

JOB SATISFACTION OF COLLEGE TEACHERS IN RELATION TO THEIR ADJUSTMENT

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ABSTRACT

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. A teacher, who is happy with his job, plays a pivotal role in the up lift-mend of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. If there is Satisfaction of Job, there will be better opportunity of growth of institution in each and every aspect. Institution will grow more, will show good results and produce the shining stars of society. The future of the children is quite safe in the hand of a well adjusted teacher. On the other hand if a teacher suffers from lack of adjustment she is not only harming herself but doing a great harm to the children under her supervision and to the society at large. Adjustment implies the process by which a person changes her behavior to achieve a harmonious relationship between herself and her environment.

Key words:- Job satisfaction, Adjustment, Development.

Education is imparted at various levels; whereas formal education is provided formally by teachers in the institutions. For effective teaching learning process there are three dimensions worth monitoring: teacher, student and curriculum. Directly or indirectly student and curriculum depend upon an effective teacher. An effective teacher by his endless efforts can bring the specified aims to reality and can have the strong basis of the country to stand shoulder to shoulder with world powers.

As teaching is an interactive process its outcome depends upon the effectiveness of the teachers. How effectively a teacher teaches, how much he becomes effective teacher for what extent he shows teacher effectiveness depends upon the personality make up, the level of his presence and service training, his aptitude and attitude toward profession, his job satisfaction, his life satisfaction and many other factors.

There is no agreed definition of teaching efficiency but generally these approaches are adapted to measure teaching efficiency of the teachers. The first approach is based upon estimates of traits assumed to function in the teaching act such as intelligence, derives and emotional stability. The maladjusted teachers find the work load and

problems of discipline in class-room very acute and insurmountable as a result of their work, they become increasingly irritable and that they tend to adopt a bullying attitude towards children.

Thus in the opinion of the investigator, the young people who are considering teaching as a career, will be better able to learn from occupational analysis. What work of teaching involves and from vocational guidance how they are likely to respond to it. Job satisfaction is, of course, basically an individual matter. From this point of view job satisfaction is "any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, I am satisfied with my job". Job satisfaction is the result of various attitude possessed by an employee.

The numerous studies on the relation of intelligence test scores and job performance suggest that for a particular occupation a score within a certain range is likely to be best. This should not lead to the assumption that there is necessarily a high correlation between such tests and job achievement. There are other abilities and aptitudes which can furnish similar clues. The previous job history is highly informative and should not be overlooked. When a job history is not available, as is

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often the case with young applicants, a battery of psychological tests to measure ability and aptitude in many fields is often helpful.

Objectives of the study

The study was conducted with the following objectives in view:

1. To study the significance of difference in the job satisfaction of government and private college teacher.
2. There exists no significance in the job satisfaction of government college teacher with regard to adjustment.
3. To study the significant correlation between job satisfaction and teacher adjustment.

Hypotheses of the study

Keeping in mind the objectives of the study, the following hypotheses were formulated for verification.

1. There exists no significant difference between job satisfaction of government and private college teacher.
2. There exists no significant difference in the job satisfaction of college teachers with regard to their adjustment.
3. There exists no significant correlation between job satisfaction and teacher adjustment.

Method

Descriptive method was used to for the research study. In this study the investigator has taken 267 teachers as sample for the study from, district S.B.S. NAGAR, Punjab.

Sample

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Measures

1. Job satisfaction skill (Dixit, 1986).
2. Teacher adjustment inventory (Mangal, 2007).

Statistical Techniques

1. Descriptive statistics like mean and SD used to computed to understand the nature of data.

2. t-ratio computed to test the significance of difference between two groups.
3. Pearson coefficient of correlation computed to know the correlation between two variables.

Results and Discussions

1. The hypothesis (1) which states, "There is no significant difference between job satisfaction of government and private college teacher", is partially accepted. The results are positive and not significant at any level of significance.
2. The hypothesis (2) which states, "There is no significant difference in the job satisfaction of college teachers with regard to their adjustment", is positive and not significant at any level, is partially accepted.
3. The hypothesis (3) which states, "There is no significant correlation between job satisfaction and teacher adjustment", the results are positive and are not significant, hence is accepted, partially.

Conclusion

Following are the main conclusion of the study: Adjustment of male and female college teachers is also positively correlated with their job-stress.

Increase in job-involvement, the adjustment of college teachers increases.

Increase in job-satisfaction, the adjustment of college teachers increases.

Less than 5 years experienced teachers have significantly better adjustment than 5 years and above experienced teachers.

Less than five years Experience College teachers were found to get more job stress than above 6 years experienced college teachers.

Less than 5 years experienced teachers more involved in their job as compared to the 5 years and above experienced teachers.

Less than 5 years experienced teachers have significantly better satisfaction with their job than that of 5 years and above experienced teachers.

Educational Implications

- Satisfaction from the job is necessary for full devotion and commitment of teachers towards their colleges. Even the best educational system

is bound to fail in the absence of competent and satisfied teachers. Unless the teacher is satisfied with his/her job, he/she cannot deliver the good properly.

- The teachers need to be empowered by giving autonomy. The college authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction.
- The teachers having different levels of job satisfaction may also require different motivational strategies for instance; teachers high in extrinsic job satisfaction may prefer bonuses other types of reward for their proper adjustment.
- The teachers of self-financed teacher education colleges should be given good perks, salary, infrastructure and other facilities to make them satisfied and good in adjustment.
- By knowing the teaching aptitude of a teacher, senior teachers and educationists can suggest him about his/her teaching behaviour. The teacher can improve his/her teaching process.
- If a teacher is well adjusted and has a good level of teaching aptitude, he can impart the best quality of education. By knowing their teaching aptitude and adjustment one can improve himself or herself and provide better education.
- Educationists and planners can suggest the problems of teachers related to their teaching aptitude and adjustment. They can make policies for better teaching.

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