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A STUDY ON PERSONALITY OF PRIMARY SCHOOL TEACHERS WITH REFERENCE TO THEIR JOB SATISFACTION IN TIRUVALLUR DISTRICT

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ABSTRACT

This study examined the relationship between personality of the Primary school Teacher's with reference to their job satisfaction. This study adopted survey method of research participants were 300 primary school Teacher's randomly selected from different schools Tiruvallur District. Research Instruments used for data collection was personality inventory developed by Hens Eysenck and Job satisfaction Inventory developed by S.Sathiyagirirajan tested at 0.05 and 0.01 level of significance. The result reveals that the personality of primary school teacher's with reference to their job satisfaction moderate in nature. The findings indicated that there is a positive relationship among personality and job satisfaction of the primary school Teacher's. There exist significant impact with respect to type of management, Teacher's experience and also there is no significant impact with respect to Gender, Location, Marital status, Teacher's Qualifications, Subject Group on personality and job satisfaction of Primary school Teacher's.

Keywords: Personality, Job satisfaction, Sampling, Survey, Teacher's, Hypothesis, Gender.

INTRODUCTION

The hallmark of a teacher is verified if only the potentiality of a student is converted into a well accepted behaviour. So, understanding the psychology of the learner is important and significant. The ability to inspire and motivate the students is one of the greatest assets of a teacher. The teacher, thus, is the most vital factor in education. The success of education of a student depends on him/her initiative. Therefore, other than being expert in his/her area of specialization, the teacher should be able to read the minds of students understanding the nuances of individual differences.

PERSONALITY

Woodworth (1987) defines personality "as the total quality of an individual's behaviour as it is revealed in his habits of through and expression, his attitudes and interest, his manner of acting and his personal philosophy of life".

Hilgard (1975) defines personality "as the configuration of individual characteristics and ways of behaving which describes an individual's unique adjustments to his environment".

JOB SATISFACTION

Work plays a tremendous role in people's lives, as it is a significant source of income, personal realization, personal and professional improvement. Because of the central role that work occupies in many people's life, satisfaction with one's job is an important component in overall wellbeing (Smith, 2007).

STATEMENT OF THE PROBLEM

Formally the problem can be stated as follows:

A study on Personality of Primary school teachers with reference to their Job satisfaction in Tiruvallur district.

OBJECTIVES OF THE STUDY

1. To find out the level of personality among the primary school teachers
2. To fine out the level of job satisfaction among the high school teachers
3. To find out the significant difference impersonality of high school teachers based on,
    - Gender
    - Marital status
    - Education qualification
    - Experience in years
    - Subject taken
    - Type of family
    - Type of management
4. To find out the significant difference job satisfaction of primary school teachers based on,
    - Gender
    - Marital status
    - Education qualification
    - Experience in years
    - Subject taken
    - Type of family
    - Type of management

5. To find the significant relation between personality and job satisfaction of primary school teachers.

HYPOTHESES OF THE STUDY

1. The level of Personality among the primary school teachers in moderate in nature.
2. The level of Job satisfaction among the primary school teachers in moderate in nature.
3. There is no significant difference between Male and Female Primary school Teachers based on their Personality.
4. There is no significant difference between Male and Female Primary school Teachers based on their Job satisfaction.
5. There is no significant difference between Rural and Urban area Primary school Teachers based on their Personality.
6. There is no significant difference between Rural and Urban area Primary school Teachers based on their Job satisfaction.
7. There is no significant difference between Married and Unmarried Primary school Teachers based on their Personality.
8. There is no significant difference between Married and Unmarried Primary school Teachers based on their Job satisfaction.
9. There is no significant difference among Primary school Teachers Personality based on their Type of Management**.**
10. There is no significant difference among Primary school Teachers Job satisfaction based on their Type of Management**.**
11. There is no significant difference between Primary school Teachers Personality based on their Education Qualification.
12. There is no significant difference between Primary school Teachers Job satisfaction based on their Education Qualification.
13. There is no significant difference between Primary school Teachers Personality based on their Teaching experience.
14. There is no significant difference between Primary school Teachers Job satisfactions based on their Teaching experience.
15. There is no significant difference between Primary school Teachers Personality based on their Subject.
16. There is no significant difference between Primary school Teachers Job satisfaction based on their Subject taken.
17. There is no significant relationship between Personality and Job satisfaction among the Primary school teachers.

RESEARCH DESIGN

Methodology:

The study was conducted through normative survey method of research and it is most suitable for the present study.

SAMPLE:

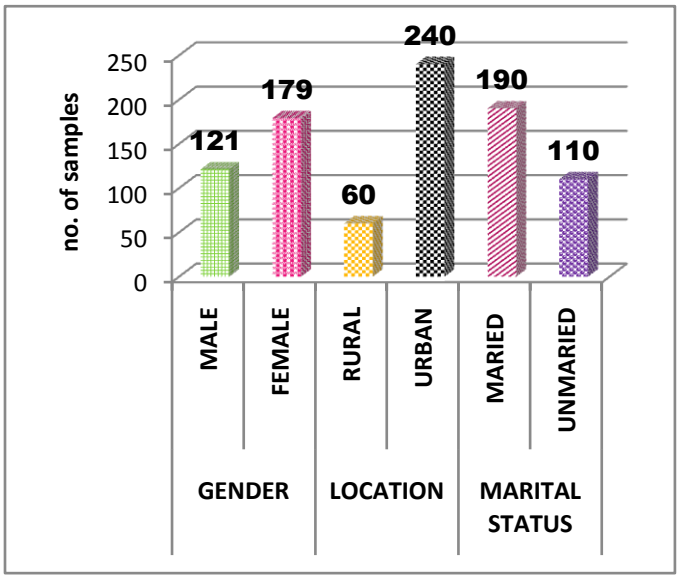
A stratified random sampling was adopted for the selection of sample 300 Primary School Teachers were taken for the study.

Table - 1

SAMPLING DISTRIBUTION BASED ON GENDER, MARITAL STATUS AND LOCATION

GENDER	MALE	121
	FEMALE	179
LOCATION	RURAL	60
	URBAN	240
MARITAL STATUS	MARIED	190
	UNMARIED	110
MANAGEMENT	GOVERNMENT	135
	AIDED	65
	PRIVATE	100

GRAPH SHOWING THE SAMPLING DISTRIBUTION BASED ON GENDER, MARITAL STATUS AND LOCATION



TOOLS AND TECHNIQUES

To test the hypotheses framed following tools have been used in the present research.

- Personality inventory developed and standardized by **Hans Eysenck.**
- Job satisfaction inventory developed and standardized structured by **S.Sathiyagirirajan.**

STATISTICAL TECHNIQUES

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

- MEAN.
- STANDARD DEVIATION.
- CRITICAL RATIO.
- ANALYSIS OF VARIANCE.
- CORRELATON COEFFICIENT.
- QUARTILE DEVIATION.

MAJOR FINDINGS

1. It is concluded that the low level Personality of primary school teachers is 11.66%, High level is 16.66% and Moderate level is found to be 71.66%. Hence the Personality of primary school teachers is Moderate.
2. It is concluded that the low level Job satisfaction of primary school teachers is 21%, High level is 16% and Moderate level is found to be 63%. Hence the Job satisfaction of primary school teachers is Moderate.
3. It is concluded that there is no significant difference between Male and Female Primary school Teachers based on their Personality.
4. It is concluded there is no significant difference between Male and Female Primary school Teachers based on their Job satisfaction.
5. It is concluded there exists no significant difference between Rural and Urban area Primary school Teachers based on their Personality.
6. It is concluded there exists no significant difference between Rural and Urban area Primary school Teachers based on their Job satisfaction.
7. It is concluded there is a significant difference between the Married and Unmarried Primary school Teachers based on their Personality.
8. It is concluded that there exists no significant difference between the Married and Unmarried Primary school Teachers based on their Job satisfaction.
9. It is concluded that there is a significant difference between Government Vs Government Aided, Government Vs Private and Aided Vs. Private Primary school Teachers based on their Personality.
10. It is concluded that there is a significant difference between Government Vs Government Aided, Government Vs Private and Aided Vs. Private Primary school Teachers based on their Job satisfaction Personality.
11. It is concluded that there is no significant difference between Primary school Teachers with respect to Personality based on their Teachers qualification.
12. It is concluded that there is a significant difference between Primary school Teachers with respect to Job satisfaction based on their Teachers qualification.
13. It is concluded that there is a significant difference between Below 5 years and above 5 years teaching experience Primary school Teachers based on their Personality.
14. It is concluded that there is no significant difference between Below 5 years and above 5 years teaching experience Primary school Teachers based on their Job satisfaction.
15. It is concluded that there is a significant difference between Arts Group and Science Group subject studied Primary school Teachers based on their Personality.
16. It is concluded that there is no significant difference between Arts Group and Science Group subject studied Primary school Teachers based on their Personality.
17. It is concluded that there is a Positive relationship among Personality and Job satisfaction among the Primary school teachers.

Table – 2

SHOWING THE FREQUENCY AND PERCENTAGE FOR THE VARIABLE PERSONALITY AMONG THE PRIMARY SCHOOL TEACHERS

Variable	Low		Moderate		High		Remarks
	N	%	N	%	N	%	
Personality (N= 300)	35	11.66	215	71.66	50	16.66	**Moderate**

GRAPH SHOWING THE FREQUENCY FOR THE VARIABLE

PERSONALITY AMONG THE PRIMARY SCHOOL TEACHERS

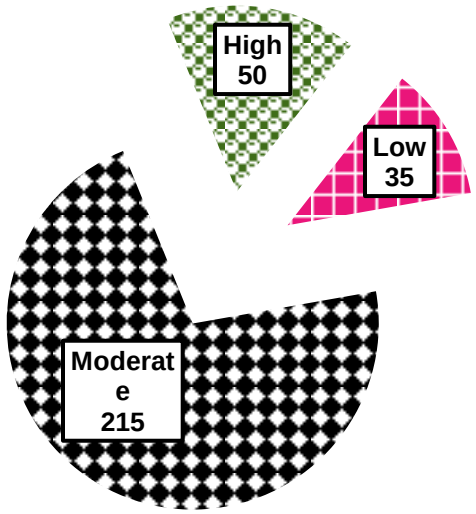


Table - 3

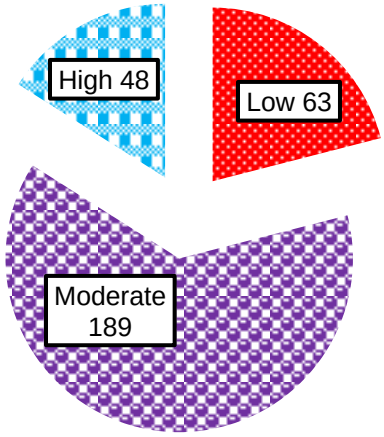
SHOWING THE FREQUENCY AND PERCENTAGE FOR THE VARIABLE

JOB SATISFACTION AMONG THE PRIMARY SCHOOL TEACHERS

Variable	Low		Moderate		High		Remarks
	N	%	N	%	N	%	
Job satisfaction (N= 300)	63	21	189	63	48	16	**Moderate**

GRAPH SHOWING THE FREQUENCY FOR THE VARIABLE

JOB SATISFACTION AMONG THE PRIMARY SCHOOL TEACHERS



EDUCATIONAL IMPLICATIONS

Teacher personality is an aspect of teacher characteristics. The personality of teachers has been researched to see if it impacts on students educational achievement. Few people understand the meaning of personality and its importance in the classroom. Some feel that personality is the kind of person one just happens to be, others have said that "it is being like others." Most important, many teachers do not realize the nature of their own short comings simply because they do not fully grasp the significance of the role of personality. Dr. W. H. Burnham said "everyone knows what personality is, but no one can define it." Even though the definition is complex, most people will agree that personality "is the extent to which one is able to interest or influence other people. This means that your personality is the sum total of the qualities of character, mind and body that make you different from other people. It is a simple matter of human relations. It is the outward evidence of your inner qualities which determine your thoughts, feelings and actions in any given situation. Personality is integrated organization of all the pervasive characteristics of an individual as it manifests itself in focal distinctiveness to others. The personality of the individuals are molded by the experiences provided in the is environment learning of education. The personality of individuals can be visualized as extravert and introvert. It is clear that from the previous analysis and interpretation that there is a negative relationship between the personality and stress. If a person possesses a good personality trait, it always decreases his Stress level and he can emerge successful role in the field of education.The analysis clearly reveals us that the adjustment behavior of male students is better than female students. Due to the more peer relations in the society male students possess more in that behavior modification.

If the personality is high, satisfaction in job also would be better and thus it is found that the students also learn and perform better. Further the teachers are well adjusted to the school and also develop good disciplinary habits. Hence the satisfaction in job and personality quality may be assumed as two eyes for a perfect teacher who is to become a good teacher to build our nation.

CONCLUSION

Personality is not something that just happens. It is the definite result of cultivation as one goes on in life.4 Just as one must keep weeds and grass out of a flower bed, so one must eliminate undesirable elements in the realm of personality. The door of the mind must be closed to the evil things of life, to bad habits and questionable indulgences. Let the teacher look at himself with a view toward better understanding. "Examine yourselves, whether ye be in the faith; prove your own selves". If a weakness exists, then correct it. Our emotions control most of our behavior, these can be desirable behaviors or undesirable. Many of the choices we make in life from marriage to careers and education all stem from our

emotions.

The purpose of the present investigation was to study Personality and Job satisfaction among teachers. The study is sure find some usefulness in the field of education and findings of the study can serve as a database for further research. Most classroom problems are people problems: Because of this, one must understand people in order successfully to teach. The clash of personalities is nothing new. In addition to knowing oneself, the other person must be given consideration. A teacher with a pleasing personality may be the center of argumentation resulting in classroom rowdyism. On the other hand, an irritating and belligerent student can suddenly become pleasant and cooperative. Personality definitely affects others one way or the other. This demonstrates the need for placing top priority on a working understanding of personality.The more you understand personalities (including your own), the better you become in processing people problems in the classroom.

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