



## A STUDY ON JOB SATISFACTION, TEACHING APTITUDE AND ATTITUDE TOWARDS TEACHING PROFESSION AMONG PRIMARY SCHOOL TEACHERS OF BELGAUM DISTRICT

Vijayakumar Palled<sup>1</sup> & Umakant. G. Devaramani<sup>2</sup>, Ph. D.

<sup>1</sup>Research scholar, Ph.D student Off campus Department of Education of post graduate studies and research in Education, Dravidian University, Srinivasan Vanam, Kuppam, Chittur Distric,( AP).

<sup>2</sup>Research Guide, Principal, Navodaya Education, Trust, Navodaya College of Education, Raichur (Karnataka state).

### Abstract

The purpose of teacher education is to engender the qualification judged to be necessary for doing the work. The teachers undertake the central phase, the teachers work is instructive, i.e stimulating, directing, and guiding. The learning of pupils and understanding of the contemporary teaching-learning theory is an essential prerequisite for understanding the purposes of teacher education, i.e. the desired teacher qualifications. These attitudes can be developed through systematic training. Hence, a systematized knowledge is required in order to achieve these skills and attitudes. Since this training is must. The present conceptual paper focuses on the concept of teacher education, job satisfaction, teaching aptitude, teaching profession among teachers. The overall reveals of this that job satisfaction, and the teaching aptitude are the most important influencing factors on attitude towards teachings profession.

**Keywords:** Teacher education, job satisfaction, teaching aptitude, teaching profession, etc



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

**Introduction:** The happier people are within their job, the more satisfaction they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement, and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute, which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities the work itself and co-workers.

## **CONCEPT OF TEACHER EDUCATION**

Professional success of every person in his profession depends mainly on his up-to-date professional knowledge, fullest devotion, and dedication along with his efficiency and effectiveness. In the present day world with the advancement in technology, these qualities can be developed through education. Teaching occupies an honorable position in the society, therefore, Education Commission recommended “the introduction of a social program of professional education of teachers.” It further remarked that investment in teacher education could yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.

There is not only the knowledge of those things, which are essential for a teacher unless a person has a positive attitude towards students and his job attitudes are to be learned through experiences. In training program, many pleasant experiences are provided to student teacher by whom he can develop favorable attitudes towards himself, his job and his students. Therefore, the training is necessary for all types of teachers. A theory of teaching and learning will be effective largely by an interpretation and application of certain aspects of psychology and philosophy.

In past the training of teacher was born out of the necessity to bring up a literate generation and to accomplish this task; teachers were helped to develop a narrow technique and highly specialized professional approach. Today, the need is to bring out sophisticated and cultured generation. The school of today laid emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today must be a complete man. The new teacher will have to integrate the skills of teaching with his lifestyle and help the student to develop not only intellectually but also emotionally. The most important task of education is to improve the intellectual and technical competence of the teacher.

The teacher of tomorrow would design situation conducive to the growth of pupils, mental health. It would develop in them a commitment to set values. It would develop certain skills and competencies,

## **OBJECTIVES OF ELEMENTARY TEACHER EDUCATION**

The objectives of teacher education should be formulated by taking into consideration of the school education, as the teachers should be prepared in such a way that they can realize the objectives of school education while teaching in school. The revised version of the

National Curriculum for elementary and Secondary Education A framework of NCERT, 1988 states the general objectives of school education as follows

- School Curriculum should, therefore help to promote development in the learner
- Language abilities and communication skills needed for social living and further learning;
- Competencies that facilitate mathematical operations and their applications in day-to-day life and learning;
- Knowledge, attitudes and habits necessary for keeping physically fit and strong in conformity with the normal development pattern;
- A proper understanding about the role and importance of sex in human life, and healthy attitude towards sex and members of opposite sex;
- Qualities that make a man socially effective and happy in various social settings, such as friendliness, cooperativeness, compassion, self-discipline, self-criticism, humour, courage, love for social justice, self-control, etc.
- Pre-vocational/vocational skills, willingness to work hard, entrepreneurship and dignity of manual work necessary for increased productivity and job satisfaction;
- Understanding of the environment and its limited resources and the need for conservation of natural resources and energy;
- Appreciation of various consequences of large families and over-population and need of checking population growth;

### **Concept of job satisfaction:**

I According to Rao -- : Job satisfaction is closely related to the gratification of Needs. It is composed of effective, Cognitive, and behavioral elements. These Elements vary in their intensity and consistency from one individual to another. Thus, job satisfaction is the satisfaction derived from and pursuit directed by the Process of fulfillment of the needs. It is the favorableness or un favorableness with which employees view their work. It results from specific attitudes of employees in three areas viz., specific job factors individual adjustment on the job, group Relationship”.

li Glimmer defines “job satisfaction is the result is the result of various attitudes the person holds towards his job and towards life in general”.

### **Features of satisfaction:**

The following are the features of job satisfaction

1. Job satisfaction is a mental condition. So it can only be inferred
2. It is a compound of emotions, sentiments, evaluations and other allied behavioral Tendencies
3. It is relative feeling. In other words, it is based on the relationship between what one Expects and what one actually gets.
4. It is organizational setting it is also relative in another sense. It has a comparative aspect.

For instance, an employee may be ordinarily satisfied with the conditions of his job. But As soon as he finds that another employee doing less work is getting the same way as he is getting, his satisfaction begins to decline and may in a short time turn in to dissatisfaction.

5. Sometimes job satisfaction can be taken as an overall feeling about the situation in entirety i.e., global satisfaction. At other times it may mean partial satisfaction i.e., satisfaction with only some facets of job (e. g., absence of physical hazards, element of creativity, retirement benefit)

### **Sources of Job satisfaction**

#### **1. Administrative Policies**

An organization's policies can be a great source for employees if the policies are unclear or unnecessary or if not everyone is required to follow them. Although employees will never feel a great sense of motivation or satisfaction due to your policies, you can decrease dissatisfaction in this area by making sure your policies are fair and apply equally to all. Also, make printed copies of your policies – and procedures manual easily accessible to all members of your staff.

#### **2. Supervision**

To decrease dissatisfaction in this area, you must begin by making wise decisions when you appoint someone to the role of supervisor. Be aware that good employees do not always make good supervisors. The role of supervisor is extremely difficult.

### **3. Salary**

The old adage “you get what you pay for” tends to be true to be when it comes to staff members. Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working for them.

### **4. . Interpersonal Relations**

Remember that part of the satisfaction of being employed is the social contact it brings, so allow employees a reasonable amount of time for socialization (eg., over lunch, during breaks, between patients). This will help them develop a sense of camaraderie and teamwork. At the same time, you should crack down rudeness, inappropriate behavior and offensive comments.

### **5. Working conditions**

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work, they are doing. Do everything you can to keep your equipment and facilities up to date. Even a nice chair makes a world of difference to an individual’s psyche. Also, if possible, avoid overcrowding and allow each employee his or her own personal space, whether it is a desk, a locker, or even just a drawer.

### **6. Work itself**

Perhaps most important to employee motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful. Emphasize that their contributions to the practice result in positive outcomes and good health care for your patients. Share stories of success about how an employee’s actions made a real difference in the life of a patient, or in making a process better. Of course employees may not find all their tasks interesting or rewarding, but you should show the employee how those tasks are essential to the overall processes that make the practice succeed.

### **7. Achievement:**

One premise inherent in Herzberg’s theory is that most individuals sincerely want to do a good job. To help them, make sure you have placed them in positions that use their talents and are up set up for failure. Set clear, achievable goals and standards are. Individuals should also receive regular, timely feedback on how they are being adequately challenged in their jobs. Be careful, however, not to overload individuals with challenges that are too difficult or impossible, as that can be paralyzing.

## **8. Recognition:**

Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes do not have to be monumental before they deserve organization, but your praise should be sincere. If you notice employees doing something well, take the time to acknowledge their good work immediately.

## **9. Responsibility**

Employees will be more motivated to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they “own” the result. As individuals mature in their jobs, provide opportunities for added responsibility. Be careful, however, that you do not simply add more work. Instead, find ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well.

## **9. Organizational Benefits:**

Improved job satisfaction in the work place will reduce social problems. The creative aspect of achieving satisfaction will reduce if not overcome boredom and monotony in work, physical strain and mental stress. The benefits to an organization will also include a lower absenteeism rate and lower staff turnover. These translate into lower losses less late coming, fewer grievances and more effective cost control. Satisfied team members are generally more committed to the work place success than those who do not find job satisfaction. A satisfied team emotion, a feeling an attitude and a matter of perception. It arises from employee’s appraisal of experience at work. It involves likes, dislikes as well as needs and wants which are internal and external to the employee.

## **Concept of teaching aptitude**

Teaching is the process of attending the people’s needs,experiences and fellings,and making specific interventions to help them in learning particular things. Interventions comonly take te from of questioning, listening, giving information,explanation some phenomenonn, demonstration or skill or process, testing understanding and capacity, and facilitating learning activities.

According to Bjngham defined “ Teaching aptitude is specific ability, potentiality, interest, satisfaction and fitness in teaching profession.

The teaching aptitude means an interset in the teaching work orientation, implementing teaching principles and methods. Under the gamut of teaching aptitude,

teaching skill occupies a major place. Every student is a different personality/unique from the point of his interest intelligence, aptitude, etc. Under a particular situation, different students may have different perceptions, actions and reactions to a given situation/ subject. Teaching is a social process in which teacher influences the behaviour of the less experienced pupil and helps him develop according to the needs of the society. Effecting

Teaching is a social process in which teacher influences the behaviour of the less experienced pupil and helps him develop according to the needs of the society. Effecting coordination among them could be a very difficult task for a teacher and is put to test only on such occasions.

Teaching is an art and science as well. It is a professional activity involving teacher and student with a view to the development of the student. Teaching is a system of actions varied in form and related with content and pupil behavior under the prevailing physical and social conditions.

Smith (1947) "considered teaching as a tripolar process involving (i) agent or source producing learning which may be human or material; (ii) a goal or target to be achieved; (iii) the intervening variables consisting of learning or teaching situation; involving human or physical conditions and instructional methods".

Amidon (1967) " Teaching as a process of interaction between the teacher and the taught as a cooperative enterprise, as a two-way traffic". The manner of teaching should be such that it makes the pupils feel at home in his class room. The teacher has to ensure that the learner is well adjusted to the environment which includes his classmates, school mates and other members of his society at large.

### **Common characteristics of good teaching teaching aptitude**

According to UNESCO (2004) and Scheerens (2004), the main characteristics of good teaching relate to a number of broad categories:

- ***A conducive classroom environment*** with, in particular, a task-oriented climate, mutual respect between the students and teacher and among students themselves, orderliness, and safety.
- ***Relevance:*** of the teaching content, in particular alignment with the curriculum.
- ***Structured teaching,*** in which learners' engagement is stimulated, their understanding monitored, and feedback and reinforcement regularly provided.

- **Sufficient learning time:** this refers to the time devoted to actual teaching, as opposed to the official hours set in the curriculum.
- Teachers with appropriate **subject matter mastery, verbal intelligence**, a broad teaching repertoire, and motivation to achieve.
- What research also underlines though is that **adaptability to context** matters as different countries and students may need different teaching contents (both in terms of subject matter knowledge and of medium of instruction) and different levels of structure tailored to students' profile. It is therefore important to critically assess the relevance of both current and planned objectives (in terms of the content, structure, and context of teaching and learning) to the national situation.

#### **Nature and characteristics of Teaching aptitude among teacher**

- The main character of teaching is to provide guidance and training.
- Teaching is interaction between teacher and students.
- Teaching is an art to give knowledge to students with effective way.
- Teaching is a science to educate fact and causes of different topics of different subjects.
- Teaching is continues process.
- Teacher can teach effectively, if he has full confidence on the subject.
- Teaching encourages students to learn more and more.
- Teaching is formal as well as informal
- Teaching is communication of information to students. In teaching, teacher imparts information in interesting way so that students can easily understand the information.
- Teaching is tool to help student to adjust himself in society and its environment.

#### **CONCEPT OF TEACHER PROFESSION**

According to Collins (1991) professionalism is a combination of serious commitment to the task, competence and a measure of self-directed with a high concern for exclusive self-interest. Good (1973) defines professionalism in teaching as the concern with the vocation of teaching so that it may increasingly become and be known as a profession rather than a craft; this involves, among other things, distinctive expertness and high competence resulting from theoretical study and knowledge as well as practical mastery of pedagogical techniques. Professionalism is considered as composite characteristic of a teacher such as.



- Skills / competencies in classroom instruction, planning efforts made to learn and impart the subject matter, frequency of efforts made to know the student, attention paid in classroom management, the extent to which attention is paid for better interpersonal communication and consistency in evaluating the achievements of the students constitute this component.
- Knowledge and practical mastery of pedagogical technique Pedagogical techniques are evidenced via such activities as motivating students, technique of gradation, correlation of idea concertizing abstract ideas technique of questioning and individualized instruction.
- Evidence of improvement and growth made in curriculum transaction, continuing to learn about learning, identifying personal strengths & weaknesses and contributing effectively to meet the characteristics of professional behavior.
- Participation in extra instructional activities, professional teachers can be demarcated based on such things as exhibiting leadership qualities, maintaining definiteness, and clarity in utilization of learning materials and instructional environment and frequency at which various curricular and co- curricular programs are implemented.
- The practice of ethics of teachers: Ethical dimensions of the teaching profession encompasses teacher in relation to students, parents, society and nation, administrators and evaluators, colleagues and professional organizations.

If the teachers are to enjoy the some social status and prestige as those who eminently serve society, the teacher must be professional. As long as uncertainty in the nature of teaching continues, it will be damaging to the teacher. Hence, the seed of professionalism is sown in the prospective teacher during the pre-service preparation. The greatness of a country does not depend on lofty buildings and gigantic projects, it depends on the teachers. Teachers are respected and worshiped throughout human history because of their noble mission. “Good education requires good professional ethics which are essential to become a good teacher.”

The concept of professional ethics is difficult to describe in words. The need of special ethical principles is must in each profession and in society as a whole. A profession’s ethical standards must be compatible with our common morality and should go beyond. This code of ethics defines acceptable behaviors and promotes high standards of practice. This code of ethics provides a benchmark for self-evaluation and to establish a framework for

professional behaviors and responsibilities. It works as a vehicle for occupational identity and as a mark of occupational maturity in every profession.

### CONCLUSION:

Job satisfaction, teaching aptitude are the most important factors of overall positive effect (or feeling) that individual have towards their profession. It is the amount of pleasure or contentment associated with a profession. Professional satisfaction refers to the attitude and feeling teachers have about their profession. It is not the self-satisfaction, happiness, or self- contentment, but the satisfaction in the profession. Professional dissatisfaction does mean absence of motivation of work. Professional satisfaction can only be inferred, but not seen. It is often, determined by how well outcomes meet or exceed expectations. Positive attitude towards the profession is conceptually equivalent to professional satisfaction and negative attitude towards the profession indicates professional dissatisfaction.

### References

- Advanced Research Methodology, Paper Dictionary of Distance Education M.Phil Course, M.Phil Course, Madhurai Kamaraj University, 1996.*
- Aggarwal. J.C.(2002)** *Psychology of Learning and Development, Shipra Publications, 115, A.Vikas Marg Shakrapur, Delhi-2002.*
- Amar Singh(1986)** *Correlates of Job Satisfaction Among Different Professionals, 1986. Anmol Publications Pvt Ltd., Darya Gunj, New Delhi-110002. Page No. 23 to 25.*
- Amrita Maheshwari (2007)**– “Emergence of Teaching as a Modern Profession”. *University News 45(27) July 2-8, 2007, Page No. 13-16.*
- Ananda Padhan(200)** – “Teaching profession and teacher professionalism”. *University News 47(46) Nov. 16-22, 2009, Page No. 19-22.*
- Anita Rastogi & Monica Mehta (2005):** *How free is Pre Primary Education in Delhi.\*Reader in Education Dept. of Educational Studies, Jamia Millia Islamia, New Delhi.\*\*Asstt. Teacher, M.C. Primary School, New Delhi, New Frontiers in Education Vol. XXXV (2), 2005, Page No. 119 to 123.*
- Armand, J. Galfo,(1975)** *Interpreting Educational Research Investigations (Third Edition) (1965, 1970, 1975). WM, C, Brown Company Publishers, Dubuque Iowa, Printed in the USA.*
- Asph. M. (DPI)(1999)** *Dictionary of Psychology, M.A. ASCN KSP, APCE Bach, New Delhi.*
- Bajaj, K.K.(2008)** – “Challenges in Teacher Education : Issue of professional development”. *University News, 46(15), April 14 – 20, 2008, Page No. 2 – 5.*