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### A STUDY OF PROFESSIONAL SATISFACTION IN RELATION TO THEIR SELF-CONCEPT OF MALE AND FEMALE PRIMARY SCHOOL TEACHERS

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#### ABSTRACT—

The purpose of the study is to **Study the Professional Satisfaction in Relation to their Self-Concept of Male and Female Primary School Teachers.** Three hundred (300) government and private primary school teachers of Gadag district will be constituted the sample for the present study. The school and teachers will be selected through random sampling technique. The findings



*concluded that the Self-concept is having positive and significant relationship with the Professional Satisfaction of Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Primary School Teachers. Self-concept is having positive and significant relationship with the Professional Satisfaction of Female Primary School Teachers. Self-concept will act as boosters for the*

*Professional Satisfaction of Male and Female Primary School Teachers.*

**KEYWORDS:** Professional Satisfaction, Self-Concept

#### INTRODUCTION :

Self-concept is an idea of the self-constructed from believes one holds about one self and the responses of others. Is the mental and conceptual understanding and persistent regard that sentient beings hold for their own existence. In other words, it is the sum total of a being's knowledge and understanding of his or her self the self-concept is different from self-consciousness, which is an awareness or pre-occupation with one's self. Components of self-concept include physical and psychological and social attributes, which can be influenced by the individual's attitudes, habits, beliefs and ideas. These components and attributes cannot be condensed to the general concepts of self-image and the self-esteem.

#### IMPACT OF SELF-CONCEPT ON THE PROFESSIONAL SATISFACTION

Uma (1986) found that self-concept and sense of competence significantly moderated the work variables-job satisfaction relationship. It was also found that job involvement was significantly moderated by self-concept.

Sharma (1999) investigated the relationship between type of personality based on Guna and self-concept and job satisfaction. A sample of 74 males and females of varying ages and jobs and with at least 3 years of experience were administered ; the self-concept inventory was developed by Basavanna in (1974), the scale of job satisfaction (Daftuar, 1988) and a shorter version of the personality inventory (Pathak Bhatt and Sharma 1992). Results revealed that Savita personality was positively correlated with self-concept but not satisfaction. Rajas personality was positively correlated with self-concept but negatively job satisfaction. Guna's self-concept and job satisfaction showed a positive significant relationship.

### PRESENT SCENARIO OF TEACHING PROFESSION

In terms of numbers, the teaching profession is the largest among all professions of equivalent status. There are about 5.29 million teachers in India, of which about 3.24 million work at elementary school stage, about 1.75 million at secondary stage and about 0.30 million at university stage (Educational Statistics, Government of India, 2001). In spite of the fact that teaching is not a preferred profession for most of them, through teachers constitute a major portion of our work force.

### JUSTIFICATION OF PROFESSIONAL SATISFACTION (JOB SATISFACTION)

There is always an argument about the relationship between job and profession people or confused whether they are same or different. This can be illustrated by some examples a B. Tech., scholar is generally supposed to become an engineer in respective department. If he is settled in some other department which is delinked from his education then his work is just a job. If he settled an engineer, when his job becomes a profession.

As for as teacher education is concerned a scholar who has completed teacher education course will become a teacher and impart education to all to his satisfaction and also to the satisfaction of the society.

In this case job and profession go together as the proposed research is about teacher education scholar, it is very clear that job satisfaction and profession satisfaction can be viewed as the same and all the sources and resources related to them can be considered under one concept.

For the purpose of this study, the investigator used the term professional satisfaction to refer to Hoyle's (2001) complex definition of status. Professional satisfaction refers to the way in which the public ranks an occupation relative to other occupations, including whether or not they deem it a "profession", and the regard in which the occupation is held based on the perceived personal qualities of its members. The term profession indicates, "an earned degree of respect associated with education, training and (eventually) experience" (Inman and Marlow, 2004). Job satisfaction represents an overall satisfaction of fulfillment with all facets of the particular job or career. For the sake of operational validity, the present research will be based on these conceptual definitions.

### OBJECTIVES OF THE STUDY

1. To study the relationship between Self-concept and Professional Satisfaction of primary school teachers.
2. To study the relationship between Self-concept and Professional Satisfaction of male primary school teachers.
3. To study the relationship between Self-concept and Professional Satisfaction of female primary school teachers.

### HYPOTHESES

1. There is a positive and significant relationship between Self-concept and Professional Satisfaction of primary school teachers.
2. There is a positive and significant relationship between Self-concept and Professional Satisfaction of male primary school teachers.
3. There is a positive and significant relationship between Self-concept and Professional Satisfaction of female primary school teachers.

## METHODOLOGY

The study adopts Descriptive survey method for investigation

### Sample

Three hundred (300) government and private primary school teachers of Gadag district will be constituted the sample for the present study. The school and teachers will be selected through random sampling technique.

### Tools

- The professional satisfaction inventory,
- Self-concept scale

### Statistical Techniques

The inferential statistical technique such as Correlation techniques, were employed to test hypotheses.

## ANALYSIS AND INTERPRETATION

**Table – 1: Correlations of Self-concept with Professional Satisfaction of Primary School Teachers**

Variable	Correlation Coefficients – Self-concept			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.2599	3.7875	<0.01	Yes

The obtained 't' value 3.7875 is greater than the tabled 't' value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. ***This reveals that there is significant relationship between Self-concept and Professional Satisfaction of Primary School Teachers.***

### Major Findings

From the above analysis, it is revealed that Self-concept is having positive and significant relationship with the Professional Satisfaction of Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Primary School Teachers.

**Table – 2: Correlations of Self-concept with Professional Satisfaction of Male Primary School Teachers**

Variable	Correlation Coefficients – Self-concept			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.3013	2.9300	<0.01	Yes

The obtained 't' value 2.9300 is greater than the tabled 't' value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. ***This reveals that there is significant relationship between Self-concept and Professional Satisfaction of Male Primary School Teachers.***

### Major Findings

From the above analysis, it is revealed that Self-concept is having positive and significant relationship with the Professional Satisfaction of Male Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Male Primary School Teachers.

**Table – 3: Correlations of Self-concept with Professional Satisfaction of Female Primary School Teachers**

Variable	Correlation Coefficients – Self-concept			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.2336	2.8200	<0.01	Yes

The obtained 't' value 2.8200 is greater than the tabled 't' value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. ***This reveals that there is significant relationship between Self-concept and Professional Satisfaction of Female Primary School Teachers.***

### Major Findings

From the above analysis, it is revealed that Self-concept is having positive and significant relationship with the Professional Satisfaction of Female Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Female Primary School Teachers.

### Major Findings

- From the above analysis, it is revealed that Self-concept is having positive and significant relationship with the Professional Satisfaction of Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Primary School Teachers.
- From the above analysis, it is revealed that Self-concept is having positive and significant relationship with the Professional Satisfaction of Male Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Male Primary School Teachers.
- From the above analysis, it is revealed that Self-concept is having positive and significant relationship with the Professional Satisfaction of Female Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Female Primary School Teachers.

## DISCUSSION AND CONCLUSION

In this study, the researcher aimed to **Study the Professional Satisfaction in Relation to their Self-Concept of Male and Female Primary School Teachers.** From the analysis report, it is concluded that, the Self-concept is having positive and significant relationship with the Professional Satisfaction of Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Primary School Teachers. Self-concept is having positive and significant relationship with the Professional Satisfaction of Female Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Male and Female Primary School Teachers.

## EDUCATIONAL IMPLICATIONS

Personality has influence on the professional satisfaction of primary school teachers. At present the system of education forgot its main task in fostering the development of whole sum personality among primary school teachers because of a sense of insecurity among the primary school teachers. Hence in every school the guidance and counseling centers are opened to mould the primary school teachers personality within the current techniques to show that they can have a stable mind. The following personality characteristics may be developed in primary school teacher through guidance and counseling for better performance of professional satisfaction (i) less intelligence, concrete thinking, (ii) affected by feeling, emotionally less stable, (iii) humble, mild, accommodating, i.e., submissive, (iv) expedient, evades rules i.e.,

weaker super – ego strength, (v) touch – minded, self-reliant, i.e., harria, (vi) trusting, adaptable, free of jealousy i.e., alaxia, (vii) forthright, natural, artless, i.e., artlessness, (viii) placid, self-assumed, confident i.e., untroubled adequacy, (ix) relaxed, tranquil, unfrustrated i.e., low ergic tension.

There should be a reading clinic or remedial centre in every primary school or giving assess to a comprehensive diagnostic service and expert medical, psychological and teaching help. In service training programmes, work shops seminars, etc., may be planned for increasing the professional satisfaction of primary school teachers. We often hear that teachers are born but not made. Though it is a tribute to gifted and dedicated teaches. We should note that the number of such persons is limited. The success of any educational system depends mostly upon the teachers who implement them. He shapes the destiny of future citizens. It is he who lays the foundation for a happy and prosperous nation. He deserves reward, respect, reverence, recognition, honour and homage.

A satisfied happy primary school teacher is very likely to exert himself, work with enthusiasm and deliver the goods more efficiently and there by make his pupils efficient, satisfied, enthusiastic and happy. Like wise a dissatisfied primary school teacher is likely to make his pupils also dissatisfied in several aspects. Hence, the welfare of primary school teacher should be of supreme concern to the educational administrators, the government and the society. Though, the government has been doing moderately good work to enhance the prestige of the primary school teachers by increasing the salaries, much remains yet to be done.

Majority of the primary school teachers were dissatisfied with their profession in general. It is well known that a dissatisfied primary school teachers cannot perform his duty of teaching effectively. Hence the government and management of the private schools should take up all possible steps to reduce the dissatisfaction vertically and control horizontally.

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