



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

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## **Abstract:**

This is descriptive research method was adopted for the present study as it aimed to study the relationship between attitude towards teaching profession, job satisfaction, job commitment, creativity and institutional climate of Secondary school OBC teachers. In the present investigation was confined to the secondary school teachers. The whole sample comprised of total 200 Secondary school OBC teachers through randomizes sampling. The result reveals that a significant and positive relationship was observed between different variables of OBC secondary school teacher at 5% level of significance. It means that, different variables of OBC secondary school teachers are dependent on each other.

**Key words:** Attitude towards teaching profession, job satisfaction, job commitment, creativity and institutional climate

## 1. Introduction:

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He / She not only imparts knowledge to his/ her students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The place of the teacher in the society is of vital importance. He acts as the pivot for the transmission of intellectual and technical skills from generation to generation. He / she is the destiny of the nation. This place a special responsibility on teachers at all levels of education. In fact, on him / her depends the future of mankind. The teacher plays an important role in shaping and moulding the character of students. The personality of the teacher is a significant variable in the classroom. The impact of a teacher is surely not due to what he /she knows or even what he /she does, but in a very real sense to what he /she is. That is why the question that how he /she would teach has always been a matter of major concern. Thus the role of schools and teachers in shaping the future of nation is very important. Morrison and McIntyre (1972) have expressed that; “we are all teachers a considerable part of our lives is spent in influencing the thought, feelings and behavior of other in raising our children, in our work and in our social activities. Professional teaching then is not clearly distinguished from a number of other activities in many of its objectives and techniques but does have particular priorities among its purposes and distinctive problems arising from the contexts in which it is done. However, for all our general or professional involvement as teachers we still have difficulty in describing and analysis what it is we are doing and influences we are having”.

## 2. Statement of the problem:

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

## 3. Objectives of the study:

- 1) To study the attitude of OBC Secondary school teachers towards teaching profession
- 2) To study the attitude of OBC Secondary school teachers towards teaching profession in relation to job satisfaction
- 3) To study the attitude of OBC Secondary school teachers towards teaching profession in relation to job commitment
- 4) To study the attitude of OBC Secondary school teachers towards teaching profession in relation to creativity
- 5) To study the attitude of OBC Secondary school teachers towards teaching profession in relation to institutional Climate

## 4. Hypothesis:

- 1) There is no relationship between attitude towards teaching profession and job satisfaction of Secondary school OBC teachers
- 2) There is no relationship between attitude towards teaching profession and Job commitment of Secondary school OBC teachers
- 3) There is no relationship between attitude towards teaching profession and Creativity of Secondary school OBC teachers

- 4) There is no relationship between attitude towards teaching profession and Institutional Climate of Secondary school OBC teachers
- 5) There is no relationship between Job satisfaction and Job commitment of Secondary school OBC teachers
- 6) There is no relationship between Job satisfaction and Institutional Climate of Secondary school OBC teachers
- 7) There is no relationship between Job satisfaction and Creativity of Secondary school OBC teachers
- 8) There is no relationship between Job commitment and Institutional Climate of Secondary school OBC teachers
- 9) There is no relationship between Job commitment and Creativity of Secondary school OBC teachers
- 10) There is no relationship between Institutional Climate and Creativity of Secondary school OBC teachers

## 5. Review of related literature:

- 1) Yahaya et al. (2019) determined the impact of occupational stress on absenteeism, intention to leave and job satisfaction among personnel working in Malaysia in Companies Commission. Data collected from 100 employees was analysed with the help of Pearson's correlation and regression analysis. The outcome shows that absenteeism and intention to leave are not directly influenced by occupational stress but job satisfaction is directly influenced and "job satisfaction has negative impact on both, intention to leave and absenteeism". This determines that personnel who are highly satisfied with job are less intended to leave and have low tendency towards absenteeism. The study also suggested that better salaries, providing good facilities, rewards and benefits as well as recognition to personnel are various ways to increase their satisfaction level. Organisational management can reduce employees stress by providing proper support system, training, good communication at the workplace.
- 2) Jaidka and Sehgal (2015) compared over achievers and under achievers with respect to different levels of socioeconomic status. The results reflected a significant positive relationship between creativity and socioeconomic status; and no significant difference was found between over achievers and under achievers in their creative talent.
- 3) Arjunan M. & Balamurugan M. (2013) studied professional commitment of teachers working in tribal area school. The finding of the study was that male and female teaches working at secondary and higher secondary levels are not differing significantly at .05level on their overall professional commitment and its five dimensions of professional commitment.
- 4) 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.
- 5) Gholamreza Shams (2006) the atmosphere in which the school conducts itself is technically known as its organizational climate. The psycho-emotional environment in which the process of education takes place in schools speaks for their organizational climates. It is this climate, which can be found conducive for the

teachers to teach and the students may feel like learning in it. The other side of the coin is that school organizational climate may work to develop apathy in the minds of the teachers for teaching and at the same it can prove instrumental in creating distaste for the learning in the minds of the learners. It may be said that organizational climate projects the nature of a teaching learning situation that is believed to prevail in a school.

## 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.

### 6.1. Sample selection

#### Sample

Local of the present investigation was confined to the secondary school teachers. The whole sample comprised of total 200 Secondary school OBC teachers through randomizes sampling.

### 6.2. 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

### 6.3. Statistical techniques:

To analyse the data Pearson's Product Moment Correlation statistical techniques were 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.

## 8. Data analysis:

### 1) Relationship between all variables of OBC secondary school teachers:

**Table-1: The r-value of scores of different variables of secondary school OBC teachers**

Variable	Sub variable	N	'r' Value	Significance	
OBC secondary school male teachers	Teaching attitude 1	200	1&2 0.825	Significant at 0.05	
	Job satisfaction 2	200	1&3 0.925	Significant at 0.05	
	Job Commitment 3	200	1&4 0.785	Significant at 0.05	
	Institutional Climate 4	200	1&5 0.832	Significant at 0.05	
	Creativity 5	200	2&3 0.785	Significant at 0.05	
				2&4 0.698	Significant at 0.05
				2&5 0.72	Significant at 0.05
				3 & 4 0.688	Significant at 0.05
				3&5 0.984	Significant at 0.05
			4 & 5 0.789	Significant at 0.05	

A significant and positive relationship was observed between Teaching attitude and job satisfaction of OBC secondary school teacher ( $r=0.825$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Teaching attitude and job satisfaction of OBC secondary school teachers are dependent on each other. In another words, the Teaching attitude scores are increases or decreases with increase or decrease in Job satisfaction scores of OBC secondary school teachers.

A significant and positive relationship was observed between Teaching attitude and Job Commitment of OBC secondary school teacher ( $r=0.925$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Teaching attitude and Job Commitment of OBC secondary school teachers are dependent on each other. In another words, the Teaching attitude scores are increases or decreases with increase or decrease in Job Commitment scores of OBC secondary school teachers.

A significant and positive relationship was observed between Teaching attitude and Institutional Climate of OBC secondary school teacher ( $r=0.785$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, teaching attitude and Institutional Climate of OBC secondary school teachers are dependent on each other. In another words, the Teaching attitude scores are increases or decreases with increase or decrease in Institutional Climate scores of OBC secondary school teachers.

A significant and positive relationship was observed between Teaching attitude and Creativity of OBC secondary school teacher ( $r=0.832$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, teaching attitude and Job Commitment of OBC secondary school teachers are dependent on each other. In another words, the Teaching attitude scores are increases or decreases with increase or decrease in Job Commitment scores of OBC secondary school teachers.

A significant and positive relationship was observed between Job satisfaction and Job Commitment of OBC secondary school teacher ( $r=0.785$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Job satisfaction and Job Commitment of OBC secondary school teachers are dependent on each other. In another words, the Job satisfaction scores are increases or decreases with increase or decrease in Job Commitment scores of OBC secondary school teachers.

A significant and positive relationship was observed between Job satisfaction and Institutional Climate of OBC secondary school teacher ( $r=0.698$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Job satisfaction and Institutional Climate of OBC secondary school teachers are dependent on each other. In another words, the Job satisfaction scores are increases or decreases with increase or decrease in Institutional Climate scores of OBC secondary school teachers.

A significant and positive relationship was observed between Job satisfaction and Creativity of OBC secondary school teacher ( $r=0.72$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Job satisfaction and Institutional Climate of OBC secondary school teachers are dependent on each other. In another words, the Job satisfaction scores are increases or decreases with increase or decrease in Institutional Climate scores of OBC secondary school teachers.

A significant and positive relationship was observed between Job Commitment and Institutional Climate of OBC secondary school teacher ( $r=0.688$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Job satisfaction and Institutional Climate of OBC secondary school teachers are dependent on each other. In another words, the Job Commitment scores are increases or decreases with increase or decrease in Institutional Climate scores of OBC secondary school teachers.

A significant and positive relationship was observed between Job satisfaction and creativity of OBC secondary school teacher ( $r=0.984$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected

and alternative hypothesis is accepted. It means that, Job satisfaction and creativity of OBC secondary school teachers are dependent on each other. In another words, the Job satisfaction scores are increases or decreases with increase or decrease in and creativity scores of OBC secondary school teachers.

A significant and positive relationship was observed between Institutional Climate and creativity of OBC secondary school teacher ( $r=0.789$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Institutional Climate and creativity of OBC secondary school teachers are dependent on each other. In another words, the Institutional Climate scores are increases or decreases with increase or decrease in and creativity scores of OBC secondary school teachers.

## 9. Findings:

- 9.1. There is relationship between attitude towards teaching profession and job satisfaction of Secondary school OBC teachers
- 9.2. There is relationship between attitude towards teaching profession and Job commitment of Secondary school OBC teachers
- 9.3. There is relationship between attitude towards teaching profession and Creativity of Secondary school OBC teachers
- 9.4. There is relationship between attitude towards teaching profession and Institutional Climate of Secondary school OBC teachers
- 9.5. There is relationship between Job satisfaction and Job commitment of Secondary school OBC teachers
- 9.6. There is relationship between Job satisfaction and Institutional Climate of Secondary school OBC teachers
- 9.7. There is relationship between Job satisfaction and Creativity of Secondary school OBC teachers
- 9.8. There is relationship between Job commitment and Institutional Climate of Secondary school OBC teachers
- 9.9. There is relationship between Job commitment and Creativity of Secondary school OBC teachers
- 9.10. There is relationship between Institutional Climate and Creativity of Secondary school OBC teachers

## 10. Educational implications

- 1) The teachers will come to know the difference between the Attitude towards teaching profession and job satisfaction of Secondary school OBC teachers of the Government and the Self-financed teachers having high or low job satisfaction. The high or low job satisfaction directly or indirectly affect the Attitude of Secondary school OBC teachers towards teaching profession. The methods will be deployed to remove the difference of Attitude of Secondary school OBC teachers towards teaching profession. Efforts should also be made to remove the negative job satisfaction among the teachers inside and outside the class-room.
- 2) The attitude towards teaching profession and Job commitment of Secondary school OBC teachers are dependent on each other. In another words, the attitude towards teaching profession scores are increases or decreases with increase or decrease in Job commitment scores.
- 3) The attitude towards teaching profession and Creativity of Secondary school OBC teachers are dependent on each other. In another words, the attitude towards teaching profession scores are increases or decreases with increase or decrease in Creativity scores.

- 4) The high or low job-satisfaction directly or indirectly affect the teacher effectiveness. The methods will be deployed to remove the difference of teaching effectiveness among the teachers. Efforts should be made to increase the job satisfaction level among the teachers.
- 5) The attitude towards teaching profession and Institutional Climate of Secondary school OBC teachers are dependent on each other. In another words, the attitude towards teaching profession scores are increases or decreases with increase or decrease in Institutional Climate scores.
- 6) The non-committed, dissatisfied workers are the biggest danger as it leads to absence of enrichment, fulfillment of schools goals and objectives. According to Mwamwenda (in Badenhorst, George & Louw, 2008), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work.
- 7) Teachers' opportunities for promotion are also likely to exert an influence on job satisfaction. By supporting this Robbins (1998) maintains that promotion opportunities provide for personal growth, increased responsibility, and increased social status. Limited or lack of opportunities of teachers for promotion affects educational outputs negatively. According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Monetary and other kinds of equitable incentives encourage teachers' job satisfaction. According to Boone and Kuntz (1992), offering employees fair and reasonable compensation, which relates to the input the employee offers the organization, should be the main objective of any compensation system. Included in the category of compensation are such items as medical aid schemes, pension schemes, bonuses, paid leave and travel allowances. Generally, schools will not be operate smoothly and cannot achieve their objectives and goals if the teachers are not satisfy in their job. Therefore, this study attempts to address the relationships between teachers' job satisfaction and their commitment in Hadiya Zone general secondary schools and to suggest strategies in order to minimize dissatisfaction by examines the factors, analyzed the issues, offered conclusions and provided specific recommendations.

## 11. Limitations of the Study:

- 1) The present study was limited to Kalyana Karnataka region.
- 2) The present study was covered five variables namely attitude towards teaching profession, Job Satisfaction, Job Commitment, Creativity of Secondary school OBC teachers and Institutional Climate
- 3) The present study was restricted to OBC teachers.
- 4) The present study was confined to Secondary school teachers.

## 12. Conclusions

Based on the findings of the study, the following conclusions were drawn. The correlation between teachers' job satisfaction, job commitment, Creativity, Attitude towards teaching profession and Institutional Climate was strong and positive relationship in teachers' respondents. A higher level of teachers' job satisfaction was associated with higher levels job commitment in the study area. But, the level teachers' job satisfaction and their commitment are not satisfactory.



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