

Personal Value and Job Satisfaction of Private B.Ed. College Teachers

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ABSTRACT

Indian educational system has always been stressing on value inculcation through various subjects. In the ancient time, the main objective of education was mainly to achieve Dharma (Righteousness), Artha (material good), Kama (satisfaction of desires), and Moksha (final perfection of the self). These were considered as the moral virtues in Indian education. Great thinkers like Plato, Sir John Adams etc. focused on education to act as an agency of social control by fostering the basic values that hold the society together. In the present scenario, where a person's morals are dwindling, training young minds and inculcating values in them is the responsibility of parents as well as teachers. As children spend a better part of their day in educational institutions, it becomes imperative that teachers take over the responsibility of creating an ideal environment so that qualitative values can be restored.

This paper aims to examine and analyze about the personal values and job satisfaction on private B.Ed .college teachers in Ujjain district. This study examines the relationships among job satisfaction and selected personal variables. Drawing from recent developments regarding the contextual nature of personality we will conduct study to examine the validity of personal values. The sample used is a number of 115 respondents in private B.Ed .college teachers in Ujjain district. The technique of sampling is stratified random sampling. The data collected will be analyzed statistically using mean, Critical Ratio and standard deviations and their significance of difference interpreted at 0.01 and 0.05 level of significance at the particular degrees of freedom.

KEYWORDS: Personal values, job satisfaction, Urban and Rural area

INTRODUCTION

Today people facing many problems in changing world, among them job satisfaction is one. An integral component of work climate is job satisfaction which is very much related to the values of teachers. These values which the teachers have will effect generation of students. Satisfaction is a function of the discrepancy between the job outcomes of a person's wants and outcomes that are perceived to be received. Employee satisfaction has become an

Important corporate objective in recent years. Job satisfaction represents a person's evaluation of his/her job and work context. There is a variety of factors that can influence a level of job satisfaction; some of these factors include pay and benefits, perceived

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fairness of the promotion system within a company working Conditions, the quality of individual's relationship with their supervisor, social relationships, and the job itself. The literature often distinguishes between situational and dispositional factors of job satisfaction, while situational factor represents job characteristic, dispositional factors are personal features of an individual. The teacher has a vital role for national development and social change. It is his/her responsibility to guide and inspire his/her students, to enrich discipline and to inculcate values, which are in consonance with our cultural heritage and our social objectives. This involves the transmission of knowledge from one generation to

another and educational innovations like the restructuring of courses, introduction of examination reforms, making programs relevant to social environment and community needs. Developing new and emerging areas of studies can be brought about successfully only if the teacher is satisfied with his/her job and accepts a progressive outlook on education. In other words, the most important factor in educational reconstruction is the teacher—his/her personal qualities, educational qualification, professional training and the place one occupies in the school or college as well as in the community. The reputation of a school or a college and its influence on the life of the community, invariably depends on the kind of teachers working in it

PERSONAL VALUES: MEANING AND DEFINITION

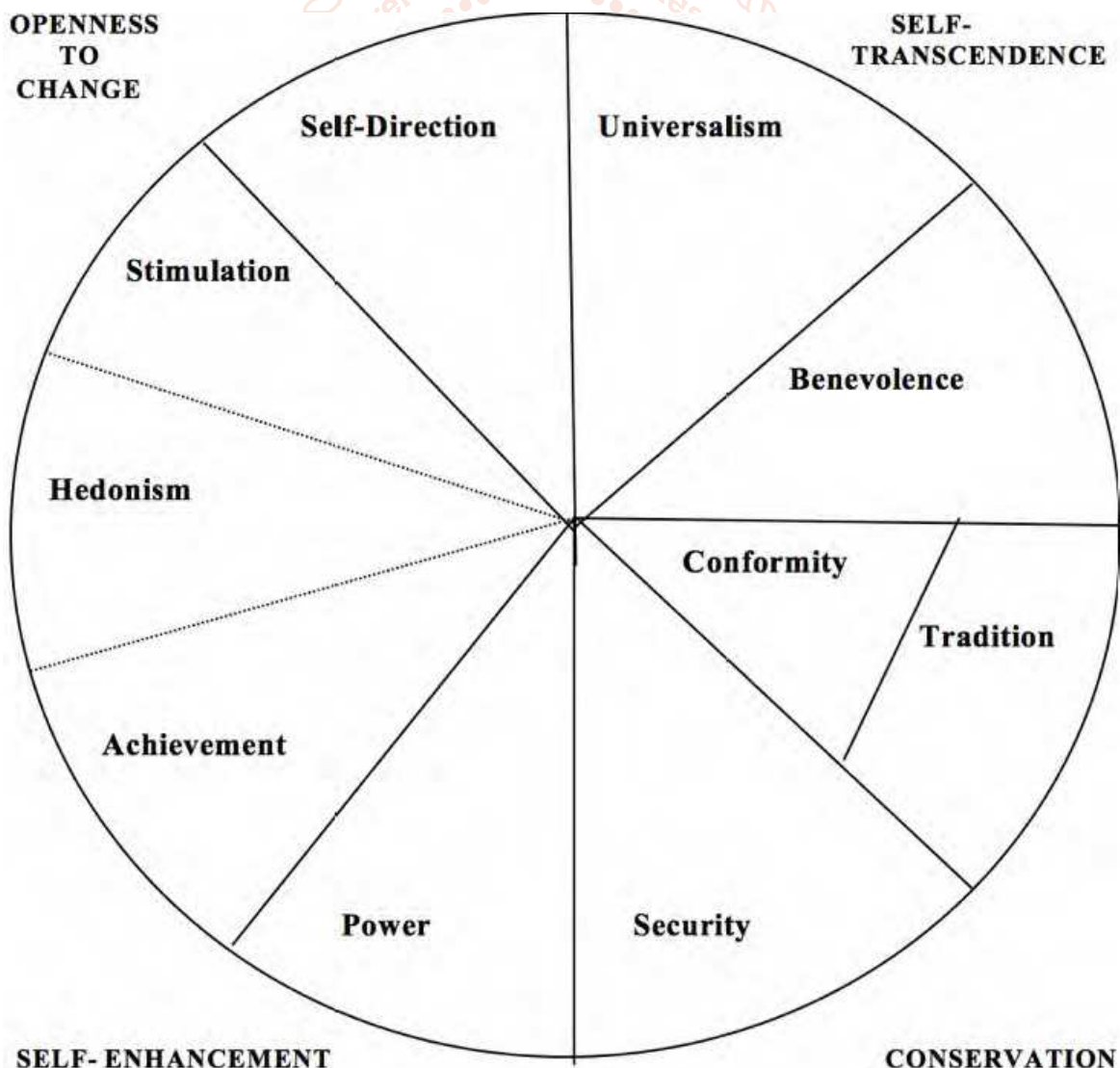
Personal values are the things that are important to us, the characteristics and behaviours that motivate us and guide our decisions. For example, maybe you value honesty. You believe in being honest

wherever possible and you think it's important to say what you really think.

“Broad desirable goals that motivate people's actions and serve as guiding principles in their lives”. Everyone has values, but each person has a different value set. ... A personal value is a broad concept and one particular value can be applied to various situations.

Sixteen Common Values

1. Integrity (Ethics, Honesty), 2. Excellence (Quality, Performance), 3. Responsibility (Accountability, Commitment), 4. Teamwork (Collaboration, Cooperation), 5. Innovation (Creativity, Ingenuity), 6. Achievement (Results, Success), 7. Fairness (Diversity, Inclusive), 8. Care (Service, Compassion), 9. Passion (Enthusiasm, Fun), 10. Leadership (Influence, Competitive Advantage), 11. Learning (Continuous Improvement, Knowledge), 12. Customers (Customer Satisfaction), 13. People (Employee Engagement), 14. Safety (Health), 15. Community (Corporate Citizenship), 16. Environment (Sustainability)



Schwartz's Personal Values Framework
 Source: Schwartz (1992, p.45)

JOB SATISFACTION - MEANING AND DEFINITION

Job satisfaction refers to a person's feeling of satisfaction on the job which act as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Satisfaction does mean the simple feeling state accompanying the attainment by an impulse of its objective. Research workers differently described the factors contributing the job satisfaction and the job dissatisfaction.

“Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal or one's job or job experience” - **E.A.Locke**

“Job satisfaction is the amount of pleasure or contentment associated with a job. If you like job intensely, you will experience high job satisfaction. If you dislike your job intensely, you will experience job-dissatisfaction” - **Andrew.J.DuBrins**

“Job satisfaction will be defined as the amount of overall positive effect or feelings that individuals have towards their jobs” - **Fieldman and Arno**

factors which determine job satisfaction and the way it influences productivity in the Organisation. Though there is no conclusive evidence that job satisfaction affects productivity directly because productivity depends on so many variables, it is still a prime concern for managers. Job satisfaction is the mental feeling of favourableness which an individual has about his job. In literature on Industrial Psychology, the term Job -Satisfaction is quite frequently used for individual's attitude towards the specific aspects of the total work situation. The word job refers to a specific task where as the term job satisfaction is of higher orders where it is essentially related to human needs and their fulfilment through work. It is generated by the individual's perception of how well his job satisfies his various needs. It is often said that “A happy employee is a productive employee.” Job satisfaction is very important because most of the people spend a major portion of their life at their working place. Moreover, job satisfaction has its impact on the general life of the employees also, because a satisfied employee is a contented and happy human being. A highly satisfied worker has better physical and mental well-being. Though it is debatable point as to which one is the cause and which one is the effect, but there are correlated to each other.

REVIEW OF RELATED LITERATUR:-

Lal, Roshan and Shergill, Sarabjit Singh, (2012), A Comparative Study of Job Satisfaction and Attitude towards Education among Male and Female Teachers

of Degree Colleges, Maharishi Markandeshwar University, Mullana-Ambala (HR) India.

Objectives: (i) To analyze the job satisfaction level among the male and female teachers of Degree Colleges. (ii) To analyze the attitude of the male and female teachers of Degree Colleges towards education. (iii) To find out the impact of job satisfaction and attitude of Teachers on Education.

Hypothesis: (i) There is significant difference in job satisfaction of Male and Female teachers of Degree College. (ii) There is significant difference in attitude towards education among male and female teachers.

Sample: The sample size was so selected that it could be adequate enough to represent the whole population, and also give the true picture. The total sample size was restricted to 200.

Findings: Both the male and female teachers teaching in degree colleges have unfavourable attitude towards education. The male teachers have the mean value 85.1 and female teaches have the mean attitude score of female degree colleges' teachers is higher than that of male teachers. Therefore, it is evident that female degree colleges teachers have more favourable attitude towards education as compared to their male counterparts. The difference between the mean is non significant with t value 0.104. It is inferred that both male and female teachers do not differ significantly regarding the attitude towards education.

Sharma, Rashmi (2011), Job Satisfaction in Teaching Profession of Higher Secondary School's Teachers of Raebareli.

Objectives: (i) To study Job Satisfaction in teaching profession of higher secondary school's male teachers of Raebareli. (ii) To study Job Satisfaction in teaching profession of higher secondary school's female teachers of Raebareli (iii) To compare Job Satisfaction in teaching profession of higher secondary school's male & female teachers of Raebareli.

Hypothesis: There is no significance difference between Job Satisfaction in teaching profession of higher secondary school's male & female teachers of Raebareli.

Sample: Sample consists of male and female teachers of higher secondary schools of Raebareli. Teacher job satisfaction Questionnaire of Pramod Kumar, and D. N. Mutha given to randomly selected sample teachers. Tools: Teacher Job Satisfaction Questionnaire of Pramod Kumar and D. N. Mutha, consists of 29 highly discriminating Yes/No" type items. The items of this questionnaire seems to

appropriate for knowing level of teachers "job satisfaction. These items were classified into four different aspect of job satisfaction in teaching, which are – attitude towards 1-Profession 2- Working conditions 3- Authority 4- Institution.

Findings: Both male and female teachers are satisfied with their job. They feel that teaching is the best profession for them and they feel proud to be a teacher. But non-government school teachers show little dissatisfaction for their stability or security in this profession. It may be concluded, that there are indications that teacher's level of job satisfaction have a positive relation with success in teaching. The satisfaction of teachers with teaching profession is significantly correlated with teaching success. A favourable attitude and healthy environment makes the work not only easier but also more satisfying.

Singh, Kanwar Jasminder Pal (2004), A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession, Punjab University, Chandigarh.

Objectives: (i) To know whether the values and attitudes towards teaching profession of teachers are correlated with each other. (ii) To compare the values of college teachers with the values of school teachers. (iii) To find out whether values of male and female teachers differ. (iv) To determine whether the locality (urban/rural) of the teachers affects their Values. (v) To compare the attitude of college teachers towards teaching profession with that of school teachers. (vi) To find out whether the attitude towards teaching profession is gender biased. (vii) To explore whether the attitude towards teaching profession is determined by the locality of the teachers.

Methodology: The institute, gender and locality have been considered as independent variables, whereas, values and attitude towards teaching profession as dependent variables in the study. Descriptive method of research has been suitably employed for the study.

Sample: The sample of 480 teachers has been systematically drawn using multistage randomization technique.

Tools: Study of Values (1992) by Dr. R.K. Ojha and Teacher Attitude Inventory (1978) by Dr. S.P. Ahluwalia were the tools appropriately used for the study.

Findings: (i) There is a negative and significant correlation between theoretical value and attitude towards teaching profession. (ii) There is a positive and significant correlation between economic value and attitude towards teaching profession. (iii) There is a positive and significant correlation between

aesthetic value and attitude towards teaching profession. (iv) There is a negative and significant correlation between social value and attitude towards teaching profession. (v) There is a positive and significant correlation between political value and attitude towards teaching profession. (vi) The rural teachers have been found higher In the theoretical value than the urban teachers.

OBJECTIVES OF THE STUDY:-

1. To study the relationship between personal value and job satisfaction at private B.Ed. college Teachers.
2. To study the relationship between personal value and job satisfaction amongst male teachers working at private B.Ed. colleges.
3. To study the relationship between personal value and job satisfaction amongst female teachers working at private B.Ed. colleges.
4. To compare the level of job satisfaction between male and female teachers working at private B.Ed. colleges.
5. To compare personal value between rural male and female Teachers working at private B.Ed. colleges.

HYPOTHESIS OF THE STUDY:-

- H01:** There is no significant difference in Personal values of Male and Female Teachers.
- H02:** There is no significant difference in Personal values of Rural Male and Female Teachers.
- H03:** There is no significant difference in Personal values of Urban Male and Female Teachers.
- H04:** There is no significant difference in Personal values of Rural and Urban Male Teachers.
- H05:** There is no significant difference in Personal values of Rural and Urban Female Teachers.
- H06:** There is no significant difference in job satisfaction of Male and Female Teachers.
- H07:** There is no significant difference in job satisfaction of Rural Male and Female Teachers.
- H08:** There is no significant difference in job satisfaction of Urban Male and Female Teachers.
- H09:** There is no significant difference in job satisfaction of Rural and Urban Male Teachers.
- H010:** There is no significant difference in job satisfaction of Rural and Urban Female Teachers.

RESEARCH METHODOLOGY: -

SAMPLING:-

The teachers selected randomly from the private B.Ed. college of Ujjain District. This number of teachers will be about 115.

Out of 115 respondents

1. 75 respondents were Urban area College teachers while rest were Rural area College teachers.
2. 45 male teachers were Urban area while rest were 30female teachers.
3. 30 male teachers were Rural area while rest were 10 female teachers.

STATISTICAL TOOL: -

(I) JOB SATISFACTION SCALE Dr. (Mrs.) Meera Dixit, Lucknow

(II) PERSONAL VALUES QUESTIONNAIRE (PVQ) Dr. (Mrs.) G.P. Sherry, Agra and Prof. R.P.Verma, Varanasi.

DATA ANALYSIS:-

The data collected will be analyzed statistically using mean and standard deviations and their significance of difference interpreted at 0.01and 0.05 level of significance at the particular degrees of freedom.(a) Mean (b) Critical Ratio (c) Standard deviation

ANALYSIS AND INTERPRETATION: -

Table No. 1 ‘t’ ratio of Personal values of Male and Female Teachers.

	Mean	S.D.	t value	Significance
Male Teachers. N=75	35.05	5.68	3.85	significant
Female Teachers N=40	39.11	5.22		

Above table shows that the calculated (t) value **3.85** is greater than tabulated (t) values **0.05** and **0.01** which means that Personal values of Male and Female Teachers are different so the results are significant. The table further indicate that is the difference in Personal values of Male and Female Teachers. Hence the Hypothesis **H01** is rejected.

Table No. 2 ‘t’ ratio of Personal values of Rural Male and Female Teachers

	Mean	S.D.	t value	Significance
Rural Male Teachers. N=30	45.39	4.06	2.74	significant
Rural Female Teachers N=10	41.22	4.20		

Above table shows that the calculated (t) value **2.74** is greater than tabulated (t) values **0.05** and **0.01** which means that Personal values of Rural Male and Female Teachers are different so the results are significant. The table further indicate that is the difference in Personal values of Rural Male and Female Teachers. Hence the Hypothesis **H02** is rejected.

Table No. 3 ‘t’ ratio of Personal values of Urban Male and Female Teachers.

	Mean	S.D.	t value	Significance
Urban Male Teachers. N=45	38.63	5.33	4.14	significant
Urban Female Teachers N=30	43.47	4.69		

Above table shows that the calculated (t) value **4.14** is greater than tabulated (t) values **0.05** and **0.01** which means that Personal values of Urban Male and Female Teachers are different so the results are significant. The table further indicate that is the difference in Personal values of Urban Male and Female Teachers. Hence the Hypothesis **H03** is rejected.

Table No. 4 ‘t’ ratio of Personal values of Rural and Urban Male Teachers.

	Mean	S.D.	t value	Significance
Rural Male Teachers. N=30	35.17	4.22	0.72	Insignificant
Urban Male Teachers N=45	35.87	3.98		

Above table shows that the calculated (t) value **0.72** is less than tabulated (t) values **0.05** and **0.01** which means that in Personal values of Rural and Urban Male Teachers do not differ so the results are insignificant. The table further indicate that Personal values of Rural and Urban Male Teachers are similar. Hence the Hypothesis **H04** is accepted.

Table No. 5 ‘t’ ratio of Personal values of Rural and Urban Female Teachers.

	Mean	S.D.	t value	Significance
Rural Female Teachers. N=10	32.55	4.11	3.01	significant
Urban Female Teachers N=30	27.88	4.75		

Above table shows that the calculated (t) value **3.01** is greater than tabulated (t) values **0.05** and **0.01** which means that Personal values of Rural and Urban Female Teachers are different so the results are significant. The table further indicate that is the difference in Personal values of Rural and Urban Female Teachers. Hence the Hypothesis **H05** is rejected.

Table No. 6 ‘t’ ratio of job satisfaction of Male and Female Teachers.

	Mean	S.D.	t value	Significance
Male Teachers. N=75	77.91	9.61	0.26	Insignificant
Female Teachers N=40	77.46	8.39		

Above table shows that the calculated (t) value **0.26** is less than tabulated (t) values **0.05** and **0.01** which means that in job satisfaction of Male and Female Teachers do not differ so the results are insignificant. The table further indicate that job satisfaction of Male and Female Teachers are similar. Hence the Hypothesis **H06** is accepted.

Table No. 7 ‘t’ ratio of job satisfaction of Rural Male and Female Teachers.

	Mean	S.D.	t value	Significance
Rural Male Teachers N=30	69.43	8.65	0.44	Insignificant
Rural Female Teachers N=10	68.08	8.15		

Above table shows that the calculated (t) value **0.44** is less than tabulated (t) values **0.05** and **0.01** which means that in job satisfaction of Rural Male and Female Teachers do not differ so the results are insignificant. The table further indicate that job satisfaction of Rural Male and Female Teachers are similar. Hence the Hypothesis **H07** is accepted.

Table No. 8 ‘t’ ratio of job satisfaction of Urban Male and Female Teachers.

	Mean	S.D.	t value	Significance
Urban Male Teachers. N=45	77.11	9.82	0.17	Insignificant
Urban Female Teachers N=30	77.51	9.66		

Above table shows that the calculated (t) value **0.17** is less than tabulated (t) values **0.05** and **0.01** which means that in job satisfaction of Urban Male and Female Teachers do not differ so the results are insignificant. The table further indicate that job satisfaction of Urban Male and Female Teachers are similar. Hence the Hypothesis **H08** is accepted.

Table No. 9 ‘t’ ratio of job satisfaction of Rural and Urban Male Teachers.

	Mean	S.D.	t value	Significance
Rural Male Teachers N=30	71.08	7.41	0.37	Insignificant
Urban Male Teachers N=45	71.72	7.26		

Above table shows that the calculated (t) value **0.37** is less than tabulated (t) values **0.05** and **0.01** which means that in job satisfaction of Rural and Urban Male Teachers do not differ so the results are insignificant. The table further indicate that job satisfaction of Rural and Urban Male Teachers are similar. Hence the Hypothesis **H09** is accepted.

Table No. 10 ‘t’ ratio of job satisfaction of Rural and Urban Female Teachers.

	Mean	S.D.	t value	Significance
Rural Female Teachers N=10	65.28	8.65	0.41	Insignificant
Urban Female Teachers N=30	64.02	7.32		

Above table shows that the calculated (t) value **0.41** is less than tabulated (t) values **0.05** and **0.01** which means that in job satisfaction of Rural and Urban Female Teachers do not differ so the results are insignificant. The table further indicate that job satisfaction of Rural and Urban Female Teachers are similar. Hence the Hypothesis **H010** is accepted.

FINDINGS:-

1. The facilities and difficulties of rural life are similar to male and female teachers.
2. The facilities of urban areas are similar for both male and female teachers.
3. The difficulties of rural and urban areas are similar to female teachers as that of security etc. and hence there is no significant difference.

4. Rural Male teachers and urban Male teachers face similar conditions to bring up their families and hence are satisfied with their jobs.
5. The difference in job satisfaction of male and female teachers is significant because females are to carry more burdens of house hold duties and hence could not pay more time to their college duties.
6. The personal values of male and female teachers are different due to the difference in the sex.
7. The difference in personal values is due to their rural and urban culture.
8. Job satisfaction exists if the income from jobs sufficient to make both ends meet easily and it is also safe.
9. Safety of service and other useful privileges are also available at proper time.
10. Self respect is also available during the job and good behaviour by the head and colleagues.
11. The personal values are the sum total of outcome in the personality and other living culture.
12. The personal values are also inborn. This is the transfer of good or bad values of the parents.
13. The students learn from their teachers by copying seeing the activities of their teachers. They copy their teachers as their ideal, even if the teacher is wrong.
14. The unsatisfied teacher cannot give his / her students sufficient what a growing child needs.
15. The teachers having good personal values become a model for his / her student, and tries to become in future just like more than his / her teacher.
16. The teachers serving in urban areas are more satisfied and competent in their jobs due to availability of all facilities required in life in urban areas.
17. Teachers are not satisfied fully who are serving in rural areas due to paucity of the essential facilities required in life.
18. Female teachers in rural areas do not feel secured.
19. Female teachers should be posted nearer to their residence and family. Specially nearer to than Lombard's.
20. Each school should have first period for moral teaching. This will develop good values in students which improve their personality and working efficiency.
21. The personal values of male and female teachers are different from job satisfaction. It means personal values and job satisfaction are different variables. So it is not necessary that relationship in between personal values and job satisfaction of male and female teachers.

EDUCATIONAL IMPLICATIONS:-

Duty of a teacher educator should be divided in to teaching duty, preparatory duty, research duty and extension duty. Teachers should be directed to submit progress report after each hour. Teachers should be encouraged to perform at least one innovation in the classroom every term. A record named 'innovation record' should be maintained. Teacher educators should be encouraged to become more cosmopolite in approaching teaching techniques and practices. This cosmopolite approach could take the form of attending university or college in-service programs, extensive reading of educational research or "educational" magazine articles, and involvement in professional organizations pertaining to their particular field or area. Research concerts by the faculties should be encouraged. This will help to improve Academic as well as Social climate perception of teacher educators. Teachers club should be encouraged in every institution. Weekly get together entertainment programmes etc should be encouraged. This will help teacher educators to create good relations and inter personal assistance. Principals should be given training on leadership qualities and inter personal relations. This will help to improve the social climate. Therefore, the managements may help their teachers to develop professionally by varied level means in different aspects viz. academic, Administrative, social and psychological, co-curricular and economic. Teacher and his positive attitude towards his profession take not only the child but also our nation to the height of success and fulfilment.

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