

Job Involvement of Secondary School Teachers and Its Effect on Teaching Competency

Dr. Narayanaswamy. M^[1]

Shalini Rao. N^[2]

Abstract: A teacher may be highly involved in his job but may not derive any satisfaction in it. When his involvement in his profession is greater, competency in his work will also increase.

Objectives- The main objective of this study was to see the effect of few variables like teaching competence, sex, experience and locality on job involvement of secondary school teachers.

Design- The data was collected from 200 teachers working in Mandya district with the help of job involvement inventory and teaching competence scale.

Principle Observation - The F- values calculated indicated that none of the above variables had any effect on job involvement of secondary school teachers.

Conclusion- Teacher's job satisfaction and involvement in their job go together and if the teacher is satisfied in his job, then only his involvement in his work is maximum and results in good performance.

Key words: Job involvement, teaching competency, job satisfaction

I. INTRODUCTION

In the history of mankind, education has formed a continuum and the basis for the development of human society. Through development of attitudes, values, capabilities, both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and enables them to contribute to societal development. The development of human resources is the main function of education.

Education entails a variety of methods and sources of learning. The edifice of that has been built for progress today is based on the training given to people through the formal channel of education. When once it is accepted that formal education has contributed substantially and is also capable of contributing in future, the importance of teachers has to be automatically realized.

The teacher occupies a unique place and is the heart and soul of any educational institution. It is he who builds the foundation upon which the students build their personality. He is an object of inspiration and courage to this to his student's. Without proper, well qualified teachers, even the best building, richest curriculum, updated library and the most extensive equipment will be of no use.

In the National Policy of Education (1986) the teacher has been regarded as facilitator of teaching learning process. Under the changing circumstances and with the influence of the environment, the teacher is the recognized organizer of learning environment. He is expected to create a set up to enable the students to pick up the goals of the learning. It is on his personal qualities and character, his educational qualification and professional competence that success of all educational endeavors must ultimately depend. Thus the success of educational process depends to a larger extent on

the character and the ability of the teacher, who is very rightly regarded as the corner stone of the arch of education.

Unless the 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 built up the educational system by their skills, now find themselves exposed to public criticism and questioning. The status of the teachers overall, has diminished during the last few decades. Questions of their accountability are being raised from all the components of the society. The reasons for this may be due to deterioration in their service conditions, the isolation in which teachers work, change in the value system and a general impression that a very large number of teachers do not perform their duties properly as expected by the society.

With all these, it appeals one to know that job involvement is missing large number of our teachers. Job involvement refers to the extent to which the individual identifies himself with his job. A teacher may be highly involved in his job but may not derive any satisfaction in it. When his involvement in his profession is greater, competency in his work will also increase.

Need for the study

A major issue in the present day education is the question of what constitutes good and effective teaching. Many researchers like Ryanes (1969) and Biddle and Ellene (1964) have laid foundation and emphasized on importance of teacher competence. A few studies show that authoritarian teachers are more effective. Royan (1961) pointed out that obtaining capable teachers is an obligation of educational system. If competent teachers having high commitment could be obtained, the likelihood of attaining desirable

^[1] Associate Professor, Dept.of Education, Bangalore University, Bangalore, E-mail: mnarayana1@gmail.com

^[2] Research Scholar, Dept.of Education, Bangalore University, Bangalore, E-mail: shalrv@yahoo.com

educational outcome is substantial. Shailaja (2003) examined locus of control and job involvement in relation to the job satisfaction of the teachers which showed clearly that job involvement influenced job satisfaction of teachers and a significant relationship existed between job involvement and job satisfaction of teachers. Manikandan and Jayan (2006) examined the influence of age on job satisfaction, job involvement, organizational commitment and mental health of employees. It was reported that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Age was found to have a significant influence on the job satisfaction. Also, mental health status was significantly influenced but age of the employees that is the age groups showed a higher mean score as compared to the lower groups.

The curiosity on the part of the researcher to find out the various variables affecting job involvement was the basis for selecting the problem. To discover how these characteristics actual affect teaching is not only interesting but also much needed. From the foregone discussion, the present study not only adds to the research gaps pertaining to the study on job involvement of teachers but also it becomes useful in selecting effective and competent teachers. The present study is also useful to improve the job involvement of secondary school teachers by a process of feedback that can be developed based on the results of the study. Thus, in turn, it will have far-reaching implications for improving the standard of teaching.

Statement of the problem

Job involvement of secondary school teachers and its effect on teaching competency

Objectives of the study

1. To study the interaction effects of teaching competency and
 - a) Sex
 - b) Teaching experience
 - c) Locality of the school on job involvement of teachers of secondary schools.

Variables of the study

1. Dependent variable : Job involvement among teachers of secondary schools
2. Independent variables : Teaching Competency
3. Moderate variables : a) Sex
b) Teaching experience
c) Locality of the school

II. METHODOLOGY

Operational definitions

Job involvement: According to Lodahl and Kejner (1965), job involvement is the degree to which a person is identified psychologically with his work or importance of work in the total self image.

Competency: Teaching competency is the degree of performance of a teacher at the cognitive, communicative,

effective and evaluative dimensions of the job of a teacher so that one feels highly satisfied with one's own performance as a teacher and also makes the students fully happy with one's techniques.

Sampling design

Teachers teaching in secondary school level in Mandya district constitute the population. A sample of 200 teachers was selected using stratified random sampling technique as the study requires gender, experience and locality of teachers.

Hypotheses

For the realization of the set objectives, the hypotheses were stated in 'null' form and are as follows;

1. There is no significant main and interaction effect of competence and sex on the job involvement of secondary school teachers.
2. There is no significant main and interaction effect of competence and teaching experience on the job involvement of secondary school teachers.
3. There is no significant main and interaction effect of competence and locality on the job involvement of secondary school teachers.

Tools for the collection of the data

The researcher has used the following tools for the realization of set objectives

- Job involvement inventory (standardized) by Lodahl and Kejner, 1965.
- Teaching competency scale (standardized) by Dr Sudha and Sri Sathyanarayana, 1982.

Data collection

The researcher approached the teaching staff of the schools selected for the study, explained the purpose of the study and distributed the tools.

Statistical analysis

To get the three criterion groups (high, average and low) with reference to teaching competence and teaching experience, quartile points were computed. Analysis of variance was used to determine the interaction effects of dependent variables on the independent variable.

III. RESULTS

Analysis and interpretation

Table 1: The table presents the mean value of job involvement scores of secondary school teachers by their competence and sex

Competence	sex			
	male		female	
	N	Mean	N	Mean
High	34	64.76	24	69.71
Average	44	69.55	39	69.82
Low	32	68.47	27	68.96

Table 2: Analysis of variance of job involvement scores of secondary school teachers by their competence and sex

Source of variance	df	SSA	MSS	F	Level of significance
Competence	2	262.86	131.43	2.03	NS
Sex	1	137.73	137.73	2.13	NS
Interaction	2	211.24	105.62	1.63	NS
Error	194	12558.66	64.73		
Total	199	13170.46	439.51		

Table value of F ratio is F (0.05, 2, 194) = 3.63 *NS - not significant

The analysis of variance of job involvement scores of secondary school teachers by their competence and sex indicated that competence and sex do not affect the job involvement of secondary school teachers, as the obtained F-value (F=2.03) for competence and the F-value (F= 2.13) for sex were not significant at 0.05 level. The F-value (F= 1.63) for interaction was also not significant at 0.05 level.

Therefore the null hypothesis was accepted i.e., there is no significant main and interaction effect of competence and sex on job involvement of teachers of secondary schools.

Table 3: The table presents the mean value of job involvement scores of secondary school teachers by their competence and teaching experience.

Competence	Teaching experience					
	Above 20 years		8-19 years		Below 7 years	
High	N	Mean	N	Mean	N	Mean
		12	68.17	29	68.17	17
Average	18	71.83	43	68.65	22	69.91
Low	18	66.33	29	69.62	12	70.00

Table 4: Analysis of variance of job involvement scores of secondary school teachers by their competence and teaching experience

Source of variance	df	SSA	MSS	F	Level of significance
Competence	2	275.46	137.73	2.12	NS
Teaching experience	2	32.45	16.22	0.25	NS
Interaction	4	502.23	125.55	1.93	NS
Error	191	12372.95	64.78		
Total	199	13183.09	344.28		

Table value of F ratio is F (0.05, 2, 191) = 3.04 *NS - not significant
Table value of F ratio is F (0.05, 4, 191) = 2.41

The analysis of variance of job involvement scores of secondary school teachers by their competence and teaching experience indicated that competence as well as teaching experience do not affect the job involvement of secondary school teachers, as the obtained F-value (F=2.12) for competence and the F-value (F= 0.25) for teaching experience were not significant at 0.05 level. The F-value (F= 1.93) for interaction was also not significant at 0.05 level.

Therefore the null hypothesis was accepted i.e., there is no significant main and interaction effect of competence and teaching experience on job involvement of teachers of secondary schools.

Table 5: The table presents the mean value of job involvement scores of secondary school teachers by their competence and locality.

Competence	Locality			
	Urban		Rural	
High	N	Mean	N	Mean
		33	66.88	25
Average	43	68.86	40	70.55
Low	24	70.67	35	67.34

Table 6: Analysis of variance of job involvement scores of secondary school teachers by their competence and locality

Source of variance	df	SSA	MSS	F	Level of significance
Competence	2	284.62	142.31	2.17	NS
Locality	1	4.31	4.31	0.06	NS
Interaction	2	212.48	106.24	1.62	NS
Error	194	12690.83	65.41		
Total	199	13192.24	318.27		

Table value of F ratio is F (0.05, 2, 194) = 3.63 *NS - not significant

The analysis of variance of job involvement scores of secondary school teachers by their competence and locality indicated that competence as well as locality indicated do not affect the job involvement of secondary school teachers, as the obtained F-value (F=2.17) for competence and the F-value (F= 0.06) for locality were not significant at 0.05 level. The F-value (F= 1.62) for interaction was also not significant at 0.05 level.

Therefore the null hypothesis was accepted i.e., there is no significant main and interaction effect of competence and locality on job involvement of teachers of secondary schools.

Results and findings

The analysis of the research data revealed that there was no significant main effect of competence on job involvement of teachers. There was no significant main and interaction effect of competence and sex, competence and teaching experience and competence and urban/rural setup on the job involvement of secondary school teachers.

The analysis revealed that none of the interaction effects on job involvement of teachers were significant. In general, competence, sex, teaching experience and locality of the school did not have any effect on the job involvement of the teachers.

IV. CONCLUSION

Teacher's job satisfaction and involvement in their job go together and if the teacher is satisfied in his job, then only his involvement in his work is maximum and results in good performance. Hence to improve the teachers' job involvement, measures to be taken to improve their level of job satisfaction.

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