



**CHAPTER – I**

**INTRODUCTION**

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## INTRODUCTION

### 1.1. INTRODUCTION

Education is fundamentally a phenomenon of Interaction between the pupil and teacher. It is said, "What the soul is to the body, what the mind is to the men, that the teacher is to the school".

The society develops a framework of curriculum, which serves as the laid down track for the runway of education. The teacher as a professional worker, a group leader and a facilitator of learning virtually goes to stamp the ultimate outcome of this network of interaction i.e. education. For all the practical purposes the quality of education is primarily reflected in the quality of its teachers. The quality of teacher moulds and shapes the quality of education. In this context we are strikingly reminded of the so oftenly quoted remark of the Education Commission (1996, P46) "of all the factors which influences the quality of education in and its contribution to national development, to quality, competence and character of teacher are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective".

Our traditional education heritage considers teaching as a noble profession besides being an art. There are some who live to teach and other who teach to live. The first category is the one who seeks effective means of teaching. Effective teaching is the outcome of being an effective

teacher; success in teaching at all levels depends mainly upon the teacher, who is the real architect of a nation. Their role in developing the character and vision of the citizen of the future is unique. The secondary education commission (1953) rightly points out that,

"The most important fact in our contemplated educational reconstruction is the teacher, his personal qualities, his educational qualification, his professional training and the place he occupies in community".

A.S. Barr classified characteristics of successful teachers under the unusual knowledge, skill and attitudes and arrived at the following traits of a successful teacher. Following are the qualities of teacher according to him these are- Good cultural background, substantial knowledge of the subject taught, substantial knowledge of professional practices and techniques. Knowledge of human development and learning, skill in the use of language, spoken and written, skill in human relationships, skill in research and educational problems solving, effective work habit, interest in pupils interest in the subject, interest in teaching, interest in school and community, interest in professional co-operation and interest in professional growth. Thus a successful teacher takes responsibility for planning, guiding and evaluating education. He is an individual with culture and citizenship who believes that his job is critical to the progress of the community and the nation.

In view of such realisation, UNESCO in its resolution of October 5, 1968 on the status of teacher said "policy governing entry into preparation for teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills".

Some other qualities of the teacher should be that he should have good information about Indian thought and culture from ancient times to the present. This will help him to have an adequate and healthy personal philosophy of life which is must for teacher. The teacher should appreciate the challenges of the profession and its basic responsibilities which may even compensate for its handicap. This will engender an optimistic attitude towards his job and spontaneous pleasure in teaching.

Some of the qualities considered essential for teachers are devotion to duty, inspiring / motivating students and good academic record and research work.

In his report on the education of American Teachers, 1963 J.B. Conant indicates fourfold purpose of teacher preparation programme.

- ◆ Teacher should understand democratic social component, i.e. they should be enable to look pupils as future citizens and to have positive attitude towards democracy and democrat way of living.
- ◆ Teacher should be enabled to understand social behaviour o children.
- ◆ Teacher should understand growth of children.
- ◆ They should understand principles of teaching.

The quality of a nation depends upon the quality of its citizen. The quality of its citizen depends on exclusively but in critical measure upon the quality of their education. Thé quality of their education depends, more than upon any other single factor, upon the quality of their teachers". These world of American Commission on Teacher Education cannot be over emphasized. The teacher is the living, ideal; the fountain head of knowledge and the potential guide to provide directive for the

growth and development of the students of today as the worthy citizen of tomorrow. To put in a nutshell the teacher is the back bone of the educational system, the marker of the mankind and the architect of the society.

Of all the different factors with influences the quality of education and its contribution to National development the quality, competence and character of teachers are undoubtedly the most significant. The most important factor in educational reconstruction is the teacher his personal qualities, his educational qualification, his professional training and the place he occupies in the school or college as well as in the community.

In the words of Prof. Humayun Kabir. "Teacher are literally the arbiters of a nations destiny. It may sound a truism but it still needs to be stressed that the teacher is the key to an educational, reconstruction". Teachers influence is everlasting. He shapes the destiny of the future citizen.

Teacher to be the real manager of classroom teaching learning process must have skills, competence, inclinations and of course entire satisfaction with his job. Teacher's professional adjustment and job satisfaction plays an important role in teaching learning process and if education is the job preference of a teacher it gives positive effect on his teaching profession and job satisfaction.

If the teacher is not professionally adjusted he can do in calculable harm to the nation in term 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.

## 1.2. NEED AND SIGNIFICANCE OF STUDY

The success of any educational system depends on securing well prepared teachers with strong character, high ideas and devotion according to Dewey "Education is a process which has a psychological as well as sociological dimensions. Some modern educationist assumes that it is a tripolar process, which involves the interplay of the educator, the educand and the social forces. The educator tries to modify the personality of the education in the light of the need and demands of the society to which the later belongs.

Different individuals involved different types of job. Job satisfaction indicates interest for job and it differs from person to person. Job satisfaction meets the need of our day-to-day life. It is always subject to change when we believe that change will satisfy our needs in a better way. Job satisfaction is not essential for happiness and peace of mind but also for progress of an individual in future.

A person who has preferred teaching as a profession will be able to make successful adjustment with the given environment. Once he is satisfied and adjusted he will be more effective in the process of education. A teacher who is satisfied can work in a righteous way for self-actualization and for the better development of teaching profession.

Job satisfaction cannot be seen only in reference to economic condition, there are many other factors which gives job satisfaction i.e. age, time on job, intelligence, qualification, personality, type of work, skill required, occupational status, security, financial return, opportunity for advancement, health etc. Thus job satisfaction is multidimensional in nature. Job satisfaction also involves adjustment i.e. adjustment to self, society and work.

If a teacher is professionally adjusted and is satisfied with his job in spite of some other job preference then effectiveness in his profession will increase and it will give fruitful result to him as well as to society. As adjustment is required in every job, so as in teaching also.

Thus there arises a need of studying the job preference, professional adjustment and job satisfaction of teachers and their relationship. That is why research should be made in this area more vividly. So the researcher wanted to study the relationship among job preference, professional adjustment and job satisfaction of secondary school teachers.

### **1.3. CONCEPT OF JOB PREFERENCE**

The term job preference indicates the aptitude of candidate in which he will be able to do job effectively. Job preference predicts the future job performance. Job preference is an interest of an individual towards a particular job or profession. It also refers to the potentialities and interest related to job performance.

The preference of a job is an important decision a person must make for himself. It is a long process rather than a simple incident. "One's job is the watershed down which the rest of one's life tends to flow", has been well said by Robert and Helen Lynd. Great indeed is the importance of job in the life of an individual. Job interests and preferences do not appear all of sudden during adolescence but as a result of developmental process which has been traced to the early days of the individual's life.

Teaching as profession implies that a candidate, who have joined teaching, should take it as a vocation i.e. he has an aptitude of teaching.

To achieve satisfactory profession in ones life is the mission of every individual. Job preference could be said as the profession one wants to have in order to earn his livelihood. Job satisfaction is highly the result of ones preferred job in life. Every individual has different preferences related to profession.

#### **1.4. CONCEPT OF PROFESSIONAL ADJUSTMENT**

Teaching emerged as an occupation when the life and society become complex and complicated and when the quantum of knowledge increased to such an extent that a particular group of people called teachers had to assure the responsibility of transmitting the same from one generation to another. Originally it was closely connected with religion or theology. Since the beginning of the nineteenth century teaching had gradually taken the nature and character of a profession having delinked itself from religions sites and practices. As the state started playing an important role in providing and managing education, teaching got a great impetus to be called a profession.

According to the dictionary (Oxford, 1970) the word 'profession' means a religious order, vocation, calling especially on that involves some branch of learning or science. A profession is thus a calling or a vocation; but implies acquisition of a quantum of knowledge and skills that are utilized for the service of the mankind. Thus service rendered by a professional may be direct or indirect, may be meant for a limited section of the population or for all and for a limited period of institution or independently or both. The specific characteristics of a profession may be as follows:

- (1) A profession requires a body of specialized knowledge and skills calling for practical training.



- (2) A profession plans service above the personal gains.
- (3) A profession requires a broad range of freedom and autonomy.
- (4) A profession evolves its own codes of ethics, which is scrupulously followed by its members.

A professional group develops a complex of such specific characteristics over a year; professionals must have a good amount of scientific and specialized knowledge skills expertise and involvement along with strong sense of social service

No doubt, adjustment is an important psychological variable and can be defined "as an index of integration between need and satisfaction, promote or demote self system, achievement, motivation, remains related to scholastic achievement, social achievement, social acceptance, sex, age, economic as well as social status, social maturity and moral system.

From psychological point of view adjustment is the process by means of which the individual attempts to maintain a level of psychological and physiological equilibrium or more simply adjustment refers to behavior directed towards tension reduction. It is also true that personality of an individual consists of his persistent tendencies to make certain kinds of adjustment between his needs and situations. A balanced personality is the result of proper adjustment of an individual to his environment. Different person has defined adjustment. According to Patty and Johnson "this maintenance of homeostasis may be considered the general adjustment process".

According to Skinner "Adjustment means how well as person gets along in a situation. It is a matter of degree, a description of the relation between the individual and his environment".

In making professional choice an individual is in effect making a prediction of his future professional adjustment. When he expresses his intention of entering a particular occupation, he is estimating that, of the occupations which are known to him gives the greatest happiness, wealth, recognition or whatever he is seeking. We may have a difficulty in making a choice or prediction or if he does make one it may be less than adequate by certain criteria, he may choose an occupation for which his aptitudes are insufficient. Which criteria are used to evaluate choice as well as the job performance and progress after entry into the world of work depends upon what is meant by professional adjustment.

There are different concepts and definitions of professional adjustment, but common to all of them is the idea that professional adjustment 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 occupation". What the nature of individual's state or condition is, however and why he relates to work as it does not matters upon which general agreement can be found. In order to have some basis of comparing and contrasting the various concept of professional adjustment which has been proposed, we can ask the following questions about each of them, Which aspect of the relationship between the worker and his work is considered to be the most important. Both non- psychological and psychological answers to these questions are given in the following section:

The non-psychological meaning of professional adjustment is that, which focus primarily upon the work component of the relationship between the individual and what he does for livelihood. It emphasizes the factors and systems, which are involved in work as an activity, and

minimizes the role of the worker as an agent in this process.

In contrast to a non-psychological ways of viewing professional adjustment, the psychological way plays the greatest emphasis upon the individual in relation to his work. They attempt to analyze and conceptualize the part, which is personal characteristics and learning experiences play in how and why he adjusts to his location as he does.

### **1.5. CONCEPT OF JOB SATISFACTION**

Job satisfaction is the recent trend borrowed from the industry. The term job satisfaction as defined in the Dictionary of education is the quality, state and level of satisfaction, which is a result of various interests and attitude of a person towards his job.

**Job** – A group of similar position is called job. The person working in an office or factory will occupy different positions but similar job. The jobs may broadly group as under: -

- (a) Manual
- (b) Non-manual.

The job can be grouped according to extent of qualification required, the income they bring for the worker or the interest of the persons in those jobs.

Job satisfaction is the whole matrix of job factors that make a person like his work situation and be willing to head for it without distaste at the beginning of his workday.

The term job satisfaction has been used vaguely. It may be the satisfaction of pay, general surrounding, the social position or all of these combined. Job satisfaction is the result of attitude possessed by an employee (teacher) towards his profession. The attitude is related to the

different areas of job as interest, chance for progress, use of ability, authority, coworkers, chance to be creative, social status, security, relation with management, service conditions, moral values and social prestige.

Job satisfaction results from successful adjustment in the following areas: -

- (i) Adjustment to work.
- (ii) Adjustment to society
- (iii) Adjustment to self.

Job satisfaction is multidimensional in nature; it is the result of various factors. The effect of performance on job satisfaction is viewed as a function of degree to which performance leads to the attainment of the individuals job values. Satisfaction with work has been variously discussed as vocational satisfaction, job attitude depending upon the context.

The term job satisfaction refers to the effective orientation of the part of individuals towards work rules, which they are presently occupying. Job satisfaction is measured by interviews or questionnaires.

The term job satisfaction was first used in 1935 in Hopocks monographs on job satisfaction. It refers to effective orientation on the part of the individuals towards work roles, which they are presently occupying.

According to Vroom (1964) there are two types of conditions which affects job satisfaction (1) Economic (2) Motivational.

Vroom has listed five properties of work rules.

- (1) Financial remuneration.

- (2) Expenditure of energy.
- (3) Production of Energy.
- (4) Social interaction.
- (5) Effects on the social status of worker.

Roberts (1986) defines "Job satisfaction comprises those outward or inner manifestations which give an individual a sense of enjoyment or accomplishment in the performance of his work. Job satisfaction may come from product or item product.

However a more comprehensive approach requires that many additional factors be included before a complete understanding of job satisfaction. Those are employees age, health, temperament, desires and levels of aspiration, further his family relationships, social status, exceptional outlet contributes ultimately to job satisfaction.

Investigations have shown that when a man is satisfied with his work the employer gets greater output therefore fewer quits and many other tangible and intangible results occur. A person satisfied with his job is likely to have morale in his life. A developing society must ensure maximum job satisfaction of their work.

### **Job satisfaction of Teachers**

In a rapidly developed scientific and technological society, the importance of job satisfaction can be overemphasized .It is important to the employer and to the community. The teaching profession is not an exception to it. The teacher can remain satisfied in his job only when opportunities for the satisfaction of teachers are an important aspect of human resource development. The job satisfaction of teachers depends upon various factors both tangible and intangible. Tangible factors consist

of salary, good working conditions and other material benefit. The intangible factors are promotional benefits, reward, philosophy of life and attitude towards the teaching profession. The teacher's personality has also a great role to play in the sphere of teacher effectiveness.

So, job satisfaction may be defined as the result of various attitudes possessed by the teachers who are employed as an employee in higher secondary schools. So we can say in nutshell that job satisfaction may be defined as an attitude, which results from a balancing and summation of experience in connection with the job.

The teacher being the cornerstone of the arch of education must be satisfied with his job so that he delivers the goods to the best of his ability. A dissatisfied teacher is lost not only to himself but also to the entire society. Therefore it is essential to see that the teachers are satisfied with their occupation, so that they can produce the best citizens, who can become the backbone of the future society.

#### **1.6. 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”.**

#### **1.7. OBJECTIVES OF THE STUDY**

1. To study the status of job preference among secondary school teachers.
2. To study the status of professional adjustment among secondary school teachers.

3. To study the status of job satisfaction among secondary school teachers.
4. To study the relationship between job preference and job satisfaction of secondary school teachers.
5. To study the relationship between professional adjustment and job satisfaction of secondary school teachers.
6. To study the relationship between professional adjustment and job preference of secondary school teachers.
7. To compare job preference, professional adjustment and job satisfaction of male and female teachers of secondary school.
8. To study professional adjustment of secondary school teachers in respect of their job preference.
9. To study job satisfaction of secondary school teachers in respect of their job preference.

#### **1.8. 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.
4. There is no significant difference between male and female secondary school teachers in respect of job preference.
5. There is no significant difference between male and female secondary school teachers in respect of professional adjustment.
6. There is no significant difference between male and female secondary school teachers in respect of job satisfaction.

7. There is no significant difference between the teachers who preferred teaching as profession and those who preferred other profession in respect of professional adjustment.
8. There is no significant difference between the teachers who preferred teaching as profession and those who preferred other profession in respect of job satisfaction.

### **1.9. DELIMITATIONS OF THE STUDY**

1. Job preference, professional adjustment and job satisfaction of only secondary school teachers are considered.
2. The study was confined to Bhopal city only.
3. The sample is limited to hundred teachers.
4. Study was confined only to ten schools of Bhopal.
5. Only state government secondary school teachers were chosen for the study.
6. The study could not take care of other variables due to paucity of time.

### **1.10. SUMMARY**

This chapter deals with the introduction of the topic along with the concept of job preference, professional adjustment, job satisfaction, objectives, hypothesis and delimitations of the study. In the next chapter reviews related to present study will be discussed.