ATTITUDE OF WOMEN TEACHERS TOWARDS TEACHING PROFESSION AS RELATED TO VALUES SELF-ACTUALIZATION JOB SATISFACTION AND BURNOUT.

A SUMMARY OF THE THESIS
Submitted to the
Faculty of Education
PANJAB UNIVERSITY, CHANDIGARH
For the degree of

DOCTOR OF PHILOSOPHY

2012

JASVIR KAUR DHALIWAL

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
SUMMARY

The proceeding chapters of the study have been devoted to the Introduction to the problem, review of related literature, description and development of the tools, method of the study and the discussion of results. The current chapter is an endeavour to sum up the study and report the finds and conclusions. An effort will also be made in the ensuing chapter to give the related future projections based on the current findings.

INTRODUCTION

Education comes to play an instrumental role in the contemporary materialistic world of economic competition where the yardstick for measurement of growth and development is economic progress and optimum utilization of resources available to any society. The Knowledge Commission suggests that the prime focus in Education today has to be on five key areas of knowledge paradigm-access to knowledge, knowledge concepts, knowledge creation, knowledge application and development of better knowledge services. All these key areas definitely witness the active participation of teachers.

Teaching, as is well established, is an interaction between the personalities of the teacher and the pupil. The teacher’s personality, values, attitudes, outlook, behaviour, job-satisfaction, level of self-actualization, degree of satiation, mental health along with physical health and the resultant overall professional performance exert multiple influences on the pupils. These teacher traits ultimately become important determinants of the quality of education being imparted in the educational institutions. The attitude of teachers towards teaching profession differs widely from place to place and among different teaching levels.

Teachers’ attitude towards profession moulds their personality and hence determines the zeal with which they would take up their job. Attitude that a teacher has towards teaching is one of the important factors influencing the performance. Everybody cannot be a good teacher unless one has an inclination and positive attitude for adopting teaching as a profession. A teacher with a
positive attitude towards teaching profession will certainly have an inclination for the development of initiative and originality. A favourable attitude towards teaching will bring better results.

In the contemporary world of organizational management values no longer remained confined to the personal areas the organizations, may they be business organization or social organizations like schools and political parties increasingly feeling the need of adhering to group dynamics of values in order to be successful. Certain core values or beliefs are becoming more common place things in the world of success. It is time that the schools and colleges and the universities spell out their core values just as better known human beings will be required to adhere by their punch line in the name of their core values.

Self is conceived as the subject of consciousness; a living being capable of thought and experience and able to engage in deliberative action. Self-actualization is the intrinsic motive most emphasized by the humanistic psychologists. Self-actualization describes what every person is designed for! It enables a human being to be at his or her very best and enjoy life fully. We are all born to self-actualize.

Job satisfaction, in fact, is the quality of life being experienced through work the yardstick of measurement of this quality life, of course, will vary from individual to individual, from situation to situation and time to time. It is possible to redesign the jobs to satisfy achievement motivation, effectance motivation, self actualization and personal growth of the employees.

Currently we are living in a stress infested age. The mind is constantly weighed down by an unbinding list of pending tasks and the heart is constantly occupied with unlimited emotional worries. Smooth sail in life seems a distant dream and society perhaps ready towards a “Meld Down”. The condition at work place is becoming worse than ever. Increasing work loads, longest ever work hours, pressure of pending work, unearthly working hours, pressure of family and social life and countless other factors are taking their toll. Burn out is on the rise in modern society.
Satisfaction with the self is becoming more and more difficult phenomenon for the present generation. Knowledge is expanding but yet failing to establish this world as a knowledge based society. Modern generation across the geographical boundaries today possess knowledge about philosophy, psychology, management, economics and spirituality but yet management of the self is seldom visible among the 21\textsuperscript{st} century inhabitants; teachers and women teachers being no exception to it. Values are on the decline plane and self-actualization is not coming easily to the men and women of this brave new century. The challenges magnify themselves for the deprived classes of India and women folk being one of them. An emphasis on women teachers being made important indicator in the development of the education system in the country requires that a detailed study of the important factors which get associated with the making (read it as BEING) and working of these teachers must become a part of the investigations being undertaken in the society.

**STATEMENT OF THE PROBLEM**

ATTITUDE OF WOMEN TEACHERS TOWARDS TEACHING PROFESSION AS RELATED TO VALUES SELF-ACTUALIZATION JOB SATISFACTION AND BURNOUT.

**OBJECTIVES OF THE STUDY**

The objectives of the study are stated below:

- To construct and standardize tool for measurement of Self-Actualization.
- To study the attitude of women teachers towards teaching profession.
- To know the relationship between values and attitude of women teachers towards teaching profession.
- To ascertain the relationship between Self-Actualization and attitude towards teaching profession among women teachers.
- To find out the relationship between job satisfaction and attitude of women teachers towards teaching profession.
• To study the relationship between burn out and attitude of women teachers towards teaching profession.

• To study the conjoint effect of the Values, Self-Actualization, Job-Satisfaction, Burnout in relation to the Attitude of Women Teachers towards Teaching Profession.

• To study the differential Attitude towards Teaching among Women Teachers in relation to their teaching experience.

• To study the difference in attitude towards teaching among the women teachers in relation to the subject they teach.

DELIMITATION OF THE STUDY

• Only Government Secondary and Senior Secondary Schools of the Union Territory, Chandigarh were chosen for the conduct of the study.

• The sample was restricted to women teachers teaching in Secondary and Senior Secondary Schools of the Union Territory of Chandigarh only.

• The attitude of women teachers towards teaching profession was studied in relation to six variables only i.e. Values, Self-Actualization, Job-Satisfaction, Burn Out, Teaching Experience and Subject.

• The study was limited to a representative sample of 350 women teachers teaching in Secondary and Senior Secondary Schools of Union Territory only.

HYPOTHESES

• There exists no significant relationship between Values of Women Teachers and their Attitude towards Teaching Profession.

• There exists no significant relationship between Self-Actualization and Attitude towards Teaching Profession among the Women Teachers.

• There exists no significant relationship between Job-Satisfaction and Attitude towards Teaching Profession among Women Teachers.
Burnout has no significant relationship with Attitude towards Teaching Profession among Women Teachers.

The variables of Values, Self-Actualization, Job-Satisfaction and Burnout do not contribute significantly towards the total variance in the Attitude towards Teaching Profession among Women Teachers.

There exists no significant difference in the Attitude of Women Teachers towards Teaching Profession on the basis of the number of years of their experience.

There exists no significant difference in the Attitude of Women Teachers towards Teaching Profession on the basis of the subject they teach.

**DESIGN OF THE STUDY**

Ex-post-facto design of research was short listed for this study as the phenomenon had already occurred and the study was an effort to measure the effects which have already taken place with respect to the Attitude of Women Teachers towards Teaching Profession as related with their values, Self Actualization, Job Satisfaction and Burn Out.

**SAMPLE**

338 Women teachers were taken as final sample for the study out of 17 Secondary Schools/Senior Secondary Schools using a mix of multi stage stratified random sampling technique.

**TOOLS USED**

The following are the details and description of different tools employed for the purpose of data collection for the present study.

- Scale of Attitude towards Teaching Profession: developed by H.S. Dhanoa (1993).

- Teacher Values Inventory: developed by Harbhajan L. Singh and S.P. Ahluwalia (1994).

- Self Actualization Scale: developed by the investigator (2008).
• Job Satisfaction Scale: developed by Amar Singh and T.R. Sharma (1994).
• Burnout Inventory: developed by Menon, P.N., Dutt, S., & Dhir, B.M. (2001).

STATISTICAL TECHNIQUES

The Statistical Techniques used for presentation and analysis of the data were Mean, Median, SD, SME, Skewness, Kurtosis, Coefficient of Correlation, Multiple R and One Way Analysis of Variance.

FINDINGS

The following are the findings of the research study:

• There exists significant positive correlation between Attitude of Women Teachers towards Teaching Profession and Values.
• There exists significant positive correlation between Attitude of Women Teachers towards Teaching Profession and Self Actualization.
• There exists significant positive correlation between Attitude of Women Teachers towards Teaching Profession and Job Satisfaction.
• There exists significant negative correlation between Attitude of Women Teachers towards Teaching Profession and Burn Out.
• There is a significant cumulative positive effect being exercised by Values, Self Actualization and Job Satisfaction on Attitude of Women Teachers towards Teaching Profession.
• Burn Out exercises a non significant negative effect on Attitude of Women Teachers towards Teaching Profession.
• Teaching experience does not make a significant mark on the Attitude of Women Teachers towards Teaching Profession.
• Attitude of Women Teachers towards Teaching Profession is not under the influence of the disciplines/subjects being taught by these teachers.
EDUCATIONAL IMPLICATIONS OF THE RESULTS

The findings of the study provide a strong indicator towards the fact that Attitude of Women Teachers towards Teaching Profession is best addressed when it combines with a cluster of favourable attributes like Values, Self Actualization and Job Satisfaction. A close perusal of these attributes establishes the fact that both Intrinsic and Extrinsic factors go into the making of these constructs. It highlights the fact that the cultivation of a favorable Attitude of Women Teachers towards Teaching Profession will require utmost care and attention to be given to the personal and the professional factors operating around our education scenario. Women teachers will be required to tend for themselves for the inculcation of a Value based Self Actualized Personality. Equally will the educational planners and administrators be required to pay attention to the intrinsic and extrinsic factors of Job Satisfaction so that lack of job satisfaction among these women teachers should not lead them on the threshold of being burnt out.

All care shall also have to be paid to control all those factors in the educational environment which lead to the precipitation of Burn Out, as though, the factor presently is not a reckoning force to influence the attitude towards teaching profession among the women teachers but its even spread among them is not a healthy foreboding. One healthy finding which has emerged out is that the numbers of years of experience and cluster of subjects which these women teachers teach have no significant bearing on their Attitude towards Teaching Profession. They are all ready for the cultivation of a cult of positive Attitude towards Teaching Profession; the need is to give them a gentle push towards the development of their selves so that they become self actualized through the practice of Values. These significant intrinsic outputs coupled with a sensitive work environment which prevents the spread of negativity can work wonders to enhance the work environment of our educational institutions through this significantly larger number of task force.
SUGGESTIONS FOR FURTHER STUDIES

The results of this study lead to a further chain of fresh research work in the area of development of favourable attitude towards teaching profession. An Indian version of Self Actualization scale needs to be developed and standardized for the future measurements of self actualization among the local population. Self actualization development modules also need to be popularized among not only women teachers but different cross sections of the population connected with the entire hierarchy of education.

Needless to say self actualization essentially will be accompanied by a set of positive and constructive values which can see through the current generation not only engaged in educational scenes but also else where in the society too to success as has been suggested by Scott & Evans (2010) also. A through investigation is suggested in the area of development of desirable value sets for the cultivation of favourable attitude towards teaching profession.

Locale specific working environment researches need lot of input so that the ensuing epidemic of Burn Out could be curbed at its very onset in our educational scenes. The even distribution of the attribute of Burn Out among women teachers is alarming and its negative correlation with attitude towards teaching profession further necessitates serious investigation in this direction to discover the far reaching remedies to control this menace.

An intensive research is also needed to find out the unexplained 74.3% contributors towards the cultivation of favourable attitude towards teaching profession among women teachers and to share that information with the policy framers and executers in the field of educational planning so that curricular and work environment changes can be planned to make the area more productive for the building of a healthy nation through its education circles.