

Periodic Research

A Study of Job Satisfaction and Job Involvement in Teachers



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Abstract

The main purpose of this study was to find out mean difference between job satisfaction and job involvement in teachers. The total sample consisted 120 samples, 60 male teachers and 60 female teachers were taken as sample. The research tool for job satisfaction was measured by Brofield Roth. This scale translated by Dr. D.J. Bhatt (2012) in to gujrati and job involvement was measured by Lodhal and Kejner. Here Gujarati translated was used which was made by Dr. D.J. Bhatt (2012). To check the significance difference between group t-test was applied and to check correlation between variables Karl person r-method was used. The result reveals job satisfaction is a significant difference and job involvement is a significant difference. While the correlation between job satisfaction and job involvement reveals -0.48 negative correlations.

Keywords: Job Satisfaction and Job Involvement.

Introduction

Job satisfaction is an emotional response toward various factor of a job. Moreover Oshangbemi (2000) has defined job satisfaction as individual' positive emotional reaction to particular job. Lock (1976) defined job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job or job experience. Similarly, mottaz (1998) regarded job satisfaction as an effective response resulting from an evaluation of the work situation.

Review of Literature

Many studies attempt to summarize the variation definition of job satisfaction. Job satisfaction can be defined as the consequence of the individual's perception of what is needed and what is received from different facets of the job. Based on this definition, different dimensions of job satisfaction have been introduced. These dimensions include working conditions (Adamson et al.1995; Nolan et al.1995), interaction with co-workers/managers (lee,1998; Aiken et al.,2001),the work itself (lundha,1999; Adams & Bond, 2000), remuneration (price, 2002), self-growth and promotion (Tzeng, 2002a, b), praise and recognition (Nolan et al., 1995; Lundha, 1999), control and responsibility (Lee, 1998; price, 2002), job security (Nolan et al., 1995; Nolan et al., 1998) and leadership styles and organizational policies (Lee, 1998; Tzeng, 2002a, b).

Kamal and Debashish (2009) found that with the change of satisfaction determinants, level of job satisfaction also varies. They observed as a person ages, his job satisfaction shows an increasing trend. With age, spiritualism of the person increases, but his alternatives for change decrease. Younger employees have more energy, more expectations and more options, and hence have lesser satisfaction with the job.

Job satisfaction is probably the most studied form of work-related SWB at this point in time. Employees who are satisfied with their jobs experience high pleasure, but many have limited energy or aspiration (Grebner, semmer & Elfering, 2005). For instance, employees in this low activation- high pleasure quadrant may recognize that their job is not ideal, but realize that it could be worse. It is important to distinguish between overall measures of job satisfaction that reflect an affective evaluation of the job, and facet-specific measures of job satisfaction that reflect a more cognitive evaluation of satisfied with individual facets of the job. Overall job satisfaction is often assessed with single items. For instance, Kunin (1995) developed an outline of face that range from unhappy to happy. Later versions have varied the number of face, as well as gender (Dunham & Herman, 1975). More recently, asexual smiley faces are used. Single items assessment often boil down to questions like "all things considered, how

E: ISSN No. 2349-9435

satisfied are you with your job in general?" As such, overall job satisfaction is closely related to the experience of satisfaction as a positive emotion in the workplace. Alternatively, separate satisfaction items may cover specific features of the job. Satisfaction with work itself, pay, promotion opportunities, supervision and coworkers. As such, facet specific measures of job satisfaction a rather cognitive evaluation of one's job.

Job involvement is defined as an individual's psychological identification or commitment to his/ her job (Knungo, 1982a). it is the degree to 'which one is cognitively preoccupied with, engaged in, and concerned with one's present job (paullayet al., 1994, p.224). job involvement involves the internalization of values about the goodness of work or the importance of work in the worth of the individual (Lodahl & Kejner, 1965). As such individuals who display high involvement in job consider his/ her work to be a very important part of their lives and whether or not he/ she feel good about themselves is closely related to how they perform on their jobs. In other words for highly involved individuals performing well on the job is important for his/ her self-esteem (Lodahl & Kejner, 1965). Because of this people who are high in job involvement genuinely care concerned about their work (Knungo, 1982b).

Allport (1943) conceptualized Job involvement as the degree to which an employee is participating in his job and meeting such needs as prestige, self respect, autonomy and self regard. Personal involvement in the job depends on the extent to which an individual seeks some self expression and actualization in his work. Dubin (1956) conceptualized Job Involvement as the degree to which the total job situation is a central life interest that is the degree to which it is perceived to be a major source for the satisfaction of important needs. Job involvement is defined by Konego (1982, p 97) and Lawler & Hall (1970, p.311) as the degree to which one identifies with one's present job. Job Involvement is the degree to which the person identifies with his job actively participates in it and considers his performance important to his self worth. It is therefore a complex concept based on cognition, action and feeling. Highly job involved person demonstrates a strong desire to be at work, is willing to exert himself to cope with the demands of his job and experience his work activities as self rewarding. Job involvement as conceived by Dubin (1956) is intimately tied up in the protestant work ethics, the moral character of work and a sense of personal responsibility. Anyone who has internalized these traditional values will probably be involved regardless of the situational context within which he might be employed. In (1986) Blau has been mentioned job involvement as the absenteeism of the employees of an organization and the intention to leave the institution. Job involvement, according to Blau (1987), has very clearly referred as the absenteeism of an employee and his/her intention to leave the institution. Job involvement has been defined that the time the employee or an individual is spend, which incur

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difficulties in filling the expectation of other roles in an organization, by Frone and Rice (1987). Job involvement has been stated that —as an essential of an organizational objective claim it to primary source of an organizational commitment, motivation and job satisfaction, that influence employee's job performance that being involved on enhancing motivational processes which turn individual job performance such as absenteeism and also turnover by Pfeffer (1989). According to Ooi Keng Boon (2007) Job Involvement has been described as job situations of —central life interest, the total image of self on his/her work, the degree to which a person's participation in his or her self concept or self esteem, etc. When a job becomes an integral part of his or herself which highly involved employees will put forth the effort towards the achievement of an organizational goal and less likely to turnover is considered job involvement by Paul F. Rotenberry (2007). The interest of an individual towards his or her work and the involvement in their work performance can be considered as job involvement.

When teacher is involved in his job, he can be productive to himself and students. His involvement greatly depends on the attitude he possess toward the teaching profession. His negative attitude to his work will receive negative response from his pupils, and his positive attitude to his work will receive positive response from his pupils. Hence, his work is the most important criterion in judging his efficacy and productivity. When a teacher has deep inclination toward his work/ profession naturally his involvement will be greater.

Kurakula, Venkatesh.(2016). Job satisfaction among primary school teachers with respect to age, gender and experience. In addition, result indicates that study revealed the significance difference in job satisfaction with respect to age, gender and experience among primary school teachers.

Kanchan, Jamir.(2016). job satisfaction among male and female teachers in Faridabad. In addition, result indicates that the study revealed the significance difference among teachers in their job satisfaction and occupational stress.

Shareevastav, A. K. (2010). A study of work motivation and job involvement among male and female teachers. In addition, result indicates that the study revealed the significance difference in work motivation and job involvement of teachers male and female.

Narayanaswamy, Shalini, Rao. (2014). Job involvement of secondary school teachers and its effect on teaching competency. In addition, result indicates that the study revealed the significance difference in job involvement of male and female.

Objectives of the Study

The main objectives of study were as under:

1. To measure the job satisfaction in teachers.
2. To measure the job involvement in teachers.
3. To measure the correlation between job satisfaction and job involvement.

Hypothesis

To related objectives of this study, null hypothesis were as under:

1. There will be no significance difference in job satisfaction in teachers.
2. There will be no significance difference in job involvement in teachers.
3. There will be no correlation between job satisfaction and job involvement.

Method

Participants

According to the purpose of present study total 120 samples has been selected. There were 60 male teachers and 60 female teachers were taken as a sample. From different schools in Rajkot City (Gujrat).

Instruments

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventory used in research.

Job Satisfaction Scale

The job satisfaction scale was development by Brofield roth (1985). Here used Gujarati version. This scale translated by Dr. D. J. Bhatt (2012) in to gujrati. This scale contains 19 items with 5 alternative response varying from strongly agree, agree, neutral, disagree and strongly disagree response, each to be rated on 5 point scale. The minimum and maximum score obtained in the scale are 19 and 95 respectively. There reliability and validity is higher.

Job Involvement Scale

The job involvement scale was developed by Lodhal and Kejner. This Scale translated by Dr .D. J. Bhatt in to gujrati. This scale contains 20 items with 4 alternative response varying from strongly agree, agree, disagree and strongly disagree response, each to be rated on 4 point scale. The minimum and maximum score obtained in the scale are 20 and 80 respectively. There reliability and validity is higher.

Procedure

In this study random sampling was used. Different schools in Rajkot City. Total 120 participants were taken as a sample. They were informed about the purpose of the study. Upon initial meeting, each participants was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants. Before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participant for getting correct response. Some necessary instruction and guidelines were provided to them properly filing the scale. After this the both scale were provided to them and they were requested to fill up the both scale as per the instructions given in the scales. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Research Design

The aim of present research was to a study of job satisfaction and job involvement in teachers. For this total 120 samples were taken with used

random method. To check significance difference between groups t-test was used. Check relation between job satisfaction and job involvement Pearson Correlation r-method was used.

Result and Discussion

The main object of present study was to measure the job satisfaction and job involvement in teachers. In it statistical t-test method was used. To check correlation between job satisfaction and job involvement Karl Pearson 'r' method was used.

Result discussion of Present study is as under:

Table -1
Showing Mean, S.D. and t-value Score of Job Satisfaction in Teacher

Variable	N	Mean	SD	t	Sig.
Male	60	48.98	10.88	8.64	0.01
Female	60	44.66	9.32		

Sig. Level = 0.05= 1.98
0.01=2.63

NS = Not Significant

The table-1 indicates that the mean score of job satisfaction in male teachers are 48.98 and female teachers are 44.66. The standard deviation for male teachers and female teachers are 10.88 and 9.32 respectively. The t-value was 8.64. Which was significant difference at 0.01 level. So we can say that first hypothesis was rejected.

Table- 2
Showing Mean, S.D. and t-value Score of Job Involvement in Teacher

Variable	N	Mean	SD	t	Sig.
Male	60	59.50	12.19	5.86	0.05
Female	60	62.94	13.74		

Sig. Level = 0.05= 1.98
0.01=2.63

NS = Not Significant

The table-2 indicates that the mean score of job involvement in male teachers are 59.50 and female teachers are 62.94. The standard deviation for male teachers and female teachers are 12.19 and 13.74 respectively. The t-value was 5.86. Which was significant difference at 0.05 level. So we can say that second hypothesis was rejected.

Table- 3
Correlation of the Job Satisfaction and Job Involvement in Teacher

Variables	N	r	Sig.
Job Satisfaction	120	-0.48	0.01
Job Involvement	120		

Sig. Level = 0.05= .174
0.01=.228

NS = Not Significant

According to table-3 the result obtained negative correlation between job satisfaction and job involvement. It was -0.48 negative correlations between job satisfaction and job involvement. It means job satisfaction decrease job involvement increases and job satisfaction increase job involvement decreases.

Conclusion

We can conclude by date analysis as follows.

There was significant difference in job satisfaction of teachers. There was significant difference in job involvement of teachers. The correlation between job satisfaction and job involvement is -0.48. Which is negative correlation? It means job satisfaction decrease job involvement increases and job satisfaction increase job involvement decreases.

Limitation of the Research

This study had several limitations that can be addressed by future research. Firsts, the participants consist only male teachers and female teachers of the different schools in Rajkot City. So it is not representative of all other city male teachers and female teacher. Hence, an more representative participant might yield different result, for example, a participant from different city of Gujarat might show significance interaction effects of different city.

Suggestions

Endeavour can be executed to analyze more than 120 data of sample with efficacy to attain better results. For the accumulation of information, variegated methods except questionnaire can be adopted. Selection of sample can be accomplished with the intake of different male teachers and female teachers from different state and district to ascertain in their job satisfaction and job involvement. To crown the research work other method of selecting sample can be appropriated.

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