

**A Comparative Study Of Job Satisfaction And Teacher Attitude Of The Permanent
And Temporary Senior College Teachers.**

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Abstract

Education, for the last few decades of twenty century, has become more complex due to vast societal change and new insight in the field of pedagogy. Teachers should conscious of their conduct and adherence to human value. Teachers attitude may effect on job satisfaction. The present comparative study was conducted to study the job satisfaction and teacher attitude of the permanent and temporary senior college teachers. Researcher has selected 100 samples, out of them 50were permanent, male (25) and female (25) teachers and 50 were temporary senior college teachers, male (25) and female (25) teachers. Sample was selected from Pune district by purposive sampling method for each category. The test used to assess the Job Satisfaction Scale by Mudgil, Mubar and Bhatia, and Teacher Attitude Inventory (T A I) developed by Ahluwalia S. P. Data were analyzed with the help of Mean, SD and ANOVA. The result revealed that the permanent senior college teachers have greater job satisfaction as compared to temporary senior college teachers. Female senior college teachers have greater job satisfaction than male senior college teachers. And permanent senior college teachers have more favourable teacher attitude as compared to temporary senior college teachers. Female senior college teachers have more favourable teacher attitude than male senior college teachers.

Keywords: Job Satisfaction, Teacher Attitude, Permanent and Temporary Teacher.

Introduction:

Education, for the last few decades of twenty century, has become more complex due to vast societal change and new insight in the field of pedagogy. Teachers should conscious of their conduct and adherence to human value. The concept of teaching has undergone to change in the present scenario. In earlier days, teaching was considerable to be a mission rather than a profession. Teaching is a noble profession that counts among its members the greatest and noble figure of human history. Teachers are always been held in esteem as “National Builders”. Teachers play an important role in shaping the behaviour of students especially in beginning year. A teacher who is satisfied with his job can perform his duties efficiently and effectively. He must have a positive attitude toward teaching, but if he is under stress then he could not work effectively and has a negative attitude towards his job.

The teacher who gets high job satisfaction can think positively about his work. On the other hand those teachers are not satisfied with their work, their attitude can be negative.

Job satisfaction and job attitude are two sides of the same coin. Because when job satisfaction increases at the same time positive attitude increases, whenever positive attitude increases at the same time job satisfaction increases. Job satisfaction, job attitude and job stress are the three elements that can be found differently in every employees.

There are few topics are discussed among senior college teachers for Ex. seventh pay Commission, Re-accreditation by NAAC, Professors increased retirement age, changes in their work, increased expectations, competition etc. Due to such discussion they get stress. Those teachers who are temporary their problems are totally different. That's why researcher wants to study the sample of permanent and temporary senior college teachers with their different teacher attitude and job satisfaction.

Attitudes are the feelings and beliefs that largely determine how employees will perceive their environment commit themselves to intended actions and ultimately behave. Attitudes from a mental set that affects how we view something else, much as a window provides a framework for our view into or out of a building. The window allows us to see some things, but the size and shape of the frame prevent us from observing other elements. In addition, the color of the glass may affect the accuracy of our perception, just as the "Color" of our attitudes has an impact on how we view and judge our surrounding at work. Managers of organizational behaviour are vitally interested in the nature of the attitudes of their employees towards their jobs, toward their career, and towards the organization itself. There are many factors that influence attitude towards a profession. The most important factor is job satisfaction, which is co-related with attitude. Good attitude or job satisfaction on teaching is actually performance of job with the sort of willingness and contented mind on the part of teachers. When there is more job satisfaction, and good attitudes towards the co-workers and the college, there will be positive attitude towards the profession

Job satisfaction is a positive emotional reaction towards his job or work. The term job satisfaction came in vogue in 1935 with the publishing of a book Job satisfaction by Hoppock. Hoppock was the first industrial Psychologist to provide the concept of job satisfaction. He defined job satisfaction as 'any combination of psychological, physiological and environmental circumstances that causes a person truth fully to say, I am satisfied with the job. Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with such specific factors as salary, service condition, advancement opportunities, recognition of ability, fair evaluation of work, social relations on the job and other benefits.

Review of Literature:

Habibah Lateh and Punitha Muniandy (2013) conducted study on pre-service teacher's attitude towards teaching environmental education during practicum in Malaysian primary schools. The main purpose of the study was to identify the attitude of teaching environmental education among pre-service teachers. One hundred twenty-five trainee teachers were selected for the study. The result shows pre-service teachers have positive attitude toward teaching environmental education in classroom. He also found that there are significant differences between male and female pre-service teachers in attitude of teaching.

Raj Kumar Patel (2013) conducted a study on comparative study of the attitude of pupil-teachers towards teaching profession of aided and self-financing colleges of Varanasi. The main purpose of the study was to find out the attitude of pupil teachers towards teaching profession and also to find out whether there is any difference in the attitude of pupil teachers of self-financing and aided college towards teaching profession. 100 pupil- teachers were selected by purposive sampling method from Varanasi. The study revealed that the pupil-teachers including male and female of self-financing colleges show a favourable attitude towards teaching profession. He also found that most of the female pupil-teachers of self-financing colleges show a favourable attitude towards teaching profession.

Manju Malik (2013) studied on comparative study of job satisfaction between ad hoc basis teachers and regular teachers with reference to degree colleges of Kurukshetra. The main objectives of the study were to identify and understand various factors affecting faculty job satisfaction and to compare the job satisfaction of regular basis teachers and ad hoc basis teachers. 50 college teachers (29 ad hoc and 21 regular) selected from the degree colleges of Kurukshetra. Person's correlation test and ANOVA test is used for analysis of data. Result shows that adhoc basis faculties are highly dissatisfied regarding salary, leave benefit, job security, research support and facilities, career advancement

Imran Khan (2012) studied on job satisfaction among college teachers. The purpose of the study was to know the factors impacting job satisfaction among the college teachers. The sample consists of 236 college teachers from Siwan district of Bihar. Sample were selected randomly from 5 constituent colleges and 5 affiliated colleges. The study revealed that female teachers enjoy the greater job satisfaction than their male counter parts. The married teachers showed more job satisfaction than their unmarried counterparts. The teachers who are teaching in government colleges enjoyed significantly greater job satisfaction than the teachers teaching in private colleges.

Statement of the Problem:

“Comparative study of job satisfaction and teacher attitude of the permanent and temporary senior college teachers.

3.4 Objectives of the study:

- 1) To study the difference in teacher attitude of permanent and temporary senior college teachers.
- 2) To study the difference in job satisfaction of permanent and temporary senior college teachers.
- 3) To study the gender difference in teacher attitude among permanent and temporary senior college teachers.
- 4) To study the gender difference in job satisfaction among permanent and temporary senior college teachers.

Hypotheses of the study:

- 1) Permanent senior college teachers will have greater job satisfaction as compared to temporary senior college teachers.
- 2) Permanent senior college teachers will have more favourable teacher attitude as compared to temporary senior college teachers.
- 3) Female senior college teachers will have greater job satisfaction than male senior college teachers.
- 4) Female senior college teachers will have more favourable teacher attitude than male senior college teachers.

Variables of the study:

In the present research permanent and temporary senior college teachers (male and female) are independent variables and job satisfaction and teacher attitude are dependent variables.

Independent variables:

A) Type of Teacher: A1) Permanent Teachers

A2) Temporary Teachers

B) Type of Gender: B1) Male Teachers

B2) Female Teachers**Dependent variables:**

- 1) Job Satisfaction
- 2) Teacher Attitude.

3.7 Operational Definitions of Variables: -**a) Permanent Teachers: -**

The teachers those who are working as a full time permanently teachers in senior college with maximum 5-10 years teaching experience.

b) Temporary Teachers: -

The teachers those who are working on clock Hour Basis (C.H.B.) or temporary appointment in senior college with maximum 5-10 years teaching experience.

c) Teacher Attitude: -

Generally, teacher attitude is a generalized feeling or evaluating reaction to teaching profession. In this study those teachers score obtained above 210 from the test of teacher attitude inventory (TAI) are called favourable teacher attitude towards teaching profession. On the other hand, those teachers score obtained below --- from the test of teacher attitude inventory (TAI) are called unfavourable teacher attitude towards teaching profession.

d) Job Satisfaction:

Teacher job satisfaction is a set of favourable or unfavourable feelings and emotions with which individuals view their teaching profession. In this study those teachers score obtained above 239 from the test of job satisfaction scale (developed by Mudgil, Mahur and Bhatia) are called high job satisfaction. On the other hand those teachers score obtained below 210 from the test of job satisfaction scale (developed by Mudgil, Mahur and Bhatia) are called low job satisfaction.

Selection of the Sample:

In the present study, researcher has selected 100 samples, out of them 50 were permanent, male (25) and female (25) teachers and 50 were temporary senior college teachers, male (25) and female (25) teachers. Sample was selected from Pune district by purposive sampling method for each category.

Research Design of the Sample: 2 x 2 Factorial designs were used

Gender (B)	Type of Teacher (A)		Total
	Permanent Teachers A1	Temporary TeachersA2	
Males(B1)	25	25	50
Females(B2)	25	25	50
Total	50	50	100

Tools of the Study:

In the present study following tools were used for data collection.

- a) **Job Satisfaction Scale** by Mudgil,Mubar and Bhatia
- b) **Teacher Attitude Inventory (T A I):** developed by Ahluwalia S. P.

Results and Interpretation:

Table No 1. Descriptive Statistics of Job Satisfaction and Teacher Attitude

Dependent Variables	Type of Teacher	Gender	Mean	Std. Deviation	N
JOB SATISFACTION	Permanent	Male	243.99	22.19	25
		Female	258.98	20.19	25
		Total	251.49	22.46	50
	Temporary	Male	231.25	20.74	25
		Female	245.28	24.30	25
		Total	238.27	23.61	50
	Total	Male	237.62	22.36	50
		Female	252.13	23.32	50
		Total	244.87	23.94	100
TEACHER ATTITUDE	Permanent	Male	251.52	10.60	25
		Female	260.01	13.16	25
		Total	255.76	12.65	50
	Temporary	Male	244.37	12.84	25
		Female	253.57	13.94	25
		Total	248.97	14.14	50

	Total	Male	247.94	12.28	50
		Female	256.79	13.90	50
		Total	252.37	13.82	100

Summary of the ANOVA result: Job Satisfaction

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of college teacher	17476.84	1	17476.84	36.39	0.001	0.084
Gender	21054.01	1	21054.01	43.84	0.001	0.100
Type of college teacher X Gender	23.040	1	23.04	0.048	NS	---
Error	190173.86	396	480.237			
Total	24214234.00	400				
Corrected Total	228727.75	399				

Significant Level, 0.005= 3.86 0.001= 6.70

Eta Squared effect size, .01= small .06= moderate .14= large effect (Cohen,1988)

Above table indicates that the F ratio for the main effect of type of college teachers on job satisfaction is significant, $F_{(1,396)} = 36.39$; $p < .001$. As per the table no 1, the mean score of job satisfaction score is 251.49 and SD 22.46 for permanent college teachers and the mean score of job satisfaction score is 238.27 with SD 23.61 for temporary teachers, thus, permanent college teachers scoring of job satisfaction is higher than temporary college teachers. According to the manual of job satisfaction scale high score indicate high level of job satisfaction. Therefore, results support hypothesis no.1 ‘Permanent senior college teachers will have greater job satisfaction as compared to temporary senior college teachers’. The effect size (partial eta square) for the main effect of type of college teacher on job satisfaction is .08, indicates moderate effect and meaning that the type of college teacher explains 8.4 percent variance for job satisfaction.

The second main effect for the gender is also significant, $F_{(1,396)} = 43.84$; $p < .001$). As per the table no. 4.5, the mean score of job satisfaction is 237.62 and SD 22.36 for male teachers and the mean score of job satisfaction is 252.13 with SD 23.32 for female teachers.

Thus, female teachers scoring of job satisfaction is higher than male teachers. Therefore, results support hypothesis no.3 ‘Female senior college teachers will have greater job satisfaction than male senior college teachers. The effect size (partial eta square) for the main effect of gender on job satisfaction is .10 indicates moderate effect and meaning that the gender explains 10 percent variance in job satisfaction.

The interaction between type of college teachers and gender is not significant on job satisfaction. Since study is limited only to find out the difference between type of teachers (permanent and temporary college teachers) and male and female teachers only.

Summary of the ANOVA result: Teacher Attitude

Source	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Type of college teacher	4617.203	1	4617.203	28.658	0.001	0.067
Gender	7823.403	1	7823.403	48.558	0.001	0.109
Type of college teacher X Gender	12.603	1	12.603	0.078	NS	---
Error	63801.770	396	161.116			
Total	25551997.00	400				
Corrected Total	76254.978	399				

Significant Level, 0.005= 3.86 0.001= 6.70

Eta Squared effect size, .01= small .06= moderate .14= large effect (Cohen,1988)

Table no 4.8 indicates that the F ratio for the main effect of type of college teachers on teacher attitude is significant, $F_{(1,396)} = 28.66$; $p < .001$. As per the table no.1, the mean score of teacher attitude is 255.76 and SD 12.65 for permanent college teachers and the mean score of teacher attitude is 248.97 with SD 14.14 for temporary teachers. Thus, permanent college teachers scoring of teacher attitude is more positive than temporary college teachers. Hence, the manual of teacher attitude inventory indicate that high score is positive and favorable the teacher attitudes. Therefore, results support hypothesis no. 2 ‘Permanent senior college teachers will have more favorable teacher attitude as compared to temporary senior college teachers’. The effect size (partial eta square) for the main effect of type of college teacher on teacher attitude is .067, indicates moderate effect and meaning that the type of college teacher explains 8.4 percent variance in teacher attitude.

The second main effect for the gender is also significant, $F_{(1,396)} = 48.56$; $p < .001$. As per the table no. 1, the mean score of teacher attitude is 247.94 and SD 12.28 for male teachers and the mean score of teacher attitude is 256.79 with SD 13.90 for female teachers. Thus, female teachers scoring on teacher attitude is more favourable than male teachers. Therefore, results support hypothesis no.4 'Female senior college teachers will have more favourable teacher attitude than male senior college teachers'. The effect size (partial eta square) for the main effect of gender on teacher attitude is .10 indicates moderate effect and meaning that the gender explains 10.7 percent variance in teacher attitude.

The interaction between type of college teachers and gender is not significant on teacher attitude. Since our study is limited only to find out the difference between Type of teachers (permanent and temporary college teachers) and male and female teachers only.

Conclusions:

- 1) Permanent senior college teachers have greater job satisfaction as compared to temporary senior college teachers.
- 2) Permanent senior college teachers have more favourable teacher attitude as compared to temporary senior college teachers.
- 3) Female senior college teachers have greater job satisfaction than male senior college teachers.
- 4) Female senior college teachers have more favourable teacher attitude than male senior college teachers.

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