



JOB SATISFACTION OF COLLEGE TEACHERS IN RELATION TO THEIR ADJUSTMENT

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Abstract

In the present investigation an attempt has been made to explore the job satisfaction in relation to adjustment of college teachers of SBS Nagar of Punjab. The restricted sample consisted of 100 college teachers (age group 25-40) has been drawn from 10 government and private colleges of SBS Nagar. The result of the study reveals that significant difference exhibits between mean scores of job satisfaction between male and female primary teachers which implies that females are more satisfied in their jobs than male teachers. A significant difference exists in adjustment between male and female which indicates that male and female primary teachers differ in their level of adjustment.. At the end, significant positive relationship exists between job satisfaction and adjustment of college teachers.

Key words: - Job satisfaction, adjustment, college teachers

Introduction

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

Job satisfaction term has been coined from two terms 'Job' the work, where human beings spent most of his time to earn their lively hood. There is exchange between benefits and services among employees and owner, second is 'satisfaction' that is emotional state of human being which is caused by work. So we can say job satisfaction is state of pleasure, emotion, which an employee get after performing his duties of after doing his job. This can be positive or negative also.

According to Webster's Dictionary (1986), "Job satisfaction refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment"

McCormic and Tiffuri (1994) viewed "job satisfaction as the total sentiments related to the job conducted. If worker perceives that his values are realized within the job, he exhibits a positive attitude towards his job, and consequently has greater career commitment"

According to Beutell and Schneer (2012) "Job satisfaction is a summative assessment of attitudes and feelings about one's work position"

Adjustment

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation. Every individual, great or small, old or young, is confronted with the problem of adjustment. The problem of adjustment has been its existence on the earth since the appearance of the human race. The process of adjustment starts right from birth of the child and continuous till his death. The problem of adjustment is related to arriving at a balanced state between the needs of the individual and their satisfaction. The dictionary meaning of the word *adjustment* is *to fit*, make suitable, adapt, arrange, modify, harmonize or make correspondent.

Adjustment is a process that takes us to lead a happy and well-cultural life. It helps us in having balance between our needs and the capacity to meet these needs. It persuades us to change our way of life according to the demands of the situation. It gives us strength and ability to bring desirable changes in the conditions of our environment.



Webster (1951) defined adjustment as it is the establishment of a satisfactory relationship, as represents harmony, conformance, adaption or the like.

According to Warren (1934), adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or the entire situation, environmental and internal.

Schineider (1960) defined the adjustment as, a process involving both mental and behavioural responses, by which an individual strives to cope successfully with inner needs, tension, frustrations, conflicts and effect a degree of harmony between those inner demands and those imposed on him by the objective world in which he lives. According to Smith (1961) a good adjustment is one which is both realistic and satisfying. At least in the long run it reduces to a minimum, the frustrations, the tensions and anxieties which a person must endure. He further observes that adjustment provides an evenness of satisfaction, a general satisfaction of one intense drive at the expense of others. He considers evenness of satisfaction as the main quality of adjustment.

Coleman (1969) says that adjustment involves transactions with one's environment which changes both the environment and the self; it is rarely a matter of adopting oneself to meet environmental demands. Adjusting means acting to meet both inner and outer demands. All behaviour can be viewed as an effort to adjust. The concept of adjustment is as old as the human race on the planet.

Ruch (1970) said that human adjustment. It is constant process of attempting to meet both inner needs and environmental demands no one can escape a certain amount of tension and stress which may lead to frustration.

Teacher Adjustment and Job Satisfaction

Goyal (1980) found that job satisfactions and occupational adjustment among teacher educator were associated with one another. Saxena (1995) revealed that both effective and ineffective teachers were found to be well adjusted derive satisfaction from their work. Sunita (2008) concluded that teacher adjustment is correlated with job-satisfaction.

Kumari (2010) explored that there is no significant relationship between adjustment and job satisfaction of secondary school head masters, in the relationship between adjustment and job satisfaction sex, age, academic qualifications, locality, type of management, experience and medium do not make a significant relationship. Pathak (2017) explored that intrinsic factor of job satisfaction shows significant relationship between status of the school, gender and interaction effect. Extrinsic factors of job satisfaction show no significant relationship so far as adjustment is concern found no significant relationship between status, gender and interaction effects.



Sharma and Singh (2015) ventured that all teachers had negative correlation between adjustment and job-satisfaction but only female teachers in private senior secondary school showed significant negative correlation and a significant difference on job-satisfaction and adjustment was found between female teachers of govt. and private senior secondary schools. Venkateswaran, Sakthivel, & Manimaran, (2015) found that all the four variables i.e. adjustment, job satisfaction; job involvement and job stress have a significant relationship.

From the above discussion, it was found that there were plenty of researches available on adjustment and job satisfaction. But there was no any research available to measure the adjustment and job satisfaction of teachers in SBS Nagar. Hence, there is a great need to take up more studies in the same area. It is aimed that the present study will reveal the existing status of teacher adjustment and job satisfaction of college teachers. Hence, the researcher found an urgent need to conduct a study on college teacher adjustment and job satisfaction.

Objectives of the Study

- i. To find out whether extent of job satisfaction will differ in case of male and female college teachers.
- ii. To find out whether extent of adjustment will differ in case of male and female college teachers.
- iii. To find out the relationship between job satisfaction and adjustment of college teachers.

Hypotheses of the Study

- i. There will be no significant difference with regards to job satisfaction of male and female college teachers.
- ii. There will be no significant difference with regards to adjustment of male and female college teachers.
- iii. Job satisfaction of college teachers will be significantly related with adjustment.

Sample

In the present study the descriptive survey method was followed. The sample was collected from 100 primary teachers (age group 25-40) out of which 50 were males and 50 were females by employing random sampling techniques. The sample was drawn from 10 government and private schools of SBS Nagar District.

Tools Used



1. Job Satisfaction Scale by Meera Dixit (1993) will be used.
2. Teacher Adjustment Inventory by S.K. Mangal (1987) will be used.

Delimitations of the Study

The present study was delimited to the government and private college teachers of S.B.S. Nagar, Punjab.

Statistical Techniques Used

To analyze the data, descriptive statistics such as mean, standard deviation, skewness and kurtosis are computed to study the nature of distribution of scores for all the variables. Coefficient of correlation is used to find the relationship among variables. T-ratios are computed to find the significance of difference of means of male and female with regards to job satisfaction and adjustment.

Results

- To investigate the significance of difference between the means, the job satisfaction scores of male and female primary teachers are arranged into frequency distribution. To ascertain the effect of the independent variable on the dependent variable, mean scores, SD's and Critical Ratio are calculated and shown in table 1.

Table 1: Mean Score, SD's and CR of Job Satisfaction Score of Male and Female teachers

Group	Mean	SD	N	Df	CR
Male	143.9	12.024	50	98	5.71**
Female	158.7	10.975	50		

**** Significant at 0.01level**

Table 1 shows that the mean scores of job satisfaction between male and female primary teachers as 143.9 and 158.7 respectively and their standard deviation as 12.024 and 10.975 respectively. The CR is 5.71 with df 98 which is significant at 0.01 level of confidence. The female teachers exhibited higher mean scores on job satisfaction than the male teachers which imply that females are higher in extent of job satisfaction than the males. Hence, the first hypothesis which states that 'there will be no significant difference with regard to modernization of male and female primary teachers' stands rejected.



- To investigate the significance of difference between the means, the adjustment scores of male and female teachers are arranged into frequency distribution. To ascertain the effect of the independent variable on the dependent variable, mean scores, SD's and Critical Ratio are calculated and shown in table 2.

Table 2: Mean Score, SD's and CR of Adjustment Score of Male and Female teachers

Group	Mean	SD	N	Df	CR
Male	69.8	19.08	50	98	8.76**
Female	80.6	16.78	50		

**** Significant at 0.01level**

Table 2 shows that the mean scores of adjustment between male and female teachers as 69.8 and 80.6 respectively and their standard deviation as 19.08 and 16.78 respectively. The CR is 8.76 with df 98 which is significant at 0.01 level of confidence. The male teachers exhibited higher mean scores on adjustment than the female teachers which imply that males are higher in extent of adjustment than the females. Hence, the second hypothesis which states that 'there will be no significant difference with regards to adjustment of male and female college teachers' stands rejected.

- Correlation was worked out to find out the relationship between job satisfaction and adjustment of male and female college teachers. The product-moment co-efficient of correlation was worked out in order to establish relationship between job satisfaction and adjustment as shown in table 3.

Table 3. Coefficient of correlation between Job Satisfaction and Adjustment

Variables	No. of Teachers	Coefficient of correlation
Job Satisfaction	100	+0.78**
Adjustment		

****Significant at 0.01 level**

Table 3 shows that 'r' value between job satisfaction and adjustment has been found 0.78 which is significant at 0.01 level. So there is significant relationship has been found between job satisfaction and adjustment. Besides it, the result implies that positive relationship has been



found between job satisfaction and adjustment of college teachers. Therefore, the third hypothesis which states ‘job satisfaction of college teachers will not be significantly related with adjustment’ stands rejected

Conclusions of the Study

On the basis of the above discussion, the following conclusions were drawn:

1. A significant difference exhibits between mean scores of job satisfaction between male and female college teachers which imply that females are higher in extent of job satisfaction than the males.
2. A significant difference exhibits between mean scores of adjustment between male and female college teachers which imply that males are higher in extent of adjustment than the males.
3. A significant positive correlation was found between job satisfaction and adjustment in case of total sample. This indicates that the process of job satisfaction is leading to the development of adjustment among teachers.

Educational Implications of the Study

- 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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