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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.*

## Introduction

The teaching profession plays a vital role in shaping the future of any nations, and teachers are always been held in esteem as “National Builders”. In earlier days, teaching was considerable to be a mission rather than a profession. India has the world's second largest higher education system, with over 58,000 higher education institutions. In 2020, the total number of teachers in the higher education institutes of the India was 15.98 lakh of which 57.1% teachers were males and 42.9% were females (AISHE report of Ministry of Education, India, 2020-2021). In India, teaching is often viewed as a noble profession, yet it faces criticisms regarding quality, accountability, and effectiveness (National Knowledge Commission, 2009). Teachers shape future generations, yet it faces numerous challenges affecting teacher morale and job satisfaction (Ingersoll & Merrill, 2017). However, previous research indicates that Indian teachers experience high levels of stress, burnout, and dissatisfaction due to factors such as, poor infrastructure and resources (Rastogi & Jha, 2013), limited professional development opportunities (Bhatia & Singhal, 2013), societal expectations and parental pressures (Kumar & Mahapatra, 2015), and inadequate administrative support and autonomy (Srivastava & Singh, 2015).

Studies have consistently shown that teachers' attitudes and job satisfaction significantly impact their motivation, performance, and overall well-being (Kushman, 1992). These challenges impact teachers' attitudes and job satisfaction, ultimately affecting student learning outcomes and educational quality (Hoy & Sperandio, 2005). Job satisfaction, in turn, impacts teacher retention, student achievement, and school effectiveness (Bogler, 2002).

Research indicates that teachers' attitudes and job satisfaction are influenced by various factors, including school climate, administrative support, student behaviour, and professional development opportunities (Hoy & Sperandio, 2005). Research indicates that Indian college teachers hold mixed attitudes toward their profession. A study by Ahluwalia (2011) found that teachers exhibited moderate to high levels of professionalism, yet reported dissatisfaction with administrative support and resources. Similarly, Kumar and Mahapatra (2015) reported that teachers experienced high stress levels and burnout due to societal expectations and parental pressures. Job satisfaction among Indian college teachers is a concern. Rastogi and Jha (2013) found significant correlations between teacher stress and job dissatisfaction. Bhatia and Singhal (2013) emphasized the importance of professional development opportunities in enhancing teacher motivation and job satisfaction.

Moreover, demographic characteristics such as gender, age, and teaching experience also play a role in shaping teachers' attitudes and job satisfaction (Skaalvik & Skaalvik, 2011). Srivastava and Singh (2015) reported significant differences in job satisfaction between male and female teachers, with females exhibiting higher satisfaction. Mishra and Panda (2017) found that teaching experience and age significantly impacted attitude toward teaching. Contextual factors, such as institutional type and location, also impact attitude and job

satisfaction. A study by Singh and Sharma (2018) found significant differences in job satisfaction between teachers in government and private colleges.

Recent studies investigated teachers' attitudes and job satisfaction, revealing varied outcomes. Pre-service teachers showed positive attitudes toward environmental education (Lateh&Muniandy, 2013), while pupil-teachers in self-financing colleges exhibited favourable attitudes (Patel, 2013). However, ad hoc teachers reported high dissatisfaction with job aspects like salary, job security, and career advancement compared to regular teachers (Malik, 2013).; factors like gender, marital status, and institutional type impacted job satisfaction, with female, married, and government college teachers reporting greater satisfaction (Khan, 2012).

In the context of educational transformation, research has become necessary to highlight the need for contextual understanding on teachers' attitudes and job satisfaction in India. For this purpose, the present research has been conducted.

## Objectives

This study aims to investigate the relationship between attitudes toward teaching profession and job satisfaction among permanent and temporary senior college teachers.

1. To examine and compare the prevailing attitudes toward teaching profession among senior college teachers.
2. To investigate and compare the level of job satisfaction among senior college teachers.
3. To identify the relationship between attitudes toward teaching profession and job satisfaction.

## Method

### 1. Sample

The present study employed a purposive sampling method to select a sample of 132 (N) senior college teachers from Ahmednagar district. The sample consisted of two distinct categories: permanent and temporary teachers. Within each category, an equal number of male ( $n = 33$ ) and female ( $n = 33$ ) teachers were selected, resulting in 66 permanent teachers (33 males, 33 females) and 66 temporary teachers (CHB) (33 males, 33 females). This stratified sampling approach ensured representation and comparability across teacher type and gender. All the teachers were from rural (37), urban (54) and semi-urban areas (41), from different subjects and had more than 7 years of teaching experience ( $M=9.47$ ,  $SD=2.04$ ). Also, all these teachers were in the age group of 28 to 45 years ( $M=37.69$ ,  $SD=5.32$ ) and despite having different educational qualifications (like M.Phil., Ph.D. etc.), all of them had cleared the NET SET exam.

### 2. Research Design

The method of the research was analytic–descriptive, comparative (causative), and correlational type. The purpose of this study was to compare the teacher attitude toward teaching

profession and job satisfaction of teachers according to two variables namely approval status (permanent and temporary) and gender (male and female).

### 3. Procedure

The participants were selected from Ahmednagar district and all the permanent and temporary (male & female) teachers belonged to senior colleges. The test administration was conducted under the formal setting with prior permission of the individuals. Participants were informed that they are participating in a study for a primer study purpose and the test administration is not related to any kind of performance report submission to the upper or related authorities. They were also assured that all the information given by them in the personal data sheet will be kept strictly confidential. After delivering all the necessary instructions, participants were asked to give the responses as they wished on a given test. After the completion of questionnaires, the participants demographic sheets and test responses were collected.

### 4. Research tools

***The Teacher Attitude Inventory (TAI)***: The Teacher Attitude Inventory (TAI), developed by Ahluwalia (2006). The TAI is a 90-item Likert instrument comprising six subscales: Attitude towards Teaching Profession, Classroom Teaching, Child-Cantered Practices, Educational Process, Pupils, and Teachers. Each subscale contains 15 statements. The TAI demonstrated reasonable reliability (split-half  $\alpha = 0.79$ , test-retest  $\alpha = 0.58$  and  $0.364$ , KR 21 =  $0.54$ ) and validity, ensuring suitability for assessing teachers' professional attitudes.

***The Teacher's Job Satisfaction Scale (TJSS)***, developed by Mudgil, Muhar, and Bhatia (2012), assesses job satisfaction among college and university teachers. This 75-item Likert scale employs a 5-point scoring system, with high scores indicating high job satisfaction, low scores indicating low satisfaction, and middle-range scores indicating moderate satisfaction. The TJSS demonstrated high reliability (split-half  $\alpha = 0.85$ , test-retest  $\alpha = 0.95$ ) and validity ( $r = 0.87$ ,  $p < 0.01$ ) against Brayfield and Rothe's (1951) Job Satisfaction Index.

## Results

**Table-1:** Means, SDs, and t value for subscales of TAI and Job Satisfaction for approval status of teachers and gender differences.

Variable/s	Approval Status of Teachers (N=132)		t	Gender of Teachers (N=132)		t
	Permanent (n=66)	Temporary (n=66)		Male (n=66)	Female (n=66)	
	M(SD)	M(SD)		M(SD)	M(SD)	
TeacherAttitude	277.93(15.34)	275.93(12.34)	.825	275.34(15.82)	278.53(11.59)	1.31
TeachingProfession	46.75 (6.14)	46.50(6.05)	.242	43.46(5.48)	49.78(4.91)	6.96**
ClassroomTeaching	47.50(6.62)	46.83(6.20)	.596	48.19(6.75)	46.13(5.90)	1.86

Child-centric practice	46.43(10.41)	45.77(8.07)	.411	43.06(10.64)	49.15(6.46)	3.97**
Educational Process	47.65(7.27)	46.34(6.78)	1.06	51.16(5.33)	42.83(6.01)	8.42**
Pupils	45.01(3.26)	46.00(3.33)	1.71	44.96(3.20)	46.04(3.37)	1.87
Teachers	44.57(2.86)	44.48(3.51)	.163	44.48(2.93)	44.57(3.45)	.163
Job Satisfaction	251.60(7.46)	239.09(6.06)	10.57**	242.18(6.41)	248.51(10.51)	4.17**

\*- $p < .05$ , \*\*- $p < .01$

No differences were noted between teachers with permanent approval status and teachers with temporary approval status on the all-sub-scales of teacher's attitude like teaching profession ( $p = .242$ ), classroom teaching ( $p = .596$ ), child-centric practices ( $p = .411$ ), educational process ( $p = 1.06$ ), pupils ( $p = 1.71$ ) and teachers ( $p = .163$ ), and overall teacher attitude ( $p = .825$ ). However, significant differences found between teachers with permanent approval status and teachers with temporary approval status on the job satisfaction ( $p < .01$ ). Permanent teachers ( $M=251.60$ ,  $SD=7.46$ ) scoring higher on job satisfaction compared to temporary teachers ( $M=239.09$ ,  $SD=6.06$ ).

Further, gender differences were found on the subscales of teacher attitude, with female teachers scoring significantly higher on teaching profession ( $p < .01$ ), child-centric practices ( $p < .01$ ) compared to male teachers. However, male teachers scoring higher on educational process ( $p < .01$ ) compared to female teachers. No sex differences were noted in the subscales of teacher's attitude like classroom teaching ( $p = 1.86$ ), pupils ( $p = 1.87$ ), teachers ( $p = .163$ ), and overall teacher attitude ( $p = 1.31$ ). In terms of job satisfaction, gender differences were found ( $p < .01$ ); female teachers scoring significantly higher ( $p < .01$ ) compared to male professionals.

**Table-2:** Correlation among TAI (with their sub-scales) and TJSS for Senior College Teachers

Variables	(TP)	(CT)	(CcP)	(EP)	(P)	(T)	(TA)	(JS)
Teaching Profession (TP)	1							
Classroom Teaching (CT)	.020	1						
Child centered practices (CcP)	.256**	-.097	1					
Educational Process (EP)	-.403**	.201*	-.229**	1				
Pupils (P)	.079	-.057	-.042	-.134	1			
Teachers (T)	.093	-.011	-.139	-.067	.094	1		
Teacher Attitude (TA)	.454**	.490**	.577**	.222**	.173*	.160*	1	
Job Satisfaction (JS)	.259**	.148*	.190*	-.097	.080	.172*	.318**	1

\*=  $p < .05$ , \*\* $p < .01$

The association between these two variables was explored by calculating the correlations among TAI total scores along with their sub-scales and TJSS by using Pearson's product moment correlations. The correlation matrix was prepared together for all senior college teachers and is presented in Table -2.

The results showed that, job satisfaction was positively correlated with 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 teacher attitude ( $r = .318, p < .01$ ). Further, teaching profession a component of teacher's attitude was positively correlated with child centered practices ( $r = .256, p < .01$ ), and negatively correlated with educational process ( $r = -.403, p < .01$ ). Apart from this, educational process positively correlated with classroom teaching ( $r = .201, p < .05$ ) and negatively correlated with child centered practices ( $r = -.229, p < .01$ ).

## Conclusion

This study found that permanent teachers reported higher job satisfaction than temporary teachers, and female teachers exhibited more positive attitudes and higher job satisfaction than male teachers. Significant positive correlations emerged between job satisfaction and teaching profession, classroom teaching, child-centered practices, teachers, and overall teacher attitude, with teaching profession also correlating positively with child-centered practices and negatively with educational process. Based on the findings, we can say that approval status and gender significantly influence teacher job satisfaction and attitudes. Teachers' attitudes toward their profession, teaching practices, and student-centered approaches are linked to job satisfaction. Complex interrelationships exist between teacher attitude subscales, highlighting the need for further research.

## Discussion

The findings of the current study provide insight into the complex relationships between teacher attitude, job satisfaction, employment status, and gender. Contrary to expectations, no significant differences emerged between permanent and temporary teachers on teacher attitude subscales. However, permanent teachers reported significantly higher job satisfaction ( $t=10.57, p < .01$ ), suggesting that employment security may play a crucial role in shaping teachers' overall job satisfaction (Herzberg, 1966).

The observed gender differences in teacher attitude and job satisfaction align with previous research (Kumar & Mahapatra, 2015). Female teachers exhibited more positive attitudes toward teaching profession ( $t=6.96, p < .01$ ) and child-centric practices ( $t=3.97, p < .01$ ), whereas male teachers scored higher on educational process ( $t=8.42, p < .01$ ). These findings may reflect differing values and motivations among male and female teachers (e.g., Noddings, 1992). Notably, female teachers reported higher job satisfaction ( $t=4.17, p < .01$ ), which may be attributed to their greater emphasis on interpersonal relationships and student-centered approaches (e.g., Gilligan, 1982).

The positive correlations between job satisfaction and teacher attitude subscales, including 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 ( $r = .318, p < .01$ ), support the notion that teachers' attitudes toward their profession and teaching practices are critical

predictors of job satisfaction (e.g., Kushman, 1992). The contrasting relationship between teaching profession and educational process warrant further investigation, as they may reflect underlying tensions between teachers' professional ideals and institutional expectations (e.g., Hargreaves, 2000).

The study's findings have implications for educational policymakers and administrators seeking to promote teacher well-being and effectiveness. Targeted interventions, such as professional development opportunities and mentorship programs, may help address the unique needs and concerns of temporary and male teachers. Moreover, fostering a supportive school climate that values teacher autonomy, collaboration, and student-centered practices may enhance job satisfaction and teacher attitude.

Limitations of the study include its reliance on self-report measures and the potential for sampling bias. Future research should employ diverse methodologies and explore the complex interrelationships between teacher attitude, job satisfaction, and institutional factors.

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