

## Research Article

# Study of personality adjustment and job satisfaction of rural and urban secondary school teachers

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### Abstract

The present study was undertaken to study and compare the personality adjustment and job satisfaction of rural and urban secondary school teachers. The sample subjects were selected randomly from various secondary schools in District Baramulla, Jammu and Kashmir. The data was collected by using Bells Adjustment Inventory and Amar Singh and T.R Sharma's job satisfaction scale. The collected data was analysed by using some statistical treatment. It was found that there is no significant mean difference between rural and urban secondary school teachers while comparing on various dimension of personality adjustment and job satisfaction.

**Keywords:** Personality Adjustment, Job Satisfaction, Rural, Urban, Secondary School, Teachers

### Introduction

Education today is indispensable, yet in dispute. It has become a matter of growing national debate and concern that the need for education continue to grow is evident from the increasing investment in educational programmes and the corresponding demand for it. What schools can do many have been over estimated but it is difficult to imagine that schools do nothing or that one can afford to ignore what they do and not be concerned with the training and functioning of those who do it. National attention has been focused on teachers education programmes but despite much endeavours all students who undergo preparation through education courses and teaching experiences in nearby schools do not acquaint themselves successfully with the job creation. Some perhaps improve with time and exposure to teaching experience while others slip into inefficient ways. The school going population is maintaining a rapid growth trend which points to an over expanding demand for teachers. If the premise that "all teachers are not equally effective or ineffective" is an accepted fact. Then, to initiate an enquiry into the etiology of this phenomenon becomes imperative.

Along with this, no discussion of the present educational scenario can be complete unless we focus upon the teacher the central figure in the whole field of education. The role of the teacher at present is changing in view of the social, economic, political and other pressures. There is no scope for doubt in the observation that the efficiency of an educational system is primarily determined by the efficiency of teachers. The identification of able and efficient teaching personal constitutes one of the most important of all educational concerns. It is no exaggeration to repeat that it is the teacher around whom the whole educational process revolves. His job is gradually becoming more complex.

Job Satisfaction is broadly defined as an individual's general attitude towards his or her job. Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfil important job values provided these values are compatible with one's needs. It is an individual's emotional reaction to the job itself. It is a person's attitude towards the job. People spend a sizeable amount of their time in work environment. Job satisfaction is related to but distinguishable from morale and job involvement. Since job is not an entity or physical thing but a complex of inter-relationships of likes, roles, responsibilities, interactions, incentives and rewards, job satisfaction has to be intimately related to all of them.

According to Guion (1958). Job Satisfaction is the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his tattletale job situation." Job satisfaction is a crucial factor in improving the quality of instruction, educational and research output and student teacher relationship. In fact the success of an educational institution can to a considerable extent be assessed by the level of job satisfaction of its teachers.

Studies made by Flanders (1970) and Traverse (1973) have also shown concern on the emotional, psychological and personality type of teachers and their teaching success. The whole gamut of research on teacher's effectiveness is based on the analysis of personality types and correlates which promote effective teaching in this direction. Flanders (1970) has established that teachers who are emotionally stable, socially out going and work oriented are more successful as compared to those who are unstable and socially closed. Besides, healthy environmental conditions in an institution of learning the personal characteristics of a teacher contribute towards the quality of research and teaching success. However, a teacher by birth may be genius or creative, he can't apply his endowed talent unless his personal emotional climates are in agreement. It is therefore pertinent that besides the institutional factors, the personal qualities and characteristics of a teacher determine his professional success and research competence.

The teacher is the principal agency for implementing educational programmes at various levels. The teacher is the maker of mankind and the architect of the society. The teacher is the living ideal, the foundation head of knowledge and potential guide to provide directive for the growth and development of students of today as worthy citizens of tomorrow. Teachers determine to a large extent the destiny of a nation. Of all the different factors which influence the quality of education and its contribution to national development. The quality, competence, personality factors attitude and values of a teacher are undoubtedly the most significant. The most important factor in educational reconstruction is the teacher-his personal qualities, his educational qualification, his professional training, his knowledge of subject, communication skill to make complex things easy to understand, adequate practical skills, sincerity, integrity, high level of motivation, taking initiative, having super vision (observation), good listener, ready to learn new things from anybody and devotion are few things required from a teacher.

### **Objectives**

To study the personality adjustment of rural and urban secondary school teachers.

To study the job satisfaction of rural and urban secondary school teachers.

To compare rural and urban secondary school teachers on various dimensions of their personality adjustment.

To compare rural and urban secondary school teachers on various dimension of job satisfaction

### **Hypothesis**

There is no significant mean difference between rural and urban secondary school teacher on their personality adjustment.

There is no significant mean difference between rural and urban secondary school teacher on job satisfaction.

### **Tool**

For the present study the data was collected by using Bells Adjustment Inventory and Amar Singh and T.R Sharma's job satisfaction scale.

### **Statistical treatment:**

The collected data were analyzed by using Mean, Standard deviation, and t-value.

### **ANALYSIS OF THE DATA**

The table1 below reveals that there are two groups of teacher's viz. rural and urban secondary school teachers were compared on their Home adjustment. The table shows that there is no significant mean difference between two groups of teachers on their home adjustment. Both groups of teachers posses same Home adjustment.

**Table 1:** Comparison of rural and urban secondary school teachers on their Home Adjustment

	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>t-value</b>	<b>Level of significance</b>
Rural	200	5.28	2.52	1.06	Insignificant
Urban	200	5.81	2.35		

**Table 2:** Comparison of rural and urban secondary school teachers on their Health Adjustment

	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>t-value</b>	<b>Level of significance</b>
Rural	200	5.77	3.95	1.10	Insignificant
Urban	200	5.88	2.81		

**Table 3:** Comparison of rural and urban secondary school teachers on their Social Adjustment

	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>t-value</b>	<b>Level of significance</b>
Rural	200	5.07	3.15	1.57	Insignificant
Urban	200	5.18	2.81		

**Table 4:** Comparison of rural and urban secondary school teachers on their Emotional Adjustment

	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>t-value</b>	<b>Level of significance</b>
Rural	200	5.98	2.95	4.83	Significant at .01 level
Urban	200	6.27	2.11		

**Table 5:** Showing the mean comparison of rural and urban secondary school teachers on various dimensions of job satisfaction viz. (job concrete factor, Abstract factor, Psycho-Social factor, Economic factor and National growth factor)

<b>Category</b>	<b>Dimensions of Job Satisfaction scale</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>t-value</b>	<b>Level of significance</b>
Rural	Job concrete factor	17.67	3.23		
Urban		17.29	3.56	1.15	Insignificant
Rural	Abstract factor	18.18	5.13		
Urban		18.82	5.10	1.28	Insignificant
Rural	Psychosocial factor	20.25	4.13		
Urban		20.07	3.89	1.20	Insignificant
Rural	Economic factor	10.15	2.02		
Urban		10.35	2.67	0.86	Insignificant
Rural	National factor	11.19	1.98		
Urban		11.02	1.78	0.94	Insignificant

A perusal of above table2 shows the mean difference between two groups of teachers on their Health adjustment. The mean score favours both groups of teachers and show no mean significant difference. The two group of teachers posses same home adjustment.

The above table3 shows the mean comparison of rural and urban secondary school teachers on their social adjustment. The data reveals that there is no significant mean difference between the two groups of teachers, both rural and urban secondary school teachers show similar social adjustment.

A perusal of above table4 shows mean comparison of rural and urban secondary school teachers on their emotional adjustment. The data reveals that the mean difference favours the urban secondary school teachers which indicates that they are significantly different than the rural secondary school teachers on their emotional adjustment which means that rural secondary school teachers are emotionally unstable.

The perusal of above table5 shows the mean comparison of rural and urban secondary school teachers on various dimension of job satisfaction scale. The table reveals that there is no significant means difference between rural and urban secondary school teachers while comparing on job concrete factor, Abstract factor, psychosocial factor, economic factor and national growth factor. Both the groups of teacher showed similar type of satisfaction of their job.

## MAJOR FINDINGS

It was found that there is no significant difference between rural and urban secondary school teachers. Both rural and urban secondary school teachers showed somewhat similar to home adjustment.

It was further found that both the groups of teachers viz. rural and urban secondary school teachers showed similar type of health adjustment.

It has also been found that there is no significant difference between rural and urban secondary school teachers on their social adjustment.

It was also found that there is significant mean difference between rural and urban secondary school teachers on their emotional adjustment.

It was further found that there is no significant mean difference between rural and urban secondary school teachers while comparing on various dimension of job satisfaction.

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