

In conclusion, understanding and addressing teaching attitude and job satisfaction among secondary school teachers are vital for promoting teacher well-being, enhancing teaching effectiveness, and ultimately, improving student outcomes. This study can provide valuable insights for educational policymakers, school administrators, and teacher training programs to support and empower teachers in their professional roles.

### **Objectives**

1. To find out the level of teaching attitude among secondary school teachers
2. To find out the level of job satisfaction among secondary school teachers
3. To find out whether there is any significant relationship between teaching attitude and job satisfaction among secondary school teachers

### **Methodology**

A descriptive survey method was adopted by the investigator to conduct this study

### **Population for the Study**

The population of the present study is the secondary school teachers of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

### **Sample for the Study**

The investigator used the simple random sampling technique for selecting the sample. The sample for the present study comprises of 150 teachers from high school, 10 secondary school of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

### **Tool**

1. Teaching attitude scale is prepared and valuated by investigator and guide (2023)
2. Job satisfaction scale is prepared and validated by Dr. V.Kasirajan

### **Statistical Techniques**

The statistical techniques such as Mean, standard Deviation, 't' test and 'F' test were computed

### **Analysis of Data**

1. The level of teaching attitude of secondary school teachers is average.

**Table 1 Level of Teaching Attitude of Secondary School Teachers**

Low		Moderate		High	
Count	%	Count	%	No.	%
24	16.0	99	66.0	27	18.0

The above table shows that, 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of teaching attitude o secondary school teachers.

2. The level of job satisfaction of secondary school teachers is average.

**Table 2 Level of Job Satisfaction of Secondary School Teachers**

Low		Moderate		High	
Count	%	Count	%	No.	%
24	16.0	99	66.0	27	18.0

The above table shows that, 16.0% of have low, 66.0% of them have moderate and 18.0% of them have high level of job satisfaction of secondary school teachers.

3. There is no significant relationship between teaching attitude and job satisfaction of secondary school teachers.

**Table 3 Relationship between Teaching Attitude and Job Satisfaction of Secondary School Teachers**

Teaching attitude		Job satisfaction		$\Sigma XY$	Calculated 'r' value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$			
54369	154235	2345	126504	138321	0.862	S

(Table value of 'r' is 0.088, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.862) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is a significant relationship between teaching attitude and job satisfaction of secondary school teachers.

### Major Findings of the Study

1. 16.0% of have low, 66.0% of them have moderate and 18.0 % of them have high level of teaching attitude o secondary school teachers.
2. 16.0% of have low, 66.0% of them have moderate and 18.0 % of them have high level of job satisfaction of secondary school teachers.
3. There is a significant relationship between teaching attitude and job satisfaction of secondary school teachers.

### **Recommendations of the Study**

1. Implement regular professional development workshops focusing on teaching strategies, classroom management, and stress management.
2. Encourage teachers to pursue further education and certifications to boost their skills and confidence.
3. Develop mentorship programs where experienced, positive teachers mentor newer teachers. This can help new teachers develop positive attitudes and effective teaching practices.
4. Establish systems to recognize and reward teachers for their achievements and positive attitudes. Regular appreciation can boost morale and job satisfaction.
5. Foster a supportive work environment by ensuring open communication channels between teachers and administrators.
6. Provide adequate resources and support to teachers to reduce stress and improve their job performance.
7. Promote work-life balance by offering flexible working hours, mental health days, and wellness programs to help teachers manage stress and maintain a positive attitude.

### **Conclusion**

The significant relationship between teaching attitude and job satisfaction among secondary school teachers highlights the importance of fostering positive attitudes within the teaching profession. Positive teaching attitudes not only enhance job satisfaction but also lead to better student outcomes, improved teacher retention, and a healthier school climate. To maximize these benefits, schools should invest in professional development, mentorship programs, recognition systems, supportive work environments, and work-life balance initiatives. Further research is needed to explore the long-term evolution of teaching attitudes, compare different educational contexts, assess the impact of specific interventions, and consider demographic influences. By addressing these areas, educational institutions can create a more fulfilling and effective teaching environment, ultimately enhancing the quality of education.

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