

## A Study of Attitude of Kannada Teachers of Secondary Schools in Relation to Teaching Experience

**Nuzhat Najam Fatima**

Bilal College of Education for Women Bidar, Karnataka, India

### Abstract

Job satisfaction is psychological condition varying in degree in various places and times because, it is conditioned by social-cultural and economic factors to a large extent, job satisfaction can be measured at two levels, i.e., intrinsic and extrinsic with efficiency of work or turnover. The researcher used descriptive method for the present study. To make the study worthwhile a representative random sample of the total population has been taken. For the purpose of collecting data Job Satisfaction Scale was administered to 90 Secondary School teachers. The findings presented and analysed in this study make a significant contribution to the study of the attitude of teaching profession of secondary school teachers to their work in the Vijayapur district. After summarizing the study, it was found that there are many factors which may influence teachers' attitude towards teaching profession, including teachers' professional growth, guiding techniques, in-service training and job satisfaction.

**KEYWORDS:** Job satisfaction, attitude, Teachers, Secondary school, teaching experience.

### Job Satisfaction

Job satisfaction forms an important component in the leadership studies of school administrators. Since it is through motivating the head of the schools, the goal quality education can be achieved. Only when heads possess high job satisfaction, they would exert themselves to do a good job, a better job and perhaps the best job. A head with high job satisfaction influences the behaviour of the teachers and students in a positive way. A head of the school goes through the mere mechanical administering of the school hardly inspires the students and teachers. It is therefore necessary to ascertain the heads of schools are mainly responsible for equality of education of the institution.

Job satisfaction is closely related to administrator behaviour. An administrator (School heads) with high job satisfaction would be an effective school administrator. Job satisfaction is one of the most crucial but controversial issues in industrial psychology and behavioural management in organization. It ultimately decides that extent of employee motivation through the development of organizational climate or environment. There are number of different meaning in the dictionary of word job satisfaction is equality state or level of satisfaction which is a result of various interest and attitudes of a person towards his job.

Job satisfaction is further aided in its understanding by finding relative importance to the employee of the various contributing to it. For instance when the employees asked may say that they are dissatisfied with both the canteen and the

company promotion policy. It will appear at this point that both the factors are of equal importance to the employee. But if asked further the employee may say that company promotion policy is far more important to them than canteen.

### **The Problem**

#### **“A Study of Attitude of Kannada Teachers of Secondary Schools in Relation to their Teaching Experience”**

### **Objective of the Study**

1. To study significant difference between Kannada teachers with different teaching experience (0-5, 6-10, 11+ years) of secondary schools with respect to attitude and its dimensions.
2. To study the relationship between Kannada teachers with different teaching experience (0-5, 6-10, 11+ years) of secondary school with respect to attitude and its dimensions.

### **Hypotheses of the Study**

1. There is no significant difference between Kannada teachers with different teaching experience of teachers (0-5, 6-10, 11+ years) of secondary schools with respect to their attitude and its dimensions.
2. There is no significant relationship between attitude and its dimensions of secondary school teachers with respect to teaching experience.

### **Method of the Study**

Descriptive method is found to be more suitable for this type of research work, “It describes and interpret what is” therefore the researcher used descriptive method for the present study.

### **Sample of the Study**

To make the study worth while a representative random sample of the total population has been taken. The total population of the study consists of 90 teachers in different types of management (Government, aided and unaided) in Vijayapur district.

### **Tool Used**

In the present study the following tool was used to collect the necessary data.

- Teacher Attitude Inventory

### **Data Collection**

For the purpose of collecting data the Teacher Attitude Inventory was administered to 90 Secondary School teachers. Then the data was collected from the teachers.

**Data Analysis**

**Table-1: Results of t-Test between Teaching Experience of Teachers (0-5, 6-10, 11+ Years) of Secondary Schools**

Variable	Management	Mean	SD	t-value	p-value	signi.
Attitudes	0-5yrs	347.2500	20.8207	-0.1532	>0.05	NS
	6-10yrs	348.1667	22.6321			
	0-5yrs	347.2500	20.8207	3.2452	<0.05	S
	11+yrs	324.7222	24.0778			
	6-10yrs	348.1667	22.6321			
	11+yrs	324.7222	24.0778			
Pupil	0-5yrs	53.8333	4.0181	-0.0260	>0.05	NS
	6-10yrs	53.8667	5.1577			
	0-5yrs	53.8333	4.0181	2.4089	<0.05	S
	11+yrs	49.9444	6.4212			
	6-10yrs	53.8667	5.1577			
	11+yrs	49.9444	6.4212			
Teachers	0-5yrs	62.2917	6.3962	0.4739	>0.05	NS
	6-10yrs	61.4000	7.2235			
	0-5yrs	62.2917	6.3962	3.7646	<0.05	S
	11+yrs	54.5556	6.8447			
	6-10yrs	61.4000	7.2235			
	11+yrs	54.5556	6.8447			

The results of the table clearly indicate the following points;

1. Kannada teachers of secondary schools with 0-5years and more than 11 years, 6-10years and more than 11 years of experience differ significantly with respect to attitude at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. But, teachers of secondary schools with 0-5years and 6-10years do not differ significantly with respect to attitude at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. Therefore, it is concluded that the Kannada teachers of secondary schools with more than 11 years of teaching experience are high on attitude when compared to teachers with other group of teaching experience.
2. Kannada teachers of secondary schools with 0-5years and more than 11 years, 6-10years and more than 11 years differ significantly with respect to the dimension of attitude i.e. pupil at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. But, teachers of secondary schools with 0-5years and 6-10years do not differ significantly with respect to the dimension of attitude i.e. pupil at 0.05% level of significance. Hence, the null hypothesis is

accepted and alternative hypothesis is rejected. Therefore, it is concluded that the Kannada teachers of secondary schools with more than 11 years of teaching experience are high on dimension of attitude i.e., pupil when compared to teachers with other group of teaching experience.

3. Kannada teachers of secondary schools with 0-5years and more than 11 years, 6-10years and more than 11 years differ significantly with respect to the dimension of attitude i.e. teachers at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. But, teachers of secondary schools with 0-5years and 6-10years do not differ significantly with respect to the dimension of attitude i.e. teachers at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. Therefore, it is concluded that the Kannada teachers of secondary schools with more than 11 years of teaching experience are high on dimension of attitude i.e., teachers when compared to teachers with other group of teaching experience.

### Results of Karl Pearson's Correlation Between Attitudes and its Dimensions of Secondary School Teachers

	Attitudes	Teaching profession	Class room teaching	Child centered practices	Educational process	Pupil	Teachers
Attitudes	1.0000 -						
Teaching profession	0.5821 <0.05, S	1.0000 -					
Class room teaching	0.4491 <0.05, S	0.1134 >0.05, NS	1.0000 -				
Child centered practices	0.7238 <0.05, S	0.2755 <0.05, S	0.2760 <0.05, S	1.0000 -			
Educational process	0.7534 <0.05, S	0.2935 <0.05, S	0.2304 >0.05, NS	0.5278 <0.05, S	1.0000 -		
Pupil	0.6463 <0.05, S	0.2421 <0.05, S	0.0386 >0.05, NS	0.3056 <0.05, S	0.4053 <0.05, S	1.0000 -	
Teachers	0.8316 <0.05, S	0.3737 <0.05, S	0.1366 >0.05, NS	0.5224 <0.05, S	0.5970 <0.05, S	0.6208 <0.05, S	1.0000 -

A significant relationship was found between the dimensions of attitude as follows:

1. Between the teaching profession and attitudes
2. Between classroom teaching and attitudes
3. Between child centered practices and attitudes and teaching profession and classroom teaching
4. Between educational process and attitudes, teaching profession and child centered practices
5. Between pupil attitudes, classroom teaching, teaching profession and educational process
6. Between teachers and attitudes, teaching profession child centered practices, educational process and pupil.

### **Findings of the Study**

1. The Kannada teachers of secondary schools with more than 11 years of teaching experience are high on attitude when compared to teachers with other group of teaching experience.
2. The Kannada teachers of secondary schools with more than 11 years of teaching experience are high on dimension of attitude i.e., pupil when compared to teachers with other group of teaching experience.
3. The Kannada teachers of secondary schools with more than 11 years of teaching experience are high on dimension of attitude i.e., teachers when compared to teachers with other group of teaching experience.

A significant relationship was found between the dimensions of attitude as follows:

1. Between the teaching profession and attitudes
2. Between classroom teaching and attitudes
3. Between child centered practices and attitudes and teaching profession and classroom teaching
4. Between educational process and attitudes, teaching profession and child centered practices
5. Between pupil attitudes, classroom teaching, teaching profession and educational process
6. Between teachers and attitudes, teaching profession child centered practices, educational process and pupil.

### **Conclusions**

The findings presented and analysed in this study make a significant contribution to the study of the attitude of teaching profession of secondary school teachers to their work in the Vijayapur district. The findings in this respect are similar to the findings of other studies such as those undertaken by Singh (1974) and Padmanabhaiah (1986). This may be due to their attitudes with regards to their workload and responsibilities, resulting in feelings of unfairness as teachers with long service may get a higher salary than them. This finding is similarly to the studies of Reddy (1990). In addition, a lack of financial resources was a common factor of dissatisfaction among secondary school teachers, who

believe that the school buffet was a good source of financial revenue when it was under school management. The shifting in the system that transferred the management of the school buffet to a private sector company deprived schools of this resource. This impacted negatively on the school environment.

After summarizing the study, it was found that there are many factors which may influence teachers' attitude towards teaching profession, including teachers' professional growth, guiding techniques, in-service training and job satisfaction. It is obvious that more and more attention has been paid to studies related to teachers' attitude towards teaching profession while more requests for education reformation have been received. In order to effectively improve teaching quality, academia has put a lot of continuous effort into studies related to teachers' attitude. However, there is no complete system in India which can be used as a tool to evaluate teachers' attitude towards teaching profession and offer references to successfully improve teachers' attitude.

### **Suggestions for Further Research**

- 1) The same study may be undertaken using large sample of secondary school teachers.
- 2) The same study may be conducted for teachers working in residential schools.
- 3) The study like this may be conducted for teachers working in training institutes.
- 4) The same study may be undertaken for college teachers.
- 5) This study does not include interview method further research can be undertaken by using interview method.

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