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“AN ANALYSIS OF TEACHERS’ WORK ENGAGEMENT IN TEACHING AT SENIOR SECONDARY LEVEL”.

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ABSTRACT

The competency of teachers can be improved by teachers’ engagement in their roles and responsibilities in teaching and learning situations to upgrade the level of education. This study is related to measuring teachers’ work engagement in teaching at senior secondary level schools located in the Saharanpur district. For the current study, a descriptive survey research design was used. 60 teachers were taken from schools to participate in the study. The researcher employed the UWES work engagement scale to collect data from respondents. The study adopted a simple random sample technique to take a sample of teachers from senior secondary schools of the U.P. Board. The statistics of mean, standard deviation, t-test, and Pearson’s correlation coefficient techniques were applied to evaluate the formulated null hypotheses at the given level of confidence. The outcome of the study reveals a high level of male and female teachers’ work engagement in teaching at the senior secondary level.

Keyword: engagement, work, measurement,

INTRODUCTION:

"Engagement" in daily life refers to commitment, passion, zeal, absorption, concentrated effort, and energy. For example, Merriam-Webster dictionary explains engagement as “emotional involvement or commitment” and as “the state of being in gear.” An ethnographic researcher named Kahn (1990) was the first to conceptualize engagement at work. He defined it as the "...harnessing of organization members' selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally, and mentally during role performances" (p. 694). In other words, motivated workers put in a lot of effort because they can relate to it. According to Kahn, engagement is also expected to have a good impact on performance quality within organizations as well as on individuals (personal growth and development).

In a broader sense the work role is the primary indicator of engagement according to Kahn (1990), but the employee's job activity or the actual task is the primary indicator for those who see engagement as the antithesis of burnout. Business contexts refer to the organization rather than the job role or the job activity. A behavioral-energetic (vigour), an emotional (dedication), and a cognitive (absorption) dimension are all included in academic conceptualizations that define involvement in its own right. The study of employee engagement at work and psychological health has drawn increasing attention in the fields of organizational behavior and human resource development (HRD) over the past ten years (Shuck & Wollard, 2008).

According to research, work engagement—which is described as "a positive, fulfilling state of mind related to work" (Schaufeli et al., 2006, p. 702)—has a positive impact on a number of outcomes for both employees and organizations. Job happiness, organizational dedication, work performance, financial returns, and customer loyalty have all been documented as instances of these outcomes (Albdour & Altarawneh, 2014; Bakker et al., 2012; Salanova et al., 2005; Yan et al., 2017). Halbesleben (2010) found that work engagement is negatively correlated with turnover intention while being positively correlated with employees' organizational commitment, performance, and health/well-being. Due to the immense capability of work engagement that promotes organizational economic success, organizations are conscious about employee work engagement. Engaged employees identify themselves through their work and as a result have high levels of vigour, dedication, and an intense feeling of absorption in their work (Gignac et al., 1996; Klitzman et al., 1990; Timms et al., 2015). Work engagement can be characterized as a positive, fulfilling motivational state of work-related overall well-being (Blanch & Aluja, 2009).

OPERATIONAL DEFINITION OF THE STUDY

Work Engagement - a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”

Teachers- Male & Female Teachers teaching at senior secondary schools.

OBJECTIVES OF THE STUDY

1. To study work engagement of teachers teaching at senior secondary level according to their gender (Male & Female).
2. To differentiate between male and female teachers' work engagement.
3. To differentiate between Arts and Science Teachers' work engagement.
4. To find out the relationship between male and female teachers' work engagement.
5. To find out the relationship between Arts and Science Teachers' work engagement

HYPOTHESES:

1. There is no significant difference between male and female teachers' work engagement teaching at senior secondary level.
2. There is no significant difference between Arts and Science Teachers' work engagement teaching at senior secondary level.
3. There is no significant relationship between male and female teachers' work engagement teaching at senior secondary level.
4. There is no significant relationship between Arts and Science Teachers' work engagement teaching at senior secondary level.

LIMITATIONS OF THE STUDY

1. The current study is limited to 60 senior secondary school teachers.
2. The Saharanpur District is the sole focus of this study.
3. The study only takes into account the variables related to gender and subject stream.

SAMPLE AND SAMPLING TECHNIQUE

Using simple random sampling technique, a true and representative sample of 60 male and female teachers from senior secondary schools of the U.P. Board located in rural and urban areas and belonging to the Saharanpur district is selected. They are from the Arts and Science stream.

STATISTICAL TECHNIQUES

In order to analyze the data, following statistical techniques are adopted.

Mean, Standard deviation, t – Test and Pearson correlation coefficient (r)

TOOL OF THE STUDY

The Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2002) is the most often used tool to gauge work engagement as a distinguishing psychological state. It has three subscales: vigor, dedication, and absorption.

COLLECTION AND ANALYSIS OF DATA

Teachers working in senior secondary schools in the Saharanpur District are randomly chosen to receive the questionnaire. The respondents are made fully aware of the importance and significance of the current study. To interpret the result substantially, the data that were gathered from them were arranged and statistically analyzed.

OBJECTIVE – 1. To study the teachers' work engagement according to their gender (Male & Female).

Table – 1

SHOWING DESCRIPTIVE STATISTICS OF MALE AND FEMALE TEACHERS WORK ENGAGEMENT TEACHING AT SENIOR SECONDARY LEVEL

S. No.	Variable	Category	N	Mean	S.D.	Level of Work Engagement
1.	Teachers' Work Engagement.	Male	30	93.5	3.16	High
2.		Female	30	93.43	2.60	High

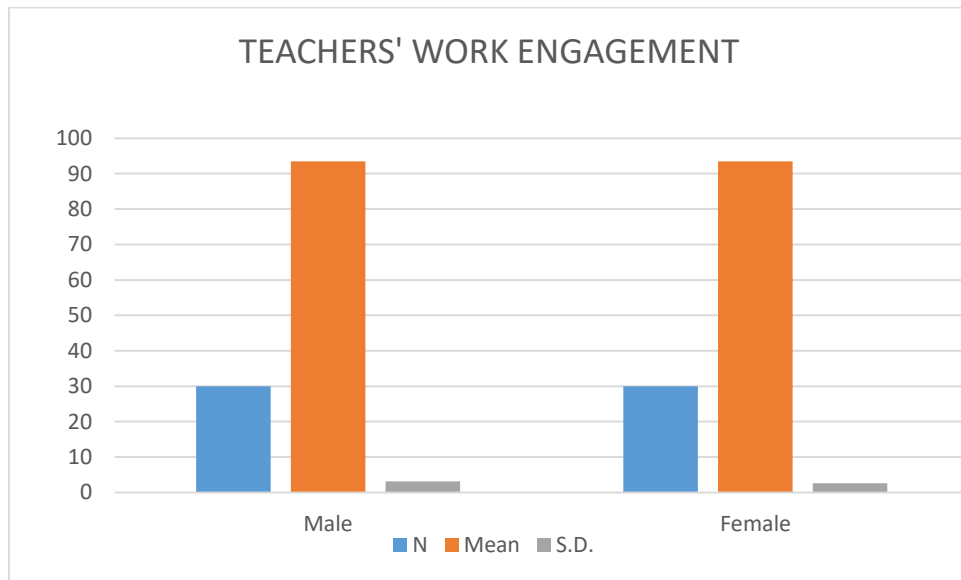


Table 1 describes that the mean value for male and female teachers’ work engagement is 93.5 & 93.43 respectively. Thus, it is presented that work engagement of male and female teachers’ teaching at senior secondary level is categorically high.

OBJECTIVE – 2. To differentiate between male and female teachers’ work engagement.

HYPOTHESIS-1: There is no significant difference between male and female teachers’ work engagement teaching at senior secondary level.

Table – 2

Variable N = 30	MALE		FEMALE		SE _D	d	t	df	Significance
	Mean	SD	Mean	SD					
Work Engagement	93.5	3.16	93.43	2.60	.18	.07	.39	58	Insignificant**

- ❖ Table t-value at .05 level of significance: 1.96
- ❖ Table t-value at .01 level of significance: 2.58

Table 2 shows that the t - value for the score of male and female teachers’ related to their work engagement was calculated as 0.39. Which is insignificant at both levels of significance. Hence, null hypothesis is not rejected, Therefore, it is interpreted that there is no significant difference between male and female teachers work engagement teaching at senior secondary level.

OBJECTIVE – 3. To differentiate between Arts and Science Teachers’ work engagement.

HYPOTHESIS-2: There is no significant difference between Arts and Science Teachers’ work engagement teaching at senior secondary level.

Table- 3

Variable N = 30	Arts Teacher		Science Teacher		SE _D	d	t	df	Significance
	Mean	SD	Mean	SD					
Work Engagement	94	3.38	94.06	3.17	.84	.06	.07	58	Insignificant**

- ❖ Table t-value at .05 level of significance: 1.96
- ❖ Table t-value at .01 level of significance: 2.58

Table 3 also shows that the t - value for the Arts and Science Teachers' work engagement was estimated as .07. Which is insignificant at .01 and .05 levels of confidence. Thus, null hypothesis is accepted, And, it is interpreted that there is no significant difference between arts and science teachers work engagement teaching at senior secondary level.

OBJECTIVE – 4. To find out the relationship between male and female teachers' work engagement.

HYPOTHESIS-3: There is no significant relationship between male and female teachers' work engagement teaching at senior secondary level.

Table - 4

Variable	Mean of Male Teachers	Mean of Female Teachers	Correlation	Significance (df = 28)
Work Engagement	93.5	93.43	+ .12	Insignificant **

Significance level of Pearson 'r' coefficients

Table value at .05 level: .36

Table value at .01 level: .46

It is stated from the above table that there is a positive and low correlation coefficient ($r = + .12$) between male and female teachers teaching at senior secondary level regarding their work engagement. This 'r' value is insignificant at .01 level of confidence. Thus, null hypothesis is not rejected. Therefore, it is interpreted that there is a no significant relationship between male and female senior secondary teachers' work engagement.

OBJECTIVE – 5. To find out the relationship between Arts and Science Teachers' work engagement.

HYPOTHESIS-4: There is no significant relationship between Arts and Science Teachers' work engagement teaching at senior secondary level.

Table - 5

Variable	Mean of Arts Teachers	Mean of Science Teachers	Correlation	Significance df = 28
Work Engagement	94	94.06	+ .13	Insignificant **

Significance level of Pearson 'r' coefficients

Table value at .05 level: .36

Table value at .01 level: .46

It is also presented in table 5 that there is a positive and low level of correlation coefficient ($r = + .13$) between arts and science teachers teaching at senior secondary level regarding their work engagement. The given 'r' value is insignificant at both levels of significance. Thus, it is inferred that there is a no significant relationship between arts and science teachers' work engagement at senior secondary level.

RESUL AND FINDINGS OF THE STUDY

1. Male teachers' and female teachers teaching at senior secondary level is having high level of work engagement.
2. The category Gender, male and female teachers' work engagement is not significantly different at the teaching of senior secondary level.
3. The category stream, Arts and Science Teachers' teaching at senior secondary level is also not significantly different regarding their work engagement.
4. There is a low positive correlation between senior secondary level male and female teachers' work engagement.
5. Arts and Science Teachers' work engagement are also showing positively low level of correlation between them.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The current work has important theoretical and empirical ramifications for the academic literature. This study provides counsellors and human resources staff with crucial information for developing interventions and methods to enhance teachers' work engagement. According to the study, schools should make investments in creating learning organizations to foster teachers' work engagement and maintain their interest.

SUGGESTIONS FOR FURTHER RESEARCH

Further research suggestions are provided below:

1. The similar study can be carried out by choosing teachers from other board institutions as well as the state's secondary schools.
2. The same study can be done by increasing the sample size of teacher.
3. The same study can be conducted on teacher from various training schools in adjoining districts.

CONCLUSION

The researcher analyzed the objectives and concluded that teachers of both gender share the same level of work engagement teaching in various senior secondary schools. Besides this, there are no differences between science, and arts teachers in terms of their work engagement. On the other hand, it can be said that teachers of both gender possess the same level of work efficiency in teaching at senior secondary level, proving that a person's gender has no discrimination on a person's disposition for work engagement. The work engagement of teachers in the arts, and sciences is also equal.

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