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ATTITUDE TOWARD TEACHING PROFESSION AND JOB SATISFACTION OF SENIOR COLLEGE TEACHERS

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Abstract

This study investigated the relationship between teacher attitude and job satisfaction among senior college teachers. The study involved 132 teachers working as permanent (66) or temporary (66) teachers in higher education institutions located in Ahmednagar district of Maharashtra State. Teacher Attitude Inventory (TAI, Ahluwalia, 2006) and Teacher's Job Satisfaction Scale (TJSS, Mudgil, Muhar, and Bhatia, 2012) were used to assess attitudes and job satisfaction. Results revealed no significant differences between permanent and temporary teachers on TAI subscales. However, permanent teachers reported higher job satisfaction ($p < .01$). Female teachers exhibited more positive attitudes toward teaching profession and child-centric practices ($p < .01$) and

reported higher job satisfaction ($p < .01$) than male teachers. Significant positive correlations emerged between job satisfaction and teaching profession ($r = .259, p < .01$), classroom teaching ($r = .148, p < .05$), child-centered practices ($r = .190, p < .05$), teachers ($r = .172, p < .05$), and overall teacher attitude ($r = .318, p < .01$). Teaching profession correlated positively with child-centered practices ($r = .256, p < .01$) and negatively with educational process ($r = -.403, p < .01$). Findings highlight the impact of approval status and gender on teacher job satisfaction and attitudes, underscoring the need for targeted interventions to promote teacher well-being and effectiveness.

Keywords: *Teacher Attitude, Job Satisfaction, Educational Policy.*