



## **A STUDY OF ATTITUDE OF HIGHER SECONDARY TEACHERS TOWARDS JOB SATISFACTION AND PROFESSIONAL GROWTH**

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### **Abstract:**

*In the field of social psychology, the term "attitude" is defined as an individual's tendency to respond positively to an object, person, group of people, institution or event. Education is seen as a powerful force that can influence the social and cultural development of a nation. This study sought to assess the attitudes of higher secondary teachers regarding job satisfaction and professional development. The researcher used a survey method to collect data from 70 higher secondary teachers in the Sion area and Dharavi area, using a job satisfaction attitude scale. The results showed a strong correlation between the level of job satisfaction of higher secondary teachers and their level of professional growth. Furthermore, the researchers found a strong correlation between higher secondary teachers' attitudes towards job satisfaction and their commitment to their teaching profession. This is due to the fact that a positive attitude not only makes work easier and more satisfying, but also more professionally rewarding. Conversely, a negative or unfavourable attitude can make their profession more difficult, tedious, and unpleasant.*

**Key words:** *Attitude, Job Satisfaction, Professional Growth, Higher Secondary Teachers.*

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**Introduction:** The attainment of effective and efficient learning by students can only be achieved through the intervention of teachers with a desired approach. All port is defined as a state of mental or neural readiness organized by experience excreting an instruction or dynamic influence on the individual's reaction to all objects and circumstances with which it is associated.

The role of job or work in a worker's performance has been studied by a variety of researchers, both in formal and informal organizations, with the aim of elucidating the social structure and functional variables that determine the effectiveness of an organization. Job satisfaction, in particular, is the collective of emotions and beliefs associated with one's current job. This can range from a high level of satisfaction to a low level of dissatisfaction, and can have a significant impact on a variety of aspects of an organization's behaviour.

Classified as a profession, teaching is more than just a means of earning a living; it is an essential social service for the development of a nation. A teacher must be devoted to their profession on a permanent basis. Not all teachers are equally competent and qualified to fulfil their responsibilities. This is reflected in their level of job satisfaction. An educator who is content with their work will put forth the necessary effort to be competent, thus demonstrating their professional commitment. A dedicated teacher can be successful and effective by not only

enabling the students to reach their full potential, but also by helping society to foster an intrinsic sense of belonging among its members. Satisfied teachers will continue to work and strive to enhance their teaching.

**Need of the study:** Teachers and institutions that are professionally developed are the most significant sub-sector of any educational system and provide a unique opportunity to positively impact society through the education of the youth, to strengthen education and to strengthen the nation as a whole. The demand for qualified and dedicated teachers is on the rise. Teachers are confronted with a variety of challenges that must be addressed and addressed as a collective endeavour of the community.

One of the most pressing issues facing higher secondary schools today is the management of a workforce of teachers who are unhappy with their current working conditions. As a result, it has become a major focus of research on how to enhance the performance of HSC teachers. Furthermore, numerous studies have demonstrated that teachers who are content with their current job status are still not performing at their best. This could be due to a lack of motivation and dedication to the profession. This perspective highlights the significance of studying to increase work motivation, job contentment and professional engagement among higher secondary teachers.

The attitude of a teacher has a direct effect on the manner in which they interact with and collaborate with their peers, their contribution to the workplace culture, and their day-to-day activities and duties. Ultimately, the teacher's attitude shapes their overall success and satisfaction. This study examined the attitudes of a sample of seventy higher secondary teachers regarding job satisfaction and career development. Data collection was conducted using the descriptive survey method.

**Research Methodology:** This study examines the attitudes of higher secondary teachers regarding job satisfaction and professional development. The survey design employed is a descriptive survey, which allows the researcher to gain insight into the higher secondary teachers' attitudes towards home environment and discipline. The researcher considers 70 higher secondary teachers from the Sion and Dharavi area. In this study, researchers have adopted a higher secondary teachers' job satisfaction attitude scale and higher secondary teachers' professional growth attitude scale as tool. In this study, the higher secondary teachers' job satisfaction attitude scale and higher secondary teachers' professional growth was validated by five experts.

**Results:**

**Hypothesis-I**

There is no significant correlation between higher secondary teacher's attitude towards their job satisfaction and their professional growth.

**Table 1:**

Teachers Attitude	N	Mean	Sd.	d f	Obtained 'r'-value	r- value	Significant level
Job satisfaction	70	132	12.4	138	0.26	0.05=0.159	Significant at 0.05 level.
Professional growth	70	128.9	8.9			0.01=0.208	

There is significant correlation between higher secondary teacher's attitude towards their job satisfaction and their professional growth.

**Hypothesis-II**

There is no significant correlation between higher secondary teacher’s attitudes towards their job satisfaction are more likely to engage in professional development activities.

**Table 2:**

Teachers Attitude	N	Mean	Sd.	d f	Obtained 'r'-value	r- value	Significant level
Job satisfaction	70	32.4	2.4	138	0.175	0.05=0.159	Significant at 0.05 level.
Professional growth	70	34.7	2.7			0.01=0.208	

There was significant correlation between higher secondary teacher’s attitudes towards their job satisfaction are more likely to engage in professional development activities.

**Hypothesis-III**

There is no significant correlation between higher secondary teacher’s attitudes towards their job satisfaction are more likely to be satisfied with their career prospects.

**Table 3:**

Teachers Attitude	N	Mean	Sd.	df	Obtained 'r'-value	r- value	Significant level
Job satisfaction	70	32.4	2.4	138	0.198	0.05=0.159	Significant at 0.05 level.
Professional growth	70	34.7	2.7			0.01=0.208	

There was significant correlation between higher secondary teacher’s attitudes towards their job satisfaction are more likely to be satisfied with their career prospects.

**Hypothesis-IV**

There is no significant correlation between higher secondary teacher’s attitudes towards their job satisfaction are more likely to commit to their teaching profession.

**Table 4:**

Teachers Attitude	N	Mean	Sd.	d f	Obtained 'r'-value	r- value	Significant level
Job satisfaction	70	43.9	2.8	138	0.186	0.05=0.159	Significant at 0.05 level.
Professional growth	70	42.6	2.96			0.01=0.208	

There was significant correlation between higher secondary teacher’s attitudes towards their job satisfaction are more likely to commit to their teaching profession.

**Conclusion:**

Higher secondary higher secondary teachers' roles have been changing in the 21st century. It has become even more complicated. Higher secondary higher secondary teachers have replaced the role of guru and now they are considered as philosophers, friends and guides of the student. The relationship between job satisfaction and performance is a common topic of conversation. An employee who has worked hard and is striving to advance in an organization may be rewarded with a promotion. This promotion and the recognition that follows it is a recognition of the employee's efforts and an opportunity to improve their work environment, thus contributing to their overall level of job satisfaction. However, job satisfaction does not necessarily have to be related to reward, recognition, or appreciation. Some people might simply get job satisfaction from the feeling of secured jobs in an institution. They feel satisfied because of the feeling of stability and not going anywhere. In order to attract more capable people into the teaching profession, salaries need to be increased and the shikshan sevak, which is a probation period of 3 years for higher secondary teachers, should be removed and the salary that is given during that period, -that is Rs.9000 per month for a-fulltime teacher and Rs.4500 for a part time teacher should be increased dissatisfaction amongst the higher secondary teachers leads to professional stagnation and it spells disaster to the future countries future. Neglect among employees is undesirable and hazardous in any profession. In the teaching profession, it is a form of suicide, as warned by the Education Commission in 1968. There is significant correlation between higher secondary teacher's attitude towards their job satisfaction and their professional growth. Employees who spend a significant portion of their working lives in the workplace need more than just a salary to be satisfied. They need to be able to draw on their skills and talents, engage them in difficult tasks, provide them with incentives, and foster a workplace that is friendly, healthy, and respectful, with minimal stress. This, in turn, will ensure that they are motivated to come to work each day and contribute to the success of the institution. After acquiring professional knowledge, their contribution is not only confined to the four walls of their classroom, but it extends beyond the classroom and it spreads to the whole world. With increases in technology, higher secondary teachers need to upgrade themselves with the help of attending seminars and workshops.

The research studies show that there is positive attitude of higher secondary higher secondary teachers towards job satisfaction and professional growth. There is significant correlation between higher secondary teacher's attitudes towards their job satisfaction.

**Conflict of interest:**

The authors of this paper confirm that they are not associated with any organization or body with a vested or uninterested interest in the topics or documents discussed in this document.

No funding available for this study

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***Cite This Article:***

***\* Dr. Aundhakar A. & \*\* Rasal M., (2023). A Study of Attitude of Higher Secondary Teachers Towards Job Satisfaction and Professional Growth, Educreator Research Journal, Volume-X, Issue-V, Sept – Oct, 2023, 60-64.***