



A STUDY ON EFFECT OF GEOGRAPHICAL VARIABLES ON ATTITUDE TOWARDS TEACHING PROFESSION, JOB SATISFACTION, JOB COMMITMENT, CREATIVITY AND INSTITUTIONAL CLIMATE OF OBC SECONDARY SCHOOL TEACHERS

Sri Sanjeevakumar Shivabal

Research Scholar,

Dept. of Studies and Research in Education,

Gulbarga University,

Kalaburagi

And

Prof. Surekha Ksheerasagar

Professor and Research Guide

Dept. of Studies and Research in Education,

Gulbarga University,

Kalaburagi

Abstract:

The main aim of this study effect of geographical variables on attitude towards teaching profession, job satisfaction, job commitment, creativity and institutional climate of OBC secondary school teachers. Descriptive research method was adopted for the present study. The whole sample comprised of total 400 Secondary school OBC teachers through randomizes sampling. The whole sample constituted with different groups namely Gender (Male and female), Subject dealt, (Arts and Science) and Locale (Urban and rural) are considered for the study. There is no significant difference between the mean scores of demographic variables Secondary school OBC teachers on attitude towards teaching profession, job satisfaction, job commitment, creativity and institutional climate Scales,

Key Words: attitude towards teaching profession, job satisfaction, job commitment, creativity and institutional climate

1. Introduction:

The all-round development of the budding citizens of the society forms the basics of all types of education. Teachers have the great responsibilities of enabling their students to successfully fit into socio-cultural milieu and make them responsible, better citizens so that a new generation who sustains the everlasting human values truth, love, universal brother hood, care and concern for elders, brave enough to face and handle the problems and challenge that may come across their life with courage and confidence. Therefore teacher must have job satisfaction, Job commitment, more creative, positive Professional attitude and keep institutional climate of school so that learning of students may increase good academic achievement of Secondary school students. Therefore this study helps us to know the relationship job satisfaction, Job commitment, creativity, Professional attitude and institutional climate of Secondary school teachers.

An effective and healthy atmosphere in the institution would result into all positive vibes. It will help in enhancing the image of the institution which is very important in the todays competitive world. The result of the study would help in developing a good institution climate which is important for the growth of any institution. The study would help in considering the factors to enhance the performance of Secondary school teachers and the achievement of students. Therefore the researcher has selected the above problem

2. Statement of the problem:

The problem selected for the present study is stated as “A STUDY ON EFFECT OF GEOGRAPHICAL VARIABLES ON ATTITUDE TOWARDS TEACHING PROFESSION, JOB SATISFACTION, JOB COMMITMENT, CREATIVITY AND INSTITUTIONAL CLIMATE OF OBC SECONDARY SCHOOL TEACHERS”.

3. Objectives of the study:

- 1) To study the demographic variables on different variables of OBC Secondary school teachers

4. Hypotheses:

- 1) There is no significant difference between the mean scores of Male and Female Secondary school OBC teachers on attitude towards teaching profession Scale.
- 2) There is no significant difference between the mean scores of Urban and Rural Secondary school OBC teachers on attitude towards teaching profession Scale
- 3) There is no significant difference between the mean scores of Arts and Science Secondary school OBC teachers on attitude towards teaching profession Scale
- 4) There is no significant difference between the mean scores of Male and Female Secondary school OBC teachers on Job Satisfaction Scale
- 5) There is no significant difference between the mean scores of Urban and Rural Secondary school OBC teachers on Job Satisfaction Scale

- 6) There is no significant difference between the mean scores of Arts and Science Secondary school OBC teachers on Job Satisfaction Scale
- 7) There is no significant difference between the mean scores of Male and Female Secondary school OBC teachers on Job commitment Scale
- 8) There is no significant difference between the mean scores of Urban and Rural Secondary school OBC teachers on job commitment Scale
- 9) There is no significant difference between the mean scores of Arts and Science Secondary school OBC teachers on Job commitment Scale
- 10) There is no significant difference between the mean scores of Male and Female Secondary school OBC teachers on Institutional Climate Scale
- 11) There is no significant difference between the mean scores of Urban and Rural Secondary school OBC teachers on Institutional Climate Scale
- 12) There is no significant difference between the mean scores of Arts and Science Secondary school OBC teachers on Institutional Climate Scale
- 13) There is no significant difference between the mean scores of Male and Female Secondary school OBC teachers on Creativity Scale
- 14) There is no significant difference between the mean scores of Urban and Rural Secondary school OBC teachers on Creativity Scale
- 15) There is no significant difference between the mean scores of Arts and Science Secondary school OBC teachers on Creativity Scale

5. Review of related literature:

- 1) Kumar D. & Singh A. (2013) studied attitude of teacher trainees towards teaching profession. Hypotheses of the study were (i) to compare the attitude of male and female teacher trainees towards teaching profession, (ii) to compare the attitude of art and science teacher trainees towards teaching profession. The finding of the study was that male teacher trainees has more favourable attitude towards teaching profession than female teachers trainees.
- 2) Hussain (2011) conducted a study to measure the attitude of secondary school teachers towards their teaching profession. The findings of the study were (i) significant positive relationship was found between attitude towards teaching and teaching profession, (ii) the female secondary school teachers have more positive attitude towards the profession as compared to the male secondary school teachers, (iii) the majority of teacher working in the rural areas was more committed and satisfied as compared to the teachers working in urban areas.
- 3) Bhat (2018) in his study 'Job Satisfaction among High School Teachers' has investigated the difference of job satisfaction on the basis of gender in different type of schools (private and govt.) in Baramulla district of Kashmir. Researcher used S.P. Anand's (1975) job satisfaction scale. Findings of the study had shown that there is no significant difference in the level of job satisfaction among male and female high school teachers. And there is no significant difference in job satisfaction among private and government school teachers.

- 4) Gupta P. & Jain S. (2013) studied professional commitment among teacher educators. The findings of the study were (i) the professional commitment of teacher's educators of Aggarwal College is extremely high, (ii) there was no significance difference between professional commitment of urban and rural teacher educators, (iii) there was no significance difference between professional commitment of male and female teacher educators.
- 5) Jabeen and Khan (2013) compared high and low achievers on creative thinking abilities and self-concept. The results highlighted that the creativity potential of high achievers was significantly high in comparison of low achievers. High achievers possess significantly high self-concept. The study also revealed a significant positive relationship between creativity and academic achievement and self-concept and academic achievement.
- 6) Mathur and Khurana (1996) studied teacher's perception of school climate and it's relationship with self-actualisation. Raja and Thyagarajan (1998) studied school organisational climate and teacher effectiveness of boys Higher secondary school in Tuticorin. Pandey (1998) looked into the impact of the interpersonal relationship between the head and the teachers on the examination results.

6. Methodology of the study

Descriptive research method was adopted for the present study as it aimed to study the attitude of Secondary school OBC teachers towards teaching profession in relation to their job satisfaction, job commitment, creativity and institutional climate. In this study school survey method is adopted under descriptive research method.

1) Sample :

Local of the present investigation was confined to the secondary school teachers. The whole sample comprised of total 400 Secondary school OBC teachers through randomizes sampling. The whole sample constituted with different groups namely Gender (Male and female), Subject dealt, (Arts and Science) and Locale (Urban and rural) are considered for the study.

2) Tools used

To carry out any research the selection of tools of research must be such that data can be gathered to test the hypothesis effectively. The data gathering tools used for the study are shown in the following table

Sl. No.	Variable	Name of tools applied	Constructed and standardized by
1	Professional Attitude	Teacher Attitude Scale (TAS)	Dr. Umme Kulsum
2	Job satisfaction	Job Satisfaction Scale (JSS)	Dr. Amar Singh & Dr. T.R. Sharma (1999)
3	Job Commitment	Job Commitment scale	Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011)
4	Institutional Climate	Institutional Climate	Developed and Standardized by Investigator
5	Creativity	Creativity	Dr. Baqer Mehdi

3) Statistical techniques:

Means and Standard Deviations and the t- test statistical techniques were used. Microsoft Excel package and SPSS (Statistical Package of Social Sciences) IBM version 20.0 was used.

7. Data Analysis and Interpretations:

The analysis and interpretation of data collected on different variables considered for the study under the following heads. The data was analyzed using SPSS package version 24 and employing the statistical techniques indicated vide 3.6 supra.

1) The significant difference between the means of demographic variables OBC secondary school teachers on Attitude towards Teaching profession Scale

To test this hypothesis, 't' test of significance for difference between Means of Arts and Science Teachers on Attitude towards Teaching profession scale was employed and the details are presented in tables

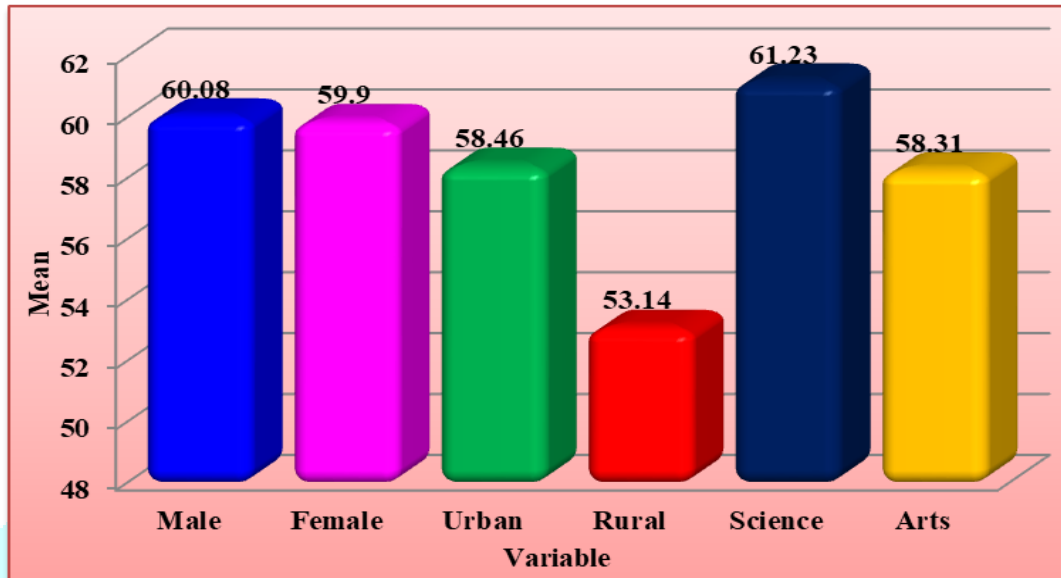
Table-1: Mean, S.D. t-value of scores of demographic variables OBC secondary school teachers on Attitude towards teaching profession scale

Variable	N	Mean	SD	't' value	Significance
Male	300	60.08	13.21	4.560	Significant at 0.05
Female	300	59.90	12.13		
Urban	300	58.46	12.13	3.210	Significant at 0.05
Rural	300	53.14	11.12		
Science	300	61.23	13.87	5.123	Significant at 0.05
Arts	300	58.31	12.13		

(Table value of t = 1.960 is at 0.05 level of significance and degree of 598)

It is evident from table 1. that there is significant difference between the Means of Male and female , Urban and Rural, Arts and Science OBC secondary school teachers on Attitude towards Teaching profession Scale ($t = 4.560, 3.210$ and 5.123 are significant). Hence, the null hypothesis 1, 2 and 3 are rejected and alternative hypotheses accepted.

Graph – 1: Comparison of demographic variables OBC secondary school teachers on Attitude towards teaching profession scale



2) The significant difference between the means of demographic variables OBC secondary school teachers on Job Satisfaction Scale

To test this hypothesis, 't' test of significance for difference between Means of Arts and Science Teachers on Job Satisfaction scale was employed and the details are presented in tables

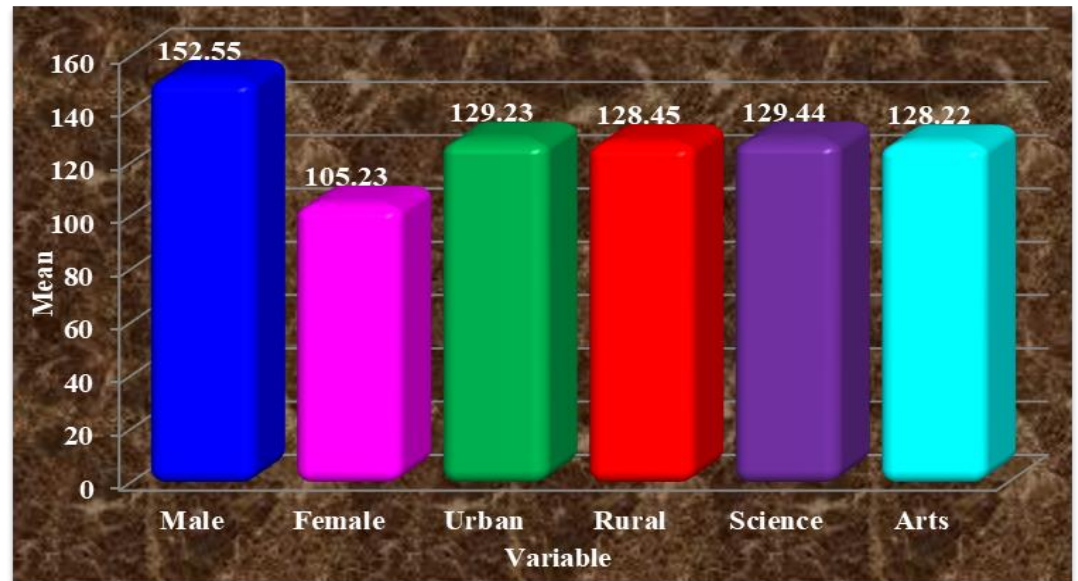
Table-2: Mean, S.D. t-value of scores of demographic variables OBC secondary school teachers on Job Satisfaction Scale

Variable	N	Mean	SD	't' value	Significance
Male	300	152.55	45.969	8.561	Significant at 0.05
Female	300	105.23	40.721		
Urban	300	129.23	50.835	4.652	Significant at 0.05
Rural	300	128.45	49.348		
Science	300	129.44	51.330	7.456	Significant at 0.05
Arts	300	128.22	51.851		

(Table value of $t = 1.960$ is at 0.05 level of significance and degree of 598)

It is evident from table 2. that there is significant difference between the Means of Male and female , Urban and Rural, Arts and Science OBC secondary school teachers on Attitude towards Teaching profession Scale ($t = 8.561, 4.652$ and 7.456 are significant). Hence, the null hypothesis 4, 5 and 6 are rejected and alternative hypotheses accepted.

Graph – 2: Comparison of demographic variables OBC secondary school teachers on Job Satisfaction Scale



3) The significant difference between the means of demographic variables OBC secondary school teachers on Job commitment Scale

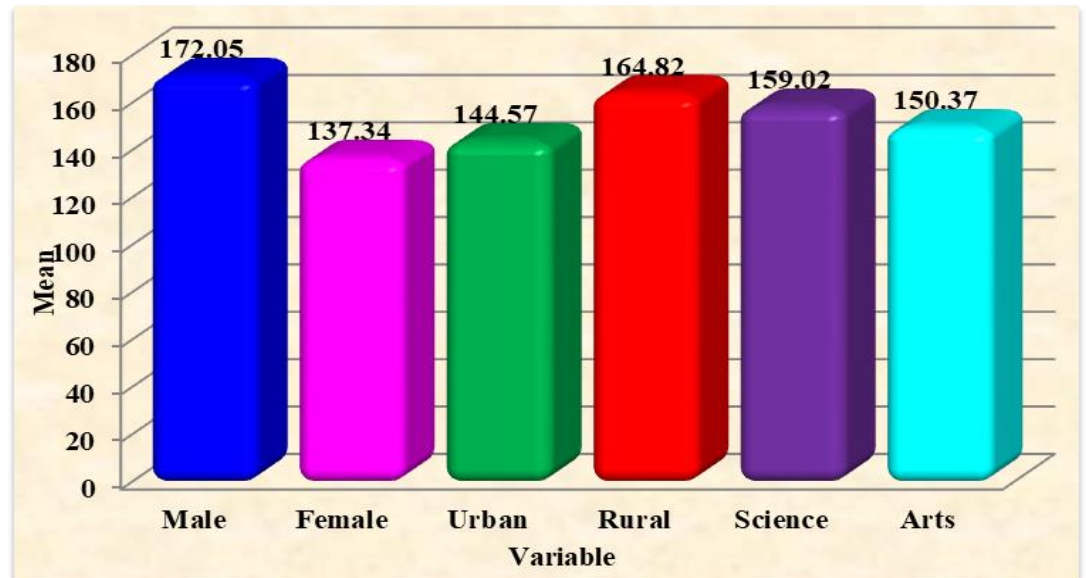
To test this hypothesis, 't' test of significance for difference between Means of Arts and Science Teachers on Job commitment scale was employed and the details are presented in tables

Table-3: Mean, S.D. t-value of scores of Job commitment Arts and Science secondary school OBC teachers

Variable	N	Mean	SD	't' value	Significance
Male	300	172.05	41.921	5.312	Significant at 0.05
Female	300	137.34	44.293		
Urban	300	144.57	46.125	6.111	Significant at 0.05
Rural	300	164.82	44.612		
Science	300	159.02	47.104	4.231	Significant at 0.05
Arts	300	150.37	45.461		

(Table value of $t = 1.960$ is at 0.05 level of significance and degree of 598)

It is evident from table 3. that there is significant difference between the Means of Male and female , Urban and Rural, Arts and Science OBC secondary school teachers on Job commitment Scale ('t' = 5.312, 6.111 and 4.231 are significant). Hence, the null hypothesis 7, 8 and 9 are rejected and alternative hypotheses accepted.

Graph – 3: Comparison of Job commitment Arts and Science secondary school OBC teachers

4) **The significant difference between the means of demographic variables OBC secondary school teachers on Institutional Climate Scale**

To test this hypothesis, ‘t’ test of significance for difference between Means of Arts and Science Teachers on Institutional Climate scale was employed and the details are presented in tables

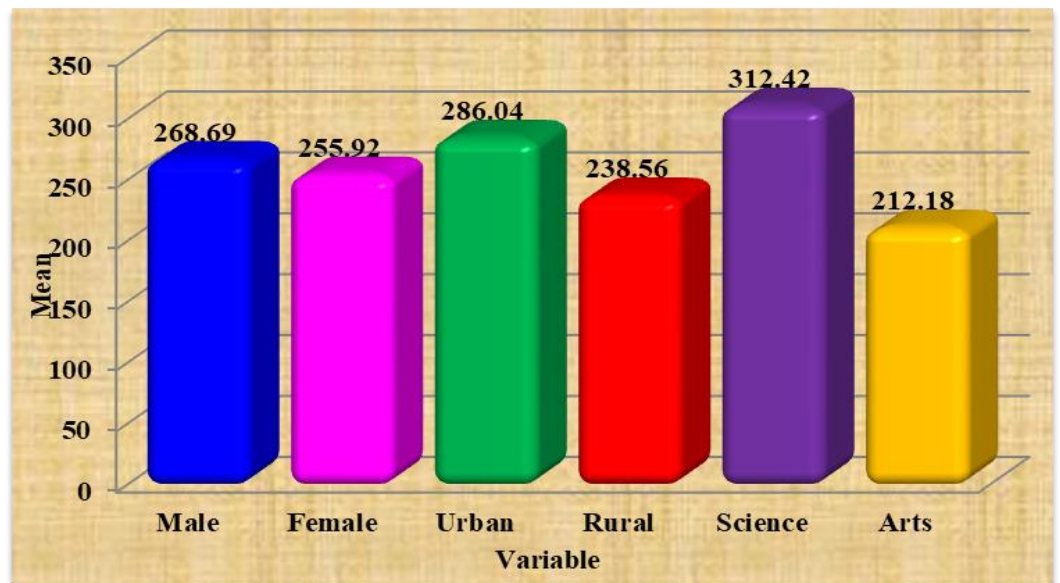
Table-4: Mean, S.D. t-value of scores of Institutional Climate Arts and Science secondary school OBC teachers

Variable	N	Mean	SD	‘t’ value	Significance
Male	300	268.69	57.064	40.12	Significant at 0.05
Female	300	255.92	57.601		
Urban	300	286.04	53.046	65.12	Significant at 0.05
Rural	300	238.56	52.087		
Science	300	312.42	28.722	25.23	Significant at 0.05
Arts	300	212.18	28.259		

(Table value of $t = 1.960$ is at 0.05 level of significance and degree of 598)

It is evident from table 4. that there is significant difference between the Means of Male and female , Urban and Rural, Arts and Science OBC secondary school teachers on Institutional Climate Scale (‘t’ = 40.12, 65.12 and 25.23 are significant). Hence, the null hypothesis 10, 11 and 12 are rejected and alternative hypotheses accepted.

Graph – 4: Comparison of Institutional Climate Arts and Science secondary school OBC teachers



5) The significant difference between the means of demographic variables OBC secondary school teachers on Creativity Scale

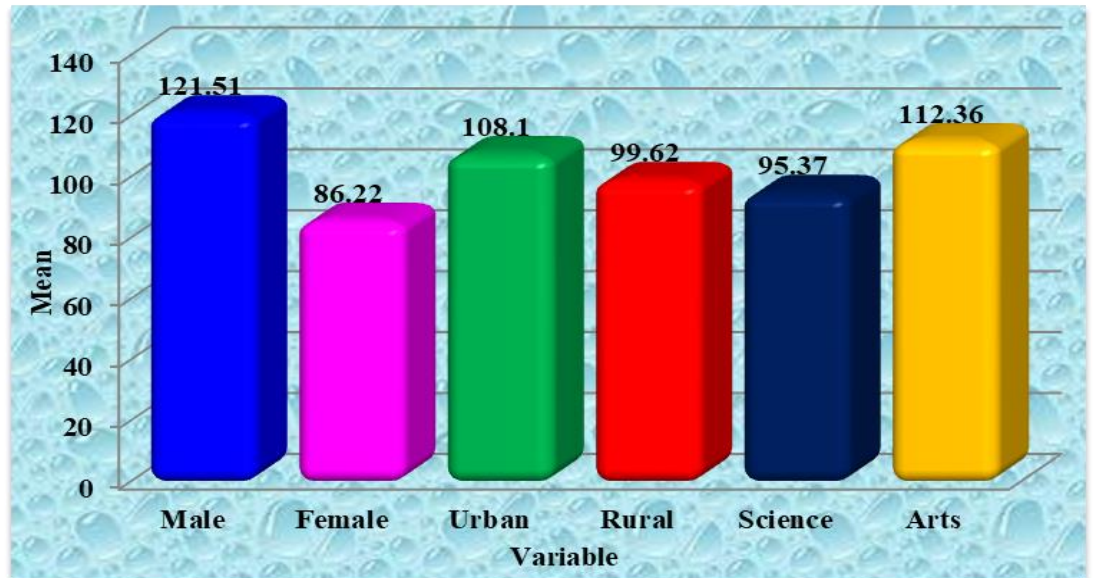
To test this hypothesis, 't' test of significance for difference between Means of Arts and Science Teachers on Creativity scale was employed and the details are presented in tables

Table-5: Mean, S.D. t-value of scores of Creativity Arts and Science secondary school OBC teachers

Variable	N	Mean	SD	't' value	Significance
Male	300	121.51	42.528	12.45	Significant at 0.05
Female	300	86.22	39.172		
Urban	300	108.10	44.430	10.23	Significant at 0.05
Rural	300	99.62	44.235		
Science	300	95.37	42.922	16.14	Significant at 0.05
Arts	300	112.36	44.495		

(Table value of $t = 1.960$ is at 0.05 level of significance and degree of 598)

It is evident from table 5. that there is significant difference between the Means of Male and female , Urban and Rural, Arts and Science OBC secondary school teachers on Creativity Scale ('t' = 40.12, 65.12 and 25.23 are significant). Hence, the null hypothesis 13, 14 and 15 are rejected and alternative hypotheses accepted.

Graph – 5: Comparison of Creativity Arts and Science secondary school OBC teachers**8. Findings:**

- 1) There is a significant difference between the mean scores of Male and Female Secondary school OBC teachers on attitude towards teaching profession Scale.
- 2) There is a significant difference between the mean scores of Urban and Rural Secondary school OBC teachers on attitude towards teaching profession Scale
- 3) There is a significant difference between the mean scores of Arts and Science Secondary school OBC teachers on attitude towards teaching profession Scale
- 4) There is a significant difference between the mean scores of Male and Female Secondary school OBC teachers on Job Satisfaction Scale
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- 14) There is a significant difference between the mean scores of Urban and Rural Secondary school OBC teachers on Creativity Scale
- 15) There is a significant difference between the mean scores of Arts and Science Secondary school OBC teachers on Creativity Scale

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