

# A Study of Professional Satisfaction in Relation to Job Involvement of Below and Above 10 Years Teaching Experience of Teachers of B.Ed. Colleges

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**Abstract – The purpose of the study is to STUDY PROFESSIONAL SATISFACTION IN RELATION TO JOB INVOLVEMENT OF BELOW AND ABOVE 10 YEARS TEACHING EXPERIENCE OF TEACHERS OF B.ED. COLLEGES, Principals working in B.Ed. Colleges were considered as the sample in order to study the relationship between independent variables with dependent variable. Fifty (50) B.Ed., Colleges located in Bidar District of Karnataka state were constituted the sample for the present study. The B.Ed. Colleges and teachers were selected through random sampling technique.**

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## INTRODUCTION

Researchers who have defined job involvement as form of the performance self-esteem contingency argue that intrinsic need satisfaction is a necessary condition for job involvement. Vroom (1962) proposed that a person's attempts to satisfy the need for self-esteem through work on the job leads to job involvement. In his study Vroom found that the degree of job involvement by his choice of ego rather than extrinsic factors helps in describing the source of satisfaction and dissatisfaction on the job.

Patchen (1970) identified three general conditions for job involvement. According to him, "where people are highly motivated, where they feel a sense of solidarity with the enterprise, and where they get a sense of pride for their work, we may speak of them as highly involved in their job".

When Patchen (1970) talks of workers being highly motivated, he refers to their high levels of achievements need or to their wish to accomplish worthwhile things on the job. When he talks of workers solidarity with the enterprise, he refers to their need for belonging to the organization. Finally, when he talks of worker's sense of pride, he refers to workers 'feeling of high self-esteem'. Thus in Patchen's view, when a job provides opportunities for the satisfaction on one's achievement needs, belonging needs and self-esteem needs, one experiences a greater degree of job involvement.

Researchers who are in favor of defining job involvement as a central component of self-image consider job involvement to be caused by early socialization on the individual. However, they still maintain that intrinsic need satisfaction is an important precondition for job involvement.

Lawler and Hall (1970) are also in favor of defining job involvement as the psychological identification with work. They believe that job involvement is partly caused by an individual's personal background and situations.

The above review of the cause of job involvement shows that almost all researchers consider intrinsic need satisfaction as the necessary condition for job involvement. The satisfaction of intrinsic needs of workers can be achieved only through appropriate changes in the job and the organizational environment.

Such changes like job variety, autonomy, opportunity for participation have also been viewed as situational factors causing job involvement. Besides the situational variables at the work place that affect intrinsic motivation, researchers have also identified the protestant-work-ethic attitude as a cause of job involvement.

The protestant-work-ethic attitude is largely determined by post socialization processes experienced by individuals in specific socio-economic and cultural milieu in which they live. Thus, the rural/urban, blue collar/ white collar and

ethno cultural backgrounds of individuals have been considered as causes of job involvement. Thus, Roibinwitz and Hall (1977) consider the protestant-work-ethic attitude as a personal factor or individual-difference variable causing job involvement.

**OBJECTIVES OF THE STUDY**

1. To study the relationship between Job Involvement and Professional Satisfaction of up to 10 years teaching experience B.Ed., College Teachers.
2. To study the relationship between Job Involvement and Professional Satisfaction of above 10 years teaching experience of B.Ed. College Teachers.

**HYPOTHESES**

1. There is a positive and significant relationship between Job Involvement and Professional Satisfaction of up to 10 years teaching experience of B.Ed. College Teachers.
2. There is a positive and significant relationship between Job Involvement and Professional Satisfaction of above 10 years teaching experience of B.Ed. College Teachers.

**METHODOLOGY**

The study adopts Descriptive survey method for investigation

**SAMPLE**

Principals working B.Ed. Colleges were considered as the sample in order to study the relationship between independent variables with dependent variable. Fifty B.Ed. College Teachers constituted the sample for the present study. The B.Ed. college Teachers were selected through random sampling technique.

**TOOLS**

For the purpose of the present study, the researcher has used Professional Satisfaction Inventory, Job Involvement Inventory, constructed / selected and standardized by the investigator.

**STATISTICAL TECHNIQUES**

The Correlation technique was used

**ANALYSIS AND INTERPRETATION OF DATA**

**Table – 1: Correlations of Job Involvement with Professional Satisfaction of Up to 10 Years Teaching Experience of B.Ed. College Teachers**

Variable	Correlation Coefficients – Job Involvement			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.6964	6.5815	<0.01	Yes

The obtained ‘t’ value 6.5815 is greater than the tabled ‘t’ value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Job Involvement and Professional Satisfaction of Up to 10 Years Teaching Experience of B.Ed. College Teachers.*

**Major Findings**

From the above analysis, it is revealed that Job Involvement is having positive and significant relationship with the Professional Satisfaction of Up to 10 Years Teaching Experience of B.Ed. College Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Up to 10 Years Teaching Experience of B.Ed. College Teachers.

**Table – 2: Correlations of Job Involvement with Professional Satisfaction of above 10 Years Teaching Experience of B.Ed. College Teachers**

Variable	Correlation Coefficients – Job Involvement			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.7001	12.0071	<0.01	Yes

The obtained ‘t’ value 12.0071 is greater than the tabled ‘t’ value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Job Involvement and Professional Satisfaction of above 10 Years Teaching Experience of B.Ed. College Teachers.*

**Major Findings**

From the above analysis, it is revealed that Job Involvement is having positive and significant relationship with the Professional Satisfaction of above 10 Years Teaching Experience of B.Ed. College Teachers. Job Involvement will act as boosters for the Professional Satisfaction of above 10 Years Teaching Experience of B.Ed. College Teachers.

## DISCUSSION AND CONCLUSION

From the analysis report, it is concluded that, Job Involvement is having positive and significant relationship with the Professional Satisfaction of Up to 10 Years Teaching Experience of B.Ed. College Teachers. Job Involvement will act as boosters for the Professional Satisfaction of Up to 10 Years Teaching Experience of B.Ed. College Teachers. Job Involvement is having positive and significant relationship with the Professional Satisfaction of above 10 Years Teaching of Experience of B.Ed. College Teachers. Job Involvement will act as boosters for the Professional Satisfaction of above 10 Years Teaching Experience B.Ed. College Teachers.

## EDUCATIONAL IMPLICATIONS

The professional satisfaction of an individual is most important for better outcomes of any profession. For progress is the career of any individual professional satisfaction place an important role. The professional satisfaction will also depend on the degree of involvement in the day-to-day work of the professional.

Personality has influence on the professional satisfaction of primary school teachers. At present the system of education forgot its main task in fostering the development of whole sum personality among primary school teachers because of a sense of insecurity among the primary school teachers. Hence in every school the guidance and counseling centers are opened to mould the primary school teachers' personality within the current techniques to show that they can have a stable mind. The following personality characteristics may be developed in primary school teacher through guidance and counseling for better performance of professional satisfaction (i) less intelligence, concrete thinking, (ii) affected by feeling, emotionally less stable, (iii) humble, mild, accommodating, i.e., submissive, (iv) expedient, evades rules i.e., weaker super – ego strength, (v) touch – minded, self-reliant, (vi) trusting, adaptable, free of jealousy i.e., alaxia, (vii) forthright, natural, artless, i.e., artlessness, (viii) placid, self-assumed, confident i.e., untroubled adequacy, (ix) relaxed, tranquil, unfrustrated i.e., low ergic tension.

There should be a reading clinic or remedial centre in every primary school or giving access to a comprehensive diagnostic service and expert medical, psychological and teaching help. In service training programmes, workshops seminars, etc., may be planned for increasing the professional satisfaction of teachers. We often hear that teachers are born but not made. Though it is a tribute to gifted and dedicated teachers. We should note that the number of such persons is limited. The success of any educational system depends mostly upon the teachers who implement them. He shapes the destiny of future citizens. It is he who lays the

foundation for a happy and prosperous nation. He deserves reward, respect, reverence, recognition, honor and homage.

A satisfied happy primary school teacher is very likely to exert himself, work with enthusiasm and deliver the goods more efficiently and thereby make his pupils efficient, satisfied, enthusiastic and happy. Likewise a dissatisfied primary school teacher is likely to make his pupils also dissatisfied in several aspects. Hence, the welfare of primary school teacher should be of supreme concern to the educational administrators, the government and the society. Though, the government has been doing moderately good work to enhance the prestige of the teachers by increasing the salaries, many remains yet to be done.

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