

A study of job involvement among school teachers

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ABSTRACT

The aim of the present study was to evaluate the Job Involvement among School Teachers in relation to their Gender and Type of School. Purposive Sampling Technique was used to select sample of 120 School Teachers equally divided according to the Gender and Type of School Teachers. The sample was selected from various schools of Ahmedabad City. Job Involvement scale (Dhar S. and Dhar U., 2001) was used to measure job Involvement. The results were statistically analyzed using Mean, SD and t-test used. The findings result that there was no significant difference between Male and Female School Teachers. Significant difference was found between Private and Government School Teachers. Private School Teachers found better Job Involvement than Government School Teachers.

Keywords: *Job Involvement, School Teachers*

Teacher (also called a school teacher or, an educator, in some contexts) is a person who helps others to acquire knowledge, competences or values. Teacher's professional duties may extend beyond formal teaching. Outside of the classroom teacher's may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teacher's may have responsibility for student discipline.

Job involvement (Work engagement, or Employee engagement) is a concept that is generally viewed as managing discretionary effort, when employees have choices, that is, they will act in a way that furthers their organization's interests. An engaged employee may be a one is fully involved in, and enthusiastic about, his or her work. In general terms, job involvement is the level at which an employee's is engaged in his or her daily work. The level of job involvement or engagement can be determined by a person's needs, values, work ethic (personal characteristics), the organizational setting (environment), and the characteristics of the job. Employees with low job involvement can feel alienated by feeling their job doesn't have a purpose, that they are not important in the organization, or they cannot see the connection between their work and what they believe themselves to be in "life" (Hafer & Martin, 2006, p.3). This definition implies that a job involvement person sees his or her job "as an important part of his/her self-concept" (Lawler & Hal, 1970, p.311). Research has shown that there is a relationship between job involvement,

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professional commitment and burnout. Job involvement is strongly related to many other theories of work motivation. Venkateswaran, P. S., Sakthivel, S., & Manimaran, P. (2015) it was found that all the four variables i.e. job satisfaction; job involvement, adjustment, and job stress have a significant relationship. Adjustment of male and female secondary school teacher's is also positively correlated with their job-stress. Increase in job-involvement, the adjustment of secondary school teacher's increases. Shaikh, A. & Nataraj, P.N. (2018) there is no significant difference in the job involvement of male and female high school teachers. There is no significant difference in the job involvement of government and private high school teachers. There is no significant difference in the job involvement of high school teachers of below 10,000 and above 10,000 of salary.

METHODOLOGY

Objective

1. To study the difference between the mean score of Male and Female School Teachers relation to their Job Involvement.
2. To study the difference between the mean score of Private and Government School Teachers relation to their Job Involvement.

Hypotheses

1. There will be no significant difference between the mean score of Male and Female School Teachers relation to their Job Involvement.
2. There will be no significant difference between the mean score of Private and Government School Teachers relation to their Job Involvement.

Participants

A total sample of 120 School Teachers were selected by Purposive Sampling Technique from the various Private school teachers and government school teachers Ahmedabad City. School Teacher age range of 24 to 62 years. The categorization and details of sample selection were presented in the following table.

Type of School Teachers	Gender		Total
	Male	Female	
Private School Teachers	30	30	60
Government School Teachers	30	60	60
Total	60	60	N= 120

Variables

Independent Variables:

1. **Gender:** Male and Female School Teachers
2. **Type of School Teachers:** Private School and Government School Teachers

Dependent Variable: The scores of the School Teachers on Job involvement Scale.

Research Tool

Job Involvement scale constructed and standardized by Dhar S., Dhar U., Srivastava, K. (2001). The test consists of total 10 items. Each item has five response options: Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. Reliability coefficient was found to be 0.71. Validity was found to be 0.83.

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Data Collection

The researcher visited different schools of Ahmedabad city for which time permission was obtained from the concerned school authority and principle. After selecting a convenient group of Teachers. The Scale was provided and details. Thereafter, the Job Involvement scale was administered with each group of School Teachers. The data has been obtained by using particular scoring pattern and standardized for test. Scoring was done as per the manual and the results were statistically analyzed.

Statistical Analysis

In the present study to find out the significant difference various groups of School Teachers Mean and Standard Deviation, 't' test was calculated. Level of Significant check 0.05 and 0.01 levels.

RESULTS & DISCUSSION

Table: 1 Mean, standard deviation (SD) & 't' Value of Job Involvement of Gender (Male and Female School Teachers).

Gender	N	Mean	SD	't'	Table Value	Level of Significant
Male	60	31.86	8.02	0.08	1.98	NS
Female	60	31.70	6.64			

Table-1 shows that the mean score of Job Involvement of Male School Teachers found to be 31.86 with SD 8.02 and Female School Teachers found to be 31.70 with SD 6.64. The t-value testing the significance of mean difference between Male and Female School Teachers found to be 0.08 which is not significant at 0.05 level. Thus, the null hypothesis stating, "There will be no significant difference between the mean score of Male and Female School Teachers relation to their Job Involvement." is accepted. It indicates that Male School Teachers do not differ in their Job Involvement as compared to Female School Teachers. It means Male and Female School Teachers are having same Job Involvement.

Table: 2 Mean, standard deviation (SD) & 't' Value of Job Involvement of Private and Government School Teachers.

Type of School Teachers	N	Mean	SD	't'	Table Value	Level of Significant
Private School	60	33.5	7.05	2.01	1.98	0.05
Government School	60	29.73	7.45			

Table-2 shows that the mean score of Job Involvement of Private School Teachers found to be 33.5 with SD 8.02 and Government School Teachers found to be 29.73 with SD 7.45. The t-value testing the significance of mean difference between Private and Government School Teachers found to be 2.01 which is a significant at 0.05 level. Thus, the null hypothesis stating, "There will be no significant difference between the mean score of Private and Government School Teachers relation to their Job Involvement." is rejected. It indicates that Significant difference is found in the Job Involvement of Private and Government School Teachers. It means the Private School Teachers found better Job Involvement than Government School Teachers.

CONCLUSION

No Significant difference is found in the Job Involvement of Male and Female School Teachers. It means Male and Female School Teachers are having same Job Involvement.

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Significant difference is found in the Job Involvement of Private and Government School Teachers. It means the Private School Teachers found better Job Involvement than Government School Teachers.

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Conflict of Interest

The author declared no conflict of interest.

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