CHAPTER II

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The theoretical, philosophical and the research material dealing with the biographical demographical and behavioural correlates with Job satisfaction and Involvement, though very big in size is absolutely inconclusive if one considered the problem of identification and prediction of job satisfaction and involvement. In fact, the problem of identification and prediction in the behavioural science in general has always been complicated. The different researchers working in the same area of behavioural investigations differ in the following respects:

1. Nature of the sample
2. Sample size
3. Number of Independent Variables
4. Number of Dependent Variables
5. Research Design
6. Mode of Analysis
7. Follow-up

To be specific very few researches in India and abroad have considered that job satisfaction Involvement and Need achievement of each subject of study jointly. Most
of the studies dealing with the concept of Job satisfaction and Involvement has been considered separately. Several attempts have been made abroad systematically to study the causal antecedents of each by utilizing the method popularly known as path analysis. This method takes into consideration the temporal sequencing of the set of independent variables where each set is linked with more than one or more dependent variables separately. The basic mode of analysis is path analysis in the linear multiple regression. What is most difficult in such type of a study is to have a well developed theory and the scientists' ability to specify zero relationship and non-zero relationship between different sets of variables.

Considering the available literature, it is believed that till today, in the field of organization, or Education there is absence of sound and generalizable theory linking the predictor variables with either generalized or specific educational achievement. The present study departs from the earlier studies in the sense that it has employed new model.

The history of Job satisfaction, involvement, n-achievement research research is 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 this topic. A thorough research review by Herzberg, Mausner, Peterson, and Capwell (1957) include
references. According to an estimate about 3350 articles including dissertations have been published up to 1972 (Locke 3, 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 field. However, as suggested by Locke 4 (1976) the continuance of further work on the topic is justified since job satisfaction can 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 and involvement shall influence life satisfaction. A number of investigation bear testimony to this fact. A significant relationship has been reported between attitudes towards the job and those towards life (Iris and Barrett 5, 1972) Kornhauser 6, 1985, Weitz 7, 1952). The results obtained by Herzberg and others (1959) also suggest that satisfying job experiences (e.g., achievement, recognition) often increase the individual's self-confidence. On the other hand, negative effects of dissatisfaction are also visible on physical health, longevity, and mental well-being. Herzberg et. al. 30 (1959) have reported that following dissatisfying job incidents, many subjects reported physical symptoms such as headache, loss of appetite.
indigestion, and nausea. Burke\(^9\) (1969/1970) and Buck\(^10\) (1972) reported a significant correlation between job and/or non-job satisfactions and such subjectivity reported physical symptoms of fatigue, shortness of breathe, headache, sweating, and ill health.

The problem in the present investigation is to find out how the job involvement (affective responses) relates to personality characteristics, and job satisfaction with reference to need achievement of secondary and college teachers. The investigator has been motivated by the implications of certain generalizations arrived at in the review literature. The literature suggests two rival hypotheses regarding the direction of causal relationship between job satisfaction and job performance:

1) that job satisfaction is the determinant of job performance such that past satisfaction is the effect of job performance such that previous job performance causes present job satisfaction. Previous research has not provided conclusive support for either hypotheses and stron arguments have been advanced that under different work environments or for teachers with different value systems, either of the causal relationship could exist.

According to Korman\(^11\) (1971), three major 'theories'
of job satisfaction have served as implicit or explicit reference points for most of the research in the area. They are the 'need-fulfilment' theory of Vroom (1964), the 'social reference-group' theory of Hulin (1966) and the two factor theory of Herzberg et al. (1959). The need-fulfilment theory conceptualizes job satisfaction as being basically a direct function of the extent to which the job situation satisfies the individual's personal needs. In terms of the viewpoint, the greater the discrepancy between an individual's personal needs and the degree to which the job situation provides satisfaction of them, the less the job satisfaction; the smaller the discrepancy, the greater the job satisfaction. This point of view, which has been supported by some studies of Morse (1953), is derived largely from Lewin's (1935) more general field theory of behaviour. Not so popular, but conceived as more precise and scientific, are the theories that fall within the rubric of expectancy/path goal models of which Victor Vroom is a prominent exponent. His proposition is that a highly motivated producer would desire a regard he visualises as a result of effort put in and that if he had worked hard enough to produce the result he would have received the reward expected. In this model extrinsic and intrinsic rewards are not differentiated. Closely related to Vroom's theory is Lawler's motivational model. According to him, the motivation to perform at a Key
level is determined by the person's belief concerning the probability that if he puts effort into performing at that level he will be able to perform at that level. This belief is conditioned by the person's self esteem as well as by his previous personal and observed experience in similar situations. The higher will be his effort directed towards his performance. The other factor that influences motivation is the belief regarding the range of probability of accomplishing the desired level of performance and the strength of the outcome. Equity of outcome will also influence efforts. Efforts backed by ability to perform and the skills related to problem solving will result in performance which will then be related in somewhat complex manner to the resultant rewards. Lawler thus introduces such elements as equity and acquired ability and skills in his motivational framework.

It is important to note that, although it is quite possible to arrive at different predictions from each of the three major 'theories' of job satisfaction, the arguments employed rest on a number of premises which, while they seem plausible, have not yet been tested empirically in the present context. Only if these premises hold, is it possible, in the present circumstances to derive a different prediction from each theory regarding the job satisfaction levels expressed by secondary and college teachers. For instance, the argument underlying the need-fulfilment prediction that the secondary
and college teachers will be equally satisfied presumes that

a) the secondary and college teachers attach the same overall importance to their main personal needs (the theory says nothing about the relative importance of each) and (b) they regard their job situation as satisfying these main needs to the same extent, the aggregate.

The argument underlying the reference group prediction that the secondary teachers will be more satisfied than the college teachers, rests on the assumption that the secondary and college teachers compare themselves to their own groups rather than others. Finally, the argument underlying two-factor prediction that secondary teachers will be more satisfied than the college teachers assumes that (a) the secondary teachers feel more discriminated against than the college teachers and (b) these feelings of perceived discrimination are negatively related to the fulfilment of the higher-order needs of autonomy and self-actualization. The present study is therefore aimed at testing these underlying assumption as well as the three main predictions regarding secondary and college teachers differences in job satisfaction and job involvement. Within any institution, there are always some teachers, who are more job involved than others. But, all teachers consider their job to be instrumental in satisfying some of their needs. Differences in their job involvement
attitudes may influence teachers to look at the same job in different perspectives, and may direct them to emphasize different kinds of goal attainments in the job.

**Individual Freedom and Involvement**

It is generally accepted that to serve in social or human institution is to obey the institute or to become its servant or slave and it is really very painful to see the people working in such fields like slaves or servants and also reflecting mental and practical service attitude.

We, the human beings and especially educated and intelligent people, have created these educational organizations. In its very roots we find slavery, compromise, helplessness, self-aggrandisement, psychophancy, favouritism, dirty politics and lobbying and so to talk of progressive, pure and changing education as well as educational organizations is hollow.

As the teacher is appointed as a servant it is expected from him to obey even the improper standards of the institute and keep mum regarding injustices done to him or others. He has to remain passive and serve, because therein lies his own economic well-being and also the well-being of his family and society.

Why is the question of individual freedom raised
amidst such lifeless, rigid educational organisations? Such questioning and inquiring as well as sensitive persons create serious problems for others as well as the organisation. So his weaknesses are pointed to very often and he is threatened and he is hence helpless. He is constantly made conscious of it. He is not a free person but a commodity and a dependent on others or the organisation.

If such freedom loving person sticks to his institution with his insistence on freedom, he should be ready to leave the field because he has failed to adjust himself in the institution as well as with the vested interests. He begins to feel the hollowness of the organization and feels unable to suggest constructive steps for the organization. Why should he criticize the institute? He should either leave the field or keep mum.

Even the present Pope John Paul has shown understanding about the injustice done to the great astronomer Galileo by the Papacy for his going against the scriptures. He firmly believes that Galileo should have been given all freedom to do research in his scientific inquiry. If an interested person is not given freedom in the educational field, the entire structure of the field will be considered slavish and rigid.

College teachers complain of indifference among the student as well as teachers themselves today and studious, sensitive, truthful, frank college teachers feel suffocation
in the present atmosphere. Such condition is really sui­
cidal for the teachers as well as for the entire organi­
zation field. We shall have to throw away the dust of 
rigidity and indifference by taking immediate, construc­
tive progressive steps in the direction of educational 
change. Otherwise, the whole educational activity will 
create frustration among the sensitive teachers as well 
as indifference among all the teachers. The problem of 
the explosion of students should be considered in the 
context of the problem of indifference. There is complete 
lack of the congenial physical condition in the institutes 
and in the crowded class raises themselves the college 
teachers address the faceless, anonymous student. Under 
the circumstances how can we talk of the rapport between 
the teachers and the students? There is a feeling of 
colossal wastage of human energy in such atmosphere. The 
library and the reading room are also noisy and not ideal 
peaceful places for the student to sit and read.

Finally, the college teacher who wants to give 
new dimension to his subject is also in dilemma, since he 
feels the burden of the chains of course limit and the 
justice to be done to it. He can digress from the curricu­
lum (course) and if he does so he will be scolded and 
criticised. So the teachers wanting to give dimensions to 
their subjects are also not given freedom to do so. Under
such closed, confined and almost slavish condition that prevails in our present day colleges, it is meaningless to talk of high ideals and improvement of fallen standards. Our present day colleges have totally failed to create free, non-hypocritical, vigorous, fearless, thinking, responsible intellectual persons, enlightened teachers and students. Have our institutes really died or are taking the last breath?

**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 n-achievement. However, much effort is still needed to fully understand the relationship between job satisfaction and its agent/outcome variables in academic situation particularly. Good many studies have been done in industrial civilization to identify the possible influence, 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 gree
used which creates problems in conceptualization and integration of results to theory.

Another difficulty with the job satisfaction research is that most of the studies are correlational in nature and hence fail to provide any light on causal relationship between agent/outcome variables. Further, most of the studies deal with labour population and managerial executive cadre of the organizational population, but there is a dearth of research on the teaching population.

The present investigation is an attempt to fulfil some of the gaps in existing field of knowledge, Job satisfaction, involvement and N-achievement as outcome variables of locus of control - motivational climate, participation in academic climate and various types of role stresses they face.

Selecting college teachers/secondary teachers of different institutions in Ahmedabad has been made to (a) relationship between Locus of Control, motivational climate in the institutions, participation, role stress and Job satisfaction, involvement dimensions, and (b) to find out the relative contributions of these variables in predicting Job satisfaction and involvement for teaching communities, (c) To decipher the process of personality characteristics which are generally found in the highly achievement motivated teachers which favour the
development of self-actualization. For this purpose, the investigator picked up certain personality characteristics and environmental situations on the basis of research evidence and some theoretical and practical considerations, to find out:

1) which of these personality and environmental variables are related to need achievement.

2) in what manner are they related to need achievement.

The results obtained may well help to modify the theory of job involvement in relation to job satisfaction.

The present study seeks to bring about an interaction between the standard of teaching and the culture of the teaching profession in the teaching institutions and discusses the dynamics of the interaction between personality variables and their attitudes towards the teaching profession.

Hypotheses under Study

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 present study is intended to evaluate the attitudes of teachers.
towards their profession and see whether any significant differences are discernible in their accomplishments and to measure the role efficacy with a view to reflect upon their strength of need achievement and weakness.

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 school or college. Unless the teacher has the requisite knowledge, technical competence, and abilities required for the role, he cannot be effective.

2. If the role of 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.

1. Job involvement would be related to personal background, life values in education.
(ii) Persons with different levels of Locus of Control will differ significantly in relation to their Job satisfaction.

(iii) 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.

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

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

(iii) The old secondary teachers are more involved in job than the young college teachers.

(iv) The overall job satisfaction of secondary teachers will depend more on the satisfaction of lower than higher needs.

Stability in teaching profession

(i) The characteristics of an institutional climate appear to be more directly linked to job attitude, job satisfaction and personality.
(ii) 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.

(iii) The feeling of security of job hinders the attitude of job involvement.

(iv) 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.
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5. Locke E.A. Ibid. (25).


