

# A Study of Job Satisfaction of Primary School Teachers of Belgaum in Relation to Certain Psychological and Demographical Variables

**Dr. Kanakappa Pujar**

Assistant Professor, School of Education,

Rani Channamma University,

Vidyasangama, Belagavi-591156, Karnataka, India.

## Abstract

A dissatisfied primary school teachers become a nuclear of problems in the whole system of education, unless the primary school teachers are helped to derive Satisfaction in their job s, the work they do will not be effective both from the point of view of their own personal growth and professional contribution in terms of future preparation a vital phenomenon for primary school as it is for any other organization. Therefore it becomes very much necessary to study the level of job satisfaction among primary school teachers in relation to their Personality factors and other personal demographic variables.

Key Words: Job Satisfaction, Locus of Control, Demographic Variables.

## Introduction

Job satisfaction is a must on the part of every profession, especially among the teaching profession. As generally known that, “Teachers are branded as builders of nation, whereas teacher educators, who educate these teachers have much more importance for their role to play.” The teachers are to be trained by the teacher educators is very much important. The teachers who teach at pre-primary, primary school teachers are satisfied in their job, they cannot teach effectively and will not be able to give proper training to the individuals, who are to be prepared professionally for teaching profession.

Satisfaction refers to the way one feels about events, people and things. According to latest definition of job satisfaction, “Job satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general”. It means job satisfaction has many inter-related factors viz. working conditions, job security, group structure, compensation, and supervision etc. It is also a function of an individual’s level of aspiration. From this it follows that a worker with a high level of aspiration is likely to be less happy whereas another with a moderate level of aspiration can derive more happiness from the same job and that dissatisfaction increases the gap between aspiration and its attainment increases.

Satisfaction may be seen to be contingent upon the individuals idiosyncratic internal structure, the specific set of job tasks in the work place; the managerial processes that direct the activities; the organisational policies regarding rewards and so on, including all combinations of the above.

## Meaning and Definitions of the Variables

### Job Satisfaction

Job satisfaction refers to the way one feels about events, people and things. It describes the feelings and the emotional aspects of experience, as distinguished from intellectual and rational aspects, though the two aspects can never be completely separated. Job satisfaction is the result of various (specific) attitudes the person holds towards his job, towards related factors, and towards life in general.

According to Hoppock (1935) “Job satisfaction constitutes a combination of many psychological, physiological and environmental circumstances.”

Singhal (1973) defines job satisfaction as the “zest” an employee displays in his harmonious relationships on the jobs as a result of his adjustments on three dimensions; namely; personal, social and work.

### Job Involvement

Closely related to job satisfaction is job involvement-the intensity of a person’s psychological identification with the job. Usually, the higher one’s identification or involvement with a job, the greater is the job satisfaction. Job involvement depends on personal characteristics and on the nature of the job tasks.

### Locus of Control

Locus of control is an expectancy variable that describes the perception of personal control. It is an important personality component which gives an indication of the degree to which is an individual perceives reinforcement emerging from his own efforts versus the degree to which he believes them to be controlled outside him. The belief that rewards the individual’s efforts is termed as internal control; while the belief that rewards are governed by forces outside himself (luck, chance, faith) is termed as external control.

## Need and Importance of the Study

Teaching profession as such has an important noble place in the society. Teachers who are involved in the teaching profession are rather different from the people who are involved in other profession. Wholehearted participation of the teachers in the education process and organisation is primary necessity for the success of educational system. Teachers would extend their maximum, ultimate potentiality to serve their profession if they are satisfied with their jobs.

In a rapidly developing society the importance of job satisfaction need not be over-emphasized. It is important to employees, employers and to community at large. Various investigations show that when a man is satisfied with his work the employer profits and the nation prosperous.

**Objectives of the Study** The present study is undertaken with the following objectives:

1. To determine the influence of Job Involvement and Locus of Control on Job Satisfaction of Primary school teachers
2. To find out the effect of sex on the level of Job Satisfaction of primary school teachers.
3. To find out the effect of location on the level of Job Satisfaction of primary school teachers.

## Limitations of the Study

- i. The present study is limited to Belgaum taluk of Karnataka State.
- ii. The study is restricted to teachers of Government, Aided and Unaided Primary schools of Belgaum taluk.

## Related Literature for the Study

Anjaneyalu (1968) studied the job satisfaction of the secondary school teachers and its impact on the education of pupils with special reference to the state of Andhra Pradesh. The study sought to find out the reasons for the dissatisfaction in teachers working under different conditions and to suggest ways and means to correct the existing situation, so as to make the teachers dedicated, enthusiastic and contented.

Jawa (1971) studied on Anxiety and Job Satisfaction. The objectives of the study were:

1. To examine the relation between anxiety and Job Satisfaction
2. It is hypothesized that high anxious individuals will have less Job Satisfaction as compared to low and average anxious individuals.

The findings of the study were:

1. There was an inverse relationship between anxiety and Job Satisfaction
2. High anxious group was less satisfied with the job than the low and moderate anxious group, but the moderate anxious group was less satisfied than low anxiety group.

Kahtoon (1980) hypothesised on Job Satisfaction of Secondary School Teachers in Relation to the Personal Variables; Sex, Experience, Professional Training, Salary. Findings of the study were: The majority of the teachers were found liking their job. Female teachers had a greater degree of Job Satisfaction than the male teachers. Fresher and also teachers drawing low salary were more satisfied than that more experienced teachers drawing higher salaries.

## Design of the Study:

The study has attempted to:

- examine the relationship between the independent variables viz. Job Involvement, Locus of Control and dependent variables viz. Job Satisfaction
- assess the influence of the independent variables on the dependent variables
- determine the interaction effects of the independent variables on the dependent variables

## Variables Used for the Study:

**Dependent Variables:** Job Satisfaction' was considered as dependent variable.

### Independent Variables:

Psychological Variables: 1. Job Involvement 2. Locus of control

Demographical Variables: 1. Gender (Male and Female) 2. Locality (Urban and rural)

## Operational Definitions of the Terms Used:

**Job Satisfaction:** According to Pramod Kumar and Mutha (1975) “Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes are related with specific factors such as wages, conditions of work, advancement opportunities, prompt settlement of grievances, fair treatment by employers and other fringe benefits”.

Job satisfaction may be defined as an attitude, which a result from balancing and summation of many specific likes and dislikes experienced in connection with the job.

**Job Involvement:** It is the extent to which an individual’s self-esteem is affected by his performance at work (Lodhal and Kejner, 1965). It is the degree of which an individual identifies psychologically with his persons work holds a very important position in his life and is very much personally affected by the whole job situation.

**Locus of Control:** After the publication of Rotter’s (1966) article dealing with the Locus of Control concept, there has been interest in examining the relationship between locus and performance. The dynamic and reciprocal relationship is such that Locus of Control orientation influences performance was reported by Anderson (1976). It is reported by Korman (1975) that the Locus of Control has impact on Job Satisfaction also.

## Hypotheses:

1. Male and Female teachers of primary schools do not differ significantly with respect to their job involvement.
2. Male and Female teachers of primary schools do not differ significantly with respect to locus of control and its dimensions i.e. Powerful others, Chance control, Individual difference
3. Male and Female teachers of primary schools do not differ significantly with respect to job satisfaction and its dimensions i.e. Satisfaction with work, Satisfaction with salary, security and promotion policies, Satisfaction with institutional plans and policies, Satisfaction with authority including management
4. Urban and Rural school teachers of primary schools do not differ significantly with respect to their job involvement.
5. Urban and Rural school teachers of primary schools do not differ significantly with respect to locus of control and its dimensions i.e. Powerful others, Chance control, Individual difference
6. Urban and Rural school teachers of primary schools do not differ significantly with respect to job satisfaction and its dimensions i.e. Satisfaction with work Satisfaction with salary, security and promotion policies, Satisfaction with institutional plans and policies, Satisfaction with authority including management
7. Teachers of primary schools with high and low job involvement do not differ significantly with respect to locus of control and its dimensions i.e. Powerful others, Chance control, Individual difference

8. Teachers of primary schools with high and low job involvement do not differ significantly with respect to job satisfaction and its dimensions i.e. Satisfaction with work, Satisfaction with salary, security and promotion policies, Satisfaction with institutional plans and policies, Satisfaction with authority including management
9. Teachers of primary schools with internal and external locus of control do not differ significantly with respect to job satisfaction and its dimensions i.e. Satisfaction with work, Satisfaction with salary, security and promotion policies, Satisfaction with institutional plans and policies, Satisfaction with authority including management

### **Population and Sample**

The population of the present study consisted of all the teachers those who have been working in Primary schools. The total sample selected for the study comprises of 250 Primary school teachers (125 male and 125 female teachers) from different Primary schools of Belgaum taluk. The researcher has used stratified random sampling technique to select schools for the study and these schools consisted of different types of management namely 63 Government, 125 Aided and 62 Unaided, Primary schools. Simple random method of sampling was adopted to collect the data.

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

The researcher has used the following tools for collection of relevant and required data for the study,

1. Job Satisfaction Inventory developed by Pramod Kumar and Mutha (1975)
2. Job Involvement Inventory constructed by Lodahl and Kejner (1965) revalidated by Kulsum (1985)
3. Levenson's Locus of Control Scale developed by Hall and his associates (1980) revalidated by the researcher to measure Locus of Control of teachers

### **Analysis of Data**

Statistical tools and multiple classified Analysis of Variable (ANOVA) with unequal ns' were used to compare groups among independent variables and also to determine the interaction effects of all the independent variable on the dependent variable.

### **Descriptive Statistics**

In this section mean and standard values of Job Satisfaction were calculated according to independent variables namely Gender (Male and female), Location (Rural, Urban), Job involvement (High and Low) and Locus of control (Internal and external) on Job Satisfaction and its dimensions (i.e. Satisfaction with work, Satisfaction with salary, security and promotion policies, Satisfaction with institutional plans and policies and Satisfaction with authority including management) of primary school teachers and presented in the following section respectively.

**Table 1 Mean and SD values of Job involvement of primary school teachers by Gender**

Summary	Gender		
	Male	Female	Total
Means	77.7533	83.0267	80.3900
Std.Dev.	10.0988	13.5468	12.2167

From the above table it can be observed that the Mean and SD values of Job involvement of primary school teachers by Gender. The total mean job involvement of primary school teachers is  $80.3900 \pm 12.2167$  in which, the female teachers have higher job involvement ( $83.0267 \pm 13.5468$ ) than the male primary school teachers ( $77.7533 \pm 10.0988$ ) of primary schools.

**Table 2: Mean and SD values of Locus of Control and its dimensions of primary school teachers by Gender**

Variable	Summary	Gender		
		Male	Female	Total
Locus of Control	Means	83.5067	84.8933	84.2000
	Std.Dev.	31.4906	8.2235	22.9860
Dimensions				
Powerful others,	Means	27.6267	28.1800	27.9033
	Std.Dev.	6.0040	4.6184	5.3544
Chance control,	Means	28.6867	28.2733	28.4800
	Std.Dev.	10.8826	5.0579	8.4740
Individual difference	Means	27.1933	28.4400	27.8167
	Std.Dev.	28.4347	5.1442	20.4081

From the above table it can be observed that the Mean and SD values of Locus of control of primary school teachers by Gender. The total mean locus of control of primary school teachers is  $84.2000 \pm 22.9860$  in which, the female teachers have higher locus of control ( $84.8933 \pm 8.2235$ ) than the male primary school teachers ( $83.5067 \pm 31.4906$ ) of primary schools.

**Table 3: Mean and SD values of Job Satisfaction and its dimensions of primary school teachers by Gender**

Variable	Summary	Gender		
		Male	Female	Total
Job Satisfaction	Means	20.1733	19.5067	19.8400
	Std.Dev.	2.6464	3.1276	2.9114
Dimensions				
Satisfaction with work	Means	3.5867	3.6067	3.5967
	Std.Dev.	0.9426	1.2526	1.1067
Satisfaction with salary, security and promotion policies	Means	5.0800	4.8200	4.9500
	Std.Dev.	1.1731	1.4002	1.2961
Satisfaction with institutional plans and policies	Means	6.4867	6.3200	6.4033
	Std.Dev.	1.7522	1.8476	1.7995
Satisfaction with authority including management	Means	5.0200	4.7600	4.8900
	Std.Dev.	1.2503	1.2937	1.2767

From the above table it can be observed that the Mean and SD values of Job Satisfaction of primary school teachers by Gender. The total mean Job Satisfaction of primary school teachers is  $19.8400 \pm 2.9114$  in which, the male primary school teachers have higher Job Satisfaction ( $20.1733 \pm 2.6464$ ) than the female teachers ( $19.5067 \pm 3.1276$ ) of primary schools.

**Table 4: Mean and SD values of Job involvement of primary school teachers by Location**

Summary	Location		
	Urban	Rural	Total
Means	78.3400	82.4400	80.3900
Std.Dev.	11.1673	12.8968	12.2167

From the above table it can be observed that the Mean and SD values of Job involvement of primary school teachers by Location. The total mean Job involvement of primary school teachers is  $80.3900 \pm 12.2167$  in which, the rural primary school teachers have higher Job involvement ( $82.4400 \pm 12.8968$ ) than the urban primary school teachers ( $78.3400 \pm 11.1673$ ) of primary schools.

**Table 5: Mean and SD values of Locus of Control and its dimensions of schools of primary school teachers by Location**

Variable	Summary	Location		
		Urban	Rural	Total
Locus of Control	Means	84.6267	83.7733	84.2000
	Std.Dev.	27.8041	16.9358	22.9860
Dimensions				
Powerful others,	Means	28.2400	27.5667	27.9033
	Std.Dev.	5.1809	5.5192	5.3544
Chance control,	Means	28.8867	28.0733	28.4800
	Std.Dev.	10.7151	5.3809	8.4740
Individual difference	Means	27.5000	28.1333	27.8167
	Std.Dev.	24.9259	14.6382	20.4081

From the above table it can be observed that the Mean and SD values of Locus of control of primary school teachers by Location. The total mean locus of control of primary school teachers is  $84.2000 \pm 22.9860$  in which, the urban primary school teachers have higher locus of control ( $84.6267 \pm 27.8041$ ) than the rural primary school teachers ( $83.7733 \pm 16.9358$ ) of primary schools.

**Table 6: Mean and SD values of Job Satisfaction and its dimensions of primary school teachers by Location**

Variable	Summary	Location		
		Urban	Rural	Total
Job Satisfaction	Means	19.7800	19.9000	19.8400
	Std.Dev.	2.8565	2.9736	2.9114
Dimensions				
Satisfaction with work	Means	3.5667	3.6267	3.5967
	Std.Dev.	1.0128	1.1959	1.1067
Satisfaction with salary, security and promotion policies	Means	4.9333	4.9667	4.9500
	Std.Dev.	1.2988	1.2975	1.2961
Satisfaction with institutional plans and policies	Means	6.4400	6.3667	6.4033
	Std.Dev.	1.7164	1.8839	1.7995
Satisfaction with authority including management	Means	4.8400	4.9400	4.8900
	Std.Dev.	1.2156	1.3373	1.2767



From the above table it can be observed that the Mean and SD values of Job Satisfaction of primary school teachers by Location. The total mean Job Satisfaction of primary school teachers is  $19.8450 \pm 3.3476$  in which, the urban primary school teachers have higher Job Satisfaction ( $20.5167 \pm 2.9105$ ) than the rural primary school teachers ( $19.1733 \pm 3.6157$ ) of primary schools.

**Table 7: Mean and SD values of Locus of Control and its dimensions of primary school teachers by Job involvement (High and Low)**

Variable	Summary	Job involvement		
		High	Low	Total
Locus of Control	Means	84.9296	83.5443	84.2000
	Std.Dev.	13.6754	28.9371	22.9860
Dimensions				
Powerful others,	Means	28.3239	27.5253	27.9033
	Std.Dev.	5.2963	5.3949	5.3544
Chance control,	Means	29.1408	27.8861	28.4800
	Std.Dev.	10.9930	5.2419	8.4740
Individual difference	Means	27.4648	28.1329	27.8167
	Std.Dev.	5.8208	27.6143	20.4081

From the above table it can be observed that the Mean and SD values of Locus of Control and its dimensions of primary school teachers by Job involvement (High and Low). The total mean locus of control of primary school teachers is  $84.2000 \pm 22.9860$  in which, the primary school teachers with high job involvement have higher locus of control ( $84.9296 \pm 13.6754$ ) than the primary school teachers with low job involvement ( $83.5443 \pm 28.9371$ ) of primary schools.

**Table 8: Mean and SD values of Job Satisfaction and its dimensions of primary school teachers by Job involvement (High and Low)**

Variable	Summary	Job involvement		
		High	Low	Total
Job satisfaction	Means	19.9859	19.7089	19.8400
	Std.Dev.	3.0712	2.7630	2.9114
Dimensions				
Satisfaction with work	Means	3.6620	3.5380	3.5967
	Std.Dev.	1.1601	1.0566	1.1067
Satisfaction with salary, security and promotion policies	Means	4.8873	5.0063	4.9500
	Std.Dev.	1.3740	1.2234	1.2961

Satisfaction with institutional plans and policies	Means	6.4437	6.3671	6.4033
	Std.Dev.	1.8813	1.7278	1.7995
Satisfaction with authority including management	Means	4.9930	4.7975	4.8900
	Std.Dev.	1.2855	1.2657	1.2767

From the above table it can be observed that the Mean and SD values of Job Satisfaction and its dimensions of primary school teachers by Job involvement (High and Low). The total mean Job Satisfaction of primary school teachers is  $19.8450 \pm 3.3476$  in which, the primary school teachers with high job involvement have higher Job Satisfaction ( $20.0156 \pm 3.1667$ ) than the primary school teachers with low job involvement ( $19.6500 \pm 3.5387$ ) of primary schools.

**Table 9: Mean and SD values of Job Satisfaction and its dimensions of primary school teachers by Locus of control (Internal and external)**

Variable	Summary	Locus of control		
		High	Low	Total
Job satisfaction	Means	20.1835	19.4577	19.8400
	Std.Dev.	2.7504	3.0449	2.9114
Dimensions				
Satisfaction with work	Means	3.5696	3.6268	3.5967
	Std.Dev.	1.0610	1.1584	1.1067
Satisfaction with salary, security and promotion policies	Means	5.1456	4.7324	4.9500
	Std.Dev.	1.2199	1.3470	1.2961
Satisfaction with institutional plans and policies	Means	6.6329	6.1479	6.4033
	Std.Dev.	1.7425	1.8333	1.7995
Satisfaction with authority including management	Means	4.8354	4.9507	4.8900
	Std.Dev.	1.2911	1.2623	1.2767

From the above table it can be observed that the Mean and SD values of Job Satisfaction and its dimensions of primary school teachers by Locus of control (Internal and external). The total mean Job Satisfaction of primary school teachers is  $19.8400 \pm 2.9114$  in which, the primary school teachers with Internal Locus of control have higher Job Satisfaction ( $20.1835 \pm 2.7504$ ) than the primary school teachers with external Locus of control ( $19.4577 \pm 3.0449$ ) of primary schools.

### Findings of Descriptive Statistics

- The female teachers have higher Job involvement than the male Primary school teachers of Primary schools.
- The female teachers have higher Locus of control than the male Primary school teachers of Primary schools.

- The male Primary school teachers have higher job satisfaction than the female teachers of Primary schools.
- The rural school teachers have higher Job involvement than the urban school teachers of Primary schools.
- The urban school teachers have higher Locus of control than the rural school teachers of Primary schools.
- The urban school teachers have higher job satisfaction than the rural school teachers of Primary schools.
- The school teachers with high Job involvement have higher Locus of control than the school teachers with low job involvement.
- The school teachers with high Job involvement have higher job satisfaction than the school teachers with low job involvement.
- The school teachers with Internal Locus of control have higher job satisfaction than the school teachers with external Locus of control.

### **Discussion and Conclusion**

The present study showed that there is a positive relationship between Job Satisfaction, Job involvement and Locus of Control. Teachers are satisfied under a better Job involvement and Locus of control also reflecting their performance. Hence the investigator suggests the following implications on the light of the research findings.

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. Teachers identified of having an internal Locus of control believed that job performance and such-related rewards as pay and promotion are under their personal control-dependent on their own behaviours, abilities and efforts. Teachers with an external Locus of control believe that life events in and out of the work place are beyond their control dependent on such outside forces as luck, chance or whether the head likes them. The present study creates awareness of the end to pay attention towards Locus of Control, which contributes towards Job Satisfaction.

### **Educational Implications**

Teachers need to be regarded as the inevitable and integral part of the institution and should be given opportunities for participation in the management, and also in policy decisions. 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 school and also keep good relations with teachers.

The study shows that better the Locus of Control, higher is the Job Satisfaction of teachers. Hence one might expect such factors to be important for higher educated group such as teachers. The administrators should pay attention to job context factors. It is necessary to create the conditions which will enable teachers

use their minds, have the opportunity to accomplish something and to do work they consider useful and creative as well as to have satisfying human relationships in their work.

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