

ATTITUDE OF WOMEN TEACHERS TOWARDS TEACHING PROFESSION WITH REFERENCE TO RURAL URBAN DICHOTOMY

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ABSTRACT

The present study was conducted to find and compare the attitude of job satisfied and dissatisfied women teachers towards teaching profession with respect to rural urban dichotomy. An initial sample of 1000 women teachers working at elementary level was taken from four districts of Kashmir valley- two urban and two rural respectively. The final sample comprised of the sample drawn after using Quartile deviation i.e. Q3 and Q1 technique on the initial sample. The investigator used "Job Satisfaction Scale for Teacher (JSST)" developed by Meera Dixit and "Attitude towards Teaching Profession Scale (ASTTP)" by Umme Kulsum. The data was put to suitable statistical treatment by using Mean, Standard deviation (SD) and test of significance ("t"-test). The findings revealed that Job Satisfied teachers have a better attitude towards teaching profession as compared to Job Dissatisfied teachers with respect to rural urban dichotomy. However, Job Dissatisfied women teachers and Job Satisfied women teachers could not be differentiated on any of the dimensions of Attitude towards teaching profession with respect to rural urban dichotomy.

Keywords: Job Satisfaction, Teaching profession, Women teachers

INTRODUCTION

A teacher is thought of as someone who must guarantee enrolment, foster an environment that will keep kids in school, and even with challenges and flaws, create high-quality learners. The skills and proficiency of teachers as an expert envisions student's future and equips them with the skills they'll need to become responsible citizens in the future [1]. A good teacher can definitely give the best results out of worst systems [2]. The rapid developments in society have elevated the status of women. As home builders, manufacturing managers, and rehabilitation workers, they have a significant impact. It is crucial that women find fulfilment in their work because there are more women than ever holding various positions around the world. Majority of the women professionals are teachers at various levels. And to be successful, women teachers must have job satisfaction and positive attitude towards their profession. Teachers working at elementary schools have various responsibilities that go beyond just instructing kids. These teachers are the first educators that a child will encounter. They must therefore be able to foster a passion of learning in their pupils. To ensure that kids learn in the most effective way possible, they must put up a lot of effort with both parents and administrators. Teacher's job satisfaction and favourable attitude is must to attain the teaching aims because an unsatisfied teacher can

never perform his duty well [3]. Elementary school teachers have many job duties beyond just teaching children. They must be capable to instill love for learning among their students. They must be positive and use unique and interesting approaches in order to help each student engaged in learning. It has been found that teacher's job satisfaction and dissatisfaction is directly related to their attitude towards teaching [4]. Thus these jobs related effects of teacher satisfaction make it a potentially important issue for school administrators and educational policy makers.

Teacher plays an important role in bringing constructive, productive and quality education in society because in their custody the best cream is put to polish which leads to national progress and prosperity. Since teacher is a role model for the students, job satisfaction and eventually positive attitude towards teaching becomes very vital in the fields of education. Only teachers with desirable attitudes could achieve effective and productive learning on the part of students. Thus, teacher's attitude towards teaching profession forms the major variable for the present study.

II. OBJECTIVES

1. To identify the Job Satisfied and Dissatisfied women teachers working at elementary level.
2. To compare the Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession in relation to rural urban dichotomy.
3. To compare Rural and Urban Job Dissatisfied women teachers on attitude towards teaching profession.
4. To compare Rural and Urban Job Satisfied women teachers on attitude towards teaching profession.

III. HYPOTHESIS

1. There is a significant difference between the mean scores of Rural Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession.
2. There is a significant difference between the mean scores of Urban Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession.
3. There is a significant difference between the mean scores of Rural and Urban Job Dissatisfied women teachers on attitude towards teaching profession.
4. There is a significant difference between the mean scores of Rural and Urban Job Satisfied women teachers on attitude towards teaching profession.

IV. SAMPLING

For the present study, the investigator adopted the simple random sampling technique by using lottery method. In the first instance, Job satisfaction scale by Meera Dixit was administered to 1000 women teachers drawn from various Government elementary schools of four districts of Kashmir. Teachers whose scores were on and above the 3rd Quartile on Job Satisfaction Scale were labelled as Satisfied and teachers whose scores were on and below the 1st Quartile were considered as Dissatisfied.

Following tables reflected the description of final sample with respect to the district and rural urban dichotomy

District wise Sample Breakup

	DISTRICT	TOTAL
RURAL	Anantnag	111
	Baramulla	138
URBAN	Ganderbal	120
	Srinagar	131
	Total	N= 500

V. TOOLS

The tools used for the study were:

- i) **Job Satisfaction Scale for Teacher (JSST):** This scale is developed by Meera Dixit (1993). This scale consists of 52 items and measures the job satisfaction of teachers.
- ii) **Attitude towards Teaching Profession Scale (ASTTP):** This scale is developed by Umme Kulsum (2001). It contains 55 items and measures the attitude of teachers towards: academic, administrative, social and psychological, co-curricular and economic aspects.

The scoring was done according to the instructions reflected in the respective manuals of the test.

VI. STATISTICAL TREATMENT

Keeping in view the objectives of the present study, the data obtained was put to suitable statistical analysis by using Mean, Standard deviation (SD) and test of significance (“t”-test) in order to determine whether there is any significant difference between the mean scores of Job Satisfied and Job Dissatisfied women teachers on the variable under investigation.

Table No. 1: Showing the Significance of difference between the Mean Scores of Rural Job Satisfied and Dissatisfied women teachers on Attitude towards Teaching Profession (N= 250 each)

Dimensions	Group	N	Mean	SD	t-value	Level of Significance
Academic	RJDWT	157	29.79	3.297	2.35	Significant at 0.05 level
	RJSWT	93	30.76	3.087		
Administrative	RJDWT	157	19.10	2.152	8.45	Significant at 0.01 level
	RJSWT	93	21.54	2.229		
Social and Psychological	RJDWT	157	83.96	7.886	4.15	Significant at 0.01 level
	RJSWT	93	87.53	5.656		

Co-Curricular	RJDWT	157	15.59	2.029	6.45	Significant at 0.01 level
	RJSWT	93	17.18	1.805		
Economic	RJDWT	157	18.37	2.507	0.39	Not Significant
	RJSWT	93	18.26	1.950		
Composite Score	RJDWT	157	166.80	14.12	5.69	Significant at 0.01 level
	RJSWT	93	175.27	9.36		

RJSWT = Job Satisfied Women Teachers; RJDWT= Rural Job Dissatisfied Women Teachers

Table No. 2: Showing the Significance of difference between the Mean Scores of Urban Job Satisfied and Dissatisfied women teachers on Attitude towards teaching profession (N= 250 each)

Dimensions	Group	N	Mean	SD	t-value	Level of Significance
Academic	UJDWT	93	29.16	3.851	3.48	Significant at 0.01 level
	UJSWT	157	30.73	2.586		
Administrative	UJDWT	93	19.44	2.420	7.16	Significant at 0.01 level
	UJSWT	157	21.60	2.090		
Social and Psychological	UJDWT	93	83.24	8.189	4.24	Significant at 0.01 level
	UJSWT	157	87.37	5.981		
Co-Curricular	UJDWT	93	15.44	2.253	7.74	Significant at 0.01 level
	UJSWT	157	17.60	1.904		
Economic	UJDWT	93	18.12	2.662	2.39	Significant at 0.05 level
	UJSWT	157	18.89	2.105		
Composite Score	UJDWT	93	165.40	15.274	6.25	Significant at 0.01 level
	UJSWT	157	176.38	9.501		

UJSWT = Urban Job Satisfied Women Teachers; UJDWT= Urban Job Dissatisfied Women Teachers

Table No.3: Showing the Significance of difference between the Mean Scores of Job Dissatisfied women teachers on Attitude towards teaching profession (Rural Urban dichotomy; N= 250 each)

Dimensions	Dichotomy	N	Mean	SD	t-value	Level of Significance
Academic	UJDWT	157	29.79	3.297	1.31	Not Significant
	RJDWT	93	29.16	3.851		
Administrative	UJDWT	157	19.10	2.152	1.11	Not Significant
	RJDWT	93	19.44	2.420		
Social and Psychological	UJDWT	157	83.96	7.886	0.68	Not Significant
	RJDWT	93	83.24	8.189		
Co-Curricular	UJDWT	157	15.59	2.029	0.51	Not Significant
	RJDWT	93	15.44	2.253		
Economic	UJDWT	157	18.37	2.507	0.73	Not Significant
	RJDWT	93	18.12	2.662		
Composite Score	UJDWT	157	166.80	14.120	0.72	Not Significant
	RJDWT	93	165.40	15.274		

RJSWT = Rural Job Dissatisfied Women Teachers; UJDWT= Urban Job Dissatisfied Women Teachers

Table No. 4: Showing the Significance of difference between the Mean Scores of Job Satisfied women teachers on Attitude towards Teaching Profession (Rural Urban dichotomy; N= 250 each)

Dimensions	Dichotomy	N	Mean	SD	t-value	Level of Significance
Academic	RJSWT	93	30.76	3.087	0.09	Not Significant
	UJSWT	157	30.73	2.586		
Administrative	RJSWT	93	21.54	2.229	0.21	Not Significant

	UJSWT	157	21.60	2.090		
Social and Psychological	RJSWT	93	87.53	5.656	0.20	Not Significant
	UJSWT	157	87.37	5.981		
Co-Curricular	RJSWT	93	17.18	1.805	1.70	Not Significant
	UJSWT	157	17.60	1.904		
Economic	RJSWT	93	18.26	1.950	2.36	Significant at 0.05 level
	UJSWT	157	18.89	2.105		
Composite Score	RJSWT	93	175.27	9.368	0.90	Not Significant
	UJSWT	157	176.38	9.501		

RJSWT = Rural Job Satisfied Women Teachers; UJSWT= Urban Job Satisfied Women Teachers

VI. INTERPRETATION AND DISCUSSION

Comparison between Rural Job Satisfied and Dissatisfied women teachers on Attitude towards Teaching Profession

A perusal of **Table No. 1** depicts the significance of mean difference between Rural Job Satisfied and Dissatisfied women teachers on different dimensions of Attitude towards Teaching Profession. A comparative look of the table reveals significant mean differences between the two groups of Job Satisfied and Job Dissatisfied women teachers on four out of five dimensions of Attitude towards Teaching Profession. The data reveals that Rural Job Satisfied teachers have obtained a higher mean score (M= 30.76) on Academic dimension of attitude than Job Dissatisfied teachers (M= 29.79). Both the groups have been reported to differ significantly on this dimension (t=2.35). It is inferred that Rural Job Satisfied teachers possess a better Academic attitude towards their profession than Job Dissatisfied women teachers. On Administrative dimension, rural Job Satisfied teachers are reported to have a higher mean score (M=21.54) than rural Job Dissatisfied teachers (M=19.10). The obtained “t”-value has been seen to be 8.45, which is significant at 0.01 level of confidence. Therefore, it can be inferred that rural Job Satisfied teachers have a tendency to perform better on administrative front than rural Job Dissatisfied women teachers. On Social and Psychological factor of attitude towards teaching profession, the mean scores of Job Satisfied women teachers have been found to be 87.53 which is higher than the mean score of Dissatisfied women teachers (M=83.96). The obtained “t”-value came out to be 4.15, which is statistically significant at 0.01 level. It can be inferred that Rural Job Satisfied teachers have a better attitude towards Social and Psychological dimension as compared to Rural Job Dissatisfied women teachers. Besides, the two groups were reported significantly different on the Co-Curricular dimension. The mean score in case of Rural Job Satisfied teachers seems to be higher (M=17.18) than the mean score of Dissatisfied teachers (M=15.59). The obtained “t”-value has been found to be significant at 0.01 level of confidence (t=6.45). It can be said that the group of rural Job Satisfied teachers have better attitude towards Co-

Curricular aspect of teaching profession. However, in the Economic dimension, the difference between the mean scores of two groups under discussion turned out to be insignificant. Coming to the composite score on Attitude towards Teaching Profession of the rural Job Satisfied and Job Dissatisfied women teachers group, it has been found that former group exhibited a higher mean score (175.27) than later (M=166.80). The obtained “t”- value has been reported to be significant at 0.01 level (t=5.69). On this basis, it has been found that the Rural Job Satisfied women teachers have a better attitude towards teaching profession as against to their comparable group.

In the light of the results reported above, the hypothesis number 1, which reads as, “There is a significant difference between the mean scores of Rural Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession.” stands accepted.

Comparison between Urban Job Satisfied and Dissatisfied women teachers on Attitude towards teaching profession

A careful glance of the results reflected in **Table No. 2** gives information about Urban Job Satisfied and Dissatisfied women teachers on Attitude towards Teaching Profession. The findings reveal that both the groups differed significantly on all the five dimensions of Attitude towards teaching profession viz. Academic, Administrative, Social and Psychological, Co-Curricular and Economic. The mean score in case of Urban Job Satisfied teachers has been found to be higher (M=30.73) than the Job Dissatisfied women teachers (M=29.16). The obtained “t” value on this dimension has reported a significant statistical mean difference (t=3.48). The findings revealed Job Satisfied teachers with a favourable attitude towards the academic dimension. The mean comparison on the second dimension i.e. administrative attitude between both the groups of urban women teachers revealed a significant difference. The mean score of Job Satisfied teachers is reported higher (M=21.60) in comparison to Job Dissatisfied teachers (M=19.54). The obtained “t” value is significant at 0.01 level of confidence (t=7.16). So, it can be inferred that urban Job Satisfied teachers have a better attitude towards the administrative aspect. The Table further reveals that urban Job Satisfied teachers have a higher mean score (M=87.37) on Social and Psychological dimension than Job Dissatisfied teachers who are seen to have obtained a lower mean score on this dimension (M=83.24). The obtained “t” value has been found significant at 0.01 level of confidence (t=4.24). From these results, it is revealed that Job Satisfied teachers have better adaptation towards Social and Psychological attitude. The two groups were further compared on Co-Curricular and Economic dimensions of attitude towards teaching profession. The two groups have been reported to differ significantly on the Co-Curricular dimension. The mean score of Urban Job Dissatisfied women teachers has been seen lower (M=15.44) than the group of Job Satisfied teachers (M=17.60). This difference favours Job Satisfied teachers at 0.01 level of confidence (t= 7.74). So, it can be inferred that the Job Satisfied teachers have a better co-curricular attitude. However, on the fifth dimension of Attitude towards teaching profession (Economic) Urban Job Satisfied teachers have been observed with a higher mean score (M=18.89) than Job Dissatisfied teachers (M=18.12). The calculated “t” value is reported to be significant at 0.05 level (t=2.39). With regard to the Composite Score of Urban Job Satisfied and Job Dissatisfied women teachers on attitude towards teaching profession between the two groups under reporting, Job Satisfied women teachers was comparatively better (M=176.38) than the Job Dissatisfied group (165.40). Since the calculated “t”-value (t=6.25) was found to be significant at 0.01 level, it can be safely concluded that composite score on attitude

towards teaching profession led in the establishment of favourable attitude among Urban Job Satisfied women teachers. They seem to be diligent, dutiful, hardworking, affectionate, hopeful and more interested in the welfare of their job.

In the light of the results reported above, the hypothesis number 2, which reads as, “There is a significant difference between the mean scores of Urban Job Satisfied and Dissatisfied women teachers on attitude towards teaching profession” stands accepted.

Comparison between Job Dissatisfied women teachers (Rural Urban dichotomy) on Attitude towards teaching profession

The result presented in **Table No. 3** depicts the significance of mean difference between Job Dissatisfied women teachers with respect to rural urban dichotomy. A comparative look at the table reveals that there is an insignificant difference between the mean score of the two groups on all the five dimensions of attitude towards teaching profession viz. Academic, Administrative, Social and Psychological, Co-Curricular and Economic. The results revealed Urban Job Dissatisfied women teachers with a slightly higher mean score on Academic dimension ($M= 29.79$) as compared to Rural Job Dissatisfied women teachers who are reported to have obtained a low mean score on the same dimension ($M= 29.16$). The obtained “ t ”-value came out to be 1.31, which is not significant at any level of confidence. Based on results it can be inferred that both the groups exhibit similar attitude towards the students. The two groups were further compared on the Administrative dimension. The mean score in case of Urban Job Dissatisfied teachers is reported to be slightly lower ($M=19.10$) as compared to Rural Job Dissatisfied teachers ($M=19.44$). The obtained “ t ”-value failed to arrive at any level of confidence ($t=1.11$). It is observed that both the groups show similarity in this dimension of attitude towards teaching. The findings further revealed the mean comparison of the two groups on Social and Psychological dimension. The mean score in case of Urban Job Dissatisfied teachers is reported to be 83.96 and that of Rural Job Dissatisfied teachers is 83.24. The obtained “ t ”-value is found to be 0.68 which is not significant ($t=5.84$). On Co-Curricular dimension, Urban Job Dissatisfied teachers have shown a slightly higher mean score ($M=15.59$) than Rural Job Dissatisfied teachers ($M=15.44$). The obtained “ t ”-value is reported to be 0.51, which is statistically insignificant. The mean comparison between the two groups on the fifth dimension i.e. Economic also revealed an insignificant difference. The mean score of Urban Job Dissatisfied teachers is reported to be 18.37 in comparison to Rural Job Dissatisfied teachers whose mean scores are found to be 18.12. The obtained “ t ”- value on this dimension has reported an insignificant statistical mean difference ($t=0.73$). Coming to the composite score on Attitude towards teaching profession of Urban and Rural Job Dissatisfied women teachers group, it has been found that former group exhibited a slightly higher mean score (165.40) than later ($M=166.80$). The obtained “ t ”- value has been reported to be insignificant ($t=0.72$). On this basis, it has been found that Job Dissatisfied women teachers have a similar tendency in their attitude towards teaching profession with respect to rural urban dichotomy.

In the light of the results reported above, the hypothesis number 3, which reads as, “There is a significant difference between the mean scores of Job Dissatisfied women teachers on attitude towards teaching profession in relation to rural urban dichotomy.” stands rejected.

Comparison between Job Satisfied women teachers (Rural Urban dichotomy)

The data reported in **Table No. 4** gives information about the mean comparison of Job Satisfied women teachers in relation to rural urban dichotomy on different dimensions of Attitude towards teaching profession. The mean score of 30.76 has been observed in case of rural Job Satisfied teachers on Academic attitude as compared to urban Job Satisfied teachers whose mean is slightly low ($M=30.73$). The obtained “t”-value is reported to be 0.09, which is insignificant. From these results, it is observed that both the groups possess similar academic attitude towards teaching profession. With regard to the Administrative attitude, the mean score in case of rural Job Satisfied teachers came out to be 21.54; whereas the mean score of urban group of Job Satisfied teachers is reported to be 21.60. The obtained “t”- value has been found statistically insignificant ($t=0.21$). From these results, it is revealed that both the groups show equal administrative attitude. The two groups were further compared on the Social and psychological dimension. The mean score of Job Satisfied teachers belonging to rural dichotomy is reported to be $M=87.53$ and that of Job Satisfied teachers belonging to urban dichotomy has been found to be 87.37. The mean difference failed to arrive at any level of confidence ($t=0.20$). Therefore, it can be said that both the groups of Job Satisfied teachers have similar inclination towards Social and Psychological dimension of teaching attitude. Again, a slight mean differentiation was observed between rural and urban Job Satisfied women teachers on Co-Curricular attitude. Yet this differentiation turned out to be insignificant ($t = 1.70$). However, the two groups were reported significantly different on the Economic dimension of Attitude towards teaching. The mean score in case of urban Job Satisfied teachers seems to be higher ($M=18.89$) than the mean score of rural Job Satisfied teachers ($M=18.26$). The obtained “t”-value has been found to be significant at 0.05 level of confidence ($t=2.36$). With regard to the composite score on Attitude towards teaching profession between the two groups under reporting, the mean differentiation between the two groups of Job Satisfied women teachers has been found to be 0.90, which is statistically insignificant. It can, however, be safely concluded that composite score on attitude led in the establishment of similar attitude towards teaching profession between rural and urban Job Satisfied women teachers.

In the light of the results reported above, the hypothesis number 4 which reads as, “There is a significant difference between the mean scores of Job Satisfied women teachers on attitude towards teaching profession in relation to rural urban dichotomy.” stands rejected.

VI. CONCLUSION

1. Rural Job Satisfied and Dissatisfied women teachers showed significant difference on four out of five dimensions of Attitude towards teaching profession. The findings concluded that Rural Job Satisfied have a better attitude towards teaching profession as compared to Job Dissatisfied teachers
2. Urban Job Satisfied and Dissatisfied women teachers were found different on all the five dimensions of Attitude towards teaching profession. Observation of this mean difference has gone in favour of Job Satisfied group who have acquired higher attitude in comparison to Job Dissatisfied teachers.
3. Job Dissatisfied women teachers could not be differentiated on any of the dimensions of Attitude towards teaching profession with respect to rural urban dichotomy. Both the groups showed similar tendency in their teaching attitude.

4. The conclusion drawn from the composite score of attitude towards teaching profession between Rural and Urban Job Satisfied women teachers led in the establishment of insignificant difference. Both the groups showed similar attitude towards teaching profession.

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