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CHAPTER - 1

THE INTRODUCTION

1.1 Introduction:

As it is well known fact that in the fast changing world of today the role of the teacher assumes special significance Since teacher is instrumental more than anybody else in helping the younger generation to imbibe the right values, Skills and attitude necessary to cope with the world of tomorrow.

The role of the teacher in the educational process is always challenging and dynamic so he must be fit by body, mind and soul. The success of education process depends much more upon the character and ability of teachers. Teacher must have right attitude to impart proper education according to ideas and ideologies of community and nation. It is possible when a teacher has involvement and satisfaction in their job.

A high quality teaching staff is the cornerstone of a successful educational system. Daily interaction between teachers and students is at the centre of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education in India. One step in developing a high quality faculty understands the factors associated with teaching quality and retention. One of these factors is job satisfaction, which has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance. Often it is not merely satisfaction with the job but with the career in general that is important. Satisfaction with teaching as a career is
an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Because faculty are both the largest cost and the largest human capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system.

A number of external and internal forces act upon a teacher and influence his/her behaviour in implementing the education policy of a nation. There is a dire need to identify the conditions necessary to influence the teacher in their working situations.

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well-equipped teacher is supreme in education. At all times the teacher is the pivot in the system of education.

Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all.

The teacher has always occupied the highest place in the whole teaching-learning process from the very ancient period. The place of a teacher has been thought of even higher than God. This is reflected in the Secondary Education Commission's (1953) report. It says, "We are convinced that the most important factor in the contemplated educational
reconstruction is the teacher, his personal qualities, his educational qualification, his professional training and the place that he occupies with the school as in the community. Particularly, the future of our nation depends on the continuation and advancement of knowledge from one generation to the other. This process is again based on the educational institutions, with the teacher as the inner core. Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important”. He has always been vital to education as a source of knowledge. In fact the very education system exists because of the tremendous efforts of academic staff members, their expertise and efficiency.

In the National Policy on Education (1986), it has been regarded as “Facilitator” of teaching-learning process. Under the changing circumstances and with the influence of the environment, at least within the school periphery, for the children, the teacher is the recognised organiser of learning environment and stimulant conditions. Teacher is expected to create the ‘set-up’ to enable the students to ‘pick up’ the goals of learning. It is on his personal qualities and character, his educational qualification, and professional competence that success of all educational endeavour must ultimately depend. Thus, the success of educational process depends, to a large extent, on the character and ability of the teacher, who is very rightly regarded as the “Corner Stone” of the “Arch of Education”.

Studies conducted on job satisfaction suggest that teachers’ status could be enhanced to the highest set up in the educational ladder since he is the “Pioneer” in seizing socialisation of the adolescents of the society and also he transmits a body of knowledge and skills appropriate to the abilities and needs of the students in the complex world of 20th century and that is what every child should possess to enter into 21st century.
Job satisfaction is the favorableness or unfavorableness with which employees view their work. It results when there is congruence between job requirements, wants and expectations of employees. It expresses the extent of match between the employees expectation of the job and the rewards that the job provides.

However, other aspects such as employee's age, health, temperament, desires and level of aspirations are also important. Further his family relationships social status recreational outlets, activities of organizations like labor, political or social contribute ultimately to job satisfaction.

Unless teachers are committed to their profession, they may not be able to discharge all the changing roles and functions of their profession. But the very people, who build up the educational system by their skills and professionalism, now find themselves exposed to public criticism and questioning. They find that their ascertains of professional competency to carry out the responsibilities of their autonomy are not automatically accepted, and questions of their 'accountability' are being raised, both by the parents and society, on the one hand, and the Government on the other. The status of teachers, on the whole, has diminished during the last few decades. The reasons for this are not very difficult to find: deterioration in their service conditions, the isolation in which teachers; work phenomenal expansion of the educational systems, change in the value systems and a general impression that is very large number of teachers do not perform their duties properly as expected by the society, etc.

Job motivation occurs when an individual perceives an opportunity to gratify in active need through job related behaviours. Thus work
motivation creates conditions where people show high zeal, initiative, interest and enthusiasm at any work, with a sense of responsibility, loyalty, discipline, pride and confidence to effectively achieve the goal of an organisation. Those jobs, which provide the worker a chance to fulfil his interest and aptitudes gives him satisfaction and pleasure. Natural interest in jobs of his satisfaction motivates him for efficient and qualitative performance. Job satisfaction covers both the satisfaction derived from being engaged in a piece of row or in any pursuit of higher order. It is essentially related to human needs and their fulfilments through work. In fact job satisfaction is generated by individuals perception of how will and his job on the whole is satisfying to his various needs.

In the field of education, higher secondary stage of education is an important stage since it is the turning point in the life of the PU Students. This is a bridge between the secondary education and college education.

In this stage role of teacher is very important and he is shouldered with greater responsibilities and he has to face so many problems and challenges relating to his job involvement.

1.2 Teachers and Pre University Education (Higher Secondary Education):

Higher Secondary Education is also called as +2 stage. It is a turning point in the education of the youngsters. Therefore it plays a very important role in the education of an individual.

Higher Secondary Education is also called pre-university education in Karnataka at present. Formerly it was called Intermediate course. This is a bridge between the secondary education and college education.
According to the Indian Education Commission of 1964 “the standards of any given system of education at a given time depend upon the structure, in the division of the educational pyramid into different levels or stages and their inter-relationship, the duration or total period covered by the different stages, the extent and quality of essential inputs such as teachers, curricula, methods of teaching and evaluation, equipments and buildings and the utilization of available facilities.

In this pyramid of education +1 is the Higher Secondary stage one that completes 10 years of schooling will enter into +2 stage or Higher Secondary stage and after that enters +3 stage or university educations. Thus +2 stages or Higher Secondary stage is a bridge between secondary and university education.

Pre University Education is a link between the secondary and university education. Thus it is plays a very important role in deciding the future course of education of students at that level. The ages have higher ideas their own. They want to be recognized and are active to do a lot of things. Thus they will be in a transition period, i.e. from adolescence to adult hood.

According to modern concept of education teacher has a high responsibility of proper physical, mental, emotional development of a student.

After Higher secondary education some students will enter life, few will go to higher education etc., hence teachers of Pre-University should have a right attitude to mould the students properly to lead their life pleasantly in the society, which will be helpful to the students in future and helpful for national reconstruction.
Therefore, education imparted at this level will have greater impact on student’s personality development. In this stage the role of teacher is very important. From this point of view the Pre University Education is a very important stage in the stature of education.

1.3 Theoretical Background of the Study:

Jobs vary with respect to the nature and place of work, level and type of skills, interests and abilities required, physical and social environment and rewards yielded; therefore they vary in the type and amount of satisfaction they yield to the work.

The monetary benefits obtained in the teaching profession is different as compared with the monetary benefits obtained in other professions, in some educational institutions the working conditions and terms of tenure are not in teachers’ favour. Normally teachers find themselves handicapped by lower salary, lower status, longer hours of work and fewer facilities. In many cases it so happens that persons take up to teaching not because of interest or liking for the profession but because of their inability to secure positions elsewhere. Though this gloomy picture of teaching profession and teachers cannot be generalized it is true in the case of many teachers.

The determining factors of job satisfaction can be classified into three categories viz., personal factors, inherent factors and factors which in turn is controlled by management. The present investigation was designed to study job satisfaction of PU college teachers in teaching profession and to find out whether there is any influence of psychological factors like Occupational Stress, job Involvement and Locus of Control and demographical factors such as sex, age, marital status, teaching experience, professional training and salary on the job satisfaction of teachers.
Individuals differ in age, sex, family background, marital status, education, abilities, interests, needs and values. They also differ in the amount and type of satisfaction sought at work. Consequently they differ in the degree of vocational adjustment.

The major reasons given for dissatisfaction with the job are stress associated with the job, the relatively low salary, the amount of time required for duties other than teaching, the poor procedures for handling students misbehavior and the harsh treatment of education by the media.

Further, because of the specialized nature of work in educational institutions, work lacks intrinsic interest and therefore the teachers find no incentive for work. To provide interest in work and make the job satisfying and pleasant, there is a tremendous need for research in the area of job satisfaction. It is only from the data of scientific research that the management/department can know the factors contributing to job satisfaction and then only can necessary steps could be taken to improve job satisfaction – moreover, knowledge of the attitudes and factors leading to job satisfaction will provide scope for better selection procedures. It is also directly related to vocational guidance in schools, colleges, private and public employment agencies etc.

As compared to Western countries there have been many empirical investigations in India aimed at studying the perceived importance of job factors. Bose (1976) was probably the first, which paved the way for other investigators to undertake research in this area. Since then a number of investigators’ have tried to find out the perceived importance of job factors to the workers. Many investigators used job satisfaction as an independent variable and tried to correlate it with different facets of worker’s behaviour such as production, absenteeism, accidents, and turnover. Also, many
investigators used job satisfaction as a dependent variable and tried to establish its relationship with personal variable such as age, sex, education, marital status, number of dependents, caste, etc.

The motivational significance of work lies in its provision of the means by which needs and wants can be converted into desired outcomes. Job performance requires that the employee manipulate the means offered by the job so as to realize the outcomes, which both satisfy his own important needs and meet certain organizational requirements for effective performance. This definition focuses attention on the key role of means both for performance and for need satisfaction. It is clear that performance and satisfaction depend on the appropriate means being available to the employee in the job. It begins with the employees needs, grouped here according to their extrinsic and intrinsic natures. The employee uses the job as a means for realizing a variety of outcomes, which serve to satisfy his needs. Two aspects of the job affect his ability to realize desired outcomes:

1. The means available in the job, and
2. The role requirements.

Means refer to those features of the job, which support or make possible behaviors required to attain outcomes successfully. Role requirements represent the organizations and the employee’s own expectations of the behavior required in the job. Foremost are expectations of good performance and low absenteeism and turnover. The role requirements are, in effect, the standards by which effective job behavior is judged. The job outcomes or rewards are contingent upon satisfying the role requirements.
Outcomes are of two types: first level and second level outcomes. First-level outcomes are those, which are directly contingent upon job performance—pay, promotion, job accomplishment, etc. In themselves, first-level outcomes have no value but require value through their ability to secure second-level outcomes such as food, clothing and shelter. Outcomes feed back to satisfy personal needs and maintain the probability of occurrence of role-required behaviors.

The teaching profession is one of the low-paid professions in India. Even illiterate in some public sector undertakings and private organizations get much more than the teachers who are highly qualified. The discrepancy in the salary structure of the teachers of different states may be removed by a suitable legislation. A wage policy for the teachers may be worked out at the national level. A Grievance Redressal Committee may be set up by Government to go into the grievances of the teachers.

Job satisfaction is therefore receiving increasing attention to understand behavior in organization. Studies and empirical research abounds both in India and abroad on job satisfaction. Research literature on the psychology of work gives a lot of insight into some basic questions, such as; job satisfaction is a must on the part of every profession, especially among the teaching profession, as generally known that “Teachers are branded as builders of nation, whereas teachers have much more importance for their role to play”. Unless the PU college teachers are helped to derive a satisfaction in their jobs, the work they do will not be effective both from the point of view of their own personal growth and professional contribution in terms of future preparation of citizens.
A recent report on job satisfaction among American teachers identified “More administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy” as working conditions associated with higher teacher satisfaction (National Center for Education Statistics, 1997). Favourable workplace conditions were positively related to teacher job satisfaction regardless of whether a teacher was employed by a public or private school, an elementary or PU college, and regardless of teachers’ background characteristics or school demographics (National Center for Education Statistics, 1997). The study also found that “Teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not”. A weak relationship was found between teacher satisfaction and salary and benefits (National Center for Education Statistics-1997).

Stress also affects job satisfaction. It can result in emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction. Feeling overly stressed can result in erosion of one’s idealism, sense of purpose and enthusiasm.

Job satisfaction and teacher efficacy are related to each other. Persons with high teacher efficacy seem to rely on their own strengths to cope with problems they are active and interactive and interact with people and the environment, and persist in solving problem mostly by themselves and sometimes by taking help of other people. They show positive and appropriate behavior, and feel satisfied with life and with their jobs and roles in their organizations. If the teacher gets higher job satisfaction it contributes to teacher efficacy.
Another important divulgence from the trends of the studies conducted in the area of teachers job satisfaction is that these studies have been taken up from the psychological or the sociological perspectives, where the influence of psychological and or sociological variables on the job satisfaction of teachers has been examined. Though this is necessary, all the job satisfaction behavior of teachers cannot be explained only by these variables. Job satisfaction is also influenced by the variables that fall into the educational administration spectrum. In this way the present problem on job satisfaction has emerged.

1.4 Meaning and Definitions of the Variables:

1.4.1 Job Satisfaction:

Satisfaction refers to the way one feels about events, people and things. According to latest definition of job satisfaction, “Job satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general”. It means job satisfaction has many inter-related factors viz. working conditions, job security, group structure, compensation, and supervision etc. It is also a function of an individual’s level of aspiration. From this it follows that a worker with a high level of aspiration is likely to be less happy whereas another with a moderate level of aspiration can derive more happiness from the same job and that dissatisfaction increases the gap between aspiration and its attainment increases.

Blum and Naylor (1968) define job satisfaction as a general attitude, which is the result of many specific attitudes in the three areas: namely; specific job factors, individual characteristics and group relationships outside the job.
Smith, Kendall and Hulin (1969) define: “Job satisfaction is a feeling towards discriminable aspects of job situations.” These feelings are a function of characteristics of the job, judged in relation to a personal standard or frame of reference. Potentially important components of the frame of reference for the evaluation of job features include personal characteristics: namely; skills, expectations, values and aspirations which may be indexed by factors like background and experience of the worker and which may contribute substantially to an adaptation level; and situational variables which may represent social norms as well as reality constraints in terms of alternatives available in a given situation.

According to Sinha (1971) “Job satisfaction is the effect and attitudes produced by individual’s perception of fulfilment of his needs in relation to his work and the situation surrounding it.

Singhal (1971) defines job satisfaction as the “zest” an employee displays in his harmonious relationships on the jobs as a result of his adjustments on three dimensions; namely; personal, social and work.

According to Pramod Kumar and Mutha (1975) “Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes are related with specific factors such as wages, conditions of work, advancement opportunities, prompt settlement of grievances, fair treatment by employers and other fringe benefits”. Job satisfaction may be defined as an attitude, which a result from balancing and summation of many specific likes and dislikes experienced in connection with the job.

According to Locke (1976), “Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.”
Gruneberg (1979) defines: “Job satisfaction is the favourableness of unfavourableness an employee views his work.”

According to Dixit (1993) “Job satisfaction is the result of various attitudes of an employee towards his job”. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits.

1.4.2 Occupational Stress:

In common, the term “Stress” and “Strain” are used synonymously in a non-scientific manner. But what really stress refers to and what does it mean in the real sense? Derived from the Latin word “Stringere”, stress was popularly used in the seventeenth century to mean hardship, strain, adversity or affliction. In eighteen and nineteenth centuries, it was used to denote force, pressure, strain or strong effort with reference to an object or person.

Occupational stress is defined as a condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment. Prolonged occupational stress in teaching has been found to result in both mental and physical ill health, ultimately having deleterious effect on teachers’ professional efficiency (Camp, 1985; Claxton, 1989; Fletcher and Payne, 1982; French, 1988; Galloway et al. 1984; Kyriacou and Pratt, 1985).

The experience by a teacher of unpleasant emotions such as tension, frustration, anxiety anger and depression.
Stress is the stirred up bodily state of the organism. According to Selye (1956) who is the father of stress research, stress is the non-specific response of the body to any demand made upon it. During stressful situation Autonomic Nervous System is active and helps the individual to meet the stress. Educated people who are engaged in white-collar jobs especially teachers may be experiencing more mental or psychological stress than other who are experiencing physical stress.

Cox (1975) distinguished usage of the term ‘Stress’ in three different types.

- The engineering model of stress referred to stress as a negative one like overload of work, role conflict, ambiguity, poor working conditions.
- The physiological model conceptualized stress as something within the individual.
- Transactional stress conceptualized stress as result of imbalance or discrepancy between the demands on the individual and the ability to meet or cope with them. Thus the common factors affecting an individual’s stress can be categorized as
  a) Extra-organizational
  b) Organizational
  c) Group
  d) Individual.

The stress on the individual affects the organization, employee’s output, well being, the family and life as a whole. Today’s jobholder at any level and in any type of organization undergoes a tremendous amount of stress. The effects of such stress would lead to health disorders like heart diseases, ulcers, arthritis, cancer etc., or psychological disorders like frequent change of mood, lowered self-esteem, resentment of supervision, improper decision-making ability, job dissatisfaction, besides problems like
absenteeism, turnover, change of job, accidents etc. To cope with these stress-induced problems, different strategies were developed like physical exercises, relaxation and self-control techniques, cognitive therapy and so on.

Kyriacou and Sutcliffe (1977) and (1978) defined teachers’ stress as a response of negative effects such as anger, anxiety and depression arising from aspects of the teacher’s job and mediated by the perception of the demands made upon the teacher.

Kyriacou and Sutcliffe (1979) showed that stress has correlation with job dissatisfaction, absenteeism and great desire to leave the profession.

The cause of stress may be in the work we do or even within us an individual. It is worth remarking, however, that one’s occupation can induce both the externally generated and the internally generated stress conditions.

Kyriacou (1989) defined stress as an unpleasant emotional state, resulting from prolonged, increasing, or even new pressures, which are perceived as significantly greater than the individual’s coping resources. In organizational behavior literature, employee stress has attracted considerable attention, as it appears to impact upon a person’s overall performance, both in terms of productivity and delivery of services.

Ghali (2004) defined Stress as “the state manifested by the specific syndrome, which consists of all the non-specific induced changes within a biological system”. Stress is usually though of in negative terms like causing something bad or distress to the individual. But there is also a
positive and pleasant side of stress, leading to good things. It can be defined as an adoptive response to a situation resulting in physical, psychological and behavioral deviations. Stress is not simply anxiety or nervous tension and necessarily something damaging or bad, which need to be avoided. Stress is inevitable at some time or other. But it can be prevented or can effectively be controlled to some extent if proper measures are taken. Depending on the nature of factors and their effects on stress, it can be classified as physiological and psychological. Physiological factors include ill health, excess physical strain, pain, and difficult respiration, lack of proper ventilation etc. Psychological factors include the stress due to excessive workload, suffering from a problem, improper or slow decision-making, high responsibility, lack of co-operation of other members, anger, depression etc. This can also be seen in the situations of the threat, danger, offence, anger and so on. Stress was there, is there and will be there in all societies at all times. Every individual at one time or other should be influenced by stress and its associated consequences.

1.4.3 Locus of Control:

According to social learning theory, the potential for any given behavior to occur is a function of the individual's expectancy that the behavior will be effective in securing a desired end or reinforcement. In a particular situation, a class room for example, the probability that a person will make an effort to test, is directly related to the degree to which the person believes or assumes there is a contingency between effort of one's own part and such rewards as the teacher's approval, good grades, and so on (Lefcourt, 1966).
Individual ability, teaching performance, hard work among teachers must be identified for better locus of control. Locus of control is one of the important factors, which affects the job satisfaction.

Locus of control is an expectancy variable that describes the perception of personal control. It is an important personality component which gives an indication of the degree to which is an individual perceives reinforcement emerging from his own efforts versus the degree to which he believes them to be controlled forced outside himself. The belief that rewards the individual’s efforts is termed as internal control; while the belief that rewards are governed by forces outside himself (luck, chance, faith) is termed as external control.

*According to Rotter (1972)* ‘Locus of Control is not a typological concept and people are not internally or externally controlled type. Locus of control is a continuum and people can be ordered along that continuum’.

*Rotter (1966)*, is credited with first introducing studies on locus of control and it importance on theoretical and practical consideration of motivation. He developed this concept out of the “Social Learning Theory”. He was interested in isolating or identifying a variable that might correct or help them to refine their prediction of how reinforcements change expectancies. Rotter (1966) stated that when a reinforcement is perceived by a subject as following some action of his own, but not being entirely contingent upon his action, then it is typically perceived as a result of luck, chance, fate or as under the control of powerful others or as unpredictable because of the great complexity of forces surrounding him. When the event is interpreted in this way by an individual we have labelled this belief external control, if the person perceives that the event is contingent upon his own behaviour, his own relatively permanent characteristics, we have termed this a belief in internal control.
The term Locus of control refers to the perceived causality of behavioural outcomes. At one end behavioural outcomes that originate internally within the individual, where he thinks he himself is responsible for his own behaviour. At the other extreme the individual sees others or luck or circumstances beyond his control as responsible for his behaviour, that is to say, factors occurring externally or outside of the individual. It is the effect and importance of various internal and external factors in the learner’s opinion that control, govern or reinforce the behaviour of an aspirant in the pursuit of this goal.

Locus of control is the degree to which one believes that the rewards and major events in one’s life are controlled either by one’s own actions (these people are ‘internals’) or by others (such people are ‘externals’). In organizational settings, rewards or outcomes include promotions, favorable circumstances, salary increases and general career advancement. Locus of control is regarded as relatively stable personality characteristics and is related to job satisfaction and stress. Job satisfaction and locus of control have been found to have positive relationship. Those who believe that they will be able to master most demands by doing what is necessary, or discovering what to do and how to do it, are less likely to be threatened or helpless or hopeles in stressful situations. This is in contrast with chronically anxious individuals who believe that they are incapable of mastering the situation.

In general, people with ‘internal’ locus of control are more satisfied at work. ‘Internals’ would be expected to indicate greater job satisfaction than ‘externals’ for at least three reasons; first, dissatisfied ‘internals’ will quit dissatisfying jobs; second, ‘internals’ tend to test higher rewards due to their better performance and achieve more frequent promotions and salary increases; third, individuals who have sufficient control to leave the
stressful situation but who choose to stay will convince themselves that their situation is satisfactory. There is compelling evidence that control, even the belief that one has control, is associated with a myriad of positive outcomes and lack of control is associated with various forms of ill health. “Internals” may seek work situations which they can control and this may carry over into leisure activities. The ‘externals’ tend to be more anxious than ‘internals’. ‘Internals’ would thus be expected to perform better those tasks, which necessitate complex information collection or processing, and those tasks or organizational demands which require initiative and independent of action.

**Internal Locus of Control**

If one person perceives that an event or achievement is contingent on his own behaviour or his own relatively permanent characteristics, he is termed to have ‘Internal control’ (Rotter, 1966).

Here he assumes that he is the master of his fate and the “Captain of his soul”, doing mainly what he wants to do and achieving the results by his own efforts and hence he is said to have an internal locus of control.

- Internals are more likely to seek information.
- Internals are more sensitive and alert.
- Internals show more incidental learning.
- Internals pay more attention to relevant cues when there are uncertainties in the situation.
- Internals are more responsive to informational requirements.
- Internals pursue goals by paying careful attention to demands of the taste.

These are the findings of various anatomic researches over locus of control.
**External Locus of Control**

When a reinforcement in perceived by the subject as following some action of his own but not being entirely contingent on his action, then, in our culture, it is typically perceived as the result of luck, chance, fate as under the control of powerful others, or as unpredictable because of the great complexity of the forces surroundings him. When an individual interprets the event in this way – this is a belief in “external control (Rotter, 1966)”.

Here if one believes that his ability and his skill won’t make much differences because luck and other people will govern the outcome of his efforts, he is said to have external locus of control.

**1.4.4 Job Involvement**

Closely related to achievement motivation and job satisfaction is job involvement-the intensity of a person’s psychological identification with the job. Usually, the higher one’s identification or involvement with a job, the greater is the job satisfaction. Job involvement depends on personal characteristics and on the nature of the job tasks.

*Allport (1943)* defined job involvement as the degree to which the job meets the need for prestige and self-respect or the level of importance to one’s self-esteem. Again, there is reason to assume that a job may very well enhance as well as diminish an individual’s overall self-esteem. A worthy, and perhaps ethical, goal of any organization is to increase an employee’s self-esteem; whether it improves the productivity of the employee is immaterial. Nevertheless, as pointed out earlier, self-esteem and job-esteem are overlapping, yet distinct concepts.
Bass (1965) finds that the following conditions lead to the strengthening of job involvement: opportunity to make more of the job decisions, the feeling that one is making an important contribution to company success, recognition, achievement, self-determination, and freedom to set one's own workplace.

Katz and Khan (1966) state that first, job involvement is a necessary condition. If the individual is to accept fully the organizational demands placed upon him by his membership in an organization; second, that the degree of job involvement is related to level of aspiration and to the degree of internalisation of organizational goals; and third, that job involvement is a moderator variable in the relationship between satisfaction and performance become evident. Thus, job involvement can be considered as an important measure of organizational effectiveness that may be, at least in part, influenced by job satisfaction.

Saleh and Hosek (1976) defined job involvement as the degree to which the total job situation is a central life interest or the degree to which it is perceived to be a major source for the satisfaction of important needs. The central life interest implies the importance of the job on factors outside the job itself. Individuals are unique in how they view their employment as the most important function in their life (Ramsey, Lassk, & Marshall, 1995). Job-esteem, although it does have impact on central life issues, has few implications for how the job is perceived in terms of order of importance relative to other life activities.

Brown (1978) stated “A state of involvement implies a positive and relatively complete state of engagement of core aspects of the self in the job, whereas a state of alienation implies a loss of individuality and separation of the self from the work environment”.
1.5 **Need and Importance of the Study:**

The quality and quantity of performance performed by any individual in any task is mainly determined by the fact whether an individual is satisfied or dissatisfied by the particular task.

Work occupies an important place in the life of man. It is a major source for the satisfaction of biological, psychological and social needs of the individuals (Roe, 1956) as best single determinant of social class (Komhauser, 1955) suitability of work therefore, is very important for job satisfaction and the mental health of the individual (Brayfield and Morsh, 1957).

Theoretical aspects of job satisfaction shows that there are many factors which influence the level of job satisfaction. From the review of related literature it was found that comparatively very less work has been done to find the relationship between job satisfaction and factors like sex, teaching experience and scale of pay.

Every individual has certain needs and motives which he wants to fulfill. Any job, which fulfills these needs and motives, gives him satisfaction. It is probably the major aim of every worker to get pleasure in job, which enhances production and mental satisfaction. The satisfaction which people experience in their jobs is in large part the consequence of the extent to which various aspects of their work situations tend to be relevant to their job related values systems as every individual has special abilities, aptitudes, inherited capacities, interests and aspirations. Those jobs, which provide the worker a chance to fulfill his interests and aptitudes, give him satisfaction and pleasure. Natural interest in job of his satisfaction motivates him for efficient and qualitative performance.
Teaching profession as such has an important, noble place in the society. Wholehearted participation of the organization is primary necessity for the success of educational system. Teacher's job satisfaction is a pivotal link in the chain of education reform. Teacher's satisfaction influences job performance, attention and ultimately student performance.

The teacher is one on whom a sensitive, sophisticated, and delicate responsibility of moulding a prospective citizen is bestowed. In undertaking such a responsibility of preparing future of pupils, who shapes and sharpen younger generation, a teacher should inevitably possess, among other qualities, job satisfaction. It shows that a worker or a teacher is likely to be more effective in his work if he is satisfied in the job. Job satisfaction of teacher is, therefore, an important factor in making the profession more functional and effective.

The importance of job satisfaction is a universally known phenomenon. Number of investigations showed that when a man is satisfied with his work, the employer profits and the nation prosper. Further because of the specialized nature of work in educational institutions, work lacks intrinsic interest and therefore, the teachers find no incentive for work. To provide interest in work and make the job satisfying and pleasant, there is a tremendous need for research in the area of job satisfaction.

In India, research on 'job satisfaction' started in 1958 with the work of Durganand Sinha. Since then there have been many studies on the nature, causes and correlates of job satisfaction. However, the review of related literature reveals that there is paucity of research in this area. Hence, the researcher felt it worthwhile to explore this area in order to
investigate the job satisfaction of teachers in relation to various factors namely, locus of control, job involvement and occupational stress.

Understanding the job satisfaction is undoubtedly a vital phenomenon for PU colleges as it is for any organization. Hence, there is a great need for the study of teacher job satisfaction working in PU colleges.

Hence, the investigator felt the need to study on occupational stress, locus of control and job involvement on job satisfaction of PU College teachers. It would certainly provide a better insight into dynamic of teaching profession and significantly important for perpetuating good education and teachers self – stress an better involvement in their job.

1.6 Genesis of the Study:

In this age of science and technology, life has become more complicated and arduous. This is exactly a time of chances and challenges. The value of time has to be taken not as a moment list is list forever. Tempo of achievement once attained is to be maintained at all costs. Every moment brings for the humanity a vista of new and peculiar challenges, which have to be accepted and faced in all fairness. All this has to be managed with single method and the method is education. Hence, the modern 21st century education system must inculcate and assist in developing personality, improving communicational skills and help to choose a career. It must teach about time management and stress management. It must nurture qualities of creativity, innovativeness and enterprise. Value based education, technical and psychological ideas are very essential to make a person perfect and highly competitive. So it is necessary to adopt new dimensions in education.
Teacher constitutes the real dynamic force in the school and in any educational system. The energy and forceful personality of teacher has direct and indirect impact on the coming generations and it is teacher who broadens the outlook of the youth under his charge, thus demolishing the international and geographical barriers. It is said that the progress of the nation and of the mankind depends substantially on the teacher in a system of education, for the effective involvement of teachers in the all round development of pupils, a necessary conditions that teachers have to kept “Job Satisfied”.

Job satisfaction helps to attract and retain the right type of persons into the profession and also helps them function at the highest level of efficiency. A requisite one would assume, for a teacher to be affective, would be the amount of satisfaction he gets from the job. The optimum level of efficiency is attained by the teachers by virtue of his being satisfied at the job where as on the contrary dissatisfaction hampers his functioning to any usual purpose. A dissatisfaction teacher is lost not only to himself but also to the entire society. He becomes a nucleus of problems in the school. Satisfaction identifies the teacher with his profession and dissatisfaction forces him to get out of it at the earliest available opportunity. Thus job satisfaction of teachers play a very important role in perpetuating good education and in turn job satisfaction of teachers may enhance their profession efficiency and skills which will result in the better quality of education which has emphasized in NPE (1986).

Whatever research on the job satisfaction of teachers has been done in at the periphery and has not scratched its depth. The studies conducted in this area have not yielded conclusive results and the researcher did not find more studies on relationship between occupational stress, locus of control,
job involvement with job satisfaction. It appeared that there is a wide research gap so far as the relationship of these variables is concerned.

Theoretical aspects of job satisfaction show that there are many factors, which influences the level of job satisfaction. From the review of related literature that comparatively very less work has been done to find the relationship between occupational stress, job involvement, locus of control and job satisfaction.

Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it. Hence, it was decided to study the job satisfaction of teacher with respect to different work values.

1.7 Scope of the study:

1. The present study is confined to P.U colleges of Karnataka.
2. The study is further confined to teachers working in P.U Colleges of Shimoga District.
3. The scope of the study extends to find out the effect of three independent variables like occupational stress, locus of control and Job Involvement on Job satisfaction.

1.8 Statement of the Problem:

The problem for the present study may be stated as “Interaction Effect of Occupational Stress, Locus of Control and Job Involvement on Job Satisfaction of PU College Teachers”
1.9 **Objectives of the Study:**

The following are the main objectives of the study:

(i) To study the relationships of Occupational stress, Locus of Control and Job Involvement, in relation to Job Satisfaction of PU college teachers.

(ii) To determine the influence of Occupational Stress, Locus of Control and Job Involvement on Job Satisfaction of PU college teachers.

(iii) To study the interaction effect of,

   a. Occupational Stress and Job Involvement

   b. Occupational Stress and Locus of Control

   c. Job Involvement and Locus of Control

   d. Occupational Stress, Locus of Control and Job Involvement on Job Satisfaction of PU College Teachers.

1.10 **An Overall View of the Study:**

This chapter deals with a brief introduction of the role of education in building up of the society, the process of teaching-learning and its components, the status of teacher in society and dissatisfaction among teachers, causes thereof. It has also discussed the importance and relationship between the dependent variable that is Job Satisfaction of teachers with independent variables viz. Occupational Stress, Locus of Control and Job Involvement. It also deals with the need for the study, statement of the problem, importance of each independent variable, objectives of the study and scope included in the study.
In Chapter II, a brief review of related literature is presented, which helped the researcher to design the present study.

In Chapter III, the methodology adopted for the present study is discussed. This chapter includes scope for the study, design of the study, statement of the problem, justification for selection of variables, classification and discussion of variables, operational definitions of the terms used, hypotheses, tools used for the study, sampling design, data collection procedures, statistical analysis used for data.

Chapter IV deals with the analysis, presentation and interpretation of the data.

Chapter V presents a brief summary of the study. It also presents findings from the study, overall conclusions in relation to the variables and suggestions for further research along with educational implications of the study.