

**JOB SATISFACTION AND ATTITUDE
TOWARDS TEACHING:**

A Comparative
Study of Government and
Public School Teachers

Dissertation Submitted to Jawaharlal Nehru University
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DECLARATION

Certified that the dissertation entitled "Job satisfaction and Attitude towards teaching: a comparative study of government and public school teachers", submitted by Namita Ranganathan is for the award of the Degree of Master of Philosophy of this University. This dissertation has not been previously submitted for any other degree of this University or any other University, and is her own work.

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A B S T R A C T

Studies in the past which undertook a comparison between government and public schools, concentrated on the performance of students (Rao 1978), service conditions of teachers (Pal and Ghosh 1967), differences in the material facilities and organizational aspects of the schools (Sinha 1980) etc. The present research differed from the above mentioned studies, in that it had as its aim, to investigate and compare the job satisfaction and attitude towards teaching of government and public school teachers and relate the same to the performance of students in the class X and XII Board examinations. The sample included 112 teachers, equally distributed between the two types of schools and representing all the three sections, viz, primary, middle and senior, respectively.

A job satisfaction scale developed and standardized by Brayfield and Rothe (1951), was used to measure the satisfaction of teachers with their jobs. An attitude scale was devised and administered, to ascertain the attitude of teachers towards teaching, alongwith a questionnaire which explored the various reasons for job satisfaction/dissatisfaction of teachers, their perception of the school climate, concept of teaching etc.

It was found that teachers in general were satisfied with their jobs and had a neutral attitude towards teaching.

There was no significant difference between the two types of schools in regard to the job satisfaction of teachers and their attitude towards teaching.

At the section level, however, teachers of the primary section in general were found to have greater job satisfaction and a more favourable attitude towards teaching than teachers of the other two sections.

Job satisfaction and attitude towards teaching, were found to be significantly, positively related. The performance of students in the class X and XII Board examinations, was also found to be significantly related to the job satisfaction of teachers and their attitude towards teaching.

These above findings have been discussed in the light of earlier related researches in the fields of Education and Psychology.

CHAPTER - I

INTRODUCTION

The Draft National Policy on Education (1979) states that "an ideal system of education should enable individuals to know and develop to the fullest their physical and intellectual potentialities and promote their awareness of social and human values, so that they can develop a strong character and live better lives and function as responsible members of the society".

To this end, education should help strengthen values of democracy, secularism and socialism, and promote national unity, pride in Indian cultural heritage and faith in the country's future. Education should help to inculcate scientific and moral values and facilitate pursuit of knowledge. All these could be achieved through various formalized institutions of education, of which perhaps, 'the school' is the most crucial one, since it constitutes the earliest and longest educational experience for a child, which encompasses thirteen to fifteen of the most valuable and formative years of every child.

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The history of schooling has some notable landmarks, which dates back to the pre-British period when there was no formal system of school education. The Educational institutions that existed were the Maktabas and Madrasahs propagating Islamic education and the Gurukuls and Pathshalas imparting Brahmanical education. It was during the first half of the nineteenth century that the 1833 charter Act was passed which permitted educational enterprise, to establish and start educational institutions in India. The subsequent resolutions passed by the government (1835) led to the establishment of formal schools teaching Science and European literature. These schools became instantly popular because of the great interest shown in English education by some of the educated Indians like Raja Ram Mohan Roy. Schooling, received further impetus with the famous Wood's despatch of 1854 which suggested the setting up of a number of schools. The period following this, upto 1882 however, was not very conducive to education, and the matriculation examination became extremely predominant in determining the nature of education (Nanda, 1969). Since such an education appeared too unacademic and unrelated to Indian life, in 1882, an Education Commission

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known as the Hunter Commission was constituted and on the basis of its suggestions, the entire responsibility of primary education was borne by the government while secondary education was entrusted to private enterprise. The Hartog Committee (1929) suggested the vocationalization of education at the school level, whereas the Sargent Report (1944) suggested, only a few minor changes in the existing school education. None of these however could be implemented as India attained independence in 1947 and there was fresh thinking on the entire matter of education. To be specific, Gandhiji's concept of 'basic education' was discussed, and every effort was made to introduce this type of education in India as it aimed at self-sufficiency in education. Gandhiji was of the view that general education should come through the craft. The relative functions and advantages of basic education could be described as summarised in the Wardha Educational Conference held in 1937 namely, "basic education is inexpensive and in consonance with the needs of rural India. It is the scheme which takes into consideration the environments. It lays emphasis upon new methods of teaching relieving children of the drudgery of forced memorization. Besides, providing for the

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practical work, observation, discussion and action learning, it is socially, psychologically, physically, economically and educationally a sound system".

Despite the ostensible advantages as mentioned above there were many criticisms of this system which impeded its propagation, and thus basic education failed to become an all-India system of education.

After independence, four important bodies examined the problems of school education in India. The first was the Tarachand Committee (1948) which suggested that schools should be of a multipurpose type side by side with the uni-purpose system, and the public school system should be expanded. The Radha Krishnan Commission (1948) however recommended a twelve year secondary course instead of ten years. The secondary Education Commission (1952-53) also known as the Mudaliar Commission moulded school education on an eleven year pattern and gave it the name of Higher Secondary Education.

Finally in 1964-66, the government of India constituted an Education Commission headed by Kothari, which suggested many qualitative and quantitative changes in school education. It was a critical and comprehensive

report on the Educational system in India, and one of its major suggestions was the complete shifting over of the educational system to a uniform pattern of 10 + 2 + 3 system. It also emphasized the concept of the neighbourhood school which would help to equalize educational opportunity.

Maik (1982) reviewed the status of school education between 1966 and 1978, and stated that, "the crises of non-performance in elementary education which had persisted throughout the post independence period had only deepened in the last 12 years. With reference to secondary education, he felt that there have been a number of weaknesses : a rapid and uncontrolled expansion and the creation of small uneconomic non-viable institutions (more than 50 percent of the secondary schools have small enrolments of less than 250); poor standards; lack of diversification (i.e. more than 90 percent of the students take up only the academic courses leading to the University); absence of terminal vocational courses on an adequate scale and above all lack of relevance".

The situation today seems to be very much the same and what is more disconcerting is the fact that the

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basic social function of school education is being defeated, in that, instead of bringing the different social classes and groups together, education is only tending to increase social segregation and perpetuate and widen social and economic distinctions.

Nanda (1969), gave a very apt description of the schooling system in India. He held that Public and Convent school education were a prerogative of only the upper and upper middle classes. The middle class patronised the central government schools and the lower class and poor children attended the schools run by Municipal Corporation or by the State machinery. He thus held that, schooling also reflected to an extent, the distinct class structure that existed in India.

Describing the public schools in India, De Souza (1974) was of the view that they are private, independent and secular institutions of secondary education. They are basically residential schools with an independent Board of Governors. Each school is divided into several more or less autonomous units called houses headed by a housemaster. There is a prefect system of authority which provides selected boys with opportunities for

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training in responsibility, leadership and service. Extensive facilities are available for a wide range of extra curricular activities; such as games, athletics, physical education, crafts, art, music, dramatics and a variety of hobbies. The central emphasis in both academic and extra curricular activities is on the "all-round" development of character of children apart from academic skills and to inculcate in the students the qualities of initiative and responsibility, self-discipline, team-spirit, sportsmanship, fairplay, a refined taste and the spirit of public service.

Because of their high fees, public schools are relatively exclusive institutions, catering to the needs of mostly the upper social classes. The style of life adopted in them is cosmopolitan and tends to reflect the symbols, manners and patterns of social behavior of high status groups in the Western society. Great stress is placed on fluency in spoken English and several of the cultural and recreational pursuits such as art, music, horse riding, mountaineering etc.

In operational terms, a public school is one whose headmaster has been admitted to the Indian Public Schools Conference (IPSC) by election. To qualify for membership

of the conference, a school has to comply with a set of technical criteria relating to the academic freedom of the headmaster, conditions of service of the staff, facilities for games and extra curricular activities, and residential accommodation for a certain proportion of the student body.

The Sainik and Military schools also form a part of the public school complex. Although, they have been established by the government and receive grants-in-aid, they are considered to be private and independent because they are managed by autonomous Boards of Governors and are not obliged to follow the regulations of the grants-in-aid code.

The Government schools on the other hand, are institutions which are set up in various important neighbourhoods all over the cities and in rural areas. They basically cater to the masses. There is no selective process of admission and the emphasis is more on enrolment of students than maintenance of standards. Every child seeking admission to the government school is admitted. The fees charged is extremely nominal and the catchment area of Government schools is very small, restricted and basically conforms to the concept of the neighbourhood school.

Though the government schools also offer a large number of academic and extra curricular activities, these are not of the same magnitude as those in the Public Schools. The central emphasis in government schools is on the promotion of the national language and on the inculcation of values and attitudes which are typically Indian. Infact, this is where they stand in sharp contrast to the Public schools, which still basically offer a culture moulded more on Western norms.

If the situation is evaluated today popular public opinion would hold that there is a disparity between the government and public schools in terms of their resource inputs and outputs. Surprisingly, there is very little research evidence which under takes a direct comparison of government schools vis-a-vis Public Schools on educational issues. It was in this background that, it was decided to have the main focus of the present study to centre around a comparison between Public and Government schools.

Regardless of the type and quality of school, education can be broadly defined as a process of teaching and learning wherein the teacher occupies a position of paramount importance. It is the teacher who shapes and moulds young and impressionable minds and thereby determines the effectiveness and direction of the

teaching-learning process. The Education Commission Report of 1964-66 stated that "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant".

Stone and Neilson (1982), enumerated the various tasks the teacher is expected to carry out to justify her/his importance in the educational process. These were in brief - a) improving the learning situation, b) maximizing learner readiness c) improving thinking and ideation in students, d) directing their learning activity and e) getting and giving feedback.

Desai (1982) stated that schools presently aim at an all round development of their students through curricular and co-curricular activities. For the promotion of all these educational ideals, the performance of the teacher is the key element. Mehdi and Gupta (1981) examining the role of the teacher, enumerated four important areas where the teacher was expected to assist pupils to facilitate their all round development - as learners, as persons, as citizens and as workers.

Although an educational system may have excellent material resources in the form of attractive school plants, well equipped laboratories, libraries, efficient administrative staff, correct policies and progressive curricula, if the teachers are indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasteful. (Kundu, 1981)

Studies have shown that skills of class organization and management (Desai 1982), teacher behavior and communication (Singh 1981), teacher's personality (Singh 1981) and teachers attitude towards her/his profession, level of job satisfaction and adjustment in the job (Goyal 1981) etc. are responsible for teacher effectiveness and success.

While studies on organizational climate and teacher behavior are quite number, studies on attitude of teachers towards teaching and their satisfaction with their profession are relatively fewer, and hence the present research proposes to study these two factors vis-a-vis other variables related to education.

Within the school setting, teachers operate at three different levels - primary, middle and senior.

The role structure and the functions of teachers in the three sections differ a great deal. As such it was considered worth-while to ascertain, if there is a difference in the job satisfaction and attitude of teachers towards teaching in terms of schools and sections.

It has been time and again demonstrated that "knowledge of results" influences motivation and performance of an individual. (Ammons 1956; Bilodeau and Bilodeau 1961).

Thus, one could expect that the knowledge that his/her efforts had helped in reaching the desired goal may influence the job satisfaction of the teachers and their attitude towards teaching. Keeping the above in view, the job satisfaction of teachers and their attitude towards teaching have been considered in terms of the class X and XII results in the final Board Examinations.

To state briefly, the present research has the following specific objectives :

- a) to study the job satisfaction and attitude towards teaching of teachers in public and government schools.

- b) to compare the job satisfaction and attitude towards teaching of teachers belonging to public and government schools.
- c) to compare the job satisfaction and attitude towards teaching of teachers across the primary, middle and senior sections within the same school.
- d) to find out the association between job satisfaction and attitude towards teaching of teachers, and compare the same across schools and sections.
- e) to ascertain the relationship between job satisfaction and attitude of teachers towards teaching, and the marks obtained in class X and XII Board Examinations.

CHAPTER - 2

REVIEW OF LITERATURE

Having enumerated the main aims and objectives of the present research, a review of the relevant studies covering job satisfaction and attitude of teachers towards teaching etc. is presented in the following sections.

Job Satisfaction :

The term job satisfaction, has been widely used and variously interpreted. According to Maslow (1943), the work environment satisfies a number of needs of an individual worker. He enumerated eight such needs which he arranged in a hierarchical order and said that the extent to which the total job environment or the various segments of it contributed to the satisfaction of these needs, determined the job satisfaction of workers.

Blum and Naylor (1968), defined job satisfaction "as the result of various attitudes possessed by the employee which relate to the job and are concerned with several specific job aspects". Pestonjee (1973), while

discussing the concept of job satisfaction, said, that "job satisfaction can be taken as a summation of employees feelings in four important areas. Two of these (job and management) encompass factors directly concerned with the job, (intrinsic factors) and the remaining two (social relations and personal adjustment) include factors not directly connected with the job, but which, are presumed to have a bearing on job satisfaction.

According to Roberts (1966), job satisfaction comprises those outward or inner manifestations which give an individual a sense of enjoyment or accomplishment in the performance of his work. Job satisfaction may thus come from the product or item produced, from the speed with which it is accomplished or from features relating to the job and its performance.

According to Kahn (1973), job satisfaction occurs when there is a fit between job characteristics and wants of employees.

Job satisfaction being a complex phenomenon with several interrelated factors : personal, social, cultural and economic, has been explained in terms of various theories. One of the most significant contributions is

the two-factor theory postulated by Herzberg et al (1966) which suggests two different sets of factors - motivators and hygiene factors which influence job satisfaction/dissatisfaction. Amongst the motivators, figure-advancement, development, responsibility, recognition, achievement and the work itself. The hygiene factors include, salary, working conditions, company policy, supervision and the work group.

Schaffer's (1953), somewhat elder theory states that overall satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied, the stronger the needs, the more closely will job satisfaction depend on their fulfillment.

Siegel (1962), analysed job satisfaction in the context of two main factors - intrinsic factors and extrinsic factors. Factors intrinsic to the job include pay, job security, participation and personal recognition, hours, working conditions and occupational status. Among factors extrinsic to the job are supervision, age, level of intelligence, job experience and personal adjustment.

Hoppeck (1967), in his Composite Theory concluded that, job satisfaction depends upon the extent to which the job a person holds, meets the needs which he feels it should meet. The degree of satisfaction is determined by the ratio between what is experienced and what is wanted.

In the field of education, although the job satisfaction of teachers has very far reaching effects and implications, it has been a relatively neglected field. However, many studies representative of the industrial setting can in a broad sense be extrapolated to the educational setting, particularly to the school system which has quite a similar structural composition, when compared to the industry. There is a hierarchical structure of authority, responsibility delegation of tasks, and a system of well defined roles and functions for personnel which are also characteristic of an industrial setting. In this context, some of the general findings based on studies on job satisfaction in industrial settings, which concentrate on areas like the correlates of job satisfaction or work values, could to an extent be generalised to the educational field.

Studies on job satisfaction can be broadly classified into three categories : i) those dealing with job satisfaction in relation to certain social, demographic and physical factors; ii) those which link certain personality traits of teachers and workers to job satisfaction; and iii) those which seek to investigate the various reasons for job satisfaction/dissatisfaction.

Job Satisfaction and Age :

Satisfaction in a profession could possibly be related to the age of the individual, as with increase in age, there are more realistic expectations from the job and to that extent one could expect certain amount of greater satisfaction with the job as compared to the younger age levels. In the industrial settings, studies relating age with job satisfaction have indicated that as workers become older, they tend to become more satisfied with their jobs, probably because of increasing adaptation on the basis of experience (Kahn 1973; Carrell and Elbert 1974; Goble 1978).

In the educational field, Goyal (1981), in a study on teacher educators, reported that only teachers above 50 years of age were most satisfied with their jobs.

In contrast, Tripathi et al (1981) in their study on school teachers, found that younger teachers who enter the teaching profession newly, have greater job satisfaction than older teachers, which the authors attribute to initial enthusiasm.

While age seems to influence job satisfaction, sex factor has also been found to be associated with job satisfaction.

Job Satisfaction and Sex :

In the school setting, it has been observed that women teachers are more satisfied with their jobs than their male counterparts (Chase 1951; Belesco and Alluto 1972; Bernard and Kulandivel 1976; Anand 1977; 1980; and Reddy and Reddy 1980). However, Goyal (1981), found that sex does not affect job satisfaction. This finding was based on a sample of teacher educators and therefore probably contradicts the earlier findings on samples of school teachers.

In the industrial setting, studies comparing males and females in the context of job satisfaction are rare, because unlike teaching, there are certain jobs which are exclusively reserved for men. Infact, the industrial sector is more a male dominated sector and hence the

comparitive sex factor loses its significance. Studies on job satisfaction and attitude towards employment of working women, however, show that women are by and large happy and satisfied with their work. (Ranade and Ramachandran 1970; Kalanidhi 1972).

While on sex factor, it will be worthwhile to ascertain if marital status in any way is related to job satisfaction.

Job Satisfaction and Marital Status :

In the industrial setting it has been found that marital status is not related to job satisfaction (Sharma 1970; Singh and Agrawal 1971). In contrast to this, in the educational setting it has been found that unmarried teachers are generally more satisfied with their jobs (Butler 1961; Inlow 1971; and Reddy and Babjan 1981).


As for job satisfaction in terms of urban/rural back ground of teachers Anand (1979), and Reddy and Reddy (1980), found that job satisfaction is not related to either rural or urban background, or to the state to which the teachers belonged.

Job Satisfaction and Educational Level of Teachers :

Studying the relationship between educational level of teachers and their job satisfaction, Roehm (1966), Hogland (1968) and Hogan (1969), in their research on American school teachers, found, that there was no significant correlation between job satisfaction, educational level and degree held. This was somewhat substantiated by Goyal (1981), who found that qualifications did not affect the job satisfaction of teacher educators.

Volmer and Kinney (1955) found that workers with higher educational degrees or accomplishments tended to be more dissatisfied with their jobs. However, in direct contrast to this, Rao (1970) in his study on the socio-personal correlates of job satisfaction, found that higher the educational level of teachers, greater their job satisfaction. This finding was corroborated by Anand (1979), who, in his study on job satisfaction versus work - role variables of school teachers, both in arts and science groups found that post graduate teachers were ^{more} satisfied with their jobs than graduate teachers.

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Job Satisfaction and Skill :

A highly skilled person may be dissatisfied with his job, if he is placed in a job unsuited to his talents and where he cannot use his skill (Harrell, 1967).

Amongst Indian teachers, evaluating skill as a correlate of job satisfaction Tripathi et al (1981), found that trained teachers had greater job satisfaction and than untrained teachers, /were more effective as teachers.

A group of very old but significant studies by Weber (1953), Cantor (1953), and Amatora (1955) established, that, effective teachers had a genuine love and strong liking for young people, enjoyed being with them, had deep interest in and obtained great satisfaction from the job of teaching. In the Indian school setting, Anjan-cyula (1968) found that job satisfaction enabled teachers to function at their highest level of efficiency. According to him, satisfied teachers contributed to a larger number of excellent good and, average, ratings on pupil's behaviour and qualities than dissatisfied teachers, who contributed to a great number of poor and below average ratings.

In a comparative study of job morale of Indian school teachers, and other professionals, Chandra (1978), found

that teachers job morale was higher than that of doctors, engineers, and lawyers, but not higher than that of administrators. Besides this, he also found that effective teachers had greater job morale than ineffective teachers.

Job Satisfaction and Personality Factors :

Studies which link personality with job satisfaction are very few in number. For instance, Rohilla (1966), found that job satisfaction was contingent on the innate needs of the concerned individual, and stronger the need, greater the job satisfaction.

Mehdi and Sinha (1971), in a study on the relationship of neuroticism and job satisfaction of school teachers, found that job satisfaction was higher amongst teachers rated low on neuroticism as compared to those rated high on it. In a relatively recent study on job satisfaction, extraversion and neuroticism of school teachers, Anand (1977), found that, neuroticism was negatively related to job satisfaction, and only in 30% of the teachers job satisfaction was found to be influenced by a degree of extraversion.

Studies by Jawa (1971) and Reddy and Reddy (1980) relating job satisfaction of teachers with anxiety, found

that teachers high on anxiety were less satisfied with their jobs than those low on anxiety.

Bhattacharya (1978), in a study on job satisfaction of teachers and its relationship to their anger and aggression as rated by them, reported that teachers who were highly satisfied with their jobs had relatively less aggression either self-directed or object-directed, while teachers poorly satisfied with their jobs were found to have more anger and aggression on both the dimensions.

Job Satisfaction and Incentives :

It has been demonstrated by many researchers in the industrial setting (for eg. Harrel 1967)(Davis 1974) and the educational setting (Lortie 1975; Katz and Kahn, 1978) that extrinsic and intrinsic rewards in combination, lead to the greatest satisfaction with the job, for instance Sayles (1974), pointed out that an incentive that is operating successfully can bring psychological as well as economic rewards. There is satisfaction from a job well done and self image improves because of feelings of competence.

As early as 1942, Blum et al, reported on certain non-monetary factors such as job security and advancement

in jobs, being ranked above pay in their influence upon employee morale. Following that, Tiffin (1948), stated that the importance of morally sound promotion procedures and company policies affected the job satisfaction of the employees.

Dwivedi (1977), in a study on the effect of financial incentives on job satisfaction, reported that in the case of Indian workers, job satisfaction was found to be interlinked with financial returns.

In the context of the educational setting, Gray (1963), in a study on secondary school teachers, reported that social rewards on the job contributed towards job satisfaction of school teachers.

Serigionni (1967), in a study on the factors which affect satisfaction and dissatisfaction, found that, satisfaction factors for teachers tended to be linked to the work itself. He also showed the difference between work and conditions of work and pointed out that whereas satisfaction was related to work itself, job context factors i.e. conditions of work were responsible for dissatisfaction. This was substantiated by Dayal and Saiyadain (1971).

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In a recent study linking organizational incentives and teaching amongst secondary school teachers, Lortie (1975), found that satisfaction with teaching and internalized motivations were of primary importance to teachers. He argued that extrinsic rewards such as salary and perks, and ancillary rewards such as working hours and conditions while important are not more significant than intrinsic rewards.

Pestonjee and Akhtar (1969), found that for teacher educators, social service, fame, independence and self expression on the job were the most preferred work values. They reported that both men and women preferred social service and self expression, as compared to other non-social factors, and within the same, women valued job security, while men valued fame.

Agreeing with the influence of social factors on job satisfaction, Miller (1974), in a study on elementary school teachers found job satisfaction to be a function of the bases of social influence which teachers ascribed to the organizational behavior of their principal.

Indiresan (1982), investigated the relationship between bureaucratic orientation of teachers and their

job satisfaction and reported that there was no significant relationship between the two variables.

Job Satisfaction and Personal Relationships :

Ontjes (1974), made a differentiation between two types of behavior, viz. nomothetic and idiographic. The former referred to administrative behavior which focused on organizational expectations, while the latter on individual expectations. He found in his study that, nomothetic administrative behavior as emphasizing organizational goals, provided consistency and generated greater teacher job satisfaction than idiographic administrative behavior which stressed more of individual expectations.

Aslin, (1974) in a study of the relationships between job satisfaction of school teachers and their perceived conflicts with school officials, principals, other teachers and parents found that, low perceived conflict between the teacher and principal was accompanied by high job satisfaction of the teacher. Further, job satisfaction of teachers was not affected by conflicts with colleagues or parents.

Marr and Mathur (1973) studied the extent of

satisfaction of teacher educators with different aspects of their job. They found that job satisfaction to quite an extent was contingent on satisfaction with factors such as respect, prestige, way of life, immediate supervisor's behavior, intellectual stimulation, responsibility, management policies, variety in work, independence achievement and security in the job.

Menon (1974), in a relational study of work motivation and organisational climate, found that work motivation among employees is a direct function of the organizational climate. Relating job satisfaction with leadership style, Singh and Pestonjee (1974), found that greater job satisfaction resulted from a democratic form of leadership.

Pillai (1979), linking organizational climate with teacher morale, reported a high correlation between the two variables and concluded that they are highly dependent on each other.

Indireean (1979), reported that individuals in the same organization perceive the organizational atmosphere differently. While a favourable perception of the organizational atmosphere contributes to greater expressed job

satisfaction, certain individual characteristics like the personality and background of the concerned individuals, seem to moderate this relationship.

Attitude Towards Teaching :

Before attempting a specific analysis of attitude of teachers towards teaching, it would be in order to consider the concept of attitude in general within its theoretical framework. Attitudes have been defined in a number of different ways. Each of the traditional definitions contains a slightly different conception of what an attitude is or emphasizes a somewhat different aspect of it.

Allport (1935), proposed that "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Krech and Crutchfield (1948), defined it as "an enduring organization of motivational emotional, perceptual and cognitive processes with respect to some aspect of the individual's world".

According to Newcomb, Turner and Converse (1965), "attitude is a state of readiness for motive arousal"

Secord and Backman (1974), in a more recent definition conceptualized attitude as certain, regularities of an individual's feelings, thoughts, and predispositions to act towards some aspect of his environment. Feelings are often referred to as the affective component, thoughts as the cognitive component and predispositions to act as the behavioral component. The origins and evolution of attitudes have been explained by many theories, of which learning theory, cognitive consistency theory, cognitive dissonance theory and functional theory are a few.

According to the learning theory which uses the concepts of conditioning and reinforcement (Kovland 1959), attitudes are learned behavior. They are also learned the same way as other habits are learned. Just as people acquire information and facts, they also learn the feelings and values associated with these facts.

Attitudes have been considered consistent with cognitions (Lewin 1951; Heider 1958; Abeleon 1959; Osgood 1952).

An individual who have several beliefs or values that are inconsistent with one another, strives to make them more consistent with each other. Whenever the

consistency is affected because of the introduction of a new cognitive element, the individual strives to minimize this inconsistency by changing the existent cognitive elements or rejecting the new cognitive elements.

According to the cognitive dissonance theory advocated by Festinger (1957), the attitudes of an individual are normally consistent with each other and he behaves in accordance with his attitudes and thus his various actions are consistent with each other. However sometimes there may exist a dissonance or 'non-fitting' relations amongst cognitive elements. The existence of this dissonance gives rise to pressures to reduce the dissonance and to avoid further increases in dissonance. Manifestations of the operation of these pressures include behavior changes, changes of cognition, and circumspect exposure to new information and new opinions.

The next theory which explains attitude is that of Katz's (1960) functional theory. The key to understanding change and resistance to change, according to this theory, is the motivational basis of an attitude. Attitudes may be utilitarian in that they lead to reward and avoidance of punishment, they may function to protect the person from acknowledgement of unpleasant truths about

himself, they may provide satisfaction in expression of self and one's central values, and to the extent that they are consistent, they may satisfy a basic drive to structure one's experience. This view emphasizes the fact that shifts in the satisfactions associated with various behaviors, such as obtaining new rewards or receiving punishment, may bring about associated changes in attitudes so that these attitudes continue to maximize the person's adjustment to his environment.

The above stated theories are useful in understanding the process of attitude formation and change and thus have high application value in this context.

In regard to the attitude of teachers towards teaching, it may be said that it has consistently been observed over the years that in determining the teaching efficiency of teachers their attitude towards teaching plays a crucial role. There is an assumption that the successful teacher is the one who has a positive disposition towards teaching as a profession and thus this has been the focus of many research studies (Ryans 1960; Gallagher 1967; Roy 1971; Singh 1981 etc.). The attitude of teachers towards teaching has largely been studied : 1) in terms of certain

socio-demographic and psychological variables, 2) in the context of teaching success and efficiency and 3) in terms of the reasons why teachers join the teaching profession.

Lee (1974), in a study on the relationships between teacher trainee work evaluation ratings, their attitude towards pupils and attitude towards job satisfaction, found that age, sex, race, marital status and work experience do not affect the attitude towards pupils and the job.

Goyal (1981), in a study on the attitudes of teachers educators similarly reported that sex, age, qualifications and teaching experience do not affect attitude. A very interesting finding of the same study was, that most teachers had a favourable attitude towards teaching.

Sukhawal (1978), however, in his study on married lady teachers' attitude towards the teaching profession reported findings contrary to those of Lee and Goyal. He found a significant difference in the professional attitudes of married lady teachers belonging to different age groups - i.e. higher the age, more favourable was the attitude towards teaching. He also demonstrated a positive relationship between teaching experience and attitude towards teaching. The longer the teaching experience more favourable was the attitude of teachers towards teaching. Similarly professional training was

found to have a positive effect on attitude towards teaching.

A study on the socio-economic conditions of teachers, reported by Shamsuddin (1971) indicated, that socio-economic status was an important determinant of teaching career choice. Majority of the teachers came from lower and middle class families. Some belonged to the upper class but their motives were to add to the family income and fill time.

In regard to the attitude of teachers towards teaching being a significant correlate of teaching success and efficiency, the pioneering studies date back to the early forties and fifties of this century.

Elliasen and Martin (1940), were among the first to establish that the attitudes of teachers towards children and school work which can be measured with high reliability were significantly related to teacher - pupil relations in the classroom.

In a study on teacher effectiveness, Ryans (1960), reported that teachers rated low in effectiveness, possessed a critical attitude towards others, and a less

favourable attitude towards teaching. The finding was corroborated by Roy (1971), who in a study on teacher attitude and its relationship with teaching efficiency showed, that superior efficiency in teaching goes with a favourable attitude and vice versa.

Kaul (1972), in a factorial study of certain personality variables of popular teachers in secondary schools, reported that popular teachers who were also found to be effective in their work, had a favourable attitude towards teaching in schools.

In a study evaluating teaching attitude as a determinant for classroom verbal interaction, Singh and Sharma (1977), found that there existed a significant relationship between teaching attitude and verbal interaction of teachers. Further, it was found that teacher talk is not related with teaching attitude, and teachers having a highly favourable attitude yielded more to student initiation in the classroom.

Kaul (1977), in a study measuring the impact of teacher training upon attitude of student teachers towards teaching found that the attitude was by and large positive both before and after training. Infact, there was no

significant difference in the attitude resulting from training.

Singh A (1981), in a study linking creativity and self concept of teachers with their attitude towards teaching, found that there was no significant relationship between verbal creativity in teachers and their attitudes towards teaching. The same study also reported that there was no significant relationship between direct and indirect behavior of teachers and their attitude towards teaching.

Singh S (1981), related teachers personality, teaching success and behavioral changes in students. The study revealed that teachers at the desirable end of the teaching success continuum had a positive attitude towards their profession and showed a genuine concern for their students. As against this, teachers at the other end, were found to be critical and hostile to their profession and held it as unfavourable.

Patnaik and Panda (1982), having studied the personality and attitude patterns of good and poor teachers working in secondary schools found that good teachers had significantly, a more favourable attitude

towards pupils and aspects of teaching than teachers rated poor in teaching.

A substantial number of research studies explored and tapped the reasons and motives responsible for inducing teachers to enter the teaching profession.

Clarks and Burke (1955), studied the economic, legal and social status of teachers and concluded that those who became teachers, generally had lower needs or desires for prestige, income and professional recognition than the general average.

In a study exploring the background and motives of student teachers for joining the teaching profession, Marr and Sabharwal (1968), reported that, a large number of males and females had chosen the teaching profession voluntarily. Earnings, followed by prestige were their dominant motives for becoming teachers.

A study by Brar and Adhar (1972) on the motives of teachers for joining the teaching profession, revealed that desire for intellectual growth, desire to serve, lack of opportunities elsewhere and desire for financial stability were the most important motives.

In a similar study, Verma (1974), reported that the most dominant motives for joining the teaching profession, were love of children, love of teaching and service idealism.

In the same context, Sharma (1975), in a study on the motives of secondary school teachers for entering into the teaching profession, reported, that the dominant motives were love for teaching profession, to have further knowledge, to serve the nation, to be up to date with current knowledge and to earn a living.

Verma's study (1974) which also linked socio-economic background of teachers and their motives for joining the teaching profession, revealed that, for teachers from high socio - economic background, the motives were love of teaching, love of subject and family influence. For average socio-economic background teachers, the motive was primarily economic. In the case of teachers from a low socio-economic background, there was no discernable pattern of motives.

Goyal and Sharma (1974), in a study on the impact of grade revision on the attitudes of teachers and the community, found that increase in teachers' pay scales

brought about an evident healthy change in their attitude towards their profession.

Arora (1978), differentiated the motives of effective and ineffective teachers for joining the teaching profession. He found that effective teachers join teaching, because they hold it in high esteem and like the teaching job in general. In contrast, the ineffective teachers were found to like mainly the financial aspect of teaching.

Chandra (1978), found that teachers with favourable attitude towards teaching adjudged the teaching job more favourable than the unfavourable group, with regard to social service, intellectual challenge, prestige, chance of progress, material handled and adventure.

Having reviewed some important studies in the areas of job satisfaction and attitude of teachers towards teaching in general, it would now be in order to critically evaluate the studies directly related to the present study.

Job Satisfaction and Attitude Towards Teaching as a Function of Type of School :

There is considerable paucity of research in this

area. Studies which undertake a comparison between types of schools in regard to educational issues are very few in number, especially in the Indian Context.

A study by Chen (1977), on job satisfaction of the school teachers in the republic of China as related to personal and organisational characteristics revealed, that public and private school teachers expressed similar levels of job satisfaction. Although, the study by Chen is similar to the present study, it was done in China and hence whether the findings can be generalised to the Indian educational setting which is so different from China is questionable.

A study by Tripathi (1980), on organisational climate and teacher attitudes : showed that government and private junior college teachers do not differ significantly in terms of their attitudes towards various aspects of teaching and education. The sample of this study included only junior college teachers (Class XI and XII) and not the entire school. In this respect, the present study differs from the above as it includes a sample representative of teachers of the entire school which consists of the primary, middle and senior sections.

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Other Indian studies which sought to compare types of schools were confined to other educational issues. Pal and Ghosh (1967), investigated the difference in the service conditions of government and private school teachers. Gupta and Sharma (1980), examined the self concept of pupils in government and public schools, whereas Rao (1978), studied academic performance as a function of type of school. Sandeep (1980), examined the cognitive development of primary section children in different types of schools and Sinha (1980), investigated the differences in the material facilities, organizational aspects and human relations in government and private schools.

While the above studies have related various factors in terms of type of school, there has so far been no attempt in Indian research to compare job satisfaction and attitude of government and public school teachers towards teaching, and this is where the present study differs from the other studies.

Job Satisfaction and Attitude Towards Teaching :

Cole (1977), in analysing job satisfaction among elementary, middle and senior section teachers found

that elementary teachers displayed significantly higher job satisfaction than middle and senior section teachers. However, Webb (1982), in a similar study found no significant differences in job satisfaction at the three levels.

In regard to attitude towards teaching, a study by Wandt (1954) revealed that good elementary teachers expressed more favourable attitudes than good secondary teachers. Once again since the study is representative of the Western school setting, the findings cannot be generalised to the Indian school setting. In the Indian context, studies have been confined mostly to the job satisfaction of higher secondary teachers (Anand 1977, 1979, Tripathi 1980), or the attitudes of a particular section of teachers (Sukhawal 1978, Goyal 1981). In this regard, the present study which undertakes a comparison between the three sections of teachers is relatively unique in its scope.

As for relationship between job satisfaction and attitude towards teaching a study by Catney (1977), revealed no significant relationship between job satisfaction and teacher attitude. This study was confined

to elementary school teachers and therefore is limited in generalizing the findings to other populations.

In the Indian educational setting, a study by Chandra (1978), showed that teachers with a favourable attitude towards teaching were found to enjoy their job to a greater degree than teachers with an unfavourable attitude. The present study however, differs from that of Chandra's in that, while the latter studied teachers in general, the present research will include teachers from the primary, middle and senior sections as well.

Goyal (1981), found a positive correlation between job satisfaction and attitude towards teaching of teacher educators. Once again, the sample in Goyal's study is different from that of the present study. While Goyal's consisted of teacher educators, the present sample include school teachers.

Relationship of Academic Performance of Students
(Class X and XII Board Examinations) with Job Satisfaction
and Attitude of Teachers Towards Teaching :

Rolfe and Hellfrizsch (1945), Swanson (1961) and Gallagher (1967) showed that attitude of teachers

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towards teaching was significantly correlated with teaching success as judged by pupil growth.

In the Indian context as mentioned earlier, studies have linked job satisfaction and attitude towards teaching of teachers with teaching success and efficiency, but not with academic performance. The latter, however, in the context of the teacher has instead been studied as a function of different teaching styles (Hunter 1975, Lulle 1975), in terms of class-room interaction (Good and Brophy 1975; Singh 1980), and in terms of teacher expectation (Rosenthal and Jacobson 1968; Bartal and Guttman 1981).

Thus, from the review of literature in the foregoing sections, one may conclude that researches on job satisfaction in the industrial setting are quite a number, whereas, in the educational setting they are relatively fewer. The available studies have shown that job satisfaction of teachers vary within the same school and in respect of organizational climate, intrinsic and extrinsic rewards etc. However, comparative studies on job satisfaction within the school, or in terms of private run and government run schools etc. have been negligible.

Similarly, attitudes towards teaching have been studied of teacher educators, students etc., but very few studies have tried to assess objectively, school teachers' attitude towards teaching and compared the same with job satisfaction or other relevant educational factors.

The present study, thus is unique in this respect, as it attempts to study and compare objectively, the attitude towards teaching of school teachers in respect of type of schools, the different sections within the same school and across the schools, and in terms of performance of students in class X and XII Board examinations, as well relating the same to job satisfaction.

CHAPTER - 3

METHODOLOGY

Having reviewed the available literature on the topic it is now in order to present the methodology used in the study.

As mentioned earlier, the main objective of this research is to study and compare the job satisfaction and attitudes of Government and Public school teachers towards teaching, at the primary, middle and senior section levels. This has been based on the general observation that the performance of children and teachers, as well as the input and output in these two types of schools vary a great deal (Heim and Watts 1972; Rao 1978; Pillai 1979; Sinha 1980). To that extent, one could expect that the teachers working in these two different types of schools would also differ in terms of their attitude towards teaching and job satisfaction. Thus, the present study aims to investigate the following objectives :

1. to ascertain whether there is a difference in the job satisfaction and attitude towards teaching of government and public school teachers;

2. to find out if teachers at the primary, middle and senior section levels in the two types of schools differ in terms of their job satisfaction and attitude towards teaching;
3. to find out if the interactional effect of type of school and section is in anyway related to the job satisfaction and attitude of teachers towards teaching;
4. to study the nature of relationship between job satisfaction and attitude of teachers towards teaching;
5. to ascertain if job satisfaction and attitude of teachers towards teaching are in any way related to the results obtained by students in the class X and XII Board examinations.

To study the above mentioned objectives the following specific hypotheses were laid down.

Hypothesis I :

"There will be a difference in the job satisfaction of government and public school teachers".

Job satisfaction of teachers has been found to be dependent on a number of extrinsic and intrinsic factors (Lortie 1975; Katz and Kahn 1978). Of these, some factors like higher salary (Macaskill 1980), school climate (Harper 1974), nature of students (Sinha 1980), quality of the school (Pillai 1979) and working content (Serigianni 1967), etc. have particularly been found to affect job satisfaction. Generally it has been observed that in terms of most of these factors, there exists a difference between government and private schools (Sinha 1980). Hence one could expect the job satisfaction of teachers working in government schools to differ from that of teachers working in public schools.

Hypothesis 2 :

"There will be a difference in the job satisfaction of primary, middle and senior section teachers".

This is based on the finding that job satisfaction of teachers is determined by their role - expectations (Bame 1974). The fulfillment of the role expectations of teachers in turn is to an extent dependent on the developmental needs of their students and the academic and other functions which they serve in this context as

Contd....49....

teachers. These are known to vary in the primary, middle and senior sections. Hence, it can be expected that teachers in the three different sections will differ in terms of their job satisfaction.

Hypothesis 3 :

"The interactional effect of type of school and section will affect the job satisfaction of teachers".

This hypothesis is derived from the earlier two hypotheses, that is, if the job satisfaction of teachers will differ because they teach in different types of schools and job satisfaction will also vary in terms of primary, middle and senior sections involved, then the interaction between schools and sections would also in combination affect the job satisfaction of teachers.

Hypothesis 4 :

"There will be a difference between government and public school teachers in regard to their attitude towards teaching".

This hypothesis is based on the fact that it has consistently been observed over the years that, attitude towards teaching to quite an extent is responsible for

the effective performance of teachers (Ryans 1960; Swanson 1961; Gallagher 1967; Roy 1971; Singh 1981) and the results of students' performance in the final examinations. The latter has also been observed to vary in terms of different schools. Perhaps on the basis of the above one could expect the attitude also to differ in terms of different schools.

Hypothesis 5 :

"The attitude of teachers towards teaching, will differ amongst primary, middle, and senior section teachers of public and government schools".

This is based on the fact that teachers at these three levels have to serve differing functions. The extent to which their differing functions, will satisfy their motives for joining the teaching profession, will determine their attitude towards teaching (Jena 1981). Thus, one could expect the attitude of teachers towards teaching to differ among the three sections.

Hypothesis 6 :

"The interactional effect of type of school and section will affect the attitude of teachers towards teaching".

This is based on the rationale that if the type of school in which a teacher works, influences his or her attitude towards teaching, and if the latter is also affected by the section in which the teacher works, such as primary, middle or senior, then one could expect that different types of schools and different sections, in combination may influence the attitude of teachers towards teaching.

Hypothesis 7 :

"There will be a significant relationship between job satisfaction and attitude of teachers towards teaching".

Teachers with a favourable attitude towards teaching have been found to enjoy their jobs to a greater degree than teachers with an unfavourable attitude (Chandra 1978; Goyal 1981). In other words, one could expect a fairly high positive correlation between job satisfaction and attitude of teachers towards teaching.

Hypothesis 8 :

There will be a significant relationship between job satisfaction and results obtained by students in the class X and XII Board examinations. This is based on the research work conducted on "knowledge of results"

phenomena. It has been consistently observed amongst students, workers, officers etc. that the knowledge of results of one's performance on a given task to a great extent influences, the performance of the concerned individual. (Ammens 1956; Bilodeau and Bilodeau 1961). It has also been found to boost up the self esteem and other related aspects. As such one may expect that the knowledge of results of one's students' appearing in the merit list or getting a distinction in the Board examination (class X and XII) would contribute to great satisfaction in the teacher, and in turn enhance her job satisfaction.

Hypothesis 9 :

"There will be a significant relationship between the attitude of teachers towards teaching and the results obtained by students in the class X and XII Board examinations".

This hypothesis is based on the earlier findings that teachers with a positive attitude towards teaching have been adjudged to be more efficient and successful teachers as measured by pupil growth (Singh 1981). An important aspect of pupil growth is academic

performance. Hence, it can be expected that attitude of teachers towards teaching will to an extent influence the performance of students in class X and XII Board examinations.

OPERATIONAL DEFINITIONS :

1. Job Satisfaction :

Although this term has been variously defined, for the purpose of this study, Job satisfaction is defined as "a favourable feeling or psychological condition of a person towards his job situation. Job satisfaction is brought about by many factors including attitudes". The latter half of the definition is similar to the one given by Blum and Naylor (1968).

2. Attitude Towards Teaching :

In the context of this study, attitude towards teaching is defined as "the disposition towards teaching, i.e. the contents, duties and tasks which teaching entails". It may be positive, neutral or negative.

3. Government Schools :

In this study the government schools are defined as those run by the New Delhi Municipal Committee at the primary and middle school level, and the Delhi Administration at the senior school level.

4. Public Schools :

For the purpose of this study, public schools are defined as those which are members of the Indian Public Schools Conference (IPSC) and thereby meet all the statutory requirements of this body.

5. Primary Sections :

Consists of classes I, II, III, IV and V.

6. Middle Section :

Includes classes VI, VII and VIII.

7. Senior Section :

Consists of classes IX, X, XI and XII.

SAMPLE :

A total of 4 schools were selected for this study. Of these, two were government schools and two were public schools.

The two public schools were selected on the basis of their IPSC membership fees charges from students, salary given to teachers, curricular and extra curricular facilities offered and results obtained in the Board examination.

Similarly, the two government schools were selected on the basis of fees charged, salary given to teachers, curricular and extra curricular facilities offered and results obtained in the Board examination.

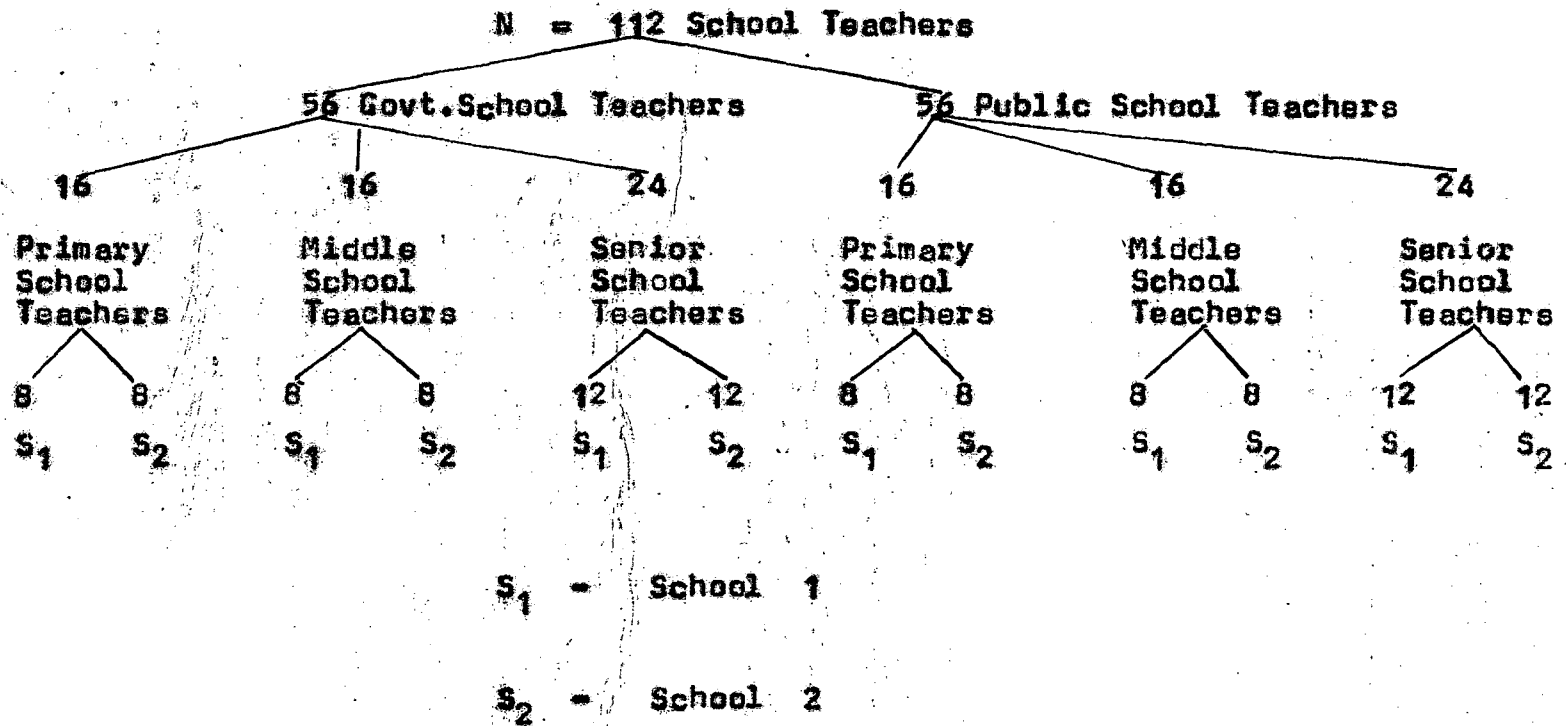
It must be pointed out here, that each government school functions as a group of three independent schools namely the primary school, middle school and senior school. The primary and middle schools are run by the New Delhi Municipal Committee and the senior school by the Delhi Administration. They are all however situated in the same neighbourhood and therefore serve as a single school unit, since, the children from the primary school are directly promoted to the middle school and likewise the middle school children are directly promoted to the senior school.

The sample size was 112 school teachers, of which 56 were public school teachers and 56 government school

Contd...56...

teachers. From each school, 28 teachers were selected at random. Of these 8 were from the primary section, 8 from the middle section and 12 from the senior section.

A diagrammatic presentation of the sample is given overleaf.



Contd...58....

TOOLS :

1. Job Satisfaction Scale :

This study has made use of the standardized job satisfaction scale developed by Brayfield and Rothe (1951). The scale has a reliability of 87 and has also been validated by the authors. It consists of 18 statements with which a person could strongly agree, agree, remain undecided, disagree and strongly disagree. The responses to the statements are measured on a 1 to 5 point scale. The total scores obtained by a respondent could fall in any of the five following categories in terms of job satisfaction scores:

- i) Most dissatisfied : 18-32
- ii) Dissatisfied : 33-47
- iii) Neither Satisfied nor dissatisfied : 48-62
- iv) Satisfied : 63-77
- v) Very satisfied : 78-92

The scale is reproduced in the Appendix.

2. Attitude Scale :

The tool used for measuring the attitude of teachers

towards teaching was an attitude scale devised for the purpose. This, had in all 22 statements covering a range of the most unfavourable to the most favourable attitude towards teaching. The detailed scale is reproduced in the Appendix.

Construction of the Attitude Scale :

The above scale was constructed using Thurstone's method of attitude scale construction. The following steps were involved in the same.

1. A total of 150 statements representing negative, neutral and positive attitude towards teaching were written out and pooled together randomly.
2. These statements were then given to 100 judges chosen from different walks of life as follows :
3. Bureaucrats - (10), Lawyers - (10), Psychologists-(10), Academicians - (10), Research Scholars - (10), Bankers-(10), Engineers - (5), Company Executives - (5), Creative People like journalists, advertising personnel etc. - (10), Doctors - (10) and Miscellaneous people like social workers, businessmen etc. (10).

Contd....60...

These judges were asked to place each of the 150 statements on an 11 point scale which ranged from very unfavourable attitude to very favourable attitude, with 5, 6 and 7 scale points representing of neutral attitude. The judges were requested to place each statement on a scale point depending on the extent to which that statement represented a positive or negative or neutral attitude.

3. Thus, after all the statements were placed in the 11 - point scale by all the 100 judges, the scale value for each statement was worked out by taking the Median scale value for it, based on the judges' placing of the statement on the scale.
4. Hence, each item (statement) had a scale value (median of all the judges assessment). These were then arranged in an ascending order.
5. The final list of statements for the Attitude scale was arrived at on the basis of the following criteria :
 - a) the statements chosen were such that the gap between the scale value of item 1 and item 2 was equal to the gap between the scale value of item 2 and 3 and so on. Thus, the final list of statements selected was on an equal appearing interval scale.

- b) Only those statements were chosen where the scale value assigned to them by the judges did not vary to extremes. In other words, those items were omitted which had a high standard deviation.

The final list of statements contained 22 items.

The Thurstone scale is economical and basically a common-sense type of instrument. It permits the construction of fairly reliable and valid scales. It can be used to construct scales which measure attitudes towards any subject or issue.

The use of judges to estimate the intensity of attitudes is a strong point of the Thurstone scale. It is an advantage in that the scale positions have a rational meaning that would be difficult to obtain by any other method. If the judges are in good agreement that a respondent who marks a particular statement has a positive or negative attitude to a certain degree, this tells us something directly about the respondent. The use of judges is particularly helpful in locating the neutral point on the attitude scale. It is because of these ostensible advantages that the Thurstone scale was selected for this study.

The Thurstone scale however has certain limitations. A potential weakness in this scale is the absence of any direct procedure for determining whether or not there is only one attitude involved in the statements.

Although statements with a high interjudge variability are removed from the scale, this is not a precise method for purifying the scale. However, despite these limitations, scales based on this method are known to be fairly reliable and valid. In view of the above mentioned factors, it was decided to use the Thurstone method.

3. Questionnaire :

This covered in general the attitudes and opinions of teachers regarding the climate of the school social relationships within the School, concept of teaching and the reasons for their job satisfaction and attitude of teachers towards teaching. (The same is reproduced in the Appendix).

Administration Procedure :

All the three questionnaires were distributed to all the 112 teachers.

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SCORING :

The data obtained from the three questionnaires were analysed separately for each teacher and two sets of scores were obtained 1) the job satisfaction score, and 2) attitude score. The job satisfaction score was obtained by summing the ratings on all the 18 questions in the job satisfaction scale, in accordance with the key. The attitude score was obtained by summing the scale values of each of the statements which the teacher had agreed with, and then calculating the average.

STATISTICAL TECHNIQUES :

- 1) 2 X 3 ANOVA design with schools at 2 levels (Government and Public) and sections at 3 levels, (primary, middle and senior section) was used to ascertain if the job satisfaction and attitude of teachers towards teaching differ significantly in terms of 1) type of school, 2) level of section and 3) interaction type of school and section.
2. test for uncorrelated data was used to find out if the job satisfaction and attitude of teachers towards teaching differed significantly between the three sections of each type of school.

3. Pearson's product moment coefficient of correlation was used to study the relationship between teachers' job satisfaction and attitude towards teaching contingency correlation was also used where necessary.
4. t - test was used to study the difference between the mean attitude and job satisfaction scores and between correlations.
5. The frequency and percentage analysis were used where necessary.

CHAPTER - 4

ANALYSIS OF RESULTS

Having presented the detailed methodology in the previous chapter, the results of analysis of the data are presented in the following sections. To recapitulate, the present study has as its aim to find out the job satisfaction and attitude towards teaching of public and government school teachers, with the help of a job satisfaction scale (Brayfield and Rothe, 1951) and an attitude scale devised by the researcher for the purpose.

Table-I presents the mean, SD and N of job satisfaction scores of government and public school teachers.

TABLE - I

Mean, SD and N of job satisfaction scores for government and public school teachers.

	PUBLIC SCHOOL	GOVERNMENT SCHOOL
Mean	69.14	66.49
SD	6.28	9.41
N	56	56
t Value	1.75	P = N.S

The scores of 69.14 and 66.49 indicate that the teachers of public and government schools are satisfied with their jobs. Within this, government school teachers appear to have obtained relatively lesser job satisfaction scores than the public school teachers. However, this difference is not statistically significant.

While job satisfaction scores did not show any statistically significant difference between schools, the superficial difference obtained was put to test to ascertain whether there was any significant difference in job satisfaction scores amongst the three sections within the same school, and whether interaction between a particular school and a particular section contributed to a higher level of job satisfaction. For this purpose a 2 X 3 factorial design was used with schools at two levels (Government and Public) and sections at three levels, (viz. primary, middle and senior sections). Table 2 presents the summary of the analysis of variance pertaining to job satisfaction scores of teachers.

TABLE - 2

Summary of 2 X 3 ANOVA

Source	Sum of Squares	df	Mean sum of Squares	F	P
Between the 2 types of Schools	185.17	1	185.17	2.57	not sig
1. Public					
2. Government					
Among Sections	2430.96	2	1215.48	16.9	<.01
1. Primary					
2. Middle					
3. Senior					
Interaction of school X section	297.43	2	148.72	2.09	not sig
Within all gps.	7628.44	106	71.97		
TOTAL :	10542	111			

The following conclusions emerge from the above analysis :

1. There was no significant difference in the job satisfaction of government and public school teachers.

Contd...68...

Thus hypothesis 1 which stated that government and public school teachers will differ in regard to their job satisfaction has been rejected.

2. Job satisfaction differed significantly amongst teachers in terms of primary, middle and senior sections ($F = 16.9$ $P .01$).
3. The interactional effect was not found to be statistically significant, i.e. job satisfaction of teachers did not differ as a function of interaction between schools and sections. Thus, hypothesis-3 which stated that job satisfaction of teachers will differ in regard to the interactional effect between type of school and section, has been rejected.

Since the F value of job satisfaction scores between sections was found to be highly significant, an attempt was made to find out, by applying t -test as to which of the sections showed higher levels of job satisfaction.

Table 3 presents the mean, SD , and t values for job satisfaction of government and public school teachers in terms of the three sections.

TABLE - 3

Mean, SD and t values for job satisfaction.

	PUBLIC SCHOOL			GOVERNMENT SCHOOL		
	Primary Section	Middle Section	Senior Section	Primary Section	Middle Section	Senior Section
Mean	76.5	67.93	63	69.31	69.31	60.87
SD	3.34	10.1	5.4	5.03	12.64	9.46
N	16	16	24	16	16	24
Primary	-	t=3.26 P .01	t=9.01 P .01	-	t=0 P not sig	t=3.58 P <.01
Middle	-	-	t=1.73 P not sig	-	-	t=2.23 P <.05
Senior	-	-	-	-	-	-

From the above, it may be concluded that primary section teachers of the public school had significantly more job satisfaction as compared to their counterparts in senior sections. However, between middle and senior section teachers, there was no significant difference in job satisfaction.

Contd....78...

On the other hand, in the government school, primary section teachers had significantly more job satisfaction as compared to senior section teachers, but not in regard to middle section teachers. Thus the hypothesis - 2, which stated that teachers of the three sections will differ in regard to their job satisfaction has been partly validated.

Attitude Towards Teaching :

Table - 4 presents the Mean, SD, N and t values on attitude towards teaching of government and public school teachers.

TABLE - 4

Mean, SD, N and t values for attitude scores of government and public school teachers.

	PUBLIC SCHOOL	GOVERNMENT SCHOOL
Mean	7.15	7.22
SD	.89	1.12
N	56	56
t	.38	P = NS

From the above table it is clear that both government and public school teachers showed a neutral attitude towards teaching, as scores of 7.5 and above had been taken to represent a positive attitude. Within this, the government school teachers appear to have obtained a slightly more favourable attitude than public school teachers, though this difference between the two schools, was not found to be statistically significant.

To ascertain if there was any difference in the attitude of teachers towards teaching in terms of sections, and interaction between schools and sections, a 2 X 3 factorial analysis was carried out.

Table - 5 presents the summary of this analysis.

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TABLE - 5

Summary of 2 X 3 ANOVA Design

Source	Sum of Squares	df	Mean sum of Squares	F	P
Between the two types of school	.14	1	.14	.11	not sig
1. Public					
2. Government					
Among sections	27.74	2	13.87	11.27	P < .01
1. Primary					
2. Middle					
3. Senior					
Interaction of School X Section	.33	2	.17	.14	not sig
Within all gps.	130.59	106	1.23	.	-
TOTAL :	158.8	111			

The following findings emerge from the above table:

1. There was no significant difference in the attitude scores of teachers belonging to government and public schools. Thus, hypothesis - 4 which stated

Contd...73...

that the attitude towards teaching of government and public school teachers will differ, stands rejected.

2. There was a significant difference in the attitude towards teaching of teachers from the three different sections, viz. primary, middle and senior ($F = 11.27, P .01$), of both government and public school.
3. The interactional effect between schools and sections was not significant; i.e. the attitude of teachers did not differ as a function of schools and sections which led to the rejection of the hypothesis - 6.

Since the F value for attitude towards teaching amongst teachers of the three different sections was found to be highly significant, t -values were computed to ascertain the exact difference between the sections.

Table - 6 presents the mean, SD and t values of the attitude scores of the teachers of both the schools in terms of the 3 sections.

Contd...74...

TABLE - 6

Mean, SD and t values of the attitude scores of teachers in terms of schools and sections.

	PUBLIC SCHOOL			GOVERNMENT SCHOOL		
	Primary Section	Middle Section	Senior Section	Primary Section	Middle Section	Senior Section
Mean	7.76	7.16	6.52	7.62	7.48	6.56
SD	.53	1.31	.83	.62	1.34	1.4
N	16	16	24	16	16	24
Primary	-	t=1.67 p not sig	t=6.2 P<.01	-	t= .43 p not sig	t= 3.18 P<.01
Middle	-	-	t=1.78 p not sig	-	-	t=2.02 P<.05
Senior	-	-	-	-	-	-

The following conclusions emerged from the above table :

1. In regard to the public school, primary section teachers had a significantly more favourable attitude towards teaching as compared to senior section teachers. They

however, did not differ from middle section teachers and in turn middle section teachers did not differ significantly from the senior section teachers.

2. In the government school, primary section teachers had a significantly more favourable attitude towards teaching than senior section teachers. They also did not differ significantly from the middle section teachers. Middle and senior section teachers however differed significantly in terms of their attitude towards teaching. Thus, in the case of both the schools, hypothesis - 5 which stated that teachers of the three different sections will differ in regard to their attitude towards teaching, had only been partly validated.

Job Satisfaction and Attitude Towards Teaching :

A correlational analysis was carried out to ascertain if job satisfaction was in any way related to the attitude of teachers towards teaching. Table-7 presents the correlation of job satisfaction and attitude of teachers towards teaching for all teachers, irrespective of schools and sections.

TABLE - 7

Mean, SD and N of job satisfaction and attitude towards teaching, and r value between job satisfaction and attitude towards teaching.

	JOB SATISFACTION	ATTITUDE	r
Mean	66.1	7.09	
SD	7.84	1.01	.87
N	112	112	P < .01

From the above table, it is seen that job satisfaction and attitude towards teaching were highly positively correlated. That is, when the attitude of teachers towards teaching was more favourable, there was greater job satisfaction and when the attitude of teachers towards teaching was less favourable, there was lower job satisfaction. Thus, hypothesis 7 which stated that there will be a significant relationship between job satisfaction and attitude of teachers towards teaching, has been validated.

As the correlation between job satisfaction and

attitude of teachers towards teaching was found to be high in general, an attempt was made to ascertain whether this correlation is consistently in all the three sections and in both the schools, separately.

Table - 8 presents the r and t values between job satisfaction and attitude towards teaching in terms of schools and sections.

TABLE - 8

r and t values between job satisfaction and attitudes for school and sections.

	PUBLIC SCHOOL 'r' VALUES	GOVERNMENT SCHOOL 'r' VALUES	t VALUES
Primary	.05	.01	t = 1 P not sig
Middle	.76	.84	t = .17 P not sig
Senior	.67	.80	P not sig
Total	.76	.78	t = .25 P not sig.

Contd...78...

The following conclusions emerged from the above table :

1. Except in the primary sections in both the schools, job satisfaction of teachers was highly positively correlated with their attitude towards teaching.
2. The obtained correlations did not differ significantly between Government and Public school.

In other words, one may conclude from the above analysis, that, job satisfaction increased as a function of attitude towards teaching and vice versa, in both the schools in all but the primary sections. This obtained correlation appeared consistent within both the schools. The degree of correlation was more or less the same for all sections in both the schools.

Job Satisfaction and Attitude of Teachers Towards Teaching in Terms of Results Obtained by Students in Class X and XII Board Examinations :

It is well known that satisfaction in any job depends to quite an extent on the feedback of the result of one's own efforts, for instance, the feedback for the employee that he has worked efficiently, boosts up his

ego and makes him feel good about himself which in turn influences his positive feelings about his profession. This could be all the more true in a school setting, as a teacher is constantly evaluated by the students, and the results in the final examination, perhaps also reflect the effectiveness of the teacher's efforts in teaching.

Keeping the above in view, an attempt was made to find out if job satisfaction and attitude of teachers towards teaching were in any way related to the results obtained by students in the class X and XII examinations. These examination results have been considered because they are held by the Central Board of Secondary Education on an all India basis and assessment is external.

A contingency correlation coefficient based on χ^2 values was computed between results obtained by students and job satisfaction of teachers. This analysis was carried out separately for class X and XII results, respectively.

Table - 9 presents the results of the above analysis.

Contd...80...

TABLE - 9

χ^2 and C values for job satisfaction of teachers and results obtained by students in the Class X and XII examinations.

Schools	Mean job Satisfac-tion	%age of 1st divisions		%age of 2nd divisions		%age of 3rd divisions		Failures and Compartments	
		Class X	Class XII	Class X	Class XII	Class X	Class XII	Class X	Class XII
Public School 1	62.8	71.5	90.4	27.2	8.5	.93	0	.3	.96
Public School 2	59	58	74.4	37.11	23.37	4.9	1.1	0	.82
Govt. School 1	63.4	6.6	11.9	9.5	20.3	47	5.72	36.9	7.3
Govt. School 2	52.5	26.6	51.6	58.4	34.6	11.4	8.3	3.4	3.4
		CLASS X		CLASS XII					
χ^2		283.85 P < .01		93.09 P < .01					
C		.56		.37					

The conclusion which could be drawn from the above analysis, is, that there was a significant relationship between job satisfaction and results obtained by students in the Class X and XII Board Examinations.

Thus, hypothesis - 8 which stated that job satisfaction of teachers and results obtained by students will be significantly related, has been validated.

Attitude Towards Teaching and Class X and XII Results :

Table 10 presents the X^2 and Ca values for attitude of teachers towards teaching and results obtained by students in Class X and XII Examinations.

Contd...82...

TABLE - 10

χ^2 and C values for attitude scores and class X and XII Examination results :

Schools	Mean Attitude	%age of 1st Divisions		%age of 2nd Divisions		%age of 3rd Divisions		Failures and Compartments	
		X	XII	X	XII	X	XII	X	XII
Public School 1	6.68	71.5	90.4	27.2	8.5	.93	0	.3	.96
Public School 2	6.36	58	74.4	37.11	23.37	4.9	1.1	0	.82
Govt. School 1	6.68	6.6	11.9	9.5	20.3	47	5.72	36.9	7.3
Govt. School 2	6.45	26.6	51.6	58.4	34.6	11.4	8.3	3.4	3.4
		CLASS X				CLASS XII			
χ^2		278.43	P < .01			84.99	P < .01		
C		.63				.44			

Contd...83...

It is clear from the above table that there was a significant relationship between the two variables, and thus the hypothesis - (9) which stated that there will be a significant relationship between attitude of teachers towards teaching and results obtained by students in the class X and XII examinations stand validated.

The foregoing analyses have led to the conclusion that the government and public school teachers were generally satisfied with their jobs. Within this job satisfaction however, the primary section teachers were found to be significantly more satisfied with their jobs than their senior counterparts.

Similarly the attitude of teachers towards teaching in both the schools was of a neutral nature, though within this, the primary section teachers had a significantly more favourable attitude towards teaching than the senior section teachers. It was also observed that as job satisfaction increased, the attitude towards teaching also became more favourable and vice versa, and that both job satisfaction and attitude towards teaching were significantly related to the results obtained by the students in class X and XII examinations conducted by C.B.S.E.

Contd.....84...

Since job satisfaction and attitude varied amongst the teachers of the 3 sections in both the schools, it was thought worthwhile to find out what factors were attributed by teachers for job satisfaction and attitude towards teaching, and whether the teachers of the two different schools and the three different sections vary in any way in regard to the factors attributed for job satisfaction and attitude towards teaching.

The frequency and percentage analysis of the responses to the questions in regard to the above two factors were carried out, and the results of the same are presented in the following sections.

REASONS FOR JOB SATISFACTION : (Refer to Figure 1)

1. Good Salary :

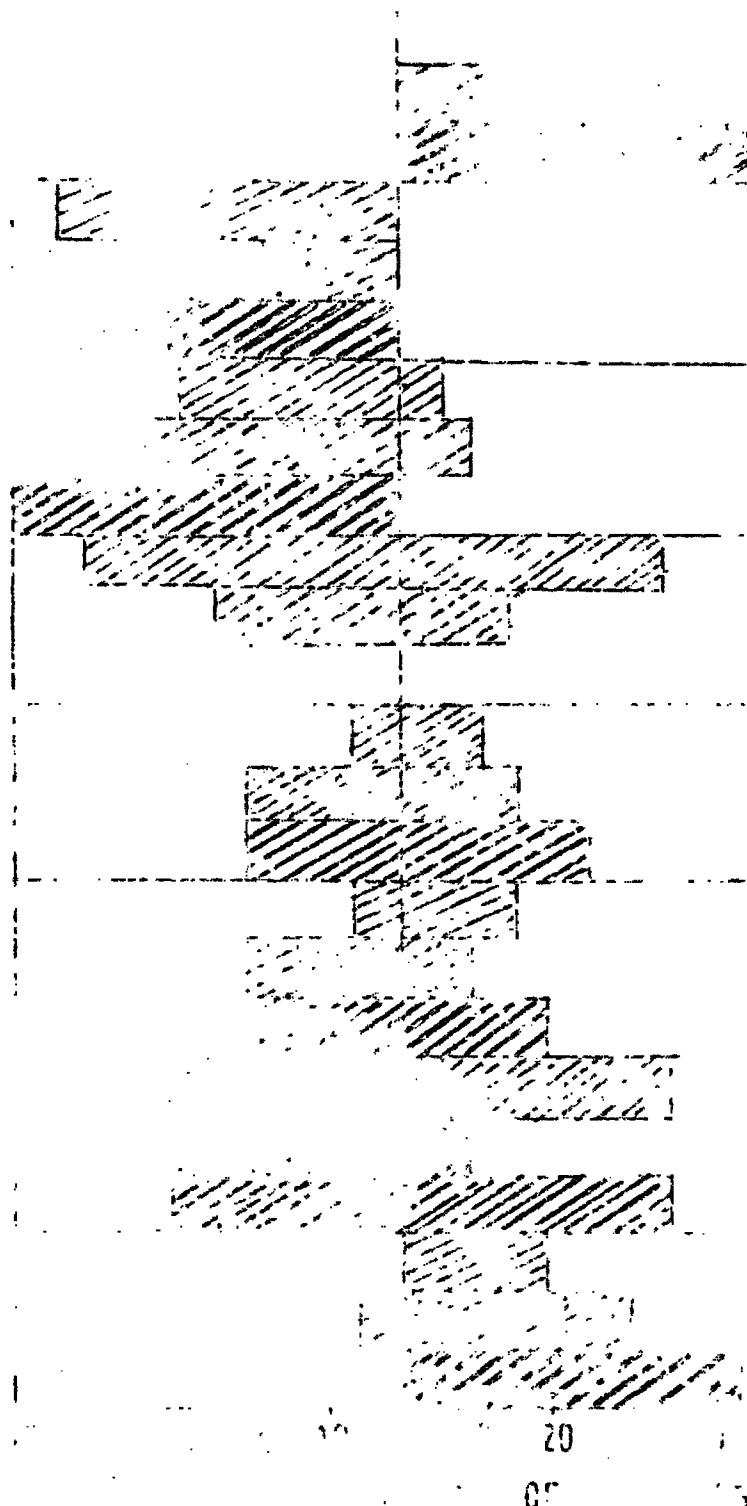
This reason was given by teachers of all the three sections of the government school and in particular was emphasized by teachers of the primary section (45%). In contrast, only a small percentage of middle section teachers of the public schools had advanced this reason.

2. Nature of job :

Although this reason was stated by teachers of

SECURITY
RE SECTION
MARRY SECT

INTERN



JOB
SECURITY

EXCELLENT
STUDENT
RESPONSE

JOB OF
CONVENIENCE

PROFESSION


PROFICIENCY
PROFESSION

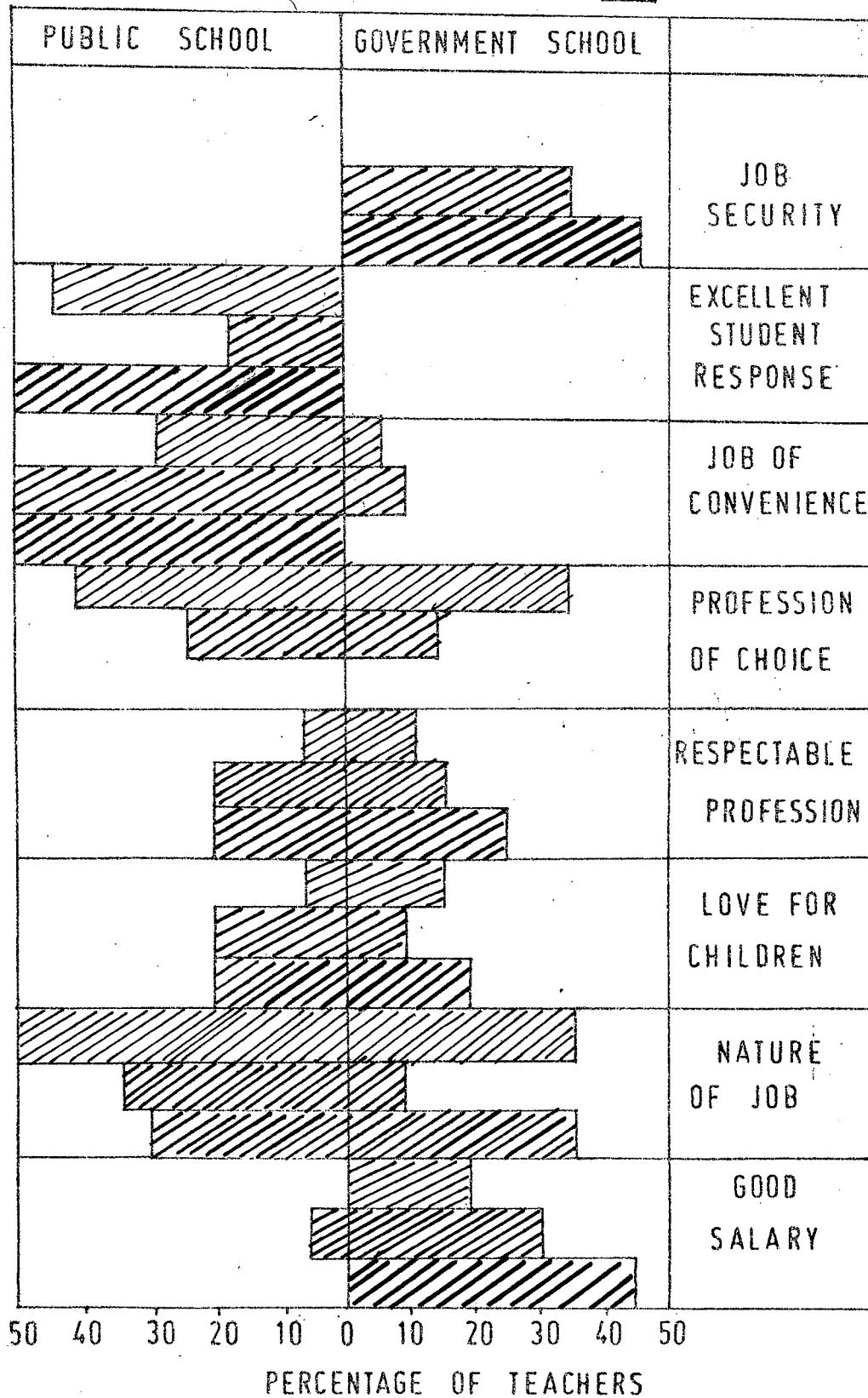
JOB FOR
MARRY

JOB OF
JOB

GROUP
SECURITY

FIGURE:1 REASONS FOR JOB SATISFACTION


 SENIOR SECTION
 MIDDLE SECTION
 PRIMARY SECTION



all the three sections of both the government and public schools, it had been emphasized most by teachers of the senior section, followed by teachers of the primary and middle sections respectively. It is interesting to note that less than 10% of middle section teachers of the government school had advanced this cause.

3. Love for Children :

This reason had been mentioned by less than 20% of the teachers in both government and public schools. Within this very few of the senior section teachers had advanced this, as a cause for their job satisfaction.

4. Profession of Choice :

Primary section teachers had not discussed this reason for their job satisfaction, whereas middle and senior teachers of both public and government schools had given it as a cause.

5. Respectable Profession :

This cause was advanced by less than 26% of the teachers in both the schools. Within this, it

appears that senior section teachers did not consider this as an important cause for job satisfaction.

6. Job of Convenience :

This reason had been emphasised more by public than by government school teachers, particularly by the primary and middle section teachers of the public school.

The reason, 'excellent student response' had been exclusively advanced by the public school teachers. Within this, primary section teachers had advanced this cause for job satisfaction.

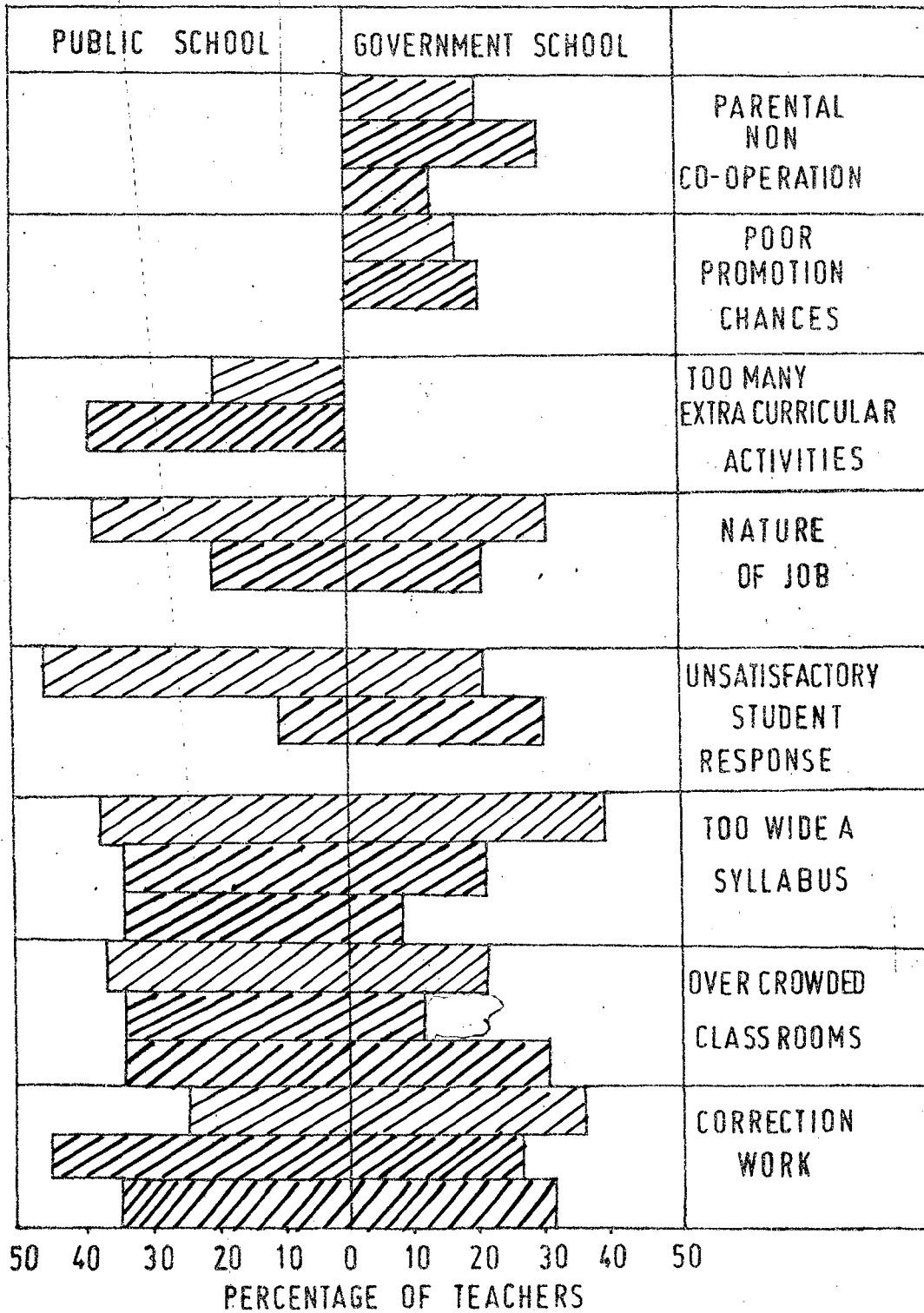
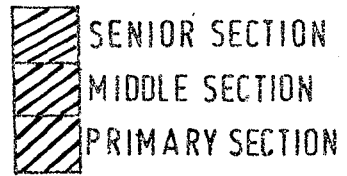
On the other hand, the reason 'job security' had been exclusively given by the government school teachers, especially by the primary and middle section teachers. The senior section teachers did not appear to agree with this cause as a factor for their job satisfaction.

REASONS FOR DISSATISFACTION WITH THE JOB : (Refer to Fig:2)

1. Correction Work :

This reason has been emphasized by both government and public school teachers particularly by more

FIGURE:2 REASONS FOR JOB DISSATISFACTION



middle section teachers in the public school and more senior section teachers from the government school.

2. Overcrowded Classrooms :

This reason was advanced by almost all the teachers. However, while in the public school, the senior section teachers emphasized this more, in the government school more of the primary section teachers than the others had highlighted this aspects.

3. Too wide a Syllabus :

By and large, a very small percentage of government school teachers had advanced this cause as compared to public school teachers. Within the same, senior section teachers appear to be most dissatisfied with this aspect.

4. Unsatisfactory Student Response :

This reason had been stated by teachers of both the schools and mostly by teachers of the middle section of the government school and senior section of the public school.

5. Nature of the Job :

This reason had been advanced mostly by the middle and senior sections of both types of schools.

Too many extra curricular activities as a reason for dissatisfaction had been stated only by public school teachers and more by middle than senior section teachers.

The two remaining reasons, poor promotional chances and parental non-cooperation had been exclusively given by the government school teachers and were emphasized more by middle than senior section teachers.

ATMOSPHERE IN SCHOOL : (Refer to figure : 3)

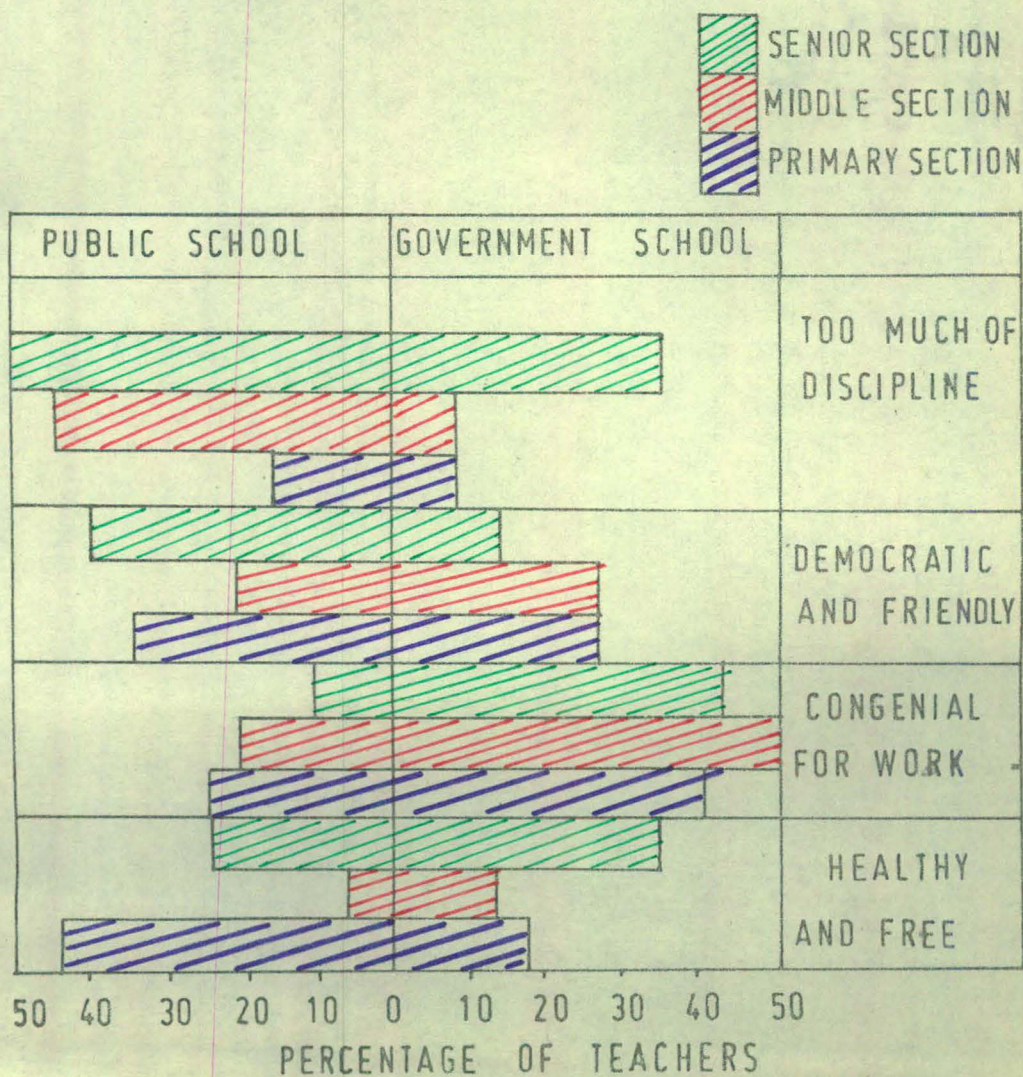
Figure - 3 : Presents the various perceptions given by government and public school teachers, regarding the atmosphere of their respective schools of which the major ones were as follows :

1. Healthy and free Atmosphere :

This response although given by teachers of all the three sections in both the schools had been emphasized most by primary section teachers of the public school.

Contd...89...

FIGURE:3 PERCEPTION OF SCHOOL CLIMATE



2. Congenial Atmosphere for Work :

This response was given by more teachers of all the three sections of the government school and very few of the public school. This is surprising as it goes against the general expectation that public schools have a more congenial atmosphere than government schools.

3. Democratic and Friendly :

This response had been mentioned by more teachers of the public school than the government school. However, greater emphasis by senior section teachers in the public school as opposed to equal emphasis by middle and primary section teachers of the government school is worth noting.

4. Excessive Discipline :

This response had been highlighted most by middle and senior section teachers of the public school, whereas in the government school only the senior section teachers ^{noticeably} had stated this cause.

CONCEPT OF TEACHING : (Refer to Figure : 4)

Figure 4 presents the various concepts of teaching given by government and public school teachers.

FIGURE: 4 (CONCEPT OF TEACHING)

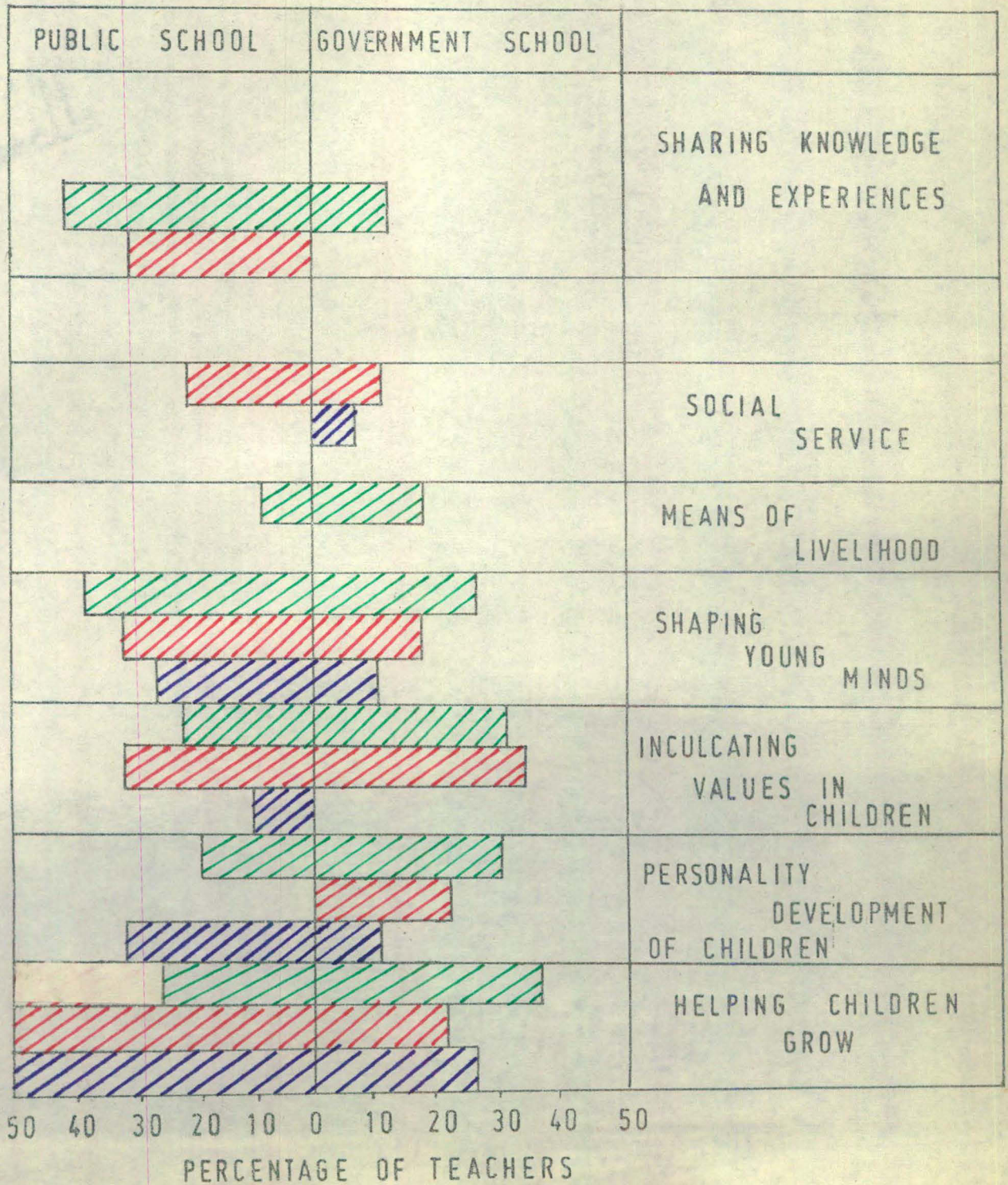
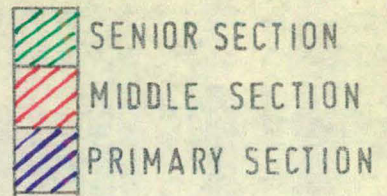
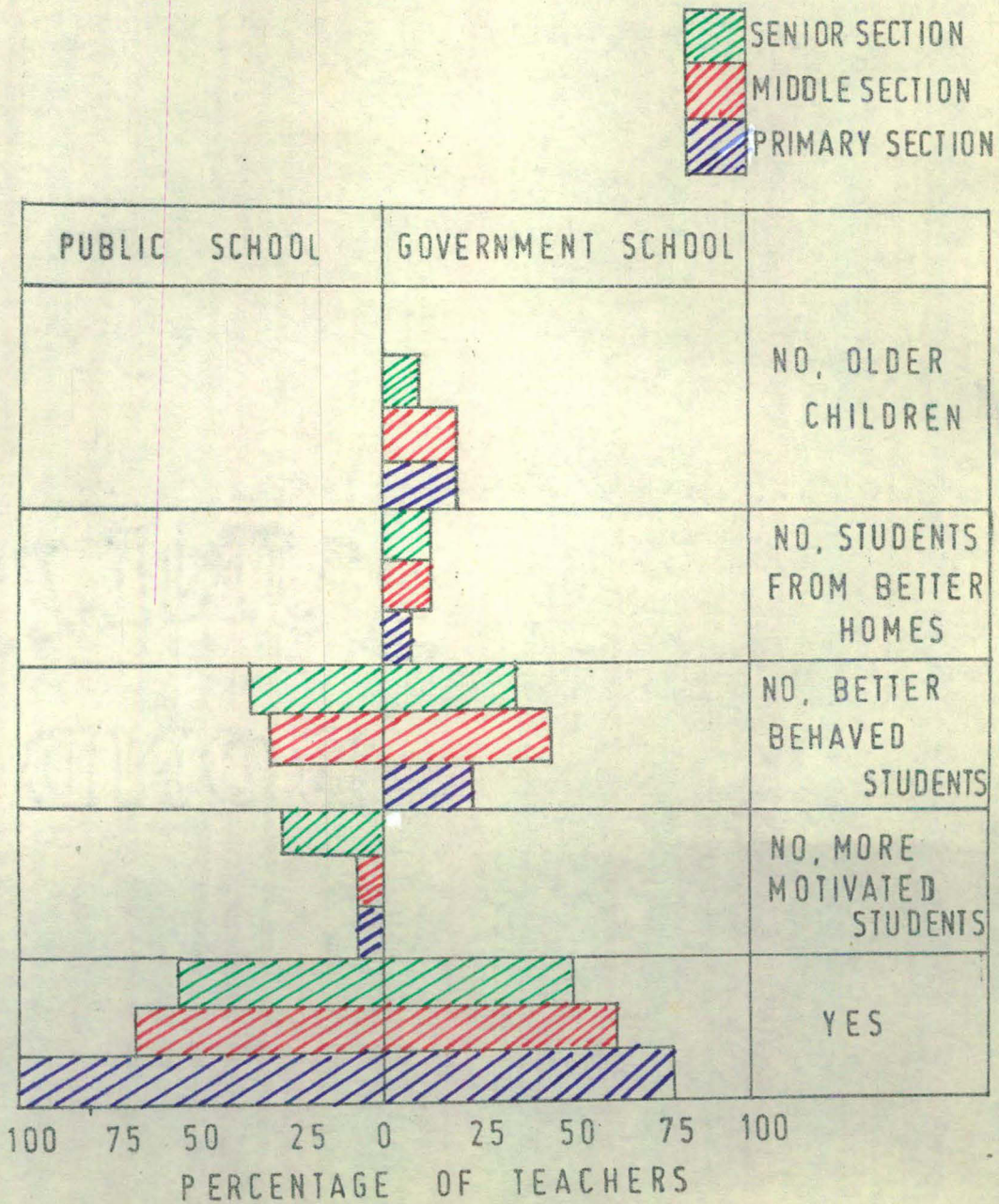


FIGURE: 5 (SATISFACTION WITH STUDENTS)



From the graph one could say that the concepts of teaching given by teachers include helping children to grow (given by one third of the teachers), personality development of children, inculcating values in children, shaping young minds and sharing of knowledge and experiences. The latter had been emphasized by mainly middle and senior section teachers.

SATISFACTION WITH TYPE OF STUDENTS : (Refer to Figure:5)

Figure 5 presents the responses given by government and public school teachers in regard to their satisfaction with their respective class students.

It is seen from the figure that most teachers of the primary section of both the school, were satisfied with the type of students whom they taught. However, in the middle and senior sections of both the schools, only about 60-80% appeared to have been satisfied with the type of students they taught. The reasons for dissatisfaction with the type of students, as stated by them were as follows :

- 1) Students were not motivated;
- 2) they did not behave properly;
- and 3) very few students came from suitable family backgrounds where education was given importance.

FIGURE: 6 RELATIONSHIP WITH PRINCIPAL AND COLLEAGUES

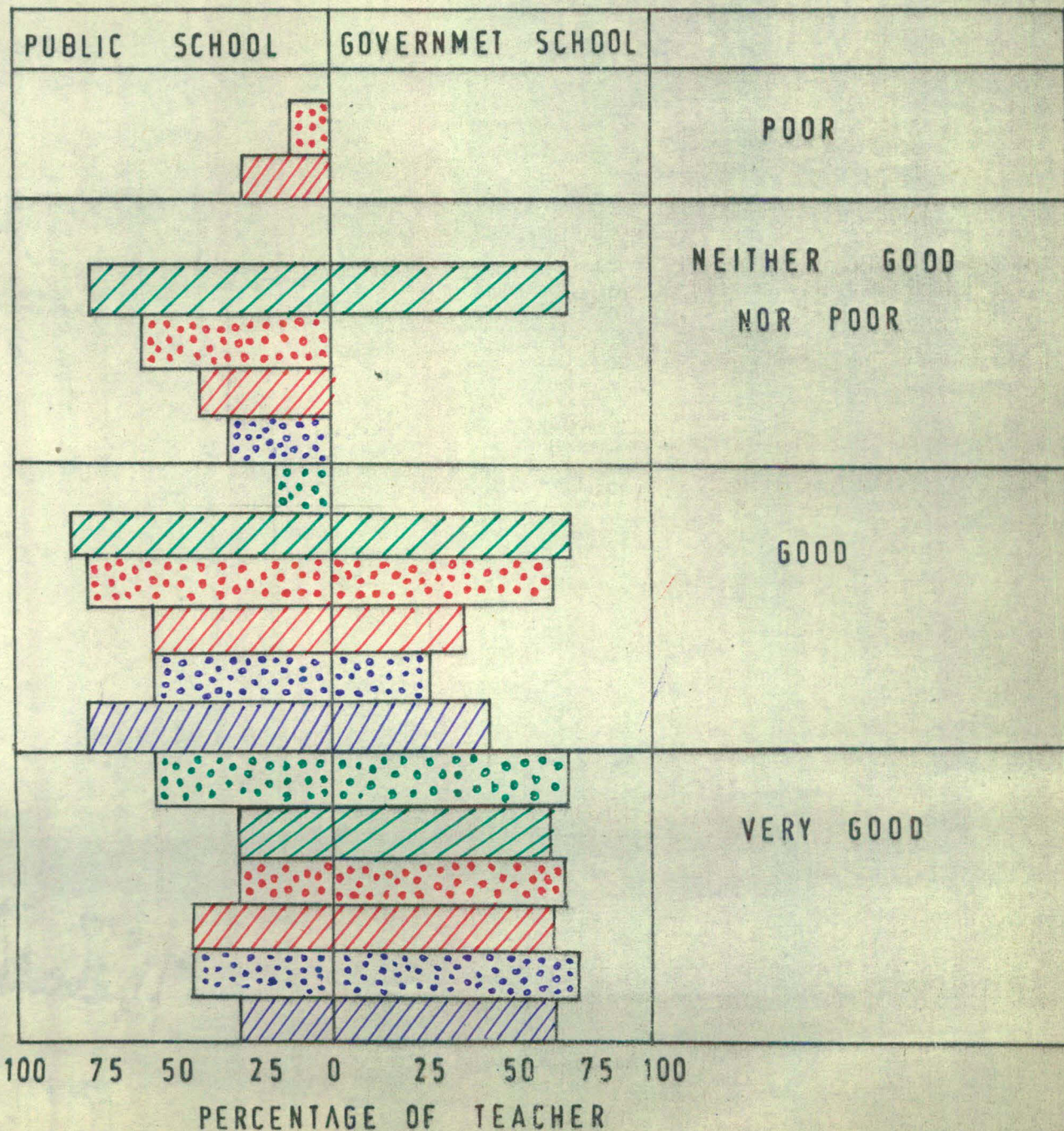
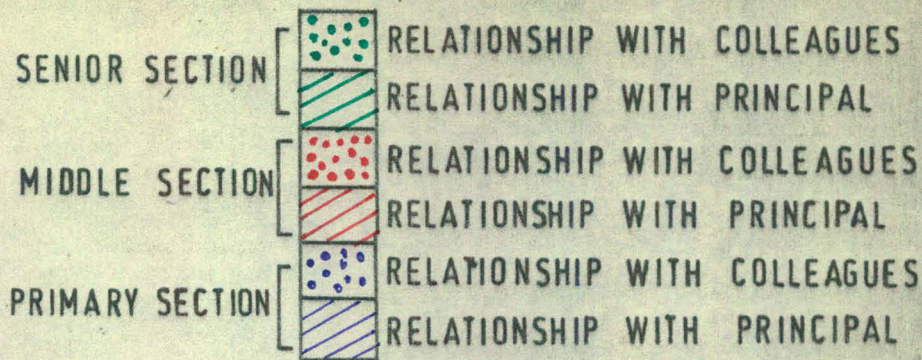
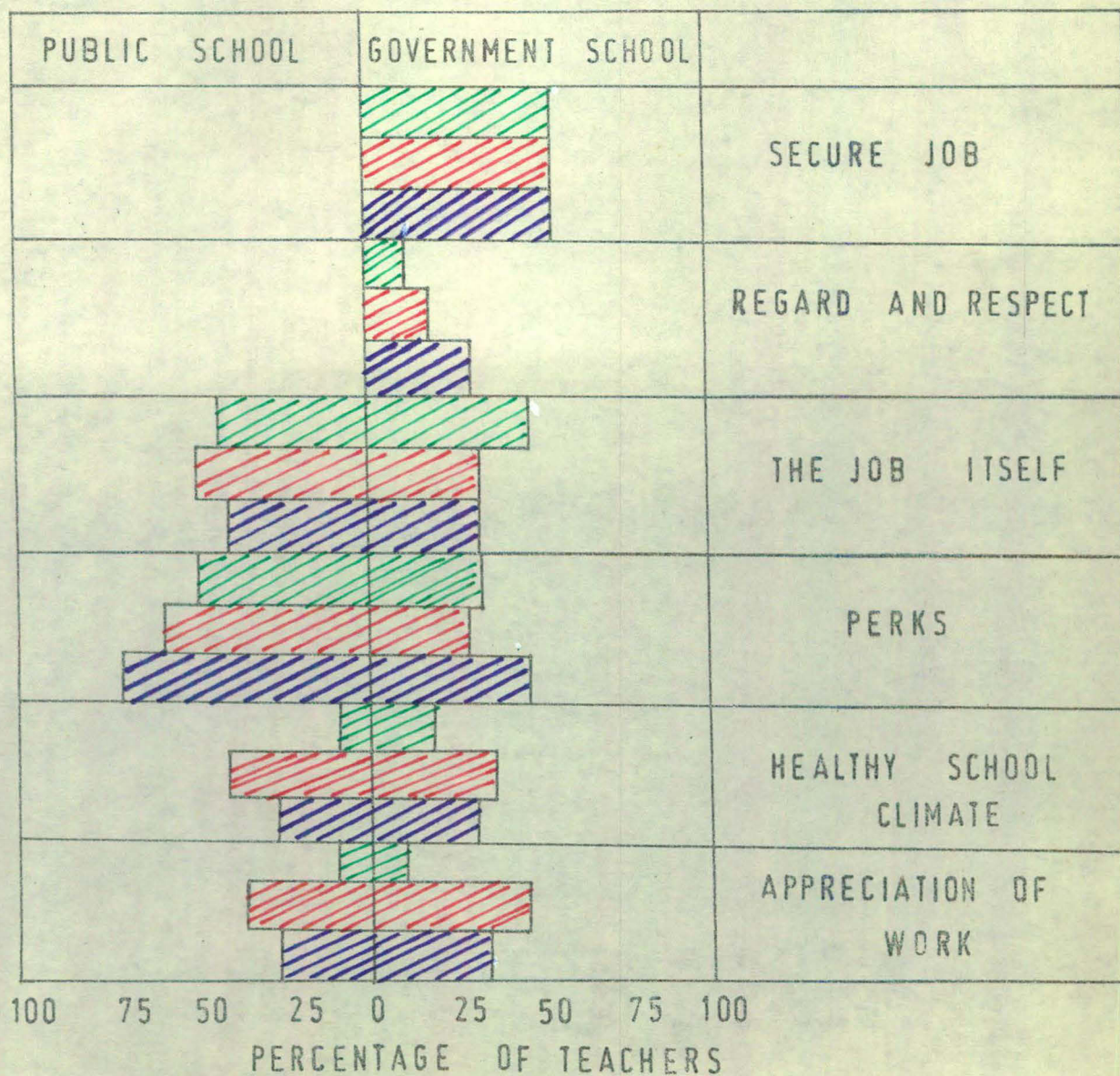
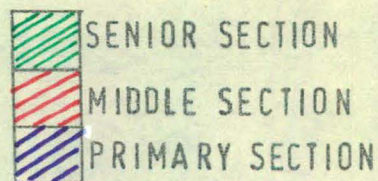


FIGURE: 7 (INCENTIVES)



Relationship of Teachers with the Staff (Principal and Colleagues) : (Refer to Figures : 6)

A five point scale was devised to measure the relationship of teachers with their principal and colleagues. The graph (Figure 6) presents the relationship of teachers with their principal and colleagues respectively. It is seen from the figures that public school teachers had relatively poorer relationships with their principals and colleagues as compared to government school teachers.

Incentives Available for Teachers : (Figure : 7)

The graph (Figure:7) presents the responses given by government and public school teachers in regard to the incentives available to them in their respective schools. Among the major common responses were appreciation for work, the job itself, healthy school atmosphere, and perks. The former three had been expressed by almost equal percentage of teachers from both the schools. Public school teachers, had stated perks such as house rent allowance, leave travel concession etc. in a greater percentage than the government school teachers.

'Job security' and 'regard and respect' are incentives which had been advanced exclusively by government school teachers.

Thus, the analysis of the data had shown that the public and government school teachers did not in general differ between themselves in either job satisfaction or in their attitude towards teaching.

However, within the same school, there was a difference in job satisfaction and attitude towards teaching amongst teachers working in primary, middle and senior sections, respectively. To be specific, the primary section teachers were significantly more satisfied with their jobs and possessed a more favourable attitude towards teaching as compared to their counterparts in the middle and senior sections.

Further, it was also found that where there was a more favourable attitude towards teaching, the teachers were also more satisfied with their jobs and vice versa.

It was interesting to observe that the reasons for satisfaction and dissatisfaction advanced by the teachers also differed in terms of schools and sections. For instance, while public school teachers felt satisfied with their jobs because of the perks it carried and because of convenient working hours, government school teachers felt so more because of the salary aspect and job security.

Within this trend, the teachers belonging to the primary, middle and senior sections also differed in the reasons given by them, for instance, primary section teachers mentioned love for children, perks, type of students etc. as favourable features that led to their satisfaction, whereas middle and senior section teachers gave other additional factors, as already discussed earlier in the chapter.

Thus, the present study has clearly demonstrated amongst teachers of both public and government schools, not only a positive satisfaction with their jobs but also a neutral attitude (neither positive nor negative) towards teaching. The next chapter discusses the findings of this study in the light of studies conducted by other researchers in the fields of Education and Psychology.

CHAPTER - 5

DISCUSSION

Studies on job satisfaction are many in the context of industrial setting but relatively fewer in the school setting. Similarly, studies on attitudes in the political, religious and economic fields are quite a number whereas in the field of education, they have been mostly confined to students and teacher educators and not in regard to school teachers. The present study has attempted to compare the job satisfaction and attitude towards teaching of school teachers between public and government schools and also, has tried to relate the two factors to the grades/marks obtained by students in the final Board examination.

Job Satisfaction :

The findings in the present study have shown that both government and public school teachers have expressed positive satisfaction with their jobs. This supports the findings of Lee (1974), Chen (1977), and Reddy and Reddy (1980), who had also found in their respective studies, that teachers are generally satisfied with their jobs.

Contd...95...

Studies in the Indian context which undertake a comparison of job satisfaction between government and Public school teachers as such, have been very few. Studying job satisfaction however Sharma (1975), had shown that the nature of the job is an important determinant of job satisfaction of teachers. The present study also found that teachers advanced nature of job as one of the determinants for satisfaction with their jobs.

It was however, observed that this determinant was mentioned more by senior section teachers of both the schools than by primary and middle section teachers. Perhaps, this may be due to the tasks and duties at the senior level being challenging, which entails preparing students for national level examinations.

While nature of job has been given as an important determinant of teachers satisfaction with their jobs, Arora (1978), in a study on school teachers found that many of them chose to teach because they loved children. In the present study, only a small percentage of both government and public school teachers had advanced this reason and within this, it was highlighted more by primary and middle section teachers than those from senior sections.

Thus, in these areas, there was hardly any difference between government and public school teachers.

Research studies in educational settings have shown that the government and public schools as such differ a great deal in the teachers, service conditions etc. Pal and Ghosh (1967), specifically pointed out that the work load in private schools was far higher than that in the Government schools. For instance in private schools, the teacher pupil ratio was found to be higher than that of government schools and there was greater job insecurity as compared to the government schools. Despite these negative factors, Rao (1978), found that the academic performance of children from privately managed schools, was superior to those of government school children. Going in line with this, Gupta and Sharma (1980) found, that adolescents studying in privately managed high schools had significantly higher self concept as compared to the adolescents in the government managed schools. Thus, the above studies had to an extent demonstrated that private schools were better generally than government run schools. Perhaps the superior overall performance of students can to an extent be attributed to better performance on the part of the teachers,

despite heavier work load and job insecurity. One may thus expect the teachers from private schools to be more satisfied with their jobs as compared to government school teachers. The findings in the present study have shown that there is no significant differences in the job satisfaction of teachers of both the schools.

Since the workload, type of students etc. differ amongst primary, middle and senior sections in any school, one may expect the job satisfaction of teachers also to differ amongst the three sections. The present study has categorically demonstrated that the primary section teachers of the government school were significantly more satisfied with their jobs than senior section teachers, and in the public school, primary section teachers were significantly more satisfied with their jobs than teachers of other sections. These findings go in line with the findings of Cole (1978) who found that elementary section teachers displayed significantly higher job satisfaction than middle level or senior level teachers.

However, the present findings contradict those of Webb (1982), who showed that the job satisfaction of teachers did not differ significantly between the three sections.

The fact, that primary section teachers in the present study have been found to enjoy greater job satisfaction than teachers of other sections may be explained to an extent in the context of sex factor. All the primary section teachers in the present study were females, whereas in the middle and senior sections, there were both males and females. In the case of females, most of them take up teaching either to supplement their family income or due to the availability of time etc. For male teachers on the other hand, teaching is their career and therefore a life long commitment, hence they could be expected to evaluate their work and work situation more critically and negatively than the female teachers. Hence, at the primary level which is dominated by females, there is more job satisfaction amongst teachers as compared to middle and senior levels, where there are more male teachers.

The interactional effect of type of school and section was not found to be significant in the context of teacher job satisfaction. In other words, whether it was government or public school, when the type of school was taken in combination with the respective section such as primary, middle or senior, the job satisfaction of teachers

retained the same trend consistently. This was an expected, in the sense that the satisfaction on job as expressed by a teacher belonging to the primary section in both the schools was very high as compared to teachers of other sections, particularly the senior section. Hence, there was no significant interaction effect which would have been present if teachers of different sections had differential job satisfaction in the different schools.

Attitude Towards Teaching :

Attitude is a highly affective disposition and as is well known, differs from one situation to another and one object to another. Teaching is an activity which entails considerable, affective component. It consists of high level interaction between the teachers and the taught and thus, for teaching to be effective, a positive attitude on the part of the teacher is essential. From this, one could even surmise that the effectiveness of teaching may be to an extent a function of the attitude of teachers towards teaching. Studies on attitude of teachers have been rather limited in the Indian situation, particularly so in a school setting. Syriacou and

Sutcliffe (1978), studying the attitude of teachers, showed that teachers also experience a stress while performing their jobs, which leads to a negative effect. This in turn adversely affects the positive attitude of the teachers, leading to a neutral attitude towards teaching. The above seems to be corroborated by the findings in the present study, which have shown that teachers of both government and public schools have a neutral attitude towards teaching. This, however contradicts the findings of Sandhu and Jain's (1982) study on University teachers and Goyal's (1981) study on teacher educators, both of which showed positive attitude towards teaching, amongst the concerned teachers. One may perhaps argue that Sandhu and Jain's (1982) study and Goyal's (1981) study were on University teachers and teacher educators respectively, who do not face the same magnitude of stress as school teachers and hence the positive attitude towards teaching amongst them.

Besides, they also enjoy relatively better conditions of work and status than school teachers, which may also be a factor contributing to their positive attitude.

While, there is a neutral attitude towards teaching amongst school teachers, it was expected that the public

school teachers may show a more favourable and positive attitude towards teaching than government school teachers. This however, did not turn out to be so in the present study and in turn also corroborated the findings of Tripathy (1980), who found no such difference in the teaching attitudes between government and public school teachers.

However, within this neutral trend, the present study has demonstrated that primary section teachers in general have a significantly more favourable attitude towards teaching than senior section teachers. This difference could be attributed to the sex difference of teachers in the primary and senior sections of the schools, as mentioned elsewhere in the chapter.

The interactional effect between type of school and section was not found to be significant in terms of the attitude of teachers towards teaching. This may be explained in the context of the earlier findings of the present study, that teachers of the two types of school did not differ significantly in regard to their attitude towards teaching, and similarly teachers of the Primary and middle sections of both the schools were not found to be significantly different.

Job Satisfaction and Attitude of Teachers Towards

Teaching :

If a person has a positive attitude towards his work, one could also expect the person to be satisfied with his job. This general contention was put to test in this study. The obtained correlation between these two factors in both the schools showed that if job satisfaction was high, the attitude was also favourable, and when job satisfaction was low, the attitude was also not favourable. This finding corroborates the findings of the study by Chandra (1978), that, teachers with a favourable attitude towards teaching were found to enjoy their jobs to a greater degree than teachers with an unfavourable attitude. It is also in agreement with the findings of Goyal's (1981) study on teacher educators which showed a positive correlation between job satisfaction and attitude towards teaching.

The trend of high positive correlation between job satisfaction and attitude towards teaching amongst teachers was, however not found to be significant at the primary level in both the schools. Catney (1977), also reported a similar finding amongst elementary school teachers and contended that this was perhaps due to less

pressure on the teachers at the primary level which offsets the effect of attitude on job satisfaction. In other words, at the elementary stage, job satisfaction is high, irrespective of attitude and hence the poor correlation.

Job Satisfaction of teachers and students performance:

(Class X and XII Exams)

Historically, it was assumed that high job satisfaction led to high productivity, but later research indicated that this was an incorrect assumption. According to Wanous (1973), some correlations have been found between job satisfaction and performance, but these are small and not statistically significant. There is also another controversy, stated by Lawler and Porter (1967) whether job satisfaction leads to performance, or performance leads to job satisfaction. They however, developed a model which suggested that productivity leads to satisfaction. According to them, performance leads to rewards and if the latter are perceived to be equitable as explained by equity theory, then, employees satisfaction will be the result. In whichever manner one could explain the above relationship, in the present

context one could argue that there would be a significant relationship between the job satisfaction of teachers and the performance of students, for it is well known that tasks which are goal/results oriented, when achieved, yield tremendous satisfaction to all involved, especially those who put in efforts to reach the stipulated goal. This contention was put to test in this study by finding out the magnitude of the relationship between job satisfaction of teachers and the results obtained by students in the class X and XII examinations. The results showed a high correlation between the two factors. In other words, more the number of candidates in the merit list, first divisions and distinctions, greater was the job satisfaction amongst the teachers and vice versa. This finding is to an extent in line with that of Pillai(1979), who reported that job morale of teachers is significantly related to the performance of pupils. Though this study cannot be taken as a direct support for the results of the present study, one could argue as pointed out by Lathrop (1973), that job satisfaction and morale in turn are highly positively related to each other.

While job satisfaction is related to the grades/ marks obtained by students in the class X and XII Board

Examinations, an attempt was made to find out if the attitude of teachers towards teaching was also related to the same. It has been found that there is a significant relationship between these two factors. That is, the attitude of teachers towards teaching is associated with the performance of students in the Board examinations. This finding is supportive of Samantaroy's (1971) and Singh's (1981) studies, which showed a significant relationship between attitude of teachers towards teaching and teaching success and efficiency.

Earlier, Rostker, ~~Roske~~, Hellfrizsch (1945) and Gallagher (1967) had also shown that the attitude of teachers towards teaching was related to Pupil's growth, which is validated indirectly in the present study.

Thus, job satisfaction was found to be high and attitude of teachers towards teaching neutral amongst teachers of both types of schools and both these factors have been found to be highly correlated with each other.

At this point it is worth exploring the various reasons for such job satisfaction of teachers and their attitude, in both types of schools.

Reasons for Job Satisfaction :

Good salary, nature of job, love for children, respectable profession etc. are all the reasons given by both the government and public school teachers (though lesser percentage in the case of the latter) for their satisfaction with their jobs. Infact, nearly two decades ago, Marr and Sabharwal (1968) showed in their study that, salary was the primary source of job satisfaction, which later was corroborated by Chen (1977) and McLas Kill (1980). The present study has also shown this reason being given by a relatively larger percentage of government school teachers, particularly of the primary section as compared to the public school teachers. Perhaps this difference may be due to the fact that in public schools, there are generally other avenues for job satisfaction such as perks, social prestige, good student response etc. and therefore salary may not appear to be the most important factor. In the government school on the other hand, because of the absence of perks of the same magnitude as in public schools and relatively poor student response (Desai 1982), teachers appear to emphasize the salary aspect.

Further, it has also been observed that; more

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primary section teachers have emphasized the salary factor. This could be due to the reason that at the primary level, academic responsibilities are not many, the tasks are not relatively challenging enough, and work load is less etc. for which the teachers receive a substantial salary which perhaps therefore becomes an important source of job satisfaction.

Profession of choice (Sharma 1975; Chen 1977; and Arora 1978), nature of job, and love for children (Arora, 1978) have also been shown to be important determinants of job satisfaction. The results of the present study have supported the above findings.

Sharma (1975), demonstrated that very few of the government school teachers found that their job was one of convenience. The present study also found a similar trend amongst government school teachers. On the other hand, the findings of the present study have shown that public school teachers from both primary and middle sections have advanced 'job of convenience' as an important determinant of job satisfaction. This may be due to the fact that teachers in public schools get many facilities in the form of perks, transport,

free education for children etc. In addition, the timings in their schools, are upto 1.00 P.M. or 2.00 P.M. after which they could go back home and attend to their house hold work or take up tuitions etc. and hence the satisfaction with the job.

One reason advanced exclusively by public school teachers was 'excellent student response'. This was emphasized most by the primary section teachers. It is well known and demonstrated (Sandeep 1981) that many children studying in public schools come from a sound educational and economic background where parents are highly motivated for excellence in education and who in turn motivate and stimulate their children to excel in academic performance. Thus, the public school teachers feeling highly satisfied with their jobs due to this, is as expected.

It has been demonstrated by Verma (1971) and Bame (1974) that job security is one of the important determinants of job satisfaction. It is worth noting that job security as a reason for job satisfaction has been advanced in the present research, exclusively by primary and middle section teachers of the government school, but not by others. This is to an extent understandable, as senior section teachers get their satisfaction from

the results and tasks which are challenging in themselves. Further, more teachers from public schools experience satisfaction in various extrinsic rewards they receive in the form of perks, convenient working hours etc. and thus job security becomes secondary in their case.

Reasons for Dissatisfaction with the Job :

Correction work, overcrowded class rooms, too wide a syllabus, unsatisfactory student response and nature of job, have been advanced as reasons for dissatisfaction. As is expected, at middle and senior section levels, there is more correction work and thus teachers from these sections have complained regarding this aspect. Overcrowding in classrooms has been a relatively recent phenomena and this is particularly experienced more in public schools and in Central Schools, where there is a constant pressure and demand for admission of children to their schools at all class levels. This is partly due to the favourable reputation these schools carry. Mc Caskill et al (1980), has observed that as student load and class size increased, job satisfaction of teachers gets reduced.

Kale (1970), Singaravelu and Feroze (1972), and Kyriacou and Sutcliffe (1978), reported that teachers

were dissatisfied because of the syllabus being too wide, covering lessons for absent teachers etc. The findings of the present study support the above. As mentioned by the authors, because the syllabus is too wide, in order to complete it, teachers are forced to be syllabus oriented and thereby are unable to gauge how much the students have actually learned and retained.

The present study also showed dissatisfaction of teachers with their jobs as being due to unsatisfactory student response (Kyriacou and Sutcliffe (1978), nature of job as having high pressure at the senior level, poor promotional chances (Kale 1970) and poor parental responses. (Desai 1982).

Perception of School Climate :

The receptivity of an organization is a function of its climate, i.e. how the employees view their organization and what characteristics are attributed to it. Organizational climate has received considerable attention in the last decade or so, particularly the dimensions of school climate (Sharma 1971; Pareek & Rao 1970; Quraishi 1973; Buch 1972, Bayti 1970 and Rao and Mehta 1973).

Goyal (1973), found that an open climate fostered greater creativity in students.

Kakkar (1972), observed that a bureaucratic orientation was associated with suspicion, jealousy and insecurity, amongst all the employees.

The climate in schools has also been found to be an important factor in motivating teachers and students to work more effectively. According to Menon (1974) work motivation of employees is a direct function of the organizational climate. A favourable climate will foster better motivation while the unfavourable one will erode it.

School climate has been demonstrated to contribute towards positive attitude in teachers (Pandey 1980) and satisfaction with the job (Parker 1974; Miller 1974).

In the present study, in general, both government and public school teachers have reported the atmosphere in their respective schools, to be healthy and free, democratic and congenial for work. However, when considered section-wise, teachers of the primary section in public schools have described the atmosphere of their school as more democratic, friendly, healthy and free as compared to the middle and senior section teachers.

On the other hand, in the government school, all the three section teachers have reported a favourable atmosphere. Perhaps as pointed out by Pande (1980), this ~~neutral~~ has led to a neutral attitude towards teaching of teachers in this study.

Concept of Teaching :

"It is important to study how teachers conceptualize teaching, because this will determine their teaching methodology and attitude towards students (Shaheen 1982).

In the present study, most teachers have conceptualized teaching as either helping children grow, personality development of children developing values in children and shaping young minds. Some middle and senior teachers, particularly of the public school have conceptualized teaching as sharing of knowledge and experiences.

Relationship with Principal & Colleagues :

The relationships among staff members is important because it determines the organizational climate of the school which has been found to affect the work motivation of all employees (Parker 1972; Menon 1974).

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In the present study government school teachers have found to have better relationships with their principal and colleagues than public school teachers.

Incentives available for Teachers :

When the incentives available were considered in both the schools, it was found that public school teachers received perks in greater magnitude, such as leave travel concession, high house rent allowance etc. and other facilities as compared to government school teachers. They attributed these incentives as an important determinant of job satisfaction. On the other hand, government school teachers emphasised job security as the most important incentive. These differences in the emphasis in incentives could be due to the differences in the socio economic status of the teachers of the two schools. The common incentives expressed by both schools were appreciation of work and healthy school climate.

In the foregoing sections, the findings of the present study have been discussed in the light of those of studies carried out by other researchers and experts in the fields of Education and Psychology.

Despite the fact, research studies on job

satisfaction and attitudes in the context of a school setting have been very few, the available studies have categorically indicated that the job satisfaction and attitude of teachers towards teaching in schools are a function of various factors, such as salary, job security, working conditions, school climate, nature of the job etc. The findings of the present study have not only corroborated the results of earlier researchers, but also have specifically shown that, the attitude of the teachers, irrespective of the schools being run by a private management or government, is of a neutral nature, and not of a negative or positive type, though all the teachers appear to be satisfied with their jobs.

Another significant finding of the present study is, that the type of results that the students obtained in the final examinations appear to considerably influence the satisfaction of the teachers with their jobs and their teaching attitude. Equally significant is the finding that the factors attributed to job satisfaction and attitude towards teaching, differ considerably between the primary, middle and senior sections within the same school and between government and public schools.

It is heartening to note that the atmosphere of the school has been considered by the teachers as free,

healthy and open, and it appears that by and large, the working conditions and salary they receive seem to be within the expectation of the teachers. These findings to an extent contradict the general view of people, that teachers particularly of the government schools do not get proper working conditions salary etc. in their schools vis-a-vis public schools.

Considerable research of a comparative nature, however, is needed between various types, of government schools in both rural and urban areas before one could arrive at any categorical conclusions regarding the above factors.

CHAPTER - 6

Summary and Conclusions

The present study was inspired by the popular public opinion which holds that government schools in general maintain a very poor standard of education, whereas public schools in contrast maintain high educational and academic standards. Since, there is considerable paucity of research which seeks to explore the profile of government schools vis-a-vis public schools, it was thought appropriate to make this comparison as the main focus of the study.

Thus the main objective of the study was to compare the job satisfaction and attitude towards teaching of government and public school teachers, using a specially designed attitude measurement scale, a standardized job satisfaction scale and a questionnaire. A sample of teachers were studied in regard to job satisfaction and attitude towards teaching from government and public schools. The following conclusions emerge :

Job Satisfaction :

1. Teachers in general, irrespective of whether they

they belonged to government or public schools, and regardless of whether they were in the primary, middle or senior sections, were found to be satisfied with their job.

2. There was no significant difference in the job satisfaction of government and public school teachers.
3. Teachers of the primary section of the public school were found to have significantly more job satisfaction than teachers of the middle and senior sections.

In the case of the government school, teachers of the primary section were found to have significantly more job satisfaction only as compared to senior section teachers.

4. The interactional effect of type of school and section was not found to be significant, in the context of teachers job satisfaction.

Attitude towards Teaching :

5. All teachers, irrespective of type of school and section were found to have a neutral attitude towards teaching, i.e. they were neither positively, nor negatively disposed towards teaching.

6. There was no significant difference in the attitude of government and public school teachers towards teaching.
7. Teachers in the primary section of both government and public schools, were found to have significantly a more favourable attitude towards teaching than senior section teachers. There was however, no significant difference between primary and middle section teachers of both types of schools in regard to their attitude towards teaching.
8. The interactional effect of type of school and section was not found to be significant in the context of the attitude of teachers towards teaching.

Job Satisfaction and Attitude towards Teaching:

9. Job satisfaction of teachers in general, irrespective of type of school and section, was found to be significantly positively related to the attitude of teachers towards teaching. That is, the greater the job satisfaction, the more favourable was the attitude of teachers towards teaching and vice versa.
10. This significant positive correlation between job satisfaction of teachers and their attitude towards teaching was found to be consistent in both government and public schools.

11. In the Primary section of both types of schools the job satisfaction of teachers was not found to be related to their attitude towards teaching.
12. In the middle and senior sections of both types of schools job satisfaction of teachers was found to be significantly positively related to their attitude towards teaching.

Job Satisfaction and Results obtained by Students
in the Class X and XII Board Examinations :

13. The job satisfaction of teachers was found to be significantly related to the performance of students in the class X and XII Board Examinations.

Attitude towards Teaching and Results obtained by
Students in the Class X and XII Board Examinations :

14. The attitude of teachers towards teaching was found to be significantly related to the results obtained by students in the Class X and XII Board Examinations.

Limitations of the Study :

1. The job satisfaction scale used in the study is a foreign scale. It was however used in the Indian

hospital setting for a study on nurses, doctors and ward boys by Kanwal (1978) and was found very appropriate and applicable to Indian conditions. For the present study, which was a small, exploratory, pilot study, it was found suitable and convenient.

2. Although it was found that both job satisfaction of teachers and their attitude towards teaching were significantly related, the direction of the relationship could not be specified as this would be possible only by taking comparative groups of teachers - one low in job satisfaction and the other high in job satisfaction and then studying their effect on the performance of students. A similar study on attitudes of teachers towards teaching would also help in establishing the direction of the relationship between performance of students and the attitude of teachers towards teaching. This however was not within the scope of this study.

3. There was a basic defect in the sample selected for this study. Although the aim, was to select matched schools, in the case of one public school, it was discovered in the process of the study,

that it was torn with conflicts and problems, whereas the other schools had no such difficulties. However, despite the extremely negative atmosphere in the concerned selected public school, the results have not been too negative, which is due to the fact that the other public school chosen, made very positive responses which negated the negative responses of the above stated strife ridden public school. If the schools chosen had been of an equal category then the results could have been to an extent more valid than what they are at present.

4. The size of the sample was very small and hence only reveals a trend - no broader generalizations can be made on it.

Suggestions for further Research :

1. It would be meaningful to select/^a suitable job satisfaction scale, and standardise it on a representative population of school teachers on a mass scale. The population of teachers could include teachers belonging to all types of schools such as public schools, missionary schools, Jesuit Schools, Central Schools, State Government Schools,

Municipal Schools, defence aided schools etc.

Following this, teachers high and low in job satisfaction respectively could be identified and a comparative study of their attitude towards teaching can be undertaken. Besides attitude towards teaching, the two groups that is, teachers high on job satisfaction, and teachers low on job satisfaction could be compared in terms of various other factors such as reasons for job satisfaction/dissatisfaction, concept of teaching, perception of school climate, values and beliefs etc. The two groups may also be compared in regard to certain physical factors such as income, socio-economic status, age, teaching experience, educational qualifications, etc.

2. Similarly, the attitude scale developed by the researcher in the context of the present study, could be standardized on a population of school teachers representative of all types of schools, as mentioned earlier. On the basis of this, two groups of teachers can be identified and isolated - those with a favourable attitude towards teaching, and those with an unfavourable attitude. The two

groups of teachers could then be compared in terms of their job satisfaction values, teaching concepts etc. as mentioned earlier.

3. Further, the effect of sex factor on both job satisfaction and attitude towards teaching can be studied by taking groups of male and female teachers.

Similarly, the impact of socio economic status on job satisfaction and attitude towards teaching can be investigated by taking groups distinctly high and low in socio economic status, respectively. The effect of rural/urban background on job satisfaction of teachers and their attitude towards teaching could also be studied.

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A P P E N D I X

List of Original Questions as presented to the
Judges for preparing the Attitude Scale

I am designing an attitude scale on "the attitude of teachers towards teaching" for which I require the help of professionals and experts like you. I have listed out 150 statements representing various attitudes of teachers towards teaching. These range from very favourable to neutral and finally to very unfavourable. I want you to help me indicate the degree and direction of representativeness of each of my statements. For this purpose I have designed an 11 point scale. Pictorially this scale is as follows :

Unfavourable attitude	{	1	_____	very strongly unfavourable
		2	_____	strongly unfavourable
		3	_____	quite unfavourable
		4	_____	slightly unfavourable
Neutral attitude	{	5	_____	neutrally unfavourable
		6	_____	Neutral
		7	_____	neutrally favourable
favourable attitude	{	8	_____	slightly favourable
		9	_____	quite favourable
		10	_____	strongly favourable
		11	_____	very strongly favourable

Categories 1,2,3 and 4 represent an unfavourable attitude of teachers towards teaching. The degree of unfavourability of each category is indicated on the scale itself, along each of the 4 numbers. Categories 5,6 and 7 represent a

neutral attitude of teachers towards teaching. The degree of neutrality of each category is once again indicated on the scale along each of the 3 numbers.

Similarly categories 8,9,10 and 11 represent a favourable attitude of teachers towards teaching. The degree of favourability of each category is indicated on the scale itself along each of the 4 numbers.

You are to read every statement and then place it in one of the categories on the 11 point scale which you think it best represents. That is, suppose a teacher was making statement 1, what do you think her attitude towards teaching would be-positive, neutral or negative, and how strongly positive, negative or neutral? Suppose you think that it is very strongly unfavourable, then place the statement in category 1 which represents very strongly unfavourable. Do this for each of the 150 statements. Please write the number of the chosen category against each statement.

I would like to emphasize here, that it is not your attitude which I am trying to study. I simply want you to indicate the representativeness of my statements in expressing the attitude of teachers towards teaching.

Contd....3...

STATEMENTS

1. I don't have illusions about being the best teacher in school.
2. I feel good if students approach me outside school hours for help.
3. Of all the jobs I could have done, I think teaching is the most inspiring.
4. I am inherently fond of teaching.
5. If I have to ever give up teaching, I will mourn for the rest of my life.
6. I tell my students to engage a private tutor to help them after school hours so that then, I can take it easy.
7. I am teaching and quite happy with it; if I have to leave it, then also I will be quite happy.
8. I don't give students my notes but, if they ask for them then I help them out.
9. I feel like resigning every day.
10. I teach because children are a great source of joy to me and I love handling them.

Contd...4...

11. I never get tired of teaching.
12. I never differentiate between the students in my class in terms of their academic merit.
13. I teach because I find it interesting.
14. I don't believe in taking the initiative all the time, it's not part of my job.
15. To me teaching means more than just teaching skills to my students mechanically.
16. I realize that every student is different and special efforts have to be made to communicate with all of them. This is tiring and challenging.
17. I wouldn't go out of my way to help students, but if they approached me themselves, I would do my best for them.
18. I would teach even without being given a salary.
19. For me teaching is hard work, but I look forward to long holidays too.
20. I teach because teachers get many holidays.
21. Teaching like other professions has its ups and downs.
22. I think teachers are the most noble people in the world.

Contd....

23. I teach only because it gives me social prestige.
24. I never condemn failures.
25. I really miss teaching when the schools are closed for the vacations.
26. Teaching gives me a sense of achievement, but nothing very grand otherwise.
27. I like being a responsible teacher but this also means being thrust with innumerable responsibilities in the school which may be too exhausting.
28. I teach because I have to supplement my husband's income.
29. My only ambition in life is to be a highly esteemed and well reputed teacher.
30. I tell students that the best people whom they should consult for their studies are their parents, so that my work is reduced.
31. Students are quite inspiring at times, but very dull also.
32. I like to teach in my own way. But in teaching one has to be rule bound which I do not like.
33. I don't keep praising bright students or condemning dull ones.

Contd....

34. I am seriously thinking of giving up my job because I dislike it.
35. I devote all my time to teaching.
36. I think teaching has both its good and bad moments.
37. I just read out from the text book without explaining anything.
38. I don't want to know any thing about the students' personal problems - its not my business.
39. Teaching fills me with remorse.
40. I never show any favouritism in class.
41. Teaching affords scope for self actualization but it can be terribly frustrating too.
42. I envy people in other professions.
43. Teaching can be very creative, but very mundane too.
44. I pay every student of mine, individual attention.
45. I don't particularly like teaching, but I like the social status which it gives me.
46. I think students who misbehave, should be caned.
47. I don't think teaching is a profession which one can praise or run down to the pits either.

Contd....

48. Teaching gives me a mild sense of satisfaction, but I don't see it as a means to self actualization.
49. I take great care in preparing the lesson which I have to teach the night before.
50. Teaching gives me some pocket money of my own and therefore I am sticking to it.
51. I'm afraid I don't have the kind of patience which teaching demands.
52. I hate teaching.
53. I do not look for any physical rewards when I teach.
54. Sometimes I feel I have wasted my life being a teacher, but other times I am proud of being a teacher.
55. Teaching makes me feel that I am serving the nation in my own small way.
56. I never regret being a teacher.
57. I'll never wish that even my bitterest enemy become a teacher.
58. I think that most students today are quite dull and hence it is not worth wasting one's effort trying to teach them.
59. Teaching makes me feel both capable and incapable alternately.

Contd....

60. I admit that I teach lessons quite mechanically, but I know that my teaching is never bad.
61. I love to teach in an innovative way, but the students seem to want just enough to pass the exam.
62. When I give homework, I correct the books which are brought to me. If some student hasn't done it, it's not my fault.
63. I feel very happy when my students acquire a skill resulting from my teaching.
64. Sometimes I find teaching very challenging but other times it seems to be quite mundane and routine.
65. I think students are very unruly and should be punished severely.
66. Teaching holds new challenges and promises for me everyday.
67. I yearn for the school to reopen after the vacations.
68. Teaching makes one feel useful, but sometimes one is really overworked.
69. I never correct my students books.
70. Teaching is a celestial experience for me.

Contd...

71. I don't go out of my way to help failures, but if they approach me, I'm willing to help.
72. Teaching is the most dignified profession one can have.
73. I believe in giving my students a lot of written work so that I can do my own work in class.
74. There are some satisfying things about teaching, but certain aspects are quite disillusioning.
75. Teaching gives me a great sense of satisfaction.
76. I think students should be rewarded, but also punished adequately.
77. Teaching is a good profession, but I don't think it's the best.
78. I would never advise anyone to become a teacher.
79. For me teaching is not more important than home life.
80. Teaching has helped my personality develop a great deal.
81. I think teaching is a very dull and monotonous professions.
82. It does not pay to work hard in the teaching line. Just do the minimum expected of you.

Contd...

83. Teaching is the most important profession today.
84. I love to be a good teacher, but to be a good teacher, one has to work like a donkey.
85. I think all teachers are fools.
86. I am proud of being a teacher.
87. I encourage students to be absent so that I can avoid taking class.
88. I teach because when a trip from school goes somewhere, I can get a free ticket to go.
89. Teaching gives me a high sense of achievement.
90. Teaching gives me as much joy as worshipping God.
91. I don't make an effort to understand students in the context of their home environment - it's too much; but yet if they come to me for something I help them to some extent.
92. I may not be very regular in checking notebooks, but I am quite aware of my students' progress.
93. I don't even know the names of my students.
94. Teaching has made me patient, humane and gentle.
95. I find teaching a very rewarding experience.
96. It is futile to be a good teacher, at the same time, good teaching can also be personally rewarding.

Contd.....

97. I am teaching only because I can manage it with my house wifely responsibilities.
98. I didn't have childhood dreams or ambitions of being a teacher - I became one because of convenience.
99. I don't bother to help students after class.
100. I think teaching is dreadful.
101. Teaching is a very creative profession.
102. What I love about teaching is that I can gossip with other teachers in the staff room.
103. I shout at my students all the time.
104. I enjoy being a teacher because I get invited to a lot of parties by the students.
105. Teaching was not my primary goal in life, but now that I'm in it, I don't regret it.
106. I wonder why some people glorify teaching - it's alright.
107. I correct each and every word which my students write very carefully.
108. I find it very satisfying to nurture and shape young and impressionable minds.

Contd....

109. To me teaching means just teaching the syllabus.
110. I tell all my students to come to me for extra coaching so that I can make some money.
111. I teach because my students give me lots of presents.
112. I don't get up feeling over enthusiastic about teaching every morning, but I make it a point to go regularly.
113. I make a special effort to help every student with any problem.
114. Teaching is boring, but it gives me a sense of financial productivity.
115. I don't have unbounded happiness being a teacher, but I have no regrets either.
116. Teaching is the only expression of one's brilliance and intelligence.
117. I teach mechanically.
118. I teach only for money.
119. I feel I can achieve self realization only through teaching.
120. I curse myself for being a teacher.
121. Teaching is one of my priorities, but not necessarily my highest priority.

Contd....

122. I teach mainly to pass my time.

123. I am not happy with my job.

124. I teach because I love children.

II

ATTITUDE SCALE

Here is a list of 22 statements. Please read each one of them carefully and say whether you agree with them or not. If you agree then write 'yes' against the statement, if not, then write 'no'. Please answer each and every question in terms of 'yes' or 'no'. There are no right or wrong answers and so please give your honest opinion.

1. Teaching is boring but it gives me a sense of financial productivity.
2. Teaching is the most dignified profession one can have.
3. I never show any favouritism in class.
4. I teach because my students give me lots of presents.
5. I am seriously thinking of giving up my job because I dislike it.
6. I teach only for money.
7. I don't get up feeling over enthusiastic about teaching every morning, but I make it a point to go regularly.
8. I am not happy with my job.
9. Teaching gives me a great sense of satisfaction.

Contd...2...

10. My only ambition in life is to be a highly esteemed and well reputed teacher.
11. Teaching gives me some pocket money of my own and therefore I am sticking to it.
12. Teaching is a celestial experience for me.
13. I never aspire to gain undue popularity - I am quite content as I am.
14. I think teaching is a very dull and monotonous profession.
15. Teaching gives me as much joy as Worshipping God.
16. I really miss teaching when the school is closed for the vacation.
17. I would teach even without being given a salary.
18. I don't particularly enjoy teaching but neither do I dislike it.
19. I don't go out of my way to help failures, but if they approach me, I am willing to help.
20. I think I have wasted my life being a teacher.
21. I don't have unbounded happiness being a teacher but I have no regrets either.
22. Teaching makes me feel that I am serving the nation in my own small way.

JOB SATISFACTION SCALE

Some jobs are more interesting and satisfying than others. We want to know how people feel about different jobs. The blank contains 18 statements about jobs. You are to tick the phrase below each statement which best describes how you feel about your present job. There are no right or wrong answers. We would like your honest opinions on each one of the statements. Work on the sample item (0)

SAMPLE ITEM (0) - There are some conditions concerning my job that could be improved.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree.

1. My job is like a hobby to me.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly disagree

2. My job is usually interesting enough to keep me from getting bored.

- i) Strongly agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

3. It seems my friends are more interested in their jobs.

- i) Strongly agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

4. I consider my job as unpleasant.

- i) Strongly agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

Contd...3...

5. I enjoy my work more than my leisure time.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

6. I am often bored with my job.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

7. I feel fairly well satisfied with my present job.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly disagree

8. Most of the time I have to force myself to go to work.

- i) Strongly agree
- ii) Agree

- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

9. I am satisfied with my job for the time being.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

10. I feel that my job is more interesting than others I could get.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

11. I definitely dislike my work.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree.

12. I feel I am happier in my work than most other people.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree.

13. Most days I am enthusiastic about my work.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly

14. Each day of work seems like it will never end.

- i) Strongly Agree
- ii) Agree
- iii) Undecided
- iv) Disagree
- v) Strongly Disagree

15. I like my job better than the average worker does.

- i) Strongly Agree
- ii) Agree

iii) Undecided

iv) Disagree

v) Strongly

16. My job is pretty uninteresting.

i) Strongly Agree

ii) Agree

iii) Undecided

iv) Disagree

v) Strongly Disagree

17. I find real enjoyment in my work.

i) Strongly Agree

ii) Agree

iii) Undecided

iv) Disagree

v) Strongly Disagree

18. I am disappointed that I ever took this job.

i) Strongly Agree

ii) Agree

iii) Undecided

iv) Disagree

v) Strongly Disagree

IV

QUESTIONNAIRE

Answer the following in a few words or sentences.

1. State the reason for your job satisfaction/
dissatisfaction.

2. What do you like most about your job?

3. What do you dislike most about your job?

4. What are the problems you face as a teacher?

Contd...2...

5. What is your opinion about the atmosphere of your school?

6. What does teaching mean to you?

7. What type of students do you think attend this school?

8. Are you happy with the type of students you are teaching? Yes/No

If no, could you state the type of students you would like to teach?

9. How would you describe your relationship with your Principal?
Very good/good/neither good/nor poor/poor/very poor.

10. How would you describe your relationship with your colleagues?
Very good/good/neither good nor poor/poor/very poor.

11. What are the incentives available to you in the school?
State them in your own words.