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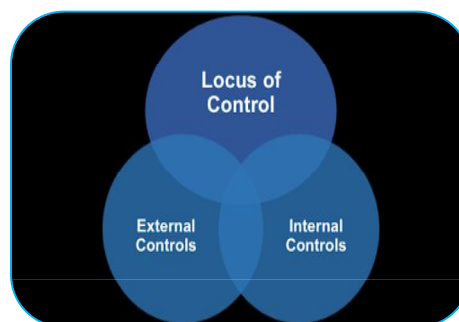
## A STUDY ON INTERACTION EFFECT OF OCCUPATIONAL STRESS , LOCUS OF CONTROL AND JOB INVOLVEMENT ON JOB SATISFACTION AMONG RURAL AND URBAN PRE UNIVERSITY COLLEGE TEACHERS

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### ABSTRACT

*This Research Paper attempts to study the Interaction Effect between Occupational Stress , Locus of Control and Job Involvement on Job Satisfaction among Rural and Urban Pre University college Teachers Stratified Random Sampling Technique was used to draw the sample. Analysis of Variance ANOVA techniques were used to analyse the data .The Major Findings show that, The interaction effect of Rural Pre-University College teachers with low Locus of Control & low Job Involvement and Rural Pre-University College teachers with high Locus of Control & low Job Involvement is found to be significant and The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & low Locus of Control is found to be significant.*



**KEY WORDS:** - Job Satisfaction, Pre University College Teachers, Occupational Stress ,Locus of Control and Job involvement.

### INTRODUCTION:

As it is well known fact that in the fast changing world of today the role of the teacher assumes special significance Since teacher is instrumental more than anybody else in helping the younger generation to imbibe the right values, Skills and attitude necessary to cope with the world of tomorrow.

The role of the teacher in the educational process is always challenging and dynamic so he must be fit by body, mind and soul. The success of education process depends much more upon

the character and ability of teachers. Teacher must have right attitude to impart proper education according to ideas and ideologies of community and nation. It is possible when a teacher has involvement and satisfaction in their job.

Studies conducted on job satisfaction suggest that teachers' status could be enhanced to the highest set up in the educational ladder since he is the "Pioneer" in seizing socialisation of the adolescents of the society and also he transmits a body of knowledge

and skills appropriate to the abilities and needs of the students in the complex world of 20<sup>th</sup> century and that is what every child should possess to enter into 21<sup>st</sup> century.

Job satisfaction is the favorableness or unfavorableness with which employees view their work. It results when there is congruence between job requirements, wants and expectations of employees. It expresses the extent of match between the employees expectation of the job and the rewards that the job

provides.

However, other aspects such as employee's age, health, temperament, desires and level of aspirations are also important. Further his family relationships social status recreational outlets, activities of organizations like labor, political or social contribute ultimately to job satisfaction.

Unless teachers are committed to their profession, they may not be able to discharge all the changing roles and functions of their profession. But the very people, who build up the educational system by their skills and professionalism, now find themselves exposed to public criticism and questioning. They find that their ascertains of professional competency to carry out the responsibilities of their autonomy are not automatically accepted, and questions of their 'accountability' are being raised, both by the parents and society, on the one hand, and the Government on the other. The status of teachers, on the whole, has diminished during the last few decades. The reasons for this are not very difficult to find: deterioration in their service conditions, the isolation in which teachers; work phenomenal expansion of the educational systems, change in the value systems and a general impression that is very large number of teachers do not perform their duties properly as expected by the society, etc.

### **THEORETICAL BACKGROUND OF THE STUDY :**

Jobs vary with respect to the nature and place of work, level and type of skills, interests and abilities required, physical and social environment and rewards yielded; therefore they vary in the type and amount of satisfaction they yield to the work.

The monetary benefits obtained in the teaching profession is different as compared with the monetary benefits obtained in other professions, in some educational institutions the working conditions and terms of tenure are not in teachers' favour. Normally teachers find themselves handicapped by lower salary, lower status, longer hours of work and fewer facilities. In many cases it so happens that persons take up to teaching not because of interest or liking for the profession but because of their inability to secure positions elsewhere. Though this gloomy picture of teaching profession and teachers cannot be generalized it is true in the case of many teachers.

The teaching profession is one of the low-paid professions in India. Even illiterate in some public sector undertakings and private organizations get much more than the teachers who are highly qualified. The discrepancy in the salary structure of the teachers of different states may be removed by a suitable legislation. A wage policy for the teachers may be worked out at the national level. A Grievance Redressal Committee may be set up by Government to go into the grievances of the teachers.

### **OPERATIONAL DEFINITIONS OF THE TERMS USED;-**

#### **Job Satisfaction :**

According to Dixit (1993) "Job satisfaction is the result of various attitudes of an employee towards his job". These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits.

#### **Occupational Stress :**

"A condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment".

The experience by a teacher of unpleasant emotions such as tension, frustration, anxiety anger and depression.

#### **Locus of Control :**

The term Locus of control refers to the perceived causality of behavioural outcomes. At one end behavioural outcomes that originate internally within the individual, where he thinks he himself is responsible for his own behaviour. At the other extreme the individual sees others or luck or circumstances beyond his control as responsible for his behaviour, that is to say, factors occurring externally or outside of the individual. It is the effect and importance of various internal and external

factors in the learner's opinion that control, govern or reinforce the behaviour of an aspirant in the pursuit of this goal.

### **Job Involvement :**

According to Lodhal and Kejner (1965) "Job involvement is the extent to which an individual's self-esteem is affected by his performance at work". 'It is the degree of which an individual's self-esteem is affected by his performance at work". It is the degree of which an individual identifies psychologically with his job' (Lawler and Hall, 1970).

### **OBJECTIVES OF THE STUDY :**

1. To study the interaction effect of Occupational Stress, Locus of Control and Job Involvement on Job Satisfaction among Rural and Urban PU College Teachers
2. To determine the influence of the independent variables on the dependent variables

### **RESEARCH HYPOTHESES :**

1. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of rural Pre-University College teachers.
2. There is no significant interaction effect of occupational stress (low, high), locus of control (low, high) and Job involvement (High and Low) on job satisfaction of urban Pre-University College teachers

### **Variables:**

#### **Independent Variables :**

1. Occupational Stress
2. Locus of Control
3. Job Involvement

#### **Dependent Variable :**

'Job Satisfaction' of the teachers is treated as dependent variable.

#### **Moderate Variables of the study are :**

- Locality (Rural/ Urban)

### **Method;-**

**Design of the Study;-** Descriptive method of research was employed which was intended to describe the interaction effects exists between independent variable and dependent variable

### **Sample;-**

The teachers who are working in PU Colleges of Shimoga district constitutes the population of the study. The Total Sample selected for the study comprises of **400** Teachers from different PU colleges of Shivamogga Dist of Karnataka state Stratified random technique was used to draw the Sample.

### **Tools Used for Collection of Data :**

1. Job Satisfaction Scale for Teachers developed by Saxena (1994)
2. Levenson's Locus of Control Scale developed by Sanjay Vohra (1992) which is based on tool constructed by Hall and his associates (1980)
3. Job Involvement Inventory constructed by Lodahl and Kejner (1965) revalidated by Kulsum (1985) to measure Job Involvement of teachers
4. Occupational Stress Inventory developed by the researcher

**Procedure of Analysis of Data :-**

**The analysis of variance 3-way Interaction (ANOVA) and Differential Analysis** techniques were used to compute and analyse the collected Data

**Analysis and Interpretation:-****Testing the Hypothesis 1:**

There is no significant interaction effect of Occupational Stress (low, high), Locus of Control (low, high) and Job Involvement (High and Low) on Job Satisfaction of Rural Pre-University College teachers.

**Table 1.: Results of ANOVA with 3-way interaction between Occupational Stress (low, high), Locus of Control (low, high) and Job Involvement (High and Low) on Job Satisfaction of Rural Pre-University College teachers**

SV	df	SS	mss	F-value	P-value	Signi.
Main effects						
Occupational Stress	1	501.4424	501.4424	33.4595	<0.05	S
Locus of Control	1	12.3250	12.3250	0.8224	>0.05	NS
Job Involvement	1	33.0807	33.0807	2.2074	>0.05	NS
2-way interactions						
Occupational Stress x Locus of Control	1	48.9820	48.9820	3.2684	>0.05	NS
Occupational Stress x Job Involvement	1	3.5396	3.5396	0.2362	>0.05	NS
Locus of Control x Job Involvement	1	172.3468	172.3468	11.5001	<0.05	S
3-way interactions						
Occupational Stress x Locus of Control x Job Involvement	1	33.8318	33.8318	2.2575	>0.05	NS
Error	192	2877.4175	14.9865			
Total	199	3682.9657				

**The above table reveals that,**

- The interaction effect of Occupational Stress (low, high) and Locus of Control (low, high) on Job Satisfaction of Rural teachers of Pre-University College is not significant at 0.05% level of significance, since the obtained F value 3.2684 is lesser than the F table value 3.8400. Hence the null hypothesis is accepted and alternative hypothesis is rejected.
- The interaction effect of Occupational Stress (low, high) and Job Involvement (low, high) on Job Satisfaction of Rural teachers of Pre-University College is not significant at 0.05% level of significance, since the obtained F value 0.2362 is lesser than the F table value 3.8400. Hence the null hypothesis is accepted and alternative hypothesis is rejected.
- The interaction effect of Locus of Control (low, high) and Job Involvement (low, high) on Job Satisfaction of Rural Pre-University College teachers is found to be significant at 0.05% level of significance, since the obtained F value 11.5001 is greater than the F table value 3.8400. Hence the null hypothesis is rejected and alternative hypothesis is accepted.

- The interaction effect of Occupational Stress (low, high), Locus of Control (low, high) and Job Involvement (high and low) on Job Satisfaction of Rural Pre-University College teachers is not significant at 0.05% level of significance, since the obtained F value 2.2575 is lesser than the F table value 3.8400. Hence the null hypothesis is accepted and alternative hypothesis is rejected.

If F is significant, to know the pairs of interaction effects of Locus of Control (low, high) and Job Involvement (high and low) on Job Satisfaction of Rural Pre-University College teachers by applying the Scheffes post hoc multiple comparison tests and the results show that,

**The above table reveals that,**

1. The interaction effect of Rural Pre-University College teachers with low Locus of Control & low Job Involvement and Rural Pre-University College teachers with low Locus of Control & high Job Involvement is found to be significant at 0.05% level of significance.
2. The interaction effect of Rural Pre-University College teachers with low Locus of Control & low Job Involvement and Rural Pre-University College teachers with high Locus of Control & low Job Involvement is found to be significant at 0.05% level of significance.

**Testing the Hypothesis2:**

There is no significant interaction effect of Occupational Stress (low, high), Locus of Control (low, high) and Job Involvement (High and Low) on Job Satisfaction of Urban Pre-University College teachers.

**Table 2: Results of ANOVA with 3-way interaction between Occupational Stress (low, high), Locus of Control (low, high) and Job Involvement (High and Low) on Job Satisfaction of Urban Pre-University College teachers.**

SV	DF	SS	MSS	F-value	P-value	Signi.
Main effects						
Occupational Stress	1	273.9445	273.9445	46.0734	<0.05	S
Locus of Control	1	67.9335	67.9335	11.4254	<0.05	S
Job Involvement	1	951.7501	951.7501	160.0701	<0.05	S
2-way interactions						
Occupational Stress x Locus of Control	1	45.6850	45.6850	7.6835	<0.05	S
Occupational Stress x Job Involvement	1	8.5158	8.5158	1.4322	>0.05	NS
Locus of Control x Job Involvement	1	9.4557	9.4557	1.5903	>0.05	NS
3-way interactions						
Occupational Stress x Locus of Control x Job Involvement	1	10.9511	10.9511	1.8418	>0.05	NS
Error	192	1141.6002	5.9458			
Total	199	2509.8359				

**The above table reveals that,**

- The interaction effect of Locus of Control (low, high) and Job Involvement (low, high) on Job Satisfaction of Urban Pre-University College teachers is not significant at 0.05% level of significance, since the obtained F value 1.5903 is lesser than the F table value 3.8400. Hence the null hypothesis is accepted and alternative hypothesis is rejected.

- The interaction effect of Occupational Stress (low, high), Locus of Control (low, high) and Job Involvement (high and low) on Job Satisfaction of Urban Pre-University College teachers is not significant at 0.05% level of significance, since the obtained F value 1.8418 is lesser than the F table value 3.8400. Hence the null hypothesis is accepted and alternative hypothesis is rejected.

If F is significant, to know the pairs of interaction effects of Occupational Stress (low, high) and Locus of Control (low, high) on Job Satisfaction of Urban Pre-University College teachers by applying the Scheffes post hoc multiple comparison tests and the results show that,

1. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & low Locus of Control is found to be significant at 0.05% level of significance.
2. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & high Locus of Control is found to be significant at 0.05% level of significance.
3. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & high Locus of Control and Urban Pre-University College teachers with high Occupational Stress & low Locus of Control is found to be significant at 0.05% level of significance.

#### **MAJOR FINDINGS OF THE STUDY;-**

1. The interaction effect of Rural Pre-University College teachers with low Locus of Control & low Job Involvement and Rural Pre-University College teachers with low Locus of Control & high Job Involvement is found to be significant.
2. The interaction effect of Rural Pre-University College teachers with low Locus of Control & low Job Involvement and Rural Pre-University College teachers with high Locus of Control & low Job Involvement is found to be significant.
3. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & low Locus of Control is found to be significant.
4. The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & low Locus of Control is found to be significant.

The interaction effect of Urban Pre-University College teachers with low Occupational Stress & low Locus of Control and Urban Pre-University College teachers with high Occupational Stress & high Locus of Control is found to be significant.

#### **LIMITATIONS OF THE STUDY ;**

- i. The present study is limited to Shimoga District of Karnataka State.
- ii. The study is restricted to Teachers working in Rural and Urban PU colleges of Shimoga District.
- iii. The present study was based on results of 400 PU college teachers of Shimoga District.

#### **DISCUSSION AND CONCLUSION :**

Teachers stress is a real phenomenon and is associated with problems of recruitment, health and retention of teachers. Research has shown that teacher stress is reliably associated with a number of variables, including those intrinsic to the job, individual's cognitive vulnerability and systemic factors. There are however important gaps in our understanding of teacher stress, most notably regarding effective interventions. The current research base is not adequate to allow us to devise effective programmes to reduce teacher stress.

Another result that affect the Job Satisfaction is Locus of Control. People identified as having an internal Locus of Control believe that job performance and such-related rewards as pay and promotion



are under their personal control-dependent on their own behaviours, abilities and efforts. People with an external Locus of Control believe that life events in and out of the work place are beyond their control dependent on such out side forces as luck, chance or whether boss likes them. The present study creates awareness of the end to pay attention towards Locus of Control, which contributes towards Job Satisfaction

Teachers who show greater Job Involvement, whose sense of self identity is closely linked with their work- show higher motivation to teach than do teachers who are less involved. Psychologists have suggested that training opportunities may be wasted on teachers who display low Job Involvement and lack of career interest because their motivation to teach is likely to be low. Further, employees with low Job Involvement may be desirables for some teachers. The present findings suggest that Job Involvement of teachers is important to promote teachers Job Satisfaction.

### EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS :

- Minimum facilities must be provided to all the teachers irrespective of place or work and the type of management, in terms of position, service conditions and monetary benefits. They should be given complete freedom within the framework or curriculum to attain excellence.
- Maximum encouragement should be given to the teachers for professional growth and training. Some incentives for their additional qualifications either general or professional should be given.
- To maintain good standard, the management and heads of the institutions should create healthy and congenial climate in the PU Colleges and also keep good relations with teachers.

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