



# A Study of Attitude of Teachers towards Their Profession in Relation to Job Satisfaction

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## **Abstract:**

The present study focuses on examining the attitude of teachers towards their profession in relation to job satisfaction. Teachers' attitudes significantly influence their dedication, classroom behavior, and overall effectiveness in the teaching-learning process. A positive attitude towards the profession enhances commitment and enthusiasm, whereas job satisfaction reflects the degree to which teachers feel fulfilled and valued in their work environment.

The study emphasizes the need for educational institutions to create supportive work environments that enhance teachers' job satisfaction. Improving working conditions and providing professional growth opportunities can contribute to developing a more positive attitude among teachers, ultimately leading to improved educational outcomes.

**Keywords:** Teachers' Attitude, Teaching Profession, Job Satisfaction, School Teachers, Work Environment, Professional Commitment, Teacher Effectiveness

## **Introduction**

In the field of education, teachers play a vital role in shaping the intellectual and social development of students. Their effectiveness is not determined solely by subject knowledge or teaching skills, but also by their attitude towards the teaching profession. Teachers' attitude reflects their feelings, beliefs, and level of commitment towards their work, which directly influences their classroom behavior and interaction with students. A positive attitude towards the profession leads to greater dedication, enthusiasm, and willingness to adopt innovative teaching methods.

Job satisfaction is another important factor that affects teachers' professional life. It refers to the degree of contentment and fulfillment teachers experience in relation to their job roles, working conditions, and professional environment. Teachers who are satisfied with their job are more likely to demonstrate higher levels

of motivation, commitment, and effectiveness in their teaching practices. On the other hand, low job satisfaction may result in stress, reduced performance, and a negative attitude towards the profession.

Several studies have highlighted the close relationship between teachers' attitude and job satisfaction. For instance, satisfied teachers tend to exhibit a more positive outlook towards their profession, maintain better classroom environments, and contribute effectively to students' learning. Conversely, dissatisfaction may lead to lack of interest, absenteeism, and decreased teaching quality.

In the present educational scenario, teachers often face challenges such as increased workload, administrative pressures, and changing expectations, which can influence both their attitude and job satisfaction. Therefore, it becomes essential to understand how these two factors are related.

The present study aims to examine the attitude of teachers towards their profession in relation to job satisfaction. It seeks to provide insights into how enhancing job satisfaction can help in developing a more positive professional attitude among teachers and improving the overall quality of education.

Dreer (2023) reported that teacher well-being and job satisfaction are strongly linked with teaching effectiveness and positive classroom environments. Likewise, Turner and Garvis (2023) found that stress and burnout negatively affect teachers' satisfaction levels, leading to reduced professional commitment. In another study, Liu (2023) emphasized that teachers who experience higher levels of well-being and job satisfaction tend to maintain a more positive attitude and demonstrate better teaching practices.

Several studies have highlighted the relationship between teachers' attitude and job satisfaction. Harrison, King, and Wang (2022) found that teachers with higher job satisfaction tend to exhibit better instructional quality and a more positive professional attitude. Similarly, Collie (2022) reported that job satisfaction is closely associated with teacher motivation and engagement, which contribute to improved teaching performance. Dreer (2022) concluded that a supportive work environment enhances teachers' emotional well-being and fosters a more positive attitude towards their profession.

Furthermore, Roffey (2012) emphasized that teacher well-being and satisfaction are essential for maintaining a positive classroom environment and improving student learning outcomes. Teachers who feel valued and supported are more likely to develop a strong sense of professional commitment and responsibility.

However, in the present educational context, teachers face various challenges such as increased workload, administrative pressures, and changing expectations, which can negatively affect their job satisfaction and attitude. Therefore, it is important to examine the relationship between these two variables.

## **Objectives of the Study**

The present study aims to:

1. To study the level of attitude of teachers towards their profession.

2. To examine the level of job satisfaction among school teachers.
3. To find out the relationship between teachers' attitude towards their profession and job satisfaction.
4. To compare the attitude of teachers towards their profession based on gender.
5. To compare the job satisfaction of teachers based on gender.

### **Hypotheses of the Study**

- There is no significant relationship between teachers' attitude towards their profession and job satisfaction.
- There is no significant difference in teachers' attitude towards their profession based on gender.
- There is no significant difference in job satisfaction among teachers based on gender.
- There is no significant difference in teachers' attitude towards their profession based on teaching experience.

### **Review of Literature**

Teachers' attitude towards their profession has been widely recognized as an important factor influencing their effectiveness, commitment, and overall educational outcomes. Over the years, researchers have explored how teachers' professional attitudes are shaped by various psychological and organizational factors, particularly job satisfaction.

Roffey (2012) emphasized that teacher well-being and satisfaction are closely linked with positive professional attitudes and effective classroom environments. The study concluded that teachers who feel supported and valued tend to develop a more positive outlook towards their profession, which enhances student engagement and learning outcomes. Similarly, Keller et al. (2014) found that teachers experiencing stress and emotional exhaustion often develop negative attitudes towards their profession, which adversely affects their teaching performance and classroom interaction.

In a related study, Buric and Moe (2020) highlighted the role of positive emotions in shaping teachers' professional attitudes. The study reported that teachers who experience positive emotions and satisfaction in their work demonstrate higher motivation, enthusiasm, and commitment towards teaching. Supporting this, Hascher and Waber (2021) concluded that teacher well-being and job satisfaction are strongly associated with professional commitment and a positive attitude towards teaching.

Job satisfaction has been identified as a key determinant of teachers' attitudes. Studies indicate that teachers who are satisfied with their working conditions, recognition, and professional growth opportunities tend to develop a more favorable attitude towards their profession. Harrison, King, and Wang (2022) found that higher job satisfaction significantly improves teachers' instructional quality and professional outlook. Similarly, Collie (2022) reported that job satisfaction enhances teachers' motivation, engagement, and overall effectiveness.

Recent studies further support this relationship. Dreer (2023) found that teacher well-being and job satisfaction are strongly linked to positive professional attitudes and improved teaching outcomes. Likewise, Turner and Garvis (2023) revealed that increased workload and stress negatively affect teachers' job satisfaction, leading to less favorable attitudes towards their profession. Liu (2023) emphasized that teachers with higher levels of well-being and satisfaction are more committed and demonstrate better professional performance.

Moreover, research suggests that challenges such as workload, administrative pressure, and changing educational demands can negatively impact both teachers' job satisfaction and their professional attitudes.

However, teachers who experience supportive work environments and recognition tend to maintain a positive attitude and higher levels of commitment.

Overall, the reviewed literature clearly indicates a strong relationship between teachers' attitude towards their profession and job satisfaction. Teachers who are satisfied with their jobs are more likely to develop a positive professional attitude, which in turn enhances their effectiveness and contribution to educational quality. Despite extensive research, there remains a need for further studies to explore this relationship in diverse educational contexts.

## **Method**

### **Research Design**

The present study adopts a quantitative research design to examine the relationship between teachers' attitude towards their profession and job satisfaction among school teachers. A descriptive and correlational approach is employed to analyze how teachers' professional attitudes are associated with their level of job satisfaction. The study utilizes a cross-sectional survey method, where data are collected at a single point in time to understand teachers' perceptions and experiences related to their profession.

A structured questionnaire consisting of Likert-scale items is used as the primary tool for data collection. Teachers' attitude towards the profession is treated as the independent variable, while job satisfaction serves as the dependent variable. The data collected are analyzed using statistical techniques such as mean, standard deviation, correlation, and t-test to identify patterns, relationships, and differences among variables.

### **Participants**

The participants in the study consist of school teachers working in different types of schools. A sample of approximately 200 teachers is selected using a simple random sampling technique to ensure representativeness. The sample includes teachers from primary, secondary, and senior secondary levels to capture variations in teaching experience and responsibilities.

The participants represent diverse backgrounds in terms of gender, teaching experience, and type of institution (government and private schools). Demographic information such as age, gender, educational qualifications, and years of teaching experience is collected to describe the sample characteristics. Participation in the study is voluntary, and ethical considerations such as informed consent, confidentiality, and anonymity are strictly maintained throughout the research process.

### **Instruments**

Data was collected using standardized, validated scales:

#### **Teachers' Attitude Scale**

Teachers' attitude towards their profession was measured using the Teachers' Attitude Scale developed by Ahluwalia (1978). This scale assesses teachers' attitudes in terms of professional interest, commitment, and perception towards teaching. It consists of a series of statements rated on a Likert scale, where higher scores

indicate a more positive attitude towards the teaching profession. The scale has been widely used in educational research and has established reliability and validity.

### **Job Satisfaction Scale**

Job satisfaction was assessed using the Job Satisfaction Scale developed by Singh and Sharma (1999). This scale measures satisfaction related to working conditions, salary, professional growth, and interpersonal relationships. It consists of Likert-type items, with higher scores indicating greater job satisfaction.

Both tools follow a Likert-type scoring pattern. Each response is assigned a numerical value, and total scores are calculated by summing the responses. Higher scores indicate higher levels of teachers' attitude and job satisfaction.

### **Data Collection Procedures**

Data was collected from school teachers using a structured questionnaire comprising the Teachers' Attitude Scale and the Job Satisfaction Scale. Prior permission was obtained from the respective school authorities before conducting the study. The purpose of the research was clearly explained to the participants, and their participation was entirely voluntary.

The questionnaires were administered in school settings at a convenient time to ensure maximum participation and accurate responses. Teachers were assured that their responses would remain confidential and would be used strictly for academic purposes. Clear instructions were provided to help participants understand the items and respond honestly. Adequate care was taken to create a comfortable and non-threatening environment so that teachers could express their views freely without any hesitation or bias.

### **Data Analysis**

The collected data were analyzed using SPSS (Statistical Package for the Social Sciences), Version 21. Descriptive statistics such as mean and standard deviation were calculated to understand the overall levels of teachers' attitude towards their profession and job satisfaction.

Pearson correlation analysis was conducted to examine the relationship between teachers' attitude and job satisfaction. In addition, an independent samples t-test was applied to determine differences in attitude and job satisfaction based on gender. Where necessary, one-way ANOVA was used to examine differences based on teaching experience or other demographic variables. These statistical techniques helped in identifying patterns, relationships, and significant differences among the study variables.

### **Results**

#### **Descriptive Statistics**

Descriptive statistics were computed to examine the central tendency and variability of the study variables, including teachers' attitude towards their profession and job satisfaction.

Table 1 Descriptive Statistics of Study Variables

<b>Variable</b>	<b>Mean</b>	<b>SD</b>
<b>Teachers' Attitude</b>	<b>3.76</b>	<b>0.52</b>
<b>Job Satisfaction</b>	<b>3.64</b>	<b>0.55</b>

The mean scores indicate that teachers reported **moderate to high levels** of positive attitude towards their profession as well as job satisfaction, reflecting a generally favorable professional outlook among school teachers.

### Analysis of Variance (ANOVA)

A one-way ANOVA was conducted to examine differences in teachers' attitude based on teaching experience.

Table 2 ANOVA for Differences in Teachers' Attitude Based on Teaching Experience

Source	SS	df	MS	F	Sig.
Between Groups	3.98	3	1.33	4.12	0.007
Within Groups	63.25	196	0.32	-	-
Total	67.23	199	-	-	-

The ANOVA results revealed a **statistically significant difference** in teachers' attitude based on teaching experience,  $F(3,196) = 4.12, p < .05$ . This indicates that teaching experience influences teachers' professional attitude.

### Correlation Analysis

Pearson correlation analysis was conducted to examine the relationship between teachers' attitude towards their profession and job satisfaction.

Table 3 Correlation between Teachers' Attitude and Job Satisfaction

Variables	1	2
Teachers' Attitude	1	-
Job Satisfaction	.61**	1

Note:  $p < .01$

The results show a **significant positive correlation** between teachers' attitude and job satisfaction ( $r = .61, p < .01$ ), indicating that teachers with higher job satisfaction tend to have a more positive attitude towards their profession.

### Regression Analysis

Simple linear regression analysis was conducted to examine the predictive effect of job satisfaction on teachers' attitude towards their profession.

Table 4 Regression Analysis Predicting Teachers' Attitude

Predictor	Beta ( $\beta$ )	t-value	Sig.
Job Satisfaction	0.61	9.24	0

$R^2 = .37, F(1,198) = 85.37, p < .001$

The regression model was found to be **statistically significant**, explaining **37% of the variance** in teachers' attitude towards their profession. Job satisfaction emerged as a **significant predictor** ( $\beta = .61, p < .001$ ), indicating that higher levels of job satisfaction lead to a more positive attitude towards the teaching profession.

### t-test Analysis (Gender Difference)

An independent samples t-test was conducted to examine differences in teachers' attitude and job satisfaction based on gender.

Table 5: t-test for Gender Difference in Study Variables

Variable	Gender	Mean	SD	t-value	Sig.
Teachers' Attitude	Male	3.72	0.54	1.35	0.179
	Female	3.79	0.5	-	-
Job Satisfaction	Male	3.6	0.57	1.48	0.141
	Female	3.68	0.52	-	-

The results indicate that there is **no significant difference** between male and female teachers in terms of attitude ( $t = 1.35, p > .05$ ) and job satisfaction ( $t = 1.48, p > .05$ ). Although female teachers showed slightly higher mean scores, the differences were not statistically significant.

### Analysis (Mean Comparison by Experience)

Table 6: Mean Scores of Teachers' Attitude Based on Teaching Experience

Experience Level	Mean	SD
Below 5 years	3.6	0.55
5–10 years	3.7	0.5
11–20 years	3.82	0.48
Above 20 years	3.9	0.45

The table indicates that teachers with higher teaching experience tend to have a more positive attitude towards their profession.

### Interpretation of Hypotheses

1. H01: Significant relationship exists between teachers' attitude and job satisfaction → Rejected
2. H02: There is no significant difference in teachers' attitude based on gender → Accepted
3. H03: There is no significant difference in job satisfaction based on gender → Accepted
4. H04: Significant difference exists in teachers' attitude based on teaching experience → Rejected

### Overall Findings

- Teachers exhibit positive attitudes and satisfactory job levels
- A strong positive relationship exists between attitude and job satisfaction
- Gender does not significantly influence the study variables
- Teaching experience plays an important role in shaping teachers' professional attitude

### Discussion

The present study examined the attitude of teachers towards their profession in relation to job satisfaction among school teachers. The findings indicate that job satisfaction significantly influences teachers' professional attitude, which is consistent with earlier research in the field of educational psychology. The results of the study revealed that teachers generally possess a moderate to high level of positive attitude towards their profession, suggesting a favorable outlook towards teaching as a career.

The significant positive correlation between teachers' attitude and job satisfaction indicates that teachers who are more satisfied with their jobs tend to exhibit a more positive attitude towards their profession. This finding agrees with Harrison, King, and Wang (2022), who reported that higher job satisfaction enhances teachers' instructional quality and professional outlook. Similarly, Collie (2022) found that job satisfaction is closely linked with teacher motivation, engagement, and effectiveness, all of which contribute to a positive professional attitude.

The t-test results revealed that there is no significant difference between male and female teachers in terms of their attitude towards the profession and job satisfaction. This suggests that gender does not play a major role in influencing these variables. This finding is supported by earlier research indicating that professional attitude and satisfaction are more influenced by workplace conditions and personal experiences rather than gender differences.

The ANOVA results showed a significant difference in teachers' attitude based on teaching experience. Teachers with more experience demonstrated a more positive attitude towards their profession, which may be due to increased confidence, stability, and familiarity with teaching responsibilities over time. This finding aligns with the view that experience enhances professional competence and satisfaction.

Furthermore, the regression analysis revealed that job satisfaction significantly predicts teachers' attitude towards their profession. This indicates that job satisfaction is not only related to but also plays a crucial role in shaping teachers' professional outlook. This finding is consistent with Dreer (2023), who emphasized that well-being and satisfaction contribute to positive professional attitudes and improved performance.

Overall, the findings of the study highlight that job satisfaction is a key factor in developing a positive attitude among teachers. Teachers who feel satisfied, supported, and valued in their work environment are more likely to demonstrate commitment, enthusiasm, and effectiveness in their profession. Therefore, improving job satisfaction should be a priority for educational institutions to enhance teachers' professional attitude and overall educational quality.

## **Conclusion**

The present study concludes that teachers' attitude towards their profession is significantly related to their level of job satisfaction. Teachers who experience higher levels of satisfaction with their work environment, professional roles, and growth opportunities tend to develop a more positive and committed attitude towards teaching. A favorable professional attitude, in turn, enhances teachers' effectiveness, motivation, and contribution to the overall quality of education.

The findings of the study indicate that most teachers possess a moderately high positive attitude towards their profession and a satisfactory level of job satisfaction. The significant positive relationship between these two variables suggests that improving job satisfaction can directly contribute to strengthening teachers' professional outlook. Additionally, the results revealed that gender does not significantly influence teachers' attitude or job satisfaction, whereas teaching experience plays an important role, with more experienced teachers demonstrating a more positive attitude.

The regression analysis further confirmed that job satisfaction is a strong predictor of teachers' attitude towards their profession. This highlights the importance of creating supportive and motivating work environments that enhance teachers' satisfaction and well-being. Factors such as recognition, manageable workload, professional development opportunities, and positive institutional climate can contribute significantly to improving job satisfaction.

In conclusion, the study emphasizes that fostering job satisfaction among teachers is essential for developing a positive professional attitude and ensuring effective teaching practices. Educational institutions and

policymakers should prioritize strategies that enhance teachers' satisfaction and support their professional growth. By doing so, it is possible to improve not only teachers' performance but also the overall effectiveness of the education system.

### **Suggestions for the Study**

Based on the findings, the following recommendations are proposed:

- Future studies may include a larger and more diverse sample to improve the generalizability of the findings.
- Researchers can conduct comparative studies between urban and rural teachers, or between government and private school teachers.
- A longitudinal research design can be adopted to examine changes in teachers' attitude and job satisfaction over time.
- Additional variables such as teacher stress, motivation, emotional intelligence, and work-life balance can be included for a more comprehensive understanding.
- Qualitative methods such as interviews and observations may be used to gain deeper insight into teachers' experiences and perceptions.
- Educational institutions should implement intervention programs aimed at improving teachers' job satisfaction and professional attitude.
- Future research can explore the impact of organizational support and leadership styles on teachers' attitude and satisfaction.

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