

A Study on Relationship between Job Satisfaction with Occupational Stress ,Locus of Control and Job Involvement among Male and Female Pre -University College Teachers

Dr Manjunath H.P

Assistant Professor, Dept of Education, Sahyadri Arts College, Kuvempu University Constituent College
Shivamogga -577203, Karnataka- State

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ABSTRACT: This Research Paper attempts to study the Relationship between Job Satisfaction with Occupational Stress ,Locus of Control and Job Involvement among Male and Female Pre -University College Teachers . Stratified Random Sampling Technique was used to draw the sample. Karl Pearson's correlation Statistical Analysis technique was used to analyse the data .The Major Findings show that, Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Male Pre-University College teachers, Increase in Job Involvement increases the Job Satisfaction of Male Pre-University College teachers and Decrease in Occupational Stress increases the Job Satisfaction of Female Pre-University College teachers.

Key Words: Job Satisfaction, Pre University College Teachers, Occupational Stress ,Locus of Control and Job involvement

Introduction:

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well-equipped teacher is supreme in education. At all times the teacher is the pivot in the system of education.

Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all.

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 20th century and that is what every child should possess to enter into 21st century.

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 ascents 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.

A recent report on job satisfaction among American teachers identified "More administrative support and leadership, good student behaviour, a positive school atmosphere, and teacher autonomy" as working conditions associated with higher teacher satisfaction (National Centre for Education Statistics, 1997). Favourable workplace conditions were positively related to teacher job satisfaction regardless of whether a teacher was employed by a public or private school, an elementary or PU college, and regardless of teachers' background characteristics or school demographics (National Centre for Education Statistics, 1997). The study also found that "Teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not". A weak relationship was found between teacher satisfaction and salary and benefits (National Center for Education Statistics-1997).

Stress also affects job satisfaction. It can result in emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction. Feeling overly stressed can result in erosion of one's idealism, sense of purpose and enthusiasm.

Job satisfaction and teacher efficacy are related to each other. Persons with high teacher efficacy seem to rely on their own strengths to cope with problems they are active and interactive and interact with people and the environment, and persist in solving problem mostly by themselves and sometimes by taking help of other people. They show positive and appropriate behavior, and feel satisfied with life and with their jobs and roles in their organizations. If the teacher gets higher job satisfaction it contributes to teacher efficacy.

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 :

To examine the relationship between the independent variables viz. Occupational Stress, Locus of Control, and Job Involvement and dependent variable viz. Job Satisfaction

Research Hypotheses :

1. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College male teachers.
2. There is no significant relationship between job satisfaction with occupational stress, locus of control and Job involvement of Pre-University College female 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 :

Gender (Male/ Female)

Method:-

Design of the Study;- Descriptive method of research was employed which was intended to describe the Relationship 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

Analysis and Interpretation;-

Testing the Hypothesis 1:

There is no significant relationship between Job Satisfaction with Occupational Stress, Locus of Control and Job Involvement of Pre-University College Male teachers.

Table 1: Results of Karl-Pearson's correlation coefficient between Job Satisfaction with Occupational Stress, Locus of Control and Job Involvement of Pre-University College Male teachers

Independent variable	Job Satisfaction			
	Correlation coefficient	t-value	p-value	Signi.
Occupational Stress	-0.5000	-9.9677	<0.05	S
Locus of Control	-0.2164	-3.8263	<0.05	S
Powerful Others	-0.1796	-3.1525	<0.05	S
Chance control	-0.2446	-4.3549	<0.05	S
Individual control	-0.1018	-1.7659	>0.05	NS
Job Involvement	0.4960	9.8600	<0.05	S

The above table reveals that,

1. The relationship between Occupational Stress & Job Satisfaction ($r=-0.5000, <0.05$), Locus of Control & Job Satisfaction ($r=-0.2164, <0.05$), dimension of Locus of Control i.e. Powerful Others & Job Satisfaction ($r=-0.1796, <0.05$), and dimension of Locus of Control i.e. Chance Control & Job Satisfaction of Male Pre-University College teachers ($r=-0.2446, <0.05$) are found to be negative and significant at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted in these cases. It can be concluded that the decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Male Pre-University College teachers.
2. The relationship between Job Involvement & Job Satisfaction ($r=0.4960, <0.05$) of Male Pre-University College teachers is found to be positive and significant at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that the Increase in Job Involvement increases the Job Satisfaction of Male Pre-University College teachers.

Testing the Hypothesis 2 :

There is no significant relationship between Job Satisfaction with Occupational Stress, Locus of Control and Job Involvement of Pre-University College Female teachers.

Table 2 : Results of Karl-Pearson's correlation coefficient between Job Satisfaction with Occupational Stress, Locus of Control and Job Involvement of Pre-University College Female teachers

Independent variable	Job Satisfaction			
	Correlation coefficient	t-value	p-value	Signi.
Occupational Stress	-0.3578	-3.7935	<0.05	S
Locus of Control	-0.1471	-1.4719	>0.05	NS
Powerful Others	-0.1402	-1.4015	>0.05	NS
Chance control	-0.0964	-0.9586	>0.05	NS
Individual control	-0.1224	-1.2208	>0.05	NS
Job Involvement	0.0664	0.6589	>0.05	NS

The above table reveals that, the relationship between Occupational Stress & Job Satisfaction ($r=-0.3578$, <0.05) is found to be negative and significant at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

It can be concluded that the decrease in Occupational Stress increases the Job Satisfaction of Pre-University College Female teachers. But the relationship between other variables like Locus of Control and its dimension and Job Involvement with Job Satisfaction is found to be statistically not significant.

Major Findings of the Study :

- Decrease in the variables like Occupational Stress and Locus of Control (Powerful Others, Chance Control and Individual Control) increases the Job Satisfaction of Male Pre-University College teachers
- Increase in Job Involvement increases the Job Satisfaction of Male Pre-University College teachers
- Decrease in Occupational Stress increases the Job Satisfaction of Pre-University College Female teachers.

Limitations of the study :

- The present study is limited to Shimoga District of Karnataka State.
- The present study was based on results of 400 PU college teachers of Shimoga District.

Discussion and Conclusion :

Job Satisfaction is the whole matrix of job factors that make a person to like his situation and be willing to head for it without distaste at the beginning of his workday. If a person is satisfied at his job, his mental health is intact, he/she produces more and of better quality. Investigation has shown that when man is satisfied with his work, the employer profits by great output, fewer quits and many other tangible and intangible results.

In a developing society such as India, Job Satisfaction of workers of all sorts needs to be assured. Unemployment and over employment should be avoided. It is the duty of the guidance worker to ensure maximum Job Satisfaction, which is mainly based on the principle 'Fit the right man at the right place'. For keeping the right man and the right job, counsellors need to be alert to factor responsible for Job Satisfaction in the working out predictable job choice with their pupils.

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 :

- It is imperative that teachers who are the backbone of any educational system are properly looked after in view of quality improvement in education. Status of teachers in society need to be recognised and has to be enhanced as they have vital role to play in bringing the desired changes among students.

- 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.
- Job Involvement of teachers were observed to be significant predictor of Job Satisfaction of teachers. With the increase in the Job Involvement, there was an increase in the Job Satisfaction of teachers. The person who is more involved may perceive fewer available alternatives; he may therefore, be inclined to participate more actively in the required activities of organization. Job Involvement is a moderator variable in the relationship between Job Satisfaction and their performance. Thus Job Involvement can be considered as an important major of organization effectiveness that may be, at least in part, influenced by Satisfaction. The major focus of this study was on the consequence of motivator of hygiene satisfactions for Job Involvement and supportive results of the study suggest the Government of Karnataka to take immediate steps to establish guidance services in every PU College.
- Correlations between locus of control and the criterion measures were not as high as expected. Teacher locus of control was thus a weaker predictor of the criterion measures than was responsibility. These constructs of responsibility and perceived teacher efficacy showed concurrent and convergent validity through the configuration of correlations of the attitude measures.

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