

## CHAPTER IV

### JOB SATISFACTION AND PROFESSIONAL GROWTH

#### JOB SATISFACTION - MEANING AND IMPORTANCE

Job occupies an important place in the life of an individual. It is the chief source of satisfaction of an individual's psychological, biological and social needs. Selection of the job therefore, is of crucial importance in the life of an individual. Dr. George W. Ebey holds:

During one's life-time there are important decisions to be made. Probably the two most important are the choice of a wife or husband and the selection of a vocation. If these decisions are hasty or ill-advised, a person may well lead a drab or frustrated or even miserable existence. <sup>1</sup>

Job has been defined as a piece of work either complete or bits by performing which one earns his livelihood. It is not the work taken up as a hobby for any recreational value nor the pursuit to wile away some time at the disposal of an individual. But it is the activity  
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1. George W. Ebey, " Education as a Career ", Paul. B. Jacobson ed., The American Secondary School (New York: Printice-Hall Inc. 1953), P.1.

taken up by a person with all seriousness as the life's profession. The economic returns that the job yields to its worker decide its importance although psychological and biological aspects are of no less importance. The job is therefore closely related to an occupation rather than to a vocation. Satisfaction of cultural needs such as social and religious is of much importance in a vocation.

Explaining the implications of " vocation ", The Advanced Learner's Dictionary of Oxford University Press gives the example of Florence Nightingale who took to ' Nursing of Sick ' as her Vocation. " Nursing " is no doubt a ' Vocation ' founded on high ideals in her case but it is only an ' occupation ' in respect of thousands of other nurses as the work is taken up as more or less a permanent employment to support themselves and their dependents. Economic need is the most important in an occupation and incidentally other needs also might be satisfied in the course of the occupational activity. But this difference is not strictly followed in the use of these terms.

Jobs differ according to the nature of work and place of work. They also differ according to the level and type of skills required and the rewards yielded.

The jobs similarly differ in the nature and amount of satisfaction returned to the worker.

Barring a few individuals that are incapacitated or infirm or indifferent every one takes to one job or the other. Some jobs contribute more towards the economic and cultural growth of the nation than other jobs. The status attached to jobs likewise differ according to their contribution to human welfare and social progress.

Viewed objectively no one job is less valuable than the other. Every job has got its own role in the modern set up for social harmony and human welfare. The Scavenger's job is no less valuable than that of an Engineer and a Doctor's job is no more valuable than that of a Primary School Master. The success of democracy depends on the realisation of responsibilities and the discharge of legitimate duties by the people in all jobs, big and small.

Job satisfaction gives happiness, efficiency and success in the work. It gives harmony to the individual and progress to the society. But the effects of dissatisfaction are disasterous. Shri Pritam Rohila states:

All types of work are not inherently satisfying. People engaged in work which is not satisfying in itself, therefore, tend to look for satisfaction from sources external to it.<sup>2</sup>

He also states that job dissatisfaction leads to higher rate of absenteeism, wastage and low rate of production. It not only results in unhappiness to the individual, but also leads to wastage of human and material resources of a country.

Job Satisfaction consists of liking for the work involved, liking for the employment, acceptance of pressures and aspirations with conviction. It implies the identification of oneself with the requirements of the job and adjusting himself with the conditions existing. Job satisfaction is a mental quality and an attitude towards one's profession. It also indicates an individual's ability to strike an effective adjustment between the requirements of the job and his abilities. The discovery of causes of job satisfaction or dissatisfaction is a field of good potentiality for research as held by many psychologists.

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2. Pritam Rohila, " Job Satisfaction - A Summary of Research ", (N.C.E.R.T., Delhi: Indian Educational Review) July 1966, P.85.

Compared to many other professions, large number of teachers in our country are weary, apathetic, cynical and dissatisfied. Prof. S.N.Mukerjee has rightly warned the nation, when he stated "by keeping the teacher discontented, the very wells of learning are kept dry".<sup>3</sup>

Job satisfaction may not be enjoyed, in spite of the superb qualities on the part of the worker if the minimum requirements are not present in the job situation. So both the factors viz. the individual and his qualities and the job and its conditions are equally important in deciding job satisfaction.

The important requirements of jobs in general are given below:

1. Special abilities required for performing the job functions

The abilities and aptitudes required for one job may vary from the requirements of other jobs. To give an example, a travelling ticket collector's job requires robust health, good physique and high physical stamina. He must have a liking for mobile life. He should possess the skills of crime handling. The

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3. S.N.Mukerji, Education in India Today and Tomorrow, loc. cit. P.204.

job requirements of a teacher on the other hand are quite different. A teacher should have a broad area of interests, unusual control of emotions, love and sympathy for the young.

## 2. Educational qualifications

The educational qualifications required differ from one job to the other. The qualification required for a secondary school teacher is S.S.L.C. or Bachelor's degree or Post-graduate degree depending on the level of classes handled by him. But the educational qualification required for a mechanical worker like a plumber or a turner is only S.S.L.C. or less than that.

## 3. Intellectual Status

Certain jobs demand higher intellectual abilities on the part of the workers in those jobs. Technical jobs like engineering demand the possession of minimum 114 I.Q. to make success in those careers according to research studies made in United States of America. A teacher should also possess higher intellectual abilities in order to enjoy a fair degree of success in his professional activities. Teaching is not simple class room instruction. It involves

critical thinking and constructive imagination. A teacher should therefore possess more than average intelligence which is necessary for planning his activities and guiding his pupils.

#### 4. Health and Physical Stamina

Some jobs are more strenuous by nature than other jobs, because of the tough activity involved. The persons in such occupations should possess good physique and sound health. Jobs that involve duties around the clock and at places far away from civilization require high physical stamina on the part of those workers.

A teacher who has to keep track always with the young children who are easily susceptible to contagious and other diseases should possess good health both in his own interest and in the interest of his pupils.

#### 5. Social efficiency

There are some jobs which demand constant maintenance of good public relations. The workers in those jobs should possess the skills of establishing good social relationships. This characteristic has assumed much importance in the present democratic set up

where the school has to function as a community centre. The teacher should be an expert in social relationships. Similarly jobs in Insurance and Commercial organisations demand much of this efficiency whereas jobs in judiciary and other such fields can afford to have less of this characteristic.

#### 6. Vocational Training

The training given to the workers differ according to the nature of work to be performed. The differences occur also in the length of training. The period of training might be a few weeks or a few years depending on the nature of job to be performed. The training course given to teachers differs according to the level of preparation. Two years training is given in the case of primary and secondary grade teachers whereas one year training is given for graduate teachers.

#### 7. Emotional Stability

People differ in their emotional tones very significantly ranging from emotional exhilaration to a deep mood of depression. Some people become easily irritated and lose their temper even on slightest points whereas others maintain very high emotional stability. Jobs like teaching which involve close

relationship with other human beings require high emotional stability on the part of the workers.

Every job has certain aspects conducive for job satisfaction and at the same time some other aspects that may lead to dissatisfaction in the workers. Teaching profession is no exception to it. If it is possible to isolate the factors of dissatisfaction, attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession and also to improve teacher efficiency through increased job satisfaction.

Mr. E.W.Anderson holds that the research in the field of teacher personnel is directly or indirectly a study of teaching effectiveness.<sup>4</sup> The study of job satisfaction is likewise a study of teacher effectiveness as both are closely related.

According to Prof.Gates, " the greatest satisfaction in teaching comes from the knowledge of the socially significant character of the work ".<sup>5</sup> Only a few occupations afford such a unique opportunity for influencing  
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4. E.W.Anderson, " Teacher Personnel ", Encyclopedia of Educational Research, loc. cit. P.1413.

5. A.I.Gates et. al., Educational Psychology, (New York: The Macmillan Company, 1954) P.774.

the lives of people as teaching.

The following aspects of Teaching are conducive to psychological satisfaction as given in the research bulletin issued by National Educational Association and referred to by Prof. A.I.Gates.

- i. Teaching is socially useful work
- ii. Teaching involves a continuous series of challenging new problems
- iii. It encourages creativeness
- iv. Teaching provides opportunity for self-analysis
- v. It stimulates broad range of interests
- vi. It affords an excellent opportunity for self-growth
- vii. It gives opportunity to work amid relatively pleasant and comfortable surroundings.<sup>6</sup>

Dr. Bagley after mentioning some of the above items, draws attention to the beneficial effect on the teacher of the buoyancy, hope and enthusiasm of youth and to the sense of personal significance enjoyed by being in a position to influence public policy through the presentation of well-considered statements on community, State and national issues.<sup>7</sup>

Teaching provides a rare opportunity of enjoying respect and reverence from all those that come into contact. As Mrs. Muriel Wasi holds there can be no greater  
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6. Ibid.

7. W.C.Bagley and J.A.H.Kith, An Introduction to Teaching (New York: The Macmillan Co., 1924) P.8.

satisfaction to a teacher than the proud feeling that he has produced a great legislator or a great engineer. A good teacher never repents that he has wasted his life.

It does not fall to a teacher to see his work here and now close behind him. Like the perfume of flowers it is blown by the minds of the world through the air to where it is most needed. From it, others take heart, and no good teaching is ever wasted.<sup>8</sup>

The joy of the teacher knows no bounds when an old student who achieved distinction in some field or other comes to him one day, after a long time, quite surprisingly, thanks him and says that he was his student in such and such a year.

No satisfaction is greater than the feeling that one has intelligently and sympathetically helped one lisping prattler to become a fluent speaker or quickened into being the latent artistic gifts of a promising child or transformed a misdirected person into a sensitive one who could distinguish between right and wrong, justice and injustice.<sup>9</sup>

As held by Shri Kapur, " The School is what its teachers make it ".<sup>10</sup> We can give many inspiring accounts

8. Muriel Wasi, The Romance of Teaching (New Delhi: National Council of Educational Research and Training, 1964) PP.90-92.

9. K.G.Saiyidain, loc. cit. P.280.

10. M.N.Kapur, " Teachers Welfare in a Welfare Society " Teacher Today and Tomorrow, loc. cit. P.41.

of schools that have risen to a mark of distinction because of the vision and drive of the teachers working in those schools. The investigator happened to visit a secondary school at Zagatial in Karimnagar District where he could observe tremendous achievement through teacher-parent co-operation. The school was equipped with a grand sound system connecting the Head-master to all the class rooms. This was not the usual system of one way traffic of Head-master communicating to all the class-rooms but provides the additional facility of communication from all class-rooms with the Head-master. The school was having a nice Auditorium with a capacity of 3000 seats, a Swimming tank with all modern equipment, a well-equipped Science Laboratory and an up-to-date Library. The swimming tanks, the sound system and the auditorium were entirely donated by parents and a large portion of the equipment in the laboratory and library were purchased by the parents' contribution. All this was possible because of the strong parents association, which had full confidence in the activities of the school under the leadership of the dynamic Head-master Sri Muddu Ramakrishnaiah.

Another school at Vakadu in Nellore District also attained such distinction because of the outstanding efforts of the teaching staff. The school is having a very big

hostel extending free boarding and lodging to about 3000 poor students. The village is a small one with about one thousand population. But it has now developed into " Vidyanagar " giving all kinds of educational facilities ranging from pre-primary to graduate level. This tremendous achievement in a small village is made possible because of the dedicated efforts of the teaching staff under the inspiring leadership of the Teacher-Manager Sri N.Balakrishna Reddy. Prof. Saiyidain mentioned Public Schools at " Oundle " in England and " New School " at Bierges in Belgium as striking examples to demonstrate that nothing is impossible for a self-willed and conscientious teacher. 11

The teacher becomes a devoted one when he is satisfied in his job. A contented and satisfied teacher will strongly feel that he should make some important contribution towards the progress of the school.

He likes to associate with his co-teachers and students and feels proud of his job. He feels thrilled at the never ending realm of knowledge that his work opens to him. His interest in his task is real, his motivation is natural and he has no dread of Monday-morning.<sup>12</sup>

11. K.G.Saiyidain, op. cit. P.33.

12. Richard Wynn, Careers in Education (London: Mc. Graw-Hill Book Co., Inc., 1960), P.7.

Happiness in life is closely related to one's professional happiness which comes out of job satisfaction. Next to family, job is the greatest determinant of an individual's enjoyment in life. According to Tolstoy, the happiness of man consists in life and life is in labour.

For the person who enjoys job satisfaction work is not an unhappy chore, but a major source of enjoyment. Satisfaction in job gives the individual courage and energy, vigour and vitality needed to perform every bit of work with a genuine interest. This interest is not a forced one but one that ushers out voluntarily.

This positive outlook upon their jobs permeates their entire lives and they come home to their families tired, perhaps, but nevertheless invigorated and satisfied. Their work gives them a sense of purpose in life and a feeling of achievement. <sup>13</sup>

Richard Wynn states that the following factors contribute to the satisfaction in a career.

- i. Intrinsic value of work
- ii. Security of life
- iii. The right to participate
- iv. Recognition and Approval
- v. Humane Treatment
- vi. Self Expression. <sup>14</sup>

Teaching profession in our country fulfils only some of these factors. Teaching has intrinsic value of work.

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13. Ibid. P.5.

14. Ibid. PP.6-12.

The teacher can have the satisfaction of having played a significant role in shaping the destiny of mankind. Teaching is undoubtedly a creative and constructive function as it lays foundation for the future.

Although there are many shortcomings in teaching profession, it is able to command more security than many other professions now-a-days.

The right to participate in policy decisions is enjoyed by teachers, only in a few schools that follow democratic principles in full spirit. However, this aspect is not satisfied in the case of many of the schools. There are studies to show that workers' morale is affected greatly by the degree of their participation in important decisions that control their work.

The factor of social recognition and approval has not been fulfilled completely even though teaching is essentially a creative function aimed at human welfare.

Kind and humane treatment received from public is also an important factor in deciding job satisfaction. Unfortunately the position of teachers in this regard is not, what it ought to be, as the profession is not able to command much of the public esteem. Prof. Mathur states:

The very fact that teachers in this country have time and again to fight for their rights shows that either we do not believe in the national unity of education or that our standards of respect are based on some erroneous principles. The second alternate seems nearer the truth because in actual life, we perhaps because of long spell of slavery respect either money or power to harm. Goodness, honesty, sincerity and the like are very often ridiculed as signs of cowardice and executive impotence.<sup>15</sup>

People want to find in their professional activity an opportunity to become creative and to express their individuality. This opportunity is not enjoyed by teachers in many of our schools because of certain restrictions forced upon them. The great poet Bernard Shaw bemoans that the teacher is enslaved like the industrial worker in the modern set up. According to him, the underpaid and despised teachers are forced to work " in prisons instead of in heaven ". He holds, " Good schools and genuine teachers can only be realized as a part of social synthesis which involves the reconstruction of many other institutions besides our schools ".<sup>16</sup> Such a reconstruction is the dire need of the day to enable the teacher to play his rightful role towards the country's progress.

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15. V.S.Mathur, Education and Future of India, (Ambala: The India Publications), P.99.

16. Louise Simon, Shaw on Education, (New York: Columbia University Press, 1958) P.182.

Prof. Donald E. Super mentions the following factors as important for giving satisfaction in work.

- i. Satisfying human relationships
- ii. Recognition of individuality
- iii. Fair treatment from society
- iv. Satisfying work situation
- v. Security of service
- vi. Satisfaction of economic needs.<sup>17</sup>

Non-fulfilment of some of the above factors has left considerable number of teachers in utter dissatisfaction.

#### Job Satisfaction and Interest in the job

Job satisfaction is sometimes confused with interest in the job. There are a few common elements in both the concepts. But the question of job satisfaction arises only after a person actually takes up the job. The interest in an occupation or a job may exist even without entering a particular field of occupation. Job satisfaction may be used as a basis for professional choice by estimating the probability of such satisfaction. But interest in the job is always an important guiding factor for choosing a profession.

Some types of occupations provide very little possibility of enjoyment to workers. The monetary gains on

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17. Denald E. Super, The Psychology of Careers (New York: Harper and Brothers, 1957), P.362.

those jobs might be higher. But these earnings alone do not make the jobs satisfying. Prof. Jones makes an interesting reference in this connection as given below.

Not a few strong men, successful in their work and respected by all, have deliberately given up their occupations and gone to remote places, taking their books with them. They have been content to make a bare living by trapping or gardening so that they could be free to read, meditate, enjoy the things that to them really counted for most.<sup>18</sup>

The above mentioned individuals have become unhappy and dissatisfied in their work not because their economic returns were poor nor the material facilities were less but because of certain other conditions. Arthur Jones therefore rightly warns, that in choosing a life work, the whole life of the individual should be taken into consideration and similarly the whole situation of the job. The job satisfaction that an individual commands is not necessarily the same as the pleasure of activities involved.

It may be satisfaction with the pay, the general surroundings, the social position, or all of these combined. Dissatisfaction may be due to lack of ability, capacity or interest or it may be due to an unrealistic attitude by the individual. He may have been expecting too much; in prospect, the job may have seemed highly desirable, but he finds it actually very common and prosaic.<sup>19</sup>

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18. Arthur A. Jones, Principles of Guidance (New York: Mc. Graw Hill Book Co., Inc. 1951), P.397.

19. Ibid. P.396

So job satisfaction may be taken as the nett result of the interaction of both the job conditions and the individual's attitudes. Teachers who can appreciate the values that accrue from teaching, unmindful of other aspects of the job, can be happy, confident, creative and satisfied.

According to Dr. Bernard,<sup>20</sup> the following are some of the important advantages enjoyed by persons in teaching profession.

- i. Teaching offers an opportunity for achievement
- ii. Teaching stimulates the individuals to keep abreast of the times
- iii. Teaching gives opportunity for rearing the young and transmitting the cultural heritage to them
- iv. The hours of work are reasonable
- v. The income is steady and assured
- vi. Teaching is a clean work.

" A little chalk dust, some scraps of paper and characteristic disarray of work in progress constitute all that may be physical uncleanliness and confusion. Doctors have to come into contact with diseased and decayed; Lawyers have to deal with the exacerbations of human emotions; and business men encounter much in the way of craftiness, selfishness and greed. Teacher for most part deal with people before they become decayed and discarded.<sup>21</sup>

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20. H.W. Bernard, Mental Hygiene for Classroom Teacher (New York: Mc Graw-Hill Book Company, Inc. 1961), pp. 426-428.

21. Ibid. P. 428

- vii. Teaching provides contact with the enthusiasms of youth
- viii. Teaching affords association with persons of education and culture.

All the foregoing points present only the bright side of the picture. Large number of teachers, some times exceedingly large number are not happy and satisfied with their profession. Prof. Gates refers to a recent research bulletin of the National Education Association which lists out the following factors as sources of dissatisfaction in Teaching profession.

- i. Over pressure of work
- ii. Under pay to the teachers
- iii. Occupational insecurity
- iv. Constant sharing of burdens of others
- v. Puritanical restrictions on outside activities
- vi. Repressive and autocratic administration and supervision.
- vii. Aloofness on the part of the general public
- viii. Necessary attention to numerous details <sup>22</sup>
- ix. Constant association with immature minds.

The causes of dissatisfaction vary from one institution to the other and from one individual to the other. Some teachers are dissatisfied because of heavy workload. The Common Wealth Teacher Training Study reports that the teacher must perform 1,001 separate tasks in discharging his functions.<sup>23</sup> Some teachers are worried

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22. A.I.Gates and others, loc. cit. P.776

23. W.W.Charters and D.Waples, The Common Wealth Teacher Training Study (Chicago: The University of Chicago Press, 1929).

because of meagre pay scales. Some are worried because of the working conditions in schools.

The Research Division of the National Education Association summarised the reasons for dissatisfaction as follows:

The major cause but by no means the sole cause, of teacher discontent especially among married men teachers who must support a family, is the inadequacy of compensation offered to teachers and the absence of an adequate salary potential and opportunity for advancement. Factors in the teaching environment such as overcrowded classrooms, insufficient teaching supplies, inadequate equipment, overloaded schedules of extra-curricular activities and too many minor clerical duties arouse many complaints. Such conditions deprive the teacher of an opportunity to teaching using his initiative and imagination and prevent his steady professional growth.<sup>24</sup>

Although the above conditions relate to American Teachers of a decade back they still hold equally good in the case of majority of Indian teachers of the present day.

#### The importance of Job Satisfaction

The professional efficiency of a teacher depends finally on his happiness in the job or his job satisfaction. Some teachers who do not enjoy job satisfaction

24. National Education Association, Research Division (U.S.) Why Teachers leave the profession, Research Memo, June 1958. P.9.

may still work hard and conscientiously too for the cause of education. They are the devoted and dedicated teachers and their number is quite small. Such individuals would do better work and contribute more significantly for the cause of education, had they enjoy job satisfaction also.

Prof. Paul B. Jacobson warns that there should be no room in the profession for the dull and drab, the unstable and incompetent.<sup>25</sup> A person who does not enjoy job satisfaction takes no time to become dull, drab, unstable and incompetent.

Dis-satisfaction in the profession defeats the purpose of education and gradually destroys the interest and enthusiasm of the teacher for sincere and honest work. So a dissatisfied teacher is said to be a source of danger to our country's future. The persons to whom we entrust the job of educating our children should be the most competent and active persons. The privilege of influencing the growth and development of our nations' most precious assets should not be left to the dissatisfied and frustrated individuals.

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25. Paul B. Jacobson ed. The American Secondary School (New York: Printice Hall Inc. 1953), P.4.

Swamy Chinmayananda warns, " So long as our bosom is agitated by these two - unhappiness and discontentment - we can gain no success within or without, since thereby we will come to squander all our mental energies and dissipate our entire physical vitalities."<sup>26</sup>

If we believe the famous dictum of Aristotle that Education is the basis of State, we cannot afford to allow any dissatisfaction in teaching profession. Dr. Shrimali, former Union Minister for Education vehemently condemned the system that keeps the teacher dissatisfied and frustrated on economic grounds as " foolish economics ".<sup>27</sup>

The future of the State depends on its youth and the progress of the youth depends on the Teacher and the effectiveness of the teacher depends on his job satisfaction. So there is absolutely no justification for allowing any dissatisfaction among our teachers. If society believes in democratic principle and desires to make a significant contribution towards it, all possibilities should be explored to eradicate dissatisfaction in the teaching profession.

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26. Swamy Chinmayananda, Thapovan Prasad (Bombay: Sandeepany Sadhanlaya, August 1967) P.22.

27. K.L.Shrimali, " The Economic Status of Teacher " The Teacher Today and Tomorrow, loc. cit. P.34.

FACTORS INVOLVED IN DECIDING JOB SATISFACTIONA) CHOICE OF THE PROFESSION

The most important aspect in one's life, next only to the choice of spouse is the choice of profession. Right choice leads to job satisfaction and also to professional efficiency and finally to success in life. On the other hand, wrong choice leads to misery, discontentment, insecurity and finally failure in life. Choice made in accordance with one's aptitudes and interests results in harmony to the individual whatever might be the profession.

As Guidance Services in our schools are not well organised, most of the persons going out of our schools choose their occupations haphazardly without any consideration for suitability. Choice of profession in large number of persons is only accidental. Planned choices based on personal interests and abilities are rarely to be seen in our country. The causes predominant in the choice of profession in most of the cases are economic circumstances, social pressures or elements of chance.

Prof. K.G.Saiyidain holds that choice of profession should depend on the interests of the individual.

He observes, " There are some who are interested primarily in ideas, some in overt, practical activity or achievement and some in their fellow-beings. The first category provides the world with its philosophers, scientists, research workers and intellectual cranks; the second is responsible for administrators, discoverers and busy bodies; the third throws up social servants, teachers, political workers and other more or less sufferable, bearers of the world's sorrows. " 28

But the interests and professional choices are not properly related in the present set up and consequently we find much disharmony in several professions and discontentment in their workers.

#### Job analysis

As a result of spectacular growth in the fields of science and technology, specialisation in the field of every occupation has become the order of the day. Demands on the individuals are becoming more and more complex as our store of knowledge and our techniques to use it are expanding both in range and depth from time to time. There are innumerable types of jobs at present consequent on specialization in many occupations. In order to name, define and classify jobs systematically, effort was made by the United States Employment Service in 1934 to prepare the Dictionary of Occupational titles.

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" The latest edition of the Dictionary appeared in 1949. It contains 22,028 defined jobs, which are known by an additional 17,995 titles, making a total of 40,023 defined titles ".<sup>29</sup>

In studying jobs, a technique known as " job analysis " is commonly used. It is the process of determining and reporting some information relating to the nature of a specific job. It also indicates the functions that comprise the job and the skills, knowledge, abilities and responsibilities required on the part of the individuals for successful performance.

According to Prof. Shartle, job analysis includes the following particulars of the work.

- i. Identification data
- ii. Work performed
- iii. Performances required
- iv. Preparation of the workers
- v. Technical and general background of the job
- vi. Physical demands and working conditions
- vii. Worker characteristics.<sup>30</sup>

The details of the jobs as made available through job analysis helps the individuals to exercise wise  
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29. Humphreys and Traxler, Guidance Services, (Chicago: Science Research Associates, Inc. 1954) P.297.

30. C.L.Shartle, Occupational Information: Its Development and Application, (New York: Printice Hall Inc. Ltd., 1952) PP.34-38.

choice. An individual who wants to choose a suitable profession should make an objective and impersonal analysis of his own abilities in relation to the requirements of the occupations. If he neglects this objective approach, he is likely to make an unrealistic choice. Wrong choice sooner or later leads to failure in the job with all the accompanying consequences of disappointment, frustration, defeat, inferiority and dissatisfaction.

Several mistakes are commonly committed while choosing a profession and some of the mistakes referred to by Dr. Humphreys<sup>31</sup> are discussed below.

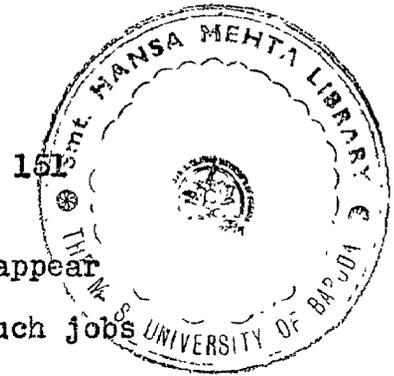
i. Choosing a profession that requires intellectual ability above that of the individual

Some people aspire for occupations which are above their mental abilities and some take to jobs that do not make use of the abilities they possess. By entering such occupations, the individuals lose their taste for the work and gradually develop dissatisfaction with their professional functions.

ii. Choosing an occupation that has limited entry possibilities and less scope for expansion

Some jobs are of only temporary nature and exist  
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31. Humphreys and Traxler, op. cit. PP.319-322.



during some extra-ordinary conditions and disappear soon after normal conditions are restored. Such jobs present limited scope for professional growth. The individuals that take to those jobs may have to feel frustrated and dissatisfied when they cannot prosper in these jobs.

iii. Choosing an occupation for which the individuals do not possess the required skills.

As a result of the present day complexity in the ' World of work ' every job has become so much specialised that it requires a set of special skills on the part of the worker. Individuals who choose the jobs, for which they possess the required skills naturally become happy and satisfied.

iv. Choosing an occupation for which the individual does not have the appropriate personality traits.

If an individual is to become successful in a job he should possess the required personality characteristics. " If a boy is reserved or shy, he will probably not become a successful salesman. If a girl has little understanding or sympathy for people in trouble, she is not likely to become an effective social service worker. " <sup>32</sup> Similarly a person choosing to become a teacher should possess abundant sympathy for children.

v. Choosing an occupation because of its glamour

Large number of people are tempted to choose occupations that command much glamour. A physician's job or an engineer's job is preferred by many because an engineer or a doctor commands a car at his gate and enjoys the privilege of having a number of servants waiting at him.

But the true picture of the job cannot be judged by these superficial features. A doctor may have to work during odd times and that too at critical situations. An engineer may have to function under most exacting climatic conditions at places far away from civilization and culture with all the risks involved in engineering feats. People should stop seeing the jobs through rose coloured glasses ignoring the unpleasant aspects of the work.

vi. Choosing an occupation in which there are more qualified persons than the openings.

Relationship between the demand and supply of the qualified personnel is also an important criterion for choosing an occupation. Planning for better utilisation of human resources is very essential both in the interests of the individual seeking the job and the nation.

Dr. V.K.R.V.Rao emphasises, " It is also required to take stock of the nation's human resources, project demands for the quantum and type of skills needed for development and take the action necessary to convert the raw human material into the technical and other skilled man power which is necessary for increasing productivity and accelerating economic growth ".<sup>33</sup>

vii. Choosing an occupation according to the wishes of the parents and others.

In our country, the head of the family in general is powerful in deciding the occupation of youngsters. If the father happens to be a businessman, he wants his eldest son to join him in that profession. The son may not have the acumen needed for trade and his interests may lie some where else. If the father succeeds in forcing his son to choose a particular career against his interests and likings, he may become dissatisfied with that vocation before long and finally becomes a victim of the forced choice. It is, therefore, highly desirable that the parents, teachers and other adult members should not impose their ambitions on the persons coming under their influence.

The above mentioned mistakes in choosing one's profession may be avoided to a large extent by introducing " Guidance Services " in our secondary schools.

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33. V.K.R.V.Rao, Education and Human Resource Development, (Bombay: Allied Publishers, 1966) P.3.

Prof. Richard Wynn suggests that the following are the chief hazards in choosing a career.

(a) Lack of information; (b) Insistence of Parents; (c) Belief in Pre-destination Theory; (d) Hasty decisions.<sup>34</sup>

Parents exert enormous influence on their children's choice of careers. They do this, no doubt, with good intentions and their influence might be helpful in some cases. But many young people are literally forced by unwise parents into jobs for which they are ill-suited and ultimately they struggle with all evil consequences. Beliefs held in unscientific ideas like pre-destination theory should change and parents as well as children should believe only scientifically proved theories and concepts. This kind of orientation in the people's attitudes will eliminate hasty decisions and ensure job satisfaction.

#### B) GUIDANCE IN VOCATIONAL CHOICE

In all advanced countries there is a growing awareness of the need for Guidance and Counselling in Education. In United States of America, Guidance movement has received great fillip in recent times that Guidance workers are appointed in almost all the educational institutions. The need for introducing Guidance Services

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34. Richard Wynn, loc. cit. PP. 16-19

has been accepted now-a-days in many parts of the world. Dr. V.K.R.V. Rao observes:

In order to tap talent, identify its interest and develop it on proper lines in relation to the needs of the economy, a massive programme of educational and vocational guidance seems to be imperative.<sup>35</sup>

Till recently there has been no specialisation of adult functions and the elderly members in a family looked after the vocational aspects in traditional methods and hence the need for guidance was not felt. But society is moving on very rapidly and so life which was just simple at one time has become so much complex during the present days. Specialisation of jobs is one of the important results of this change. To meet this specialisation, new subjects and courses have been added to our school systems. Guidance Services have also been introduced in some of the institutions to help the pupils in making effective adjustment to the numerous changes taking place in the field of education.

The important aspect of ' Vocational Guidance ' is to help the individual in solving his vocational problems. Vocational choice, Vocational preparation and vocational placement and adjustment are the important stages involved in the activities of guidance.

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35. V.K.R.V. Rao, op. cit. P.40

The Fundamental worth of the Individual

Now there is more realisation all over the world, that ' Human potential ' is the most valuable of all resources available in a country. This realisation is also accompanied by the desire to conserve human beings and human energy. This implies the wise use of human resources so as to result in maximum benefit both to the individual and to the society. The idea of conservation implies that the society has the obligation to help the individual in shaping his life's activity to make him individually satisfying and socially effective. To meet this obligation, the society should provide " guidance " to the individual as and when he needs it. Messrs. Humphreys and Traxler observe:

In these modern civilizations which have attained high levels of development, however, human beings and human energy are guarded, respected and conserved. Towards this goal, contributions are made by Governments, including their legislative, executive and judicial branches.<sup>36</sup>

Legislative measures in this direction are attempted in our country also. But these measures for the conservation of human potential will be successful only when supported by research studies as to the measures effective for the purpose.

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36. Humphreys and Traxler, op. cit. P.24.

The school as a social institution has got an obligation to fulfil in this regard. It has to supply to each individual the kind of education that befits his abilities and interests and help him to attain his maximum development.

Prof. Harbison holds that human resources are developed by formal education. He holds:

Human resources are also developed ' on the job ' through systematic or informal training programmes in employing institutions, in adult education programmes, and through membership in various political, social, religious and cultural groups.<sup>37</sup>

Guidance services help the individuals to find suitable job placement. The individual who secures right placement tends to take it as his life's profession and enjoys monetary and other satisfactions.

Guidance services help the individuals to gain knowledge about the following aspects of occupations.

- i. Abilities demanded
- ii. Functions to be discharged in the job
- iii. Financial returns
- iv. Opportunities for advancement
- v. Health conditions in the occupation
- vi. Social conditions.

The job choice made by the individual after complete

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37. Frederic Harbison and Charles A. Myers, Education, Man-power and Economic Growth (New York: Mc. Graw Hill Company 1964) P.2.

knowledge of all the above aspects naturally results into success. But what is this success? Prof. Jones clarifies this position as given below.

" As a matter of fact, there is no agreement on the meaning of success. It may mean permanence of employment, high salary, a position of prominence or responsibility, doing the job well or job satisfaction. This confusion in the meaning of success makes it difficult to determine aptitudes for different occupations. "38

However Guidance is a must in our education in order to help the individuals going out of educational institutions choose occupations suited to their physical, mental and psychological characteristics.

#### The School and Guidance

The school is best fitted for guidance. Job placement is done in fact by a number of agencies. But placement is best administered when done by a public agency which is not interested in ulterior motives. Some of the private placement agencies are more interested in consideration other than individual's welfare and exploit candidates for their benefits. There is no place for such dangers in the case of School Guidance Services.

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38. A.A.Jones, loc. cit. P.392.

### Clues for success in a job

Several clues have been given by different psychologists for attaining success in a job. Sincere work and hard labour accompanied by a sense of proportion and punctuality will always lead one towards success.

Dr. C.M.Schwab presented these ideas in his ' Ten Commandments for success ' given below which hold good for all professions and more appropriately for teachers.

- i. Work hard
- ii. Study hard
- iii. Have initiative
- iv. Love your work
- v. Be exact
- vi. Have the spirit of conquest
- vii. Cultivate personality
- viii. Help and share with others
- ix. Be democratic
- x. In all your efforts, do your best.

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### C) RELATIONSHIP WITH ABILITIES AND INTERESTS

Satisfactory adjustment to several situations in the environment is essential for job satisfaction. This is possible when the abilities and interests of the individuals are properly matched with the requirements of the jobs.

Individual differences:- It has been universally accepted that individuals differ in their abilities and temperaments.

39. Arthur A. Jones, loc. cit. P.407

They differ in their physical characteristics such as height, weight, strength and endurance. They also differ in their mental abilities such as intelligence, interests and aptitudes. They also differ in their emotional and social traits. The needs and problems of the individuals similarly differ according to the above differences.

Trait differences:- The differences exist not only between one individual and the other but also in the same individual in respect of certain characteristics and abilities. These differences are called trait differences as they relate to several traits possessed by the individual. In a characteristic like ' mental ability ', an individual may have very high ability in ' Verbal meaning ' and at the same time, very low ability in " word fluency ". Knowledge of these differences helps guidance in job choice and job adjustment.

Prof. Sanderson observes, " Traditionally Psychologists and vocational counsellors have devoted considerable amount of efforts to the measurement of general ability, special aptitudes, manual dexterity and other attributes on the assumption that a fuller understanding of the client's potentialities will suggest a more appropriate occupational choice and will increase his chances of vocational success. " 40

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40. Herbert Sanderson, Basic concepts of vocational guidance (New York: Mc Graw-Hill Book Co., Inc. 1954) P.16.

Interests and aptitudes of an individual decide his progress in an occupation. Aptitude indicates the line of occupation an individual can take up profitably whereas interest decides the extent to which he can progress in that particular occupation. Dr. Knapp holds:

Interests, whether expressed, manifested, tested or inventoried, offer important contribution in the guidance of youth in vocational and avocational choices. Interests are important motivating factors and represent an intrinsic approach to motivation. <sup>41</sup>

Testing material such as "Kuder Preference Record", "Strong Vocational Interests Blanks" and other scales are available for measuring interests. Similarly tests such as "S.R.A. Aptitude Tests", "Differential Aptitude Tests" are used for measuring aptitudes. The presence of aptitudes implies the presence of potential to perform a task or to succeed in a given area. <sup>42</sup>

Although the measurement of several abilities helps the guidance counsellor to match them with the requirements, the scores cannot be rigidly used for prediction of job success or job satisfaction. Any single trait cannot decide one's professional success. A combination of all the abilities, interests and other traits decides

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41. Robert H. Knapp, Practical Guidance Methods,  
(New York: Mc Graw-Hill Book Co., Inc., 1953)  
P.16.

42. Ibid. P.19.

success. Prof. Thronidike very appropriately holds:

Predictions based on the single factor of personal selection are shaky things, and the personnel psychologist is probably wise not to rest his case too dogmatically on them.<sup>43</sup>

Attempting a valid assessment of the abilities and relating them to one or other vocational situation is a highly specialized task. This process of relating these two sets of factors helps the individual to take sound decisions regarding his future job.

#### D) DEDICATION TO THE PROFESSION

Success often goes to those that are dedicated and devoted to their jobs. Dedication comes out of faith in the profession and faith out of inclination and identification. Almost all the persons successful in their occupations are dedicated workers. Success very rarely goes to casual and unwilling workers.

Great teachers like Rabindranath Tagore and Radhakrishnan could reach their heights because of their dedication to the cause they have chosen. They could attain absolute success in their occupations and could command universal respect because they were dedicated

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43. Robert L. Thronidike, Personnel Selection (New York: John Wiley & Sons, Inc., 1954) P.324.

to their work. They worked hard day and night irrespective of their personal comforts and material benefits for the cause of their ideals. Prof. Mathur<sup>44</sup> cites the examples of Harold Laski and Einstein before whom the Presidents and Prime-ministers had to bow down in reverence. The greatness of these teachers is neither accidental nor incidental. It has been achieved through strong dedication to work. We can give a long list of such examples from our history " to get an audience with whom was a unique honour even for the formidable rulers of these times ".<sup>45</sup>

A successful teacher feels strongly that he is making important contribution towards the welfare of humanity. He associates whole-heartedly with all other members of the profession and enjoys the never ending realm of happiness that his profession opens to him. A dedicated person takes natural interest in his professional activity. His attachment to the job acts as an effective motivation and he needs no other incentive. Dr. Barzun observes:

The teacher and thinker must constantly bear in mind the special conditions that define his craft. He cannot count as aids to his advancement the pain and fear that favor the doctor, nor the apprehension of loss and disgrace that favor the lawyer.

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44. V.S.Mathur, Education and the Future of India (Ambala: The India Publications) P.104.

45. Ibid. P.104.

He has on his side only mankind's desire for light - the light that gives all other things their shape.<sup>46</sup>

Although dedication to one's profession is important in every field of work, it is more important in teaching profession. This profession is taken up by large number of people both in the past and at present, not because of the monetary benefits it yields nor the authority and power it gives but because of the mental satisfaction that the profession affords to them. Mr. G.W.Ebey suggests:

If the purpose is to become the wealthiest person in the community or to own the largest farm in the country, or to spend his time relaxing in luxurious resorts, one should select a vocational field other than teaching.<sup>47</sup>

He holds that a person should not choose 'teaching' as his career if his dominant life purpose is only materialistic and no higher than that. Teaching requires persons of high ideals and noble character. As the profession is concerned of perfecting the young children and shaping the future citizens, just teachers and casual educationists do not befit the ranks of this profession. The destiny of the nation lies in the hands of those who guide its youth.

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46. Jacques Barzun, Teacher in America (Boston: Little, Brown and Company, 1955) P.297.

47. P.B.Jacobson ed. The American Secondary School (New York: Printice Hall Co., Inc. 1953) P.25.

A good teacher makes a good student and a good student makes a good teacher. Lord Robbins holds:

The merit of any educational institution depends on the quality of those who teach and learn in it and the test of its administration and organisation is how well it facilitates the free communication of mind with mind.<sup>48</sup>

The teachers that can satisfy the demands of pupils and stimulate their curiosity and intellectual energy should be the persons that are kindled with a spirit of dedication to their profession.

Dedication to the profession does not mean sacrifice of the individual's happiness and comforts. It only means the understanding of the philosophy behind a professional order, believing it and attempting in a sincere manner to realise the objectives of that profession. The condensed code of ethics for teachers as given by the National Educational Association in America gives some understanding of the dedication, a teacher should attempt towards his professional practice. The code of ethics reads:

The teacher should be courteous, just and professional in all relations.

The teacher should improve educational practice through study, travel and experimentation.

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 48. Report on Higher Education in Great Britain.  
 under the Chairmanship of Lord Robbins, 1961-63  
 (London: Her Majesty's Stationery Office, 1963)  
 P.170.

Unfavourable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the Teacher should be truthful and confidential. Membership and active participation in local, state and national associations are expected. The teacher should avoid endorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

No teacher should knowingly underbid a rival for a position. No teacher should accept compensation for helping another teacher to get a position or promotion.

Honourable contacts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be translated only through properly designated officials.<sup>49</sup>

The above Code presents some of the desirable qualities to be possessed by the teacher. A teacher in our country stands for character and morality. His background, his in-sight, his sincerity, his effectiveness and his morale determine the quality of work accomplished in the school. If the nation is to reap full benefits of education, the personnel entrusted with this noble task should be devoted and dedicated to their profession. The teacher's dedication to his job not only give effectiveness in the work but also satisfaction in his job.

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49. Eye and Lane, The New Teacher Comes To Schools (New York: Harper & Brothers, 1956) P.269.

PROFESSIONAL GROWTH

The image of the teacher in our country is a poor specimen today. He is neither respected nor rewarded properly. His voice is not heard at the places where the educational policies are shaped. His experience is often not taken into account and his ingenuity is not recognised. The teacher is simply asked to follow the dictates of the administrators without raising any query. This state of affairs is prevailing in our country for the past few centuries because of the callous neglect on the part of society. But teachers are not completely free from responsibility for this sad state of affairs. They are partly responsible as they have not developed a high degree of professional competence and vocational conscience in general.

Professional Growth means the progress an individual attains in his professional ranks. It need not necessarily mean promotion to higher cadres. It only means the advancement made by an individual in his professional activity. This is in contrast with professional stagnation which means absence of progress in professional activity. During teacher training, seeds are sown for this professional growth. Mr. Herbert Sanderson observes:

Growth does not occur spontaneously and automatically as a result of mere contact with a text book or a class room. Growth is an experience which becomes meaningful only when the bearer can internalize that which is happening around him. 50

Professional growth involves several adjustment problems. The individual has to withstand successfully all the trials and turmoils in his profession. He has to face all the problems that crop up in his professional activity with courage and conviction.

An individual entering any occupation for the first time must have adequate knowledge of the activities involved in his occupation and master all the skills required to get over the hurdles that may crop up from time to time during the course of his professional activity. He should possess the desirable attitudes, feelings and interests so as to command occupational status, job security and job satisfaction. His abilities and interests decide his day to day advancement in the profession.

Every individual has to satisfy several conditions to reach the goals in his profession. These conditions include preparation for advanced activities, undergoing certain training courses and passing certain departmental and professional tests.

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50. Herbart Sanderson, loc. cit. P.6.

Every person wants advancement in profession. But this advancement may constitute different meanings to different individuals. Some teachers want to grow in status by becoming college teachers. For some, high sounding and commanding designation is all that counts. Prof. Barzun presents this attitude in an interesting manner when he says:

At best the title of teacher is suspect. I notice that on their passports and elsewhere, many of my academic colleagues put down their occupation as Professor. Anything to raise the tone: a professor is to a teacher what a cesspool technician is to a plumber. <sup>51</sup>

Some people want to advance in administrative positions such as principalships or superintendencies. Others want to become leaders not in their limited circles but in larger ones by becoming representatives in executive councils, legislative bodies, educational boards, senates and syndicates.

In teaching profession, professional growth is considered more and more as the growth in ability to render high quality service in class room activity through improved teaching rather than promotion to administrative positions and executive places.

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51. Jacques Barzun, loc. cit. P.5.

Professional growth implies improvement of one's competency in his occupation. Improved competency and efficiency are sure to lead a worker to the pinnacle of professional glory. We have many examples of persons who started with humble beginnings scaled to their heights of professional status. To give one example, Dr. Radhakrishnan who started his professional career as an Asst. Lecturer in Presidency College, Madras, could rise to the highest position, viz. the President of India.

#### Teacher and professional advancement

Dr. B.P.Lulla holds, " The teacher should believe in his continual mental growth by absorbing new learnings from his experience with others ".<sup>52</sup>

In many jobs including teaching, the accent of growth in general is on securing promotions to superior posts and administrative positions. This emphasis is due to two reasons. One is that higher scales of pay are offered to administrative positions than teaching positions. The second is that persons in administrative posts command more powers which their counterparts in teaching field lack.

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52. B.P.Lulla, " Future Educational Leadership in India ", Indian Education (A.I.F.E.A.), October 1964. P.38.

But this attitude is gradually changing of late because of the change in values held by people consequent on the democratic approach in education. Now there is a pronounced attempt on bridging the gap between teaching and administrative posts by enhancing the dignity and status of the class-room teacher and scaling down the too much authoritative tone of the supervisor. The glamour for administrative posts is gradually losing ground because of the increased status given to the class-room teacher. Consequently many " teachers now concentrate more and more upon becoming still better teachers rather than seeking the sense of success in administrative positions. " 53

Although there is some change in the attitudes of teachers, this change is not complete. Administrative and supervisory posts are no doubt important and competent people only should occupy those positions. But the glamour of sitting behind a decorated desk, answering the telephone calls and receiving visitors should not reduce the importance of teaching posts. The best kind of professional advancement for a teacher is that, which makes the maximum of his abilities.

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53. A.J.Huggitt and T.M.Stinnett, loc. cit. P.81.

### Requirements for Professional Growth

1. Individual goodness:- The first requirement for growth in teaching profession is that the individual should be essentially a good one. He should be a sincere and a conscientious worker. Sincerity and hard work are always rewarded.

ii. Continuous learning:- Teaching being an intellectual activity, the teacher must be improving his knowledge through continuous learning. As observed by Gurudev Rabin-  
dranath Tagore:

A teacher can never truly teach unless he is still learning himself. . . . The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lesson to his students can only load their minds. He cannot quicken them. <sup>54</sup>

A person who dares to teach must never cease to learn.

iii. Acquiring higher qualifications:- Many opportunities are now available for teachers to improve their academic qualifications. Most of the universities in the country allow teachers to appear for examinations in order to improve their qualifications as private candidates. Many colleges offer special courses arranged for employees during their leisure times. Some Universities are conducting vocation courses to enable teachers to acquire higher qualifications and thereby improve their professional status.

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iv. Services in Social organisations:- Services rendered in social organisations like Rotary Club, Lions Club, Red Cross, Bharat Scouts and Guides, Bharat Sevak Samaj etc. help the individual to gain in professional status. Such services often get recognition and bring the individuals into lime light. But a word of caution is necessary here. If the recognition gained through these social activities is not followed by good work on the job, the individual may land into troubles in his profession. Social activities supported by sincere professional practice will always lead the teacher towards his professional growth.

v. Professional affiliations:- It is desirable that the teachers should affiliate themselves to one or other of the professional organisations. By becoming a member of an organisation he gains opportunities to share his experiences with other members in the profession and this helps in the improvement of his professional competence. The teacher should be in constant touch with the professional journals and if possible he should contribute articles to them on the basis of his experiences in the professional field.

vi. Sense of responsibility:- The teacher who wants to make his life fruitful and worthwhile should not give scope for carelessness or laxity at any stage of his

professional activity. He must be able to perform even the smallest task assigned to him with utmost care and devotion. Many people tend to shift their responsibility to others and keep indifferent to certain items of work. According to Dr. Huggett, " nothing so quickly attracts favourable attention as the careful execution of a thankless task ".<sup>55</sup>

vii. Specialization:- Specialization in one aspect or the other of an occupation also leads to professional growth. Specialization often brings promotion and higher salary to the individual.

Successful lawyers often confine their practice to criminal side or civil side. Similarly successful physicians specialize in one field of medicine or other. It is only the beginners and inexperienced that cannot take to specialization. In educational field, the teacher's specialization should follow after the minimum academic background has been satisfied. A teacher may specialize in the following fields -- Adult education, Nursery education, Audio-visual education, Education for handicapped, Testing, Guidance, Measurement and Evaluation, Education for the backward children etc.

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55. Huggett and Stinnett, loc. cit. PP. 94-95.

viii. Good Speech:- Almost all the successful teachers are good speakers. One of the important requirements of the teacher is the ability to speak clearly and effectively as the function of the job is transmission of thoughts and ideas to others. Effective communication is not possible without the ability for good speech. People in all professions profit by speech training and teachers do the most.

ix. Decent appearance:- Good appearance is an important factor of success especially in the jobs that involve social relationships. Teachers who are entrusted with the task of shaping the lives of our future citizens should create good impressions in the minds of young children. Good appearance does not mean fabulous decoration or sophisticated ornamentation. It only means neat and clean dress and smart appearance suited to the academic dignity of the teacher.

x. Professional code of ethics:- The presence of a professional code of ethics and adhering to it gives prestige and status to the teacher community. The National Education Association of United States of America has formulated a code of ethics for American teachers and the National Union of Teachers in England has its own code of ethics. These codes lay down the important principles of conduct.

There are different opinions about these codes.

Many believe that the statements of ideals and standards of conduct expressed in writing, if they receive the official approval of various groups, have a potent influence on the conduct of the members of the group. There are others who are quite sceptical that they probably have little influence unless care is taken to have them widely disseminated and definitely enforced.<sup>56</sup>

If the codes of ethics are properly enforced, the profession is sure to gain in status and the individuals in their effectiveness.

xi. Professional Research:- This is another important factor that gives both professional status and advancement. Shri Iyengar observes, " Some of us are very conservative and we do not like to depart from the old established ways. This leads us on to professional stagnation and makes us static instead of being dynamic. " <sup>57</sup> The teacher must be always receptive to new ideas and put them into practice with an outlook of sturdy optimism. He can test those ideas through " Action Research " and find out the effectiveness of new procedures in his field.

Prof. Stephen M. Corey advocates, " Our schools cannot keep up with the life they are supposed to sustain and improve unless teachers, pupils, supervisors, administrators and school patrons conti-

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56. W.S. Monroe ed., Encyclopedia of Educational Research, loc. cit. P.216.

57. M.A. Srinivasa Iyengar, " Our Long Road to Professional Status ", Indian Education (A.I.F.E.A.), September 1966, P.43.

nuously examine what they are doing. Singly and in groups, they must use their imaginations creatively and constructively to identify the practices that must be changed to meet the needs and demands of modern life, courageously try out these practices that give better promise and methodically and systematically gather evidence to test their worth." 58

xii. Confidence:- The most important factor that contributes to professional advancement is the confidence an individual has in his profession and the feeling of faith in the value of his job. A teacher who feels that he is a poor teacher, a just teacher or a mere teacher cannot attain any professional growth so long as he persists in such feelings. The teacher has a great professional heritage and a noble mission to achieve. The faith and confidence in his work gives the teacher a dynamic energy and power to rise to his true heights in professional activity.

The road to professional growth is a long and hard one. It has to be conquered inch by inch, step by step by dint of hard work, united action and nobility of head and heart.

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57. Stephen M. Corey, Action Research to Improve School Practices (New York: Bureau of Publications, Teachers College, Columbia University, 1953) P.vii.

JOB SATISFACTION - ITS EVALUATION

Education in modern times is no longer a routine process of instruction of certain subjects available in the text books or imparting a few skills of limited value in life. There has been a remarkable shift in emphasis from the subject matter to its recipient. The aim of present education is to develop the total personality of the individual by helping him to make the best of his abilities for his own benefit and for the benefit of the society. In any country at any time, it is 'education' that determines the level of prosperity, welfare and security of the people. It has been therefore rightly emphasised by the Education Commission that:

No reform is more important or more urgent than to transform education, to endeavour to relate it to life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transmission necessary for the realization of our national goals. 59

In this context the task of the teacher is not simply to impart partial information, but to help the students acquire the skills and attitudes necessary to live complete harmonious lives. The above task demands talent, faith and confidence in the teacher. Above all it calls

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59. Report of the Education Commission, 1964-66, loc. cit. P.6.

for job satisfaction in the teacher and also a feeling of unequalled worth in his profession.

The following characteristics indicate the presence of job satisfaction in the teacher.

i. Happiness in professional work:- A teacher with job satisfaction finds happiness in his work. His work on the job constitute a source of enjoyment and pleasure. He feels that his life is not dull and monotonous. Life appears to be meaningful and fruitful at every stage to a person with job satisfaction. The satisfied teacher feels happy through out his life because of the creative and stimulating opportunities afforded by his profession.

ii. Significant contribution to Society:- " Perhaps the greatest satisfaction in teaching ", says Prof. Gates, " comes from the knowledge of socially significant character of work. " <sup>60</sup> Only a few occupations afford such genuine opportunity of contribution towards social welfare. The teacher has the rare satisfaction of rendering valuable service to society.

As the present day school has assumed the role of a community centre, its functions are no longer narrow  
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60. A.I.Gates et. al., Educational Psychology  
(New York: Macmillan & Company, 1954) P.774.

and limited to a particular section of society. The meeting of educational experts which took place in Geneva in January 1966 recommended that " Education should be directed to the allround development of human personality and to the social, cultural and economic progress of the community."<sup>61</sup>

The teacher in the present age has to play a dynamic role for the welfare of both the individual and the community. A teacher with job satisfaction along can render such outstanding service to society. Prof. V.R.Taneja holds that " any one who aspires to be an effective and successful teacher must understand the nature of the community, which his school is required to serve."<sup>62</sup>

iii. Self Involvement:- For a satisfied teacher, work is no longer a burdensome monotony. It becomes intelligent, meaningful and creative activity. So he takes keen interest in all aspects of his work. He needs no other motivating force as his satisfaction gives all the energy and enthusiasm at every stage of his professional

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61. Educational Panorama, Vol. VIII, November 1966 (Washington: World Confederation of Organisations of the Teaching Profession), P.2.

62. V.R.Taneja, " Training the Educational Administrator " Punjab Journal of Education, Vol.III-3. October 1966, P.54.

activity. People work hard and willingly too on the tasks that interest them most.

Dr. Jaswant Singh observes that self-interest and personal involvement are the outcomes of motivation in the job. He also holds that work should be of interest and satisfying to get best action and good results.<sup>63</sup>

iv. Effective Public relations:- The teacher with job satisfaction finds it easy to adjust himself to the professional requirements. He maintains good relationships with all his colleagues and superior officers. He also maintains good relations with pupils and parents. Job satisfaction lends him the necessary ability and efficiency to establish good relations with all persons connected with his job.

For a long time people are aware of the kind of indiscipline, viz., indiscipline among students. Now, the other kind, indiscipline among teachers is also heard in many places. Factions and groups among teachers are not uncommon in many institutions right from primary to university level.

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63. Jaswant Singh, The Successful Head-master,  
(Jullunder: University Publishers, 1964)  
P.243.

Job satisfied teacher does not become a victim of group politics. He develops no reservations, suspicions and superior-inferior feelings. He establishes an effective channel of contact with the surrounding community by participating in all social, cultural and civic organisations of the locality. Disagreements may arise now and then but they are resolved through discussions rather than through cliques and partisan associations.

v. Professional advancement:- Professional advancement is a clear index of job satisfaction and professional success. An elaborate account on professional advancement has been given in the preceeding pages.

vi. Educational Leadership:- We are living in a society which is changing more rapidly at present than at any other period in history. The progress in Science and Technology changed the world altogether into a new one and so we are faced with a peculiar difficulty of fitting ourselves into the new environment. The changes that take place in economic, social and educational fields because of incredible explosion of knowledge pose many problems to the present society, and the society now looks to the teacher for his help.

The teacher can take up the challenge only when he

is satisfied in his profession. The teacher's ability to take up leadership and guide the society in the present context depends upon his stature and status. "The status of the teacher in this world, " according to Dr. William Carr, Secretary General of World Confederation of Organisations of the Teaching Profession " will be achieved when every teacher is immensely proud of his calling ".<sup>64</sup>

Dedication to the new social ideals, planned execution of educational programmes and effective co-ordination in teaching and administration are some of the important tasks involved in educational leadership. Such an educational leadership is possible when the teacher is happy, contented and reconciled with his profession.

vii. Abilities, Attitudes and Skills:- Prof. Humayun Kabir<sup>65</sup> gives four purposes of education. The first purpose is to develop the personality of the individual. The second is to give him knowledge of the world in which he lives. The third purpose is to develop skills needed to

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64. William Carr " A New Deal for the Teacher " Indian Education (Kanpur: All India Federation of Educational Associations) Vol.III. No.II October 1964, P.19.

65. Humayun Kabir, Education in New India, loc. cit. P.188.

sustain and advance social life so that he can be a creative member of society. The fourth is to satisfy the individual's search after values. The teacher who is entrusted with the task of discharging the above four functions should have the necessary abilities, attitudes and skills.

Usually the teacher is expected to acquire these requirements through undergoing the training for his job. But the training given to the teacher is too short to bring about necessary improvement in them. The teacher's acquisition of the required abilities and skills depends to a large extent on his attitude towards teaching profession. In the words of Hon. Herbert Morrison, these abilities consist of:

- i. The ability to direct and concentrate all his powers upon getting to the bottom of any question.
- ii. The ability to foresee and to be prepared for, the probable reaction of those he will have to persuade to adopt the policy, he has convinced himself he should pursue.
- iii. The courage to take up a course, which after full examination he knows to be right, even though his bias was the other way.<sup>66</sup>

A dissatisfied and frustrated teacher cannot have the above mentioned abilities and attitudes.

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66. V.R.Taneja, loc. cit. P.57.

It is necessary that a teacher should have open-mindedness, independent thinking, intelligent decision taking and democratic understanding for realizing the objectives of education.

" Modern education regards character training as of supreme importance, seeking to discipline the emotions, to orientate the feeling life, emphasizing doing rather than knowing." <sup>67</sup> These new horizons in education lay additional responsibilities on the teacher.

The teacher in the modern set up should therefore possess the following skills:

- i. Formulating objectives for the educational activities.
- ii. Planning the procedures to realize those objectives.
- iii. Evaluating educational outcomes.
- iv. Improving the teaching-learning situations.
- v. Recognising the individual differences and following suitable teaching methods.
- vi. Guiding educationally backward and maladjusted children.
- vii. Preparing Multi-sensory teaching aids and creating suitable motivation in the pupils.

Job satisfaction on the part of the teacher gives him the necessary abilities and skills.

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67. J.S.Ross, Ground work of Educational Theory (London: George G.Harrap & Co., Ltd., 1954)P.32.

SUMMARY

Job occupies an important place in an individual's life and hence the satisfaction one derives in his job is very significant in deciding his vocational efficiency and success in life. Job dissatisfaction results in unhappiness and inefficiency and also wastage of human and material resources.

Job satisfaction is related to the individual's suitability for the work and hence depends on the balance one can strike between his abilities and job requirements.

Teaching has many features that contribute to job satisfaction and at the same time many other features that result in dissatisfaction. Job Satisfaction in many cases depends on (a) Choice of the Profession, (b) Guidance available, (c) Abilities and Interests of the individuals and (d) Dedication to the profession. Right choices contribute to personal happiness and professional advancement whereas wrong choices lead to misery, discontentment and professional stagnation. Vocational choices to be effective must be based on the individual's aptitudes and interests. Casual methods of choosing a career because of outward glamour, pressure of parents or element of chance should be avoided.

Guidance services if introduced and implemented effectively in our schools would help the students secure right professional placements.

Job Satisfaction leads to professional growth in several ways. Professional growth is not simply securing promotions and monetary benefits. The real professional growth is the enhancement of professional competency and this is possible through many avenues for teachers that enjoy job satisfaction.

Job Satisfaction of the teacher is revealed through the characteristics like happiness in the profession, contribution to society, self-involvement and professional advancement.