



A Study of Teacher Value Behavior In Relation to Teacher Job Satisfaction

Dr. Manadava Neelima, Asst. Proessor, Vikas College of Education, Vissannapet, Krishna Dist. A.P

Abstract: *It is the right time to inculcate the values through education among the younger generation. This possible only with the right teachers and right kind of teachers has recommended by difference committees and commissions. So to enrich the qualitative teaching learning process and to produce ideal citizens it is an alarming fact to give a special training and orientation to the teacher to inbuilt the value systems among all kinds of teachers.*

Keywords: *Job Satisfaction, younger generation, committees and commissions*

Introduction:

Every profession has got certain aspects conducive for teacher value behavior in relation to teacher job satisfaction and some other aspects that lead to dissatisfaction. Teaching profession is no exception. Is it possible to isolate the factors of dissatisfaction? Can attempts be made either to change the dissatisfying conditions or to reduce their intensity so as increase the holding power of the profession and also to improve teacher efficiency through increased job satisfaction.

Possible Job Satisfaction measuring procedures appear to be complicated at a first glance, it seems simple to go to the employees and get date from them and then interpet. But experiences are shown that careless procedural class can limit seriously the validity and usefulness of the survey. Keen attentions should be given to question construction, maintenance of anonymity for employees and sampling procedural (Donald and Charlies, 1975). Even in education field it is very difficult to measure the Teacher Job Satisfaction.

After the careful review of the available literature, it is found that they are adequate numbers of studies are found in respect of Value Behaviour and Job Satisfaction but very few studies are found on relationship between Teacher Value Behaviour and Teacher Job Satisfaction.

In this study an attempt to made to find out whether teacher Value Behaviour has anything to do with teacher Job Satisfaction or not. Thus this study attempts to explore the relationship between Teacher Value Behaviour and Teacher Job Satisfaction. Efforts are made to solve this problem.

Thus, the present study " A study of teacher value behavior in relation to teacher job satisfaction of secondary school teachers" is designed to analyze the job satisfaction of the teachers.



Objectives of the Study

- (1) To develop and standardize suitable self-rating scale to measure the opinions of teachers towards Teacher Value Behaviour.
- (2) To develop and standardize suitable self-rating scale to measure the opinions of teachers towards Teacher Job Satisfaction.
- (3) To find out relationship between Teacher Value Behaviour and Teacher Job Satisfaction.
- (4) To find out the significant difference between categories of demographic variables in respect of Teacher Value Behaviour and Teacher Job Satisfaction.

Hypothesis of the study:

In the present study the investigator has proposed the following hypothesis for testing.

- There is no significant relationship between the teacher value behaviour and job satisfaction.
- There is no significant relationship between various dimensions of Teacher Value Behaviour.
- There is no significant relationship between various dimensions of Teacher Job Satisfaction.
- There is no significant relationship between High and Low value Behaviour in relation to Teacher Job Satisfaction.
- There is no significant relationship between High and Low Teacher Job Satisfaction in relation to Teacher Value Behaviour.

Limitations of the study:

1. This study is limited to Teachers only of different schools of Krishna District, Andhra Pradesh.
2. In this study the two criteria i.e., Teacher Value Behaviour and Teacher Job Satisfaction.
3. To measure the Teacher Value Behaviour Self-rating Scale is used in this study.
4. To measure the Teacher Job Satisfaction Self-rating scale is used in this study.
5. In this study all the dimensions of Teacher Value Behaviour and Teacher Job Satisfaction are covered.

Method of the study: Survey method

Sample of the study: The sample selected for the investigation consists of 200 teachers of different schools in Krishna District in Andhra Pradesh. Stratified sampling method is followed to draw in present sample.

Tools: The teacher value behavior in relation to teacher job satisfaction Questionnaire was administered on a sample for the present study. Statistical techniques used

Statistical analysis of data: The following statistical techniques are followed to analyze the data.

1. Means and standard deviations for all distributions are calculated.
2. To find out the relationship between Teacher Value Behaviour and Teacher Job Satisfaction, 'r' values, 't' values are computed extensively. Coefficient of correlation for all the dimensions is also calculated.
3. Critical Ratios are calculated for items analysis and to test the subsidiary hypothesis.



Findings of the study:

In this limits of the results obtained in the present study the following conclusions are drawn.

1. There is no significant difference between Teacher Value Behaviour and Teacher Job Satisfaction.
2. There is a significant relationship between various dimensions of Teacher Value Behaviour. There is an inter-relationship between all the dimensions of Teacher Value Behaviour.
3. There is no significant relationship between various dimensions of Teacher Job Satisfaction. There is an inter-relationship between all the dimensions of Teacher Job Satisfaction.
4. There is a significant difference between male and female teachers in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
5. There is a significant difference between Graduates and Post Graduates in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
6. There is a significant difference between Experience of up to 10 years and above 10 years in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
7. There is a significant difference between Secondary Grade and B.Ed., teachers. There is no significance between Secondary Grade and Others. There is no significant difference between B.Ed., Teachers and Others in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
8. There is a significant difference between Graduate Teachers and Other teachers, Post Graduate Teachers and Other Teachers in relation to Teacher Value Behaviour and Teacher Job Satisfaction.
9. Teachers with below 1 lakh income and teachers with above 1 lakh income do not differ significantly in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
10. There is no significant difference between Teacher In-service Programme up to 5 years and above 5 years in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
11. There is no significant difference between the age up to 40 years and above 40 years in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
12. Government and Private School Teachers do not differ significantly in respect of Teacher Value Behaviour and Teacher and Job Satisfaction.
13. There is no significant difference between Government and ZP/MP/Municipal School Teachers. Private and ZP/MP/Municipal school teachers in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
14. There is no significant difference between Rural and Urban Teachers in respect of Teacher Value Behaviour and Teacher Job Satisfaction.
15. There is a significant difference between the OC and BC Caste; OC and SC/ST Castes in respect of Teacher Value Behaviour and Teacher Job Satisfaction.



16. There is no significant difference between BC and SC/ST Castes in respect of Teachers Value Behaviour and Job Satisfaction.

Conclusion:

An overall view of the results, it indicates that there is a significant relationship between Teacher Value Behaviour and Teacher Job Satisfaction. From this it is interested to note that teachers with High Value Behaviour are having more Job Satisfaction and vice versa. This supports the theoretical frame work . Further it is the right time to inculcate the values through education among the younger generation. This possible only with the right teachers and right kind of teachers has recommended by difference committees and commissions. So to enrich the qualitative teaching learning process and to produce ideal citizens it is an alarming fact to give a special training and orientation to the teacher to inbuilt the value systems among all kinds of teachers.

Suggestions for further Study:

1. There should be an extensive study on Teacher Value Behavior to Teacher Job Satisfaction.
2. The study may be expanded to Teacher Trainees.
3. The relation between Teacher Value Behaviour, Teacher Job Satisfaction and Professional Competency.

Dr. M.Neelima has been working as Assistant Professor in Education at Vikas College of Education, Vijayawada and has 15 years of teaching experience. She presented and published more than 40 research papers on various aspects of education and psychology in seminars of State, National and International level. She has extensively worked on psychological problems of students in terms of research and intervention programs.



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