



ORIGINAL RESEARCH PAPER

Education

RELATIONSHIP BETWEEN JOB SATISFACTION AND PERSONALITY OF PRIMARY TEACHER EDUCATORS IN WEST BENGAL

KEY WORDS: Primary Teacher Educators, Job Satisfaction, Personality

Goutam Maiti

Researcher and Teacher, Kharagpur Priyanath Roy Vidyaniketan (Govt. Sponsored H.S. School), Malancha, Rakhajungle, Kharagpur, Paschim Medinipur, 721301, West Bengal, India.

ABSTRACT

The aim of this study was to find out the relationship between job satisfaction and personality (total 16 PF) of primary teacher educators. In this study samples of 200 primary teacher educators were randomly selected. The tools used 'Teacher Educator Job Satisfaction Questionnaire' by the investigator and 16 PF Questionnaire by the Cattell, in Form C, was locally adapted by Bose, S. and Chatterjee, A. K. (1984). For quantitative analysis of data, Mean, SD, Co-efficient of Correlation (r) and t-test ($t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$) were applied. The results indicated that (i) there was significant positive relation between job satisfaction and personality of non-govt. primary teacher educators. (ii) There was no significant relation between job satisfaction and personality of govt. primary teacher educators. (iii) There was significant relation between job satisfaction and personality of male primary teacher educators. (iv) There was significant relation between job satisfaction and personality of female primary teacher educators.

INTRODUCTION

Education is the backbone of a nation and teachers are the builder of that backbone. The teacher is the living ideal, the head of knowledge or wisdom and potential guide to provide directive for the growth and development of student-teachers of today as worthy citizens of tomorrow. S/he determines to a large extent the destiny of a nation. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers as described by Indian Education Commission (1964-1966). It is rightly stated that 'No people can rise above the level of its teachers' (NPE, 1986). Availability of adequate number of quality teacher educators receives high priority during the 12th. Plan (2012-17). So the National Policy on Education (2016) emphasizes that the key to improvement in quality of education is to have better qualified, better trained, better motivated and more accountable teachers. Moreover, a teacher educator should be knowledgeable, humorous, flexible, a role model, able to relate theory to practice, self confident, diversified in student-teachers interaction and well groomed.

Job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours (Weiss, H. M. 2002). Smith and Kendall (1969) defined it as 'the feelings the worker has about his job'. Locke (1969) defined total job satisfaction as 'the pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values'. He also claimed that 'job satisfaction was a function of what a person wanted from a job and what he perceived it as offering'. Schultz (1982) defined job satisfaction as 'the psychological disposition of people towards their work and this involves a collection of numerous attitudes or feelings'. Moreover, here job satisfaction means an attitude which results from a balancing and summation of many specific likes and dislikes, experiences (work itself, working condition, rapport, administration, personal consideration and general aspect) in connection with teaching profession of teacher educators who are working in the D. Ed. / D. El. Ed. institutions concerned with the preparation of teachers or future teachers for the education of children.

Personality consists of stable characteristics which explain why a person behaves in a particular way (Mullins, 2005). According to Zehm and Kottler (1993) the personal-professional dimensions make a teacher great. The great teacher has great personalities and the greatest teacher has outstanding personalities. Challahan (1987) explain personality as the dynamic organization of those traits and characteristic patterns of behaviour that are unique to the individual. The effective use of a teacher's personality is essential in conducting the most classroom activities. The teacher whose personality helps create and maintain a classroom environment in which students feel comfortable and in which they want to learn is said to have a desirable teaching personality. Personality which is the analysis of the teacher educator's

behaviour in term of qualities is called 'trait'. Traits are relatively stable and enduring dispositions of action. The chief exponents of the trait theory of personality Cattell R. B. (1967) says that "Personality is that which permits a prediction of what a person will do in a given situation". Regarding the consistency of traits, Cattell has found out two fundamental kinds – surface traits and source traits. Here researcher considers the primary source traits which consist of 16 personality factors and its sum of 'sten score' is individual score of personality.

Literature Review

Asari et al. (2018) found that there is a direct positive effect of personality on job satisfaction.

A variety of personal characteristics have been found to have significant effects on reports of job satisfaction including gender, race, age, marital status, children and education. Zebarjadian and Zadeh (2014) found that personality traits can be a good predictor of job satisfaction and teacher's gender is not significantly correlated to their job satisfaction. Furnham et al. (2002) concluded that personality does not have a strong or consistent influence either on what individual perceives as important in their work environment or on their levels of job satisfaction. Judge et al. (2002) revealed that there reports is a linking between a meta-analysis traits of the 5-factors model of personality and overall job satisfaction. A number of recent studies have looked at personality trait correlated to job satisfaction (Connolly & Viswesvaran, 2000). Newton and Keenan (1999) found that personality, as well as job environment, is important. Staw et al. (1986) studied people's job satisfaction over a span of decades and found that personality developed in adolescence predicts job satisfaction up to 50 years later. Schneider and Dachler (1978) noted that job satisfaction seems very stable over time, and they speculated that it must be the product of personality traits. Personality has been considered as one of the many factors, that act as sources of job satisfaction (Locke. 1976). The idea that job satisfaction causes personality can be traced back to the Hawthorne Studies (1924-1933). These studies ultimately show that novel changes in work conditions temporarily increase productivity. From the review it has been found that though there are numerous researches on job satisfaction and personality of teachers, yet it has a fact that very little or no research has been done on teacher educators. So, this study is very much essential in present scenarios for betterment of education in West Bengal.

OBJECTIVES

1. To study the relationship between job satisfaction and personality of non-government primary teacher educators.
2. To study the relationship between job satisfaction and personality of government primary teacher educators.
3. To study the relationship between job satisfaction and personality of male primary teacher educators.
4. To study the relationship between job satisfaction and personality of female primary teacher educators.

Hypotheses

H₀1: There is no significant relationship between job satisfaction and personality of non-government primary teacher educators.

H₀2: There is no significant relationship between job satisfaction and personality of government primary teacher educators.

H₀3: There is no significant relationship between job satisfaction and personality of male primary teacher educators.

H₀4: There is no significant relationship between job satisfaction and personality of female primary teacher educators.

Sample

National Council for Teacher Education recognized and West Bengal Board of Primary Education affiliated 150 (male 76 & female 74) non-govt. and 50 (male 20 & female 30) govt. primary teacher educators were selected randomly and considered for the study.

Tools

1. Teacher Educator Job Satisfaction Questionnaire

It is developed by the investigator. The final tool consists of the 46 items based on six aspects, viz. work itself, working condition, rapport, administration, personal consideration and general aspect. Reliability of the tool is determined by the Split-half method. It is found to be 0.69 in the Pearson Product-Moment Correlation method. When co-efficient of reliability of the tool was calculated by Spearman-Brown Formula, it was 0.82. Validity of the tool was ensured by the expert's opinion.

2. Sixteen Personality Factor (16 PF) Questionnaire

Sixteen Personality Factor Questionnaire by Cattell, in Form C, was locally adapted by Bose, S. and Chatterjee, A.K. (1984), Department of Applied Psychology, University of Calcutta. It was individually administered over fifty primary teacher educators to measure their personality. It consisted of 105 items. In Form C, there were eight items for the factor B, Seven items for the motivational distortion (MD) and six items for each of the remaining factors. Three alternative answers were provided for each of the questions. Each answer scored 0, 1 or 2 points, except the factor B (conceptual ability) answers, which scored 0 (incorrect) or 1 (correct). Obtained raw scores of 16 PF were converted to 'Sten score' and sum of this sten score of 16 PF is individual score of personality.

The reliability of the test for assessing of personality was ensured through Split-half method. Co-efficient of reliability of the test was 0.80 by Spearman-Brown formula. Validity of the test was ensured by the expert's opinion.

Statistical Techniques

Data were analyzed with different statistical techniques according to the objectives of the study. For quantitative analysis of data, the relationship score of job satisfaction and personality of primary teacher educators' Mean, Standard Deviation and Pearson's Correlation Coefficient (r) were computed and tested for statistical significance when the t-value ($t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$) equals to or exceeds

the t critical value in the t distribution table.

Analysis and Interpretation

Table 1: Relationship between Job Satisfaction and Personality of Non-Government Primary Teacher Educators

Variables	Non-Govt. Teacher Educators	Mean	S D	r	t-value
Job Satisfaction	150	71.5	7.86	0.33	4.25**
Personality (Total 16 PF)		89.46	10.05		

** Significant at 0.01 level

The co-efficient of correlation between job satisfaction and personality of non-govt. Primary teacher educators is shown in

table 1 and it is observed that the calculated value (0.33) is greater than the critical value (0.208). So the null hypothesis, H₀1: 'There is no significant relationship between job satisfaction and personality of non-govt. primary teacher educators' is rejected at 0.01 level of significance. So it may be said that there is significant relationship between job satisfaction and personality of non-govt. primary teacher educators ($t_{obs}=4.25 > t_{0.01}, 148=2.61$).

Table 2: Relationship between Job Satisfaction and Personality of Government Primary Teacher Educators

Variables	Non-Govt. Teacher Educators	Mean	S D	r	t-value
Job Satisfaction	50	78.12	5.16	0.124	0.866 (NS)
Personality (Total 16 PF)		96.84	10.40		

NS indicates Not Significant

The co-efficient of correlation between job satisfaction and personality of govt. Primary teacher educators is shown in table 2 and it is observed that the calculated value (0.124) is less than the critical value (0.27). So the null hypothesis, H₀2: 'There is no significant relationship between job satisfaction and personality of govt. primary teacher educators' is accepted at 0.05 level of significance. So it may be said that there is no significant relationship between job satisfaction and personality of govt. primary teacher educators ($t_{obs}=0.866 < t_{0.05}, 48=2.01$).

Table 3: Relationship between Job Satisfaction and Personality of Male Primary Teacher Educators

Variables	Male Teacher Educators	Mean	S D	r	t-value
Job Satisfaction	96	72.708	8.34	0.31	3.16**
Personality (Total 16 PF)		91.47	10.36		

** Significant at 0.01 level

The co-efficient of correlation between job satisfaction and personality of male primary teacher educators is shown in table 3 and it is observed that the calculated value (0.31) is greater than the critical value (0.26). So the null hypothesis, H₀3: 'There is no significant relationship between job satisfaction and personality of male primary teacher educators' is rejected at 0.01 level of significance. So it may be said that there is significant relationship between job satisfaction and personality of male primary teacher educators ($t_{obs}=3.16 > t_{0.01}, 94=2.63$).

Table 4: Relationship between Job Satisfaction and Personality of Female Primary Teacher Educators

Variables	Female Teacher Educators	Mean	S D	r	t-value
Job Satisfaction	104	73.59	7.46	0.41	4.54**
Personality (Total 16 PF)		91.15	10.87		

** Significant at 0.01 level

The co-efficient of correlation between job satisfaction and personality of female primary teacher educators is shown in table 4 and it is observed that the calculated value (0.41) is greater than the critical value (0.25). So the null hypothesis, H₀4: 'There is no significant relationship between job satisfaction and personality of female primary teacher educators' is rejected at 0.01 level of significance. So it may be said that there is significant relationship between job satisfaction and personality of female primary teacher educators ($t_{obs}=4.54 > t_{0.01}, 102=2.63$).

FINDINGS AND CONCLUSIONS

Job satisfaction of teacher educators and their total personality contribute to overall effectiveness in the teaching profession; which determine the success of teacher education programme in

the 21st century. The results indicates that (i) there is significant positive relation between job satisfaction and personality of non-govt. primary teacher educators. (ii) There is no significant relation between job satisfaction and personality of govt. primary teacher educators. (iii) There is significant relation between job satisfaction and personality of male primary teacher educators. (iv) There is significant relation between job satisfaction and personality of female primary teacher educators. (v) Mean value suggest that job satisfaction of govt. primary teacher educators are more. (vi) Mean score suggest that total personality (16 PF) of govt. primary teacher educators are better. Moreover, this study will be helpful to the identification of able and efficient teaching personal who are one of the most important part of all educational institutions.

RECOMMENDATION

Distinguish relationship between two things, job satisfaction and personality of teacher educators should be improved. Then job satisfaction will increase with the stronger personality of teacher educators. Jex (2002) opined that one of the individual factors as the cause of job satisfaction is personality. So, Principal or leaders have been the task of maintaining and growing the teacher educator's personality to improve their satisfaction in an institution.

REFERENCES

- Asari, , Abdullah, T. and Wibowo. (2018). The Effect of Personality, Organizational Climate and Job Satisfaction on Teachers Organizational Citizenship Behaviour at Public Vocational High School in DKI Jakarta Province. *International Journal of Scientific Research and Management*. Vol.6, No.04, 191-197.
- Challahan, S. G. (1987). *Successful Teaching in Secondary Schools*. Eurasia Publishing House, New Delhi, India, pp. 317-318.
- Connolly, J. and Viswesvaran, C. (2000). The Role of Affectivity in Job Satisfaction: A Meta-Analysis. *Personality and Individual Differences*.
- Furnham, A., Petrides, K. V., Jackson, C.J. and Cotter, T. (2002). Do Personality Factors Predict Job Satisfaction? *Personality and Individual Difference*. 33, 1325-1342.
- Jex, Steve M. (2002). *Organizational Psychology A Scientist-Practitioner Approach*. New York: John Wiley & Son Inc.
- Judge, Timothy A.; Heller, Daniel; Mount, Michael K. (2002). Five-Factor Model of Personality and Job Satisfaction: A Meta-Analysis. *Journal of Applied Psychology*. Vol.87 (3), 530-541.
- Locke, E. A. (1969). What is Job Satisfaction? *Organizational Behaviour and Human Performance*, Vol.4: 309-336.
- Locke, E. A. (1976). The Nature and Cause of Job Satisfaction. *Handbook of Industrial and Organizational Psychology*, Editors Dunnette, M. D. and Hough, L. M. PZalo Alto, C. A.: Consulting Psychologists Press, 1990.
- Mullins, L.J. (2005). *Management and organizational Behaviour* (7th ed.), Essex, England: Pearson Education Ltd.
- National Policy on Education (1986 & 2016). Government of India.
- Newton, T. and Keenan, T. (1999). Further analyses of the Dispositional argument in Organizational Behaviour. *Journal of Applied Psychology*. 76, 781-787.
- Schneider, B. and Dachler, H. P. (1978). A note on stability of the Job Descriptive Index. *Journal of Applied Psychology*. Vol. 63, No 5, 650-653.
- Schultz, D. P. (1982). *Psychology and Industry Today*. Macmillan, New York.
- Smith, P.C. and Kendall, L.M. (1969). *The Measurement of Satisfaction in Work and Retirement*. Rand McNally, Chicago.
- Staw, B. M., Bell, N. E. and Clausen, J. A. (1986). The Dispositional Approach to Job Attitudes; A Lifetime Longitudinal Test. *Administrative Science Quarterly*. 31, 56-77.
- Twelfth Five Year Plan (2012-2017). Planning Commission, Government of India.
- Weiss, H. M. (2002). Deconstructing Job Satisfaction: Separating Evaluations, Beliefs and Affective Experience. *Human Resource Management Review*, 12, 173-194.
- Zebarjadian, Z. and Zadeh, A. A. (2014). Role of Personality Traits in the Prediction of Job Satisfaction of Elementary School Teachers in Karaj City. *International Journal of Psychology and Behavioral Research*. Vol. 3(2), 83-88.
- Zehm, J. S. and Kottler, A. J. K. (1993). *On Being a Teacher: The Human Dimension*. Corwin Press, Inc., California, U S A. pp. 1-5.