

Attitude Towards Teaching and Job Satisfaction Among Secondary School Teachers in Purba Bardhaman District, West Bengal

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Abstract: Teacher is considered as a crucial component of any educational program. For implementation of the educational process at any stage teacher plays a very significant role. This present study aimed to assess the current status of secondary level school teachers' attitudes towards teaching and their levels of job satisfaction, with a focus on identifying gender-based differences. Employing descriptive survey method, this study was carried out on a sample of 195 school teachers drawn from various secondary schools across the Purba Bardhaman district, West Bengal. Data were being collected using two 5-point Likert-type scales: the Teacher's Attitude Towards Teaching Scale (Vidushy & Kishor, 2021) and the Teacher's Job Satisfaction Scale (Madan & Malik, 2020). Results revealed that secondary level school teachers possess strongly positive attitude towards teaching but job satisfaction of them was not high. Furthermore, it was found that there was no significant difference in attitude towards teaching between male and female school teachers; however, a significant difference was noticed in their job satisfaction.

Keywords: Teachers' Attitude Towards Teaching, Job Satisfaction, Secondary Level School Teachers, Gender

I. INTRODUCTION

The act of teaching, a very complex activity, involves different facets like teaching content, teaching style, teaching method, teaching strategies, techniques and environment of teaching. Teaching refers to the process of guiding and supporting others in realizing their full potential across all areas of development (IGNOU, 2017). Teachers play vital role for implementation of the teaching learning activity. Teachers' attitudes towards teaching influence the effectiveness of their teaching performance. Allport (1933) stated 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". A positive or favorable attitude makes the teaching process easier, less troublesome, and more pleasant. Favorable attitude towards teaching profession of teachers may undeniably emerge their students intrinsic motivation to learn (Andronache et al., 2014). Factors like age of teachers and their gender, qualification, subject, experience of teaching and area of school influence attitude towards teaching positively (Zaidi, 2015). Attitude towards teaching and teaching competence of teachers are related to each other (Baby & Sreelekha, 2025; Canela, 2024; Vidushy, 2023).

Job satisfaction indicates how gratified an employee is with her or his occupation. According to Spector (1997) job satisfaction is "how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs." According to George & Jones (2012) job satisfaction is "the collection of feelings and beliefs that people have about their current jobs." According to Uhl-Bien et al. (2014), work, relationships with fellow workers, quality of supervision, pay and opportunities of promotion are the five components of job satisfaction. It affects physical withdrawal behaviors like absenteeism, and a lack of it can lead to counterproductive work behaviors such as intentionally underperforming, avoiding responsibilities, displaying aggression at work, or even committing acts like workplace theft. The quality of education of any country depends on the quality of teacher. Job satisfaction of teachers lead to quality education (Sumanasena & Mohamed, 2022).

A teacher's job satisfaction serves as a key source of motivation, sustaining their efforts in fulfilling essential responsibilities such as making lesson plans, accurately assessment of assignments, and maintaining detailed records to monitor student progress (Hafeez & Akbar, 2015). Job satisfaction level among teachers remains low, primarily due to inadequate pay. Unless their basic physical needs dependent on sufficient income are met, employees are unlikely to be motivated to pursue higher-level goals or aspirations (Sharma & Jyoti, 2006).

II. REVIEW OF RELATED LITERATURE

Barwal (2011) investigated no significant difference in teaching attitudes between government and private, or highly and less experienced secondary school teachers of Mandi district. However, significant differences were found based on gender, qualification, and location. Trivedi (2012) identified attitudes towards teaching profession of secondary level school teachers were not only higher but also more stable and reliable compared to teachers at other levels such as primary, higher secondary, and college. The study of Emre & Ünsal (2017) revealed that secondary level school teachers attitude towards teaching was positively correlated with their perceptions of professional self-efficacy. A positive attitude of teachers towards their profession is essential for fostering effective teaching and learning, as well as for supporting their own professional growth. Attitude towards teaching profession influenced by their gender, previous experience, beliefs and age (Singh & Singh, 2016).

Teachers carry a profound responsibility in shaping the future of a nation. They play a key role in nurturing the knowledge and skills of the younger generation (Das, 2021). Job satisfaction among secondary school teachers in Tanzania was shaped by supportive relationships with colleagues, students, and parents, along with the respect and recognition they received for their contributions to education and society (Nyamubi, 2017). Sönmezer & Eryaman (2008) identified that job satisfaction level differences among school teachers due to salary, social status, opportunity for professional growth and the ability to utilize their skills. Toropova et al. (2021) showed that job satisfaction of teachers and school working conditions were linked with each other. They also showed that workload of teachers, collaboration among colleagues, teachers' perceptions of student discipline work as factors in determining teachers job satisfaction. Basak & Ghosh (2011) revealed that different domains of school environment and locus of control related significantly with school teachers. Kapur (2018) investigated that job satisfaction of school teachers and their performance are linked with each other. The factors influence teachers' job satisfaction are knowledge and information, working environment autonomy and training, salary, reward and promotional opportunities.

III. OBJECTIVES OF THE STUDY

The objectives of the present study are:

- To know the current level of attitude towards teaching of secondary level school teachers.
- To know the current levels of job satisfaction of secondary level school teachers.
- To compare attitude towards teaching and job satisfaction of secondary level school teachers with respect to their gender.

IV. RESEARCH QUESTIONS

The research questions of the present study are:

- **RQ1:** What is the current level of attitude towards teaching of secondary level school teachers?
- **RQ2:** What is the current level of job satisfaction of secondary level school teachers?

V. HYPOTHESES

- **H₀₁:** There is no significant difference of attitude towards teaching between male and female secondary level school teachers.
- **H₀₂:** There is no significant difference of job satisfaction between male and female secondary level school teachers.

VI. METHODOLOGY

METHOD

The aim of this study is to assess the current levels and variations in attitudes toward teaching and job satisfaction of secondary school teachers in the Purba Bardhaman district of west Bengal. Descriptive survey method was used to carry out the study.

POPULATION

Population of the study consists all the secondary level school teachers of Purba Bardhaman district of west Bengal.

SAMPLE AND SAMPLING TECHNIQUE

For the study 195 secondary level school teachers were selected using random procedure from different Govt. Aided Bengali medium high schools and Madrasahs in Purba Bardhaman district of west Bengal.

TOOL USED

The researcher used two standardized scales for measuring teachers’ attitude towards teaching and their job satisfaction. For measuring attitudes towards teaching, Teacher’s Attitude Towards Teaching Scale (TATTS) standardized by Vidushy and Kishor (2021) and for job satisfaction, Teacher’s Job Satisfaction Scale (TJSS) developed by Madan and Malik (2020) were used.

DATA COLLECTION PROCEDURE

Data was collected in person by the researcher applying the afore mentioned tools to the subjects under study.

VII. DATA ANALYSIS AND INTERPRETATION

RQ1: What is the current level of attitude towards teaching of secondary level school teachers?

The current level of attitude towards teaching of secondary level school teachers is presented (Table:1) hereunder.

Table 1: Level of School Teachers’ Attitude Towards Teaching

Range of Raw Score	Range of z-Scores	n	%	Level of Attitude Towards Teaching
106 & above	+ 2.01 & above	69	35.40	Extremely Positive
93 - 105	+ 1.26 to + 2.00	84	43.10	High Positive
80 - 92	+ 0.51 to + 1.25	24	12.30	Above Average Positive
62 - 79	-0.50 to + 0.50	18	9.20	Average
49 - 61	-1.25 to -0.51	00	00	Below Average Positive
36 - 48	-2.00 to -1.26	00	00	Negative
35 & below	-2.01 & below	00	00	Extremely Negative
Total		195	100	

Table 1 reveals the attitude towards teaching among school teachers (N= 195). A significant number of teachers (43.10%) show high positive attitude towards teaching. 35.40% school teachers show extremely positive attitude towards teaching. Additionally, 12.30% teachers exhibited an above average positive attitude, while 9.20% showed an average attitude. Notably, no respondents are found in the below average positive, negative, or extremely negative categories, indicating an overall highly positive attitude towards teaching.

RQ2: What is the current level of job satisfaction of secondary level school teachers?

The current level of job satisfaction of secondary level school teachers is presented (Table:2) hereunder.

Table 2: Level of School Teachers’ Job Satisfaction

Range of Raw Score	Range of z-Scores	n	%	Level of Job Satisfaction
122 & above	+ 2.01 and above	4	2.1	Extremely High
112 to 121	+ 1.26 to + 2.00	8	4.1	High
102 to 111	+ 0.51 to + 1.25	16	8.2	Above Average
89 to 101	-0.50 to +0.50	32	16.4	Average
80 to 88	-1.25 to -0.51	31	15.9	Below average
70 to 79	-2.00 to -1.26	54	27.7	Low
69 & below	-2.01 and below	50	25.6	Extremely Low
Total		195	100	

Table 2 shows the job satisfaction level of school teachers (N=195). A majority (27.7%) of teachers show their job satisfaction as low (n=54) while 25.6% teachers (n=50) show their job satisfaction as extremely low. Only 16.4% (n=32) school teachers have average job satisfaction. Above average levels are observed in 8.2% (n=16), while high and extremely high satisfaction levels are 4.1% (n=8) and 2.1% (n=4) respectively. The remaining 15.9% (n=31) teachers have below average level of job satisfaction. Overall, a significant portion of teachers have low level of job satisfaction.

H₀₁: There is no significant difference of attitude towards teaching between male and female school teachers. The comparison of attitudes towards teaching of secondary level school teachers gender wise are presented hereunder (Table 3).

Table 3: Differences in attitude towards teaching (ATT) of school teachers gender wise

Variable	Gender	n	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig.
ATT	Male	126	98.46	12406.50	4288.500	.876
	Female	69	97.15	6703.50		
	Total	195				

Table 3 shows the results of Mann-Whitney U test for gender differences in teachers' attitudes towards teaching. The mean rank for male teachers is 98.46, while for female teachers it is 97.15, indicating a very small difference between male and female teachers. The computed 'p' value is .876 which is greater than the sig. level 0.05, ($p > 0.05$) thus, the result is not significant. This implies that there is no significant difference in attitude towards teaching between male and female school teachers. So H_{01} hypothesis is retained.

H₀₂: There is no significant difference of job satisfaction between male and female school teachers. The comparison of job satisfaction of secondary level school teachers gender wise are presented hereunder (Table 4).

Table 4: Differences in job satisfaction of school teachers gender wise

Variable	Gender	n	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig.
Job Satisfaction	Male	126	103.98	13101.00	3594.000	.045
	Female	69	87.09	6009.00		
	Total	195				

Table 4 presents the results of Mann-Whitney U test for gender differences in school teachers' job satisfaction. The mean rank for male teachers is 103.98, while for female teachers it is 87.09, suggesting that male teachers have higher levels of job satisfaction than their female counterparts. The results indicate a significant difference in job satisfaction between male and female teachers, with a 'p' value of .045 ($p < 0.05$). This implies that there is significant difference in the job satisfaction between male and female teachers. Thus, H_{02} hypothesis is rejected.

VIII. RESULTS AND DISCUSSION

The central purpose of the research was to assess the current level of teachers' attitude towards teaching and their job satisfaction level along with to compare them with respect to their gender. Here the results and discussions are reported herewith.

It is observed from table 1 that most of the secondary level teachers (43.10%) showed high positive attitude towards teaching. The findings also indicated that no school teachers have below average positive, negative, or extremely negative level of attitude towards teaching.

It is revealed from table 2 that a significant portion of secondary level school teachers reported low levels of job satisfaction. The findings indicate all-round dissatisfaction among teachers with their job-related physical circumstance, surrounding social environment, financial aspect or both intrinsic and extrinsic factors of teachers.

Table 3 clearly indicates no significant (statistically) difference existed in the attitude towards teaching between male and female secondary level school teachers. In spite of no significant difference in attitude towards teaching of secondary level school teachers yet it may be said that the male teachers (mean value = 98.46) have favorable attitude towards teaching than the female (mean value = 97.15) secondary level school teachers.

From table 4 it is uncovered that there is a significant difference in job satisfaction between the male and female secondary level school teachers. Compared to female teachers (mean rank 87.09) male teachers have a higher mean rank (103.98) in job satisfaction This suggests that female teachers have significantly lower levels of job satisfaction than their male counterparts.

From the result of the study, it is observed that secondary level school teacher possessed high level of attitudes towards teaching. The findings of the present study could be justified by the previous research on attitudes towards teaching (Agcam & Babanoglu, 2016; Maheshwari, 2016). The result of second objective revealed that maximum portion of school teachers have low level of job satisfaction. This result is validated with the findings of previous researchers (Muga et al., 2017; Yan, 2021) but not supported with the findings other study also (Abdullah et al., 2009; Vandana & Chaganti, 2019). In case of hypothesis H₀₁ the result shown no statistically significant difference in the attitude towards teaching between male and female secondary school teachers. This study is supported by the studies of Kumar & Bhatia, (2011); Parvez & Shakir, (2013). Result of another study revealed that there was significant difference in attitude towards teaching between male and female school teachers (Babu & Raju, 2013; Dhara et al., 2021). The hypothesis H₀₂ is rejected. A significant difference is observed in case of job satisfaction between male and female secondary level school teachers. The previous studies on job satisfaction verified the present study's findings (Bashir, 2017; Medhi, 2018). Gupta & Gehlawat, (2013) revealed that in case of secondary school teachers no significance difference was observed between male and female school teachers.

IX. EDUCATIONAL IMPLICATION

The present study highlights the necessity to improve job satisfaction among secondary level school teachers. Educational policies should focus on improving addressing gender-specific challenges, work conditions and ensuring a supportive school environment. Promoting teacher well-being and security is vital for better performance, retention and overall quality of education. A satisfied teaching force is vital for the development of society.

X. CONCLUSION

From the above findings and discussions, it may be concluded that secondary level school teachers have a highly positive attitude towards teaching. This suggests a generally favorable and passionate outlook towards the teaching profession among the school teachers. The findings of the study also revealed low level of job satisfaction among the teachers. The dissatisfaction may stem from several issues including the work environment, financial aspect, and both intrinsic and extrinsic factors of their professional lives. Although no significant difference was observed in attitude towards teaching between male and female school teachers male school teachers showed higher levels of job satisfaction compared to their female counterparts. It may be said that female teachers face gender-specific challenges in the schools that affect female teachers job satisfaction adversely. Teachers play a vital role in driving national progress and shaping the future of every nation. Therefore, ensuring their job satisfaction is not only essential for their well-being but also crucial for the collective advancement of society.

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