

A COMPREHENSIVE STUDY ON THE DIMENSIONS OF PROFESSIONAL CONTENTMENT OF TEACHERS

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ABSTRACT

Profession contentment is a satisfactory or positive emotional state that stems through the evaluation of an individual's work or work experience. It is known that various factors affect the Profession Contentment (PC) levels of every individual. This emerges as a consequence of the perception of how well employees provide things that are important to their work. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the profession itself. This research work is carried out with the aim of determining significant difference in the school teacher's professional contentment and its six dimensions such as sociological dimension, psychological dimension, environmental dimension, professional dimension, personnel dimension and administration dimension. Normative survey method is employed in this research work. In this regard Professional Contentment Scale (PCS) has been utilized to collect the data from the sample of 658 school teachers working in the higher secondary schools situated in the Cuddalore district of TamilNadu, India. One of the most widely used techniques of measuring profession contentment is by making use of a scale. In the present investigation, in order to measure the PC the investigator used the Likert Method. In order to realize the objectives and testing of hypotheses descriptive analysis, differential analysis, correlational analysis and regression analysis have been employed. At the final study stage this scale has 30 positive statements and 30 negative statements in respect of the professional contentment. The statements in the scale reflect the impact of the object under study. Through this study it is evident that of the six dimensions of the professional contentment, the environmental dimension wields the highest influences on the teachers' professional contentment and it is followed by the psychological dimension, sociological dimension, professional dimension, personnel dimension and at the last the administration dimension. As much as 99.93% of variance was caused by the independent variables, and the remaining 0.07% of the variance of the criterion measure must be attributed to factors not measured in the present investigation.

Further, out of the 99.93% of the total contribution of the six dimensions on the professional contentment, sociological dimension contributes to the extent of 16.57%,

29.14% of the contribution goes to the psychological dimension, 36.03% of the contribution goes to environmental dimension, 7.53% of the contribution goes to professional dimension, 5.81% of the goes to personnel dimension and as much as 4.84% of the contribution goes to the administration dimension. In respect of the relationship among the profession contentment and its six dimensions (a. Sociological dimension, b. Psychological dimension, c. Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) it has been observed that a significant relationship exists among them. Also the investigator has constructed and validated a Profession Contentment Scale (PCS) and contributed it to the field of Education with analyses and interpretations comprehensively.

Keywords: Professional Contentment, Sociological Dimension, Psychological Dimension, Environmental Dimension, Professional Dimension, Personnel Dimension, Administration Dimension and Teacher

INTRODUCTION:

The performance of a teacher totally depends on the working environment. Students learning ability and performance are the key judgment factors for a teacher performance. A high degree of professional contentment has been found when the characteristics of both employer and employees expectation meet. School teachers are the most important group of professional for our nation's future. Therefore, it is astonishing to know that even today many of the school teachers are dissatisfied with their profession. Professional contentment among school teachers is essential not only for themselves but for society as a whole. It increases productivity and classroom performance in the schools. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When the teachers have contentment in their profession they will be interested to teach students efficiently and effectively. In this context a comprehensive study on professional contentment and the influence of different dimensions on it is the crux of the present study.

PROFESSIONAL CONTENTMENT:

Professional contentment is a favourableness with which workers view their job. It results when there is a fit between job requirement and the wants and expectations of employees. Teacher's professional contentment with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with their career may influence the quality and stability of instruction given to students. Teacher's key role is to teach or help students and it depends on the ability and motivation of the teachers to teach as it does on the ability and motivation of the students to learn. The level of professional

contentment is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work. As is the case with all white collar positions, both intrinsic and extrinsic factors affect teacher's satisfaction. Intrinsic satisfaction can come from classroom activities. Extrinsic factors have been associated with teachers' satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others. Professional contentment portrays the perception of the person towards their job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Professional contentment is often a result of the perception of the employee as to whether their job provides them with the outcomes they view as important. Professional contentment is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations.

DIMENSIONS OF PROFESSIONAL CONTENTMENT:

The various dimensions of professional contentment are as follows.

1. Sociological dimension:
2. Psychological dimension:
3. Environmental dimension:
4. Professional dimension:
5. Personnel dimension:
6. Administration dimension:

REVIEW OF RELATED STUDIES:

PROFESSIONAL CONTENTMENT:

Anna Toropova et al (2020) aimed to investigate the relations between teacher job satisfaction, school working conditions and teacher characteristics for eighth grade mathematics teachers. This study employs TIMSS 2015 (Trends in International Mathematics and Science Study) data from Sweden. Confirmatory factor analysis and structural equation modelling are used as main methods. The results demonstrated a substantial association between school working conditions and teacher job satisfaction.

Darshana Sharma (2019) study was designed to explore the level of the job satisfaction and professional commitment of teacher educators and also to see the relationship between teacher educators' job satisfaction and professional commitment. It also explored the impact of marital status, teaching experience and stream on job satisfaction and professional commitment of teacher educators. Statistical measures of mean, S.D., C.R., and Pearson's

product moment correlation were employed to analyse the raw scores obtained and have drawn inferences.

SandhyaGihar and Devendra Kumar Mishra (2018) conducted a study on job satisfaction among secondary school teachers. Looking towards the significance of job satisfaction in the present scenario, the investigator is keen to study the job satisfaction of secondary school teachers. The study was conducted using a quantitative survey research design. And it was conducted in Bareilly district of Uttar Pradesh. The teacher job satisfaction questionnaire was used to assess job satisfaction of Secondary school teachers. The study sampled 600 secondary school teachers. The results revealed no significant gender, locality and experiences differences in job satisfaction among secondary school teachers.

Nigama, K., et.al., (2018) conducted a study on job satisfaction among school teachers. This study aims at investigating the job satisfaction among school teachers. Fifty respondents from the private school and 50 from the government school participated for the purpose of this study. Data collected was analyzed with descriptive statistics using SPSS version 16. On comparing the job satisfaction level between private and government school teachers, it was found that there is no significant difference in their level of job satisfaction irrespective of gender.

Danica Bakotic (2016) study is to explore the link between job satisfaction and organisational performance and to determine if there is an empirically provable relationship between these two variables, and the direction and the intensity of this relationship. This study shows the existence of a clear link between employee's job satisfaction and organisational performance in both directions, but with pretty weak intensity. The connection between job satisfaction and organisational performance is stronger than the connection between organisational performance and job satisfaction. It could be stated that job satisfaction determines organisational performance, rather than organisational performance determining job satisfaction.

Nirav Dave and Dharmesh Raval (2015) have carried out a survey on the literature review of book, research papers, related article, organizational report, theses, and literature available on internet regarding job satisfaction of higher education institutes. This survey includes the perspectives of various researchers regarding job satisfaction. The result found that job satisfaction of faculty members is very critical aspect for all the higher educational institutes and it affects performance of employees and quality of education in all the higher education institutes.

Tilak Raj., and Lalita., (2013) conducted a study on job satisfaction among the private and Government school teachers. 50 Government and 50 Private teachers, 100 in total, working in different Government and private schools were examined. The obtained data were analyzed based on the descriptive statistics using SPSS Version 16. Independent sample t-test has been used in this study to analyse the job satisfaction level among male and female teachers and Government and Private school teachers. The study revealed that there is no significant difference in the level of job satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of job satisfaction of Government and Private school teachers.

Mozumder Arifa Ahmed., (2012) studied about the role of self-esteem and optimism in job satisfaction among teachers of private universities in Bangladesh. Simple random sampling technique was adopted to collect the data from the sample of 88 faculty members. The job satisfaction survey has been used to collect the data and they were subjected to the correlation analysis. The findings of the study are as follows: 1. the self-esteem is significant and positively correlate with job satisfaction. The teachers who had high self-esteem had high job satisfaction. 2. The optimism is significant and positively correlated with job satisfaction. The teachers who had high optimism had high job satisfaction.

Mehta., (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (Private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers.

Nagar., (2012) undertook a study on organizational commitment and job satisfaction among teachers during times of Burnout for developing and tests a model for Burnout and its effect on job satisfaction on organizational commitment. Research showed that in terms of job satisfaction and organizational commitment the mean score for female teachers was higher than male teachers.

Robert M. Klanen., and Ming Ming Chiu., (2010) studied about the effects on teachers' self-efficacy and job satisfaction. 1430 teachers from western Canada were selected as the sample using random sampling technique and the data were collected from them using the job satisfaction scale. The collected data were subjected to statistical treatment namely factor analysis and the findings are as follows: 1. the teachers having high level of stress shows low level of job satisfaction and 2. The teachers having high level of classroom

management self-efficacy and instructional strategies self-efficacy shows high level of job satisfaction.

Suki., (2011) examined the effect of gender on employee perception of job satisfaction and organizational commitment and found that the employees gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment.

Kumar., and Bhatia., (2011) mentioned that the level of job satisfaction and attitude of the teachers towards teaching is least affected by the gender, the marital status, minimum qualification and income group of physical Education teachers to compare the job satisfaction among Physical Education teachers and their attitude towards teaching.

ZulfuDemirtau (2010) purposed of this research was identified the primary school teachers job satisfaction levels. In this research, Teaching Satisfaction Survey (TSS) was used. According to results, teachers' job satisfaction levels are pretty high. In terms of age difference there is a meaningful difference in averages. The group of 36-40 age have the highest averages. On the other hand, the group of 41 and above age has the lowest averages. There are no meaningful differences in terms of the professional seniority and the branch of teaching variables.

NEED AND IMPORTANCE OF THE STUDY:

Teachers are the backbone of a nation. They play a vital role on the development of a nation as the education system outputs credible citizens. Hence any research or study conducted in the education system considers Teacher as the prime component. The performance of a teacher depends on the level of understanding and learning capacity of students and the attachment of teacher to the profession and interest shown by the teacher towards teaching profession. Several studies available in literature have brought out the relationships and influences caused by certain factors. However it is essential to carry out a study that deeply analyses or brings out a comprehensive analysis on the influences of different dimensions on professional contentment of teachers. Thus this study emerged to determine how the different dimensions considered influence the professional contentment of teachers.

OBJECTIVES:

The following are the objectives articulated for the present study.

1. To study the school teachers professional contentment.
2. To study if there is any significant difference in the professional contentment and its six dimensions (a. Sociological dimension, b. Psychological dimension, c.

Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) between the following sub samples:

- Male and Female teachers.
 - Teachers working in the urban schools and rural schools.
 - Teachers teaching in the Tamil medium and English medium.
 - Teachers working in the Government and private school.
 - Teachers whose age below 40 years and above 40 years.
 - Teachers having teaching experience up to 15 years and above 15 years.
 - Teachers educational qualification with B.Ed., and with M.Ed.,
3. To study if there is any significant relationship in the professional contentment and its six dimensions (a. Sociological dimension, b. Psychological dimension, c. Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) in respect of the entire sample of the school teachers.

HYPOTHESES:

The following are the hypotheses framed from the formulated objectives of the present study.

1. The school teachers' shows high level of professional contentment.
2. There is no significant difference in the professional contentment and its six dimensions (a. Sociological dimension, b. Psychological dimension, c. Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) between the following sub samples:
 - Male and Female teachers.
 - Teachers working in the urban schools and rural schools.
 - Teachers teaching in the Tamil medium and English medium.
 - Teachers working in the Government and private school.
 - Teachers whose age below 40 years and above 40 years.
 - Teachers having teaching experience upto 15 years and above 15 years.
 - Teachers educational qualification with B.Ed., and with M.Ed.,
3. There is no significant relationship in the professional contentment and its six dimensions (a. Sociological dimension, b. Psychological dimension, c. Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) in respect of the entire sample of the school teachers.

METHOD:

Normative survey method has been used in the present investigation.

SAMPLE:

Stratified random sampling technique has been involved in collecting the data from the sample of 658 school teachers working in the higher secondary schools situated in the Cuddalore district of Tamilnadu, India.

TOOLS:

The following tool has been used to collect the data from the sample of school teachers. **Professional Contentment Scale (PCS)** – Constructed and validated by the investigator. This scale has 60 statements. This has as many as 30 positive and 30 negative statements. The five-point scale ranges from “Strongly agreement” to “Strong disagreement”. The points are usually denoted by “Strongly Agree (SA)”, “Agree (A)”, “Undecided (UD)”, “Disagree (DA)” and “Strongly Disagree (SDA)”. The different points on the scale are assigned arbitrary weights, for example 5, 4, 3, 2 and 1 in the order of “Strongly Agree” response to “Strongly Disagree” response for the positive statements. The scoring scheme is reversed for the negative statements. The total scores for an individual can be obtained by adding his/her scores for all the individual items (Summated Ratings).

PROFESSIONAL CONTENTMENT SCALE			
Dimensions	Statement Nature	Statement Numbers	Total
Sociological	POSITIVE	1, 9, 10, 25, 47and 55	6
	NEGATIVE	2, 37and 56	3
Psychological	POSITIVE	5, 6, 8, 11, 21, 22, 41and 59	8
	NEGATIVE	3, 7, 19, 30, 36, 40, 44and 54	8
Environmental	POSITIVE	16, 29, 33, 35, 39, 46, 53 and 57	8
	NEGATIVE	4, 12, 13, 14, 23, 26, 38, 42, 49, 50, 52 and 60	12
Professional	POSITIVE	15, 18, 20 and 31	4
	NEGATIVE	32 and 34	2
Personal	POSITIVE	17 and 27	2
	NEGATIVE	51 and 58	2
Administration	POSITIVE	43 and 45	2
	NEGATIVE	24, 28 and 48	3
GRAND TOTAL			60

An individual score is the sum of all the scores of the 60 items. The score ranges from 60 to 300. The maximum score that one can get in this is 300. The levels of the professional contentment has been given as follows.

PERCENTILES	SCORE	LEVEL
P ₂₅ (156)	UP TO 156	Low Level of Professional Contentment
P ₅₀ (206)	ABOVE 156 UPTO 250	Average Level of Professional Contentment
P ₇₅ (250)	ABOVE 250	High Level of Professional Contentment

The professional contentment scale has construct validity as the items selected have the 't' value of more than 1.75 (Edwards, 1957). The reliability of this scale by test – retest method is found to be 0.89. Its intrinsic validity was found to be 0.94. Also, this scale has face validity, content validity and constructs validity. Thus the professional contentment scale has validity and reliability.

STATISTICAL TECHNIQUES:

In order to realize the above objectives, the following statistical techniques have been used in the present investigation. (a) Descriptive analysis, (b) Differential analysis, (c) Correlational analysis and (d) Regression analysis. One of the objectives of the present investigation is to study the professional contentment with their dimensions scores of the entire sample and its sub-samples and are given in the Table – 1 to 7.

It may be recalled that one of the objectives of the present study is to study, if there is any significant difference in professional contentment with their dimensions in respect of the selected pairs of sub-samples of higher secondary school teachers divided on the bases of (a) sex, (b) school management, (c) medium of instruction, (d) educational qualification, (e) subject taught, (f) teaching experience and (g) age. For this purpose, it has been decided to use the test of significance after having framed the suitable null hypotheses to be tested at the 0.05 level of significance. The hypothesis has been stated as, “There is no significant difference in professional contentment with the dimensions (a. Sociological dimension, b. Psychological dimension, c. Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) (a) sex – male teachers and female teachers, (b) school management – Government school teachers and Private school teachers, (c) medium of instruction – Tamil medium teachers and English medium teachers, (d) educational qualification – Teachers with B.Ed., degree and with M.Ed., degree, (e) subject

taught – Science subject teachers and other subject teachers, (f) teaching experience – upto 15 years and above 15 years and (g) age limit – upto 40 years and above 40 years”. The details of the calculations are given in Table 1 to 7.

TABLE.1
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL
CONTENTMENTSCORES OF THE SOCIOLOGICAL DIMENSION WITH THE
SUB – SAMPLES OF THE TEACHERS

S. NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	28.51	10.74	-----	
2	Male teachers	407	28.34	11.35	0.54	Not Significant
	Female teachers	251	28.79	6.69		
3	Government school teachers	306	24.70	9.05	9.10	Significant
	Private school teachers	352	31.82	11.00		
4	Tamil medium teachers	317	26.75	11.95	4.05	Significant
	English medium teachers	341	30.14	9.20		
5	Teachers with B.Ed., degree	357	28.98	10.76	1.21	Not Significant
	Teachers with M.Ed., degree	301	27.96	10.70		
6	Science subject teachers	347	28.55	11.30	0.89	Not Significant
	Other subject teachers	311	28.47	10.10		
7	Teachers' teaching experience up to 15 years	319	27.10	10.63	3.28	Significant

	Teachers' teaching experience above 15 years	339	29.84	10.69		
8	Teachers' age upto 40 years	394	29.83	10.53	3.86	Significant
	Teachers' age above 40 years	264	26.54	10.77		

TABLE.2

THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL CONTENTMENT SCORES OF THE PSYCHOLOGICAL DIMENSION WITH THE SUB – SAMPLES OF THE TEACHERS

S. NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	46.05	19.20	-----	
2	Male teachers	407	45.45	21.17	1.08	Not Significant
	Female teachers	251	47.01	15.48		
3	Government school teachers	306	44.69	18.68	1.70	Not Significant
	Private school teachers	352	47.23	19.59		
4	Tamil medium teachers	317	46.25	21.69	0.26	Not Significant
	English medium teachers	341	45.86	16.58		
5	Teachers with B.Ed., degree	357	42.14	18.12	5.79	Significant
	Teachers with M.Ed., degree	301	50.69	19.44		
6	Science subject teachers	347	41.96	19.67	5.95	Significant
	Other subject teachers	311	50.61	17.59		

7	Teachers' teaching experience upto 15 years	319	38.62	16.81	10.41	Significant
	Teachers' teaching experience above 15 years	339	53.04	18.69		
8	Teachers' age upto 40 years	394	41.47	18.03	7.72	Significant
	Teachers' age above 40 years	264	52.87	18.89		

TABLE.3

THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL CONTENTMENT SCORES OF THE ENVIRONMENTAL DIMENSION WITH THE SUB – SAMPLES OF THE TEACHERS

S. NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	67.20	23.02	-----	
2	Male teachers	407	68.01	23.19	1.16	Not Significant
	Female teachers	251	65.88	22.73		
3	Government school teachers	306	65.02	22.39	2.27	Significant
	Private school teachers	352	69.09	23.43		
4	Tamil medium teachers	317	65.61	25.80	1.69	Not Significant
	English medium teachers	341	68.68	20.03		
5	Teachers with B.Ed., degree	357	66.53	23.20	0.81	Not Significant
	Teachers with M.Ed., degree	301	68.00	22.83		
6	Science subject teachers	347	66.06	24.03	1.34	Not Significant
	Other subject teachers	311	68.47	21.81		
7	Teachers' teaching experience upto 15 years	319	63.17	22.90	4.41	Significant

	Teachers' teaching experience above 15 years	339	70.99	22.52		
8	Teachers' age upto 40 years	394	66.46	22.50	0.99	Not Significant
	Teachers' age above 40 years	264	68.30	23.79		

TABLE.4

THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL CONTENTMENT SCORES OF THE PROFESSIONAL DIMENSION WITH THE SUB – SAMPLES OF THE TEACHERS

S. NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	22.58	5.80	-----	
2	Male teachers	407	22.85	5.37	1.44	Not Significant
	Female teachers	251	22.15	6.43		
3	Government school teachers	306	22.25	5.14	1.39	Not Significant
	Private school teachers	352	22.87	6.32		
4	Tamil medium teachers	317	22.10	6.28	2.05	Significant
	English medium teachers	341	23.03	5.29		
5	Teachers with B.Ed., degree	357	22.25	5.98	1.61	Not Significant
	Teachers with M.Ed., degree	301	22.98	5.57		
6	Science subject teachers	347	22.26	6.20	1.53	Not Significant
	Other subject teachers	311	22.95	5.30		
7	Teachers' teaching experience upto 15 years	319	21.58	6.01	4.35	Significant
	Teachers' teaching experience above 15 years	339	23.53	5.44		

8	Teachers' age upto 40 years	394	21.73	6.13	4.88	Significant
	Teachers' age above 40 years	264	23.86	5.02		

TABLE.5

THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL CONTENTMENT SCORES OF THE PERSONNEL DIMENSION WITH THE SUB – SAMPLES OF THE TEACHERS

S. NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	15.46	3.68	-----	
2	Male teachers	407	14.92	3.71	4.95	Significant
	Female teachers	251	16.34	3.46		
3	Government school teachers	306	15.24	3.33	1.45	Not Significant
	Private school teachers	352	15.65	3.95		
4	Tamil medium teachers	317	15.08	3.70	2.55	Significant
	English medium teachers	341	15.81	3.63		
5	Teachers with B.Ed., degree	357	14.68	4.15	6.28	Significant
	Teachers with M.Ed., degree	301	16.39	2.75		
6	Science subject teachers	347	14.46	4.09	7.88	Significant
	Other subject teachers	311	16.58	2.75		
7	Teachers' teaching experience upto 15 years	319	13.97	3.91	10.85	Significant
	Teachers' teaching experience above 15 years	339	16.87	2.80		
8	Teachers' age upto 40 years	394	14.71	4.12	7.28	Significant
	Teachers' age above 40 years	264	16.59	2.49		

TABLE.6
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL
CONTENTMENT SCORES OF THE ADMINISTRATIVE DIMENSION WITH THE
SUB – SAMPLES OF THE TEACHERS

S. NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	19.71	3.83	-----	
2	Male teachers	407	20.09	4.05	3.38	Significant
	Female teachers	251	19.10	3.36		
3	Government school teachers	306	19.33	4.06	2.35	Significant
	Private school teachers	352	20.04	3.59		
4	Tamil medium teachers	317	19.71	4.69	0.002	Not Significant
	English medium teachers	341	19.71	2.81		
5	Teachers with B.Ed., degree	357	18.93	4.13	5.99	Significant
	Teachers with M.Ed., degree	301	20.64	3.20		
6	Science subject teachers	347	19.58	4.66	0.97	Not Significant
	Other subject teachers	311	19.86	2.62		
7	Teachers' teaching experience upto 15 years	319	19.10	4.56	3.94	Significant
	Teachers' teaching experience above 15 years	339	20.28	2.88		
8	Teachers' age upto 40 years	394	19.20	4.05	4.38	Significant
	Teachers' age above 40 years	264	20.47	3.34		

TABLE.7
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL
CONTENTMENT SCORES WITH THE SUB – SAMPLES OF THE TEACHERS

S. NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	199.69	61.23	-----	
2	Male teachers	407	199.69	64.25	0.01	Not Significant
	Female teachers	251	199.69	56.11		
3	Government school teachers	306	191.25	57.43	3.34	Significant
	Private school teachers	352	207.2	63.52		
4	Tamil medium teachers	317	195.53	69.63	1.66	Not Significant
	English medium teachers	341	203.56	52.02		
5	Teachers with B.Ed., degree	357	193.52	62.03	2.84	Significant
	Teachers with M.Ed., degree	301	207.01	59.53		
6	Science subject teachers	347	192.88	66.00	3.06	Significant
	Other subject teachers	311	207.29	54.53		
7	Teachers' teaching experience upto 15 years	319	183.57	60.50	6.76	Significant
	Teachers' teaching experience above 15 years	339	214.86	58.02		
8	Teachers' age upto 40 years	394	193.68	60.77	3.09	Significant
	Teachers' age above 40 years	264	208.66	60.92		

Pearson's product moment 'r' was computed between the following sets of scores (zero order correlation):

- Professional contentment total scores (1) and sociological dimension scores (2) – r_{12}
- Professional contentment total scores (1) and psychological dimension scores (3) – r_{13}
- Professional contentment total scores (1) and environmental dimension scores (4) – r_{14}
- Professional contentment total scores (1) and professional dimension scores (5) – r_{15} and
- Professional contentment total scores (1) and personnel dimension scores (6) – r_{16}
- Professional contentment total scores (1) and administration dimension scores (7) – r_{17}

In addition, for the purpose of further analysis, the zero order correlation between the professional contentment dimensions, too, was computed:

- sociological dimension scores (2) and psychological dimension scores (3) – r_{23}
- sociological dimension scores (2) and environmental dimension scores (4) – r_{24}
- sociological dimension scores (2) and professional dimension scores (5) – r_{25}
- sociological dimension scores (2) and personnel dimension scores (6) – r_{26}
- sociological dimension scores (3) and administration dimension scores (7) – r_{27}
- psychological dimension scores (3) and environmental dimension scores (4) – r_{34}
- psychological dimension scores (3) and professional dimension scores (5) – r_{35}
- psychological dimension scores (3) and personnel dimension scores (6) – r_{36}
- psychological dimension scores (3) and administration dimension scores (7) – r_{37}
- environmental dimension scores (4) and professional dimension scores (5) – r_{45}
- environmental dimension scores (4) and personnel dimension scores (6) – r_{46}
- environmental dimension scores (4) and administration dimension scores (7) – r_{47}
- professional dimension scores (5) and personnel dimension scores (6) – r_{56}
- professional dimension scores (5) and administration dimension scores (7) – r_{57}
- personnel dimension scores (6) and administration dimension scores (7) – r_{67}

The zero order correlations were computed in respect of the total sample only ($N = 658$; $df = 656$). They are given in the Table-4.8 and Table-4.9. The 'r' values are found to be positive and significant at the 0.05 level for r_{12} , r_{13} , r_{14} , r_{15} , r_{16} , r_{17} , r_{23} , r_{24} , r_{25} , r_{26} , r_{27} , r_{34} , r_{35} , r_{36} , r_{37} , r_{45} , r_{46} , r_{47} , r_{56} , r_{57} and r_{67} .

TABLE. 8
THE ZERO ORDER CORRELATION BETWEEN THE PROFESSIONAL
CONTENTMENT AND ITS DIMENSIONS

PAIRS	df	CALCULATED VALUE OF 'r'	TABLE VALUE OF 'r' AT 0.05 LEVEL	REMARKS
Professional contentment scores and sociological dimension scores (r_{12})	656	0.915	0.062	+ S
Professional contentment scores and psychological dimension scores (r_{13})	656	0.940	0.062	+S
Professional contentment scores and environmental dimension scores (r_{14})	656	0.966	0.062	+ S
Professional contentment scores and professional dimension scores (r_{15})	656	0.919	0.062	+ S
Professional contentment scores and personnel dimension scores (r_{16})	656	0.786	0.062	+ S
Professional contentment scores and administration dimension scores (r_{16})	656	0.781	0.062	+S

(Note: + = Positive; S = Significant

- = Negative; NS = Not Significant)

TABLE. 9
THE ZERO ORDER CORRELATION BETWEEN THE
DIMENSIONS OF PROFESSIONAL CONTENTMENT

PAIRS	df	CALCULATED 'r' VALUE	TABLE VALUE OF 'r' AT 0.05 LEVEL	REMARKS
Sociological dimension scores and psychological dimension scores (r_{23})	656	0.816	0.062	+ S
Sociological dimension scores and environmental dimension scores (r_{24})	656	0.870	0.062	+ S
Sociological dimension scores and professional dimension scores (r_{25})	656	0.782	0.062	+ S
Sociological dimension scores and personnel dimension scores (r_{26})	656	0.700	0.062	+ S
Sociological dimension scores and administration dimension scores (r_{27})	656	0.661	0.062	+ S
Psychological dimension scores and environmental dimension scores (r_{34})	656	0.853	0.062	+ S
Psychological dimension scores and professional dimension scores (r_{35})	656	0.833	0.062	+ S
Psychological dimension scores and personnel dimension scores (r_{36})	656	0.749	0.062	- S
Psychological dimension scores and administration dimension scores (r_{37})	656	0.653	0.062	+ S

Environmental dimension scores and professional dimension scores (r_{45})	656	0.888	0.062	+ S
Environmental dimension scores and personnel dimension scores (r_{46})	656	0.628	0.062	+ S
Environmental dimension scores and administration dimension scores (r_{47})	656	0.769	0.062	+ S
Professional dimension scores and personnel dimension scores (r_{56})	656	0.766	0.062	+ S
Professional dimension scores and administration dimension scores (r_{57})	656	0.792	0.062	+ S
Personnel dimension scores and administration dimension scores (r_{67})	656	0.599	0.062	+ S

(Note: + = Positive; S = Significant

- = Negative; NS = Not Significant)

In order to find out the exclusive effect of each independent variable on the dependent variable, partial correlations were computed.

The 'β' coefficients were found to be 0.180, 0.310, 0.373, 0.082, 0.074 and 0.062 respectively for β_{12} , β_{13} , β_{14} , β_{15} , β_{16} and β_{17} . From this the R^2 was found out as follows:

$$\begin{aligned}
 R^2 &= [(\beta_{12} \times r_{12}) + (\beta_{13} \times r_{13}) + (\beta_{14} \times r_{14}) + (\beta_{15} \times r_{15}) + (\beta_{16} \times r_{16}) + (\beta_{17} \times r_{17})] \\
 &= [((0.180) \times (0.915)) + ((0.310) \times (0.940)) + ((0.373) \times (0.966)) + ((0.082) \times (0.919)) + ((0.074) \times (0.786)) + ((0.062) \times (0.781))] \\
 &= (0.1657) + (0.2914) + (0.360318) + (0.075358) + (0.058164) + (0.048422) \\
 \therefore R^2 &= 0.9993
 \end{aligned}$$

Thus as much as 99.93% of variance was caused by the independent variables, and the remaining 0.07% of the variance of the criterion measure must be attributed to factors not measured in the present investigation.

Further, out of the 99.93% of the total contribution of the six dimensions on the professional contentment, sociological dimension contributes to the extent of 16.57%, 29.14% of the contribution goes to the psychological dimension, 36.03% of the contribution goes to environmental dimension, 7.53% of the contribution goes to professional dimension, 5.81% of the goes to personnel dimension and as much as 4.84% of the contribution goes to the administration dimension.

Thus, of the six dimensions of the professional contentment, the environmental dimension wields the highest influences on the teachers' professional contentment and it is followed by the psychological dimension, sociological dimension, professional dimension, personnel dimension and at the last the administration dimension.

FINDINGS:

The following are the important findings of the present investigation.

1. In respect of the sociological dimension of the profession contentment, no significant difference has been observed between the (a) male teachers and female teachers, (b) Teachers with B.Ed., degree and with M.Ed., degree, (c) Science subject teachers and other subject teachers. Moreover a significant difference has been observed between the (a) Government school teachers and Private school teachers, (b) Tamil medium teachers and English medium teachers, (c) Teachers having the teaching experience upto 15 years and above 15 years and (d) teachers having the age limit upto 40 years and above 40 years.
2. In respect of the psychological dimension of the profession contentment, no significant difference has been observed between the (a) male teachers and female teachers, (b) Government school teachers and Private school teachers, (c) Tamil medium teachers and English medium teachers. Moreover a significant difference has been observed between the (a) Teachers with B.Ed., degree and with M.Ed., degree, (b) Science subject teachers and other subject teachers, (c) Teachers having the teaching experience upto 15 years and above 15 years and (d) teachers having the age limit upto 40 years and above 40 years.
3. In respect of the environmental dimension of the profession contentment, no significant difference has been observed between the (a) male teachers and female teachers, (b) Tamil medium teachers and English medium teachers, (c) Teachers

having the teaching experience upto 15 years and above 15 years. Moreover a significant difference has been observed between the (a) Government school teachers and Private school teachers, (b) Teachers with B.Ed., degree and with M.Ed., degree, (c) Science subject teachers and other subject teachers and (d) teachers having the age limit upto 40 years and above 40 years.

4. In respect of the professional dimension of the profession contentment, no significant difference has been observed between the (a) male teachers and female teachers, (b) Government school teachers and private school teachers, (c) Teachers with B.Ed., degree and with M.Ed., degree, (d) Science subject teachers and other subject teachers. Moreover a significant difference has been observed between the (a) Tamil medium teachers and English medium teachers, (b) Teachers having the teaching experience upto 15 years and above 15 years and (c) teachers having the age limit upto 40 years and above 40 years.
5. In respect of the personnel dimension of the profession contentment, no significant difference has been observed between the (a) Government school teachers and Private school teachers. Moreover a significant difference has been observed between the (a) male teachers and female teachers, (b) Tamil medium teachers and English medium teachers, (c) Teachers with B.Ed., degree and with M.Ed., degree, (d) Science subject teachers and other subject teachers, (e) Teachers having the teaching experience upto 15 years and above 15 years and (f) teachers having the age limit upto 40 years and above 40 years.
6. In respect of the administration dimension of the profession contentment, no significant difference has been observed between the (a) Tamil medium teachers and English medium teachers, (b) Science subject teachers and other subject teachers. Moreover a significant difference has been observed between the (a) male teachers and female teachers, (b) Government school teachers and Private school teachers, (c) Teachers with B.Ed., degree and with M.Ed., degree, (d) Teachers having the teaching experience upto 15 years and above 15 years and (e) teachers having the age limit upto 40 years and above 40 years.
7. In respect of the profession contentment, no significant difference has been observed between the (a) male teachers and female teachers, (b) Tamil medium teachers and English medium teachers, Moreover a significant difference has been observed between the (a) Government school teachers and Private school teachers, (b) Teachers with B.Ed., degree and with M.Ed., degree, (c) Science subject teachers and other

subject teachers, (d) Teachers having the teaching experience upto 15 years and above 15 years and (e) teachers having the age limit upto 40 years and above 40 years.

8. In respect of the relationship among the profession contentment and its six dimensions (a. Sociological dimension, b. Psychological dimension, c. Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) it has been observed that a significant relationship exists among them.

CONCLUSION:

This paper investigated the influences created by six dimensions considered in this study on the profession contentment of teachers. It is well known that any research in the field of education treats teacher as the main component for study and the teaching learning process necessarily be influenced by the interest and commitment shown by individual teacher. Hence the profession contentment of teacher and the way the different dimensions influences it plays a vital role and needs importance on the research aspect. Through this study it is evident that of the six dimensions of the professional contentment, the environmental dimension wields the highest influences on the teachers' professional contentment and it is followed by the psychological dimension, sociological dimension, professional dimension, personnel dimension and at the last the administration dimension. As much as 99.93% of variance was caused by the independent variables, and the remaining 0.07% of the variance of the criterion measure must be attributed to factors not measured in the present investigation.

Further, out of the 99.93% of the total contribution of the six dimensions on the professional contentment, sociological dimension contributes to the extent of 16.57%, 29.14% of the contribution goes to the psychological dimension, 36.03% of the contribution goes to environmental dimension, 7.53% of the contribution goes to professional dimension, 5.81% of the goes to personnel dimension and as much as 4.84% of the contribution goes to the administration dimension. In respect of the relationship among the profession contentment and its six dimensions (a. Sociological dimension, b. Psychological dimension, c. Environmental dimension, d. Professional dimension, e. Personnel dimension and f. Administration dimension) it has been observed that a significant relationship exists among them.

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