

## THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB INVOLVEMENT OF POST-GRADUATE TEACHERS

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### **Abstract**

Education is the most powerful tool you can receive that can bring you the most success in society today. Education lessons play a vital role in the challenges faced in life. The more knowledge they develop, the more opportunities will open up to allow individuals to achieve better possibilities in their career and personal growth. In the present study, the investigators intended to find out the relationship between job satisfaction and job involvement of post-graduate teachers with respect to some demographic variables. We considered job satisfaction to be a dependent variable. For the purpose of investigation, the Normative survey method and the sampling technique used for the study is stratified random sampling. The sample comprised of 800 post-graduate teachers working in higher secondary schools in Chennai, Thiruvallur, Kanchipuram, and Vellore districts. The Job satisfaction and job involvement scale was constructed by the researcher and supervisor. The sample consists of 800 post-graduate teachers.

**Keywords:** Education, Job satisfaction, Job Involvement, Teachers, School, Knowledge.

### **1. Introduction:**

Education transmits knowledge, skills, and character traits. Education is a basic pillar of human development, encompassing a broad range of activities and processes aimed at acquiring knowledge, skills, values, and attitudes. It is a life-long process where learning begins from the moment we are born and continues until the end of our lives. Education is not limited to formal institutions such as schools and universities; it expands to informal settings, personal experiences, and interactions with the world around us. Education is a tool that equips individuals to navigate and comprehend the difficulties of the world. It is not only for the transmission of facts and information; it encourages critical thinking, problem-solving abilities, and the development of analytical skills. Education authorizes individuals to think independently, to question assumptions, and to seek out new knowledge. Education is not only about intellectual growth; it also plays a crucial role in personal and social development. It helps individuals develop their talents and passions, stimulating self-awareness and self-confidence. It builds empathy, respect, and understanding for others, promoting social cohesion and harmony. Education inculcates values such as integrity, responsibility, and tolerance, shaping individuals into responsible citizens.

### 1.1. Job satisfaction

Job satisfaction refers to employees' overall attitude to their jobs. Job satisfaction happens when a person feels he has good job stability, career growth, and a comfortable workplace balance. This implies that the employee is having satisfaction at his job as the work meets the possibilities of the individual. Job satisfaction may not only be about compensation, perks, or assets an employee might get, but it is also about the environment, culture, and quality of work. It may or may not be quantified, though research methodology can be used to check the satisfaction levels of employees in the same company or a sector on common parameters or questions. There are a lot of factors that go together to ensure high job satisfaction rates, such as hygiene factors like good pay, work-life balance, perks, leaves, etc., which play a very important role in making sure that the employee is satisfied with the job. Still, overall job satisfaction can be judged through various indirect parameters like productivity, attrition rate, employee feedback, etc.

### 1.2. Job Involvement:

To have the greatest possible impact on their students, teachers must have a thorough understanding of their lives both inside and outside the classroom. Teachers, along with parents and peers, have a significant influence on the lives of their pupils. "Better student-teacher relationships are associated with positive outcomes like improved school adjustment, positive school functioning, and high levels of academic achievement," claim Skipper and Douglas. The degree to which a delegate relates to, actively engages in, and believes that the performance of their work is essential to their self-worth is known as their job engagement. Representatives who exhibit an unusual level of job participation genuinely connect with and reflect on the nature of their profession. They are motivated to positively contribute to their work by their inspiring demeanor. High levels of job involvement have been linked to higher representative engagement at work and fewer unfortunate flaws that lower acquiescence rates.

## 2. Review of related literature:

**Anik Justina<sup>1</sup> & Edward William Benjamin(2020)** This research has been conducted to study the job involvement and job performance of higher secondary school teachers in Pondicherry region. The data was collected using questionnaire from 400 higher secondary school teachers in Pondicherry region. Standardized tools were used to collect the relevant information. This was found using necessary statistical analyses. Findings indicated that there is a significant relationship between Job Involvement and Job Performance.

**VidhiBodiwala&Dr.KarsanChaithani (2020)** The aim of the present study was to evaluate the Job Involvement among School Teachers in relation to their Gender and Type of School. Purposive Sampling Technique was used to select sample of 120School Teachers equally divided according to the Gender and Type of School Teachers. The sample was selected from various schools of Ahmedabad City. Job Involvement scale (Dhar S. and Dhar U., 2001) was used to measure job Involvement. The results were statistically analyzed using Mean, SD and t-test used. The findings result that there was no significant difference between Male and Female School

Teachers. Significant difference was found between Private and Government School Teachers. Private School Teachers found better Job Involvement than Government School Teachers.

**Rubi'ahSugiarti&RastoRasto(2019)** This study aimed to determine the influence of job involvement on teacher job satisfaction of Vocational High School in Bandung. The research used behavioral theory. The research method used explanatory survey method. This method is considered appropriate for this study to gather factual information through questionnaires. Data collection technique used questionnaire rating scale models. Data were analyzed using regression. The results of the research revealed that job involvement have a positive and significant influence on teacher job satisfaction. The conclusion can also be drawn that teacher job satisfaction can be improved through increased job involvement, especially on partiality of job and job rewards indicators as indicators of job involvement with the highest score that can affect teacher job satisfaction.

**Manikandan& P. Karnan (2017)** This study examined the relationship between job involvement and mental health of school teachers Thiruvallur District. This study adopted survey method of research. participants where 150 school teachers at higher secondary level was randomly selected from different schools in Thiruvallur District. The research instruments used for data collection was job involvement scale developed by Blau&Boal (1987), Balay (2000) and mental health scale developed by Pramodkumar. D tested at 0.05 an 0.01 level of significance. the findings indicated that there exists a positive relationship between Teachers Job Involvement and Teachers Mental Health. There exists significant impact with respect to location, types of management. And there is no significant impact on Gender, designation of teachers, teaching experience, marital status on the job involvement and mental health of school teachers at higher secondary level.

**Barnabas Nwankwo (2016)** This study investigated the relationship between job satisfaction and job involvement among secondary school teachers in Ihube, Okigwe Imo State. A total of 80 participants comprising forty-six (46) male and thirty-four (34) female teachers were drawn using simple random sampling. They were between the ages of 26-59 years, with a mean age of 38.6 years. The choice of design was correlational design. Two questionnaires were used in the study which was a 20-item Minnesota Satisfaction Questionnaire and a 6-item Job Involvement Subscale. Statistical analysis using Pearson Product Moment Correlation Coefficient revealed a significant relationship between job satisfaction and job involvement among employees  $r(78) = 0.56, P < .05$ . The results and implications were discussed and suggestions made for further researches.

**Suresh. K& S. selvaraju (2016)** The study found that the level of job involvement of school teachers with respect to their moderator variables. The sample comprised of 100 (47 male and 53 female) of Thanjavur District has taken by using simple random sampling technique. The independent and depended variable of the study are moderator and job involvement respectively. Data were collected through descriptive method with survey method. Mean, t-test and ANOVA were computed for testing hypotheses. The result indicated that the job involvement is satisfactory, there exit a significant difference in job involvement of high school teachers with

respect to the moderator variable is gender, type of management and others like type of management, educational qualification, monthly income exits no significant.

**Ishwara. P (2010)** The present investigation was carried out to measure and assess perceived level of job involvement and job satisfaction among the university teachers working at Post Graduate Departments in the Karnataka State. The sample consists of 304 teachers (120 Assistant Professors, 94 Associate Professors and 90 Professors) whose average age ranged from 36 to 49 years. To measure and assess job involvement of the teachers, Lodahal and Kejner inventory was administered. Analysis of the data indicated that around 60 per cent of the university teachers perceived and reported to have moderately involved in the job (Mean 75.06 and S.D 6.05). There is no significant difference between in the levels of job involvement among the university teachers i.e., irrespective of cadres all teachers perceived more or less same level of job involvement (The difference is statistically insignificant). As far as the overall job satisfaction (Brayfield and Roth Model) of the university teachers are concerned, 2/3 of the respondents perceived and reported to have moderate and above moderate levels of overall job satisfaction.

### **3. Objectives:**

1. To find out whether there is any significant difference between the following groups of post-graduate teachers on their Job satisfaction and Job Involvement
  - Gender (Male /Female)
  - Locality (Rural/Urban)
  - Marital status (Married/ Unmarried)
  - Type of Management of Schools (Government School/Govt. Aided School/Private School)
  - Monthly Income (Rs.10,000/ Rs.10,000-20,000/Rs. 20,000 above)
2. To find out whether there is any significant relationship between Job satisfaction and Job Involvement of post-graduate teachers.

### **4. Hypothesis of the Study:**

1. There is no significant difference between the following groups of post-graduate teachers on their Job satisfaction and Job Involvement
  - Gender (Male /Female)
  - Locality (Rural/Urban)
  - Marital status (Married/ Unmarried)
  - Type of Management of Schools (Government School/Govt. Aided School/Private School)
  - Monthly Income (Rs.10,000/ Rs.10,000-20,000/Rs. 20,000 above)
2. There is no significant relationship between Job satisfaction and Job Involvement of post-graduate teachers.

### **5. Methodology:**

The present study uses a normative survey method, and the sampling technique used for the study is stratified random sampling.

**5.1 Sample:**

The sample consists of 800 post-graduate teachers (255 male and 545 female) drawn from various government, government-aided, and private schools in rural and urban areas of Thiruvallur, Chennai, Kanchipuram, and Vellore districts.

**5.2 Tools used:**

The researcher used a self-constructed and standardized ‘Job Satisfaction Scale’ and ‘Job Involvement Scale’ to collect the data from selected post-graduate teachers. The job satisfaction scale consists of 47 items and the job involvement scale consists of 46 items with a five-point Likert-type format along with the datasheet used for the collection of data from the respondents.

**5.3 Analysis and interpretation of data:**

The data collected in the present study were analyzed using mean and standard deviation, t-test, Analysis of variance (ANOVA), and Correlation analysis.

**6. TESTING OF HYPOTHESIS**

**HYPOTHESIS-1**

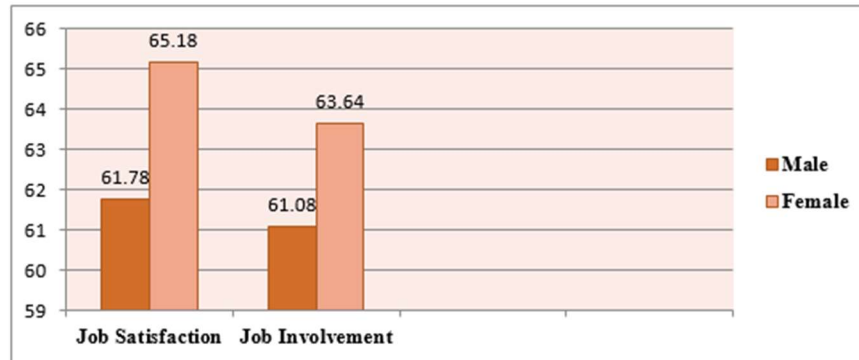
There is no significant difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their gender.

**Table-1** The difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their gender

| Title                                      | Gender | N   | Mean  | SD   | CR value | Level of significance   |
|--|--------|-----|-------|------|----------|-------------------------|
| Job Satisfaction of Post-Graduate Teachers | Male   | 255 | 61.78 | 5.11 | 2.22     | <b>0.05 Significant</b> |
|  | Female | 545 | 65.18 | 4.81 |          |                         |
| Job Involvement of Post-Graduate Teachers  | Male   | 255 | 61.08 | 5.99 | 2.42     | <b>0.05 Significant</b> |
|  | Female | 545 | 63.64 | 5.24 |          |                         |

From Table 1, the calculated 'CR' value(2.22) for the job satisfaction of post-graduate teachers and the calculated 'CR' value(2.42) for the job involvement of post-graduate teachers is greater than the table value(1.96) at a 0.05 level of significance. Hence, it is concluded that there is a significant difference between male and female post-graduate teachers in their Job Satisfaction and Job Involvement. Moreover, from the mean value, it is inferred that Female post-graduate teachers have higher Job Satisfaction and Job Involvement than Male post-graduate teachers. This might be due to the reason that Female post-graduate teachers have more interest in working in the teaching profession and take innovative steps to improve their student’s academic scores than Male post-graduate teachers.

**Figure 1** The significant difference between Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their Gender



**HYPOTHESIS-2**

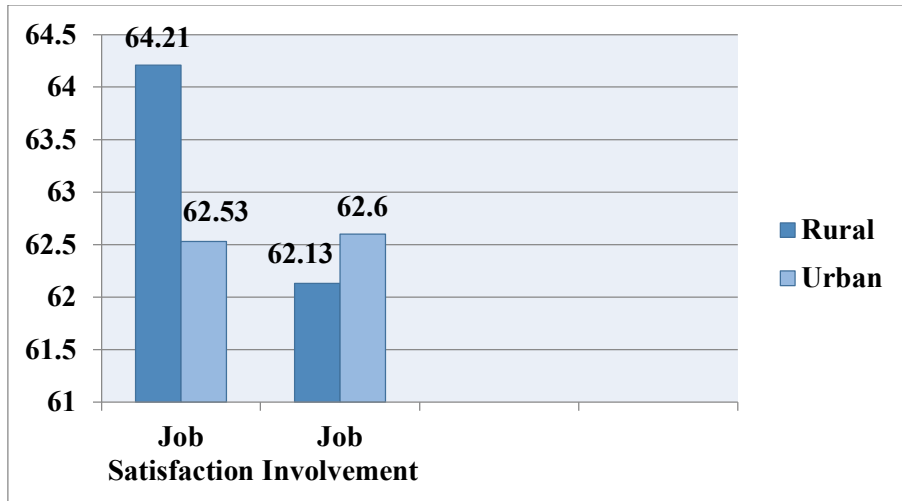
There is no significant difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their locality.

**Table-2** The difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their locality

| Title                                      | Locality | N   | Mean  | SD   | CR value | Level of significance   |
|--|----------|-----|-------|------|----------|-------------------------|
| Job Satisfaction of Post-Graduate Teachers | Rural    | 439 | 64.21 | 5.06 | 2.43     | <b>0.05 Significant</b> |
|  | Urban    | 361 | 62.53 | 4.37 |          |                         |
| Job Involvement of Post-Graduate Teachers  | Rural    | 439 | 62.13 | 5.89 | 2.38     | <b>0.05 Significant</b> |
|  | Urban    | 361 | 62.60 | 5.12 |          |                         |

From Table 2, the calculated 'CR' value(2.43) for Job satisfaction and the 'CR' value(2.38) for Job Involvement of post-graduate teachers is greater than the table value(1.96) at a 0.05 level of significance. Hence, it is concluded that there is a significant difference between urban and rural post-graduate teachers in their Job Satisfaction and Job Involvement. Moreover, from the mean value, it is inferred that Rural post-graduate teachers have higher Job Satisfaction than Urban post-graduate teachers and also inferred that Urban post-graduate teachers have higher Job Involvement than Rural post-graduate teachers. This might be due to the reason that rural post-graduate teachers have a pleasant environment to spend more time with the students in their teaching profession than urban post-graduate teachers and urban post-graduate teachers have more involvement than rural post-graduate teachers because more opportunities were available in the teaching and learning process.

**Figure 2** The significant difference between Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their Locality



**HYPOTHESIS-3**

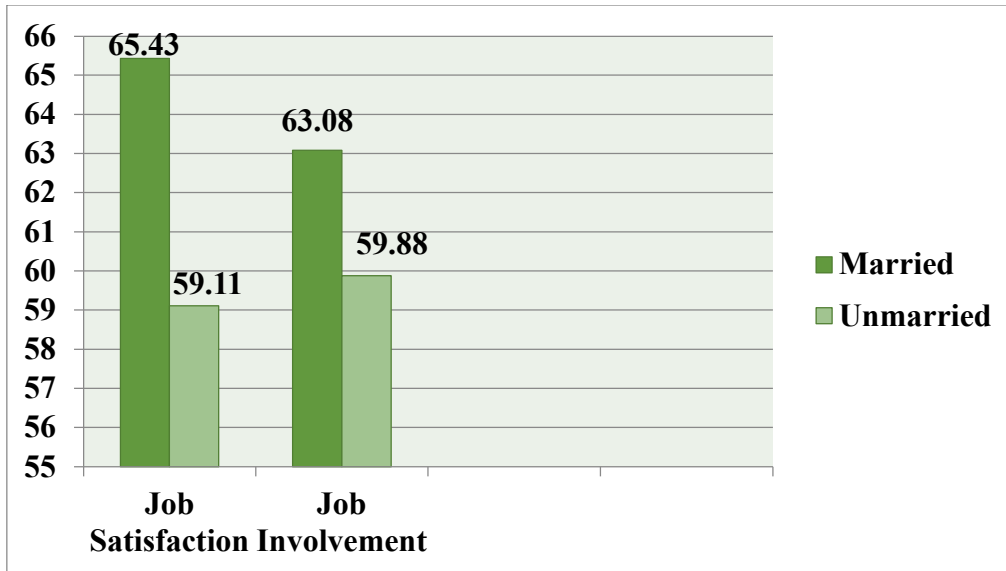
There is no significant difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their marital status.

**Table-3** The difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their marital status

| Title                                      | Marital Status | N   | Mean  | SD   | CR value | Level of significance   |
|--|----------------|-----|-------|------|----------|-------------------------|
| Job Satisfaction of Post-Graduate Teachers | Married        | 614 | 65.43 | 6.14 | 3.17     | <b>0.01 Significant</b> |
|  | Unmarried      | 186 | 59.11 | 6.98 |          |                         |
| Job Involvement of Post-Graduate Teachers  | Married        | 614 | 63.08 | 7.88 | 2.87     | <b>0.01 Significant</b> |
|  | Unmarried      | 186 | 59.88 | 7.09 |          |                         |

From Table 3, the calculated 'CR' value(3.17) for Job Satisfaction and the 'CR' value(2.87) for Job Involvement is greater than the table value(2.58) at a 0.01 level of significance. Hence, it is concluded that there is a significant difference between married and unmarried post-graduate teachers in their Job Satisfaction and Job Involvement. Moreover, from the mean value, it is inferred that Married post-graduate teachers have higher Job Satisfaction and Job Involvement than Unmarried post-graduate teachers. This might be due to the reason that Married post-graduate teachers have more commitments in and around their profession to support families economically than Unmarried post-graduate teachers.

**Figure 3** The significant difference between Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their Marital Status



**HYPOTHESIS-4**

There is no significant difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their type of Management of Schools.

**Table-4** The difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their type of Management of Schools

| Title                                      | Type of Management of Schools | N   | Mean  | SD   | F-value | Level of Significance   |
|--|-------------------------------|-----|-------|------|---------|-------------------------|
| Job Satisfaction of Post-Graduate Teachers | Government                    | 281 | 63.84 | 6.81 | 5.19    | <b>0.05 Significant</b> |
|  | Govt. Aided                   | 242 | 63.57 | 4.29 |         |                         |
|  | Private                       | 277 | 62.65 | 4.96 |         |                         |
| Job Involvement of Post-Graduate Teachers  | Government                    | 281 | 63.48 | 5.28 | 3.69    | <b>Not Significant</b>  |
|  | Govt. Aided                   | 242 | 61.96 | 5.39 |         |                         |
|  | Private                       | 277 | 61.20 | 5.40 |         |                         |

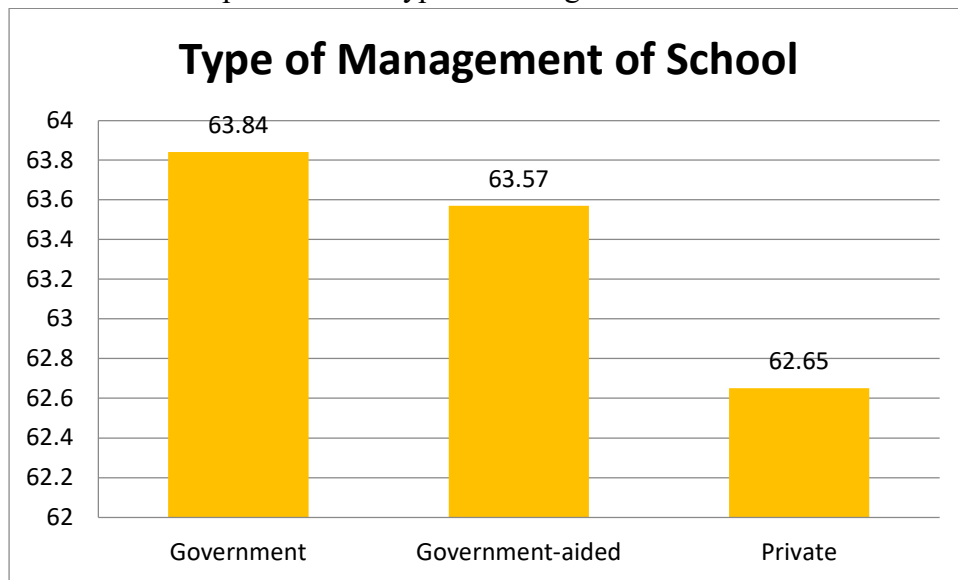
From Table 4, it is observed that the F value (5.19) is greater than the table value(3.84) at a 0.05 level of significance and it inferred that there is a significant difference among post-graduate teachers in their Job Satisfaction with respect to their type of management of schools. Moreover, from the mean value, it is inferred that Government school post-graduate teachers have higher Job Satisfaction than Government-aided and private post-graduate teachers. This might be due to the reason that Government post-graduate teachers get more respect from society and so work without



any stress than Government-aided and private post-graduate teachers so they can work with full satisfaction.

From Table 4, it is observed that the F value (3.69) is lesser than the table value(3.84) and it inferred that there is no significant difference among post-graduate teachers in their Job Satisfaction with respect to their type of management of schools. This might be due to the reason that all the post-graduate teachers give full involvement in their teaching and learning process without any expectations.

**Figure 4** The significant difference between Job Satisfaction of Post Graduate Teachers with respect to their Type of Management of School



**HYPOTHESIS-5**

There is no significant difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their monthly income.

**Table-5** The difference in the Job Satisfaction and Job Involvement of Post Graduate Teachers with respect to their monthly income

| Title                                      | Monthly Income           | N   | Mean  | SD   | F-value | Level of Significance |
|--|--------------------------|-----|-------|------|---------|-----------------------|
| Job Satisfaction of Post-Graduate Teachers | Rs. 10,000               | 166 | 61.83 | 5.18 | 3.37    | Not Significant       |
|  | Rs. 10,000 to Rs. 20,000 | 271 | 62.42 | 5.01 |         |                       |

|  |                                   |     |       |      |      |                            |
|--|-----------------------------------|-----|-------|------|------|----------------------------|
|  | Rs.<br>20,000<br>and<br>above     | 363 | 67.62 | 4.28 |      |                            |
| Job<br>Involvement<br>of Post-<br>Graduate<br>Teachers | Rs.<br>10,000                     | 166 | 60.54 | 5.57 | 2.35 | <b>Not<br/>Significant</b> |
|  | Rs.<br>10,000<br>to Rs.<br>20,000 | 271 | 61.33 | 5.36 |      |                            |
|  | Rs.<br>20,000<br>and<br>above     | 363 | 66.76 | 5.17 |      |                            |

From Table 5, it is observed that the F value (3.37) for Job Satisfaction and the F value (2.35) for Job Involvement of Post-graduate teachers is lesser than the table value(3.84) and it is inferred that there is no significant difference among post-graduate teachers in their Job Satisfaction and Job Involvement with respect to their monthly income. This might be due to the reason that all post-graduate teachers can work with full satisfaction and involvement in their teaching profession without expecting their amount of salary.

**HYPOTHESIS-6** There is no significant relationship between Job satisfaction and Job Involvement of post-graduate teachers.

**Table-6** Correlation between Job satisfaction and Job Involvement of post-graduate teachers

|                        |                         |
|------------------------|-------------------------|
| <b>Correlation</b>     | <b>Job Satisfaction</b> |
| <b>Job Involvement</b> | <b>0.467**</b>          |

**\*\*denotes significant at 1% level**

From Table 6, it is observed that Job Satisfaction has a significant positive correlation with Job involvement. Moreover, it is inferred that there is a strong positive relationship between Job satisfaction and Job involvement of post-graduate teachers.

**7. Implication:**

From the findings of the study, the investigator suggests some recommendations are:

- Need to provide some in-service training for the postgraduate teachers to handle the classes peacefully and with full confidence.
- The school management has to organize seminars or workshops for postgraduate teachers to improve their Job involvement and satisfaction.

- Organize short-term technical courses for the postgraduate teachers during summer vacations to improve their technological knowledge.
- Organize some workshops for post-graduate teachers with the educational applications available on the technological platform.
- Create an opportunity for post-graduate teachers to apply innovative ideas in their classrooms.

### **8. Conclusion:**

Education is a significant tool which is very useful in everybody's life. Education makes differences between us and other living beings on earth. It makes man the most powerful creature on earth. It empowers humans and gets them ready to face the challenges of life effectively. Educational consciousness needs to be spread throughout the country to make education accessible. But this remains incomplete without analyzing the importance of education.

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