



EFFECT OF DEMOGRAPHICAL VARIABLES ON JOB INVOLVEMENT OF IN-SERVICE TEACHERS

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ABSTRACT

Recent studies of job involvement show that job involvement increases the organizational effectiveness as well as the productivity of an organization by engaging employees more completely in their work. Thus it is important to increase the accumulation of useful knowledge on what causes job involvement and what job involvement can do for organizations that can assist in explaining the causes and effects of job involvement. The teacher's sense of job involvement is essential to the success of the organization and will improve their performance. Job participation is a crucial behavior associated to the job. It demonstrates the level of a person's involvement in his or her employment. Teachers can achieve success in their professional lives if they are really invested in their work. The way instructors do their jobs is crucial, especially at the secondary level. This study adopted the survey method of research. Participants were 600 school teachers at the secondary and primary and secondary levels who were randomly selected from various urban and rural schools selected in the Guntur District of Andhra Pradesh state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Locality, Level of education. The job involvement scale constructed by Dr. Zaki Akhtar and dr.Udham Singh (2014).

Keywords: Job Involvement, teachers, organizational effectiveness

INTRODUCTION

The education system functions because of effective teachers.. It demonstrates the level of a person's involvement in his or her employment. Lodahl and Kejner are credited with developing the idea of job participation in 1965. He described job involvement as an individual's psychological affiliation with their work that affects their sense of self-worth. Job involvement is largely influenced by job performance. The quality of the teachers, in addition to their morals and abilities, are key factors in the success of education.

Therefore, it is crucial that skilled instructors are hired for the teaching profession and that they have access to the tools they need to do their jobs well and with complete dedication. The Education Commission (1966) highlighted that the quality, competency, and character of the teachers were the most crucial factors in the success of any educational process. The way an individual performs their job is really important. He can perform the best-assigned employment prospects work thanks to involvement. It becomes crucial for instructors to be involved in their jobs effectively if they are to impart knowledge. In terms of how school teachers affect their pupils' career and personality development, they are quite important. Both directly and indirectly, a teacher's personality influences the development of pupils' personalities.

The examples they set have a lasting impact on their students, who adopt the way of life and mirror it in their teachers through their behaviour. The future of both humanity and children is dependent on the teacher, who has a responsibility job. This indicates that the teacher has a heavy burden. Teachers who are actively involved in their work are more likely to be content with their careers and dedicated to their organizations. The effectiveness of a teacher in the classroom depends on their interest in and performance at work. Such educators hardly ever consider changing personnel or working environment. A teacher that is invested in their work will come off as sincere.



For the optimum outcome, the teacher must be motivated to manage the classroom well. In this sense, job performance and involvement are crucial elements. The core of a body is the significance of job involvement and performance at work. The outcome would be very subpar if there was no interaction on the side of the teachers. One of society's cornerstones and the foundation of any educational system is the teacher. The young student's underdeveloped intellect receives instruction from the teacher.

Teachers treat and shape young minds into different shapes. Teacher qualification can affect the quality of school and education. The involvement of the teacher in the school activities affects the overall performance of the school and the students. Thus Job involvement is an essential factor for teaching effectiveness and also school improvement. The level of involvement is very essential for the achievement of educational goals.

If the teacher is highly job involved, he will actively involved in the academic activities of the school. Teachers with a high level of job involvement tend to be satisfied with their jobs and be highly committed to their organization. A teacher's success in the educational process depends upon job involvement. A teacher who has job involvement will not show insincerity in his task. Thus job involvement plays a very important part in molding behavior in any organization. Hence the present study attempts to find the job involvement and job performance of higher secondary school teachers.

REVIEW OF RELATED LITERATURE

Gopinath (2020) executed a research study to understand the influence of self-actualization on job involvement along with organizational commitment of leaders in the academic field. Findings of the research study revealed a significant influence of the variable self-actualization on the job involvement of academic leaders. Similarly, the same kind of influence of self-actualization has been reported on the organizational commitment of the target population.

Kaur, N. & Kaistha, A. (2020) study aims to find out the level of job involvement and role conflict among primary school teachers of Punjab. The sample of the study consists of 72 primary school teachers. The study found that the job involvement of teachers does not differ in gender whereas role conflict among teachers differs significantly. A positive relation was found between job involvement and role conflict.

Verma and Girdharwal (2020) investigated the Job involvement of Management personnel working in public and private sector business organizations. Results of the investigation revealed a significant difference in job involvement of public and private sector employees. The private sector management executives demonstrated higher levels of job involvement than public sector management executives.

Dehal (2021) investigated the interactional effect of professional commitment and job involvement on non-accomplishment and depersonalization dimensions of burnout among college teachers. Results indicated that there is a significant interactional effect of professional commitment and job involvement on burnout of college teachers on depersonalization and non-accomplishment dimensions of burnout. Apart from this, a significant difference was found among college teachers with low, average and high professional commitment on non-accomplishment, depersonalization dimensions of burnout.

METHODOLOGY

Objectives of the study

1. To find out the level of Job involvement of the in-service teachers and to classify them.
2. To find out the influence of the following variables on Job involvement of in-service teachers:
 - 1) Gender
 - 2) Locality



3) Level of professional qualification

HYPOTHESIS OF THE STUDY

1. **Hypothesis 1:** There would be no significant difference between Male and Female in-service teachers in their Job involvement.
2. **Hypothesis 2:** There would be no significant difference between rural and urban in-service teachers in their Job involvement.
3. **Hypothesis 7:** There would be no significant difference in the Job involvement of in-service teachers with respective to the stream of subject.

DATA ANALYSIS

Whole sample data analysis of Job Involvement in service teachers

Objective - 4: To find out the level of Job Involvement of the in service teachers and classify them.

4th objective was intended to find the Job Involvement of the in service teachers and classify them according to their low, moderate and high Job Involvement. In the above objective, the scores of all the samples were calculated to arrive at the Mean, Standard deviation and % of the mean of the sample. The result is as follows in Table 4.2.1

Table - 4.1

Job Involvement- Whole sample analysis

Whole sample	Mean	SD	%of mean	1/5 of Mean
400	68.19	7.54	68.19	13.63

Observations

The following observations have been made from the above table total sample in Job Involvement of the in service teachers. The Total Number of in service teachers is 400. The mean value is 68.19, the standard deviation value is 7.54 and the percentage of the mean is 68.19. The level of Job Involvement of the in service teachers is above average.

Interpretation

As per table, the result revealed that all the sample in service teachers fall under the above-average level in their Job Involvement.

Discussion

The above Interpretation reveals that the in service teachers possess an above-average level in their Job Involvement. The Interpretations agree with the related study by Ranjitham and Jayanthi (2015) tried to find out from their study entitled job involvement of higher secondary school in service teachers of Nagapattinam District, job involvement level of higher secondary school in service teachers in respect to certain categorical variables. 500 secondary school in service teachers were selected randomly as a sample from the Nagapattinam District. The Interpretation of this study included that job involvement differed significantly in relation to marital status. The overall job involvement level was high.

Classification of the school in service teachers based on their Job Involvement

The mean and standard deviation for the entire group were computed on the scores referring to the Spiritual intelligence of the secondary school in service teachers. The overall sample's mean and standard deviation percentage. The standard deviation value is 7.54 and the percentage of the mean is 68.19. Respectively.



The complete sample was divided into three categories of Job Involvement of the in service teachers high (above $M+1SD$), intermediate (between $M-1SD$ and $M + 1SD$), and low (below $M-1SD$). The frequencies of in service teachers in the various sample levels were also calculated, and the percentages of in service teachers in the different groups were listed in table 4.15.

Table 4.2**Classification of service teachers based on their Job Involvement**

S.No	Classification Level	No	Percentage
1.	Low	61	15.25%
2	Average	227	56.75%
3.	High	112	28%

Observations

From the above table, the following aspects have been observed: In the classification table, 15.25% of the In service teachers fall under the low level, 56.75% are under the moderate level, and 28% are under the high level in Job Involvement of the in service teachers.

Interpretation

The result found from the classification of job involvement, 15.25% of the In service teachers fall under the low level, 56.75% are under the moderate level, and 28% are under the high level in the Job Involvement. All in service teachers fall under the moderate level in their Job Involvement.

Discussion

The above finding reveals that the in service teachers have a moderate level in their Job Involvement as for the table values. The Interpretation is in agreement with the related study by Sethi, and Mittal (2016) tried to investigate their study entitled 'a study of job involvement among senior secondary school in service teachers, the job involvement of senior secondary school in service teachers in relation to certain demo Figure:ic variables. The findings of this study revealed that the in service teachers had a moderate level of job involvement. The study also showed that in service teachers' job involvement does not differ significantly in relation to gender, types of schools, and subject stream.

Variable wise analysis in Job Involvement of the in service teachers

Objective -6: To find out the influence of the following variables on the Job Involvement of the in service teachers. I.e. gender, locality, Level of education.

Hypothesis 2A: There would be no significant difference between male in service teachers and female in service teachers in their Job Involvement.

Table 4.3**Job Involvement – Gender analysis**

Gender	N	Mean	SD	% of mean	S.E.D	't' Value
Male	180	65.28	7.22	65.28	0.73	3.28*
Female	220	67.68	7.21	67.68		

* Significant at 0.05 level & Table value for 1.96 at 0.05 level.

Observations

The following observations have been made from the above table. The number of in service teachers is 400, the male in service teachers are 180, and the female in service teachers are 220. The male in service teachers' mean value is 65.28, the standard deviation of the male in service teachers is 7.22, and the percentage of the mean value is 65.28. The female in service teachers' mean value is



67.68, the standard deviation value is 7.21, and the percentage of the mean value is 67.68. The S.E.D value is 0.73 and the "t" value is 3.28, significant at 0.05 level.

Interpretation

From the above table, the result indicates that in the variable "gender" the obtained "t" value is 3.28 which is significant at 0.05 level. There is a significant difference between male and female in service teachers in their Job Involvement. Female in service teachers are better in Job Involvement when compared with their counterparts.

Discussion

The above Interpretation reveals that Female in service teachers have more Job Involvement when compared with Male in service teachers. The Interpretation is in agreement with the related study by Manikandan, V. & Karnan, P. (2017) this study examined the relationship between job involvement and the mental health of school in service teachers in the Thiruvallur District. In service teachers' Job Involvement and In service teachers' Mental Health. There exists a significant impact with respect to location, and types of management. And there is no significant impact on Gender, designation of in service teachers, teaching experience, marital status on the job involvement, and mental health of school in service teachers at the higher secondary level.

Hypothesis Testing

The "t" value 3.28 is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is that "There would be no significant difference between male in service teachers and female in service teachers in their Job Involvement." Hence, the hypothesis is rejected.

Hypothesis 2B: There would be no significant difference between rural and urban of the school in service teachers in their Job Involvement.

Table 4.4 Job Involvement - Locality of the school analysis

Residential area	N	Mean	SD	% of mean	S.Ed	't' Value
Rural	210	66.13	7.19	66.13	0.70	1.25
Urban	190	64.01	7.26	64.01		

Not significant at 0.05 level & Table value for 1.96 at 0.05 level

Observations

The following observations have been made from the above table. The number of in service teachers is 400, the rural in service teachers are 210, and the urban in service teachers are 190. The rural in service teachers' mean value is 66.13, the standard deviation of the rural in service teachers is 7.19, and the percentage of the mean value is 66.13. The urban in service teachers' mean value is 64.01 and, the standard deviation value is 7.26, and the percentage of the mean value is 64.01. The S.E.D value is 0.70, and the "t" value is 1.25, significant at 0.05 level.

Interpretation

From the above table, the result indicates that in the variable "location of the school", the obtained "t" value is 1.25 which is not significant at the 0.05 level. The result shows that residential area has no impact on their Job Involvement. There is no significant difference between rural and urban in service teachers in their Job Involvement.

Discussion

The above Interpretation reveals that In Rural and urban the school in service teachers is at the same levels in their Job Involvement. The Interpretation is in agreement with the related study by Narayanaswamy and Rao (2014) the study of job involvement of secondary school in service teachers and its effect on teaching competency and tried to measure the effect of teaching competency, experience, sex, and locality of job involvement of secondary school in service teachers. 200 school in service teachers were selected from the Mandya district as a sample through a stratified random sampling technique. The study showed that teaching competency did not affect job



involvement. Besides this, the study also showed that certain categorical variables such as experience, sex, and locality also did not affect job involvement.

Hypothesis Testing

The obtained "t" value 1.25 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is that "There would be no significant difference between rural and urban the school in service teachers in their Job Involvement." Hence, the hypothesis is accepted.

Hypothesis 2E: There would be no significant difference between D.Ed and B.Ed qualified school teachers in their Job Involvement.

Table 4.5 Job Involvement - Level of professional qualification analysis

Level of professional qualification	N	Mean	SD	% of mean	S.Ed	't' value
D.Ed	180	64.19	7.17	64.19	0.73	2.86**
B.Ed	220	66.28	7.11	66.28		

** - Significant at 0.05 level & Table value for 1.96 at 0.05 level.

Observations

The following observations have been made from the above table. The number of teachers is 400; the D.Ed qualified teachers are 180, and the B.Ed qualified school teachers are 220. The D.Ed qualified teachers' mean value is 64.19, the standard deviation value from the D.Ed qualified teachers is 7.17, and the percentage of the mean value is 64.19. The B.Ed qualified school teachers' mean value is 66.28, the standard deviation value is 7.11, and the percentage of the mean value is 66.28. The S.E.D value is 0.73, and the "t" value is 2.86, significant at 0.05 level.

Interpretation

From the above table, the result indicates that in the variable "professional qualifications", the obtained "t" value is 2.86 which is significant at the 0.05 level. There is significant difference between teachers with D.Ed and B.Ed qualifications in their Job Involvement. Teachers with B.Ed educational qualifications are better in their Job Involvement when compared with the teachers with DEd educational qualifications.

Discussion

The above Interpretation reveals that the B.Ed education qualification of the teachers is better in their Job Involvement when compared with the D.Ed education qualification of the teachers. Stress and its manifestations, such as anxiety, depression, and burnout, have always had been a common problem among B. Ed and D.Ed qualification teachers. Head teachers and experienced teachers in school exploit them, and sometimes they may attend workshops and training programs. Many teachers experience high levels of work-related strain due to time pressure, which over time can lead to various health problems, such as emotional exhaustion. DIETs ushered in a new phase of elementary school teacher preparation nationwide, instituting norms such as two-year post +2 entry, etc.

Hypothesis Testing

The "t" value 2.86 is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is which that "There would be no significant difference between D.Ed and B.Ed of the school teachers in their Job Involvement." Hence, the hypothesis is rejected.

EDUCATIONAL IMPLICATIONS

In the light of findings of the study, the investigator suggests the following points for Educational implications



1. Indian societies comprise various economic groups, different cultures, and topographical variations. Therefore, other states of the country may also help provide conclusive data.
2. More sociological, psychological, personal, and family-related variables should be studied in relation to workplace exploitation and job involvement of the teachers.
3. The present study has tried to touch upon the different kinds of harassment in the workplace in private and government schools. It gives a wider idea to the recipients and takes precautionary measures against probable adverse situations.
4. Capacity-building initiatives are frequently carried out in all kinds of institutions (Aided, Government, and Self Finance). It's possible that every teacher participates in these initiatives. To give teachers access to the most latest developments in education and technology, universities themselves may host in-service training programmes, orientation sessions, and refresher courses. It is possible to construct teacher housing closer to the colleges.
5. The schools must insist on daily teacher prayers and force the instructors to participate in the prayers by sharing their small chat, ideas for the day, and other such things. It aids them in releasing mental strain.
6. The teachers' physical well-being is also very significant. They might be permitted to use the leave options that qualify.
7. Health awareness campaigns could be developed for the instructors' benefit. Programs for menopausal stress management and reproductive health may be organized.
8. Teachers can participate actively in stress management workshops that are presented to them in order for them to recover from their stress and sadness.
9. Teachers could be required to practice yoga and meditation for no more than an hour each day on the school's premises.
10. In order to learn about cutting-edge teaching techniques, creating e-content and ICT-enabled activities, teachers must attend workshops and symposiums.

CONCLUSION

Teachers are builders to inculcate values and our traditions from generation to generation into students. Their occupation renders definite and essential services to society. The role of a teacher also involves the character building of the taught apart from designing and implementing the curriculum. Teachers cause a desirable and anticipated revolution in society silently. In short, a teacher inspires and shapes the destiny of the nation in the classrooms. Realizing the above facts, the teaching profession is considered the noblest profession in India. Now a day's most teachers are dissatisfied with and even depressed about their professional standing. They feel that the workload is too heavy and recognition and appreciation are too limited. The above findings indicate that all teachers from the total sample fall under average in their workplace exploitation, and the finding from job involvement of the teachers also fall under above average in their job involvement in the Guntur district of Andhra Pradesh.

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