

A STUDY OF RELATIONSHIP AMONG JOB PREFERENCE, PROFESSIONAL ADJUSTMENT AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The teacher is the dynamic force of the school. The future of the nation depends upon the quality of teachers. The country's success in teaching at all levels depends on the teachers who are the real architects of the nation. As social engineers the teacher can socialize and humanize the young children by their masculine and feminine qualities. Hence the quality of any educational system depends to large measures on the quality, competency and character of teachers. None is born as a quality teacher to determine the quality of education. In this regards India Education commission (1964-66) says "nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. The men and women who really aspire to become teacher in school should possess desirable positive attitude, interest, healthy values, strong motivation, adjustment qualities, patience etc. It is said the teacher who preferred to become a teacher would be having better professional adjustment and his level of job satisfaction would be high, which will be reflected in his teaching and if the teacher is satisfied then only all round growth and development of the individual and society is possible. Therefore through this study the investigator tried to find out the relationship among Job Preference, Professional Adjustment and Job Satisfaction. It was found that there is a positive co-relation between the variables.

KEY WORDS: Job Preference, Professional Adjustment, Job Satisfaction

INTRODUCTION

Education is fundamentally a phenomenon of interaction between the pupil and the teacher. It is said, "what the soul is to the body, what the mind is to the man that the teacher is to the school". Teacher to be the real manager of the classroom teaching learning process must have skills, competence, inclination and of course entire satisfaction with the job. The quality of education determines the quality of citizen of a country. The quality of education largely depends upon the quality of teachers. Quest for quality in education has been a cry in wilderness. We have been placing it, in an elusive triangle where quality and quantity forms other two points. But operational framework on educational action strategies emphasizes quality but rarely states it or illustrates it. Teacher's professional adjustment and job satisfaction plays an important role in teaching learning process and if teaching is preferred as the profession it gives the positive effect. The degree of happiness and satisfaction of a teacher drives from the profession depends upon his professional adjustment and job preference. A teacher who is well adjusted can

work in a righteous way for self-actualization and for the better development of teaching profession to face the present challenges. All the possible care should be taken to maintain healthy environment of school. The teachers should be recruited to the education system on the basis of their capabilities, so preparing good teachers may ensure quality of education. It is said the teacher who preferred to become a teacher would be having better professional adjustment and his level of job satisfaction would be high, which will be reflected in his teaching and if the teacher is satisfied then only all round growth and development of the individual and society is possible. If the teacher is not professionally adjusted he can do an incalculable harm in terms of poor guidance to the student. Hence he cannot do justice to the job assigned to him. Thus there could be a significant relationship among job preference, professional adjustment and job satisfaction.

Many studies were done in this and related field by different researchers like Atreya Jai Shankar.(1989), Agarwal,M.(1981), Anand(1977), Clemence(1989), Nongrum,medalin.((1992),

Uniyal(1979), Ever.(1992), Sarh Hean and RogersCarectt(2001), Mangal.S.K.((1979), Nikhat.Y.Safeeq.(2003) etc. and it was found that many researches were done in the field of job satisfaction, attitude, motivation, preference, adjustment, teaching effectiveness and job satisfaction, role conflict, dimensions of values, leadership characters, personality variables. All these dimensions were studied either taking single variables or two variables together, taking background variables like age, gender, teachers at different levels such as primary, secondary, college teachers etc., but hardly any study was found taking into consideration the three aspect i.e. job preference, professional adjustment and job satisfaction together and that too for secondary school teachers. Hence the present study has been conducted to find out the relationship among job preference, professional adjustment and job satisfaction of secondary school teachers.

Definition of the Terms:

- 1. Job Preference:** This term indicates the aptitude of the candidate in which he will be able to do job effectively. It is an interest of an individual towards a particular job or profession. Job satisfaction is highly the result of ones preferred job.
- 2. Professional adjustment:** It refers to the state or condition of the individual in relation to the world of work at any given moment after he has entered on the occupation.
- 3. Job Satisfaction:** It comprises those outward or inner manifestations which gives an individual a sense of enjoyment or accomplishment in the performance of his work.

Statement of the Problem

The study deals with the relationship between job preference, professional adjustment and job satisfaction of secondary school teachers. Thus the problem may be stated as:

“A study of relationship among job preference, professional adjustment and job satisfaction of secondary school teachers” .

Objectives of the study:

1. To study the relationship between job preference and job satisfaction of secondary school teachers.
2. To study the relationship between professional adjustment and job satisfaction of secondary school teachers.
3. To study the relationship between professional adjustment and job preference of secondary school teachers.

HYPOTHESIS OF THE STUDY

1. There is no significant relationship between job preference and job satisfaction of secondary school teachers.
2. There is no significant relationship between professional adjustment and job satisfaction of secondary school teachers.
3. There is no significant relationship between professional adjustment and job preference of secondary school teachers.

METHODOLOGY

Descriptive survey method of research was employed in the present study to see the relationship among job preference, professional adjustment and job satisfaction of secondary school teachers.

Sample

The sample of study consisted of 100 State Government Secondary School teachers of Bhopal. Total numbers of schools were ten. Keeping in-view the objectives, hypothesis and number of sample of the present study, investigator found random sampling technique suitable for data collection.

Tools used

After the sample has been chosen the next task of the research is to choose appropriate tool for Data Collection. The following tools have been used in the study:

1. **Job Preference:** Career Preference record made by Vivek Bhargava & Rajshree Bhargava (2001) has been used for data collection. CPR covers ten main areas of vocational interest (1) Mass Media & Journalism, (2) Artistic & Designing, (3) Science & Technology, (4) Agriculture, (5) Commerce & Management, (6) Medical, (7) Defence, (8) Tourism & Hospitality Industry, (9) Law & Order and (10) Education etc.
2. **Professional Adjustment:** Self-developed questionnaire of professional adjustment for secondary school teacher was used. The main components were adjustment to (1) Self, (2) Society, (3) Work and (4) Health etc.

- 3 Job Satisfaction:** Job satisfaction scale for teachers (from A for higher secondary and intermediate college) by Dr. S.K. Saxena was used. The main component of the scale was satisfaction with (1) Work, (2) Salary, (3) Security & Promotion Policies and (4) Satisfaction with Authority etc.

Statistical technique used

The statistical technique used by the investigator for the descriptive analysis were mean, standard deviation, co-efficient of correlation have been used to find the relationship between the variables.

Result and Discussion

There were three hypotheses in the study, which were verified:

1. Correlation between job preference & job satisfaction

The first hypothesis of the study states that there is no significant relationship between job preference and job satisfaction of secondary school teachers.

Table -1: Significance of 'r' between job preference and job satisfaction

Variables	'r'	df	Significance
Job preference Job satisfaction	0.19	98	Yes

The above table indicates that the value of 'r' is significant at 0.05 level and hence the hypothesis is rejected. This indicates that there is significant relationship between job preference and job satisfaction of secondary school teachers. Hence, it can be stated that Job preference and job satisfaction affects each other. This may be due to their interest and positive attitude towards profession, which leads to job satisfaction.

2. Correlation between professional adjustment and job satisfaction

The second hypothesis of the study states that there is no significant relationship between professional adjustments and job satisfaction of secondary school teachers.

Table- 2: Significance of 'r' between professional adjustment and job satisfaction:

Variables	'r'	df	Significance
Professional adjustment Job satisfaction	0.42	98	Yes

The above table indicates that the value of 'r' is significant at 0.05 level and hence, the hypothesis is rejected. This indicates that there is significant relationship between professional adjustment and job satisfaction of secondary school teachers. Hence, it can be stated that professional adjustment and job satisfaction affects each other. This may be for better performance and output the teacher try to make some adjustment so to be satisfied and effective in their job.

3. Correlation between professional adjustment and job preference

Third hypothesis of the study states that there is no significant relationship between professional adjustment and job preference of secondary school teachers.

Table -3: Significance of 'r' between professional adjustment and job preference

Variables	'r'	df	Significance
Professional adjustment job preference	0.09	98	No

The above table indicates that the value of 'r' is not significant at 0.05 level and hence, the hypothesis is accepted. This shows that there is no significant relationship between professional adjustment and job preference of secondary school teachers. Hence, it can be stated that professional adjustment and job preference are does not affect each other.

MAJOR FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of the data the researcher came to the conclusion that the major findings of the study are as follows:

1. Significant correlation was found between job satisfaction and job preference of secondary school teachers, this means that job preference and job satisfaction affects each other.
2. There is significant relationship between professional adjustment and job satisfaction of secondary school teachers; this means that professionally adjusted teachers are more satisfied with their job.
3. No significant correlation was found between professional adjustment and job preference as it is not related to each other.

The findings of the present study confirm that job preference and job satisfaction are related to each other. In the same way there is a relationship between professional adjustment and job satisfaction. But professional adjustment and job preference are not related to each other.

EDUCATIONAL IMPLICATION

The quality of education determines the quality of citizen of a country. The quality of education largely depends upon the quality of teachers. Quest for quality in education has been a cry in wilderness. We have been placing it, in an elusive triangle where quality and quantity forms other two points. But operational framework on educational action strategies emphasizes quality but rarely states it or illustrates it. Assessment of professional adjustment, job preference and job satisfaction through well-developed tools provide a comprehensive and valuable base, for engineering teacher quality and hence, quality in education. The present study has its implications for educational administrators, teachers, teacher educators and school personnel. It is high time for us to prepare quality of teachers who will mould the wisdom of coming generation.

CONCLUSION

The quality of education determines the quality of citizen of a country. The quality of education largely depends upon the quality of teachers. Quest for quality in education has been a cry in wilderness. We have been placing it, in an elusive triangle where quality and quantity forms other two points. But operational framework on educational action strategies emphasizes quality but rarely states it or illustrates it. Assessment of professional adjustment, job preference and job satisfaction through well-developed tools provide a comprehensive and valuable base, for engineering teacher quality and hence, quality in education. The present study has its implications for educational administrators, teachers, teacher educators and school personnel. It is high time for us to prepare quality of teachers who will mould the wisdom of coming generation.

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