

A Study of Relationship between Job Satisfaction and Job Involvement of Primary Teachers

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Abstract:

In this study researchers investigated relationship between job satisfaction and job involvement of primary teachers. Sample for the present study comprises 250 BTC and 250 special BTC teachers selected through random sampling technique from three districts of Bareilly mandal of Uttar Pradesh. Job satisfaction scale developed by Meera Dixit (1993) and Job involvement scale developed by Kapoor and Singh (1978) have been employed to collect data. For the purpose of data collection the investigator used survey method. The data were analyzed by employing mean, S.D. and 't' ratio. Finding reveals that in BTC teachers overall job satisfaction, intrinsic aspect of the job, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers exert its significant and positive influence on job involvement. It infers that as the level of job involvement increases, the overall job satisfaction and satisfaction on above mentioned dimensions of BTC teachers also increase. But on the other hand intrinsic aspect of the job, physical facilities, institutional plans & policies, satisfaction with authorities, rapport with students, and overall job satisfaction produce significant influence on job involvement of special BTC teachers. This explains that rise in the values of total job satisfaction and dimensions of job satisfaction mentioned above influence the level of job involvement of special BTC teachers in positive direction.

Key Words: Job Satisfaction, Job Involvement

Introduction:

Teacher is also required to involve himself personally in a teaching learning situation in order to achieve predetermined objectives. A teacher who does not have job satisfaction, more job involvement and is alienated from his school life can not make adequate efforts in this direction. Alienation in teachers is found to have played very significant role in success of educational institution. The more the degree of satisfaction more

the attitude will be strong. Satisfaction manifests itself in the teacher's behavior within the classroom, while teaching the students and out of the classroom when he is busy in his domestic affairs or any other activity. Satisfaction in fact is a mental concept which is enjoyed by the individual. Dissatisfaction of the individual leads to mental disorder, which distracts the teacher who is also a social being. According to Keith Davis

(1989) - "Job satisfaction is a set of favorable feelings which employees view in their work". According to Locke (1976) - "Job satisfaction is a

In 1965 Bass has also considered job involvement as a representative of employee's ego-involvement in his task. Bass proposed by certain conditions job involvement could be enhanced, these conditions are related to opportunity to make job decisions, the feeling that one is making an important contribution to the organization success, self determination, achievement and freedom to set one's own work pace. These definitions describe job involved person as one who is very much personally affected by his whole situation, work it his coworkers etc. The second conceptual way of describing job involvement is based on the definition of the Lodhal and Kejner (1965). They stated that "*Job involvement is the degree to which a person is identified psychologically with his work or the importance of work in his total self image*" they postulated that such a state of identification with work results partly from early socialization training during which the individual may internalize the value of the goodness of work, which is probably resistant to change in the person due to the nature of a particular job.

Review

Thus there are some studies that report positive relationship between job involvement and job satisfaction. But very few studies have been undertaken to study the job involvement and its relationship with job satisfaction. Mistry (1985), Santhamani (1983) and Saxena (1990) revealed that job involvement was found to be significantly positively related with different aspect of the job

pleasurable or positive emotional state resulting from the appraisal of one's job and experience".

satisfaction. Further Bhatt (1977), Sharma & Sharma (1978), Ahmad (1986) and Singh & Kumar (1988) found that job involvement increased with increasing the level of job satisfaction. On comparing the alienation and job involvement among teachers, Mishra & Singh (1986) reveal that teachers were less alienated and have more involvement in their job. In another study Kumari (1991) found that urban Anganwadi workers performed better than rural Anganwadi workers. In his study Reddy (1989) noted that sex had significant affect on job involvement, when he assesses the job involvement of college teachers. In another study Knop (1981) explored that age was positively correlated with internality and internals were more job satisfied, more job involved and less alienated than externals. The above discussion shows that very little work has been done in the field of job involvement of teachers and it requires further probing.

Objectives of the study

Main objectives of the study are given below.

1. To investigate the relationship between job satisfaction and job involvement of BTC teachers.
2. To study the relationship between job satisfaction and job involvement of special BTC teachers.

Hypotheses

The following null hypotheses have been made for the study.

1. There will be no significant relationship between job satisfaction and job involvement of BTC teachers.

2. There will be no significant relationship between job satisfaction and job involvement of special BTC teachers.

Design of the study

Sample

Sample for the present study was selected through random sampling technique. Three districts were selected randomly out of four districts of Bareilly mandal of Uttar Pradesh. 250 BTC and 250 special B.T.C teachers were selected randomly from various primary schools affiliated to Basic Shiksha Parishad,

giving proper presentation to sex and locality.

Tool

Job satisfaction scale developed and standardized by Meera Dixit (1993) and Job involvement scale developed and standardized by Kapoor and Singh (1978) have been employed to collect data.

Methodology

For the purpose of data collection the investigator used survey method. The data were analysed by employing mean, S.D. and 't' ratio.

Results and Discussion

Table -1

Coefficient of correlation between dimensions of job satisfaction and job involvement of BTC teachers

Job Involvement	Dimensions of Job Satisfaction								
	A	B	C	D	E	F	G	H	JS
	Intrinsic Aspect of the job	Salary, Promotional venues and service conditions	Physical facilities	Institutional plans and policies	Satisfaction with authorities	Satisfaction with social status and family welfare	Rapport with students	Relationship with co workers	Job Satisfaction
	0.146*	-0.064	-0.084	-0.061	0.188**	0.19**	0.184**	0.214**	0.221**

* 0.05 level of significance

** 0.01 level of significance

The value of correlation between total scores of job satisfaction and scores of job involvement is found significant at 0.01 level of confidence but in positive direction, hence the above mentioned hypothesis is rejected. It can be extracted from this analysis that the pattern of job satisfaction exerts its influence on the

job involvement of BTC teachers in positive direction. It can be analysed that as the level of job satisfaction enhances, the job involvement of BTC teacher's increases.

Study of Bhatt (1977) on job involvement and job satisfaction among

primary school teachers support this finding, as his result also showed that the primary school teacher's job involvement was highly significantly positively correlated with job satisfaction. Similar finding was found by Sharma and Sharma (1978) when he assessed the job involvement and job satisfaction among high job level and low job level white collar employees. He reported that job satisfaction and job involvement were positively related with each other. Santhamani (1983) also found that job involvement increased with increasing level of job satisfaction. The result is also supported by the studies of Ahmad Q (1986), Singh and Kumar (1988) and Saxena (1990).

Further an attempt is made to find out correlation between each dimension of job satisfaction with job involvement. Co relational values are mentioned in the table 4.1.1. The close observation reveals the following results. It is reflected by the table 4.1.1 that the five dimensions of job satisfaction have significant influence on the job

involvement of BTC teachers. These dimensions are (i) A-Intrinsic aspect of job, (ii) E-Satisfaction with authorities, (iii) F-Satisfaction with social status and family welfare,(iv) G-Rapport with students and (v) H-Relationship with co-workers. All these dimensions have positive correlation with job involvement. Out of these five dimensions correlation value of A, is found significant at 0.05 level, while remaining dimensions E, F, G, H are significant at 0.01 level of confidence. Finding shows that as the level of intrinsic aspect of the job, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers increase, the job involvement of BTC teachers also increases.

The remaining three dimensions of job satisfaction are found statistically not significantly correlated with job involvement. These three dimensions, B, C, & D show negative correlation with job involvement.

Table- 2: Coefficient of correlation between dimensions of job satisfaction and job involvement of special BTC teachers

Job Involvement	Dimensions of Job Satisfaction								
	A	B	C	D	E	F	G	H	JS
	Intrinsic Aspect of the job	Salary, Promotional venues and service conditions	Physical facilities	Institutional plans and policies	Satisfaction with authorities	Satisfaction with social status and family welfare	Rapport with students	Relationship with co workers	Job Satisfaction
	0.222**	-0.063	0.127*	0.152*	0.219**	-0.071	0.160*	-0.096	0.230**

It is reflected by the above table that the correlation value between the score of job satisfaction and job involvement, is found significant at 0.01 level of confidence but in positive direction, so the hypothesis-1 is rejected. It can be inferred that as the level of job satisfaction enhances, the job involvement of special BTC teachers also increases.

Similar finding was found by Mistry (1985) when he made a study on job involvement of college and secondary teachers in relation to job satisfaction. The result revealed that job involvement was found to be significantly positively related with different aspects of job satisfaction.

The observation of correlation values of different dimensions of job satisfaction with job involvement reveals that five dimensions of job satisfaction are significantly related with the job involvement of special BTC teachers, which are A, C, D, E and G. All these dimensions of job satisfaction are positively correlated with job involvement. Out of these five dimensions, correlation value of C, D and G are significant at 0.05 level, while remaining two dimensions A and E are significant at 0.01 level of confidence. It can be inferred that as the level of intrinsic aspect of job, physical facilities, institutional plans and policies, satisfaction with authorities and rapport with students increase, the level of job involvement also increases.

The three dimensions of job satisfaction i.e. B, I and H are having negative impact on job involvement but computed correlation values are found non significant statistically. So, it can be said that salary, promotional avenues and

service conditions, satisfaction with authorities and relationship with co-workers have mild influence on job involvement of special BTC teachers.

Findings:

In BTC teachers overall job satisfaction, intrinsic aspect of the job, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers exert its significant and positive influence on job involvement. It infers that as the level of job involvement increases, the overall job satisfaction and satisfaction on above mentioned dimensions of BTC teachers also increase. But on the other hand intrinsic aspect of the job, physical facilities, institutional plans & policies, satisfaction with authorities, rapport with students, and overall job satisfaction produce significant influence on job involvement of special BTC teachers. This explains that rise in the values of total job satisfaction and dimensions of job satisfaction mentioned above influence the level of job involvement of special BTC teachers in positive direction.

Conclusion and educational implications

The significant and positive relationship was found between job satisfaction, job involvement in B.T. C. and special BTC teachers. It revealed that satisfaction with the job in teachers leads to the development of job involvement or vice versa. There are several implications of this finding. Satisfaction with the job is the essential condition for doing the work effectively. So efforts can be made to control the feelings of alienation of

B.T. C. and special BTC teachers to minimize the job dissatisfaction and to raise the job involvement. The policy planners and administrators should try to develop interest of the B.T. C. and special BTC teachers in their work by giving certain incentives so that the teachers can develop positive attitude towards their job. Refresher courses and in-service education programmes must be organized time to time by the teacher training authorities, so that the teachers may be aware with new techniques of teaching learning process and may develop positive teaching attitude. This may result into increasing the level of job satisfaction and job involvement of B.T. C. and special BTC teachers. Conditions both psychological and environmental need to be created which contribute teacher's job satisfaction and job involvement. Efforts have to be made in both directions, increasing the level of job satisfaction and development of more positive attitude towards teaching. Positive and pleasant experiences result into the development of positive attitude towards teaching. Hence, it is necessary that the teachers, as far as possible, must be provided with pleasant experiences.

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