



RELATIONSHIP OF JOB COMMITMENT, JOB INVOLVEMENT AND TEACHING COMPETENCY OF SCIENCE DEGREE LECTURES OF RAICHUR DISTRICT

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Abstract:

Education leads to change...a change towards growth, a change in thinking and a change in positive direction. It's the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. The commitment and competency of teacher is considered to be associated with his Involvement with the job, attitude towards the profession etc. Present study reviles the relationship of teaching competency, professional commitment and job involvement.

Keywords :Education, Job Involvement, Professional development, Teachers, Teaching competency

1. Introduction:

The importance of education is for two reasons. The first is that the training of a human mind is not complete without education. Education makes man a right thinker. It tells man how to think and how to make decision. The second reason for the importance of education is that only through the attainment of education, man is enabled to receive information from the external world; to acquaint him with past history and receive all necessary information regarding the present. Without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world. Education is thus the starting point of every human activity.

2. Role of the Teacher:

The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Apart from imparting education to children, the teacher has been a friend, guide and philosopher. Teachers are regarded as the most powerful agents' of social change. According to Swami Vivekananda, Education is the manifestation of the perfection already in men. Education alone makes a man perfect and all round development of human personality is possible through education.

The effect of poor quality teaching on student outcomes is debilitating and cumulative. The effects of quality teaching on educational outcomes are greater than those that arise from students' backgrounds. A reliance on curriculum standards and statewide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought. The quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries (Darling-Hammond 2000).

3. Teaching Competency :

Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. Competency development must a continuous process in the organization.

As defined by B.K.Passi and M.S.Lalitha, teaching competency means an effective performance of all observable teacher behavior that brings about desired pupil outcomes. S.Venkataiah (2000), defines, "Teaching Competency as any single knowledge, skill or professional expertise which (1) a teacher may be said to possess and (2) the possession of which is believed to be relevant to the successful practice of teaching.

Halls & Jones (1976), defines competencies as - composite skills, behavior or knowledge that can be demonstrated by the learner and desired from explicit conceptualization of the desired outcomes of learning competencies are states so as to make possible the assessment of student learning through direct observation of student behavior.

Walker (1992), developed the following definition of competence, —the attributes (knowledge, skills and attitudes) which enable an individual or group to perform a role or set of tasks to an appropriate level or grade of quality or achievement (i.e. an appropriate standard) and thus make the individual or group competent in that role.

In the consultations initiated by NCTE at several national seminars the following ten inter related categories of competencies have emerged quite prominently.

4. Professional commitment:

Teaching is classified as profession. Teaching is no simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. Professional commitment means, —The feeling of dedication among the individuals of a group towards their profession. This commitment area involves tow essential components namely-pride in one's being in the teaching profession and a strong desire for professional development. In fact after joining the profession they should fully understand as long as they are there they have to develop pride knowing that this is a Nobel profession charged with great responsibilities as the society hands over its children to this system for their wholesome education. Teachers' total involvement and devotion is must for empowering the students. During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. Committed teachers not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. Teachers' tolerance, humility and modesty could endear them to theirpupils, to the community and the parents alike, thus enhancing their confidence in the total process of education. These qualities when considered along with the professional competencies of teachers would ensure their commitment and dedication to the profession at their very best. It would provide equality of opportunity and equality of success for all the learners. After the decisions or selection is made, the commitment is pursued with some degree of commitment strength, through pertinent situations, and until that commitment is dropped.

5. Job Involvement:

The job involvement is one of the attitudes that are required for the ideal working of an organization and for the achievement of the desired gals. Interest in the concept of job involvement has grown in recent years, beyond its value as an index of the quality of work life (Cherns & Davis, 1975), because of the concept's fundamental importance to the understanding of work behaviours like turnover, tardiness, and absenteeism (Blau, 1986; Mathieu & Koohler, 1990). Job involvement has been variously conceptualized in the literature as (a) the degree to which one is actively participating in one's job (b) the degree of importance of one's job to one's self image (Lawler & Hall, 1970), and (c) the extent to which one's self-esteem is affected by one's perceived level of performance (Gurin, Veroff, & Feld, 1960). Of the three conceptualizations, Blau (1985) reported that only the self-image-job involvement conceptualized here as the degree to which one psychologically identifies with one's job (Kanungo, 1982a, b) and therefore, one's motivational orientation to the job. As job involvement is the major concern of this research, hence the researchers have sorted out other definitions of job involvement also.

6. Relationship between teaching competency, professional commitment and job involvement:

Not all teachers are fully competent and skilled to perform their duties. This can be seen in relation to their job-involvement. A teacher who will be satisfied with his or her job will put in the best efforts to be competent and thus proving self as professionally committed. A committed teacher can be effective and successful by not only helping the students to realize their full potential but also helping the society to develop a sense of belonging amongst its members. Teachers who will be satisfied will always work and try to improve his teaching.

7. Need and significance of the study:

Education is the key, which helps to eradicate all kinds of social evils. Primary education is as necessary for the development of the country as much is the requirement of bread, cloth and home. To make primary education foundation of the education system there is requirement of competent and committed teachers and this is possible only when society and state makes an effort to provide conducive working environment for Science degree lecturers. A committed employee is an asset of any organization and occupies the most important place in an educational institution because they are in charge of the future of the nation. Need of the nation is not only to attract but also to retain committed teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their commitment to the profession. Need of strong and empowered primary education system is well defined for a developing nation like our's. To prove the strength of our educational system we require teachers who are trained, and who are aware of their duties thus they will perform their jobs with the best they can afford. Job satisfaction affects various components of a job and is influenced by many other components as well. In the present study, efforts have been made to study the teaching competency and professional commitment in relation to job satisfaction of Science degree lecturers in private and government schools.

8. Statement of the problem:

A STUDY OF TEACHING COMPETENCY AND PROFESSIONAL COMMITMENT OF SCIENCE DEGREE LECTURERS IN RELATION TO THEIR JOB SATISFACTION

9. Objectives:

1. To construct a tool to measure teaching competency of Science degree lecturers
2. To find relationship between teaching competency and job satisfaction among Science degree lecturers
3. To find relationship between professional commitment and job satisfaction among Science degree lecturers
4. To fine relationship between teaching competency and professional commitment among Science degree lecturers

10. Hypotheses:

1. Teachers who will be more involved with their working conditions will be more competent in classroom teaching.
2. Science degree lecturers who will be more involved with their working conditions will be more professionally committed.
3. Teachers who will be more professionally committed will be more competent in teaching and other educational activities.

11. Delimitations-

In any research despite the best efforts by the researcher it is not possible to include all aspects related to the study. The delimitation of the present study is that the study will be limited to selected Degree colleges' Science lecturers

12. Operational Definitions of the key terms:

a) Teaching Competency-

Teaching competency for the study will mean the competencies of the Science degree lecturers in performing their expected jobs. This will include competencies like Management, Planning lessons etc.

b) Professional Commitment:

Professional Commitment will mean selected teachers motivation and intrinsic urge to perform their job. The faith and value they attach to their profession

c) Job involvement:

Job involvement is the ability of feeling strong association with the job and its environment and to improve continuously one's competence according to one's worth (Self)

d) Science degree lecturers-

Science degree lecturers are those teachers who teach B.Sc. (All Streams) classes

13. Methodology

13.1. Type of Research:

The present study is example of Descriptive Research and can be classified under survey method.

13.2. Variables:

The variables in the present study are:

- Teaching Competency
- Professional commitment
- Job involvement

13.3. Population:

All Science teachers both male and female of all Private and government Colleges of Raichur District

13.4. Sample:

The sample selected for the present study consisted of 100 Science degree lecturers, from 10 schools (5 private and 5 government Colleges) of Raichur District.

13.5. Sampling procedure:

The sampling was done in two stages:

- 1) **Selection of Institutions:** A list of all the primary schools of the city was obtained from the office of the Director of Education. From this list 10 colleges were selected on convenience basis by convenient sampling
- 2) **Selection of Teachers:** After the institutions for the study were chosen, the next step was the selection of teachers. The selection of teachers was also done based on convenience by convenient sampling. 100 teachers were selected

13.6. Tools used for the study:

Depending on the nature of the problem and the purpose of the study, in the present study, three tools have been used:

- Teacher's teaching competency scale – self made
- Teacher's professional commitment scale by Maiti, 2005
- Teacher's job involvement scale (TJIS) by Lodhal and Kenjer

3.6. Data Collection Procedure:

The investigator personally went to all the selected institutions from where the data was to be collected. First of all permission was sought from the head of the institution and the information about the number of primary teachers and their availability was found. The list of all the teachers was taken and then ten teachers were selected for the purpose of data collection. Initially rapport was formed with the teachers and the purpose of the study was explained to them. Some instructions were given to the teachers orally and then questionnaires were given to the selected teachers. The teachers asked the researcher to collect the forms next day. The forms were collected and were checked on the spot whether they are completely filled or not. Researcher thanked the teachers for taking out their precious time and cooperating in the process of research.

3.7. Statistical techniques employed:

The scores of all the teachers were tabulated separately, after which Pearson's Moment Correlation and t- test was used. The general purpose of Pearson's Moment Correlation is to derive if any relationship between variables taken in the study and the t- values is used to observe the influence of different levels of job satisfaction on teaching competency and professional commitment.

4. Analysis of Data, Results and Interpretation:

Collection, organization and analysis of data is an important step in any research activity as it helps a researcher to develop an understanding about the variables, concepts, find and reveal any inherent relationship that may exist between them. The results obtained from such an analysis are to be interpreted in terms of objectives of the study to reach conclusions about the population under study. The main purpose of analyzing the data is to summarize the observations so that they yield

answers to research problem. Thus, an important step of research involves study of a sample statistics to make predictions about the representative population.

1. Objective-1: To find relationship between job satisfaction and teaching competency

Table -1: Relationship between Job Involvement and different components of teaching Competency

Variables		Correlation	Interpretation	Significance
Job Involvement	Teaching Competency	0.034	Very low positive correlation	Not Significant
	Transactional Competency	0.135	Very low positive correlation	Not Significant
	Contextual Competency	0.105	Very low positive correlation	Not Significant
	Contextual Competency	0.015	Very low positive correlation	Not Significant
	Evaluation Competency	0.003	Very low positive correlation	Not Significant
	Competency related to other educational activities	0.024	Very low positive correlation	Not Significant
	Management Competency	- 0.150	Negative correlation	Not Significant
	Competency related to work with parents	0.044	Very low positive correlation	Not Significant
	Content Competency	- 0.235	Negative correlation	Not Significant
	Competency related to preparation of teaching learning material	0.112	Very low positive correlation	Not Significant
	Competency related to working with community	- 0.062	Negative correlation	Not Significant

The value of 'r' of Job involvement and different components of teaching competency are less than table value. Hence, the relationship between Job involvement and different components of teaching competency are not significant at 0.05 level of significance.

A teacher being competent in her or his teaching does not totally depend on her or his job involvement level. The analysis of the collected data shows no significant relationship between teaching competencies and job involvement levels of the primary school teacher

2. Objective-2: to find relationship between job Involvement and professional commitment among Science degree lecturers

Table -2: Relationship between Commitment to profession & Job Involvement

Sl. No	Variables	Value of 'r'	Result
1	Commitment to profession	0.248	Significant
2	Job Involvement		

The value of r that is 0.248 is significant at 0.05 level of significance, the value shows very high positive correlation between commitment to profession and job Involvement level of Science degree lecturers. Thus, we accept the hypothesis that there is relation between commitment to profession and job Involvement level of Science degree lecturers

Table-3: Relationship between Job Involvement and Professional Commitment

	Variables	Correlation	Interpretation	Significance
Job Involvement	Professional Commitment(total)	0.248	High positive correlation	Significant
	Commitment to learner	0.084	Very low positive correlation	Not significant
	Commitment to society	0.160	Very low positive correlation	Not significant
	Commitment to profession	0.084	Very low positive correlation	Not significant
	Commitment to attaining excellence for professional actions	0.331	High positive correlation	significant
	Commitment to basic values	0.259	High positive correlation	Significant

Teachers who are involved in their job are more committed to their profession. The analysis of the collected data shows there is no significant relation between job Involvement and some of the dimensions of commitment to profession.

3) Objective-3: To find relationship between teaching competency and professional commitment among Science degree lecturers

Table-4: Relationship between teaching competency and professional commitment

Sl. No.	Variables	Value of "r"	Result
1	Professional commitment	0.103	Not significant
2	Teaching competency		

The value of 'r' that is 0.103 is not significant at 0.05 level of significance. The value shows very less positive correlation between professional commitment and teaching competency. Thus we reject the hypothesis that there is relationship any relation between professional commitment and teaching competency. Teachers who are committed may not equally be competent in the field of teaching as it also depends on the training. The analysis of the data shows no significant relation between professional commitment and teaching competency.

4.1. Findings:

In the present study, an attempt was made by the researcher to study professional commitment, teaching competency and job Involvement-their relationship and influence on each other. After employing product moment correlation analysis the results were as follows:

1. The result showed very high positive correlation between commitment to profession and job Involvement level of Science degree lecturers.
2. The result shows very low positive correlation between teaching competency and job Involvement.
3. The result shows very low positive correlation between professional commitment and teaching competency.

5. Educational Implications:

- 1) Competent teachers are required in every educational institution so as to increase the effectiveness of the institution, it is necessary to know about professional commitment and how it is influenced by other variables. Teaching competency of the teachers is not dependent on job Involvement but frequent workshops or interaction with experts can groom the competencies required by the teachers.
- 2) The present study reveals that commitment is influenced by the work situation and Involvement of the teachers in those working conditions.
- 3) School authorities should identify the ways and means through which teachers can be provided with facilitating work environment, which will influence their work and also commitment towards teaching. Involvement from the job is necessary for full devotion and commitment of teachers towards the profession.

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