

## **Teacher-Student Relationship and Job Attitude: A Comparative Study on Literature Readers and Non Readers among School Teachers**

Deva Pramod.V.B<sup>1</sup>, Abhijith. A.N<sup>2</sup>

<sup>1</sup>M.Sc. Applied Psychology, Department of Psychology, Bharathiar University, India, vbdevan.psy@gmail.com

<sup>2</sup>Master of Education, Department of Education, H. M. Training College, India, abhijithan.appu@gmail.com

---

**ABSTRACT:** *Students are ever a great force in any country and history tells us about their achievement. Teachers and Parents should mobilize this dynamic power to the public good. The teacher understands the difficulties of the students and with sympathy and compassion would come down to their level. Teacher should be a master in his subject. For that the teacher should be a good reader and should update his knowledge. If the teacher takes pains to be ideal, the students will love him and there will be a good rapport between teacher and students. They should be lamps that shatter darkness. Literature or sense of philosophy makes us teach how to control negative emotions and become good citizen. A literature reader or a lover of philosophical works may have more commitment to his job and this may leads to attitude change in his teaching. Is it possible that a literature reading teacher can be a good teacher?*

*The present study attempted to intend to investigate the influence of reading literature in Teacher Student Relationship and Job Attitude among School Teachers. Sample consisted of 132 teachers which was categorized as literature readers (N=66) and Non-readers (N=66).The tools used in this study are Teacher-Student Relationship Inventory (TSRI) (Rebecca R Ang, 2005) and Job Attitude Scale (Dr.C. Jayan, 2004).*

**KEYWORDS :** *Teacher-Student Relationship, Job Attitude, Reading Literature*

---

### **I. INTRODUCTION**

The Right from the ancient times to the present day, the eminent philosophers have dwelt the subject of education. According to Aristotle and Plato, the most important source in molding citizens is a compulsory system of education. Education leads to reformation. In a democratic system of government, policies are shaped and determined by population will. If the people are not educated, the whole system will be a failure. Educational ideals are determined by space and time. One particular system does not fit the educational schemes of all countries. It is determined by the social order, culture, morality and genius of the people. India needs her own system of education. Unfortunately we don't have a national system of education. Earlier, we were following the educational system from the British rules. That system was forced on Indians to produce some low paid employees. Many features of that system persist now also. As the old system brought great harm, the educational policy is changing now-a-days. The policy makers are now in a dilemma so that we can see experiments are imposing on teachers and students. They do not reflect dynamisms and planned approach. Education had expanded quantitatively. There is neither intellectual nor technical bias. The students of today lack scholarly depth and gravity. It is disheartening to note that the universities of today are not preparing teachers who can guide the destinies of tomorrow's India.

India's educational system needs to be re-organized and re-oriented in the context of Indian constitution which provides a democratic set-up. India's educational system should reflect regard for the great cultural values of the past. While responding to new needs arisen as a result of the march of times, should have moral and spiritual values. Education should inculcate the spirit of brotherhood, fellow feeling and community living. It is essential to impart a kind of education which humanizes and internationalizes our outlook. A highly populated country like India, where the majority of the people live below poverty line should have a bias for technical education. Science education needs to be given weight age because it is science and technology alone which can help us our economic development. Educational organizations in India strive to develop national language. So a national system of education is necessary. Even though it is difficult to disturb the established system of education, we have to be dynamic unless free societies develop a sound educational system, they are in danger. The problem of student indiscipline,

poor educational standards and evaluation system should be solved. If the children are educated in the society, they can do much better for their society. If the students of our country develop a sense of responsibility, things would become easier. Students are ever a great force in any country and history tells us about their achievement. These teachers and parents should mobilize this dynamic power to the public good. They should know knowledge is Power. The teacher understands the difficulties of his students and with sympathy and compassion would come down to their level. Teacher should be a master in his subject. For that the teacher should be a good reader and should update his knowledge. If the teacher takes pains to be ideal, the students will love him and there will be a good rapport between teacher and students. They should be lamps that shatter darkness. If he is well learned and is ready to help his students, he can impart latest information to students. A literature reader may have more commitment to his job and this may leads to attitude change in his teaching. Is it possible that a literature reading teacher can be a good teacher?

**Need and Significance of the study :** A teacher has to come with children having different abilities. Some may be gifted, some average and others, a few in number feeble minded. So a teacher should understand the different abilities of a children-sometimes go up and sometimes come down according to them. There should be a good rapport between a teacher and a student. There may be culturally deprived children also who cannot catch up with their classmates. So, special educational programs should be given to these children as compulsory education. For this, a teacher should be a good reader of varieties of books so that he can make use of it at different levels. While teaching children different types of literature, teacher should make them aware of the particular type of literatures make them take to a particular level. Stories, poems, novels, histories, journals, etc... if a reader has a critical mind in reading these items, the literature will take him to heights. A teacher should have a mind for it so that the students will gain moral values from literature reading. A teacher-student relationship will be stronger and the teacher can mould him in such a way that the pupil can select his own carrier according to his talent and aptitudes. A teacher has his professional role. Teachers are seen as facilitators who guide and enrich children's learning activity. Caring relationships with teacher facilitate children's healthy development. Now-a-days modern technology catches the attention of the children. But if the parents and teachers inculcate reading habits in younger children, it will be easier to make them good readers and it will promote healthy attitude among children.

If a person gets a job that he likes to do, he may be a satisfied man. But job satisfaction is not an easy thing. Some may be in search of any job near to his house, others may be satisfied with any work he gets. Sometimes a person gets the same job he wanted. But, for one or more reasons, he may not like it. But if you are employed in a work, you should try to like it. Adopt some positive attitude towards the work. A teacher has to perform in front of the students better as they are the new hopes for our better world. They should be role models who have the ability to challenge everywhere. By reading literature, especially histories, the teacher can come through several incidents. He can adopt what is right and discard what is wrong and can correct himself. Literature makes us teach how to control negative emotions and makes them good citizen.

### **Objectives of the study**

- To find out relationship between Teacher-Student Relationship and Job Attitude and its components (Job Involvement, Job Commitment, and Job Satisfaction).
- To find out the Teacher-Student Relationship among literature readers and other readers.
- To find out the Job Involvement between literature readers and other readers.
- To find out the Job Satisfaction between literature readers and other readers.
- To find out the Job Commitment among literature readers and other readers.

### **Hypotheses**

H1: There is significant relationship between Teacher-Student Relationship and Job Attitude and its Components (Job Involvement, Job Commitment, and Job Satisfaction).

H2: There is significant difference between literature readers and other readers on relationship with students.

H3: There is significant difference between literature readers and other readers on Job Involvement.

H4: There is significant difference between literature readers and other readers on Job Satisfaction.

H5: There is significant difference between literature readers and other readers on Job Commitment.

## II. REVIEW OF LITERATURE

Ang (2005) conducted a study and scale validation on Development and Validation of the Teacher-Student Relationship Inventory using exploratory and confirmatory factor analysis and the purpose of Study was to generate an initial pool of items for a scale to measure teachers' perception of the affective quality of their relationship with students. And it was conducted by combination of two studies, Study 1 ND Study 2. Eleven classroom teachers (3 men and 8 women) from a secondary school in Singapore participated in Study 1. These teachers taught the participating students on a daily basis for at least 8 months and provided information for Study 1 about their students using the TSRI. A sample of 227 students (106 boys and 121 girls) from the same secondary school also participated in Study 1. The purpose of Study 2 was to test the factor structure of the scores obtained from the 14-item TSRI in Study 1. Nineteen classroom teachers (5 men and 14 women) from an elementary school in Singapore participated in Study 2. These teachers taught the participating students on a daily basis for at least 8 months and provided information for Study 2 about the students using the TSRI. In conclusion, this research has extended research on the measurement of the quality of teacher-student interaction in the literature. There is limited existing literature on teacher-student relationships and their influence on the academic and behavioral adjustment of older children and early adolescents. There is also a need to develop a brief measure that yields scores that are reliable and potentially valid.

Wan Har Chong, Huan, Choon Lang Quek, Lay See Yeo & Ang (2010) conducted a study on Teacher-Student Relationship: The Influence of Teacher Interpersonal Behaviours and Perceived Beliefs about Teachers on the School Adjustment of Low Achieving Students in Asian Middle Schools. This study investigated aspects of the teacher-student relationship as they relate to school adjustment with 523 Grade 8 students in Singapore. And the result shows that students' attitude toward teachers was significant in mediating between teacher-student relational quality and school liking. Hughes, Jan, Luo, Wen, Kwok, Oi-Man, Loyd, Linda (2008) conducted the study on Teacher-student support, effortful engagement, and achievement: A 3-year longitudinal study. Measures of teacher-student relationship quality (TSRQ), effortful engagement, and achievement in reading and math were collected once each year for 3 consecutive years, beginning when participants were in 1st grade, for a sample of 671 academically at-risk children attending 1 of 3 school districts in Texas. Findings suggest that achievement, effortful engagement, and TSRQ form part of a dynamic system of influences in the early grades, such that intervening at any point in this nexus may alter children's school trajectories

Brophy, Jere , Good, Thomas , Holt, Rinehart & Winston. (1974) conducted study on Teacher-student relationships: Causes and consequences. Reviews a series of studies on variables which affect relationships between teachers and students, particularly individual differences in students and teacher expectations and attitudes based on these differences. Helma M. Y. Koomen, Debora L. Roorda, Jantine L. Spilt & Frans J. Oort (2011) conducted a study on The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement. The study was to investigate the associations between affective qualities of teacher-student relationships (TSRs) and students' school engagement and achievement. Results were based on 99 studies, including students from preschool to high school. Separate analyses were conducted for positive relationships and engagement (N = 88,417 students), negative relationships and engagement ( N = 5,847), positive relationships and achievement (N = 52,718), and negative relationships and achievement.

Maldonado-Carreno, & Votruba-Drzal (2011). Teacher-child relationships and the development of academic and behavioral skills during elementary school. The study was to examine whether the quality of teacher-student relationships is associated with academic and behavioral changes through fifth grade. The authors chose to do this longitudinal study due to fact that most of the research on teacher-student relationships had been conducted on kindergarten and first grade teacher-student relationships. The study concluded the associations between teacher-student relationships and standardized academic achievement may not be due to higher quality teacher-student relationships, but rather due to the students' own intellectual abilities, the quality of instruction.

Callis & Robert (1953) conducted a study on the efficiency of the Minnesota Teacher Attitude Inventory for predicting interpersonal relations in the classroom. As a sample, 77 public school classes, grades 4 through 10 were used. All were in central Missouri and all were segregated white schools. Jean A. Baker (1999) conducted a study on Teacher-Student Interaction in Urban At-Risk Classrooms: Differential Behavior, Relationship Quality, and Student Satisfaction with School. In this study, examined teacher-student interactions and relationship quality among poor, urban, African-American children expressing differential school satisfaction. Multiple methods of data collection, including classroom observation, interviews, and self-report questionnaires, were used.

Results are discussed in light of theory that children's relationships with teachers and others as an important variable in learning and in light of contemporary movements within education that stress the importance of relationships in schooling. Purves, Alan, Beach & Richard (1972) conducted a study on Literature and the Reader: Research in Response to Literature, Reading Interests, and the Teaching of Literature. A review of research in the three areas of response to literature, reading interests, and the teaching of literature is presented. In evaluating each study, the authors focus on the question with which it deals and its conceptual design more than on the statistical treatment used. The authors divide their comments and questions into ten areas and state that all areas point to the complexity of the process of reading literature and the need to show the inter workings of the process. The study concludes that the processes of reading and literary response involve complex relationships among the reader, the literary work, and the situation of reading.

Don Zancanella (1991) conducted a study on Teachers reading/readers teaching: Five teachers' personal approaches to literature and their teaching of literature. This study investigated the relationships between five junior high school teachers' personal approaches to literature and their teaching of literature. Each teacher was interviewed eight times and observed while teaching literature eight times. The case studies revealed that the teachers' personal approaches to literature included an emphasis on vicarious involvement. The case studies further revealed that the teachers' use of the knowledge present in their personal approaches to literature is limited by a "school" approach to literature which consists of a focus on comprehension and the learning of literary terms and concepts and which is supported by state-mandated achievement tests. The conclusions suggest that pedagogically useful knowledge exists in these five teachers' personal approaches to literature but that institutional constraints and the teachers' lack of a theoretical framework for literary studies prevent it from being utilized.

Colin Karr (2011) conducted a study on The Attitude of Teachers toward teaching reading in the content areas. The purpose of this study was to determine the attitude of secondary school teachers towards teaching reading in the content areas and investigate whether a significant difference exists in their attitude towards content literacy instruction with respect to variables such as pedagogical training, gender, and experience and subject areas. A questionnaire developed by Vaughan (1977) for measuring the attitudes of teachers towards teaching reading in the content areas was used to conduct the census. The results revealed that the teachers possessed an average attitude towards teaching reading in the content areas. Additionally, it was discovered that there was no significant difference in the attitude of teachers towards teaching reading in the content areas with respect to the four variables.

Timothy, Carl, Joyce, Patton & Gregory (2001), conducted a study on the job satisfaction–job performance relationship: A qualitative and quantitative review. The qualitative review is organized around 7 models that characterize past research on the relationship between job satisfaction and job performance. The sample, 312 samples with a combined N of 54,417. The mean true correlation between overall job satisfaction and job performance was estimated. Sharma, Jyoti & Jeevan (2009) conducted a study on Job Satisfaction of University Teachers: An Empirical Study. The study takes into account intrinsic and extrinsic factors to find out the level of job satisfaction and to see the effect of age, gender, marital status, education, occupation level and length of employment on the job satisfaction of academicians. The paper aims at identifying the facets affecting the job satisfaction of a teacher order of importance and accordingly suggests strategic action for creating and maintaining their job satisfaction.

Oana Alina Bota (2013) conducted a study on Job Satisfaction of Teachers. The purpose of the paper was to highlight the level of job satisfaction of the investigated teachers and its analysis followed by the main variables, such as specialty, age and gender. Results show, if consider the conditions and state of the Romanian system of education, high levels of job satisfaction compared with British secondary school teachers and other professions. Sandhya Mehta (2012) conducted a study on Job Satisfaction among Teachers. And the study was conducted to understand whether the perception of job satisfaction among teachers is affected by the type of organization (private versus government) and the gender (male versus female). The findings of this study indicated that the government school teachers appeared to be more satisfied than the private school teachers, though there was no significant difference in the job satisfaction of male and female teachers. Saft, Elizabeth W., Pianta and Robert C (2001) conducted a study on Teachers' perceptions of their relationships with students: Effects of child age, gender, and ethnicity of teachers and children. This study assessed the extent to which teachers' perceptions of their relationships with young students varied as a function of child and teacher characteristics in a large, demographically diverse sample of 197 preschool and kindergarten teachers and 840 children.

Regression analyses were conducted to examine the relation between teachers' perceptions of their relationships with students and (a) teacher ethnicity, (b) child age, ethnicity, and gender, and (c) the ethnic match between teacher and child. The results are discussed in terms of classroom social processes related to children's adjustment and the measurement of teacher-child relationships. Jan N. Hughes & Timothy A. Cavell (2010) conducted a prospective study on Influence of the teacher-student relationship in childhood conduct problems. The study examined the influence of the quality of the teacher student relationship on children's subsequent levels of aggression in a sample of 61 second and third-grade children nominated and rated by teachers as aggressive. BadrilAnuar (2009) conducted a study on Job Satisfaction among Teachers. The study examined the job satisfaction among teachers in the remote area of Sik, Kedah. Based on the objectives, several factors had been identified in influencing the job satisfaction of the teachers involved. The factors are personal factors that comprise age, gender, working experience and personality as well as organizational factors, which consist of workload, promotion and administrative supervision. These factors seem to be influencing job satisfaction. Results of the study indicate that there exists significant relationships between administrative supervision and job satisfaction, between workload and job satisfaction, between personality and job satisfaction, between promotion and job satisfaction, and finally between gender and job satisfaction. Results of the study also indicated that there exists a significant relationship with a negative value between age and job satisfaction, as well as between working experience and job satisfaction. Based on the results, all the factors do influence job satisfaction in both a positive and negative way. Therefore, all the factors should be taken into account and consideration when any suggestion or plan is to be made on the teachers' job satisfaction.

### III. METHODOLOGY

#### Sample

The study was conducted on a sample of 132 teachers from the high schools and higher secondary schools of Kerala, India. Convenient sampling method has been adopted for determining sample for the study. Convenience Sampling is a non-probability sampling technique where subjects are selected because of convenient accessibility and proximity to the researcher. Since the subject selected the sampling method on the basis of convenience and availability, the sampling method has to be considered as convenient sampling method. Sample consisted of 132 teachers which was categorized as literature readers (N=66) and Non-readers (N=66).

#### VARIABLES AND OPERATIONAL DEFINITIONS

**Teacher-Student relationship:** Teachers' efforts to improve the quality of their relationships with their students are well spent. This can be a difficult task, as each individual child may relate to his or her teacher in different ways. According to attachment theory, children come to school with pre-existing expectations about how available and supportive adults are (Ainsworth & Bowlby, 1991; Anan & Barnett, 1999). These predispositions are thought to influence children's perceptions and behaviours in ways that will confirm and maintain their prior expectations and relationship patterns.

**Reading Literature:** Literature represents a language or a people: culture and tradition. But, literature is more important than just a historical or cultural artefact. Literature introduces us to new worlds of experience. We learn about books and literature; we enjoy the comedies and the tragedies of poems, stories, and plays; and we may even grow and evolve through our literary journey with books. Broadly speaking, "literature" is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and non-fiction.

**Job Attitude:** A job attitude is a set of evaluations of one's job that constitute one's feelings toward, beliefs about, and attachment to one's job. Overall job attitude can be conceptualized in two ways - affective job satisfaction and other aspects of a particular job. Employees evaluate their advancement opportunities by observing their job, their occupation, and their employer. Dimensions of Job attitude are Job Commitment, Job Involvement and Job Satisfaction

**Job Commitment:** Meyer and Allen (1997) state that Job commitment is "a psychological state that characterizes the employee's relationship with the organization". Other researches use similar definitions that refer to an employee's attachment, goal congruency, identification, loyalty and allegiance to their organization.

**Job Involvement:** Although many attempts have been made to clarify the construct of job involvement, it is primarily the work of Kanungo (1979). Involvement in a job is primarily a function of how much the job can satisfy one's salient needs and hence in this respect, job involvement is more situationally determined.

**Job Satisfaction:** Job satisfaction is defined as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs” (Spector, 1997). This definition suggests that job satisfaction is a general or global affective reaction that individuals hold about their job. Traditional job satisfaction facets include, co-workers, pay, job conditions, supervision, nature of the work and benefits.

#### IV. RESEARCH INSTRUMENTS

**Teacher-Student Relationship Inventory (TSRI):** Teacher-Student Relationship Inventory (TSRI) was developed by Rebecca R Ang (2005). The TSRI is a self-report measure assessing teacher perceptions of the quality of their relationship with students. TSRI is a 14 item scale having 5-point Likert type rating format. TSRI includes three factors measuring quality of relationship: Satisfaction (5 items), Instrumental Help (5 items), and Conflict (4 items). Satisfaction items measure the degree to which the teacher experiences a positive and satisfactory relationship with a student. The subscale of Instrumental Help includes items related to the teacher’s perceptions of the students’ willingness to seek out resources or to approach the teacher for advice, sympathy, or help. Finally, the Conflict items measure the degree to which the teacher views the relationship as negative, unpleasant or confusing. Conflict, absence of nurturance, and critical and negative feedback adversely affected students' school adjustment and classroom functioning (Birch & Ladd, 1996; Wentzel, 2002). The internal consistency using Cronbach's coefficient alpha estimates for the scores on the three TSRI factors were as follows: Satisfaction (5 items),  $\alpha = .84$ , Instrumental Help (5 items),  $\alpha = .94$ , and Conflict (4 items),  $\alpha = .81$ .

**Job Attitude Scale (JAS):** Job Attitude Scale was developed by Dr.C. Jayan (2004). The scale involves the three dimensions of job attitude, Job Commitment, Job Involvement and Job Satisfaction. JAS is a 30 item scale and the scale has 5 point Likert Scale response pattern. The sum of the scores for all the items constitutes the total score on the scale. The negative items in this scale are 1,3,11,15,18,22,23,25,27,28 and 29. Items 1- 10 include Job commitment, 11-20 include Job involvement and 21-30 include Job satisfaction. The reliability and validity of the test has been evaluated by the method of Cronbach’s alpha and the alpha coefficient of each domain varies from .73 to .89 and the test- retest reliability is also found to be significant and varies from .63 to .73 respectively.

**Personal data sheet:** Personal data sheet used to measure the demographic profile such as age, gender, teaching experience and years etc., of the sample.

**Statistical Analysis :** Descriptive statistics such as Mean and Standard deviation are used and statistical tests, Independent Sample t-test and Karl Person’s Product-Moment Correlation are used.

#### V. RESULTS AND DISCUSSION

**Table 1**

Descriptive statistics and Correlation among Teacher student relationship (TSRI) and Job Involvement, Job Satisfaction and Job Commitment between the two groups, readers and non-readers

		TSRI	Job Commitment	Job Involvement	Job Satisfaction
<b>TSRI</b>	Pearson Correlation				
	Sig. (2-tailed)				
	N				
<b>Job Commitment</b>	Pearson Correlation	-.160			
	Sig. (2-tailed)	.066			
	N	132			
<b>Job Involvement</b>	Pearson Correlation	.047	.070		
	Sig. (2-tailed)	.594	.423		
	N	132	132		
<b>Job Satisfaction</b>	Pearson Correlation	-.326**	.356**	-.016	132
	Sig. (2-tailed)	.000	.000	.860	
	N	132	132	132	

\*. Correlation is significant at the 0.05 level (1-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 1 describes about the Descriptive Statistics and Correlation among Teacher student relationship (TSRI) and Job Involvement, Job Satisfaction and Job Commitment between the two groups, readers and non-readers. From the results, first considering Teacher student relationship and Job Commitment. Here the

correlation value is  $-.160$  and Significant difference is  $.066$  for  $N, 132$ . And there is no relationship between Teacher Student Relationship (TSRI) and Job Commitment.

The correlation value for the correlation between Teacher Student Relationship (TSRI) and Job Involvement is  $.047$  and the significant difference is  $.594$  for  $N=132$ . And analyzing the correlation value, there is no correlation between the two dimensions, Teacher Student Relationship (TSRI) and Job Involvement.

Considering the Correlation of Teacher Student Relationship (TSRI) and Job Satisfaction, the correlation value  $-.326$  and the  $.000$  for  $N=132$ . Here the value indicates negative correlation. From the table, the results indicate that there is no significant relationship between Teacher student relation, Job Commitment, Job Involvement and Job Satisfaction among readers and nonreaders.

Therefore, the Hypothesis there is significance relationship between Teacher-Student Relationship and Job Attitude and its Components (Job Involvement, Job Commitment, and Job Satisfaction) is rejected.

From the table, the dimensions Job Commitment and Job Satisfaction among the groups, readers and non-readers shows correlation, the correlation value is  $.356$  and significant difference is  $.000$  for  $N=132$ . Value shows high correlation between Job Commitment and Job Satisfaction.

**Table 2**

Descriptive statistics and 't' test for Teacher student relationship among the two groups, readers and non readers

Variable	Group	N	Mean	SD	t	df	Sig.
TSRI Score	Read	66	23.92	5.333	-1.157	130	.250
	Not read	66	25.09	6.221			

Table 2 describes about the Descriptive Statistics and 't' test of Teachers Student relationship (TSRI). The total sample is of 66, and have mean values 23.92 for the group who reads literature works and 25.09 for the group who doesn't read literature. And the Standard Deviation is 5.333 and 6.221 respectively. t value is  $-1.157$  and shows significant difference of  $.250$ . As t value is greater than the tabled value ( $t=1.157, p>.05$ ), shows there is no significant difference between these two groups.

Therefore the Hypothesis, H2 there is significance difference between literature work readers and non-readers on relationship with students is rejected.

**Table 3**

Descriptive statistics and 't' test for Job Involvement among the two groups, readers and non-readers

Variable	Group	N	Mean	SD	t	df	Sig.
Job Involvement	Read	66	34.30	3.239	-.310	130	.757
	Not read	66	34.48	3.501			

Table 3 describes about the Descriptive Statistics and 't' test of Job Involvement. The total sample is of 66, and have mean values 34.30 for the group who reads literature works and 34.48 for the group who doesn't read literature. And the Standard Deviation is 3.239 and 3.501 respectively. t value is  $-.310$  and shows significant difference of  $.757$ . There is only a slight change in the mean values and SD in groups when compared each other. And also concentrates at t value and significant difference, it shows there is no significant difference among the group who read literature and those who do not read literature works.

Therefore the Hypothesis, H3 there is significance difference between literature work readers and non-readers on Job Involvement is rejected.

**Table 4**

Descriptive statistics and 't' test for Job Satisfaction among the two groups, readers and non-readers

Variable	Group	N	Mean	SD	t	df	Sig.
Job Satisfaction	Read	66	37.24	6.234	1.511	130	.133
	Not read	66	35.85	4.159			

Table 4 describes about the Descriptive Statistics and 't' test of Job Satisfaction. The total sample is of 66, and have mean values 37.24 for the group who reads literature works and 35.85 for the group who doesn't read literature. And the Standard Deviation is 6.234 and 4.159 respectively. t value is 1.511 and shows significant difference of .133. And the t value and sig. shows no significant relationship among the two groups.

Therefore the Hypothesis, H4 there is significance difference between literature work readers and non-readers on Job Satisfaction is rejected.

**Table 5**

Descriptive statistics and 't' test for Job Commitment among the two groups, readers and non-readers

Variable	Group	N	Mean	SD	t	df	Sig.
Job Commitment	Read	66	37.94	4.641	.000	130	1.00
	Not read	66	37.94	4.641			

Table 5 describes about the Descriptive Statistics and 't' test of Job Commitment. The total sample is of 66, and have mean values 37.94 for the group who reads literature works and 37.94 for the group who doesn't read literature. And the Standard Deviation is 4.641 and 4.641 respectively. t value is .000 and shows significant difference of 1.00. All the statistical dimensions of the two groups, who read literature works and who doesn't read, such as mean, standard deviation etc keep the same value. That means, in the dimension of job commitment, both group show the same behavior. And also concentrates at t value and significant difference, it shows there is no significant difference among the group who read literature and those who do not read literature works.

Therefore the Hypothesis, H5 there is significance difference between literature work readers and non-readers on Job Commitment is rejected.

## VI. SUMMARY AND CONCLUSION

The present study attempted to intend to investigate the influence of reading literature in Teacher Student Relationship and Job Attitude among school teachers. The major objective of the study include, finding out relationship between Teacher-Student Relationship and Job Attitude and its components (Job Involvement, Job Commitment, and Job Satisfaction), finding out the Teacher-Student Relationship among literature readers and other readers, finding out the Job Involvement between literature readers and other readers, finding out the Job Satisfaction between literature readers and other readers, finding out the Job Commitment among literature readers and other readers. A sample of 132 Secondary and Higher Secondary School teachers which was categorized as literature readers (N=66) and Non-readers (N=66), where made their responses on two different tools; Teacher-Student Relationship Inventory (TSRI) and Job Attitude Scale (JAS).

Concluding the study, deliberately the Hypothesis, H1 there is significance relationship between Teacher-Student Relationship and Job Attitude and its Components (Job Involvement, Job Commitment, and Job Satisfaction) is rejected.

The Hypothesis, H2 there is significance difference between literature work readers and non-readers on relationship with students is rejected.

The Hypothesis, H3 there is significance difference between literature work readers and non-readers on Job Involvement is rejected.

The Hypothesis, H4 there is significance difference between literature work readers and non-readers on Job Satisfaction is rejected

The Hypothesis, H5 there is significance difference between literature work readers and non-readers on Job Commitment is rejected

The present study throws light as, there is no relationship between Teacher Student Relationship and Job Attitude. Also according to the statistical analysis, it clear that there is no significant relationship between the aspects, Job Involvement, Job Satisfaction and Job Commitment. As per the research idea and thought, the behavior of reading literature do not have relevant or that much influence on the relationship with students and Job Attitude. Of course the behavior of reading have impact on several aspects of human natures and behavior, here according to this present study, it can be interpreted as, the behavior of reading literature do not have vital



influence or impact in teacher student relationship and Job attitude (Job Commitment, Job Satisfaction and Job Involvement). While discussing about the data, the criteria's such as the content or the sort of literature, scheduling the habit of reading, etc were not taken under consideration. May be because of this reason the study had retrieved such a conclusion. As Personality is a foundation for every cognition, behavior and emotions in an individual, it's clear that personality have impact on attitudes and behavior. Also this can act as a contributing factor on relationship and attitude, which is under consideration. Taking Teacher Student Relationship alone, extraneous variables such as attitude towards teaching, attitude towards students etc can also have great impact. In other hand attitude towards job, work environment, attitude towards colleagues, lack of motivating elements such as security, payment etc. can also influence the Job Attitude of teachers. In this study those areas were not taken under considerations.

## REFERENCES

- [1] Ang, R. P. Development and validation of the teacher- student relationship inventory using exploratory and confirmatory factor analysis. *Journal of Experimental Education*, 1, 2005, 55-73
- [2] Hughes, Jan N.; Luo, Wen; Kwok, Oi-Man; Loyd, Linda K. Teacher-student support, effortful engagement, and achievement: A 3-year longitudinal study. *Journal of Educational Psychology*, Vol 100(1), 2008, 1-14
- [3] JereBrophy; Thomas Good. Teacher-Student Relationships: Causes and Consequences. *The School Review*, Vol. 83, No. 4. 1975, pp. 713-716
- [4] Roorda, Debora L.; Koomen, Helma M. Y.; Spilt, Jantine L.; Oort, Frans J. The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement: A Meta-Analytic Approach. *Review of Educational Research*, v81 n4. 2011. p493-529
- [5] Carolina Maldonado-Carreño, Elizabeth Votruba-Drzal. Teacher-Child Relationships and the Development of Academic and Behavioral Skills during Elementary School: A Within- and Between-Child Analysis. *Child Development*, Volume 82, Issue 2, 2011, 601-616
- [6] Callis, Robert. The Efficiency of the Minnesota Teacher Attitude Inventory for Predicting Interpersonal Relations in the Classroom. *Journal of Applied Psychology*, 1953, Vol. 37 Issue 2, p82
- [7] Baker, Jean A.; Dilly, Laura J.; Aupperlee, Jana L.; Patil, Sonia A. The developmental context of school satisfaction: Schools as psychologically healthy environments. *School Psychology Quarterly*, Vol 18(2), 2003, 206-221
- [8] Purves, A. C., Beach, R., & National Endowment for the Humanities. Literature and the reader: research in response to literature, reading interests, and the teaching of literature, Urbana, Ill. 1972, National Council of Teachers of English.
- [9] Zancanella & Don. Teachers Reading/Readers Teaching: Five Teachers' Personal Approaches to Literature and Their Teaching of Literature. *Research in the Teaching of English*, v25 n1, 1991, p5-32
- [10] Judge, Timothy A.; Thoresen, Carl J.; Bono, Joyce E.; Patton, Gregory K. The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, Vol 127(3), 2001, 376-407
- [11] Sharma, R. D.; Jyoti, Jeevan. Job Satisfaction of University Teachers: An Empirical Study. *Journal of Services Research*, Vol. 9 Issue 2, 2009, p51
- [12] Oana Alina Bota. Job Satisfaction of Teachers. *Procedia - Social and Behavioral Sciences*. Volume 83, 2013, 634-638
- [13] Saft, Elizabeth W.; Pianta, Robert C. Teachers' perceptions of their relationships with students: Effects of child age, gender, and ethnicity of teachers and children. *School Psychology Quarterly*, Vol 16(2), 2001, 125-14
- [14] Jan N. Hughes & Timothy A. Cavell. Influence of the teacher-student relationship in childhood conduct problems: A prospective study. *Journal of Clinical Child Psychology*. Volume 28, Issue 2, 1999, 173-184
- [15] Ainsworth & Bowlby. The Differential Role of Classroom Working Alliance in Predicting School-Related Outcomes for Students With and Without High-Incidence Disabilities. *Journal of Special Education*. 48, 2014, 135-14
- [16] Anan & Barnett. The Differential Role of Classroom Working Alliance in Predicting School-Related Outcomes for Students With and Without High-Incidence Disabilities. *Journal of Special Education*. 48, 2014, 135-14
- [17] Meyer, J.P., & Allen, N.J. *Commitment in the workplace: Theory, Research, and Application* (Thousand Oaks, CA: Sage, 1997)
- [18] Kanungo, R.N. The concept of alienation and involvement revisited. *Psychological Bulletin*, 86, 1979, 119-138.
- [19] Spector, P.E. *Job satisfaction: Application Assessment, causes, and consequences* (Thousand Oaks, CA: Sage, 1997)
- [20] Wentzel, K. R. Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73, 2002, 287-301.