



# Relationship Between Job Satisfaction and Job Involvement of Pre University College Teachers in Bangalore North District

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**Abstract:** The aim of this research is to examine the relationship between Job Satisfaction and Job Involvement of pre-university college teachers at Bangalore North District and also examine the differences in the Job Satisfaction of pre university college teachers with regard to gender, type of college and job involvement levels. For this aim and purpose, descriptive survey method was followed by the researcher. A sample of 90 teachers from 9 Pre University College institutions situated at Bengaluru North District, Karnataka were selected by employing stratified random sampling technique. Job Satisfaction Scale (JSS) constructed and standardized by Meera Dixit (1993) and the Job Involvement Scale (JIS) developed by Zaki Akhtar and Udham Singh in 2019 is a self-report questionnaire used for data collection. The collected data was analyzed through correlation and 't' test and 'F' test along with Scheffe's post hoc techniques and the level of significance was fixed at 0.05 level of confidence. From the correlation analysis it was found there was a significant relationship between job satisfaction and job involvement of teachers at pre university college level and also confirmed from F test that there was a significant difference in the Job Satisfaction of teachers having different levels of job involvement. The teachers with higher levels of Job Involvement tend to report higher levels of Job Satisfaction and vice versa. The study suggests that pre-university college teachers can be encouraged to participate in various professional development activities, such as workshops, seminars and conferences. This can help teachers to enhance their skills and knowledge, which can increase their job involvement and job satisfaction. Pre-university college administrators should aim to create a positive work environment that is conducive to teaching and learning. A positive work environment can help to foster a sense of job involvement and job satisfaction among teachers. The type of college where pre-university college teachers are employed does not have a significant impact on their job satisfaction levels. The finding highlights a potential gender disparity in the workplace. The study suggests that there may be differences in the work experience that are impacting job satisfaction. This could be due to differences in workload, salary, opportunities for advancement, or other factors. It is important to investigate these differences further to ensure that female teachers are not being unfairly disadvantaged in their careers.

**Index Terms** - Job Satisfaction, Job Involvement, Pre-University, Teachers, Gender, Type of College

## INTRODUCTION

Teachers play a vital role in pre-university college education and they are responsible for shaping the academic and personal development of students during a critical time in their lives. Job satisfaction and job involvement play a crucial role in the college education sector, particularly for teachers. Teachers who are satisfied with their jobs and feel involved in their work tend to be more productive and committed to their roles. Teachers who are satisfied with their jobs and feel involved in their work tend to be more motivated, engaged, and effective in the classroom. This can result in improved student outcomes, including higher grades, improved attendance, and better overall performance. Therefore there is a research essential to know the relationship between job satisfaction and job involvement of teachers working in pre university college level and this result will help to administrators policymakers by promoting job satisfaction and job involvement among teachers, colleges can create a more positive and effective learning environment for students.

Job satisfaction can be defined as "the positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p.1300). It refers to the degree to which individuals feel content with their jobs and work environment, and is influenced by factors such as work conditions, relationships with coworkers and supervisors, and the work itself (Spector, 1997). Job satisfaction is a subjective and emotional response to a job or work environment that reflects an individual's overall evaluation of their job and work-related experiences (Locke, 1976). It is a multidimensional construct that

encompasses several facets, including pay, work conditions, work relationships, recognition, and opportunities for growth and development (Spector, 1997). For pre-university college teachers in India, job satisfaction is critical as it affects their motivation, productivity, and commitment to their job, which, in turn, can impact their students' academic performance and overall learning experience.

Job involvement is defined as “the degree to which a person identifies psychologically with his or her job and considers his or her perceived performance level important to self-worth” (Kanungo, 1982). It is a measure of the emotional attachment an individual has towards their job and the extent to which they derive personal meaning from it. The impact of job involvement on job satisfaction among pre-university college teachers in India is a topic of significant interest as job satisfaction is critical to promoting teacher effectiveness and improving the quality of education. Job involvement refers to the level of personal engagement and commitment that teachers have towards their job (Kane & Guerra, 2017), while job satisfaction refers to the extent to which teachers are satisfied with their job.

Research has shown that there is a positive relationship between job involvement and job satisfaction among pre-university college teachers in India. A study by Rani and Sharma (2016) found that job involvement significantly predicted job satisfaction among pre-university college teachers in Haryana, India and also found that teachers who reported higher levels of job involvement were more likely to be satisfied with their job, while those who reported lower levels of job involvement were less satisfied. Paul and Singh (2017) found that job involvement had a significant positive impact on job satisfaction among pre-university college teachers in Delhi, India. The study found that teachers who were highly involved in their job were more satisfied with their job, while those who were less involved had lower levels of job satisfaction. Sahu (2018) found that job involvement significantly predicted turnover intention among pre-university college teachers in Odisha, India. The study found that teachers who reported higher levels of job involvement were less likely to consider leaving their job.

Overall, job involvement has a significant impact on job satisfaction among pre-university college teachers in India. Teachers who are more involved in their job are more likely to be satisfied with their job, which, in turn, promotes teacher effectiveness and improves the quality of education. Educational policymakers should, therefore, prioritize strategies that promote job involvement among pre-university college teachers, such as providing opportunities for professional development, recognition, and support.

## **SIGNIFICANCE OF THE STUDY**

The study on the relationship between job satisfaction and job involvement of pre-university college teachers is significant for several reasons. Teacher turnover is a significant problem in many schools and colleges. This study can help identify the factors that contribute to job satisfaction and job involvement among pre-university college teachers, which can help improve teacher retention rates (Chelli & Abdollahi, 2021). According to a study by Kumar and Singh (2020), job satisfaction is a crucial factor in the retention and recruitment of pre-university college teachers in India. The study found that teachers who reported higher levels of job satisfaction were more likely to remain in their current teaching position and less likely to consider leaving the profession. Additionally, a study by Ali and Desai (2018) found that job satisfaction was positively correlated with job performance and job involvement among pre-university college teachers in India. When teachers are satisfied and involved in their jobs, they are more likely to be motivated and committed to their work. This, in turn, can enhance teaching quality and student learning outcomes (Sarwar, Ahsan, & Islam, 2019). The relationship between job satisfaction and job involvement of teachers can have a significant impact on student success. When teachers are satisfied and involved in their jobs, they are more likely to provide a positive learning environment and support student success (Shahzad et al., 2019). The findings of this study can inform policy and practice related to teacher recruitment, retention, and professional development. Hence, the present study conducted to identify the relationship between Job Satisfaction and Job Involvement of pre university college teachers from Bangalore North District in Karnataka.

**RESEARCH TOPIC**

The aim of this research is to examine the relationship between Job Satisfaction and Job Involvement of pre-university college teachers at Bangalore North District and also examine the differences in the Job Satisfaction of pre university college teachers with regard to gender, type of college and job involvement levels. The topic selected for the research is as follows: **“RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB INVOLVEMENT OF PRE UNIVERSITY COLLEGE TEACHERS IN BANGALORE NORTH DISTRICT”**

**OBJECTIVES**

The following are the objectives of the study:

1. To study the relationship between Job Satisfaction and Job Involvement of pre university college teachers.
2. To find out the differences in the Job Satisfaction of pre-university college teachers working with low, moderate and high levels of job involvement.
3. To find out the differences in the Job Satisfaction of pre-university college teachers working in government, private aided and unaided colleges.
4. To study the differences in the Job Satisfaction of pre-university college male and female teachers.

**HYPOTHESES**

The following are the research hypotheses:

1. There is no significant relationship between Job Satisfaction and Job Involvement of pre-university college teachers.
2. There is no significant difference in the Job Satisfaction of pre-university college teachers working with low, moderate and high job involvement levels.
3. There is no significant difference in the Job Satisfaction of pre-university college teachers working in government, private aided and unaided colleges.
4. There is no significant difference in the Job Satisfaction of pre-university college male and female teachers.

**METHODOLOGY**

The aim of this research is to examine the relationship between Job Satisfaction and Job Involvement of pre-university college teachers at Bangalore North District and also examine the differences in the Job Satisfaction of pre university college teachers with regard to gender, job involvement levels and type of college. For this aim and purpose, descriptive survey method was followed by the researcher. A sample of 90 teachers from 9 Pre University College Institutions situated at Bengaluru North District, Karnataka were selected by employing stratified random sampling technique. Job Satisfaction Scale (JSS) constructed and standardized by Meera Dixit (1993) and the Job Involvement Scale (JIS) developed by Zaki Akhtar and Udham Singh in 2019 is a self-report questionnaire used for data collection. The collected data was analyzed through correlation, 't' test and 'F' test along with post hoc analysis (Scheffe's) techniques and the level of significance was fixed at 0.05 level of confidence.

**DATA ANALYSIS**

**Table-1:** Shows correlation results related to Job Involvement and Job Satisfaction of pre-university college teachers.

Variable	N	df	Obtained 'r' Value	Table 'r' Value	Sig. Level
Job Satisfaction (Dependent)	90	88	0.510	0.205	*
Job Involvement (Independent)					

\*Significant at 0.05 level.

The table-1 shows the correlation results for the relationship between Job Involvement (independent variable) and Job Satisfaction (dependent variable) among pre-university college teachers. The data was collected from 90 teachers and the obtained 'r' value is 0.510, which indicates a moderate positive correlation between Job Involvement and Job Satisfaction. The table value for the correlation coefficient at a significance level of 0.05 is 0.205. Since the obtained 'r' value is greater than the table value, the

correlation is considered statistically significant at the 0.05 level. The table confirmed that there is a significant positive relationship between Job Involvement and Job Satisfaction among pre-university college teachers, implying that teachers who are more involved in their jobs tend to be more satisfied with their work.

**Table-2:** One-Way ANOVA results related to Job Satisfaction of Pre University College Teachers working with different levels of job involvement.

Job Involvement Levels	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value
Low	5	133.400	12.581	Between Group	21366.910	2	10683.455	30.54*
Average	78	171.615	19.578	Within Group	30437.090	87	349.852	
High	7	216.714	6.921	Total	51804.000	89		

\*Significant at 0.05 level (Table value 3.11 for df 2 and 87).

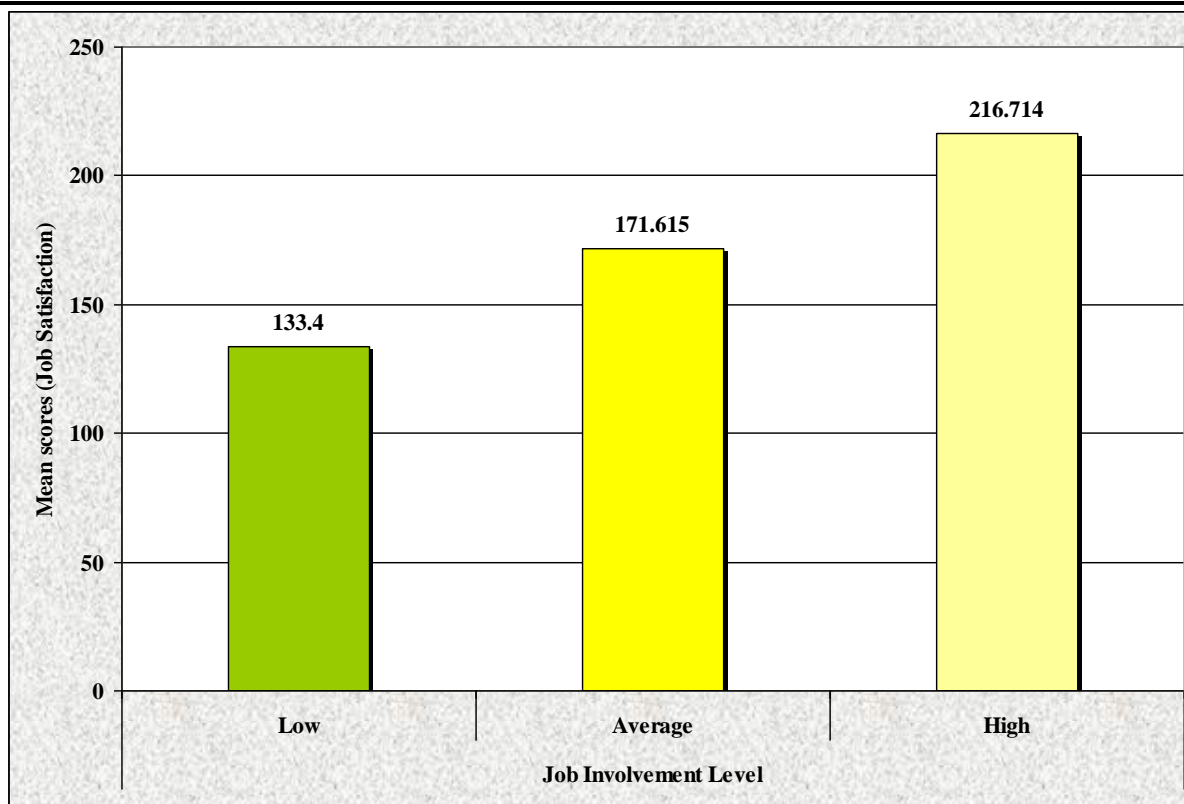
The table-2 presents the results of a one-way ANOVA test to compare the job satisfaction levels of pre-university college teachers with different levels of job involvement. The ANOVA table shows that there is a significant difference in the Job Satisfaction of pre university college teachers working with low, average and high levels of job involvement ( $F=30.54$ ,  $p<.05$ ). Overall, the analysis suggests that job involvement level is associated with job satisfaction among pre-university college teachers. Furthermore, post-hoc tests, such as Scheffe's test, can be conducted to determine which groups differ significantly from each other on job satisfaction scores of teachers.

**Table-2(a):** Scheffe's Post Hoc Analysis on Job Satisfaction of pre university college teachers working with different levels of job involvements.

Job Involvement Level			Mean Difference
Low	Average	High	
133.400	171.615	-	38.215*
-	171.615	216.714	45.099*
133.400	-	216.714	83.314*

\*Significant at 0.05 level

The table-2(a) presents the results of Scheffe's post hoc analysis on job satisfaction of pre-university college teachers who have different levels of job involvement. The results indicate that there was significant difference in mean scores between the low & average, average & high; and low and high job involvement levels as the mean differences 38.215, 45.099 and 83.314 respectively which are greater than the critical difference at 0.05 level of significance. The table suggests that teachers with high job involvement have the highest job satisfaction score, followed by teachers with average job involvement, and then teachers with low job involvement.



**Fig.1:** Comparison of Job Satisfaction of pre university college teachers working with different levels of job involvements.

**Table-3:** One-Way ANOVA results related to Job Satisfaction of pre-university college teachers with respect to type of college.

Type of College	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value
Government	30	168.033	17.040	Between Group	1338.200	2	669.100	1.15 <sup>NS</sup>
Private Aided	30	173.533	25.269	Within Group	50465.800	87	580.067	
Private Unaided	30	177.433	28.483	Total	51804.000	89		

<sup>NS</sup>=Not Significant at 0.05 level (Table value 3.11 for df 2 and 87).

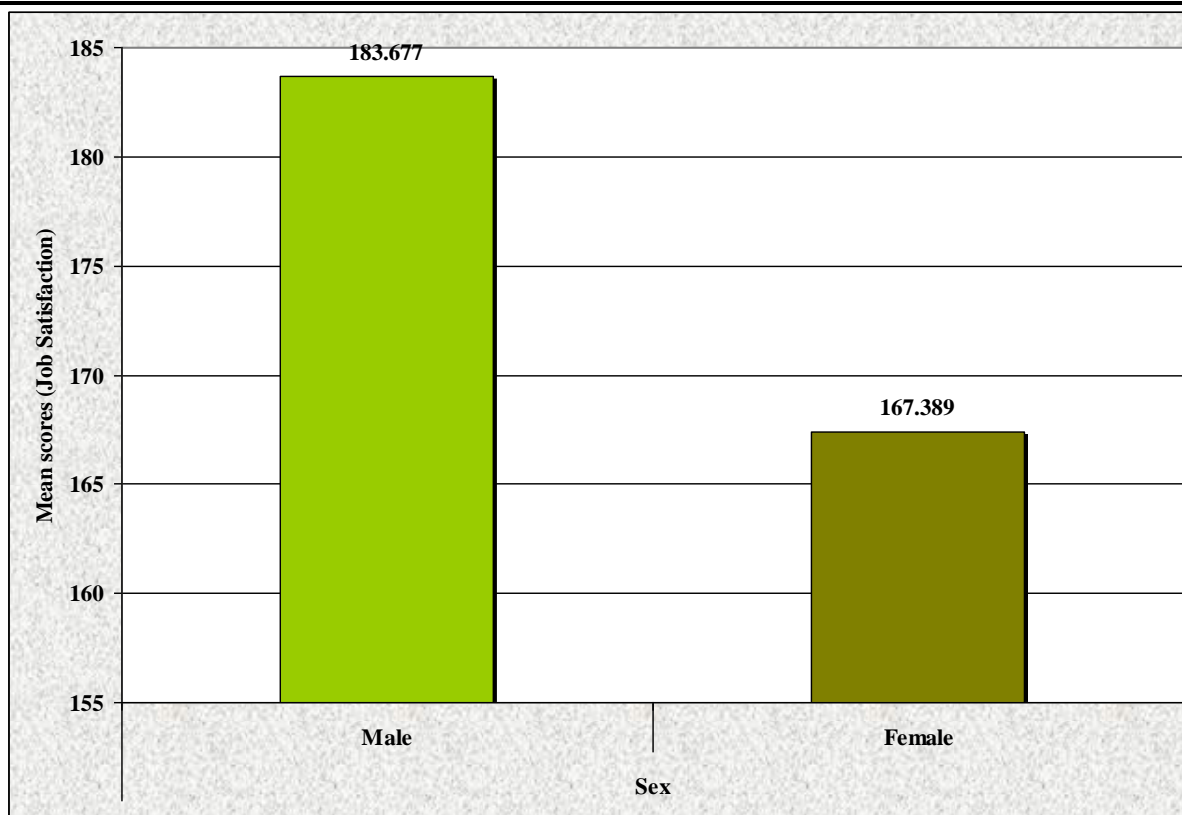
The table-3 presents the results of a one-way ANOVA analysis that examines the relationship between the type of college and job satisfaction of pre-university college teachers. The three types of colleges considered are Government, Private Aided, and Private Unaided. The ANOVA results indicate that there is no significant difference in the job satisfaction scores for government, private aided and private unaided institutions ( $F(2, 87) = 1.15, p > 0.05$ ). Since the obtained 'F' value is less than the table value, the 'F' is considered statistically not significant.

**Table-4:** Independent 't' test results related to Job Satisfaction scores of pre-university college male and female teachers.

Gender	Sample	Mean	Std. Deviation	Obtained 't' Value	Sig. level
Male	31	183.677	26.077	2.99	*
Female	59	167.389	21.177		

\* Significant at 0.05 level (N=90; df=88, 0.05=1.99)

The table-4 presents the results of an independent samples t-test that examines the difference in job satisfaction scores between male and female pre-university college teachers. The t-test results indicate that there is a significant difference in job satisfaction scores between male and female pre-university college teachers ( $t(88) = 2.99, p < 0.05$ ). The 't' value of 2.99 indicates that the mean job satisfaction score for male teachers is significantly higher than that of female teachers. The table suggests that male pre-university college teachers have higher job satisfaction scores than female teachers.



**Fig.2:** Comparison of Job Satisfaction of pre university college male and female teachers.

## MAJOR FINDINGS

1. There was a significant positive correlation ( $r=0.510$ ,  $p<0.05$ ) between Job Involvement and Job Satisfaction among pre-university college teachers. Job Involvement and Job Satisfaction are positively related among pre-university college teachers.
2. There was a significant difference in Job Satisfaction levels among teachers with different levels of Job Involvement ( $F=30.54$ ,  $p<0.05$ ). The mean Job Satisfaction score is highest among teachers with High Job Involvement ( $M=216.714$ ), followed by those with Average Job Involvement ( $M=171.615$ ), and the lowest among those with Low Job Involvement ( $M=133.400$ ). The analysis also revealed that teachers with higher levels of job involvement tend to report higher levels of job satisfaction.
3. The type of college where pre-university college teachers are employed does not have a significant impact on their job satisfaction levels.
4. There was a significant difference in job satisfaction of male and female pre-university college teachers ( $t^*=2.99$ ;  $p<0.05$ ). The male pre-university college teachers ( $M=183.677$ ) have higher job satisfaction scores than female teachers ( $M=167.389$ ).

## EDUCATIONAL IMPLICATIONS

From the correlation analysis it was found there was a significant relationship between job satisfaction and job involvement of teachers at pre university college level and also confirmed from F test that there was a significant difference in the Job Satisfaction of teachers having different levels of job involvement. The teachers with higher levels of Job Involvement tend to report higher levels of Job Satisfaction and vice versa. The study suggests that pre-university college teachers can be encouraged to participate in various professional development activities, such as workshops, seminars, and conferences. This can help teachers to enhance their skills and knowledge, which can increase their job involvement and job satisfaction. Pre-university college administrators should aim to create a positive work environment that is conducive to teaching and learning. A positive work environment can help to foster a sense of job involvement and job satisfaction among teachers. The type of college where pre-university college teachers are employed does not have a significant impact on their job satisfaction levels. Further, the finding highlights a potential gender disparity in the workplace. The study suggests that there may be differences in the work

experience that are impacting job satisfaction. This could be due to differences in workload, pay, opportunities for advancement, or other factors. It is important to investigate these differences further to ensure that female teachers are not being unfairly disadvantaged in their careers.

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