CHAPTER I

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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 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 designed empirical research is indispensable. What constitutes effective teaching and 'what are distinguishing characteristics of competent teachers' are provocative and recurring questions. Unfortunately, no universally acceptable definitive answers can be given to these complex queries.

There, it may be said that teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgements, and adequate personal adjustment of the pupil. But even such an operational -
appearing definition really is very general and abstract and is not easily translatable into terms relating to specific teacher behaviours. The ultimate aim of teacher education is to prepare effective teachers - teachers who are capable of bringing desired behavioural changes in pupils under their charge to an optional level in relation to the input in terms of human energy and material resources expended in the progress. Teacher education attempts, or is presumed to attempt, to meet this challenge following a few assumptions.

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. Good teaching is the result of the teacher's training in certain schools and colleges. Some believe it to be a matter of the teacher's "dynamic personality" which is diversely defined. Thirdly, it is assumed that there are certain desired educational outcomes teacher effectiveness closely related to job satisfaction and job involvement. Disagreement and ambiguity with respect to the description of teacher effectiveness are to be expected, and cannot be entirely avoided, because competent teaching undoubtedly is a relative matter. Teacher behaviour is a function of situational factors and characteristics of the individual teacher. These situational factors such as roles stress, locus of control and participation are affected partly or wholly to
motivation, Job satisfaction and Involvement.

The treatment of a complex these as human motivation cannot be confined to normative speculation, mystical inner-world introspection or elegant conceptualisation which make short shift of economic, social and cultural contexts. The realities of the contemporary institutional life should figure centrally in an exposition of the theme of motivation. Motivation forms the centre-piece of institutional life. We find that the motivation theories propounded in management literature are primarily concerned with economic organisations. McClelland and a Colleague's (1969) need achievement concept is yet another popular theory. McClelland is of the view that human beings do display needs for affiliation, power and achievement. He also distinguishes between social power and personal power, depending on the intention of, and the purpose for, the use of power. He has sought to establish that the strength of need achievement is the source of entrepreneurial efforts and, as such, such efforts have a direct correlation with economic development. He went on further to develop an empirical base for the proposition by designing learning programmes to strengthen need achievement and according to him success has been achieved to a considerable degree. In order to keep pace with developments and changes, teachers have to be effectively trained in new skills of teaching and prepared to meet the requirements of changing and
emerging job expectations. Training seeks to bring about an interaction between systems of educational culture in administration and the culture of the teachers.

A careful analysis of all the researches and results shows that successful teaching depends on several factors such as personal equipment, professional equipment, cultural background and academic equipment, physical and mental equipment, emotional and social adjustment. The teacher is the dynamic force in educational system. Besides these qualities, a teacher should have zeal for work and loyalty to the teaching profession. Education has suffered most because of the numerous gaps caused from time to time by persons who become teachers as a temporary measures. However, these teachers have practically no heart in teaching and carry on their work somehow or other. This has a very unhealthy influence on the tone and morale of the institution, which unfortunately has such hirelings on its staff.

The contagion of "no heart in work" spreads among other teachers, and this ultimately tells on the efficiency of the institution. The teacher should join the teaching profession not under compulsion but on the basis of his interest and choice. The goal of teaching, however, is to create a new psychological set, a new frame of reference, a new attitude in the learner. The attitude of work alienation
on job involvement has been considered as very central to work motivation. (Katz and Kahn\textsuperscript{2}, 1952; Seeman\textsuperscript{3}, 1962, 1963) and yet very few studies have been done to explore the relationship between job involvement and patterns of perceived needs and their satisfaction on the job. To speak of the virtues of the teacher is a rash understanding today. Even the very word "Virtue" has become suspect today. To talk of a virtuous teacher or educator is almost impossible today.

**FRAME OF REFERENCE**

Most of the theories of human motivation (Alderfer\textsuperscript{4}, 1972; Herzberg\textsuperscript{5}, 1966; Maslow\textsuperscript{6}, 1954) direct their efforts at identifying the strength of various need categories and suggesting that job behaviour is primarily determined by the strength and satisfaction of these needs in employees. The present study is an attempt at exploring the relationship of job satisfaction and involvement to role stress, Locus of Control and participation on the job of secondary and college teaching communities with reference to their need achievement. Institution is formed on the basis of certain goals it should achieve. The teacher similarly has his own needs (need to complete with others, need to help students, need to influence others, need to learn and grow, need to be recognised etc.

When the teacher joins an institution, the goals of the institution and his needs converge - the degree of convergence may vary from one situation to the other. Such convergence
(or integration of the individual with the institution) occurs through the role. Therefore, the concept of role is the key concept in understanding the integration of the individual with the institution. The degree of integration of the individual depends on the role dynamics. When an individual occupies a position, it becomes a role.

Since role is the interacting and linking mechanism between the individual and the institution, role effectiveness to the product of an effective interaction between these two. As far as the individual is concerned, two important dimensions of role effectiveness are his role efficacy and the style and strategy of coping with role stress. Role efficacy is the potential effectiveness. Role efficacy can be measured and scored. If an individual perceives that his role is very central, that it provides him opportunities to influence, to use his talents and skills, to grow, and to do things which are useful to a larger group, his efficacy will be high. Similarly, if he feels that he rather works in isolation, no help is available to him, he does not do much creative work, and does not face and solve problems, his efficacy will be low. Since a role function in the context of various roles an individual occupies (in his role space), or other roles in the system (in his role set), several conflicts are inevitable. These conflicts will occur in his both role systems - his role
space, and his role set. What is significant is how he copes with these stresses and conflicts. If his coping strategy is functional, his effectiveness is likely to be high.

The present study embodies the findings of teaching communities with a view to identify the possible influence of role stress, locus of control, sense of participation in an academic institutional climate. It is hoped that the findings will throw new lights on the various complex factors which influence job satisfaction, involvement and achievement. It has been suggested that the excellence of our high standard of education is to be gauged not simply in terms of the material benefits but also in terms of the opportunities it provides for various kinds of satisfactions, and the amount of these satisfactions an individual desires from the work situation. The study of job satisfaction is important because it can be viewed as an end in itself, since happiness, after all, is the goal of life. Further job satisfaction is an important contributor to many other attitudes and outcomes. For example, it is logical to think that since job is an essential part of one's life, job satisfaction shall influence life satisfaction. Herzberg's findings also suggest that satisfying job experiences (e.g. achievement, recognition, etc.,) often increase the individual's self-confidence.
In a number of investigations a significant correlation between attitudes towards the job and those towards life have been established (Kornhouser, 1965; Iris and Barrett, 1972; Weitz, 1952).

The research literature on job satisfaction is full of empirical evidences which establish the importance of job satisfaction in one's mental and physical well-being (Kornhouser, 1965; Sales, 1965; Sinha and Agarwala, 1971; Raman, 1969). However, there is a dearth of evidence about the effect of various situational, personality and attitudinal variables on the job satisfaction and involvement of teaching communities. We have ample studies of job satisfaction of managerial personnel. The present study is an attempt to study the effect of locus of control, psychological participation, and role stress on job satisfaction, involvement and need achievement.

The motivating factors are intrinsic ones such as achievement recognition, responsibility, the content of work and the possibility of personal growth. The empirical data in support of the theory present evidences which are partly supportive of the proposition and partly not. Although it has a somewhat similar framework to the need-fulfilment theory, reference-group theory takes its point of departure the norms of the group to which the individual looks for guidance rather than his personal (idiosyncratic) needs and interests. In
terms of the theory, job satisfaction is determined largely by the degree to which the job situation meets the standards of the individual's reference group. The greater the difference between the job situation and the reference groups' norms, the less the job satisfaction; the smaller the difference, the greater the job satisfaction. This point of view, for which there is some empirical support of (Katzell, 1964; Kleiner and Parker, 1963; Hulin, 1966) is derived largely from Helson's (1948) more general adaptation level theory of behaviour. Yet another proposition that has become popular with scholars and practitioners is Herzberg's dual-factor theory (1959). In contrast to the above two theories, states that job satisfaction and job dissatisfaction are reactions to different kinds of job aspects; job satisfaction is regarded as mainly a function of challenging, stimulating work activities or work content (motivation factors); while job satisfaction is mainly a function of environmental factors like supervision, company policy, and working conditions ('hygiene' factors). The hygiene or maintenance factors which include pay, status, work conditions, job security and relations act as a curb on job satisfaction.

The present study was designed to test the extent of each of these three theories of job satisfaction could account
for the relationship in job satisfaction levels to job involvement between secondary and college teachers in a cultural setting. The secondary and college teachers were deliberately selected to ensure that both were engaged in the same jobs, not only in terms of their job contents and their immediate job situations. Although the secondary and college teachers of the present study are likely to be similar with respect to personal needs and are in similar situations.
BIBLIOGRAPHY


21. Nelson

22. Herzberg's F. op.cit. (5).