



# A STUDY ON JOB INVOLVEMENT OF TEACHER EDUCATORS WITH RESPECT TO SOME VARIABLES

Manjunath Patil

Research Scholar,

Department of Studies and Research in Education

Davanagere University

Davaranagere- 577007

and

Dr. Venkatesh K.

Dean and Chairman,

Department of Studies and Research in Education

Davanagere University

Davaranagere- 577007

## Abstract:

*In the present study, the investigators intended to compare the job involvement of B.Ed. College teachers with respect to some demographic variables. Job involvement was treated as dependent variables. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 300 B.Ed. college teacher educators working in colleges located in Kalyana Karntaka affiliated to Gulbarga University, Kalaburagi, A.K.S.W. University, Vijayapur and S.K.D. University, Bellary was selected by Random sampling technique. The result says that there is less Job involvement in Teacher educators.*

**Key Words:** Job involvement, Gender, Type of college, teaching Experience, Educational Qualifications

## 1. Introduction:

Education should not be regarded as a luxury. It is however a necessity, rather a bright birth right of every human being. Education is very important for the progress of both individual and society and how it is regarded as a potent instrument for the rapid and effective development through which the standard of living of people, their prosperity and security can be considerably improved. It is education which molded a man into a pure human being. It is the fountainhead of spiritual and material development of man. It elevates and illuminates humans. In the light of Persian verses, it can be said that, education bridged the gap of proximity between the man and his creator. The one hand it polishes and points the qualities of a man and on the other hand helps him to explore the hidden treasure of the

universe. Education unfold the mysteries of the universe as a result, man began to believe strongly in the existence of the creator. Education enabled man to materialize his dreams of dominating the other creatures of the world; it helped man to reach the zenith of prosperity and development.

## 2. Concept of Teacher:

From very ancient times teachers have been honored as builders of the nation. They enjoyed status next to kings and princess. In considering the attributes essential to a teacher, one immediately becomes aware that they resemble very closely those qualities which one would like to see in all mortals yet because the characteristics and behavior of teacher tend to become the cynosure of all eyes in the community. It is important that some of these desirable attributes should be more evident in the teacher makeup .To illustrate this fact specifically, patience is a laudable quality in all humans, but a teacher because he is responsible for the development of hundreds of both exasperatingly active and distressingly inactive youngsters, obviously posses an exceptionally large reserve of patience. It would be well, perhaps before attempting to indicate the attributes essential to a teacher to discuss the teacher's attitude to those two vital factors with which he will be principally concerned in this profession firstly knowledge and secondly the child.

The teacher should in respect of his profession, have love of a two-fold nature. He should love his pupil and knowledge. A teacher is liked best - one who has social weight, he can step into the shoes of others and feel like them. This enables a teacher to understand his pupils. The desirable qualities of a teacher include truthfulness, efficiency, affection, and command over the subject, physical and mental health, inquisitiveness and resourcefulness.

The teacher should be an integration of all these. The teacher plays an important role in molding and shaping the attitudes, habits, manners and above all, the character and personality of students. The views of some great philosophers, statesmen and thinkers on the significance of the teacher and the teaching profession are briefly reproduced here.

John Adams has rightly said "A teacher affects eternity; he can never tell where his influence stops". Alexander – the great conqueror once remarked "Teacher who educates children deserves more honour than parents". Aristotle, the famous Greek philosopher commented "The teacher is a helper and guide". M.K Gandhi – A great Indian Educationist has said "A teacher should be a man or woman of faith and character and an apostle of nonviolence and truth".

Dr.Zakir Hussain – an eminent educationist of India has commented, "They (Teachers) are literally the arbitrators of Nation's destiny". E.A. Pires (Indian Educator) "The greatest teachers of our country have been those who have made our civilization alive". Rabinadrnanath Tagore - the Indian Nationalist Philosopher and poet has remarked "If there is any profession of paramount importance, I believe, it is that of the school master."

Teachers are rightly conceived as the nation builders. Hence they should play the roles that are expected of them and also the responsibilities that the society places on their shoulders with right earnestness and utmost sincerity. The question whatever teachers are born or educated is quite out dated now. Of course there may be a few individuals, who might have proved themselves as efficient teachers, even though they are unaware of what teacher education is and who are the teacher educators? But the

profession of teaching has reached new horizons. It is no longer called a mere vocation. It has become a full-fledged profession demanding a pre-planned pattern of varied duration. It includes both the pedagogical theory and teaching practice imparted by the specialists called teacher educators on one hand and subject competence on the other, it expects acquisition of pedagogical knowledge and

### 3. Concept of Teaching:

Teaching is a series of events through which a teacher attempts to bring desired behavioral changes in students. Through teaching, the manner of thinking, feeling and acting of students changed. Teaching widens the adaptability of the students to complex environments. It imparts useful information to the students and develops harmonious relationship between the teacher, the students and the subject matter. It guides the students' activities and trains his emotions.

The art of teaching includes presenting the subject matter in an attention- catching manner through simple language, pleasing gestures and soft voice. It is a step to bring about greater opportunities for the students to become educated. It is the establishment of a situation conditioned to bring effective learning. It is a complex situation with a range of activities where in the teacher is the local point.

Teaching is defined as four phase process:

1. **Curriculum planning:** helping to formulate the goals of education, selecting and organizing the content of instruction, stating the objectives of instructions;
2. **Instructing:** creating intentions regarding the strategies and tactics of instructions, instructing, obtaining, suitable feedback about instructions;
3. **Measuring:** creating or selecting devices to measure students learning, organizing and analyzing data;
4. **Evaluating:** using feedback to evaluate the appropriateness of objectives the effectiveness of instructions, the validity and reliability of measurement;

### 4. Job Involvement:

Job involvement is how much a representative relates to his or her job, effectively takes an interest in it, and considers his or her job execution to be critical to his or her self-esteem. Representatives with an abnormal state of job involvement firmly relate to and truly think about the sort of work they do. Their inspirational demeanor drives them to add to their work in positive ways. Elevated amounts of job involvement have been observed to be identified with less unlucky deficiencies bring down acquiescence rates, and higher representative engagement with work.

Job involvement is defined in terms of individual and organizational goal integration. Higher the goal of integration, the better would be the commitment. This is so voluntary pursuit of organizational objectives depends on the goal congruence. "This is the state where the occupants find organizational system as a means for gratifying their needs and they voluntarily involve and ungrudgingly accept organizational systems in achieving organizational goals." (S. Singh and C.G.Das, 1978) In recent years, the concept of job involvement has steadily gained importance, because of its pivotal role in providing a line between productivity on the one hand and employee needs and quality of working life on the others (Hall and Lawler 1970, Walton 1972, Dewiest 1973). Throughout the

literature many different terms have been used to describe job involvement, such as ‘Central-life interest, work-role involvement, occupational involvement, intrinsic motivation’. (Rabinowitz and Hall 1977), have opined that there is a great deal of conceptual confusion and ambiguity of terms the theorizing about this concept of job involvement. After confessional analysis they pointed out that this concept has been used as (A) performance self-esteem contingency, (B) and component of self-image. The first approach might be considered as the extent to which self esteem is affected by a level of performance (Lodhal and Kenjer 1965). Such series of definitions describe the job involved, person for whom work is a very important part of life.

## 5. Job Involvement with Different Perspectives:

Job-involvement is the degree to which a person identifies with one’s job, actively participates in it, and considers performance important to self worth (Robbinson-1993). A highly job involved person demonstrates a strong desire to be at work, is willing to exert, to cope with the demands of job, and experiences work activities as self-rewarding. A study of Subhash Rane (1993), revealed that nationalized and co-operative banks, industrial institutions, and educational institutions employees belonging to same age group did not differ on job-involvement. A study of G. Joshi (1999. 2004), indicated that employees’ age, job experience, and monthly income were significantly associated with their job-involvement where as educational level was insignificantly correlated. A study of Bhatt (1997.2005) revealed that there was significant negative correlation between teacher’s job stress and their job satisfaction and job-involvement but job-satisfaction was highly and positively correlated with job-involvement. A study of Suthar (1995), found significant mean difference between the marital status, job status and their job involvement while family size, type of family, level of education, level of income, sex, school management and urban and rural background were not correlated significantly. Sharma and Kapoor (1978), concluded that high job level, higher age, higher salary and longer length of service lead to high Job-involvement. Educational qualification is negatively related to job-involvement and workers with rural and urban background do not differ in Job-involvement. The research on job involvement as a personal characteristic has attempted to relate it to such personal demographic factors as age, education, marital status, sex, locus of control, length of service higher order need strength, job level etc. The findings are contradictory and no learn-cut pattern emerges, (Robinson and Hall, (1997).

Job-involvement can be considered as an important resource of organizational effectiveness, which may be influenced by job-satisfaction (Singh and Kumari 1988), High job-involvement has positive and significant relationship with job satisfaction which evidence that high job involved workers are usually more satisfied and vice versa. Job-involvement could above consider, influencing the employees’ perception of importance, strength and satisfaction or his needs (Weissenberg Etal, 1968, Kanungo Etal, 1975). Earhner studies regarding the relationship between job involvement and job satisfaction indicate mixed results. Smith, Kendall and Hulin (1969) concluded that job-involvement was positively related to job-satisfaction. Schneider Hall and Nygren (1970), suggested that the job

involvement was significantly related to satisfaction of autonomy and self-fulfillment needs only and not to satisfaction of security of esteem needs.

## 6. Need and Importance of the Study:

In order to make the teaching an effective task, teachers must to provide with good job involvement. Job involvement among the teacher educators towards their work increases their ability to render their responsibilities correctly and there by improve the qualities of their teaching and thereby students are provided with teacher area achievements and success. Recognition and feedback have been cited as improvement involvement for teacher educators for directing the teacher educators on the path towards professional growth and improvement in job involvement of teacher educators means they must be satisfied with their present job and thereby they are able to create a favorable atmosphere towards their job.

Considering all those points, the investigator found that the success of any educational institute depends on the active involvement in job, teacher cannot effectively participate in the college academic programs. So in the present study, the investigator has made an attempt to study the job involvement among B.Ed college teacher educators of Kashmir valley.

## 7. Operational Definitions of the Variable:

### Job Involvement: -

Job Involvement of B.Ed college teacher educators refer to the scores obtained by the subjects on administering the job involvement scale. Job involvement refers to a specific job that a person is engaged in whereas work involvement is the attitude to work in general.

## 8. Variables Involved:

In the present study, job involvement has been taken as the dependent variable, whereas demographic variables such as gender, type of College, teaching experience and educational qualifications constituted the independent variables.

## 9. Objectives of the Study:

1. To find out the level of Job Involvement of B.Ed. College Teacher educators
2. To find out if there is any significant difference between male and female B.Ed College Teacher educators in respect of their Job Involvement.
3. To find out if there is any significant difference among B.Ed College Teacher educators who are working in different types of colleges (Government and private) in respect of their Job Involvement.
4. To find out if there is any significant difference between Post Graduate with B.Ed, Post Graduate with M.Ed, M.Phil and Ph.D B.Ed College Teacher educators in respect of their Job Involvement.
5. To find out if there is any significant difference among B.Ed College Teacher educators who in their teaching experience (Less than 5 years, 6-12 years and above 12 years) in respect of their Job Involvement.

## 10. Hypotheses of the Study:

1. The B.Ed college teacher educators' level of Job Involvement is unfavorable.
2. There is no significant difference in Job Involvement between male and female B.Ed college teacher educators.
3. There is no significant difference in Job Involvement among B.Ed college teacher educators who are working in different types of colleges.
4. Post graduate with B.Ed and M.Phil having more or less same favorable Job Involvement than Post graduate with M.Ed and Ph.D.
5. There is no significant difference in Job Involvement among B.Ed college teacher educators in their teaching experience.

## 11. Design and Methodology:

The present study employed descriptive survey method and comparison was made to study the Job Involvement of the B.Ed college teacher educators in relation to their demographic variables such as gender, type of College, educational qualifications, and teaching experience.

### Sample:

In the present study, the investigator selected Kalyana Karnataka region as his field of investigation. Due to limitation of time the investigator had to take a limited number of colleges for data collection. The present study was confined to the 40 B.Ed colleges of of this region. A sample size of 400 teacher educators were selected and taken up for the study by using random sampling technique.

### Tools:

Job Involvement Questionnaire By Lodhal and Kenjer.

### Statistical Techniques Used:

Means, SD's and t- test and F-test were used to compare Job Involvement of the B.Ed college teacher educators with respect to their demographic variables.

## 12. Analysis and Interpretation of Data:

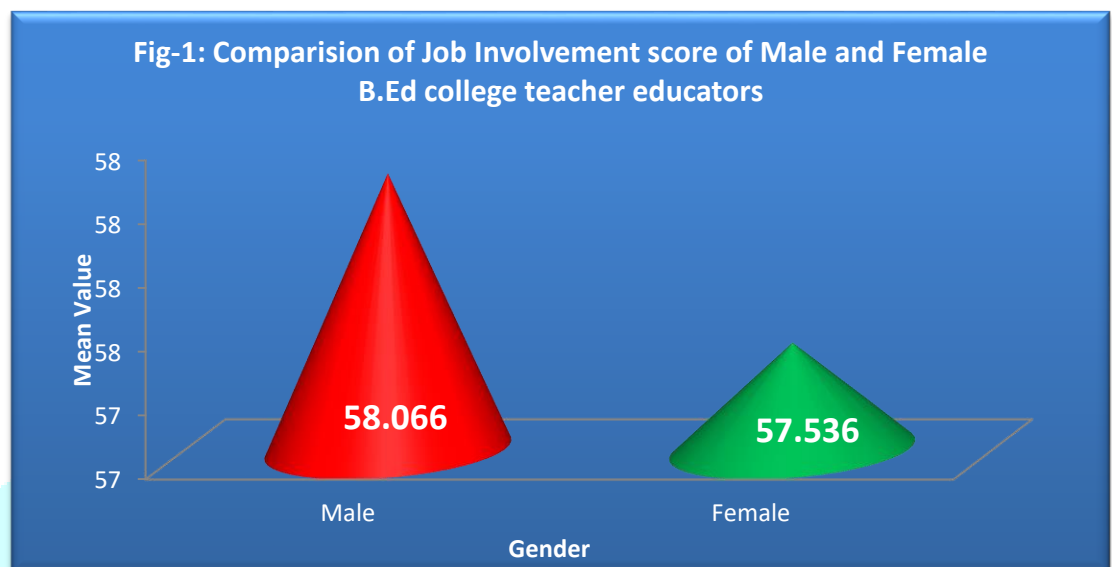
The objectives of the present study were to compare the Job Involvement of B.Ed College teacher educators in relation to demographic variables i.e. gender, type of schools, teaching experience and educational qualifications. To achieve the objectives of the study the data were subjected to t-test & F-test. The mean scores for the Job Involvement of B.Ed college teacher educators with respect to their gender, type of schools, teaching experience and educational qualifications have been presented in the Table 1 to Table-4.

**Table-1: Mean, S.D. and t- values of Job Involvement score of Male and Female B.Ed college teacher educators**

Variable	Category	N	Mean	SD's	t-values
Gender	Male	174	58.066	6.66	0.897*
	Female	226	57.536	7.2	

\*Not significant at 0.05 level

The above table-1 shows that the calculated 't' value is found to be **(0.897)**, which is not significant at 0.05 level. The null hypothesis is accepted. It is concluded that there is no significant difference between male and female B.Ed college teacher educators in respect of their Job Involvement. It was also concluded that male teacher educators are having more Job Involvement than that of female teacher educators.

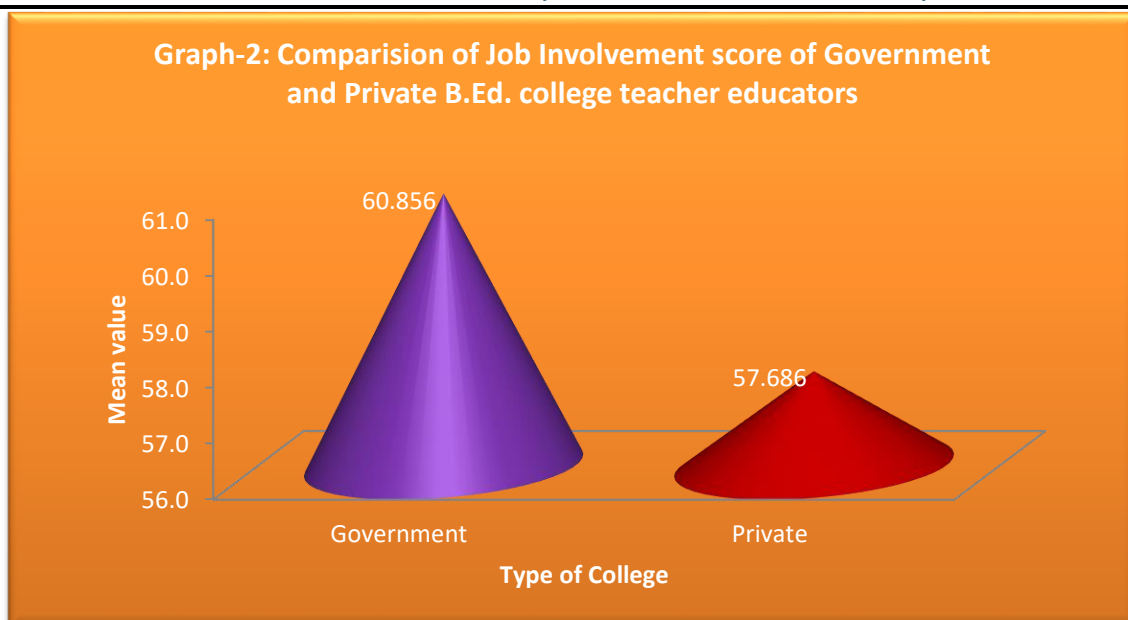


**Table-2: Mean, S.D. and t- values of Job Involvement score of Government and Private B.Ed. college teacher educators**

Variable	Category	N	Mean	SD's	t-values
Type of College	Government	20	60.856	4.3	5.648
	Private	380	57.686	6.99	

\*Not significant at 0.05 level

From the above table the calculated 't' value **(5.648)** is higher than the table value and it is significant at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that there is significant difference between Government and Private B.Ed College teacher educators in respect of their job involvement. It was also concluded that Government B.Ed. College teacher educators are having more Job Involvement than that of Private B.Ed. College teacher educators.

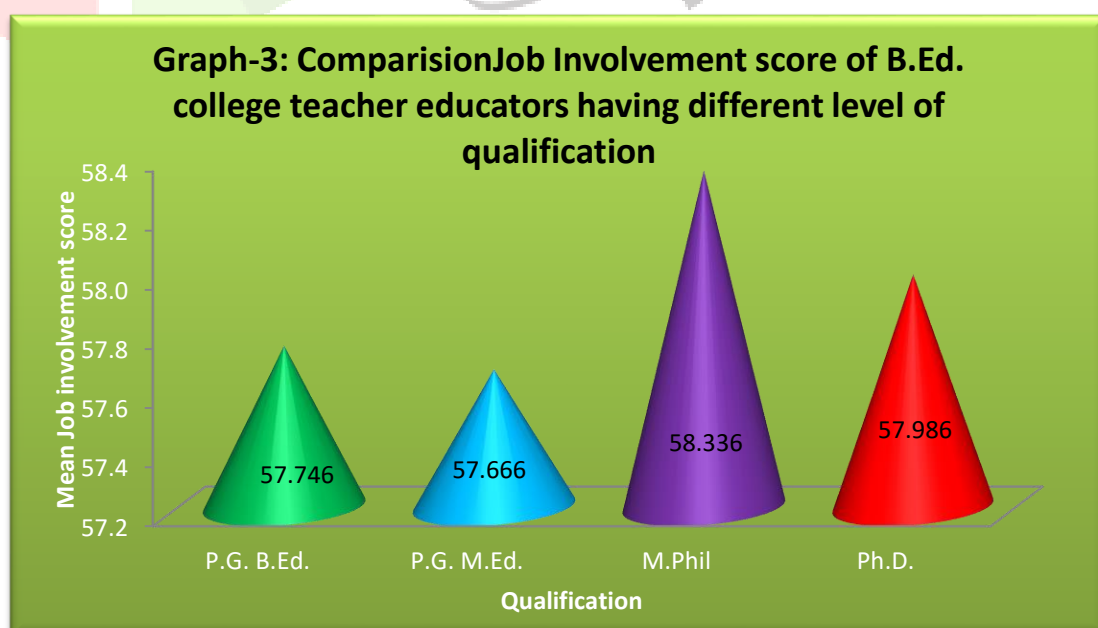


**Table-3: Mean, S.D. and t- values of Job Involvement score of B.Ed. college teacher educators having different level of qualification**

Variable	Category	N	Mean	SD's	f-value
Qualification	P.G. B.Ed.	80	57.746	7.01	0.228*
	P.G. M.Ed.	250	57.666	6.88	
	M.Phil	60	58.336	7.47	
	Ph.D.	10	57.986	7.29	

\*Not significant at 0.05 level

From the above table, the calculated 'F' value (**0.228**) is low than the table value and it is not significant at 0.05 level. Hence, it is concluded that the null hypothesis is accepted and there is no significant difference in Job Involvement among B.Ed college teacher educators in respect of their qualification.



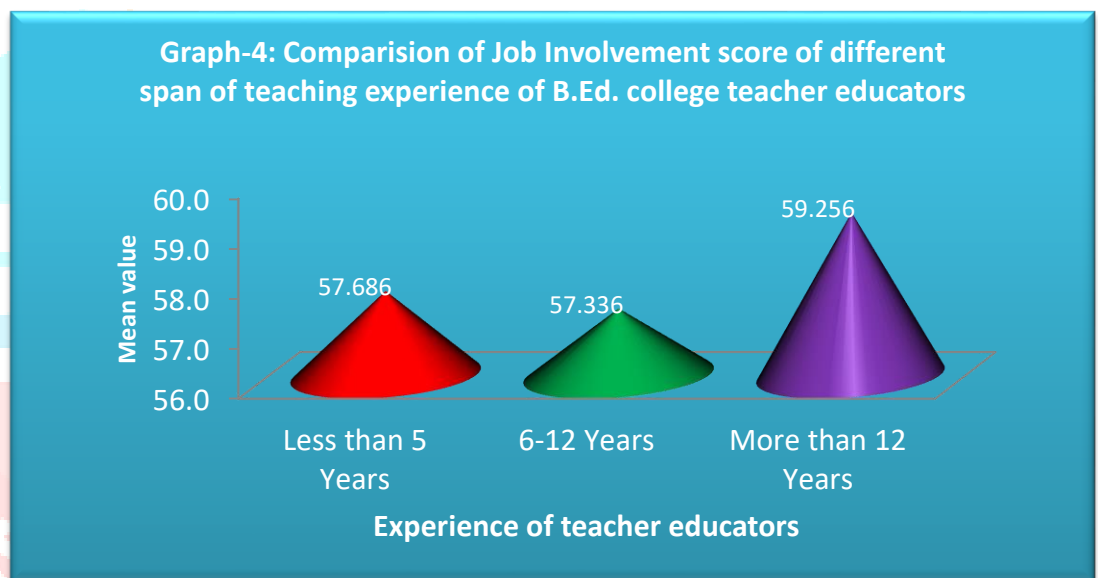


**Table-4: Mean, S.D. and t- values of Job Involvement score of different span of teaching experience of B.Ed. college teacher educators**

Variable	Category	N	Mean	SD's	f-value
Experience	Less than 5 Years	260	57.686	7.03	4.587*
	6-12 Years	80	57.336	6.78	
	More than 12 Years	60	59.256	6.51	

\*Not significant at 0.05 level

From the above table, the calculated 'F' value (**4.587**) is higher than the table value and it is significant at 0.05 level. The null hypothesis is rejected. Hence, it is concluded that there is significant difference among B.Ed. college teacher educators in their teaching experience in respect of their Job Involvement. The teacher educators of more than 12 years experience had more job involvement and the teacher educators of less than 6-12 years experience had least job involvement.



### 13. Findings:

1. The level of job involvement of B.Ed. college teacher educators is low.
2. There is no significant difference between male and female B.Ed. College teacher educators in respect of their job involvement
3. There is significant difference between Government and Private B.Ed. College teacher educators in respect of their job involvement.
4. There is no significant difference in job involvement among B.Ed. college teacher educators in respect of their qualification.
5. There is significant difference among B.Ed. college teacher educators in their teaching experience in respect of their job involvement.

#### 14. Education Implications:

- 1) The findings can be used by educational planners, thinkers, demographers, teacher educators, psychologists, administrators and policy makers for preparing the teacher profile and for selection of teacher educators.
- 2) The variable of work motivation and job involvement scores achieved against them helped us in identifying the factors responsible of creating affective learning environment.
- 3) The findings of the present study may have an influence on teacher education both pre-service and in-service.
- 4) The conclusion drawn may have repercussions on some important areas of education.
- 5) Use of scientific approaches like team teaching, simulated teaching, workshops, seminars and discussion and so on.
- 6) Conduct orientation programmes for capacity building of the teacher through continuing education.

#### 15. Delimitations of the Study:

Despite making every attempt to make the study as precise and objective as possible, certain delimitations had crept into the study. Considering the constraints on resources the study has been delimited in terms of content and sample as given below.

- a. The present investigation has been confined to Kashmir Division of Jammu and Kashmir State, India
- b. The present investigation has been restricted to B.Ed. College teacher educators
- c. Forty B.Ed. Colleges were considered for the study
- d. The sample size has been restricted to 300 B.Ed. College teacher educators

#### 16. Conclusion:

Job involvement of B.Ed. college teacher educators is a vital part of any teacher education program for effective results. The findings of the present study add volume of knowledge, already existing knowledge in this field of investigation.

#### Bibliography:

1. Adeyemo. (2009): Educational Psychology, Newyork: McGraw Hill Book Co
2. Ara T. (1986): Determinants of job involvement among teachers. Magadha university
3. B.Nisha, K.A. (1978): A study of job satisfaction among secondary school teachers, Asian journal of psychology, 131-143
4. Balu G. (1986). Job involvement and organizational commitment, Journal of management, 577-584
5. C. Jayan, K. A. (2006). Influence of age on job satisfaction, job involvement, organizational commitment and mental health. Indian Psychological review, 171-178.
6. H.M. Shailaja. (2003): Job involvement in relation to job satisfaction of teachers working in secondary school of Dharwad, Journal of all India Association for educational research, 12-15.
7. Kitty, K. (2003): Factors affecting teachers' involvement in professional learning activities, teaching and teacher education, 149-170
8. M.B.V.Rama (2000): Relationship between job satisfaction and life satisfaction among secondary school teachers, Journal of educational psychology, 47-54
9. M.B.V.Rama (2000): Relationship between Job satisfaction and life satisfaction among secondary school teachers. Journal of educational research and extension, 47-54.