

# Relationship between Job Involvement and Job Satisfaction of Teacher Educators of B.Ed. Colleges in Bengaluru City

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**Abstract :** Job involvement is a teacher's job related significant behaviour. It shows the degree to which an individual is personally involved with his job. Teachers with high level of job involvement tend to be satisfied with their jobs. The aim of the study is to know the relationship between Job Involvement and Job Satisfaction of Teacher Educators of B.Ed. Colleges and also identify the factors such as sex, type of management and different levels of job involvement on Job Satisfaction of teacher educators of B.Ed. Colleges. The sample comprised one hundred teacher educators working in B.Ed. Colleges affiliated to Bangalore University selecting by simple random sampling technique. Job Satisfaction Scale constructed and standardized by Meera Dixit (1993) and Job Involvement Scale by Lodahl and Kejner (1965); adapted for Indian Context by Ejiogu (1986). The Pearson's Product Moment Coefficient of Correlation and 't' test statistical procedures were applied to examine the formulated hypotheses. The correlation result shows significant positive relationship between Job Satisfaction and Job Involvement of Teacher Educators working in B.Ed. Colleges and also from 't' test analysis it was found that there was significant difference in the Job Satisfaction of teachers having different levels of job involvement. From 't' test statistical procedure type of management factor influences on Job Satisfaction of Teacher Educators working in B.Ed. Colleges. The male and female teacher educators were not found any significant difference in their job satisfaction. The aided teacher educators are highly satisfied whereas private unaided teacher educators are least satisfied. The results indicated that job satisfaction is strongly associated with job involvement. The study recommends that college principals must do all in their power to promote job satisfaction and job involvement in their colleges especially for female teachers working in private unaided B.Ed. colleges.

**Index Terms** - Job Satisfaction, Job Involvement, Education, Teacher, Educators, Sex, Type of Management.

## I. INTRODUCTION

Nowadays, there is a general feeling that teachers do not find satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different plans and programs, certain incentives and conditions. Job satisfaction consists of a total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives rise to a feeling of satisfaction, the individual has job satisfaction. Under such circumstances it is essential that proper understanding concerning satisfaction from the job life is obtained.

Job satisfaction is one such attitude which expresses likes and dislikes or other related entire feelings with which the employees view their works. Attitudes are the feelings, beliefs or mental set that affect individual's entire life style. Job satisfaction is a multi dimensional concept that is reflected in various aspects of one's work. Job satisfaction is the mental condition of a person in which one feels that his job meets his economical, familial and social requirements and accords ones feeling of pleasure with job. Job satisfaction improves the performance as well the effectiveness of an individual irrespective his/her nature of work. The friendly, enthusiastic, well adjusted and well satisfied teacher can contribute a lot to their pupils as well as the society and nation.

A person with high level of job involvement tends to be satisfied with their job and highly committed to their career, professions, and employing organizations (Cohen, 1995). Job involvement has been defined as an individual's psychological identification or commitment to his / her job (Kanungo, 1982). It is the extent to which an individual is generally interested in, identifies with, and is pre-occupied with one's work in comparison to other aspects of one's life

Lodahi and Kejnar (1965) defined job involvement as the degree to which a person is identified psychologically with his work or the importance of work in his total self-image. They added that where there is high degree of identification with work, the internalization of value judgments about the goodness or importance of work serves as a psychological surrogate for the goodness of the individual performing the work. Job involvement is a teacher's job related significant behaviour. It shows the degree to which an individual is personally involved with his job. Alemi (2014) studied on job satisfaction among Afghan teacher educators in relation to their personal demographics such as gender. Bordhan (2015) studied job satisfaction of teacher educators in relation to sex at secondary level in Kamrup and Nagaon districts of Assam. Barman and Bhattacharyya (2017) assessed on job satisfaction of teacher educators in different types of B.Ed. Colleges in West Bengal and Khan and Verma (2014) compared the

study of job satisfaction of teacher educators of private B.Ed. colleges affiliated to G.G.S.I.P. University, Delhi. From the studies no studies found relationship between job satisfaction and job involvement of teacher educators. Teachers with high level of job involvement tend to be satisfied with their jobs. The present study will determine if there is a relationship between job satisfaction and job involvement of teacher educators of B.Ed. colleges of Bangalore city and also identify the factors such as sex, type of management and different levels of job involvement on Job Satisfaction of teacher educators of B.Ed. Colleges.

## II. SIGNIFICANCE OF THE STUDY

Quality of a teacher 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/she 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 highly committed to their organization. A teacher's 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 moulding behaviour in any organisation. Since teacher educators are the backbone for school education, who are the producers of good teachers, if they are well qualified and satisfied with their jobs, they will surely produce good teachers and these well trained teachers will definitely produce good results which is the main reason for qualitative improvement in school education. So the researcher found it useful to study the job satisfaction of teacher educators in relation to their job involvement.

## III. STATEMENT OF THE PROBLEM

**“Relationship between Job Involvement and Job Satisfaction of Teacher Educators of B.Ed. Colleges in Bengaluru City”**

## IV. OBJECTIVES OF THE STUDY

1. To find out the relationship between Job Satisfaction and Job Involvement of teacher educators of B.Ed. colleges.
2. To find out whether differences in the Job Satisfaction of teacher educators of B.Ed. colleges would account for significant differences in their different levels of job involvement.
3. To find out whether differences in the background variables (sex and type of management) would account for significant differences in the Job Satisfaction of teacher educators of B.Ed. Colleges.

## V. HYPOTHESES OF THE STUDY

The following null hypotheses have been formulated for empirical validation.

1. There is no significant relationship between Job Satisfaction and Job Involvement of teacher educators of B.Ed. colleges.
2. There is no significant difference in the Job Satisfaction of teacher educators of B.Ed. colleges having different levels (low, moderate and high) of job involvement.
3. There is no significant difference in the Job Satisfaction of male and female teacher educators of B.Ed. colleges.
4. There is no significant difference in the Job Satisfaction of teacher educators working in private aided and private unaided B.Ed. colleges.

## VI. METHODOLOGY

**6.1 Research Design:** The present research is a descriptive survey method

**6.2 Operational Definitions:** The following terms have been used in the study.

1. **Job Satisfaction :** Job satisfaction is a set of favourable or unfavourable feeling of teachers which they feel about their work. In the present study, job satisfaction in terms of Intrinsic aspect of the job; Salary, promotional avenues and service conditions; Physical facilities; Institutional plans and policies; Satisfaction with authorities; Satisfaction with social status and family welfare; Rapport with students; and Relationship with co-workers by using Job Satisfaction Scale (Dixit, 2011).
2. **Job Involvement:** Job Involvement is the degree to which an employee is engaged in and enthusiastic about performing their work. According to Lodhi and Kenjer (1985) “Job Involvement is the degree to which a person is identified psychologically with his work or importance of work in the total self image”. In the present study, job involvement related to measure response to work, measure expression of being job involved; evaluate the sense of duty towards work and assess absenteeism and feelings of guilt about unfinished work.
3. **Teacher Educator:** The teacher educator is the teacher who teach B.Ed. course.

**6.3 Variables of the Study:** The following variables were treated for the study:

**I. Dependent variable:** Job Satisfaction

**II. Independent variable:** Job Involvement

### III. Background Variables: Sex and Type of Management.

**6.4 Sample of the Study:** A simple random sampling technique was used to select the sample. The sample comprised 100 teacher educators working in B.Ed. colleges affiliated to Bangalore University. The sample included 32 male and 68 female teacher educators of B.Ed. colleges.

**6.5 Tools of Research:** The following tools were utilized for data collection.

**1. Job Satisfaction Scale:** The JSC developed by Meera Dixit was used in the present study to measure Job Satisfaction of teacher educators of B.Ed. Colleges. The scale consists of 52 items distributed over the eight dimensions such as intrinsic aspect, salary, service conditions & promotions; physical facilities, institutional plans & policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. The test –retest reliability of the scale was 0.85.

**2. Job Involvement Scale:** Job Involvement scale developed by Lodahl & Kejner (1965) adapted for Indian context by Ejiogu (1986). This scale consisting of 20 items that encompass specific factors related to job involvement that is to measure work, being job involved, sense of duty towards work and absenteeism & feelings of guilt about unfinished work. All the items are accompanied by four categories of responses (i.e. strongly agree, agree, disagree, strongly disagree). The subject is to rate each of these items of these four point scale. These responses are weighted 1,2,3,4 respectively in case of positive items, and exactly the opposite for negative items. The reliability of coefficient was found to be 0.75.

**6.6 Statistical Techniques used to Analyze the Data:** The Pearson's Product Moment Coefficient of Correlation was computed to find out the relationship between Job Satisfaction (Dependent variable) and Job Involvement (Independent variable) and independent 't' test was used to find out whether the differences in sex, type of college management and different levels of job involvement would account for significant differences in the Job Satisfaction of teacher educators of B.Ed. colleges.

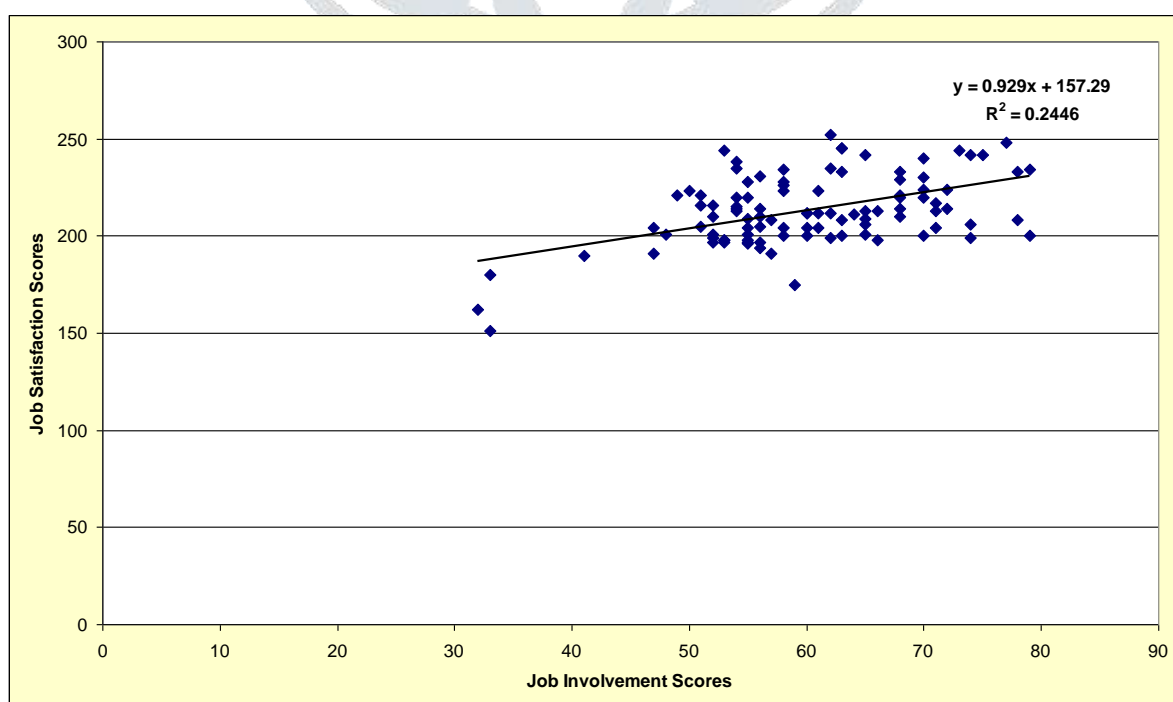
## VII. ANALYSIS AND INTERPRETATION OF DATA

The data was analyzed by computing coefficient of correlation in the following table along with graphical presentation.

**Table-1:** Table shows Karl Pearson's Product Moment Coefficient of Correlation and its significance between Job Satisfaction and Job Involvement of Teacher Educators of B.Ed. Colleges (N=100 and df=98).

Variables	Obtained 'r' value	Sig. (P Value)	Table Value	Level of Sig.
Job Satisfaction and Job Involvement	0.495	0.000	0.195 (0.05) 0.254 (0.01)	Significant at 0.01 level

The above table-1 shows that the obtained 'r' value 0.495 is greater than the table value 0.254 at 0.01 level of confidence, therefore the stated null hypothesis is rejected and an alternate hypothesis has been formulated that "there is a significant positive relationship between Job Satisfaction and Job Involvement of Teacher Educators of B.Ed. colleges." The correlation between Job Satisfaction and Job Involvement of Teacher Educators is graphically presented with scatter diagram with  $R^2$  in Fig.1.



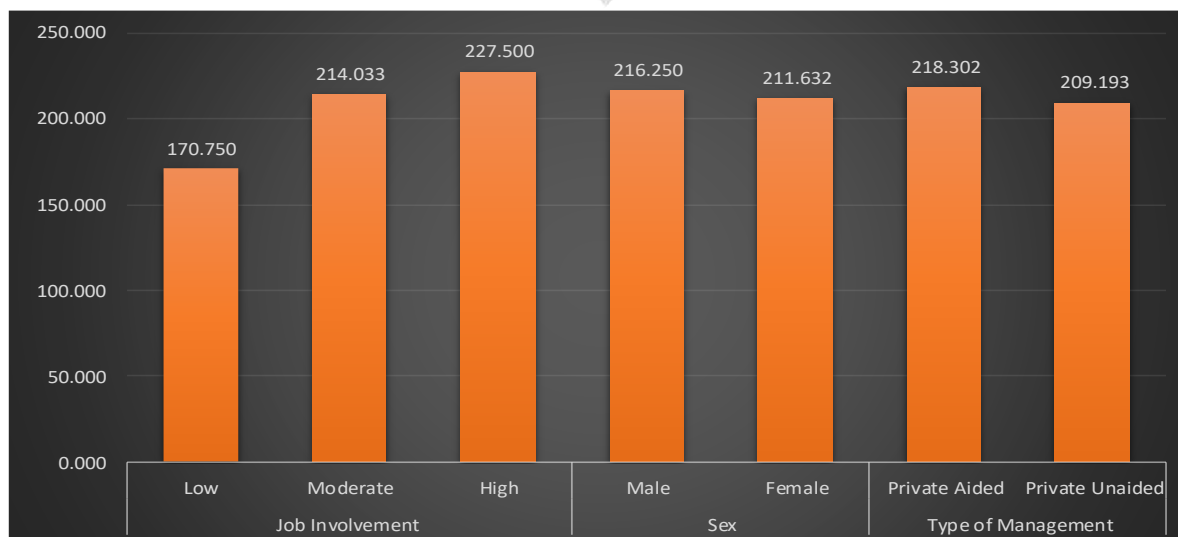
**Fig.1:** Scatter diagram shows correlation of Job Satisfaction and Job Involvement of teacher educators of B.Ed. Colleges.

**Table-2:** Table shows the Number, Mean, Standard Deviation, ‘t’ value and its level of significance of the Job Satisfaction scores of B.Ed. teacher educators due to variations in the sex, type of college management and different levels of job involvement.

Variable and Groups		N	Mean	Standard Deviation	Obtained ‘t’ value	Sig.	Table Value	Sig. Level
Job Involvement	Low	4	170.750	17.538	4.85	0.014	1.99 (0.05)	Sig. at 0.01 level
	Moderate	90	214.033	15.270			2.63 (0.01)	
	Moderate	90	214.033	15.270	1.68	0.148	1.99 (0.05)	Not Significant
	High	6	227.500	19.180			2.63 (0.01)	
	Low	4	170.750	17.538	4.83	0.002	2.31 (0.05)	Sig. at 0.01 level
	High	6	227.500	19.180			3.36 (0.01)	
Sex	Male	32	216.250	21.755	1.07	0.288	1.98 (0.05)	Not Significant
	Female	68	211.632	15.871			2.63 (0.01)	
Type of Management	Private Aided	43	218.302	21.114	2.44	0.017	1.98 (0.05)	Sig. at 0.05 level
	Private Unaided	57	209.193	14.176			2.63 (0.01)	

From the above table-2, it can be inferred that

- the obtained ‘t’ value 4.85 is greater than the table value 2.63 at 0.01 level of significance. Hence, it was found significant at 0.01 level of confidence and the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges having low and moderate levels of job involvement.” The results concludes that teachers working with moderate level of job involvement (M=214.033) had higher levels of Job Satisfaction when compared with teachers working with low level of job involvement (M=170.750).
- the obtained ‘t’ value 1.68 is less than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted that “there is no significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges having moderate and high levels of job involvement.”
- the obtained ‘t’ value 4.83 is greater than the table value 3.36 at 0.01 level of significance. Hence, it was found significant at 0.01 level of confidence and the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges having low and high levels of job involvement.” The results concludes that teachers working with high level of job involvement (M=227.500) had higher levels of Job Satisfaction when compared with teachers working with low level of job involvement (M=170.750).
- the obtained ‘t’ value 1.07 is less than the table value 1.98 at 0.05 level of significance. Hence, the null hypothesis is accepted that “there is no significant difference in the Job Satisfaction of male and female teacher educators of B.Ed. Colleges”
- the obtained ‘t’ value 2.44 is greater than the table value 1.98 at 0.05 level of significance. Hence, it was found significant at 0.05 level of confidence and the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges working in private aided and private unaided B.Ed. Colleges.” The results concludes that teachers working in private aided colleges (M=218.302) had higher levels of Job Satisfaction when compared with teachers working in unaided colleges (M=209.193).





**Fig.2:** Bar graph shows comparison of mean Job Satisfaction scores of teacher educators of B.Ed. Colleges with regard to job involvement levels, sex and type of management.

### VIII. MAJOR FINDINGS

The following are the major findings of the study

1. There is a significant positive relationship between Job Satisfaction and Job Involvement of teacher educators of B.Ed. Colleges ( $r=0.495$ ;  $P<0.01$ ).
2. There is a significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges having low and moderate levels of job involvement ( $t=4.85$ ;  $P<0.01$ ).
3. There is no significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges having moderate and high levels of job involvement ( $t=1.68$ ;  $P>0.05$ ).
4. There is a significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges having low and high levels of job involvement ( $t=4.83$ ;  $P<0.01$ ).
5. There is no significant difference in the Job Satisfaction of secondary school male and female teacher educators ( $t=1.07$ ;  $P>0.05$ ).
6. There is a significant difference in the Job Satisfaction of teacher educators of B.Ed. Colleges working in private aided and private unaided colleges ( $t=2.44$ ;  $P<0.05$ ).

### IX. CONCLUSION

The correlation result shows significant positive relationship between Job Satisfaction and Job Involvement of Teacher Educators working in B.Ed. Colleges and also from 't' test analysis it is found that there is significant difference in the Job Satisfaction of teachers having different levels of job involvement. The results concludes that teachers working with high level of job involvement have higher levels of Job Satisfaction when compared with teachers working with moderate and low levels of job involvement. From 't' test statistical procedure type of management factor influences on Job Satisfaction of Teacher Educators working in B.Ed. Colleges. The male and female teacher educators are not found any significant difference in their job satisfaction. The aided teacher educators are highly satisfied whereas private unaided teacher educators are least satisfied. The results indicated that job satisfaction is strongly associated with job involvement. The study recommends that college principals must do all in their power to promote job satisfaction and job involvement in their colleges especially for female teachers working in private unaided B.Ed. colleges.

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