"Need Achievement, Job Satisfaction, Job Involvement as a function of role stress, Locus of control and participation in an academic climate: A study of college and secondary teachers."

Introduction

Satisfaction, Involvement and Achievement are essential factors in any profession including the teaching profession. Unless a person is satisfied with his job, it is very difficult for him to carry on his work efficiently. To find out the various factors that influence job satisfaction, involvement and achievement among teachers and to see the effect of variables like locus of control, role stress and participation in an academic climate, an investigation was carried out. The destiny of India is being shaped by her classrooms. The shape, undoubtedly, will depend on what goes on the classrooms and how does it go on? In other words, the quality of teaching will be determined by the quality of job satisfaction, involvement achievement and teaching behaviour featuring the classrooms. The quality of involvement and role behaviour, in its turn, depends
upon the level of equipment of teachers with necessary skills in designing and handling teaching behaviours. In order to understand the teaching process, to identify effective teaching behaviours in terms of various kinds of pupil outcomes, and to design training programmes for their effective mastery by the teacher, considerable amount of well design empirical research is indispensable. What constitutes effective teaching? and what are distinguishing characteristics of competent teachers? are provocative and recurring questions. In the first place, it is assumed that there is an adequate concept of satisfaction in teaching. Secondly, it is assumed that the concept of teaching can be operationalized in terms of teaching behaviour patterns invariably related to desired educational outcomes which is the result of job satisfaction and involvement. The present study is an attempt at exploring the relations of job satisfaction and involvement to role stress, locus of control and participation in the academic climate of the college and secondary teachers with reference to their need achievement.

Problem

The history of Job satisfaction - involvement - Need achievement research is rather more impressive than that of the concepts like job attitudes and morale. Since the publication of "Job Satisfaction", a classic review of about
32 studies, by Hoppock in 1935 thousands of research articles and books have been published on these topics. A thorough research review by Herzberg, Peterson, and Campwell (1957) included 1357 references. According to an estimate of about 3350 articles including dissertations have been published up to 1972 (Locke, 1976).

Looking into such a large quantum of data on research done on the topic some may question the necessity to continue further work in the field. However, as suggested by Locke (1976) the continuance of further work on the topic is justified since job satisfaction cannot be viewed as an end in itself. Secondly, it should be studied because it contributes to other attitudes and outcomes. For example, it is logical to think that since job is a part of one's life, job satisfaction shall influence life satisfaction. A number of investigations bear testimony to this fact. A significant relationship has been reported between attitudes towards the job and these towards life (Iris and Barrett, 1972; Kornhauser, 1965; Wietz, 1952). The results obtained by Herzberg and others (1939) also suggest that satisfying job experience (e.g. achievement, recognition) often increase the individual's self-confidence.

The routine techniques to measure interpersonal per-
ception variables were found to be dissatisfactory by several psychologists around 1954. Grohback (1955), and other psychologists have developed the refined techniques to measure the interpersonal perception variables. The researches conducted on the basis of the refined techniques, employed more than two variables, however, neglected and multivariate form of analysis. It is an apparent contradiction to consider more than two variables for data collection and employed simple correlation analysis for testing the hypotheses.

Purpose of the study

From the preceding discussion one can see why so much attention has been paid to the study of job satisfaction, involvement and achievement. However, much effort is still needed to fully understand the relationship between job satisfaction and its agent/outcomes variables in academic situation particularly. Good many studies have been in industrial civilization to identify the possible influences, but very rare studies are available with reference to the teaching communities. For example, since the nature of the job may differ from population to population separate efforts should be made to study the causes and outcomes of job satisfaction for each types of population. Secondly, except for a few, most of the studies available suffer from lack
of comprehensions. Only a small number of variables are used which creates problems in conceptualization and integration of results to theory. The present investigation is an attempt to fulfill some of the gaps in existing field of knowledge. Job satisfaction, involvement and achievement as outcome variables of locus of control—motivational climate, participation in academic climate and various types of role stresses the teachers face.

The present study has employed more than two dependent and nearly 35 (thirty five) independent variables collection for data collection and has also employed multivariate form of analysis. It is expected that multivariate form of analysis is a better mode of testing the hypotheses compared to bi-variate analysis in event of data collection based on more than two variables.

The purpose of the present investigation was to study the interrelationships among the following interpersonal perception variables.

<table>
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<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
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<tr>
<td>1. Age</td>
<td>1. Need Achievement</td>
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<td>2. Tenure</td>
<td>2. Job satisfaction</td>
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<td>3. Role stress</td>
<td>3. Involvement</td>
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<td>4. Locus of control</td>
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<td>5. Participation</td>
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<td>6. Academic climate</td>
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Each variable was measured through psychological instruments. Since the present study was an exploratory one at least in the Indian contexts, the hypotheses presented below here considered bi-directional.

Hypotheses

Keeping in view the above objectives the following specific hypotheses are proposed.

The college or an institution is formed on the basis of certain goals it should achieve. The teacher as an individual, similarly has his own needs (meet to compete with others, need to help students, need to influence others, need to learn and grow, need to be recognised, etc.)

The following hypotheses are formulated in relation to the educational achievement growth at the stages.

Stage-I : Entry Period

Between Caste and Family background, the later has a more effective role for one's entry into profession.

1. Teachers with family background and need achievement have more role efficacy than other factors like religion, region to ensure the teacher's effectiveness in the college or school. Unless the teacher has the requisite knowledge, technical competence, and abilities required for the role, he cannot be effective.

2. If the role of a teacher does not allow him to use his
competence, and if he constantly feels frustrated in the role, his effectiveness is likely to be low.

3. Government facilities made available, for helping people in terms of E.B.C. Scholarships, merit scholarships, and awards for further education have nothing relevant to enter the teaching profession.

4. Job involvement would be related to personal background, life values in education.

5. Persons with different levels of Locus of Control will differ significantly in relation to their Job satisfaction.

6. Job satisfaction is closely related to age and tenure.

Stage-II: (Expansion) For Further Progress

Educational Background of Family and achievement motivation are key ingredients of effective role making.

1. Persons with different levels of perception of prevailing motivational climate in their institutions will differ significantly in relation to their job satisfaction.

2. The teacher with greater job involvement have opportunity for independent thought and independent decision-making in his position.

3. The old secondary teachers are more involved in job than the young college teachers.
4. The overall job satisfaction of secondary teachers will depend more on the satisfaction of lower than higher needs.

**Stage-III : Stability in teaching profession**

1. The characteristics of an institutional climate appear to be more directly linked to job attitude, job satisfaction and personality.

2. Role provides the individual an opportunity to grow and develop. If a person feels that he is stagnating in the role one does not get an opportunity to grow is likely to have low role efficacy. Institutes which are able to plan the growth of such people in roles are able to have higher efficacy and a great deal of contribution from them.

3. The feeling of security of job hinders the attitude of job involvement.

4. Widely accepted theories of Weber, Hagen and McClland, which attributed to ethical values, community background and the need for achievement motivation respectively are not able to explain the contemporary teaching problems in India and guide developmental programmes.

**Sample**

The sample size was fixed up according to Cohen (1969) with the following statistical consideration. 202 college and
secondary teachers from Ahmedabad city satisfying certain qualifications. The entire sample is an available sample and not a random sample.

Inventories and other details

1. Special Inventory prepared for General Information about Age, tenure qualification and socio-economic condition etc.

2. Job satisfaction: Job satisfaction in the present study was assessed by satisfaction - Dissatisfaction Employer's Inventory developed and standardized by Pestonjee (1973, 1981).

3. Locus of Control: Social Reaction Inventory developed by Rotler (1966) was used to assess the internality - externality dimensions of personality.


5. Motivational climate: Developed by Pareek (1975). It is also known as MAO(C) and is patterned after Litwin and Stringer's (1968) climate questionnaire.

6. Participation: The extent of psychological participation was assessed with the help of Psychological Participation Index developed and standardized by Singh and Pestonjee (1978).

7. Results: The conclusions mentioned in the study are based
on the statistical analysis performed on the data collected for the investigation. As usual, the conclusions are not the final and definite statements about the outcome of the investigation but are specific and limited to the survey design and the data analysis strategy employed.

None of the instrument has ever been subjected for factorial validity in India. It is possible that dependent variables are multidimensional and therefore require not a single score but a number of scores are the number of the dimensions.

The intercorrelation matrix of all the 37 variables is presented. Principal component analysis was conducted separately. Scoring scheme has exactly been followed as instructed by respective authors.

With respect to the J,S,, Involvement, and Achievement as dependent variables, the contribution of the theoretical value appears to be meaningful in terms of the value for regression coefficient considered where for the involvement as the dependent variable, in spite of the fact that $R^2$ value is significant, none of the regression coefficient is significant in terms of the $t$ statistic. Finally, limitations of the present study have been mentioned and the suggestions for further research have also been made.