



## Teacher-Attitude and Job-Satisfaction among Successful-Teachers of Residential Schools

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### ABSTRACT

*Residential Schools like Navodaya Vidyalaya, Military School and Ashram School are organized for some generous, social and educational objectives. Successful Teachers are backbone of such educational institutions achieving the flying colors of dignity in the forms of achievements of their students. Hence Teacher-attitude and job-satisfaction are motivating factors for these successful-teachers which provoke them to touch the heights of their qualities. Present research paper is an endeavour to justify these factors and suggestion to the organizers.*

**Keywords:** Teacher Attitude, Job-Satisfaction, Successful Teachers, Residential Schools

The concept of teacher attitude can be settled way of thinking or feeling about teaching-learning process. It is a psychological construct, a mental and emotional entity that inheres in or characterizes a teacher. Teacher attitude is complex and an acquired state through experiences. It is a teacher's as an individual's predisposed state of mind regarding teaching a value and it is precipitated through a responsive expression towards his students, school, class, society or event (the attitude object) which in turn influences the individuals thought and action.

Prominent Psychological Gurdon Allport described this latent Psychological construct as the most distinctive and indispensable concept in contemporary social Psychology. 'Teachers' Attitude is developed from past and present experience. Attitude can be as positive or negative evaluation of people, objects, events activities and ideas. It could be concrete abstract or just about anything in your environment but there is a debate about precise definitions- Eagly and Chaiker define attitude as a Psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Though it is sometimes common to define an attitude as affect towards an object affect is generally understood as an evaluative structure used to from attitude object.

Attitude may influence the attention to attitude objects. Teacher Attitude is determined by Psychological factors like ideas, values, beliefs, perceptions etc in teaching learning process. All these have a complex role in determining a teachers' attitude.

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teachers towards the subject of the knowledge. The quality of any teaching programme can not rise above the quality of its teachers. It is the teacher

who is responsible for influencing a student's learning of the subject. Positive teacher attitude plays a role model for the future generation of students.

Teacher's attitude should be designed as-

- i) The teacher must be passionate about the subject he is teaching. A really passionate teacher can be highly influential for the students to pursue their passion too.
- ii) A Teacher must be a continuous learner. Students like the teacher who learn the things with them.
- iii) Teacher must be humble. They must realize that the student knows something that they do not. They must not discourage any student if they fail in examination. The teacher must be very sincere also.
- iv) A good teacher is a good friend of student. He/She knows about the passion of every student in the class. They can not help everyone to be successful in their field yet they can be supporters.
- v) The best teachers can do to understand the situation, the students are handling in the current generation. Stress, pressure, low-marks and heart-break are running in this generation of students. A good teacher understands the students and makes them realize that marks do not matter.
- vi) Each and every teacher in the country is responsible for the students they teach. Each and every criminal activity that a student involves in the future, it falls directly in the hands of the teacher as his responsibility. So student coming out of an institution must not have only the technical education he must be good with his attitudes.

Thus teacher-attitude plays an important role to construct good teaching self-concept and Job satisfaction. Job satisfaction evolves from the execution of teacher attitude to a great extent. The researcher, through this paper has attempted to signify the factors like job-satisfaction and teacher attitude particularly in the teachers teaching in residential schools like military schools, Ashram Schools and Navodaya Vidyalaya.

Topic :- Teacher-Attitude and Job-Satisfaction among Successful Teachers of Residential Schools

#### ★ Operational Definitions of the terms

Teacher Attitude :- It is readiness of a teacher for reaction towards or against some situation of teaching-learning process.

Job Satisfaction :- It is a feeling of fulfillment or enjoyment that a person derives from their job. This implies that the employee is having contentment or a sense of accomplishment at job as the work meets the expectations of the individual.

Objectives of the research paper are as following :-

#### ★ OBJECTIVES

- i) To find out the Teacher Attitude and Job Satisfaction of Successful teachers of residential schools.
- ii) To determine the difference of Teacher-Attitude between ST of Military school and Navodaya Vidyalaya.
- iii) To know the difference of Teacher-Attitude between ST of Military School and Ashram School.

- iv) To locate the difference of Teacher-Attitude between ST of Navodaya Vidyalaya and Ashram Vidyalaya.
- v) To find out the correlation between Teacher-Attitude and Job Satisfaction of ST of Military School, Navodaya Vidyalaya and Ashra-Vidyalaya.
- vi) To distinguish the differential effect of Teacher-Attitude among the ST of Military School, Navodaya Vidyalaya and Ashram Vidyalaya.

★ HYPOTHESIS (Null Hypothesis)

- i) There is no significant difference of TA between ST of Navodaya Vidyalaya and Military School.
- ii) There is no significant difference of TA between ST of Navodaya Vidyalaya and Ashram Vidyalaya.
- iii) There is no significant difference of TA between ST of Military School and Ashram Vidyalaya.
- iv) There is no correlation between TA and JS of ST of Military School, Navodaya Vidyalaya and Ashram Vidyalaya.
- v) There is no differential effect of types of Residential Schools, Navodaya Vidyalaya, Military School and Ashram School on TA and Job Satisfaction of its Successful Teachers.

★ DELIMITATIONS

- i) Present research paper is delimited to the TA & JS of ST of Residential Schools viz Military School, Navodaya Vidyalaya and Ashram Vidyalaya.
- ii) This paper is delimited to TA & JS of ST of Residential Schools.

★ SAMPLE

- i) As there is one military school and one Navodaya Vidyalaya in Gondia district hence nature of selecting those school is purposive.
- ii) On the other hand there are 20 Government Ashram Schools in the district out of them 09 Ashram Vidyalaya have been randomly selected. All are located in rural area as per Government policy.
- iii) Total 110 ST have been included in the sample as per the need of the study. This sample is stratified.

★ Tools for Data Collection

- i) "Successful Teacher Test" developed by Ashok Kumar Sharma. Its reliability is 0.85 and validity 0.79.
- ii) "Teacher Attitude Inventory" prepared by Dr. S.P.Ahluwalia. Its reliability is 0.89 and validity 0.77.
- iii) "Job-Satisfaction Scale" for Teachers developed by Dr. S. K. Saxena. Its reliability is 0.85 and validity 0.80.

★ Procedure of Data Collection

First of all successful teacher were found out administering the successful teacher standard test to all the teachers of Residential Schools. The response of the teachers were scored as per procedure given in the manual and as per norms only successful teachers were separated. In the following table number of successful teachers of residential schools are shown.

Table-1  
Successful Teachers of Residential Schools

Sr. No.	Type of Residential School	No. of Successful Teachers		Total
		Male Teachers	Female Teachers	
1	Govt. Ashram Vidyalaya	61	23	84
2	Military School	06	05	11
3	Navodaya Vidyalaya	07	01	08
		74	29	103

In the next step Teacher-Attitude Inventory and Job Satisfaction Scale were administered on these ST, one after another taking care of all precautions. The responses interacted by these ST for both the tests were scored and put for data-analysis in the light of objectives. In the following tables-2 difference of Teacher-Attitude between male and female Residential schools ST is shown, similarly in table-3 difference of Job-Satisfaction between male and female ST of residential schools is also shown.

Table-2  
Difference of Teacher-Attitude Between Male and Female  
Successful Teachers of Residential School

Sr.No.	Successful Teacher	N	Teacher-Attitude		CR
			Mean	$\sigma$	
1	Male	74	276.82	40.71	.375 <sup>NS</sup>
2	Female	29	272.62	54.66	

NS :- Not Significant

As per above obtained value of CR=.375 which is less than the value for 0.05 1.96. Hence it is inferred that there is no significant difference in the TA of male and female ST of residential school. It is similar. Hence the null hypothesis. "There is no significant difference in the TA of male and female ST of residential schools" is accepted.

Table-3  
 Difference of Job-Satisfaction Between Male and Female  
 Successful Teachers of Residential School

Sr.No.	Successful Teachers	N	Job-Satisfaction		CR
			Mean	$\sigma$	
1	Male	74	24.88	2.64	.559 <sup>NS</sup>
2	Female	29	24.73	2.75	

NS :- Not Significant

Above table-3 clearly indicates that there is no significant difference of Job-Satisfaction between male and female ST of residential schools. It is equal so, the null hypothesis, "There is no significant difference in the JS of male and female ST of Residential Schools" is accepted.

All the three types of Residential Schools viz Military School, Navodaya Vidyalaya and Ashram Schools are on 100% grant-in-aid basis. Teacher are getting complete salary also as per government rules. So, one more objective was made to know the correlation between Teacher-Attitude and Job-Satisfaction.

Table-4  
 Co-efficient of Correlation between Teacher-Attitude  
 and Job-Satisfaction of Successful-Teachers

Sr.No.	Teachers & Schools	N	Variables	r
1.	Successful Teachers	103	(Dependent V) Teacher-attitude	.141 <sup>NS</sup>
2.	Residential Schools	03 Military Schools Navodaya schools Ashram Schools	(Independent V) Job-satisfaction	

NS:- Not Significant

By applying product-moment method co-efficient of correlation is computed for the variable Teacher-Attitude (DV) and Job-Satisfaction (IV) of successful-teachers serving in residential schools. The value of r obtained is 0.141 which is lower than the standard value at 0.05 level .195. Hence this r = .141 is not significant.

It is thus inferred that there is not correlation between Teacher-Attitude and Job-Satisfaction of successful teachers of residential schools. It identifies that successful teachers has positive attitude towards their teaching-learning profession

hence job-satisfaction does not affect it. More over these residential schools are Government aided, following all the norms hence JS is of higher level and as they are successful teachers they are retaining devoted teacher attitude also.

ANOVA is also implied in order to find out the differential effect of types of residential schools on JS and TA of successful teachers of these schools.

Summary of ANOVA

Source of Variables	df	Sums of Scores (SS)	Means Squares Varians	SD
Among the means of conditions	11	1988457	180768.8	208.52 14.45
	144	3007584	20886	
Total	155			

\*\* Significant on 0.01 level

F= 8.65\*\*

Obtained value of F=8.65 which is more than the table value 2.31 at 0.01 level. Thus it is evident that Residential schools exert differential effect on TA and JS of Successful teachers of these Residential schools. Novodaya vidyalaya is better than other two types of schools in respect of teacher attitude and job-satisfaction.

★ Conclusions

- i) There is no significant difference in the TA of male and female successful teachers of Residential Schools.
- ii) There is no significant difference in the job-satisfaction of male and female successful teachers of Residential schools.
- iii) There is no significant correlation between TA and Job-Satisfaction of successful teachers of Residential schools.
- iv) Residential schools forms differential effect on Teacher-Attitude and Job Satisfaction of successful teachers of residential schools. Moreover Navodaya Vidyalaya successful teachers retains better TA and JS in comparision to Military schools and Ashram Schools Successful teachers.

★ Suggestions :-

On accord to the conclusions it is suggested that Military-schools and Ashram vidyalaya institutions should put some positive efforts to develop more better TA and JS of its Successful Teachers, so that appreciating out comes be collected.

★ Abbreviation :-

- i) ST - Successful Teacher
- ii) TA - Teacher Attitude
- iii) JS - Job-Satisfaction

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