

A STUDY OF JOB INVOLVEMENT OF PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL SATISFACTION



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Abstract:-

The significant role teacher plays in the all round development of students is unquestionable. However, despite the importance attributed to teachers' community and steps taken to improve their status, both minority and societal, by offering a raise in their salaries, the teachers seem to be unhappy and dissatisfied personality about their jobs.

Keywords:

Job Involvement , Primary School Teachers , Professional Satisfaction , modern techniques .

INTRODUCTION

Innovations in Educational technology, availability of modern techniques like programmed learning, team teaching and micro teaching in improving their teaching skills etc., are of no real significance to get most of the teachers out of inertia and stereotypic way of dealing with their students.

JOB INVOLVEMENT

The concept of job involvement has been defined in various ways by different psychologists. Throughout the literature many different terms have been used to describe job involvement. Terms such as central life interests, work-role involvement, ego-involvement, ego-involved performance, occupational involvement, morale, intrinsic motivation, job satisfaction and job involvement have all been mentioned.

Job involvement is defined as “psychological definition with a job” (Kanungo, 1982, p. 97). This definition implies that a job-involved person sees her or his job “as an important part of his self-concept (Lawler and Hall, 1970, p. 311), and that jobs “define one's self-concept in a major way” (Kanungo, 1982, p. 82).

Mudrack, (2004) job involvement appears that both personal attributes and work environment factors can explain job involvement. Overall, existing research assumes that higher job involvement is an inherently desirable attribute of employees.

Job involvement was defined as “the degree to which a person's work performance affects his self-esteem” (Lodahl and Kejner, 1965). It is the degree to which a person is identified psychologically with his work, or the importance of work in his total self-image. Lodahl (1965) hypothesized that its main determinant is a value orientation process. A job involved person is one for whom work is a very important part of life, and is one who is affected very much personally by his whole job satisfaction, the work itself, his co-workers, the company etc.

On the other hand a non-job involved person does his living off the job. Work is not as important as a part of his psychological life. His interests are elsewhere and the core of his self-image, the essential part of his identity, is not greatly affected by the kind of work he does or how well he doesn't. A job involved person would like to come to his duty regularly, where as a non job-involved person may not be regular, may absent himself from work, since his interests are elsewhere.

After review of all definitions of job involvement in psychological literature Robinowitz and Hall (1977) concluded that the definitions, job involvement should be grouped into two categories, each representing a distinct way of conceptualizing the construct.

One category of definitions views job involvement as a “performance self-esteem” contingency. According to these definitions, job involvement is the extent to which the self-esteem of individuals is affected by their level of performance at work. Thus, higher or lower job involvement means higher or lower self-esteem derived from work behavior.

The other category of definitions views job involvement as a “component of self-image”. According to this category of definitions, job involvement refers to the degree to which individuals identify themselves psychologically with their jobs.

PROFESSIONAL SATISFACTION

The term satisfaction has been defined by English (1934) as the state of a person whose tendencies have (for the moment, at least) reached their goal. In other words the term is defined as “affective condition of a person who gained his desires”. This definition of the term satisfaction leads, altogether a theory which will be discussed later. In support of the above definition Blum (1956) defined job satisfaction as “a complex of employee's attitudes”. When there is a conflict between opposing drives, needs and desires in the vocational area, it leads to profession dissatisfaction. In other words profession satisfaction is the employee's judgment of how well his profession, on the whole, satisfied his various needs.

Professional satisfaction is generally defined as affective responses to discriminate characteristics or facets of the task and work environment. These affective responses vary along a like / dislike continuum and reflect a complex process of comparisons between what is experienced on the profession, frames of reference which workers have for evaluating what they experience, their expectations regarding what is a fair and equitable return for their efforts ; and alternative available to workers. In agreement with this, Wolman (1977) defines profession satisfaction as “workers satisfactions with different characteristics of their work are considered specific instances of the more general class of affective responses labeled attitudes.

Cook and Cook (1930) defined as an occupation based upon specialized intellectual study and training. It is a work pursuit, one person's effort to find out a place in the work-a-day world. It is a kind of occupation which in by gone times, was termed as “Vocation”.

Stinnet (1962) had defined a profession as “a profession may be an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service or advice to others for a definite fee or salary”.

REVIEW

The studies yielded contradictory results on the relation between different personal and demographic variables and professional satisfaction. Therefore, it is difficult to summarize the conclusions of these studies as they have concerned themselves about a wide variety of aspects of job satisfaction, involvement and self-concept.

Although job satisfaction and job involvement are also important from the educational point of view, these areas are not much explored in relation with the elementary school teachers. The results of few studies present a confusing picture with contradictory results.

It is needless to say that a very few studies have been conducted to study the professional satisfaction of elementary school teachers. Whatever studies exist, none of them is comprehensive enough so as to enable to draw conclusive results.

STATEMENT OF THE PROBLEM

Under these circumstances, it is quite reasonable to say that there is a great need to conduct more and more similar studies. Hence, the investigator has conducted an investigation to study job involvement in relation to their professional satisfaction. A study of job involvement of primary school teachers in relation to their professional satisfaction.

VARIABLES

Independent Variable : Job Involvement

Dependent Variable : Professional Satisfaction

Demographic Variables : (i) Gender (Male / Female)
(ii) Location (Urban / Rural)

OBJECTIVES OF THE STUDY

The study was undertaken with the following objectives in view :

1. To study the relationship between Job Involvement and Professional Satisfaction of primary school teachers as a whole.
2. To study the relationship between Job Involvement and Professional Satisfaction among male teachers.
3. To study the relationship between Job Involvement and Professional Satisfaction among female teachers.
4. To study the relationship between Job Involvement and Professional Satisfaction of urban teachers.
5. To study the relationship between Job Involvement and Professional Satisfaction of rural teachers.

RESEARCH HYPOTHESES

The following hypotheses were formulated for the present investigation :

1. There is a positive and significant relationship between Job Involvement and Professional Satisfaction of primary school teachers as a whole.
2. There is a positive and significant relationship between Job Involvement and Professional Satisfaction among male teachers.
3. There is a positive and significant relationship between Job Involvement and Professional Satisfaction among female teachers.
4. There is a positive and significant relationship between Job Involvement and Professional Satisfaction of urban teachers.
5. There is a positive and significant relationship between Job Involvement and Professional Satisfaction of rural teachers.

SCOPE OF THE STUDY

The main intention of the study was to find the relationship between independent variable – job involvement, on dependent variable – professional satisfaction of primary school teachers. The study was confined only to Dharwad district.

RESEARCH DESIGN

Method

The study undertaken was a descriptive research in education which attempts to describe and analyze the present conditions, with a view to have an accurate picture of the present which in turn forms the

basis for future planning and policy-making.

The Sample

Teachers working in primary schools were considered as the sample in order to study the relationship between independent variable and dependent variable. Two hundred (200) primary school teachers of Dharwad district constituted the sample for the present study. The school and teachers were selected using random sampling technique.

Tools Used

For the purpose of the present study, the researcher was used Professional Satisfaction Inventory, Job Involvement Inventory constructed / selected and standardized by investigator.

Professional Satisfaction Inventory : Out of 84 items in the preliminary tool 60 items was included in the final too. There were 31 positive statements and 29 negative statements in the professional satisfaction inventory. Items were arranged on a five-point scale – strongly agree, agree, doubtful, disagree, or strongly disagree. Items for which the 't' value was significant at 0.05 level were retained in the inventory. Validity indices like content, intrinsic, and concurrent were established. The reliability indices like consistency and stability were estimated.

Job Involvement Inventory : The inventory consisted of 20 items. It is a five point attitude scale - strongly agree, agree, doubtful, disagree, or strongly disagree. The criterion validity, content validity, intrinsic validity, face validity and construct validity of the job involvement inventory were established. The internal consistency is also measured through split-half method.

Collection of Data

The investigator personally visited the primary schools for collecting data. The teachers who attended the school on the day of collection of data were considered as sample. The teachers were given necessary instructions about the various instruments and requested to respond genuinely to all the items. Both professional satisfaction and job involvement inventories were used in the collection of data.

Statistical Technique Used

The data was quantified according to the variables involved in the study. The analysis was carried out on the basis of objectives and hypotheses formulated by using suitable statistical techniques. The Pearson's Correlation technique was used in testing the hypotheses.

Results

The results of the study are analyzed and interpreted as per the stated objectives in the following tables.

Table – 1: Correlation between Job Involvement and Professional Satisfaction of Teachers

Variable	Correlation Coefficients - Job Involvement			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.6690	12.6638	<0.01	Yes

The obtained 't' value 12.6638 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between Job Involvement and Professional Satisfaction of Teachers.

Table –2: Correlation between of Job Involvement and Professional Satisfaction of Male Teachers

Variable	Correlation Coefficients - Job Involvement			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.7327	7.6129	<0.01	Yes

The obtained 't' value 7.6129 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between Job Involvement and Professional Satisfaction of Male

Teachers.

Table – 3: Correlation between of Job Involvement and Professional Satisfaction of Female Teachers

Variable	Correlation Coefficients - Job Involvement			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.5886	7.2079	<0.01	Yes

The obtained 't' value 10.7409 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between Job Involvement and Professional Satisfaction of Female Teachers.

Table – 4: Correlation between Job Involvement and Professional Satisfaction of Urban Teachers

Variable	Correlation Coefficients - Job Involvement			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.6644	10.7409	<0.01	Yes

The obtained 't' value 7.2079 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between Job Involvement and Professional Satisfaction of Urban Teachers.

Table – 5: Correlation between Job Involvement and Professional Satisfaction of Rural Primary School Teachers

Variable	Correlation Coefficients - Job Involvement			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.7744	12.1171	<0.01	Yes

The obtained 't' value 12.1171 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between Job Involvement and Professional Satisfaction of Rural Teachers.

CONCLUSION

Job involvement is having positive and significant relationship with the professional satisfaction of teachers. Job Involvement will act as a booster for the professional satisfaction of primary teachers.

Job involvement is having positive and significant relationship with the professional satisfaction of male teachers. Job involvement will act as a motivating agent for the professional satisfaction of male teachers. Job involvement is having positive and significant relationship with the professional satisfaction of female teachers. Job involvement will act as a facilitator for the professional satisfaction of female teachers.

Job involvement is having positive and significant relationship with the professional satisfaction of urban teachers. Job involvement will support the professional satisfaction of urban teachers. Job involvement is having positive and significant relationship with the professional satisfaction of rural teachers. Job involvement will enhance the professional satisfaction of rural teachers.

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