

Self Confidence and Job Satisfactions of High School Teacher in Terms of Gender

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ABSTRACT

The variables undertaken for this study are with respect to economic conditions and time bound confined for as Self Confidence, Job Satisfaction of High School Teacher In Terms Of Sex in the year 2011-12 under Barkatullaha University, Bhopal. The survey type of research study is delimited for sample size, schools, area and time. The findings are as 1. Malehigh school and female high school teachers significantly differ in their mean self-confidence scores. 2. Maleprivate high school and female private high school teachers significantly differ in their mean self-confidence scores. 3. MaleGovt.high school and female private high school teachers not significantly differ in their mean self-confidence scores. 4. Malehigh school and female high school teachers significantly differ in their mean job satisfaction scores. 5. Maleprivate high school and female private high school teachers significantly differ in their mean job satisfaction scores. 6. Malegovernment high school and female government high school teachers differ significantly in their mean job satisfaction scores.

I INTRODUCTION

Education is the unique invention of mankind. Man without education is just like an animal. Education is a power, which makes a man "a man". Every man possesses some inner potentialities. To draw out of their potentiality teacher play an apex role. Teacher is the backbone of entire educational system as well as in to the Nation. In our teaching process teacher is the nuclear part of the total system. The role of the teacher will have to shape up in the light of changing demands in school. "School without a teacher is just like body without soul, skeleton without flesh and blood shadow substance". The teacher is the yardstick that measures the achievement and aspiration of nation. The worth and potentiality of a country get evaluated. The teacher is an important constituent in the instructional process. The way he teaches and handles the students has an effect on the future personality of children. Ryan & Wundt (1955) conducted a study in the independent dimensions of teacher's behaviors, which are as follows:

- (a) Fair and Democratic Methods
- (b) Business like Organized responsible
- (c) Encourages Students Participation, Challenging and interesting
- (d) Enthusiastic and
- (e) Open-minded.

The teachers are well educated and trained if their intellectually active and keen interest in their job than only the success is ensured. They must poses self-confidence in their mind and satisfaction should posses in their jobs otherwise the whole destiny will be distracted. The teacher must give the heart to their job according to National Policy Education (NPE). The teachers must enjoy:

An honored place in society.

- (i) Academic freedom to pursue study and research and to speak or write on matters educational and
- (ii) Facilities for in-service education.

The teacher is an agent of society in order to bringing up a good society as well as a good nation. The teacher's role also is bound to be of an advanced an elaborate in nature. He has to socialize the children. To establish peace and harmony in the society value orientation education should be given to the children. To enable the younger generation ownest from nation and shape according to requirement that which is needed by humanity for its survival and comfort. In the terms of first task, education, whether formal or informal has taught the younger generation to become use-full, productive member of society.

II VARIOUS ATTRIBUTES

For the formation of a good society as well as a good nation a teacher must have confidence. Satisfaction should be there in his job and value should be uncalculated by him for a well-established society.

(a) Self-Confidence:-Self-confidence is a personality trait and it helps the individual to behave in the social environment with ease and success with the help of social confidence. One can promote his ability and sublime all the shyness. In teaching learning process or any other work, it develops one's innate ability. A Self-confidant person perceives himself to be a social competent, emotional mature, intellectual adequate, satisfy, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and

having leadership qualities. Self-confidence developed a man to adjust in every situation such as in the classroom, office, environment and any other organization.

(b) Job-Satisfaction:-Job-satisfaction is the whole matrix of job factor that makes a person like his work situation and is willing to head for it without distaste at the beginning of his workday. For keeping the right mans on the right job or “man matching with job”. This is possible only through job analysis and an understanding of the principles of job-satisfaction as the first step in fitting man to job and in mentioning fitness at work, is to make a comprehensive study of occupational activities and requirements.

(c) Rationale:-The future of any country is interchangeably linked with its educational system. The aim of our education is all round development of the human personality. It is necessary to develop individual interest, attitude, aptitude and personality towards education. If personalities develop education must be developed. Self-confidence is a personality trait through which one can show his/her good performance any spare.

III OBJECTIVES, HYPOTHESIS & METHODOLOGY

(a) Objectives:-The following objectives are taken for the study: To compare the mean self-confidence, job satisfaction scores of male and female high school teachers with respect to type of school.

(b) Hypothesis:-There will be no significant difference among mean self-confidence, job satisfaction scores of male and female high school teachers with respect to type of school.

(c) Methodology Sample:-Sample for the study was selected through incidental sampling. Sample was comprised of 100 high school teachers. They were taken from three Govt. and Private high schools of Bhopal City. Distribution of sample from Private and Government as per sex are presented in table 3.1.

(d) Design (Type of Research):-Present study is a survey study. Although the nature of the study was descriptive, the obtained data were calculated with the statistical technique. Survey was conducted to collect the data on four variables. These are self-confidence, Job Satisfaction, Social and Aesthetic Values. Survey was conducted on 100 teachers from High Schools of Bhopal City, including males and females.

Table 1.1: Distribution of male and female teachers from Government and Private Higher Secondary school of Bhopal City

S. No.	Name of School	Male	Female	Type of school	Total No. of Students
1	Kendriya Vidyalaya I	10	4	Govt.	14
2	Kendriya Vidyalaya II	10	3	Govt.	13
3	Kamla Neheru Govt.	0	10	Govt.	10
4	Neheru Govt. HSC	26		Govt.	08
5	Digambar Jain	12	2	Private	14
6	Maharshi Convent	8	5	Private	13
7	M.B. H.S.C.	4	12	Private	16
8	Vijay Kanvent	4	8	Private	12

IV TOOLS

Three tools were used to collect data related to four variables. These variables were Self-confidence and Job Satisfaction. The brief description of tools is given here.

(a) Self-confidence Inventory:-Self-confidence of students was measured by self-confidence inventory developed by Dr. Rekha Agnihotri in the year 1987. It is consisted of 56 items. Each item has correct and in-correct response. But there are no any right or wrong answers for the items. All items are right or wrong according to individual choice. A score of one is answered for a responses indicating lack of self-confidence, i.e. for making cross (X) to incorrect response to item numbers 2, 7, 23, 31, 40, 41, 43, 44, 45, 53, 54, 55 and for making cross (X) to correct response to the rest of the items. Lower the score, higher would be the level of self-concept and vice-versa. Its reliability is ranged from .78 to .91 and validity is .82.

(b) Job Satisfaction:-Job Satisfactions of teachers were measured by Job satisfaction tool developed by Dr. Pramad Kumar and D. N. Mutha, in the year of 1975. The questionnaire contains 29 items. Each question has answer restricted yes or no type. For completing the questionnaire it takes 20 minutes. All the items except 6 and 29 are positively worded. All these items are given a score of one for positive responses except for item 6 and 29, in which case reverse is applicable. The reliability of the tool was estimated by the split-half (0.95) and test-retest (0.73) methods. The co-efficient of correlation found between the scores on two scales was 0.94.

(c) Procedure of Data Collection:-In the present study the data were collected as related to the variable objectives like self-confidence, job satisfaction, social and aesthetic value. The researcher took permission from the head of the department. As per the objectives the selected tools were distributed among the male and female high

school teachers. Researcher gave proper instructions to the teachers. Irrespective of government and private high schools were selected for collecting the data.

(d) Statistical Techniques:-In order to achieve the objectives of the study, analysis of data is an essential task for the investigator. Statistical technique served the purposes in a proper manner. Keeping in view the function of statistical techniques and the nature of data for an easy understanding and findings.

The investigator used the following Statistical Techniques: Mean, Standard Deviation and 't'-test.

V ANALYSIS AND INTERPRETATION OF DATA WITH FINDINGS

Objective wise data analysis, its interpretations and findings are given here.

Comparison Of Mean Self-Confidence Scores Of Male And Female High School Teachers With Respect To Private And Government School:-

Using the tool Rekha Agnihotri's self-confidence Inventory in the year 1987 collected data related to objective 1. Collected data were analyzed by using mean, standard deviation and the t-test. Results are given in table 2

Table 2
Summary of t-test for self-confidence scores of male and female high school teachers with respect to Private and Government

Group/Self-confidence	N	Mean	S.D.	t-value
Male	50	17.22	11.64	3.80 **
Female	50	25.7	10.65	
Male/Private	28	16.32	10.09	3.69 **
Female/Private	27	26.67	10.32	
Male/Govt.	22	17.19	14.18	1.23 NS
Female/Govt.	23	22.09	11.06	

** Significant at 0.01 level

Table 2 indicates that t value for df=98 is equal to 3.80 which is significant at 0.01 level. It means male and female high schools teachers significantly differ in their mean self-confidence scores. Thus, the null hypothesis namely, there will be no significant difference between mean self-confidence scores of male and female high school teachers, is rejected.

(a) Finding1: Male high school and female high school teachers significantly differ in their mean self-confidence scores.

Table 2 also indicates that t value for df=53 is equal to 3.69 which is significant at 0.01 level. It means male and female private high schools teachers significantly differ in their mean self-confidence score. Thus the null hypothesis namely, there will be no significant difference between mean self-confidence scores of male and female private high school teachers, is rejected.

(b) Finding2: Male private high school and female private high school teachers significantly differ in their mean self-confidence scores.

Table 2 also indicates that t value for df=42 is equal to 1.23 which is not significant at 0.05 level. It means male and female govt. high schools teachers not significantly differ in their mean self-confidence score. Thus the null hypothesis namely, there will be no significant difference between mean self-confidence scores of male and female private high school teachers, is accepted.

(c) Finding3: Male Govt. high school and female private high school teachers not significantly differ in their mean self-confidence scores.

VI COMPARISON OF MEAN JOB SATISFICATION SCORES OF MALE AND FEMALE HIGH SCHOOL TEACHERS WITH RESPECT TO PRIVATE AND GOVERNMENT SCHOOLS

Using the tool developed by Dr. Pramadkumar and D.N. Mutha in the year 1975 for collecting the data were analyzed by using mean, standard deviation and the t-test. Results are given in table 3

Table 3
Summary of t-test for job satisfaction scores of
male and female high school teachers with
respect to Private and Government Schools

Group	N	Mean	S.D.	t-value
Male	50	21.54	5.82	6.21 **
Female	50	14.16	6.04	
Male/private	28	21.75	6.16	3.76 **
Female /private	27	15.37	6.18	
Male/Govt.	22	21.18	5.62	5.34 **
Female/Govt	23	11.91	5.75	

** Significant at 0.01 level

Table 3 indicates that t value for df=98 is equal to 6.21 which is significant at 0.01 level. It means male and female high schools teachers significantly differ in their mean job satisfaction score. Thus the null hypothesis namely, there will be no significant difference between mean job satisfaction scores of male and female high school teachers, is rejected.

(a) Finding1: Male high school and female high school teachers significantly differ in their mean job satisfaction scores.

Table 1.3 also indicates that t value for df=53 is equal to 3.76 which is significant at 0.01 level. It means male and female private high schools teachers significantly differ in their mean job satisfaction score. Thus the null hypothesis namely, there will be no significant difference between mean job satisfaction scores of male and female private high school teachers, is rejected.

(b) Finding2: Male private high school and female private high school teachers significantly differ in their mean job satisfaction scores.

Table 1.3 indicates that t value for df=43 is equal to 5.34 which is significant at 0.01 level. It means male and female government high schools teachers significantly differ in their mean job satisfaction score. Thus the null hypothesis namely, there will be no significant difference between mean job satisfaction scores of male and female government high school teachers, is rejected.

(c) Finding3: Male government high school and female government high school teachers differ significantly in their mean job satisfaction scores.

VII SUGGESTIONS

- (a) This type of study can be conducted in different age levels and also in different classes of teachers.
- (b) This type of study can be conducted by taking different types of values and trades related to teaching learning process of the teachers, students and parents also.
- (c) Larger sample size can be taken for this type of study.
- (d) This type of study can be conducted in different occupational groups.

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