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A STUDY OF PROFESSIONAL SATISFACTION IN RELATION TO THEIR SELF-CONCEPT OF GOVERNMENT AND PRIVATE PRIMARY SCHOOL TEACHERS



Dr.Shankarappa H. Chalawadi

**Assistant Professor , Chand Bi Bi Women's B.Ed., College ,
Gulbarga.**

ABSTRACT

The purpose of the study is to **A Study of Professional Satisfaction in Relation to their Self-Concept of Government and Private 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 Government Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Government Primary School**



Teachers. From the above analysis, it is revealed that Self-concept is not having positive and significant relationship with the Professional Satisfaction of Private Primary School Teachers. Self-concept will not act as boosters for the Professional Satisfaction of Private Primary School Teachers.

KEYWORDS : Professional Satisfaction, Self-Concept.

INTRODUCTION

Self-concept refers to the picture or image a person has of himself (Taneja, R. P. 1991 and a group of experts, 2003).

Judge and Bono (2001) presented a meta-analysis showing that components of a positive self-concept construct were among the best predictors of job performance and job satisfaction.

Personality causes reflect the dynamics of an individual's self-perception and characteristic attitudes and behaviors. A variety of personality characteristics have been found to be associated with the career development of women. Self-concept is one of the most popular ideas in psychological literature. Unfortunately, self-concept is also an illusive and often poorly defined construct. Reviews of literature have found at least 15 different "self" terms used by various authors (Strein, 1993). Terms such as "self-concept", "self-esteem", "self-worth", "self-acceptance", and so on are often used interchangeably and inconsistently, when they may relate to different ideas about how people view themselves. Rogers (1951) defined the self-concept as "an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities : the percepts and

concepts of the self in relation to others and to the environment ; the value qualities which are perceived as associated with experiences and object ; and the goals and ideals which are perceived as having positive or negative valence. Self-concept is operationally defined as a measure of the evaluation which the individual make and customarily maintains with regards to himself, it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successfully and worthy (Cooper, Smith 1959, 67). The awareness of self comes through the gradual process of adaptation to the environment. (Piaget, 1969). Today, our self-concept, i.e., our knowledge, assumptions, and feelings about us, is central to most of the mental processes. According to Markus (1977), information concerning oneself is processed in terms of its relevance to ones self-schemata. Self-schemata are defined as cognitive structures embodying networks of meaning associated with particular attributes that together coalesces to form the self-concept.

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 Government primary school teachers.
2. To study the relationship between Self-concept and Professional Satisfaction of Private primary school teachers.

HYPOTHESES

1. There is a positive and significant relationship between Self-concept and Professional Satisfaction of Government primary school teachers.
2. There is a positive and significant relationship between Self-concept and Professional Satisfaction of Private 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 – 5.6: Correlations of Self-concept with Professional Satisfaction of Government Primary School Teachers

Variable	Correlation Coefficients – Self-concept			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.3211	4.0259	<0.01	Yes

The obtained ‘t’ value 4.0259 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 Government 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 Government Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Government Primary School Teachers.

Table – 5.7: Correlations of Self-concept with Professional Satisfaction of Private Primary School Teachers

Variable	Correlation Coefficients – Self-concept			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.0833	0.6201	<0.01	Yes

The obtained ‘t’ value 0.6201 is lesser than the tabled ‘t’ value 2.76 for two-tailed test and at 0.01 level, the hypothesis is rejected. It thus implies that the obtained correlation is not significant. **This reveals that there is no significant relationship between Self-concept and Professional Satisfaction of Private Primary School Teachers.**

Major Findings

From the above analysis, it is revealed that Self-concept is not having positive and significant relationship with the Professional Satisfaction of Private Primary School Teachers. Self-concept will not act as boosters for the Professional Satisfaction of Private 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 Government Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Government Primary School Teachers.
- From the above analysis, it is revealed that Self-concept is not having positive and significant relationship with the Professional Satisfaction of Private Primary School Teachers. Self-concept will not act as boosters for the Professional Satisfaction of Private Primary School Teachers.

DISCUSSION AND CONCLUSION

In this study, the researcher aimed to **A Study of Professional Satisfaction in Relation to their Self-Concept of Government and Private Primary School Teachers.** From the analysis report, it is concluded that,

the From the above analysis, it is revealed that Self-concept is having positive and significant relationship with the Professional Satisfaction of Government Primary School Teachers. Self-concept will act as boosters for the Professional Satisfaction of Government Primary School Teachers. From the above analysis, it is revealed that Self-concept is not having positive and significant relationship with the Professional Satisfaction of Private Primary School Teachers. Self-concept will not act as boosters for the Professional Satisfaction of Private 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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