THE EFFECTIVENESS OF KRUMBOLTZ'S SOCIAL LEARNING ON INCREASING JOB SATISFACTION AMONG FEMALE TEACHERS

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ABSTRACT

The purpose of this study is to evaluate the impact of career counseling using the help of Krumboltz's social learning, on satisfaction with the nature of female teachers' work. A sample of 36 teachers was selected, using purposive sampling, out of the teachers whose marks, According to Job Descriptive Index (JDI) test, were lower than the average, as the standard deviation of the data. These sample teachers were divided into two groups, each consisted of 18 teachers. The research design was a kind of semi-experimental method, pre-testing and post-testing with control group and the follow-up testing. The results of this study, with a significance level of 0.005, indicated that career counseling, using the help of Krumboltz's social learning, increased the job satisfaction in the testing group in comparison with the control group. This increasing was continued till follow-up phase.

Keywords: Career Counseling, Krumboltz's Social Learning, Self-Satisfaction

INTRODUCTION

Employment is very important because the existence and continuity of a society depends on it. The career highlights the way a person lives. If people’s job is relevant to their expertise, in addition to the pleasure and satisfaction, their country will move towards self-sufficiency in various fields (Shafiabadi, 2006). One of the most important factors in the management of human behavior is the satisfaction of people with their jobs which is an important factor in increasing the productivity and efficiency of workers in various professions, including industrial and service jobs, and can be studied in terms of psychological and behavioral problems. Researchers have concluded that employees, who are happy with their job, tend to work harder and more efficiently (Sobhani, 2007).

People with a set of demands, needs, aspirations and learning which create job expectations, select their job. Job satisfaction indicates the human expectations’ agreement with Benefits that work provides. Job satisfaction and dissatisfaction is connected with person whole life and makes a person's life better and easier or vice versa. Thus, more attention is paid to job and relevant factors, such as job satisfaction (EbadNaseri, 2008).

Korman (1977) believes that the correlation of job satisfaction can be classified into two environmental factors including the level of job, job content, circumspect leadership, wage and promotion opportunities, social interaction and working in a group, and personal factors such as age, education level, gender, experience and so on. The concept of the work itself or work content plays an important role in job satisfaction. In general, people want to work where there is competition. They do not like a continuous work to do on the days. Two important aspects of the work itself having an impact on job satisfaction are variety of work practices and work instructions. As a whole, jobs with average level of diversification increase the job satisfaction. Jobs with low level of diversification and mobility bring about irritability and fatigue and also the jobs with high level of diversification and mobility, increase employees’ stress and anger. Many experts consider many factors in the work itself. They believe that in order to increase employees’ satisfaction and performance, jobs must be expanded and become rich in it. According to Korman (1977), this can be achieved by considering the following factors:

- Diversity: the degree to which employees engage in a wide variety of tasks
- **Freedom of action**: the degree to which a person have influence on Scheduling, planning and carrying out activities related to his work
- **Duty reinforcing**: the degree to which the job requires a complete unit of work and can be identified as the product or output of a particular person
- **Feedback**: the degree to which employees are aware of their good practice
- **Having sense**: the degree to which the job has meaningful tasks
- **Contact with others**: the degree to which the job requires the interaction with others
- **Evaluation opportunities**: the degree to which the job allows the interaction with others and leads to develop informal relationship and then friendship

Many researchers suggest that this aspect of job represents the agreement between expectations and experience of the individual. This agreement is based on the fact that job can create Interesting tasks, degree of responsibility and opportunities for learning. The greater fitness brings about positive evaluating of job satisfaction. Probably the most fundamental trait of work itself is that the job must be interesting and meaningful for individual. Undoubtedly, this aspect of job satisfaction is affected by the vast range of individual differences. Thus, according to different set of values and abilities which each person has; we can find a meaningful and specific kind of job for him. This job may have no sense for any other person.

Various investigations have been made on the job satisfaction. Among them, we can mention Taheri (2009), Gyvardofayy (2001), Abedi (2002), Ngimbudzi (2009) and Koustelios (2001). In a research on job satisfaction in the education system, Gyvardofayy, with the help of a job satisfaction model for school administrators and teachers, achieved some important outcomes which we will mention them here. The highest level of satisfaction was due to the job itself and the job dissatisfaction was related to external factors. Taheri (2009) investigated the relationship between job satisfaction and organizational commitment in the PE teachers (Physical Education Teacher) of I lam Education Organization. He concluded that there is a significant relationship between job satisfaction and organizational commitment. These PE teachers, among the different aspects of job satisfaction, were more satisfied with their supervisors, colleagues, type of work, job promotion and salary, respectively. Ngimbudzi (2009) in a study about the job satisfaction of 162 secondary school teachers in Tanzania, found that teachers are satisfied with issues such as social benefits, meaningful job and management support. Koustelios (2001) in a research about the personal characteristics and job satisfaction of 354 teachers (between the ages of 28 to 59 from forty public schools) in Greece, concluded that teachers are satisfied with their jobs and monitoring, while have some complaints about the salary and opportunities for progress and development.

**Krumholtz's Social Learning**

Michelle and Krumholtz's, in the field of career counseling, consider learning as the purpose of career counseling and the role of career counselors as learning facilitator. The social learning theory is based on the notion that humans are intelligent problem solvers and instead of passively controlled by environment; they do their best to control their environment. Consulting purposes, according to this model, include; ease of learning, desire, beliefs, work habits and personal qualities which enable everyone to be satisfied in the workplace and life (Abedi, 2002). Krumholtz social learning is based on the fact that behavior can be considered as the flow of the lessons learned and not to be considered as internal processes. Behavior based on learning principles is understandable (Swanson and Fouad, 1999, translated by Mousavi, 2002). For this reason, this theory places a strong emphasis on learned aspects of skills, desire, beliefs, values and significant aspects of its interpretation (Mitchell and Krumholtz, 1996; quoted by Abedi, 2002). According to Krumholtz, the role of counseling is to promote the social learning. This shows the impact of learning on the interests, attitudes, feelings, work habits, skills, personality traits, interests and behavior. Michelle and Krumholtz believe that the counselors must teach their clients to have a fundamental role in creating the beneficial events. Thus, they should achieve required skills and abilities in various aspects (Swanson and Fouad, 1999; translated by Mousavi, 2002). The point which is emphasized in Krumholtz's career decision-making is derived from thoughts and beliefs about one's selves and the environment,
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The ways that people extend their beliefs and act accordingly are the subjects of our discussion (Swanson and Fouad, 1999; translated by Mousavi, 2002). The following is a brief description of the impact of these factors. Although social learning theory does not specify the effect of heredity on human characteristics, the effect of heredity on individual differences and abilities is accepted. In fact, in this theory, the learning experience has interaction with intrinsic ability (Aram, 2009).

The second factor, environmental events can be controlled or not. Michelle and Krumboltz describe these environmental conditions and list twelve environmental categories as below: Job opportunities, social policies, benefits and salaries for certain jobs, labor laws, physical events, natural resources, technology development (technology), changes in social organizations, family education, educational resources, neighbors and social impact. These events are often beyond our control and mayor may not be scheduled (Swanson and Fouad; 1999, translated by Mousavi, 2002). The most important factor, the third factor, in social learning theory is the experiences of others which can occur in either the instrumental learning or association. In instrumental learning, a person will be encouraged or punished for his behavior and this leads to continuation or removal of behavior (Aram, 2009). In association learning, neutral stimulus is associated with a potent stimulus. For example, we learn that smile is the sign of confirmation and frown is the sign of rejection (Mehrabi, 2006). The fourth factor, the purpose of acquiring business skills, is a set of skills which people use them in their work. These skills encompass their expectation toward their job, work habits, cognitive processes and emotional responses. In this theory it is assumed that the interaction of innate abilities, environmental conditions and learning experiences makes the work skills. In general, the interaction of these four factors together can lead to decisions about themselves and others. Krumboltz and his colleagues emphasize that the uniqueness of each individual experiences in life brings about some factors which determine the job choices (Swanson and Fouad, 1999; translated by Mousavi, 2002).

Among the researches in the field of Krumboltz social learning, we can mention Aram (2009), Pernon (2008), Zamani Amir (2006), Hosseini (2006), Mehrabi (2006), Qajavand (2005), Moshef (2005) and Abedi (2002).

Aram (2009), Pernon (2008), and Hosseini (2006) concluded that career counseling, using Krumboltz's social learning, has beneficial effects on improving communication skills. Zamani Amir (2006), Mehrabi (2006), Moshef (2005), in their study, had concluded that social learning has a positive effect on changing attitudes and entrepreneurial behavior. Qajavand (2005) investigated the effectiveness of career consulting, using Krumboltz's social learning, on reducing burnout and the result was positive. Abedi (2002) in a research study, Comparing the Effectiveness of Career Counseling Using Social Learning Theory, effects of Occupational Adaptation and cognitive-behavioral happiness model on reducing the burnout of Esfahan educational consultants, concluded that career consulting, using Krumboltz's social learning, is more effective than the other two methods; Occupational Adaptation and Fordyce cognitive-behavioral happiness model.

According to the findings and evidence in the field variables, the following questions are posed:

Q1. Does career consulting, using Krumboltz’s social learning, influence the increasing of Shush guidance school female teachers’ work satisfaction?

Q2. Does the career consulting, using Krumboltz’s social learning, influence the increasing of Shush guidance school female teachers’ work satisfaction?

MATERIALS AND METHODS

Methodology

In this research, semi-experimental method, pre-testing and post-testing with control group and the follow-up testing are employed. The statistical population of this study consists of Shush guidance schools female teachers, working in academic year 91-90. A sample of 36 teachers was selected, using purposive sampling, out of the teachers whose marks, according to Job Descriptive Index (JDI) test, were lower than the average, as the standard deviation of the data. These sample teachers were divided into two groups, each consisted of 18 teachers.
Instruments
The instrument used in this study, undoubtedly, is the Job Descriptive Index, one of the most popular job satisfaction measuring instruments. This measure, made by Smith, Kendall and Hallin, has been used in more than 400 researches. JDI (Job Descriptive Index) is used to determine the five aspects of job satisfaction: the work itself, colleagues, supervisors, wage and promotion opportunities. The questionnaire contains 72 closed questions each have three options: yes, no, I do not know. The respondents were asked to read the statements carefully and choose the best answer. The questionnaire measures five levels of job satisfaction; the work itself, colleagues, supervisors, wage and promotion opportunities. In the case of test reliability and validity, it was run for the first time in 1990 in a south company by Shekarshekan and Arshadiguidance. The reliability of the test parts is calculated using the bisection method. The reliability coefficients for the different sections of the test were between 0.73 and 0.85. The total value of correlation was 0.61 and with the Quinn and Sheppard test was 0.66. According to Shekarshekan and Arshadi (1991), Validity coefficients range of different parts was between 0.24 and 0.71 (Heikal, 2009).

In 1992, once again, with the help of Ahvaz oil company Studies and Research Office of HRP (human resources planning) and Shekarshekan guidance, its validity and reliability were examined. Angle of reliability coefficient for the total tests and various parts of it was between 0.74 and 0.94. All these coefficients were significant at the level of 0.05. The range of validity for the total tests and various parts of it was between 0.61 and 0.71. All coefficients were statistically significant at the level of 0.05 (Heikal, 2009). Reliability coefficients of job satisfaction in this questionnaire, using Cronbach's alpha, were respectively 0.70 and 0.65.

The Method of Scoring the Job Satisfaction Questionnaire
One feature of Job Descriptive index (JDI) is the use of three scores for each response. Instead of considering 1, 2 and 3 like other three-point scale, this scale gives 3 or 0 to “yes” and “no” answer and gives 1 to “I don’t know” answer. Obviously, the “I do not know” answer is the job dissatisfaction index rather than job satisfaction index (Homan, 1381). Method of scoring is as follow; 3 for “yes” answer and 0 for “no” answer for the question number 1, 3, 5, 7, 8, 9, 10, 12, 13, 16 and 18 and also 3 for “no” answer and 0 for “yes” answer for the question number 2, 4, 11, 14, 15 and 17. “I don’t know” answer for all questions is 1. Finally, to calculate the nature of the work, one should multiply the number of “yes” and “no” answers by 3 and the number of “I don’t know” answers by 1 and then the resulting scores are added together.

Procedure
The test group participated 8 sessions of 90 minutes of training based on Krumboltz’s Social Learning principles. Control group received no training. At the end of the eighth session, pre-test for both groups was done. To investigate the stability of the experimental intervention, follow-up test for both groups was done after one month.

Data Analysis Method
In order to analyze the data in this study, statistical methods, descriptive statistics, Levene's test, analysis of covariance (ANCOVA), Multivariate analysis of covariance (MANCOVA) and methods for calculating Cronbach's alpha were used to calculate the reliability coefficient. To analyze the collected data, «SPSS» computer software (eighteenth edition) was employed. Meanwhile, for all hypotheses the significant level of 0.05 are considered.

Descriptive Statistics
According to table 1, for the job satisfaction variable, in the pre-test phase, the mean and standard deviation for test group were 28.61 and 6.10 and for the control group were 32.94 and 6.21, respectively. In the post-test phase, the mean and standard deviation for test group were 42.28 and 3.78 and for the control group were 31.56 and 4.79, respectively. In the follow-up test phase, the mean and standard deviation for test group were 43.56 and 3.79 and for the control group were 31.44 and 4.98, respectively.
RESULTS AND DISCUSSION

Findings of the Study

Before examining the hypothesis, for considering presumption of research variable's equal variances, Levene's test was used and the results were presented in table 2. The Kolmogorov-Smirnov test results for presumption of normal distribution of scores and homogeneity of regression slopes review test results for variable job satisfaction were presented in table 4 and 5, respectively. According to table 2, null hypothesis of equal variances for both groups of variable is confirmed. It means the presumption of equal variances in both groups was confirmed. However, when the sample size is equal, the significance Levene's test will not have any significant effect on the nominal alpha level.

Table 2: Results of Levin test about the presumption of equal variances between the scores of the two groups in the community

<table>
<thead>
<tr>
<th>The significant level</th>
<th>Second degree of freedom</th>
<th>First degree of freedom</th>
<th>F</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.470</td>
<td>34</td>
<td>1</td>
<td>0.535</td>
<td>Job satisfaction</td>
</tr>
</tbody>
</table>

Also, according to table 3, the null hypothesis of normal distribution of scores for both groups is confirmed in job satisfaction variable. It means the presumption of normal distribution of scores on the pretest phase for both groups was confirmed.

Table 3: Results of Kolmogorov-Smirnov test on the assumption of normal distribution of job satisfaction scores

<table>
<thead>
<tr>
<th>Kolmogorov-Smirnov The significant level</th>
<th>degree of freedom</th>
<th>Group s Statistics</th>
<th>Kolmogorov-Smirnov The significant level</th>
<th>degree of freedom</th>
<th>Statistics</th>
<th>groups</th>
<th>Normal distribution of scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.200</td>
<td>18</td>
<td>0.133</td>
<td>Control</td>
<td>0.200</td>
<td>18</td>
<td>0.136</td>
<td>test</td>
</tr>
</tbody>
</table>

According to table 4, interaction F value to equalize the slope of the regression line is meaningful for all the variables. In other words, homogeneity of regression slope was accepted. According to table 5, by controlling the pre-test of test group and control group, there is a significant difference in terms of job satisfaction (F=192.04 and P<0.0001). So, this hypothesis is confirmed.
Table 4: Results of evaluation test of homogeneity of slopes of the regression lines between research groups in society

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Variable</th>
<th>Group Interaction</th>
<th>Pretest</th>
<th>F</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Job satisfaction</td>
<td>Pretest</td>
<td>3.68</td>
<td>0.064</td>
<td>0.059</td>
</tr>
</tbody>
</table>

Table 5: Results of one-way ANCOVA for the text on the post-test mean scores of female teachers' job satisfaction in test and control group

<table>
<thead>
<tr>
<th>Variable</th>
<th>Source of variation</th>
<th>Mean square</th>
<th>Degree of freedom</th>
<th>Total Square</th>
<th>Sig.</th>
<th>Eta square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>Pretest</td>
<td>427.25</td>
<td>1</td>
<td>427.25</td>
<td>0.0001</td>
<td>0.69</td>
</tr>
<tr>
<td></td>
<td>group</td>
<td>1235.71</td>
<td>1</td>
<td>1235.71</td>
<td>0.0001</td>
<td>0.86</td>
</tr>
</tbody>
</table>

According to table 6, in the follow-up test phase, by controlling the pre-test between test group and control group, there is a significant difference in terms of job satisfaction (F=174.95 and P<0.0001). Therefore, the research hypothesis is confirmed in the follow-up phase as well.

Table 6: Results of one-way ANCOVA for the text on the follow-up test mean scores of female teachers' job satisfaction in test and control group

<table>
<thead>
<tr>
<th>Variable</th>
<th>Source of variation</th>
<th>Mean square</th>
<th>Degree of freedom</th>
<th>Total Square</th>
<th>Sig.</th>
<th>Eta square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>Pretest</td>
<td>410.07</td>
<td>1</td>
<td>410.07</td>
<td>0.0001</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td>group</td>
<td>1460.04</td>
<td>1</td>
<td>1460.04</td>
<td>0.0001</td>
<td>0.85</td>
</tr>
</tbody>
</table>

Discussion and Conclusion

The research hypothesis: Career consulting, using Krumboltz's social learning influences the increasing of Shush guidance schools female teachers' work satisfaction.

According to table 5 and 6, by controlling the pre-test phase for two groups of female teachers, there is a significant difference between job satisfactions in post-test and follow-up test which is (F=192.04 and P<0.0001) and (F=174.95 and P<0.0001), respectively. According to the mean of test group job satisfaction in post-test phase and follow-up test phase compared to the mean of control group, career consulting, using Krumboltz's social learning increases the test group's work satisfaction. Effects or
differences in post-test are 0.86 and in follow-up test is 0.85. In other words, 86 percent of individual differences in post-test scores and 85 percent of individual differences in follow-up test scores are related to career consulting, using Krumboltz's social learning. The results are in agreement with the findings of, Taheri (2009), Agivardofayi (2001), Ngimbudzi (2009) and Koustelios (2001). Taheri (2009) and Agivardofayi (2001), found that most of the teachers' job satisfaction is related the work itself factors. Ngimbudzi (2009) also found that meaningful job, as one of the factors of job satisfaction, increases the job satisfaction of high school teachers in Tanzania. Koustelios (2001) Concluded that teachers are satisfied with the work itself.

Michelle and Krumboltz believe that the authorities should be responsible and cooperate in the detection of false beliefs. Behavioral therapy is a rational emotion which depends on the unreasonable change of an individual. Using such a system will help teachers to become aware of their jobs irrational beliefs. These irrational beliefs may cause interference in employment decisions. Since some factors such as, genetic susceptibility, abilities, environmental conditions, events and learning experiences are mentioned as career decision-making principles in Krumboltz's social learning and the goal of career counseling is to facilitate the learning of skills, interest, beliefs, work habits, and personal qualities, this study tried to help teachers to increase their job satisfaction by this kind of training.

Thus in accordance to above goals and Krumboltz's social learning theory, teacher’s skills, interest and values were evaluated and changeable aspects were emphasized. According to the findings, the recommendations are: career consulting, using Krumboltz's social learning is useful to increase the employees’ satisfaction with their job promotion and salary in other organization. Holding educational workshops for teachers and using career consulting, using Krumboltz's social learning is an important step to be taken.

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