

**“A STUDY OF TEACHER’S JOB SATISFACTION IN RELATION  
TO TEACHER ATTITUDE AND TEACHER STRESS”**

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Investigator

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DEPARTMENT OF EDUCATION

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Mysore-570 006

## CERTIFICATE

This is to certify that this dissertation entitled 'A STUDY OF JOB SATISFACTION OF TEACHERS IN RELATION TO TEACHER ATTITUDE AND TEACHER STRESS' is a record of research work done during the academic year 2007 to 2008 under my guidance and supervision in partial fulfillment of the requirements for the Degree of Master of Education (School Management), University of Mysore, and this dissertation has not been submitted for the award of any other degree or diploma.

Place: Mysore

Date: 30<sup>th</sup> April 2008

GUIDE



## DECLARATION

I hereby declare that this dissertation entitled 'A STUDY OF JOB SATISFACTION IN RELATION TO TEACHER ATTITUDE AND TEACHER STRESS' is the outcome of the research undertaken and carried out during the academic year 2007 and 2008, in partial fulfillment of the requirements of the degree of Master of Education (School Management), University of Mysore, Mysore.

The research for the dissertation has been undertaken by me under the guidance and supervision of, Lecturer in Education, RIE, Mysore.

I also declare that this dissertation has not been previously submitted by me or others for the award of any other degree or diploma either in this or any other University.

Place: Mysore

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# **Chapter I: Introduction**



# Chapter I: Introduction

## 1.1 Introduction

(Undoubtedly work has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their lifestyles. Thus, the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' well-being (Baron, 1986).)

(This premise holds for a variety of employees, including qualified educational staff. Indeed, educators' well-being has serious implication for the quality of the education they provide. Satisfied teachers expected to hold their jobs longer, to be able to engage in more responsive, positive and consistent interaction with children, and to influence positively students' performance. Thus, it is easy to understand why burnout and job satisfaction among teachers continues to be an enduring research issue. (Maslach and Leiter, 1999))

The term job satisfaction is complex and multidimensional in nature. There is considerable amount of literature dealing with its complexity and multiplicity. There is no agreed upon definition of what constitutes job satisfaction. Different attempts have been made to define the term within different perspectives. While De Nobile (2003) defined it as the extent to which a staff member has favourable or positive feelings about work or the work environment, Furnham, (1997) and Locke (1976) defined it as positive attitudes or emotional dispositions people may gain from work or through aspects of work. (Faragher, Cass and Copper (2005) added another dimension, by defining it as being the positive emotional reaction and attitudes an individual has towards their job. From these different definitions, we can conclude that the main components of job satisfaction are emotion, attitude and reaction. Conversely, job dissatisfaction, according to Furnham (1997), refers to unhappy or negative feelings about work or the working environment.)

The term job satisfaction refers to the perceived feeling of an employee towards his job. It is a psychological feeling and it has and has both rational and emotional elements. The job satisfaction being a global aspect is affected by large array of variables such as salary,

promotions, age, experience, primary and secondary needs, opportunities for advancement, congenial working conditions, complete and fair supervision, degree of participation in global setting and perception of the employees. Job satisfaction is presumed to wield considerable influence on job performance. (Sisman, 1999,)

According to Singh 2007, one of the most pivotal variables in any organisation is the job satisfaction. A man is a congenial worker and never works in vacuum. A large number of factors determine his influence and to a great extent the quality and quantity of the output. An individual functioning in an organization is affected by the totality of his/her situation. Job satisfaction is therefore the “zest” displayed by an employee.

Teachers who are imparting education must enjoy at least a reasonable amount of job satisfaction. (Teachers have always been held in esteem as ‘nation builders’. Moreover, the teachers in colleges as well as universities send up young students as finished products in the shape of different degree holders in different categories of subjects. This product needs to be prepared and by good and satisfied teachers because only such teachers can produce good citizens who will contribute in the economic, social, cultural, political and other fields of the nation. The low job satisfaction teachers may lead to worse educational standards. (Sisman, 1999,))

(An attitude is an important concept to understand human behaviour. Generally it is defined as a complex mental state involving beliefs and feelings. The word attitude is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. (Susana de Souza Barros and Elia 1997))

(People’s attitudes towards their professions have an effect on their performance. This is also valid for the profession of teaching. Teaching is the most demanding job, since teachers need a long time to see the results of their actions on students. It is perceived as a difficult job among people. It can be said that teachers face several difficulties when they start teaching. When this happens, they start to feel alone and isolated, and they feel that they have to do everything by themselves without any kind of support. Such cases could cause a burnout and negative attitude

towards the teaching profession. In fact, negative attitudes towards the profession can be met in any profession, however, especially in teaching, attitudes of teachers play a crucial role, since negative attitudes can have a negative impact on one's teaching practice. (Susana de Souza Barros and . Elia 1997)

(Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. People feel little stress when they have the time, experience and resources to manage a situation. They feel great stress when they think they can't handle the demands put upon them. Stress is therefore a negative experience. And it is not an inevitable consequence of an event: It depends a lot on people's perceptions of a situation and their real ability to cope with it.)

(Although schools tend to be viewed as microcosms that exist within, but operate separately from, their local communities, they are essentially workplaces for people who choose the profession of teaching. Yet, the experience of stress for teachers is qualitatively different from the work stress experienced by many others in the work context. Van Der Linde (2000) describes teaching as characterised by great responsibility, with no freedom to leave the classroom for more than a few moments, and pressure to control one's emotions. In the school setting, this gives rise to what has been described elsewhere as 'communities of coping', where there is little respite from the relentless demand for emotional labour (Korczynski, 2003)

## **1.2 Need and importance of the study**

(School education is imparted quantitatively and qualitatively by the teachers who have academic excellence and apt training.) Besides these, job satisfaction plays a very major role in imparting excellent education to the students as it acts as a motivating factor. Job satisfaction is a primary requisite for any successful teaching learning process. (It is a complex phenomenon involving various personal, institutional and social aspects.) If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals. (Teachers are arguably the most important group of professionals for a nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs.)

As in every occupation, individuals who are working in the teaching profession are also expected to have certain knowledge, skills and attitudes. Knowledge and skills are the behaviors that teachers should perform while doing their jobs. In other words, knowledge and skills are the efficacies indicating the behavioral standards of teachers. Competency means the necessary features of a profession to be successfully carried out (Sisman, 1999,). Efficacies of occupational teaching knowledge include all knowledge and skills regarding teacher's interaction with students, planning and organizing the lessons effectively, managing the classroom effectively, developing and using rich teaching strategies, and evaluation of learning outputs effectively)

Even though the attitudes are generally assumed within the scope of competency, they should be analyzed separately in terms of their effect on the learning of knowledge and skills because there is a correlation between the attitudes of individuals while attempting to do a job and completing that job successfully. As Sozer (1991) states, in a learning environment where attitude formation is not taken into account, the possibility of having great difficulties in the occurrence of learning experiences and realization of teaching activities should not be forgotten. Attitude can be defined as tendencies pushing the individual to perform particular behaviors against particular people, objects, and situations (Demirel & Un, 1987). In this respect, the attitude of the teacher towards his or her profession can be considered as the determinant of his or her behaviors in the profession. On the other hand, the quality of the attitude of the teacher reflects his or her occupational understanding of teaching (Can, 1987). Therefore, examining the student attitude is very important in terms of providing an effective teaching-learning environment and developing functional education programs (Yasar, 1985). In formal education, since students go through the learning process face-to-face, they gain the necessary efficacies within the interaction between both the teacher and other students. In this respect, determining the attitudes of teacher candidates towards teaching profession and their perception levels of teaching efficacies are of great importance. The attitudes of teacher candidates regarding teaching profession and their perception levels of teaching give some clues in a way concerning the effectiveness of their teaching and student achievement.

Teachers play the most important role in the teaching learning process. No system of education can rise above the level of its teachers. According to Singh 2007, in the modern time female teachers work under time female teachers work under varying amounts of stress and strain. As an outcome of stress and dissatisfactions, they lose interest in their professional responsibilities and

consequently students preparation for future life gets adversely affected. Stressful and dissatisfied teachers are likely to have less attachment with their institution and less dedication to their profession. Their low level of involvement unfavourable work values and dissatisfaction with teaching is detrimental for the interest of teaching as well as student community. This can bad to lowering the standard of education. So it is necessary to understand the stressors fell by primary and secondary teachers and the nature of impact that may be produced by stress on job satisfaction and works values. Singh (2007).

In a survey of teachers by the National Association of Head Teachers (NAHT,2000), 40% of respondents reported having visited their doctor with a stress-related problem in the previous year. 20% considered that they drank too much and 15% believed they were alcoholics. 25% suffered from serious stress related health problems including hypertension, insomnia, depression and gastrointestinal disorders. These factors have a great impact on students learning.

Therefore there is a great need to study the job satisfaction of teachers and teacher stress and attitude of teachers as well as how these variables affect teachers over all performance. Since there isn't any research done so far on Maldivian context it is highly important and there is a great need of this research for educational sector of Maldives. Further more, teacher's job satisfaction, teacher stress and attitude of the teachers towards the school system or towards the teaching learning process is greatly influenced by the school managers. Therefore it is highly relevant and will be useful for the researcher in daily life.)

### **1.3 Statement of the problem**

This research is a study of teacher's job satisfaction in relation to teacher attitude and teacher stress. This will attempt to capture some of the relational dynamics that contribute to teachers job satisfaction, teachers attitude and teacher stress. The combined effect of teachers' attitude and teacher stress will also be examined as variables of teacher's job satisfaction.

## 1.4 Operational definitions

- **Teacher stress:** The experience by a teacher of unpleasant emotions, such as tension, frustration, anger and depression resulting from aspects of his work as a teacher.
- **Job satisfaction:** Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job.
- **Teacher attitude:** means the teachers prevailing tendency to respond favourably or unfavourably towards teaching

## 1.5 Objectives of the study

1. To study the job satisfaction of secondary schools teachers.
2. To study the attitudes of secondary school teachers towards teaching.
3. To study the teacher stress of secondary school teachers.
4. To study the job satisfaction of secondary school teachers in relation to teachers attitudes.
5. To study the job satisfaction of secondary school teachers in relation to teacher stress.
6. To study the job satisfaction of secondary school teachers in relation to teacher attitude and teacher stress.

## 1.6 Hypothesis

1. There will be a significant relation between teacher job satisfaction and teacher attitude.
2. There will be a significant relation between teacher job satisfaction and teacher stress.
3. There will be a significant relationship between the job satisfaction of teachers and attitude of teachers and teacher stress.

## 1.7 Delimitations

The central focus of this research pertains to teacher's job satisfaction in relation to teacher's attitude and teacher stress of the secondary school teachers of Male. This will not attempt to address issues associated with elementary school and middle school teachers and also teachers from other parts of the country, which are beyond the scope of this research. This research will be

confined only to the secondary school teachers of Male (which is the Capital of the Republic of Maldives)

## **1.8 Resume of the succeeding chapters**

The rest of the chapters will deal with the review of the related research studies, methodology adopted and mode of data collection, analysis and interpretation of the data followed by conclusions and discussion. They will be presented in the following order.

Chapter II: Review of the Related Literature, looks into those studies that have bearing upon the present study.

Chapter III: Methodology of the Study, how the investigator collected data, the sampling procedure and the tools used.

Chapter IV: Data Analysis, presentation of data obtained, analysis and interpretation.

Chapter V: Summary and Conclusion and Suggestions.

## **1.9 Conclusion**

In this chapter a general introduction of the report followed by need and importance of the study has been discussed in detail. Further more this chapter has dealt with the statement of the problem, objectives of the study, delimitations of the study and hypothesis. Operational definitions of the terms and resume of the succeeding chapters have also been presented. The following chapter will present review of related literature.

## **Chapter II: Review of the Related Literature**



## Chapter II: Review of Related Literature

### 2.1 Introduction

Any research can arise only from a strong foundation of knowledge in that area. Such accumulated and recorded knowledge is available in the form of theoretical and research literature. A careful review of such literature related to the research problem is an important step in educational research. Review of related literature helps researcher to make sure that the selected problem has some importance in present stage. According to Best and Kahn “ review locates comparative data useful in the interpretation of results”. It is an indispensable step for the researcher as it gives him deeper insight and understanding of his/her problem. According to Best and Kahn “ a familiarity with literature in any problem area help the student to discover what is already known, what others have attempted to find out, what method of attack have been promising or disappointing and what problems remains to be solved”.

This chapter of related literature covers studies conducted in the field of teachers job satisfaction, teacher attitude and teacher stress. The studies reviewed are described as given below under different sections.)

### 2.2 Studies related to Job satisfaction of teachers

**Padmanabhaiah**, (1986) conducted a study of Job Satisfaction and Teaching Effectiveness of Secondary School Teachers. The objectives of the study were (i) to estimate the general level of dissatisfaction among secondary school teachers, (ii) to find out the influence of personal and demographic variables on teachers' job satisfaction or dissatisfaction, (iii) to find out the relationship between job satisfaction and job-related variables, job satisfaction and (job discrimination index and job involvement), and general satisfaction variables (family satisfaction and life satisfaction), (iv) to identify the personality factors which influenced the level of job satisfaction of teachers, (v) to develop an instrument for measuring teaching effectiveness, (vi) to find out the influence of personal and demographic variables on teaching effectiveness, (vii) to find out the relationship between teaching effectiveness and each one of the job related variables and general satisfaction variables, (viii) to identify the personality characteristics that contributed to or affected teaching effectiveness, and (ix) to develop multiple regression equations in order to

predict job satisfaction and teaching effectiveness, a total of 960 secondary school teachers (from 180 schools situated in both rural and urban areas) from all the three regions of the state served as subjects for the study. In all, 180 heads of institutions and 2160 students were used for obtaining the ratings on the teaching effectiveness of 960 teachers included in the sample.

The major findings were: (1) The teachers in general (72 per cent) were dissatisfied with their job. (2) The teachers in general were satisfied with the factors of job satisfaction-HM, suitability, students and co teachers and were dissatisfied with factors like policy matters, physical facilities, and management policies, nature of work and activities of others. (3) All the personal and demographic variables, except the variable 'Qualifications of the teachers', could significantly influence the level of satisfaction with various job factors but not the total job satisfaction. (4) Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction. (5) There was no significant difference between the teachers working in rural and urban areas in their level of satisfaction/dissatisfaction with their job as a whole. But the two groups were significantly different in their level of dissatisfaction with policy matters and management policies. (6) The teachers working in high schools were significantly more dissatisfied with physical facilities than those working in junior colleges. This may be due to very poor physical facilities existing in most of the high schools. (7) Married and unmarried teachers were significantly different in their level of satisfaction with only three job factors, viz., policy matters, suitability and students. (8) The three groups of teachers with low, average and high discrimination indices were significantly different in the level of their satisfaction with all the jobs factors as well as with their job as a whole. (9) Among the 16 Personality Factors described by Cattell, Factors C, L, N and Q2 and the other personality factor, Neuroticism of the teachers, could significantly influence their level of job satisfaction. (10) Among the 11 personal and demographic variables studied, only five-region, designation, age, experience and size of the family of the teachers could significantly influence' the level of teaching effectiveness.

**Rao and Sridhar**(2003), conducted a survey to identify the job satisfaction of secondary school teachers in New Delhi. They found out that, the secondary school teachers are with good job satisfaction. There is no significant influence of age, sex, experience, qualifications, teaching

subjects, location of the school, and type of management on the status of job satisfaction of teachers.

**Tasnim and Shamima (2006)** from The University of Bergen conducted a study in schools of Bangladesh, to find job satisfaction among female teachers. The prime aim of this study is to find out the teachers' perception of 'job satisfaction' and to identify the factors that affect job satisfaction of female teachers. To fulfil these aims 57 teachers from 7 government run schools in urban and rural areas have been selected. Among the selected teachers 25 are male and 32 are female teachers. Both open-ended and close-ended questionnaire are used to get the answer of the research questions. Fredrick Herzberg's theory of motivation, power distance and masculinity-femininity theory of Hofstede, teachers' job satisfaction model by Linda Evans have chosen to analyse data as well as variables. The empirical study has found some factors that affect job satisfaction of both male and female teachers. The factors are salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it are same to the male and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity-femininity and power distance model of Hofstede. It is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

**Crossman and Harris (2006)** from University of Surrey, Guildford conducted a study on job satisfaction of secondary school teachers. The study reports on a study that examined job satisfaction among secondary school teachers in different types of secondary school. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analysed by age, gender and length of service.

**Steven Liu** from Department of Educational Studies, University of South Carolina, Columbia **and Ramsey** from the Management Department, University of South Carolina, Columbia (2006) conducted a study on teachers job satisfaction. The study examined teachers' satisfaction with various aspects of their job through multilevel analyses of national surveys conducted in the

United States. The data came from the National Centre for Education Statistics Schools and Staffing Survey for 1999–2000 and Teacher Follow-up Survey for 2000–2001.

**Abu-Saad** from the Department of Education, Ben-Gurion University of the Negev, Beer-Sheva, Israel and **Hendrix** from the Department of Educational Policy and Administration, University of Minnesota, U.S.A. (1999) conducted a study on Organizational climate and teachers' job satisfaction in a multi-cultural milieu: The case of the Bedouin Arab schools in Israel This study examines the relationship between job satisfaction and organizational climate in the elementary schools of the Bedouin Arab community in southern Israel. The school represents a relatively new organization, of Western origin, in this very traditional Arab community, which is now a part of the modern, western-oriented state of Israel. The results revealed teachers' satisfaction with work itself as the dominant job satisfaction factor, and principal leadership as the dominant organizational climate factor. The findings of the multiple regression further revealed that: (1) the organizational climate factors of principal leadership and autonomy on the job were significantly related to teachers' satisfaction with work itself; and (2) the interaction between principal leadership and teachers' intimacy was significantly related to both job satisfaction factors (work itself and social needs).

### **2.3 Studies related to attitude of teachers towards teaching profession**

**Osunde and Izevbigie(2006)** conducted a research of an assessment of teachers' attitude towards teaching profession in Midwestern Nigeria. The study attempted to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. Results of the study indicated that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status. Some recommendation to enhance the image and status of the Nigerian teachers and the teaching profession were made.

**Saran (1975)** did a study of teachers attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience. The sample consisted of 1000 teachers, 510 were male and 490 female teachers. It was found that the attitude of teachers towards the teaching profession was positive. It was also found that the attitude towards teaching profession was not positively related to experience in the teaching profession as well as age. Level of education had no relation ship with attitude of teachers.

**GCPI (1981)** carried out a study of relationship of academic achievement with attitude towards teaching among teacher trainees in Allahabad. The main objective of the study was to find out the relationship between academic achievements with attitude towards teaching among teacher trainees enrolled in the L.T course. All the ninety teacher-trainees enrolled in the L.T course of the Government Central Pedagogical Institute, Allahabad, during the 1980-1981 session, constituted the sample. The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher- trainees.

**Mehrotra (1973)** conducted a study titled as effect of teacher education programmes on the attitude of teacher towards teaching profession. The study was undertaken to see the impact of the Bachelor of education course on the attitudes of those who had gone through it. Findings revealed that attitude of those who completed the course was more favourable than that of those who did not. It was also found that the attitude was more favourable with higher age group and also the attitude became more positive with more teaching experience.

**Sukhwal (1977)** conducted a study of attitude of married lady teachers towards teaching profession. The objectives if the study were , to asses the attitude of married lady teachers towards the teaching profession and to study the problems of married lady teachers with reference to their dual role in their home and in their profession. The study was conducted among 500 married teachers from the government girls' secondary schools of Rajasthan. It was found that trained teachers' posses favourable attitude than untrained teachers. Higher the age, the greater was the increase in the degree of favourableness in attitude towards teaching profession.

A research done by **Bhalla, Jajoo and Kalantri ( 2002)** assessed the attitude of 31 teachers working at MGIMS. Twenty one of them were of the rank of Reader and above and had more than five years teaching experience. Ten were of the rank of lecturers with three years of teaching

experience. The assessment was done by a likert type scale containing 20 items on various aspects of teaching. All the participants were given the scale and requested to mark the agreement or otherwise on a scale, which included; strongly disagree, disagree, cannot say, disagree, strongly agree. The mean score was 3.808, which indicates a positive attitude. Their conclusion was that there was not much difference in attitude of teachers in different group. Thus indicating that the study group had predominantly positive attitude for most of the items. This positive attitude helps the teachers to be role model for the future generation of students.. 48464

**Asif. M, (2006)** conducted a study on the attitude of training secondary school teachers in Punjab. An attitude scale was constructed and validated using Likert Method to measure the attitude towards teaching profession. Statements with moderately positive and negative effect were collected. The statements were arranged on a five-point scale. The final statements were selected after item analysis and judgmental validity. The scale was tried out through pilot testing before final administration. The sample was drawn from all the secondary school teacher-training institutions of Punjab. The sample consisted of three groups named as, final, mid and new groups. Twenty-five, each male and female students were randomly selected from all the groups. It was tried to give equal participation to male and female students of the institutions having coeducation system. The attitude scale consisted of sixty-six items was administered to the selected sample. The responses were scored. Group means and t-values were computed for determining the significance of difference between the means. The chi-square was calculated to measure the overall attitude of respondents towards teaching profession.

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In the light of comparisons undertaken, it was found that the teacher training institutions were not successful in developing the professional attitude of prospective secondary school teachers. The trend in the development of attitude among female students was slightly greater than the male students. Three years teacher training programme was more successful than one year and two years programme. The parents' profession had no effect on the development of attitude. Teacher training programmes need re-evaluation and reorganization to remove the drawbacks. The teaching staff of teacher training institutions needs re-evaluate their own attitudes toward teaching profession as well as their overt behaviour toward the prospective teachers. The traditional selection criterion for admission in teacher training should be changed. The aptitude test should be conducted for admission by the teacher training institutions to identify those





students who are inclined towards teaching profession. The duration of teacher training should be lengthened to develop a favourable attitude of student teachers towards teaching profession.

## 2.4 Studies related to teacher stress

(Johnstone, M. (1993) from the Scottish Council for Research Education (SCRE) carried out a study, commissioned by the Educational Institute of Scotland (EIS), teachers' workload and associated stress. The survey looked at the hours teachers worked during a specific week, the tasks which filled these hours, and whether the teachers felt stressed during that week. The teachers also completed a questionnaire used in industry and with other professional groups to give a general picture of stress. This enabled teachers' scores to be compared against scores from other occupations. The findings are summarized below. The information from the Workload Diary indicated that people were recording, on average, an extra day's work over the seven days of the survey week. People were willing to give their own time but, as longer hours were worked, their personal limit of what was reasonable was being broken. The longer the hours worked, the more day-to-day stress was reported. The largest part of day-to-day stress was attributed to workload, in particular tasks classroom teachers saw as less central to the job of teaching, or tasks senior promoted staff saw as peripheral to the school. A survey can only give a broad picture - but the broad picture here is of an occupational group putting in on average an extra day's work in a quiet period of the year; reporting between three and five occasions of stressful feelings in that week; and registering high scores on a measure of occupational stress.

Magro in 2007 conducted a study titled as Teacher burnout: stress and the teaching profession. He found out that burnout is a recently discovered occupational pathology. It is seen as the result of chronic stress in the workplace. Research shows those in the helping professions are at major risk for burnout as they are in continual contact with difficult people. Burnout occurs when the professional becomes overly involved in his work leading to emotional exhaustion. The teacher as one of the helping professionals is also at risk. Many teachers in this country see themselves as disqualified and operate in a climate of chronic dissatisfaction with their work. This creates fertile terrain for the growth of this particular pathology

**Punch, and Tuetteman** (1996) conducted a study on Reducing teacher stress: The effects of support in the work environment. This article investigates the effects of the level of support teachers receive on the reduction of stress which they experience associated with four factors in the work environment. The four factors, or stressors, are inadequate access to facilities, the intrusion of school work into out-of-hours time, student misbehaviour and excessive societal expectations. The two aspects of support are the support teachers receive from colleagues, including the principal, and the amount of praise and recognition they receive. These two variables are potential distressors. The hypothesis tested here is that, while the four stressors promote levels of teacher distress, the build-up of stress can be reduced or countered by supportive relationships within the work environment, and by teachers receiving acknowledgement of the work they do. At a time when teacher distress and 'burn-out' are at high levels it is important to identify factors which reduce stress, particularly factors in the school environment which are amenable to manipulation.

**Miu Ling** (1991) conducted A Study of Occupational Stress among Hong Kong Aided Secondary School Teachers. It was found that teacher background characteristics were related to job strain. Teachers of lower forms and of higher professional rank suffered from high level of strain in job dissatisfactions. Younger teachers reported a high level of strain in bodily and affective complaints. The results of the study confirmed that all measures of job stress were found to have significant and positive correlations with job strain. Supervisor and coworker support was negatively and significantly correlated with job stress in needs deficiency and job future ambiguity. Needs deficiency was predicted by coworker and supervisor support, whereas job future ambiguity by coworker support only. The findings show that social support has main or additive effect on teacher stress. The study also indicated that social support had main effect on strain. All types of social support were negatively and significantly correlated with strain in job dissatisfactions. Moreover, supervisor and coworker support was found to be predictive of job dissatisfactions.

**Australian Council for Educational Research (2006)** conducted a case study of teacher stress at a Victorian primary school. This study presents the case study of a culturally diverse, inner suburban, primary school located on a government housing estate. It was reported that high



levels of stress amongst the teachers at the school and find evidence of professional bureaucratic conflict. Two main findings are reported. First, that teacher stress is attributed to a combination of factors: the unique school characteristics which are not fully acknowledged by the governing bureaucracy; the ensuing professional-bureaucratic conflict resulting from a lack of acknowledgment and inadequate resourcing; and importantly, tensions relating to professional values and standards. Second, that stress can be somewhat ameliorated by the use of proactive teacher and whole-school responses, and that further reduction of stress requires a systemic response.

**Abel and Frederick (1997)** Learning Style and In-service Teacher Stress: Is There a Relationship and What Can Be Done about It? The purpose of this study was to determine if there was any relationship between an individual teacher's preferred learning style and the amount of exhibited total stress. It also sought to determine if there was any specific area of stress, which related to learning style. This was basically a replication of a study done in 1988 using a different population. Seventy-seven teachers from Northwest Georgia were administered the Wilson Stress Profile for Teachers (WSPT) and the Gregorc Transaction Ability Inventory. Analysis of Variance (ANOVA) tested data for any relationship among learning style and stress levels. ANOVA was also used to see if there was any relationship between learning styles and individual areas of stress as measured by the WSPT. T-tests were used to see if there was any relationship between stress levels and the abstract-concrete and the random-sequential continuum. Conclusions are: (1) that Georgia teachers as a group, are moderately to highly stressed, much more so than the 1988 study's population of Montana student teachers; (2) there is a very limited relationship, if any, between learning style and stress levels; and (3) larger sample sizes might reveal significance in the areas of interpersonal conflicts and stress management techniques. (Author/JD)

## **2.5 Studies related to job satisfaction and teacher attitude**

**Peterson, and Richard (1979)** conducted a study titled as 'teacher Attitudes toward Professionalism, Job Satisfaction and Collective Negotiations: A Cross Cultural-Study'. This research explores the interrelationships between the attitudinal variables of job satisfaction, professionalism, and collective negotiations within a cross-cultural context. Questionnaires were

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developed and sent to over 2000 public school teachers and principals (primarily secondary school level) in the State of Washington and Sweden. Usable responses were received from 1,054 teachers and principals. The Porter and Lawler subtractive method of ascertaining attitudes was employed which allowed for analyzing need deficiency scores. Six major hypotheses were tested by means of correlation analysis and analysis of variance. The significant findings were: (1) a positive relationship between attitudes of Washington teachers and most demographic characteristics (age, sex, and amount of teaching experience particularly strong); (2) highly positive relationships between level of satisfaction with a global variable and specific responses to the other two variables (for all combinations of job satisfaction, professionalism, and collective negotiations); (3) significant differences between the Swedish and Washington secondary school teachers on need deficiency scores for approximately three-fourths of the questions; (4) significant differences between perception of teacher attitudes held by principals and the attitudes of secondary teachers themselves;

**Goyal (1980)** conducted a study of the relationship among attitudes, job satisfaction, adjustment and professional interests of teachers in India. It was found that a large number of teachers have favourable attitude towards their job. Attitude and job satisfaction of different groups did not differ significantly. Attitude, job satisfaction and occupational adjustments are related to one another. Job satisfaction could be predicted by attitude and occupational adjustments.

## **2.6 Studies related to job satisfaction and teacher stress**

**Maria and Ioannis (2008)** conducted a study titled as 'Burnout, Job Satisfaction and Instructional Assignment-Related Sources of Stress in Greek Special Education Teachers'. A sample of 127 Greek special education teachers at the primary school level was tested with the Maslach Burnout Inventory, the Employee Satisfaction Inventory, and the Inventory of Job-related Stress Factors (an instrument created for this study). Results indicated that Greek special education teachers reported average to low levels of burnout. They reported moderately high levels of satisfaction with their job, the principal, and the school organisation as a whole; they also reported average satisfaction with work conditions and low satisfaction with prospects of promotion and pay. Four factors were identified on the job-related stress factors: teaching in a

multi-category classroom, programme organisation and implementation, assessment of students, and collaborations with other special education experts and parents. The special education teachers perceived none of these issues as particularly overwhelming. Moreover, few significant effects of age, gender, and family status were identified. The above results are consistent with other studies that have focused on Greek regular education teachers, which have indicated that, in general, this group do not experience high levels of occupational stress.

✓ **Chaplain (1995)** conducted a study entitled, "Stress and Job Satisfaction: A Study of English Primary School Teachers." This study was examining different variables hypothesized to affect job satisfaction and job stress. A total of 267 subjects from the Eastern and Northern regions of England participated in this study. A random sample consisting of 35 of the returned surveys were used to conduct interviews with some of the participants. A stress scale, job satisfaction scale, and biographical information sheet were included in the questionnaire packets. In regards to years of teaching experience and job stressors; teachers with less experience were found to be experiencing a significantly greater amount of job stress than others. An interesting pattern was found in relation to years of experience and job satisfaction. The extremes of experience (least and most) were found to have the highest levels of job satisfaction, and the mid-range was found to have significantly lower amounts of job satisfaction.

## **2.7 Implications of researches reviewed for the present study.**

The review of related literature helped the researcher to select the topic and framing the hypothesis. The reviewed studies revealed that many researches – both qualitative and quantitative reaches were conducted in the area of teacher's job satisfaction, attitude and stress. Review also helped researcher to select the suitable methodology, tools and techniques for this study. The review also gave the researcher an insight for preceding the work in a better way.

## **2.8 Conclusions**

This chapter has reviewed literature related to the current study. Researches done on the area of job satisfaction, attitude and stress of teachers have been discussed in detailed. The methodology adopted, the data collection procedures and the sample of the study are represented in the following chapters.

# Chapter III: Methodology

## **Chapter III: Methodology**

### **3.1 Introduction**

This chapter describes various methods employed in the measurement of variables in order to verify the hypotheses. It provides the details of the sampling procedure and locale of the study. A detailed description of the tool, scoring procedure other related methodological details constitute the content of this chapter.

### **3.2 Design of the study**

The design of the study utilized quantitative data. Data was obtained via a lickert type rating scales. Three different scales were used to obtained the required data.

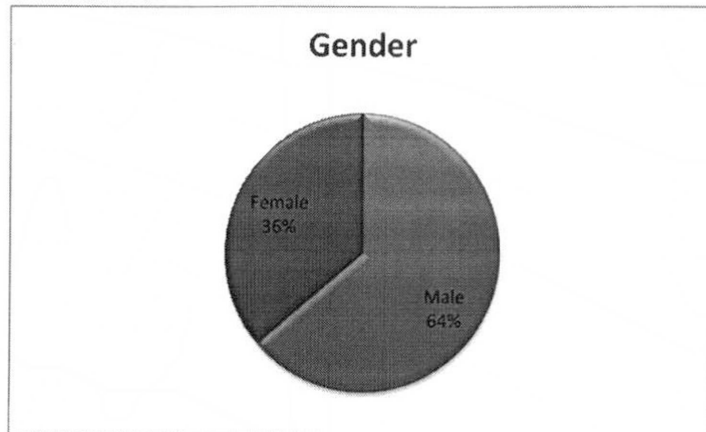
The study is a correlation study in which the dependent variable is teachers' job satisfaction and it is correlated with the independent variables (teacher stress and teacher attitude) and also with other selected teacher correlates. Although a correlation design cannot provide a conclusive demonstration of causality, it can yield evidence of possible causal connections between variables classified a priori as independent or dependent.

### **3.3 Characteristics of the Sample**

The island selected for the study was Male, the capital of Maldives. The researcher has selected all the available secondary schools as the sample of the study. From the total population researcher has selected 10%. This 10% was randomly selected and consists of 14 schools.

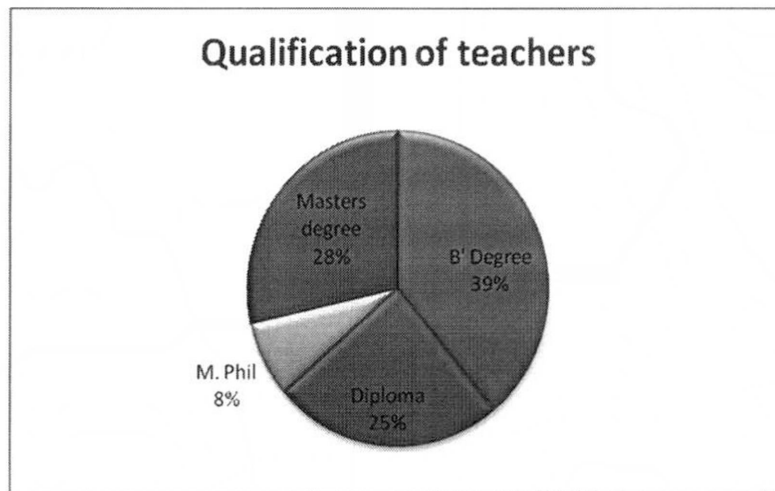
While collecting the data the researcher tried to include equal number of male, female, local and expatriate teachers in the chosen sample. However the sample contained more male teachers than female teachers and more expatriate teachers than local teachers. Pie chart given below hows the percentage of male and female teachers.

**Graph 3.1 shows the percentage of male and female teachers present in the sample**



The sample contained teachers with undergraduate and postgraduate degrees and diplomas. Pie chart below shows the teacher qualification of the selected sample. It shows that 39% of the teachers hold Bachelors degree followed by Masters Degree (28%). 25 % of the sample have diploma certificate and 8 % of the teachers are M. Phil holders.

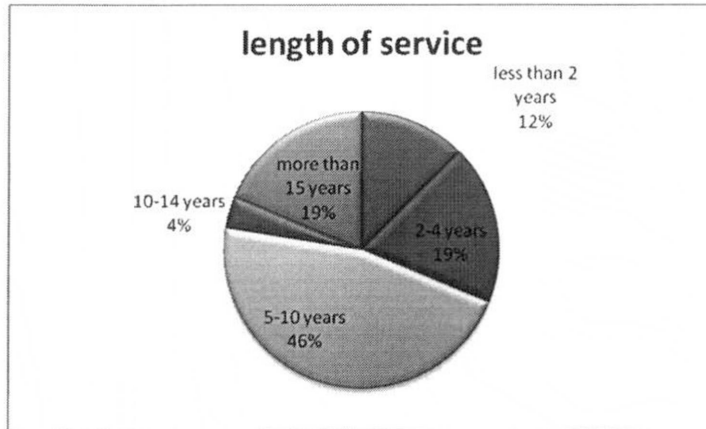
**Graph 3.2 Qualification of teachers of the selected sample**



In addition the sample also includes recently joined teachers and also teachers with lots of experience. This will help the researcher to get accurate picture of how the job satisfaction is affected by the teacher stress and their attitude. Pie chart below depicts the length of service rendered by the teachers of the selected sample. It can be seen that the sample contained 46% of

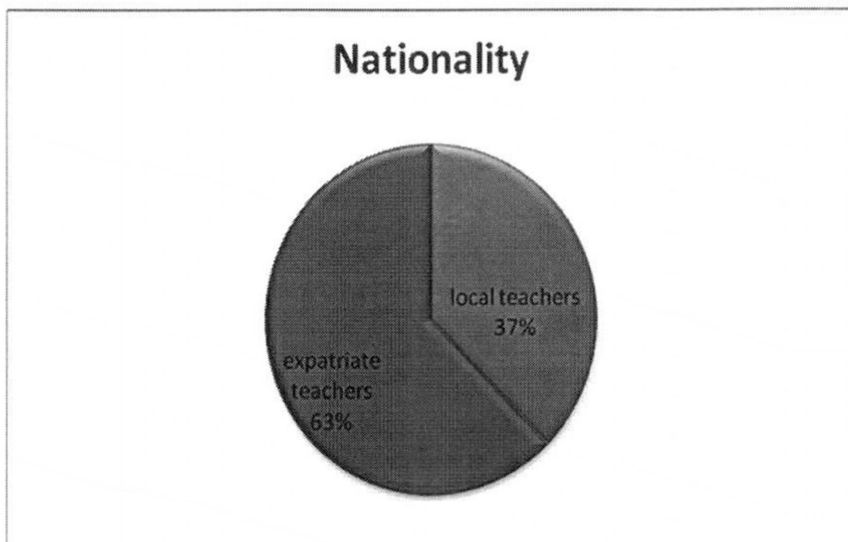
the teachers who have served for 5-10 years. 19% of the teachers have served for more than 15 years and 12% served for less than 2 years.

**Graph 3.3: length of service rendered by the teachers of the selected sample**



Further more the sample also include teachers from both government and non government schools and. 63 % of the sample includes expatriate teachers from India, Sri Lanka and Pakistan. The rest 37% represents local teachers. Pie chart below shows the percentage of local and expatriate teachers.

**Graph 3.4-percentage of local and expatriate teachers**





Sample also contained teachers from various different designations, including heads of departments, teacher grade 3, 4 and 5. This also greatly affects the teachers' job satisfaction because the salary they get is different for different levels.

### 3.4 Tools and techniques

This study involves variables like job satisfaction, teacher stress and teacher attitude. To collect information about these variables the researcher selected three different likert type rating scales, along with an information sheet to find their demographic details. (copies of these rating scales and information sheet will be attached to the Appendix)

The tools used were:

1. **Maslach Burnout Inventory** – Educators Survey (MBI) - The MBI is an appropriate measurement tool because it is developed for the human services and, particularly, education personnel experiencing chronic stress. Respondents are presented with 22 statements and asked to rate how frequently they experience certain feelings about their work. Items are rated on a seven point Likert scale from '0' ("never") to '6' ("every day"),
2. **Teachers job satisfaction scale by Y. Mudgal, I. S. Muhar and P. Bhatia** – the primary aim of this scale is to find out the degree of job satisfaction enjoyed by the teachers. This contains 75 items, items are rated on a 5 point Likert scale from 0 (strongly agree) to 5 (strongly disagree). The sum of these values gives job satisfaction scores for each subject.
3. **Teachers attitude inventory by Dr. S.P Ahluwalia**- this consists of 90 items to identify the professional attitudes of the teachers. Each item alternative is assigned a weight ranging from 4 (strongly agree) to 0 (strongly disagree) for favourable items. In the case of unfavourable items range of weights is reversed that is from 0(strongly agree) to 4(strongly disagree). The attitude score of a subject is the sum of total of item scores of all the six sun scales. The theoretical score is from 0 to 360 with the highest score indicating the more favourable attitude towards teaching and allied aspects.

### **3.5 Data collection**

To administer the tools to the teachers, the investigator had to get permission from Ministry of Education, Maldives in order to visit the schools. Therefore the first thing the investigator did was to get the permission letter from the Ministry of Education of Maldives. After getting the permission letter, the investigator visited all the 14 schools to get permission from the heads of the schools. The number of teachers working in all these 14 schools were identified and the number of teachers to taken from each school were calculated. The investigator chose 10% of the total number of teachers from each of the school.

After the selection of the sample, meetings were held with the selected teachers during their free hours. The investigator discussed and explained the purpose of administration of the tool to the teachers. After discussing the teachers, the researcher distributed the tools to the teachers. The teachers were requested to fill and return the questionnaire after two days.

The investigator visited the schools after two days to collect the filled questionnaires. Unfortunately, only very few of the teachers were able to return the questionnaire on that day. Some of he teachers had even lost the tools. So, the investigator had to give new copies of the questionnaires to these teachers. The investigator also had to make several attempts to a same school to get the filled questionnaires back. This procedure was followed to all the schools.

### **3.6 Locale of the study**

Male' is the capital of Maldives having Primary and Secondary schools. The locale of the study is Male', the capital of Maldives. There are 25 schools in Male'. Among 25 schools, 14 schools are secondary schools. There are five government secondary schools and 9 non-government schools. There are more than 600 secondary school teachers working in 14 different schools of Male.

### **3.7 Conclusion**

In this chapter the process of data collection has been discussed at length. The following chapter deals with the analysis, interpretation and discussion of data.

# **Chapter IV: Data Analysis and Interpretation**

## CHAPTER IV: Analysis and Interpretation

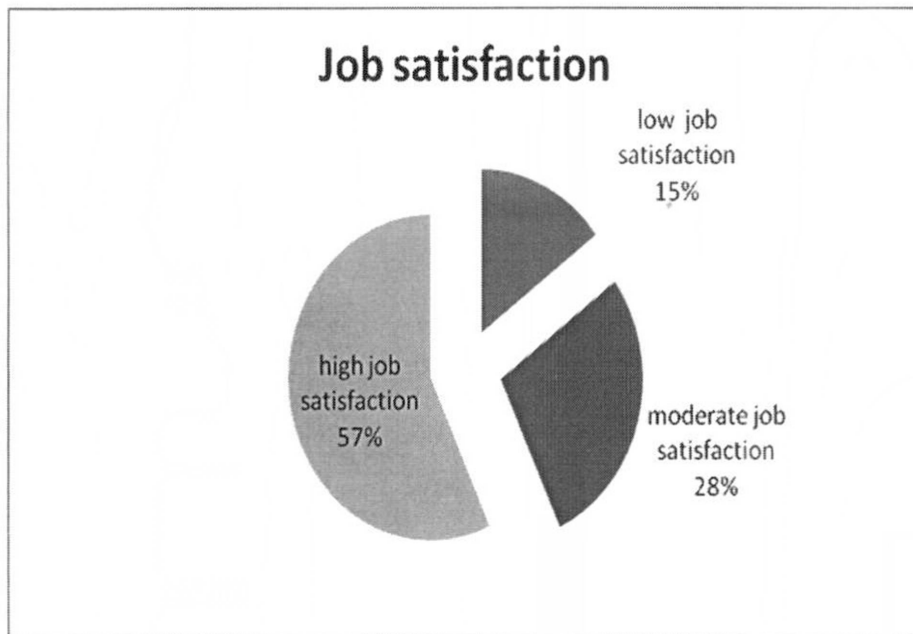
### 4.1 Introduction

In the preceding chapter discusses a theoretical framework to the present study with the analysis of data based on the specific hypothesis and sub hypothesis of broad objectives. The analysis includes both quantitative and qualitative measures with the help of suitable statistical and other methodological procedures.

It also consist the appropriate interpretation of the analysed data and the discussion of the verification of the hypotheses.

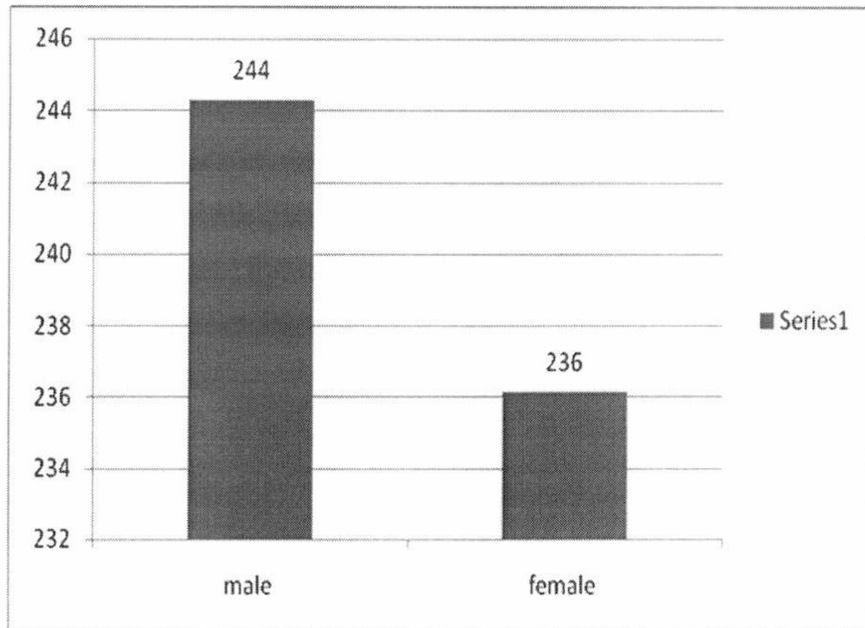
### 4.2 To study the job satisfaction of secondary schools teachers

Graph 4.1 - The job satisfaction of secondary schools teachers



It can be seen from the results that 57% of the sample have very high job satisfaction. 28% of the teachers have moderate job staisfaction and 15% have scored low job satisfaction.

**Graph 4.2- Comparison of Job satisfaction of male and female teachers**

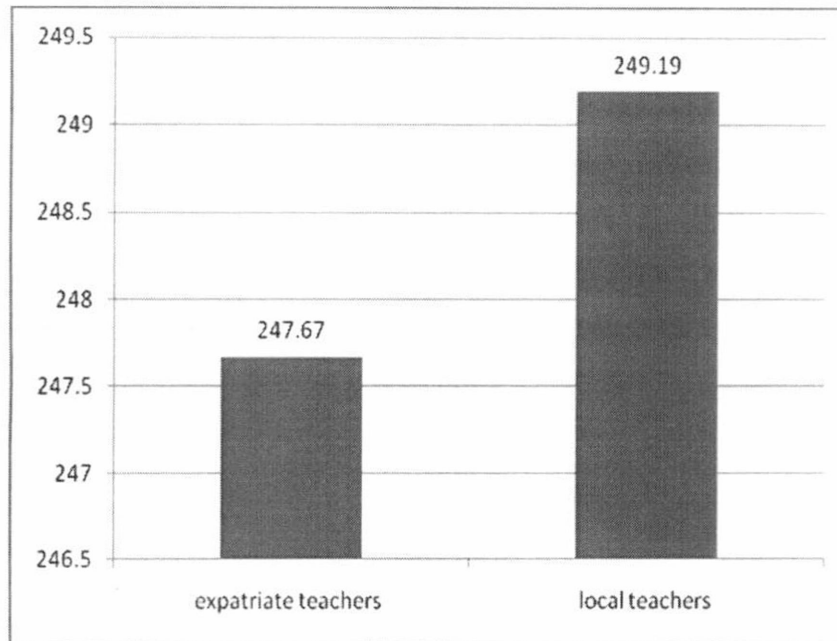


It can be seen from the above graph4.2 that male teachers have scored higher job satisfaction than female teachers. Average scored by male teachers is 244 and female teachers is 236. However, the results obtained for the t – test proves that there is no significant relationship between male and female teachers job satisfaction. The results obtained for the t-test is given in the table below.

**Table 4.1- Relationship between male and female teachers job satisfaction**

	t- test for equality means		
	t	df	Sig. ( 2-tailed)
Job satisfaction	0.039	78	0.969

**Graph 4.3 Comparison of Job satisfaction enjoyed by local and expatriate teachers**

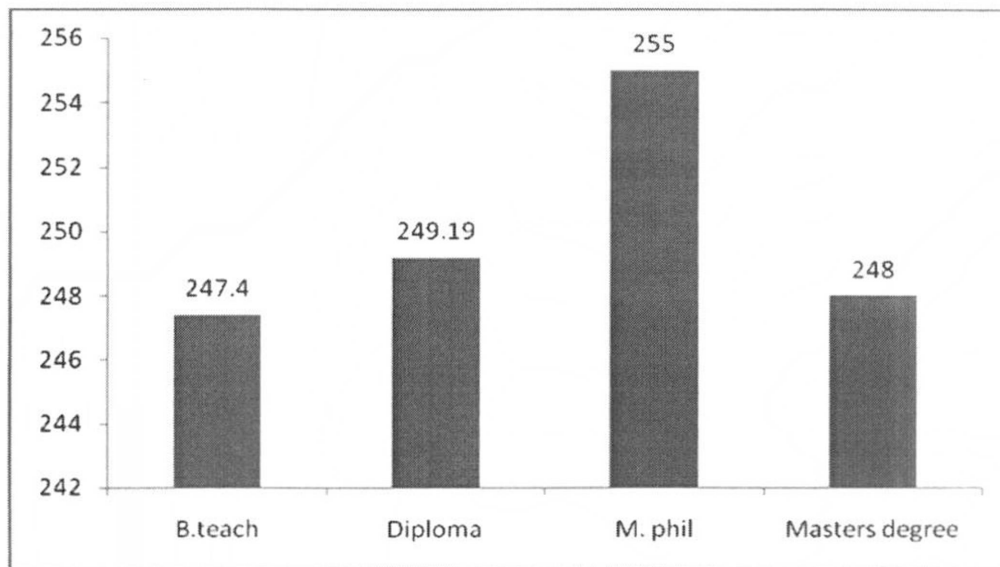


Results shows that local teachers enjoy a higher job satisfaction than expatriate teachers. The value scored by expatriate teacher is 247.67 and and fro local teachers it is 249.19. However, t-test results shows that there is no significant relation ship between local and expatriate teachers job satisfaction. The table below gives the the results obtained. The value obtained is 1.503, which is not significant at 0.05 level.

**Table 4.2- Relationship between local and expatriate teachers job satisfaction**

	t- test for equality means		
	t	df	Sig. ( 2-tailed)
Job satisfaction	1.503	78	0.137

**Graph 4.4- Comparison of Job satisfaction enjoyed by teachers depending on their qualification**

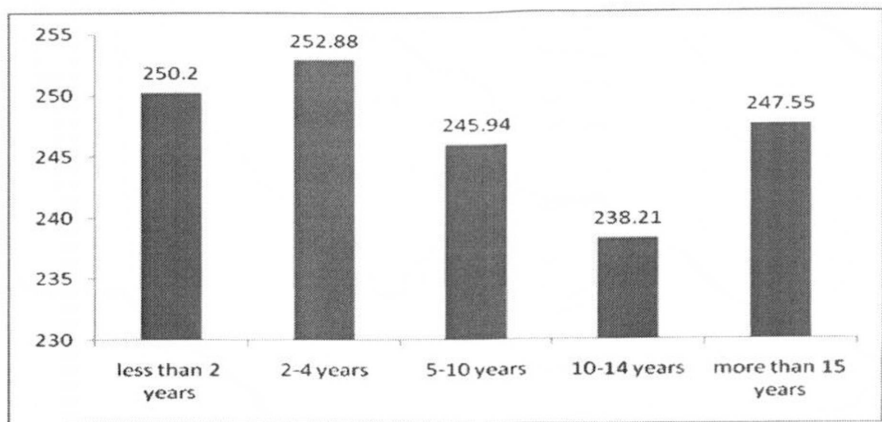


From the graph 4.4 it is observed that teacher who has M.Phil degree enjoys highest job satisfaction followed by Diploma certificates. Teachers with Masters and Bachelors degree enjoy almost same level of satisfaction. However the table below shows that there is no significant relationship between teachers job satisfaction and level of qualification. The F- value appears to be 0.496, which is not significant at 0.05 level.

**Table 4.3- Relationship between teacher qualification and job satisfaction**

		df	F	Sig
Job satisfaction	Between groups	3	0.496	0.686
	Within groups	76		

**Graph 4.5 - Comparison of Job satisfaction enjoyed by teachers depending on their experience**



From the above graph it is evident that teachers who worked between the age of 2 to 4 enjoys the highest level of job satisfaction followed by teachers who worked fro less than 2 years. teachers who worked for more than 15 years have obtained an average score of 247.55 and teachers with 5-10 years of experince have secured the 4<sup>th</sup> most which is 245.94. teachers who worked for 10 -14 years have got the leat score which is 238.21.

The table below shows the relationship between teacher experience and level of job satisfaction. Since the F value obtained is 0.658, it proves that there is no significant relationship between teacher experience and level of job satisfaction.

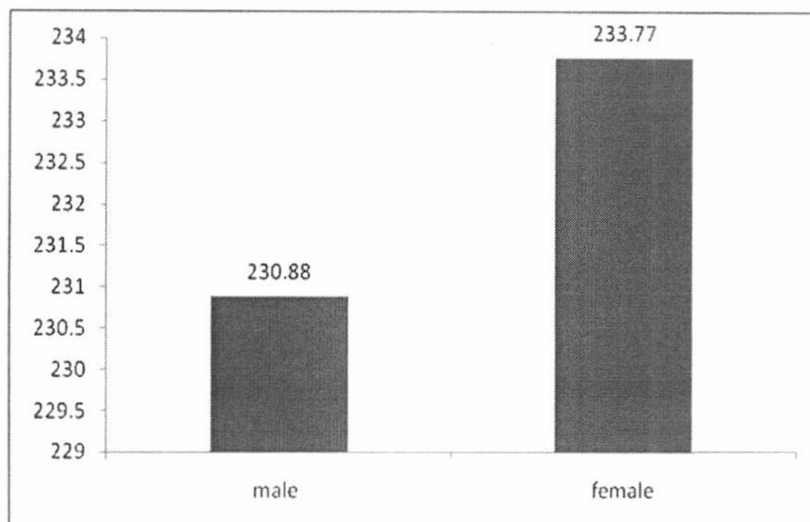
**Table 4.4- Relationship between teacher experience and job satisfaction**

		df	F	sig
Job satisfaction	Between groups	3	0.658	0.581
	Within groups	76		



### 4.3 To study the attitudes of secondary school teachers towards teaching profession

Graph 4.6 Comparison of attitude towards teaching profession by male and female teachers

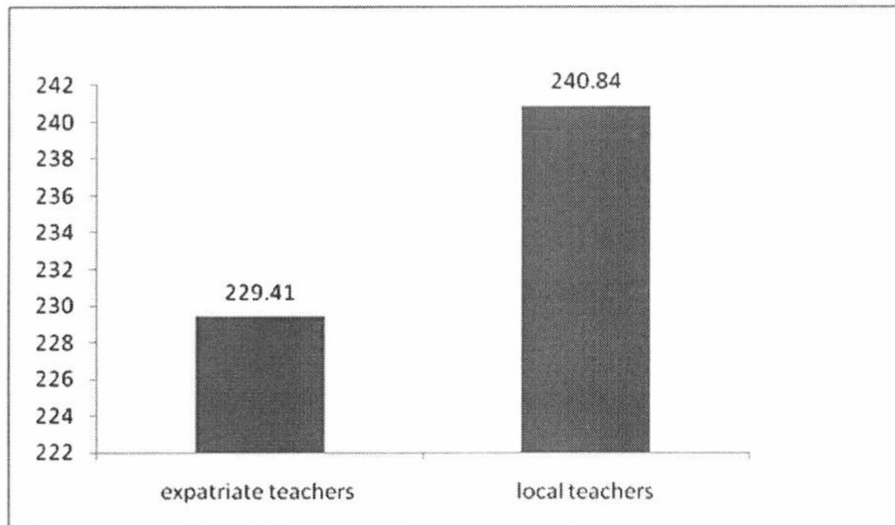


From the above bar graph it can be seen that female teachers experience slightly higher attitude towards the teaching profession than male teachers. The average score obtained by the male teachers is 230.88 and where as for the female teachers it is 233.77. Since the t value obtained is -1.022, which is not significant at 0.05 level, it can be concluded that there is no significant relationship between male and female teachers attitude towards teaching profession. The table below gives the results obtained for the t-test.

Table 4.5 - Relationship between male and female teachers attitude

Attitude	t- test for equality means		
	t	df	Sig. (2-tailed)
	1.022	78	0.310

**Graph 4.7- Comparison of attitude towards teaching profession by local and expatriate teachers**



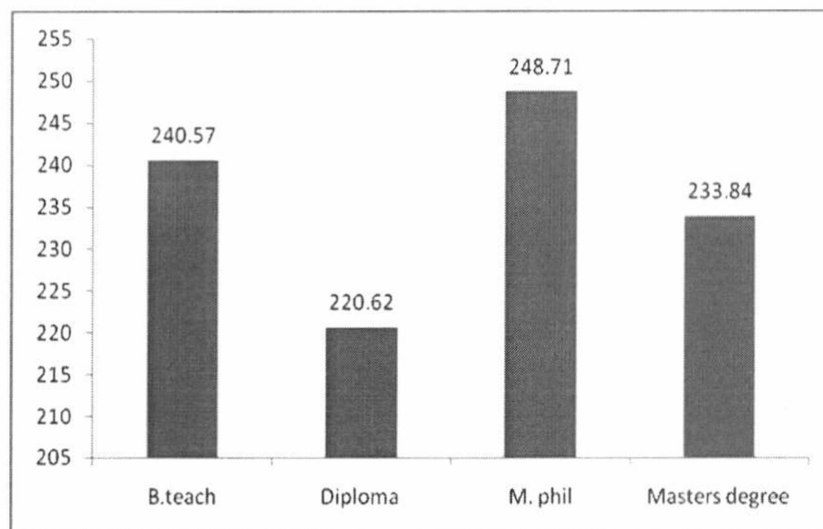
From the graph it can be seen that local teachers have a higher attitude towards teaching profession than expatriate teachers. The average score obtained by the local teachers is 240.84, where as expatriate teachers have scored 229.41.

The table 4.6 given below shows the t- test results which gives a t- value of -0.390. Since this value is not significant at 0.05 level it can be said that there is no significant relationship between local and expatriate teachers attitude towards teaching teaching profession.

**Table 4.6 - Relationship between local and expatriate teachers attitude towards teaching profession**

	t- test for equality means		
	t	df	Sig. ( 2-tailed)
Attitude	0.390	78	0.698

**Graph 4.8- Comparison of teacher attitude towards teaching profession depending on the qualification**

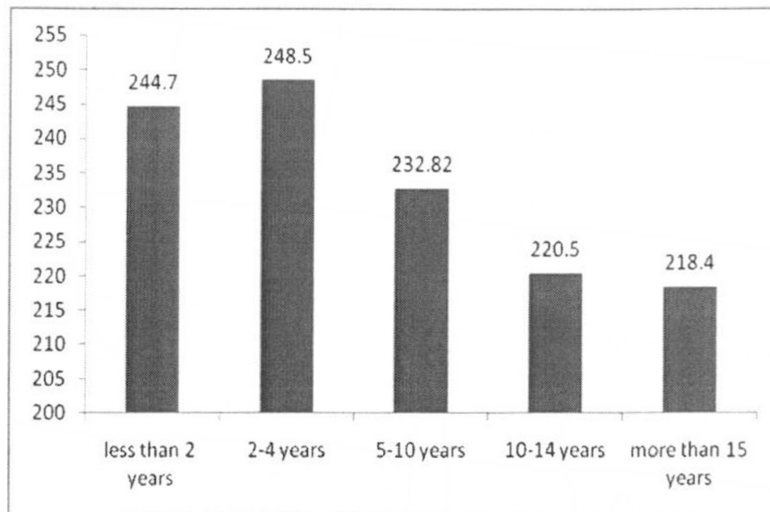


From the above graph it can be seen that M.phil teachers have got highest attitude score, followed by teachers with Bachelors degree and Masters degree. Teachers with diploma certificate hold the least. However when going through the results of one way ANOVA, it can be concluded that there is no significant relationship between teacher qualification and their attitude towards teaching teaching profession, because the F value (2.054) obtained is not significant at 0.05 level.

**Table 4.7 - Relationship between teacher qualification and their attitude towards teaching profession**

		df	F	sig
Attitude	Between groups	3	2.054	0.113
	Within groups	76		

**Graph 4.9- Comparison of teacher attitude towards teaching profession depending on experience**



From the graph 4.9 it can be clearly observed that teachers with 2-4 years of service have scored the highest followed by teachers with less than 2 years of experience and 5 to 10 years of service. Teachers with the experience of 10 -14 years have scored 220.4 as their average score. Teachers with the most experience(more than 15 years) have achieved the least score for attitude.

The table below gives the results obtained for one way ANOVA. The F value obtained is 3.030, which is significant at 0.05 level. Therefore it indicates that there is a significant relationship between teacher experience and their attitude towards teaching profession.

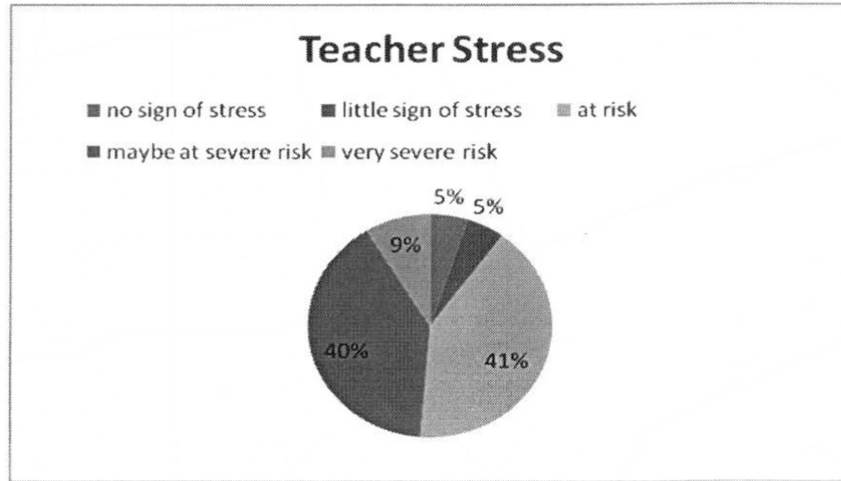
**Table 4.8 - Relationship between teacher experience and their attitude towards teaching profession**

		df	F	sig
Attitude	Between groups	3	3.030	0.034*
	Within groups	76		

\*Significant relationship

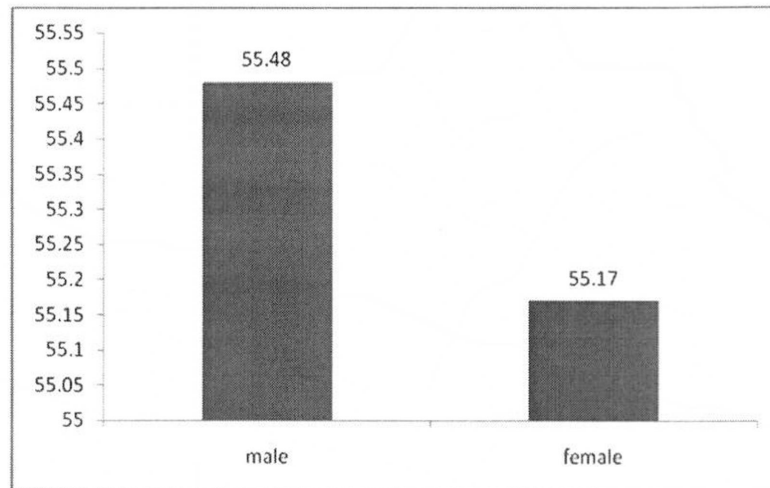
#### 4.4 To Study Teacher Stress

Graph4.10 – Stress experienced by the secondary teachers



From the pie chart it can be seen that 9% of the teachers are at very severe risk of stress. 40% of the teachers maybe at severe risk, 41% of the sampel are at risk, 5 of teachers have shown little sign of stress and 5 % have shown no sighn of stress.

Graph4.11 – Comparison of stress experienced by male and female teachers



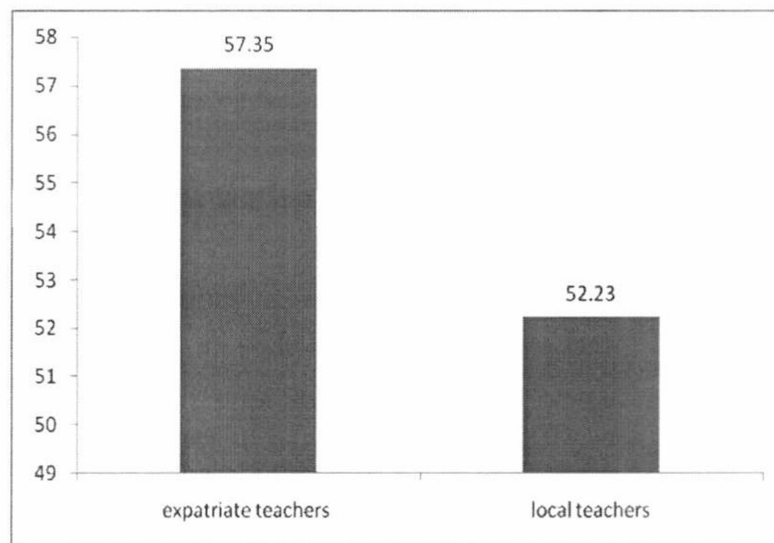
From the graph 4.11 it can be seen that the average score obtained by both male and female is equal. So stress is not affected by gender. The table below gives the relationship between stress

experienced by male and female teachers. The t value obtained is 0.068 which is not significant at 0.05 level. Therefore there is no significant relationship between stress experienced by male and female teachers.

**Table 4.9 - Relationship between stress experienced by male and female teachers**

	t- test for equality means		
	t	df	Sig. ( 2-tailed)
Teacher stress	0.068	78	0.946

**Graph4.12 – Comparison of stress experienced by local and expatriate teachers**



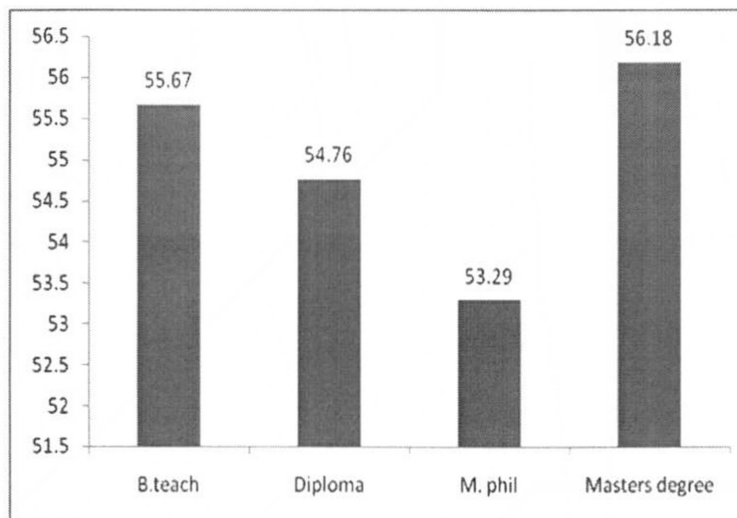
From the results obtained it can be clearly observed that expatriate teachers experience more stress than local teachers. From the above graph 4.12 it can be observed that average score obtained by expatriate teachers is 57.35 and the average score obtained by the local teachers is 52.23. table 4.10 gives the t-score obtained, since the t value obtained is not significant at 0.05

level, it indicates that there is no significant relationship between stress experienced by local and expatriate teachers.

**Table 4.10 - Relationship between stress experienced by local and expatriate teachers**

	t- test for equality means		
	t	df	Sig. ( 2-tailed)
Teacher stress	1.124	78	0.264

**Graph4.13 – Comparison of stress experienced by teachers depending on their qualification**

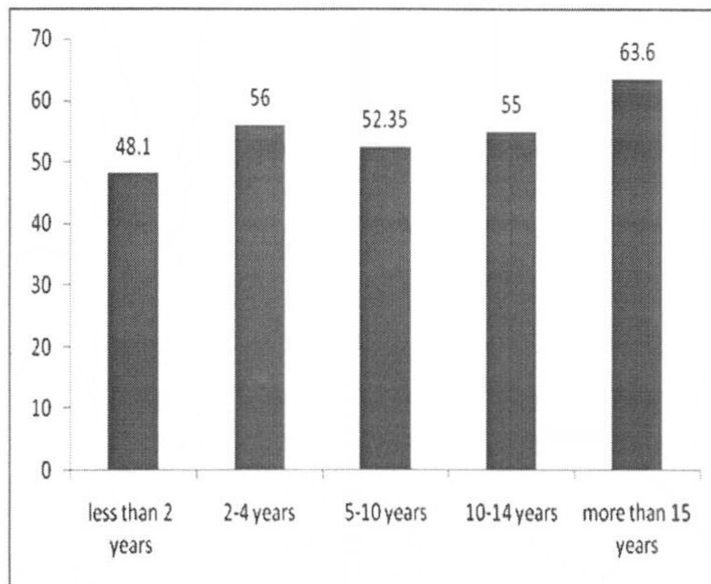


From the graph 4.13 it can be seen that M.phil teachers experience the least stress (53.29), followed by teachers having teaching diploma ( 54.76). teachers having Bachelor of teaching experience average stress score of 55.67 and master degree teachers experience the highest stress with the score of 56.18. From the table below it is clear that the F value obtained is 0.045 which is not significant at 0.05 level. Therefore it can be concluded that there is no significant relationship between teacher stress and teacher qualification.

**Table 4.11 - Relationship between teacher stress and teacher qualification**

		df	f	sig
Teacher stress	Between groups	3	0.045	0.987
	Within groups	76		

**Graph4.14 – Comparison of stress experienced by teachers depending on their experience**



From the graph4.14 it can be seen that teacher stress is not affected by the level of teachers experience. The garaph above gives the average scores obtained for teachers with different levels of experience. It can be seen that there is not much variation in the results. The results obtained for one way ANOVA also agrees that there is no significant relationship between teacher stress and teacher experience. The table below gives the results obtained for one way ANOVA, F value obtained is 1.918 , which is not significant at 0.05 level.



**Table 4.12 - Relationship between teacher stress and teacher experience**

		df	F	sig
Teacher stress	Between groups	3	1.918	0.134
	Within groups	76		

**Hypothesis 1.** There will be a significant relation between teacher job satisfaction and teacher attitude

**Table 4.13 – Correlation between teacher job satisfaction and teacher attitude**

Job satisfaction	Attitude	
	Pearson's correlation	0.489**
	Sig (2-tailed)	0.008

\*\* Correlation is significant at the 0.05 level (2-tailed)

The results obtained show that the value obtained for Pearson's correlation is 0.489, indicating that there is a moderate correlation between teacher job satisfaction and teacher attitude. Hence the value obtained is a positive value, it indicates that there is a moderate positive correlation between teacher attitude and job satisfaction. From the table it is clear that the correlation coefficient between teachers job satisfaction and teacher attitude is significant at 0.05 levels. So the hypothesis is accepted. Therefore it can be states that there is a relation between teachers job satisfaction and teacher attitude.

**Hypothesis 2.** There will be a significant relation between teacher job satisfaction and teacher stress

**Table 4.14- correlation between teacher job satisfaction and teacher stress**

Job satisfaction	Teacher stress	
	Pearson correlation	0.145
	Sig (2-tailed)	0.200

Since the value obtained for Pearson’s correlation is 0.145, it indicates that correlation between teacher stress and job satisfaction is negligible.

From the table 4.14 it can be seen that the correlation between teacher stress and teachers job satisfaction is not significant at 0.05 levels. So the above-mentioned hypothesis is rejected ad null hypothesis is accepted. Therefore it can be said that there is no significant relation between teacher’s stresses and a teacher’s job satisfaction.

**Hypothesis 3** There will be a significant relationship between the job satisfaction of teachers and attitude of teachers and teacher stress.

**Table 4.15: relation between teachers job satisfaction, teacher attitude and teacher stress**

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	738.004	2	369.002	1.301	0.278
Residual	21845.484	77	283.708		

a. Predictors:( constant), teacher stress, Attitude

b. Dependent Variable: job satisfaction.

**Table 4.16: Relation between teachers job satisfaction, teacher attitude and teacher stress**

Model	Unstandardised coefficients		Standardized coefficients	t	sig
	B	Std. Error	Beta		
Constant	254.735	14.881		17.119	0.00
Attitude	-0.055	0.057	-0.109	0.964	0.338
Teacher stress	0.115	0.096	0.135	1.202	0.233

Dependent variable: job satisfaction

From the above tables table 4.14 and 4.15 it can be seen that there is no significant relation between teachers' job satisfaction, teacher attitude and teacher stress at 0.05 level. So the above stated hypothesis is rejected and null hypothesis is accepted. Therefore it can be said that there is no significant relationship between teachers job satisfaction, teacher attitude and teacher stress.

#### **4.5 Summary of Findings**

- There is no significant relationship between male and female teachers job satisfaction.
- there is no significant relation ship between local and expatriate teachers job satisfaction.
- there is no significant relatin ship between teachers job satisfaction and level of qualification.
- there is no significant relationship between teacher experience and level of job satisfaction.
- There is no significant relationship between male and female teachers attitude towards teaching profession.
- There is no significant relationship between local and expatriate teachers attitude towards teaching teaching profession.

- There is no significant relationship between teacher qualification and their attitude towards teaching profession.
- There is a significant relationship between teacher experience and their attitude towards teaching profession.
- There is no significant relationship between stress experienced by male and female teachers.
- There is no significant relationship between stress experienced by local and expatriate teachers.
- There is no significant relationship between teacher stress and teacher qualification.
- There is no significant relationship between teacher stress and teacher experience.
- There is a significant relation between teachers job satisfaction and teacher attitude
- There is a positive moderate correlation between teachers job satisfaction and teacher attitude.
- There is no significant relation between teacher's stresses and a teacher's job satisfaction.
- There is no significant relationship between teachers job satisfaction, teacher attitude and teacher stress.

## **4.6 Discussion**

The main aim of this study is to identify the relation between secondary teachers job satisfaction and their attitude towards the teaching profession, to find out the relation between secondary teachers job satisfaction and the stress experienced by them and also to find the secondary school teachers job satisfaction in relation to their attitude and stress experienced by them. In addition the study also looks into various aspects of these three variables so the researcher would have clear and in depth knowledge about these three variables.

### **4.6.1 Job satisfaction of secondary schools teachers**

It was found that that 57 % of the sample studied enjoys a very high job satisfaction, 15 % enjoys a moderate job satisfaction and 15% of the teachers have low job satisfaction. Based on

these results it can be said that more than half of the teachers enjoy very high job satisfaction and few teachers have low job satisfaction.

However the results also reveal that male teachers enjoy higher job satisfaction than female teachers (mean scores) but the t-test results shows that it has no significant difference. According to a research done by Tasnim and Shamima (2006) shows that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers. Another research done by Titus Oshagbemi (2000), shows that gender does not affect job satisfaction. A reason for higher job satisfaction of male teachers could be that female teachers are psychologically and emotionally weak compared to male teachers. It also could be that female teachers have more responsibilities at home than male teachers. Child rearing and home making are some of the roles they play at home. So they are more likely to have a lower satisfaction than male teachers.

It is evident from the results that local teachers enjoy a higher job satisfaction than expatriate teachers. However there is no significant difference between these two groups. Expatriate teachers in this sample comprise teachers from Sri Lanka, India and Pakistan. It is possible that local teachers are more satisfied than expatriate teachers, because expatriate teachers work under lot of pressure. Especially in secondary schools they face lot of problems in the classroom itself than local teachers. In addition when they have to work in a different country, away from their home and family will also add lot of factors and reasons for their dissatisfaction.

From the results obtained it was observed that teacher who has M.Phil degree enjoys highest job satisfaction followed by Diploma certificates. Teachers with Masters and Bachelors degree enjoy almost same level of satisfaction. However the results shows that there is no significant

relationship between teachers job satisfaction and level of qualification. According to a study done by Gardner and Oswald (2002) shows that average job satisfaction scores decline with education. People with highest level of job satisfaction have no education qualification. People with lowest level of job satisfaction have degree qualification. In addition it says that education have indirect beneficial effects upon job satisfaction because of greater pay. Education is also associated with greater hours of work, which reduce satisfaction. For people with similar pay and hours, satisfaction falls (monotonically) with education. The same patterns of results are found for both men and women, and when we examine those in full-time work alone.

The reasons for this insignificant relationship could be attributed to various reasons, for instance there is not much variation in their salaries, when compared to these educational levels. There is no difference in assigning classes. Based on the experience a diploma holder may enjoy a higher rank and a higher salary than a degree holder. However having a good educational qualification will make the person confident in doing whatever work he/she is assigned to do, and will also add to his/her self satisfaction.

The results also shows an insignificant relationship between teacher experience and level of job satisfaction. In view of this, it can be argued that the findings of this study lend support to a study carried out by Ramatulasamma in 2003, it shows that the association between job satisfaction and personality characteristics is not significant. The sex, teaching experience and financial aid or no-aid from the government to teacher educators do not have any influence on job satisfaction of teacher educators. However a study done by Chaplain (1995) shows that teachers with highest and least experience were found have highest job satisfaction and teachers who fall into mid - range was found to have significantly lower job satisfaction.

Over all it can be said that job satisfaction is not affected by gender, nationality, years of experience, and educational qualification.

#### **4.6.2 Attitudes of secondary school teachers towards teaching profession**

The results obtained shows that there is no significant relationship between male and female teachers and their attitude towards teaching profession. According to a research done by Hussain (2004) shows that gender had no effect on attitude development. However a study done by Duatepe and Akkus-Cikla (2004) shows that female teachers have positive attitude towards teaching than male teachers.

From results obtained it was observed that there was no significant relationship between attitude of local teachers and expatriate teachers. But the obtained mean shows that local teachers have a better attitude than local teachers. This could be attributed to various factors. For instance people always have better attitude for their own country even though it's not the best. So this fact applied here as well and hence local teachers have a better attitude than expatriate teachers.

Results also agree that is no significant relationship between teacher qualification and their attitude towards teaching profession. A research done by McAnuff-Gumbs and Michelle (2006) also agrees that there is no significant relation between teacher qualification and their attitude towards teaching profession.

Length of service was divided into 5 categories that is less than 2 years, 2-4 years, 5-10 years, 10-14 years and more than 15 years. It was found that that there is a significant relationship between teacher experience and their attitude towards teaching teaching profession. A study done by Mehrotra (1973), shows that attitude was more favourable with people of higher age group and also the attitude became more positive with more teaching experience.

#### 4.6.3 Stress experienced by secondary school teachers

From the results obtained can be seen that 9% of the teachers are at very severe risk of stress. 40% of the teachers maybe at severe risk, 41% of the sampel are at risk, 5 of teachers have shown little sign of stress and 5 % have shown no sign of stress. There is considerable empirical support that teachers perceive their jobs to be stressful. In a typical study where teachers completed a self-report questionnaire concerning perceived stressfulness of teaching, 33.6 per cent of teachers rated their job as either 'very' or 'extremely' stressful (Narelle , Valeri and Judy 2003). Other studies have reported similar findings, indicating that approximately one-quarter to one-third of teachers experience a high level of occupational stress. According to Aziz Hj (2000) teachers feel stress because they have to face many disciplinary challenges and social problem. At the same time, they also have to educate the students. On student disciplinary aspect, student acts such as rules obedience, late or not attending class, vandalism, causing noise, bullying, gangster's, etc are normal phenomena in today's school.

Results also agree that there is no significant relationship between stress experienced by male and female teachers. Where as a study done by Antoniou, Polychroni, and Vlachakis (2006) shows that that female teachers experienced significantly higher levels of occupational stress than male teachers.

The obtained results indicates that there is no significant relationship between stress experienced by local and expatriate teachers. However the mean score obtained shows that expatriate teachers obtained a higher score than local teachers. This could be because local teachers are more satisfiaied to work with their own children and their environment with their own



friends. This will help them to be more satisfied than other expatriate teachers, hence they experience less stress than teachers from other countries.

Results also agrees that there is no significant relationship between teacher stress and teacher qualification. However a research done by Baker (2004) shows that the more people earned, and the higher their level of educational qualifications, the more likely they were to feel under stress. Obviously teachers with higher qualification will earn more and hence they are more likely to experience less stress than those who have low qualification.

Results shows that there is no significant relationship between teacher stress and teacher experience. A study done by Malik and Jennifer (1991) also shows a similar trend. They found out that teaching experience did not account for much variance in stress levels.

#### **4.7 Conclusion**

In this chapter the obtained results and its interpretation has been discussed. A summary of major findings and a detailed discussion of the results have also been given. The following chapter deals with the summary and major findings.

## **Chapter V: Summary and Conclusion**

## Chapter V: Summary and Conclusion

This chapter will give a brief overview of what has been discussed in the previous chapters. Furthermore it will also present limitations of the present study and suggestion and recommendations for further studies.

### 5.1 Introduction

Undoubtedly work has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their lifestyles. Thus, the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' well-being (Baron, 1986; Maghradi, 1999).

This premise holds for a variety of employees, including qualified educational staff. Indeed, educators' well-being has serious implication for the quality of the education they provide. Satisfied teachers expected to hold their jobs longer, to be able to engage in more responsive, positive and consistent interaction with children, and to influence positively students' performance. Thus, it is easy to understand why burnout and job satisfaction among teachers continues to be an enduring research issue. (Maslach and Leiter, 1999)

The term job satisfaction is complex and multidimensional in nature. There is considerable amount of literature dealing with its complexity and multiplicity. There is no agreed upon definition of what constitutes job satisfaction. Different attempts have been made to define the term within different perspectives. While De Nobile (2003) defined it as the extent to which a staff member has favourable or positive feelings about work or the work environment, Furnham, (1997) and Locke (1976) defined it as positive attitudes or emotional dispositions people may gain from work or through aspects of work. Faragher et al. (2005) added another dimension, by defining it as being the positive emotional reaction and attitudes an individual has towards their job. From these different definitions, we can conclude that the main components of job satisfaction are emotion, attitude and reaction. Conversely, job dissatisfaction, according to Furnham (1997), refers to unhappy or negative feelings about work or the working environment.

Teachers who are imparting education must enjoy at least a reasonable amount of job satisfaction. Teachers have always been held in esteem as 'nation builders'. Moreover, the teachers in colleges as well as universities send up young students as finished products in the shape of different degree holders in different categories of subjects. This product needs to be prepared and by good and satisfied teachers because only such teachers can produce good citizens who will contribute in the economic, social, cultural, political and other fields of the nation. The low job satisfaction teachers may lead to worse educational standards.

An attitude is an important concept to understand human behaviour. Generally it is defined as a complex mental state involving beliefs and feelings. The word attitude is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. (Susana de Souza Barros and Marcos F. Elia 1997)

People's attitudes towards their professions have an effect on their performance. This is also valid for the profession of teaching. Teaching is the most demanding job, since teachers need a long time to see the results of their actions on students. It is perceived as a difficult job among people. It can be said that teachers face several difficulties when they start teaching. When this happens, they start to feel alone and isolated, and they feel that they have to do everything by themselves without any kind of support. Such cases could cause a burnout and negative attitude towards the teaching profession. In fact, negative attitudes towards the profession can be met in any profession, however, especially in teaching, attitudes of teachers play a crucial role, since negative attitudes can have a negative impact on one's teaching practice. (Susana de Souza Barros and Marcos F. Elia 1997)

Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. People feel little stress when they have the time, experience and resources to manage a situation. They feel great stress when they think they can't handle the demands put upon them. Stress is therefore a negative experience. And it is not an inevitable consequence of an event: It depends a lot on people's perceptions of a situation and their real ability to cope with it.

Although schools tend to be viewed as microcosms that exist within, but operate separately from, their local communities, they are essentially workplaces for people who choose the profession of teaching. Yet, the experience of stress for teachers is qualitatively different from the work stress experienced by many others in the work context. Van Der Linde (2000) describes teaching as characterised by great responsibility, with no freedom to leave the classroom for more than a few moments, and pressure to control one's emotions. In the school setting, this gives rise to what has been described elsewhere as 'communities of coping', where there is little respite from the relentless demand for emotional labour (Korczynski, 2003)

## **5.2 Need and importance of the study**

The teachers who have academic excellence and apt training impart school education quantitatively and qualitatively. Besides these, job satisfaction plays a very major role in imparting excellent education to the students as it acts as a motivating factor. Job satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals. Teachers are arguably the most important group of professionals for a nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs.

Teaching has become a highly stressful occupation. In a survey of teachers by the National Association of Head Teachers (NAHT) in May 2000, 40% of respondents reported having visited their doctor with a stress-related problem in the previous year. 20% considered that they drank too much and 15% believed they were alcoholics. 25% suffered from serious stress related health problems including hypertension, insomnia, depression and gastrointestinal disorders. These factors have a great impact on students learning. (<http://www.academicjournals.org>)

Therefore there is a great need to study the job satisfaction of teachers and teacher stress and attitude of teachers as well as how these variables affect teachers over all performance. Since there isn't any research done so far on Maldivian context it is highly important and there is a great need of this research for educational sector of Maldives. Further more, teacher's job satisfaction, teacher stress and attitude of the teachers towards the school system or towards the

teaching learning process are greatly influenced by the school managers. Therefore it is highly relevant and will be useful for the researcher in daily life.

### 5.3 Statement of the problem

This research is a study of teacher's job satisfaction in relation to teacher attitude and teacher stress. This will attempt to capture some of the relational dynamics that contribute to teachers job satisfaction, teachers attitude and teacher stress. The combined effect of teachers' attitude and teacher stress will also be examined as variables of teacher's job satisfaction.

### 5.4 Operational definitions

- **Teacher stress:** The experience by a teacher of unpleasant emotions, such as tension, frustration, anger and depression resulting from aspects of his work as a teacher.
- **Job satisfaction:** Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job.
- **Teacher attitude:** means the teachers prevailing tendency to respond favourably or unfavourably towards teaching

### 5.5 Objectives of the study

7. To study the job satisfaction of secondary schools teachers.
8. To study the attitudes of secondary school teachers towards teaching.
9. To study the teacher stress of secondary school teachers.
10. To study the job satisfaction of secondary school teachers in relation to teachers attitudes.
11. To study the job satisfaction of secondary school teachers in relation to teacher stress.
12. To study the job satisfaction of secondary school teachers in relation to teacher attitude and teacher stress.

### 5.6 Hypotheses

4. There will be a significant relation between teacher job satisfaction and teacher attitude.
5. There will be a significant relation between teacher job satisfaction and teacher stress.

6. There will be a significant relationship between the job satisfaction of teachers and attitude of teachers and teacher stress.

## **5.7 Delimitations**

The central focus of this research pertains to teacher's job satisfaction in relation to teacher's attitude and teacher stress of the secondary school teachers of Male. This will not attempt to address issues associated with elementary school and middle school teachers and also teachers from other parts of the country, which are beyond the scope of this research. This research will be confined only to the secondary school teachers of Male (which is the Capital of the Republic of Maldives)

## **5.8 Design of the study**

The design of the study utilized quantitative data. Data was obtained via a lickert type rating scales. Three different scales were used to obtain the required data.

The study is a correlation study in which the dependent variable is teachers' job satisfaction and it is correlated with the independent variables (teacher stress and teacher attitude) and also with other selected teacher correlates. Although a correlation design cannot provide a conclusive demonstration of causality, it can yield evidence of possible causal connections between variables classified a priori as independent or dependent.

## **5.9 Characteristics of the Sample**

The island selected for the study was Male, the capital of Maldives. The researcher has selected all the available secondary schools as the sample of the study. From the total population researcher has selected 10%. This 10% was randomly selected and consists of 14 schools.

## **5.10 Tools**

This study involves variables like job satisfaction, teacher stress and teacher attitude. To collect information about these variables the researcher selected three different lickert type-rating scales, along with an information sheet to find their demographic details. (Copies of these rating scales and information sheet will be attached as Appendix)

The tools used were:

4. **Maslach Burnout Inventory** – Educators Survey (MBI) - The MBI is an appropriate measurement tool because it is developed for the human services and, particularly, education personnel experiencing chronic stress. Respondents are presented with 22 statements and asked to rate how frequently they experience certain feelings about their work. Items are rated on a seven point Likert scale from '0' ("never") to '6' ("every day"),
5. **Teacher's job satisfaction scale by Y. Mudgal, I. S. Muhar and P. Bhatia** – the primary aim of this scale is to find out the degree of job satisfaction enjoyed by the teachers. This contains 75 items, items are rated on a 5 point Likert scale from 0 (strongly agree) to 5 (strongly disagree). The sum of these values gives job satisfaction scores for each subject.
6. **Teachers attitude inventory by Dr. S.P Ahluwalia**- this consists of 90 items to identify the professional attitudes of the teachers. Each item alternative is assigned a weight ranging from 4 (strongly agree) to 0 (strongly disagree) for favourable items. In the case of unfavourable items range of weights is reversed that is from 0(strongly agree) to 4(strongly disagree). The attitude score of a subject is the sum of total of item scores of all the six sun scales. The theoretical score is from 0 to 360 with the highest score indicating the more favourable attitude towards teaching and allied aspects.

### **5.11 Data collection**

To administer the tools to the teachers, the investigator had to get permission from Ministry of Education, Maldives in order to visit the schools. Therefore the first thing the investigator did was to get the permission letter from the Ministry of Education of Maldives. After getting the permission letter, the investigator visited all the 14 schools to get permission from the heads of the schools. The number of teachers working in all these 14 schools were identified and the number of teachers to taken from each school were calculated. The investigator chose 10% of the total number of teachers from each of the school.

After the selection of the sample, meetings were held with the selected teachers during their free hours. The investigator discussed and explained the purpose of administration of the tool to



the teachers. After discussing the teachers, the researcher distributed the tools to the teachers. The teachers were requested to fill and return the questionnaire after two days.

The investigator visited the schools after two days to collect the filled questionnaires. Unfortunately, only very few of the teachers were able to return the questionnaire on that day. Some of the teachers had even lost the tools. So, the investigator had to give new copies of the questionnaires to these teachers. The investigator also had to make several attempts to a same school to get the filled questionnaires back. This procedure was followed to all the schools.

### **5.12 Locale of the study**

Male' is the capital of Maldives having Primary and Secondary schools. The locale of the study is Male', the capital of Maldives. There are 25 schools in Male'. Among 25 schools, 14 schools are secondary schools. There are five government secondary schools and 9 non-government schools. There are more than 600 secondary school teachers working in 14 different schools of Male.

### **5.13 Major findings of the study**

- There is no significant relationship between male and female teachers job satisfaction.
- there is no significant relation ship between local and expatriate teachers job satisfaction.
- there is no significant relatin ship between teachers job satisfaction and level of qualification.
- there is no significant relationship between teacher experience and level of job satisfaction.
- There is no significant relationship between male and female teachers attitude towards teaching profession.
- There is no significant relationship between local and expatriate teachers attitude towards teaching teaching profession.
- There is no significant relationship between teacher qualification and their attitude towards teaching teaching profession.
- There is a significant relationship between teacher experience and their attitude towards teaching teaching profession.

- There is no significant relationship between stress experienced by male and female teachers.
- There is no significant relationship between stress experienced by local and expatriate teachers.
- There is no significant relationship between teacher stress and teacher qualification.
- There is no significant relationship between teacher stress and teacher experience.
- There is a significant relation between teachers job satisfaction and teacher attitude
- There is a positive moderate correlation between teachers job satisfaction and teacher attitude.
- There is no significant relation between teacher's stresses and a teacher's job satisfaction.
- There is no significant relationship between teachers job satisfaction, teacher attitude and teacher stress.

#### **5.14 Limitations of the study**

- Size of the sample used in this study was small
- Since the researcher had to deal with 3 tools which has almost 200 items the time available for the collection of data was limited.

#### **5.16 Suggestions and recommendations for further research**

Based on the investigators experience of this study, following suggestions have been given for further researches to be taken up by interested individuals.

- This present study has been done by taking a very small sample of teachers. A similar study can be repeated with a huge sample of teachers.
- This present study has concentrated only to one island of the Republic of Maldives. A similar study can be taken up by including more islands.
- Presented study has included a 3-lickert type rating scales which has almost 200 questions. The same research can be repeated with rating scales, which has fewer items. Many teachers found it difficult to complete the questionnaire on time and also researcher had to visit again and again to many schools to collect the questionnaires. This can.

- A similar study could be taken up by including more variables like school factors, socio economic factors etc.

### **5.17. Conclusion**

This chapter has given a brief overview of what has been discussed in the previous chapters. The rest of this report will deal with bibliography and appendix.

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# Appendix A

## Appendix A

subject	nationality	Gender	Level of education	Length of service	Attitude	Job satisfaction	Teacher stress
1	SriLankan	Male	Masters degree	11 years	225	229	71
2	Indian	Male	Masters degree	18 years	169	267	47
3	Indian	Male	Masters degree	15 years	286	231	49
4	Indian	Male	M. Phil	10 years	260	261	68
5	SriLankan	Male	Diploma( teaching)	35 years	237	250	47
6	maldivian	Female	B' Degree( teaching)	1 year	252	210	32
7	maldivian	Male	B' Degree( teaching)	3 years	260	252	14
8	Indian	Male	B' Degree( teaching)	20 years	272	285	53
9	Indian	Male	Masters degree	6 years	204	226	40
10	maldivian	Female	Diploma( teaching)	1 year	207	229	33
11	maldivian	Female	B' Degree( teaching)	1 year	240	209	56
12	maldivian	Female	B' Degree( teaching)	1year	263	243	68
13	Indian	Female	Masters degree	6 months	236	208	57
14	maldivian	Female	B' Degree( teaching)	3 years	239	207	101
15	SriLankan	Male	B' Degree( teaching)	10years	199	258	87
16	Indian	Male	Masters degree	17years	256	207	78
17	Indian	Male	Masters degree	2years	259	254	66
18	Indian	Female	B' Degree( teaching)	10 years	234	210	45
19	pakistan	Male	Masters degree	7years	188	262	65
20	maldivian	Female	B' Degree( teaching)	3years	270	257	50
21	maldivian	Female	B' Degree( teaching)	3years	218	247	59
22	maldivian	Male	B' Degree( teaching)	8years	278	228	43
23	maldivian	Female	Diploma( teaching)	1year	271	267	66
24	SriLankan	Male	Diploma( teaching)	16years	203	230	65
25	Indian	Female	M. Phil	5years	203	261	50
26	Indian	Male	Masters degree	20years	201	250	72
27	Indian	Male	M. Phil	7years	229	245	56
28	Indian	Female	B' Degree( teaching)	10years	275	252	62
29	SriLankan	Female	Diploma( teaching)	10years	166	285	49
30	maldivian	Male	Diploma( teaching)	16years	192	226	52
31	Indian	Male	Diploma( teaching)	11years	240	231	63
32	maldivian	Female	Diploma( teaching)	2years	246	281	47
33	maldivian	male	B' Degree( teaching)	5years	269	243	36
34	maldivian	Male	Diploma( teaching)	3years	252	250	16
35	Indian	Male	Masters degree	10years	260	246	56
36	Indian	Male	Masters degree	7years	272	245	40
37	maldivian	Male	B' Degree( teaching)	6years	204	252	29
38	Indian	Male	Masters degree	5 years	207	285	59
39	Indian	Female	PGDCA	7years	240	226	68
40	maldivian	Male	Diploma( teaching)	8years	272	231	57
41	maldivian	Male	Diploma( teaching)	3years	204	281	105
42	maldivian	Male	B' Degree( teaching)	5years	207	243	68
43	maldivian	Female	B' Degree( teaching)	3years	240	241	47
44	maldivian	Male	B' Degree( teaching)	8years	188	246	32
45	maldivian	Female	Diploma( teaching)	1year	234	258	14
46	SriLankan	Male	Diploma( teaching)	16years	188	205	53
47	Indian	Female	M. Phil	5years	270	254	40
48	Indian	Male	Masters degree	20years	220	236	33
49	Indian	Male	M. Phil	7years	277	277	56

50	Indian	Female	B' Degree( teaching)	10years	199	206	68
51	SriLankan	Female	Diploma( teaching)	10years	225	219	57
52	maldivian	Male	Diploma( teaching)	16years	169	274	101
53	maldivian	Female	B' Degree( teaching)	3 years	286	235	87
54	SriLankan	Male	B' Degree( teaching)	10years	260	256	78
55	Indian	Male	Masters degree	17years	237	223	66
56	Indian	Male	Masters degree	2years	252	258	30
57	Indian	Female	B' Degree( teaching)	10 years	234	240	53
58	pakistan	Male	Masters degree	7years	188	233	21
59	maldivian	Female	B' Degree( teaching)	3years	270	248	35
60	maldivian	Female	B' Degree( teaching)	3years	220	209	64
61	maldivian	Male	B' Degree( teaching)	8years	277	209	49
62	maldivian	Female	Diploma( teaching)	1year	270	232	35
63	SriLankan	Male	Diploma( teaching)	16years	220	258	96
64	Indian	Male	M. Phil	5years	277	243	38
65	Indian	Female	B' Degree( teaching)	6years	207	216	65
66	SriLankan	Female	Diploma( teaching)	10years	240	231	58
67	maldivian	Male	Diploma( teaching)	12years	188	250	34
68	maldivian	Female	B' Degree( teaching)	6years	234	206	69
69	SriLankan	Male	B' Degree( teaching)	6years	188	220	39
70	Indian	Male	Masters degree	3years	270	252	34
71	Indian	Male	Masters degree	2years	220	257	59
72	Indian	Female	B' Degree( teaching)	1year	188	264	61
73	pakistan	Male	Masters degree	4years	270	230	35
74	SriLankan	Male	Masters degree	11 years	220	239	86
75	Indian	Male	Masters degree	18 years	277	238	87
76	Indian	Male	Masters degree	15 years	199	235	85
77	Indian	Male	M. Phil	10 years	225	205	65
78	SriLankan	Male	Diploma( teaching)	35 years	169	249	34
79	maldivian	Female	B' Degree( teaching)	1 year	286	233	59
80	maldivian	Male	B' Degree( teaching)	3 years	260	253	61

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S a 127



# Appendix B



T. M. No. 458715

Y. Mudgil (Rohtak)

I. S. Muhar (Rohtak)

P. Bhatia (Rohtak)

Consumable Booklet

of

**TJSS**

(English Version)

Please fill up the following :

Name.....  
Age..... Years..... Sex.....  
Designation..... Department.....  
Name of the Institution.....  
Total monthly emoluments Rs..... Total length of Service..... Yrs.....  
Number of Children : (i) Male..... (ii) Female.....

### INSTRUCTIONS

The primary aim of this scale is to find out the degree of job satisfaction enjoyed by the teachers. Please read the Items one by one on the next pages. Each statement/item is followed by the five response categories, i.e., Strongly Agree, Agree, Indifferent or Uncertain, Disagree, Strongly Disagree.

In case you strongly agree with a particular statement, please tick (✓) the cell (□) under Strongly Agree. Before recording the response, be sure how strongly you agree or disagree and tick the cell in the appropriate response category.

It is necessary to answer each and every item. Only one response is to be ticked for each statement. There is no time limit and there are no right or wrong answers. In case you have any difficulty with regard to the instructions, please get it clarified before passing on to the next pages for answering the various items.

Estd. 1971

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4/230, KACHERI GHAT, AGRA - 282 004 (U. P.) INDIA

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1. In my profession, people get promotions due to personal pulls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The service conditions here are atleast at par with those provided by other institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The University or College administration extends every possible help to teachers during any emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. For the sake of higher salary, I am prepared to change my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I usually discuss my problems/ achievements with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Most of my colleagues work under duress and fear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers are considered to be the national builders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have no regret in joining this University / College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My Heads/Seniors sympathetically listen to my difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My Income is sufficient to maintain my family according to my status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The overall working conditions in my Department/College are satisfactory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Young teachers are facing harassment in the University/ College for want of teachers' hostel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teaching is undoubtedly the best profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Even on the same salary and grade, I would like to move to another institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I think that the work I am doing is interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
16. I am often given such order by my supervisors which are difficult to carry out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Teaching profession provides better facilities for the education of teacher's wards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My work provides opportunity to display my talent and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The promotions/appointments in this institution are usually merit-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I used to feel/am feeling insecure in the probationary period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The seating arrangement for the students in the class-room is inadequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Excepting Head of the Departments/Principals and Senior faculty members, other teachers are not involved in policy formulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Salary grades in my profession are inadequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. I have to face unnecessary harassment in the reimbursement of medical bills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Most of the people at my work place misunderstand me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I have adequate time to devote to my research pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Text and reference books are usually available in the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. My colleagues are very helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My job has scope for promotions in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. It is very difficult to maintain discipline in classes these days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	
31. Hard and conscientious work pays in teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48.
32. The thought of future mishaps make we worried.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47.
33. My job allows me sufficient time for rest and recreation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48.
34. I feel/would feel more secure after being confirmed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49.
35. My seniors appreciate my academic knowledge and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50.
36. The physical facilities (classroom, laboratory equipment etc.) are sufficient for the number of students admitted to the Department/Class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51.
37. I am happy with the academic environment of my College/ Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52.
38. My profession is respected by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53.
39. My Head of the Department/ Principal usually give sympathetic hearing to any problem brought to his/her notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54.
40. There are no perks in my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55.
41. I am sure the University/College administration would grant me leave if I get an opportunity to go abroad for further studies/research work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56.
42. The Vice-Chancellor / Head of the Department / Principal thinks that most of the teachers are hard working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57.
43. I would advise my children to adopt teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58.
44. I generally feel tired after returning from my Department/College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59.
45. I am happy with the leave rules of my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
46. People join teaching profession as a resort when they have failed to get into any other profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. I sometimes feel like giving up this job and taking up some other job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Still good teachers are respected by their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. The University administration believes that teachers' welfare is their own welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I think teaching profession commands respect in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Teacher's work load should be drastically cut.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. I love my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Even small things hurt my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. My annual salary increments are released in time by the administrative office unless reminders are sent by me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Teachers should be available to students in the Department/ College for about $5\frac{1}{2}$ hours daily as recommended by the U. G. C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. I feel that I have no job involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Teachers lead isolated life in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. University/College administration is full of bureaucracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Political changes at the state level affect teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I usually think that I could have earned more had I joined any other profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
61. Grants for the development of my Department are usually inadequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. I would like to shift alternative residential accommodation is provided by University/College authorities on the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Most of the facilities required for my research work are available in the Department / College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I would feel more secure for the old age if the job was pensionable (Not to be answered by Govt. employees).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I am satisfied with my present residential accommodation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. I think that I have selected the right job for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. While going to bed I often get ideas linked with my job which keep me awake for quite sometime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. My students usually come to me to discuss their difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. My employer provides me with adequate medical facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. My neighbours are indifferent to me because being a teacher, I have no administrative power inherent in public servants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. It is usually difficult to locate a required book/journal/ periodical in the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I sometimes feel that there is none in my profession in whom I can confide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Teachers' Association is absolutely necessary in my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. I have also to work with people whom I do not like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Most of the teachers can not put in their best in their profession because of economic worries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Teacher's Job Satisfaction Scale (TJSS).

# Appendix C



S. P. Ahluwalia (*Sagar*)

Reusable Booklet

of

**T A I**

(English Version)

## INSTRUCTIONS

The present inventory consists of 90 statements aimed to identify the professional attitudes of the teachers. There is considerable disagreement as to what these attitudes should be, therefore there are no right or wrong answers. What is required is your own individual feeling or opinion about the statements. Read each statement and decide how you feel about it. To do this, you have to put, a tick mark (  $\checkmark$  ), on any one of the five boxes (  $\square$  ) given in the Answer Sheet. If you *strongly agree* with the statement; put a tick mark in the first, if you *agree*, put a tick mark on the second, if you are *undecided or uncertain*, put a tick mark in the third, if you *disagree*, put a tick mark in the fourth and if you *strongly disagree*, put a tick mark in the fifth against the serial No. of that statement.

Think in terms of the general situations rather than specific ones. There is no time limit but you have to respond as quickly as possible.

Please respond to each item.

Remember that you have not to make any mark on the Reusable Booklet. Now read each statement carefully and record your response on the Answer Sheet.

*DO NOT OPEN UNTIL TOLD TO DO SO*

Estd. 1971

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4/230, KACHERI GHAT, AGRA - 282 004 (U. P.) INDIA

1. If I had a son entering college, I would have encouraged him to become a teacher.
2. A class-room should not be as quiet as graveyard.
3. Students' behaviour should be taken into consideration by the teacher.
4. Students work hard if they are not given freedom to ask questions in the class.
5. Students are generally sincere.
6. A teacher respects everybody.
7. Individual differences among the students should not be paid much attention to.
8. Teaching develops personality and character.
9. Class-room teaching makes the students disciplined.
10. Freedom should not be given to the students to learn according to their own desire.
11. Pupils should be given freedom to express their views in the class.
12. Teachers are not free to express their views.
13. Those who fail in other fields of work usually become teachers.
14. Teaching work becomes easy in the class-room.
15. Students learn more by love than by punishment.
16. Pupils should not be let down before the class.
17. Class-room teaching begets social atmosphere.
18. Students do not live together in harmony with one another.
19. When one sees a teacher he feels like laughing at him.
20. No occupation is better than the teaching profession.
21. Students learn best by doing.
22. Now-a-days students do not obey their teachers.
23. Everybody pays attention to what a teacher says.
24. Teachers are boastful.
25. There should be no students' union in school.
26. Teachers do not determine the moral standards of a nation.
27. Students' health is an important responsibility of the school.
28. Just one method of teaching is not suitable for all the students.
29. Students observe discipline only in the school.
30. Most of the teachers are greedy.
31. Students are generally dis-interested in national problems.

32. Group activities do not create a sense of co-operation among the students.
33. Teaching profession has a bright future.
34. Teaching profession appears to be interesting only in the beginning.
35. Bright and talented students often suffer in class-room teaching.
36. The surroundings of the school have an impact on the learning process.
37. Students should not be given freedom to think.
38. Class-room teaching does not inculcate a feeling of self-confidence in the students.
39. Pupils remain unsatisfied if their doubts are not clarified.
40. People do not look down upon teachers.
41. I take pride in telling that I belong to the teaching profession.
42. Class-room teaching makes students respect each other.
43. The talents of students remain hidden if due attention is not paid to their special abilities.
44. Students should enter the class only after obtaining permission from the teacher.
45. Teachers do not have a sense of humour.
46. There are more disadvantages than advantages in the teaching profession.
47. Class-room teaching strengthens the desire to learn.
48. I want to take up the teaching profession only because my parents wish so.
49. Books are not all in all for students.
50. Students can become good citizens only when teachers are good teachers.
51. I get pleased when mischievous students get a beating.
52. One, who does according to what he says, has the qualities of a teacher.
53. Class-room teaching needs a change.
54. Different activities performed by the students should not have a place in their final evaluation.
55. Good relationship between the teacher and the taught is essential for learning.
56. Students should not be allowed to ask questions in the class.
57. Teachers cannot satisfy intellectually superior students.
58. Students can do anything in order to get through the examination.
59. There is a distance between teacher and students in class-room teaching.
60. It is a curse to remain in the teaching profession.
61. Back-benchers do not get proper attention in class-room teaching.
62. It is good that now-a-days aptitude of students is given importance.

63. Teaching methods of the past were better than those of to-day.
64. While assigning home-task pupil's ability should be taken into consideration
65. the place of the students should be supreme in class-room teaching.
66. Teaching is a very stimulating profession.
67. Weak students gain a lot through the revision of the lesson by the teacher in the class-room.
68. One, who does not inflict corporal punishment on students, is a poor teacher.
69. One should not even dream of becoming a teacher in his life.
70. Students often talk non-sense in the class.
71. Good learning condition is created when the relations between the teacher and the pupil are warm and friendly.
72. Teaching profession makes people lazy.
73. Class-room teaching is book-centred rather than pupil-centred.
74. Keeping students informed of their progress has little effect on learning.
75. The teacher should not make the lesson interesting for children.
76. A good teacher has little need for charts, maps, diagrams and the like.
77. Most students do not respect the teachers.
78. Teaching makes a teacher tired.
79. Teaching profession is not a good medium of serving humanity.
80. We should fit the curriculum to the student and not the student to the curriculum.
81. Students take pride in the neat and attractive environment of the school.
82. Students should have right to express-disagreement with what the teacher says.
83. One of the difficulties with modern schools is that discipline is often sacrificed to the interest of students.
84. In class-room teaching the principle of "learning by doing" cannot be implemented.
85. I will not take up any other job except teaching.
86. If I do not get any other job, I will join the teaching profession.
87. Teacher should not be strict in their dealings with students.
88. Teachers are the leaders of the nation.
89. If a student does not understand an assignment, it is usually the fault of the teacher.
90. A teacher's job is primarily one of the teaching and explaining the subject matter.



# Appendix D

## Teacher Stress Rater Form (MBI)

The purpose of this survey is to discover how educators view their job and the people with whom they work closely. In the following section, there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, check the "0" (zero) box in the space provided. If you have had this feeling, indicate *how often* you feel it by checking the number (from 1 to 6) that best describes how frequently you feel that way. The rating scale is given below:

### How Often:

Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
0	1	2	3	4	5	6

*For example* – if the statement was "I feel depressed", and you rarely feel depressed at work (a few times a year or less), you would check the "1" box. If your feelings of depression are fairly frequent (a few times a week, but not daily) you would check the "5" box.

1	I feel emotionally drained from my work	0	1	2	3	4	5	6
2	I feel used up at the end of the work day	0	1	2	3	4	5	6
3	I feel fatigued when I get up in the morning and have to face another day on the job	0	1	2	3	4	5	6
4	I can easily understand how my students feel about things	0	1	2	3	4	5	6
5	I feel I treat some students as if they were impersonal objects	0	1	2	3	4	5	6
6	Working with people all day is really a strain for me	0	1	2	3	4	5	6
7	I deal very effectively with the problems of my students	0	1	2	3	4	5	6
8	I feel burned out from my work	0	1	2	3	4	5	6
9	I feel I'm positively influencing other people's lives through my work	0	1	2	3	4	5	6
10	I've become more callous toward people since I took this job	0	1	2	3	4	5	6
11	I worry that this job is hardening me emotionally	0	1	2	3	4	5	6
12	I feel very energetic	0	1	2	3	4	5	6
13	I feel frustrated by my job	0	1	2	3	4	5	6
14	I feel I'm working too hard on my job	0	1	2	3	4	5	6
15	I don't really care what happens to some students	0	1	2	3	4	5	6
16	Working with people directly puts too much stress on me	0	1	2	3	4	5	6
17	I can easily create a relaxed atmosphere with my students	0	1	2	3	4	5	6
18	I feel exhilarated after working closely with my students	0	1	2	3	4	5	6
19	I have accomplished many worthwhile things in this job	0	1	2	3	4	5	6
20	I feel like I'm at the end of my rope	0	1	2	3	4	5	6
21	In my work, I deal with emotional problems very calmly	0	1	2	3	4	5	6
22	I feel students blame me for some of their problems	0	1	2	3	4	5	6

*Almost there – please turn over to include some demographic details....*

# **Appendix E**

# Demographic Data

Your sex: Male  Female  Your age: \_\_\_\_\_

Are you: Maldivian   
Indian   
Sri Lankan   
Other (please state which) \_\_\_\_\_

You are working in: Government school   
Private school   
Government aided private school   
Community school

Marital Status: Single   
Married  how long married \_\_\_\_\_  
Divorced   
Widowed   
Separated

Children: How many ? \_\_\_\_\_ Living with you ? \_\_\_\_\_

Education: Bachelor's degree   
(highest level) Teaching Diploma   
Master's degree   
Doctorate (PhD)   
Post-graduate Diploma   
Secondary School   
Teaching Certificate   
Other (please state) \_\_\_\_\_

What is your **primary** assignment ? (Check only one answer)

Regular classroom teacher   
Special needs teacher   
Head of Department   
Other (please state which) \_\_\_\_\_

Years working in education ?

Less than 6 months   
6 months to 1 year   
1 to 2 years   
2 to 4 years   
4 to 6 years   
6 to 10 years   
10 to 15 years   
More than 15 years

***You've arrived at the end ....thank you.***