



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

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ABSTRACT :

The purpose of the study is **A Study of Professional Satisfaction in Relation to their Job Involvement of Urban and Rural Primary School Teachers** Three hundred (300) government and private primary school teachers of Dharwad district constituted the sample for the present study. The school and teachers were selected through random sampling technique. The findings concluded that **the Job Involvement is having positive and significant relationship with the Professional Satisfaction of Urban Primary School Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Urban Primary School Teachers. From the above analysis, it is revealed that Job Involvement is having positive and significant relationship with the Professional Satisfaction of Rural Primary School Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Rural Primary School Teachers.**



KEYWORDS : Professional Satisfaction, Job involvement .

INTRODUCTION

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 identification 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 & Hall, 1970, p. 311) and the jobs “define one’s self-concept in a major way” (Kanungo, 1982, p. 82).

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

The impact of Job Involvement on Professional Satisfaction

Researchers who have defined job involvement as form of the performance self-esteem contingency argue that intrinsic need satisfaction is a necessary condition for job involvement. Vroom

(1962) proposed that a person's attempts to satisfy the need for self-esteem through work on the job leads to job involvement. In his study Vroom found that the degree of job involvement by his choice of ego rather than extrinsic factors helps in describing the source of satisfaction and dissatisfaction on the job.

Patchen (1970) identified three general conditions for job involvement. According to him, "where people are highly motivated, where they feel a sense of solidarity with the enterprise, and where they get a sense or pride for their work, we may speak of them as highly involved in their job".

When Patchen (1970) talks of workers being highly motivated, he refers to their high levels of achievements need or to their wish to accomplish worth while things on the job. When he talks of workers solidarity with the enterprise, he refers to their need for belonging to the organization. Finally, when he talks of worker's sense of pride, he refers to workers 'feeling of high self-esteem'. Thus in Patchen's view, when a job provides opportunities for the satisfaction on one's achievement needs, belonging needs and self-esteem needs, one experiences a greater degree of job involvement.

OBJECTIVES OF THE STUDY

1. To study the relationship between Job Involvement and Professional Satisfaction of urban primary school teachers.
2. To study the relationship between Job Involvement and Professional Satisfaction of rural primary school teachers.

Hypotheses

1. There is a positive and significant relationship between Job Involvement and Professional Satisfaction of urban primary school teachers.
2. There is a positive and significant relationship between Job Involvement and Professional Satisfaction of rural primary school teachers.

Methodology

The study adopts Descriptive survey method for investigation

Sample

Three hundred (300) government and private primary school teachers of Dharwad district constituted the sample for the present study. The school and teachers were selected through random sampling technique.

Tools

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

Statistical Techniques

The inferential statistical technique such as Correlation technique was employed to test the hypotheses.

Analysis and Interpretation

Table – 1: Correlations of Job Involvement with Professional Satisfaction of Urban Primary School 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 7.2079 is greater than the tabled ‘t’ value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. ***This reveals that there is significant relationship between Job Involvement and Professional Satisfaction of Urban Primary School Teachers.***

Major Findings

From the above analysis, it is revealed that Job Involvement is having positive and significant relationship with the Professional Satisfaction of Urban Primary School Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Urban Primary School Teachers.

Table – 2 : Correlations of Job Involvement with 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 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. ***This reveals that there is significant relationship between Job Involvement and Professional Satisfaction of Rural Primary School Teachers.***

Major Findings

From the above analysis, it is revealed that Job Involvement is having positive and significant relationship with the Professional Satisfaction of Rural Primary School Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Rural Primary School Teachers.

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DISCUSSION AND CONCLUSION

In this study, the researcher aimed to ***A Study of Professional Satisfaction in Relation to their Job Involvement of Urban and Rural Primary School Teachers*** From the analysis it is concluded ***that;*** From the above analysis, it is revealed that Job Involvement is having positive and significant relationship with the Professional Satisfaction of Urban Primary School Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Urban Primary School Teachers. From the above analysis, it is revealed that Job Involvement is having positive and significant relationship with the

Professional Satisfaction of Rural Primary School Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Rural Primary School Teachers.

EDUCATIONAL IMPLICATIONS

The professional satisfaction of an individual is most important for better out comes of any profession. For progress is the career of any individual professional satisfaction place an important role. The professional satisfaction will also depend on the degree of involvement in the day-to-day work of the professional.

Personality has influence on the professional satisfaction of primary school teachers. At present the system of education forgot its main task in fostering the development of whole sum personality among primary school teachers because of a sense of insecurity among the primary school teachers. Hence in every school the guidance and counseling centers are opened to mould the primary school teachers personality within the current techniques to show that they can have a stable mind. The following personality characteristics may be developed in primary school teacher through guidance and counseling for better performance of professional satisfaction (i) less intelligence, concrete thinking, (ii) affected by feeling, emotionally less stable, (iii) humble, mild, accommodating, i.e., submissive, (iv) expedient, evades rules i.e., weaker super – ego strength, (v) touch – minded, self-reliant, i.e., harria, (vi) trusting, adaptable, free of jealousy i.e., alaxia, (vii) forthright, natural, artless, i.e., artlessness, (viii) placid, self-assumed, confident i.e., untroubled adequacy, (ix) relaxed, tranquil, unfrustrated i.e., low ergic tension.

There should be a reading clinic or remedial centre in every primary school or giving assess to a comprehensive diagnostic service and expert medical, psychological and teaching help. In service training programmes, work shops seminars, etc., may be planned for increasing the professional satisfaction of primary school teachers. We often hear that teachers are born but not made. Though it is a tribute to gifted and dedicated teachers. We should note that the number of such persons is limited. The success of any educational system depends mostly upon the teachers who implement them. He shapes the destiny of future citizens. It is he who lays the foundation for a happy and prosperous nation. He deserves reward, respect, reverence, recognition, honour and homage.

A satisfied happy primary school teacher is very likely to exert himself, work with enthusiasm and deliver the goods more efficiently and there by make his pupils efficient, satisfied, enthusiastic and happy. Like wise a dissatisfied primary school teacher is likely to make his pupils also dissatisfied in several aspects. Hence, the welfare of primary school teacher should be of supreme concern to the educational administrators, the government and the society. Though, the government has been doing moderately good work to enhance the prestige of the primary school teachers by increasing the salaries, much remains yet to be done.

Majority of the primary school teachers were dissatisfied with their profession in general. It is well known that a dissatisfied primary school teachers cannot perform his duty of teaching effectively. Hence the government and management of the private schools should take up all possible steps to reduce the dissatisfaction vertically and control horizontally.

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