



A STUDY OF JOB INVOLVEMENT AND JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS

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ABSTRACT

Education system functions because of effective teachers. They are one of the main pillars of the society as well. Teaching is an extraordinary complex activity involving a range of skills, perception, attitudes, involvement, knowledge and sensitivity. In order to make the organization successful, teacher should have a sense of job involvement and job satisfaction. Job involvement is a significant job related behavior. It shows the degree to which an individual is personally involved with his job. If the teachers are highly involved towards their job, they can produce good results in their professional life. Job satisfaction is very essential trait to do their job with utmost dedication. The job satisfaction of teachers particularly at secondary level is very vital. The value of higher secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. Job satisfaction of teachers depends on Salary, Working time, Professional growth etc. They won't show truancy, absenteeism and lack of duties towards their organization. While on the other hand, the teachers who have low level of job involvement leads to low productivity in the academic work which may adversely affect the students and consequently the society. This research has been conducted to study the job involvement and job satisfaction of higher secondary school teachers in Pondicherry region. The data was collected using questionnaire from 400 higher secondary school teachers in Pondicherry region. Standardized tools were used to collect the relevant information. . This was found using necessary statistical analyses. Findings indicated that there is a significant relationship between Job Involvement and Job Satisfaction.

KEYWORDS: Job involvement, Job satisfaction, Teachers, Higher Secondary School, Students achievement

INTRODUCTION

Job involvement is an employee's job related significant behavior. It shows the degree to which an individual is personally involved with his job. The credit of introducing the concept of job involvement goes to Lodahl and Kejner in 1965. He defined job involvement as the psychological identification of an individual with the work which influences his/ her self-esteem. Job satisfaction is an essential component which induces job involvement. The success of education depends upon the standard of the teachers as well as the character and competency of teachers. It is therefore, very important that qualified teachers are recruited to the teaching profession and necessary conditions are to be provided to work effectively with all involvement and devotion. The Education Commission (1966) emphasized that to make any process of education a success, the quality, competence and character of the teachers were the most important



aspects. Job satisfaction of employee is of paramount importance. Satisfaction enables him to do the best assigned employment opportunities work. In order to transmit knowledge effectively is becomes essential that teachers involve in their job effectively. As far as school teachers are concerned, they play a significant role in the personality and career development of their students. Directly & indirectly teacher's personality affects the personality and growth of students. The examples set by them have long lasting effect on their students, they pick up the way of life, their teachers reflect through their behavioral expression. Teaching is a responsible job and teacher is the key person on whom the future of children and mankind depends. This means that a tremendous responsibility rests upon the teacher. Teachers with high level of job involvement tend to be satisfied with their jobs and highly committed to their organization. A teacher success in the educational process depends upon job involvement and job satisfaction. Such teachers rarely think about changing employees and change in work condition. A teacher who has job involvement will not show his sincerity in his task.

DEFENITIONS

JOB SATISFACTION

Greenberg and Baron (2008) view job satisfaction as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work and added that it is important to understand the concept of job satisfaction as there is no single way to satisfy all workers in the workplace.

According to George and Jones (2005), is the combination of feelings and beliefs, which include the mental, emotional, and physical domain.

Weiss (2002, p. 174) cites Locke (1969) who defines job satisfaction as feelings of contentment derived from the appraisal of one's job and the understanding that the job is assisting in achieving one's goals. Job dissatisfaction is the unpleasant affections that one feels if one appraises the job as a barrier in achieving one's values.

JOB INVOLVEMENT

Job-involvement is the degree to which a person identifies with one's job, actively participates in it, and considers performance important to self-worth Robbins, (1993)

A highly job- involved person demonstrates a strong desire to be at work, is willing to exert, to cope with the demands of job, and experiences work activates as self-rewarding. Subhash Rane (1993)

Kanungo (1982) defined job involvement as individual as individual as individual's perception or belief that he is identified with his/her job. He further clears the difference between job and work. He stated " a job means an individual's present work, while work means work in general".

NEED FOR THE STUDY

The teacher has to energize oneself to handle the classroom effectively to give the best result. Job involvement and job satisfaction is an important factor in this regard. The importance of job satisfaction and job involvement at the workplace is as the heart to a body. If there is no involvement on the part of the teachers then the output would be very poor. Teachers are considered to be one of the pillars of the society and the edifice of any education system. The teacher gives training to the immature mind of the youth. Teacher treats and molds the immature minds into various forms. Teacher qualification can affect the quality of school and education. Involvement of the teacher in the school activities affects the overall performance of the school and the students. Thus Job involvement is an essential factor for teaching effectiveness and also school improvement. Level of involvement is very essential for the achievement of educational goals. If the teacher is highly job involved, he will actively involve in the academic activities of the school. Teachers with high level of job involvement tend to be satisfied with their jobs and be highly committed to their organization. A teacher success in the educational process depends upon job involvement. A teacher who has job involvement will not show insincerity in his task. Thus job involvement plays a very important part in

molding behavior in any organization. Hence the present study attempts to find the job involvement and job satisfaction of higher secondary school teachers.

OBJECTIVES

1. To find out the level of job involvement of higher secondary school teachers.
2. To find out the level of job satisfaction of higher secondary school teachers
3. To find out the relationship between job involvement and job satisfaction of higher secondary school teachers

HYPOTHESIS

1. The level of job involvement of higher secondary school teachers is low.
2. The level of job involvement of higher secondary school teachers is low.
3. There is no significant relationship between job involvement and job satisfaction of higher secondary school teachers

REVIEW OF RELATED LITERATURE.

1. Cervoni, Annemarie(2011) in her study “Role Conflict and Ambiguity as Predictors of Job Satisfaction in High School” examined the relationship between role conflict and role ambiguity and percentage of time spent on ASCA recommended duties. The Role Conflict and Role Ambiguity Scale and Job Descriptive index were administered to 175 high school counselors. Role conflict , role ambiguity, time spent on consultation related duties, and time spent on non ASCA function were all found to be significant predictors of job satisfaction.
2. Paul , Emily Pakivathy (2011) in his study “ Lectures’ Job Satisfaction in a Public Tertiary Institution in Singapore. The study showed that most respondents were ambivalent as to their job satisfaction. There were significant differences in satisfaction levels based on age and job position. This study clearly highlights some areas the management and policy makers of the tertiary institution can examine more closely and develop innovative approaches to enhance the job satisfaction of the lectures.
3. Jelena Culibrk, Milan Delic , Slavica and Dubravko Culibrk (2018) in their study ‘Job Satisfaction, Organizational Commitment and Job Involvement: The Mediating Role of Job Involvement ‘found that job satisfaction affected work characteristics. They conducted an empirical study identifying and quantifying the relationship between work characteristics, organizational commitment, job satisfaction, job involvement and organizational policies and procedures in the transition economy of Serbia, South Eastern Europe. The study, which included 566 persons, employed by 8 companies, revealed that existing models of work motivation need to be adapted to fit the empirical data, resulting in a revised research model elaborated in the paper. In the proposed model, job involvement partially mediates the effect of job satisfaction on organizational commitment. Job satisfaction in Serbia is affected by work characteristics but, contrary to many studies conducted in developed economies, organizational policies and procedures do not seem significantly affect employee satisfaction.

METHODOLOGY

To achieve the objective of the study, normative method was found to be the best suited method, because investigation was primarily concerned with the relationship existing in the present. It altogether deals with relatively a large number of cases in a particular time. All this consideration has led the investigation to use the normative survey method of research or the present study. The term Normative implies the determination off normal or typical conditions facts or practices. The term Normative Survey generally used for the type of research, which proposes to ascertain what is normal or typical condition or practices at the present time. According to Best (1968)‘the survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly problem

and definite objective”. Simple random sampling technique was used to collect the data. Four hundred samples were collected from Puducherry region.

TOOLS USED

1. Teachers Job Satisfaction scale: The researcher used a standardized tool of five point scale type prepared and validated by A. R. Annamalai(1991)
2. Teacher’s Job Involvement scale: The researcher used a standardized tool of point scale type for the teachers job involvement prepared and validated by M. Mohan(2005)

STATISTICAL TECHNIQUES USED

The following statistical techniques are used for the studies

1. Mean
2. Standard Deviation
3. Co- relational analysis

RESULTS AND INTERPRETATION OF DATA

“The organization, analysis and interpretation of data, formulation of conclusions and generalizations are necessary steps to get a meaningful picture out of the raw information collected. The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to derive from the data inherent meanings in their relation to their problems”(Runmel 1958)After the data collection was finished, it was analyzed, keeping in view the objectives and hypothesis o the study.

Hypothesis I

The level of job involvement of higher secondary school teachers is low

Variable	Groups	N	Mean	Standard deviation	t value	Level of significance	Significant/not significant
Gender	Male	232	92.44	16.79	2.50	.05	Significant
	Female	168	89.14	12.91			
Locality	Rural	228	95.24	13.20	3.02	.05	Significant
	Urban	172	88.74	19.22			
Type of school	Government	279	91.19	16.11	.14	.05	Significant
	Private	121	91.01	16.25			
Age	Below 40 years	182	98.27	15.88	3.12	.05	Significant
	Above 40years	218	90.26	13.25			
Experience	5 to 10 years	169	91.42	15.23	1.56	.05	Significant
	Above 10 years	112	94.25	17.84			
Marital status	Married	288	91.21	17.22	2.22	.05	Significant
	Unmarried	112	99.21	10.22			
Monthly income	Below 15,000	215	95.18	15.57	2.49	.05	Significant
	Above 15,000	185	94.14	16.20			
Entire		400	88.15	14.77			

The job involvement of teacher is good (88.15).Hence the hypotheses is rejected and concluded that the level of job involvement of higher secondary school teachers is high.

Hypothesis 2

The level of job satisfaction of higher secondary school teachers is low

Variable	Groups	N	Mean	Standard deviation	t-value	Level of significance	Significant/not significant
Gender	Male	232	94.74	18.89	1.943	.05	Not significant
	Female	168	90.16	13.81			
Locality	Rural	228	97.14	14.30	4.018	.05	Significant
	Urban	172	87.14	18.68			
Type of school	Government	279	92.69	18.15	.116	.05	Not significant
	Private	121	92.21	17.08			
Age	Below 40 years	182	99.75	14.53	4.153	.05	Significant
	Above 40 years	218	91.96	16.98			
Experience	5 to 10 years	169	91.52	14.43	2.18	.05	Significant
	Above 10 years	112	93.35	18.74			
Marital status	Married	288	92.22	17.16	3.25	.05	Significant
	Unmarried	112	99.17	10.12			
Monthly income	Below 15,000	215	91.78	17.77	3.08	.05	Significant
	Above 15,000	185	93.24	16.30			
Entire		400	92.65	16.88			

The job satisfactions of teachers are good (92.65) which is greater than 80. Hence the hypothesis is rejected and concluded that the level of job satisfaction of higher secondary school teachers is high.

Hypothesis 3

There is no significant relationship between job involvement and job satisfaction of higher secondary school teachers 'r' value between job involvement and job satisfaction

Variable	Sample	'r' value	Significant level
Job involvement	400	.756	.05
Job satisfaction			

It can be inferred from the table that the calculated r value is .756. Hence there exist a high positive co-relation between job involvement and job satisfaction. The calculated 'r' value is found to be significant .05 level. Hence the null hypothesis is rejected. There is a significant relation between job involvement and job satisfaction.

CONCLUSION

Teacher is the most important person for the all-round development of students. Job involvement of the teacher is an important factor for classroom effectiveness and also school improvement. The researcher framed certain objectives and hypothesis. Standardized questionnaire was used to collect the responses. Random sampling techniques were used to collect the sample. Four hundred samples were collected. To test the hypotheses standard statistical tools were used. Results conclude that there is a positive relationship between job satisfaction and job involvement of teachers.

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