

JOB INVOLVEMENT OF TEACHER EDUCATORS

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ABSTRACT

The present study consists of 200 Teacher educators working in B.Ed., Colleges in Nagappattinam District, Tamilnadu, India. For this study the investigator adopted Normative Survey method. The samples were selected by using simple random sampling technique. Job Involvement Scale, developed by S.P. Ahluwalia (2010) was used to assess Job Involvement of Teacher educators. For the analysis of the data, Descriptive analysis (Mean & S.D), Differential analysis ('t' test & 'F' test) were done. The present study has shown that the Teacher Educators have high level of Job Involvement.

KEYWORDS: *Job Involvement, Teacher Educators*

INTRODUCTION

Job Involvement of Teacher Educators

In organisational study, Job involvement has emerged as a significant variable. It has gained the attention of organisational psychologists and management scientists. This variable in the company is being analysed with distinct prospectives. In organisational growth, it has great significance and purpose. In order to see the involvement of work among organisational employees, large numbers of studies have been carried out. Lodhal and Kejner(1965) defined Job involvement as the degree to which a person identified psychologically with his/her work or the importance of work in his/her total self image"

A person's psychological association with his work can be the product of his early process of socialisation through which the ideals of the goodness of work can be internalised by the individual. Kanungo (1982) describes work engagement from a motivational approach as a perceptual condition of uni-dimensional psychological identity. Kanungo (1982) described job involvement as an individual as the feeling or assumption of an individual that he or she is associated with his or her job. He further clarifies the distinction between job and jobs. "a job means an individual's present work, while work means work in genera" a job means the present work of an individual, while work means work in genres.

Four concepts for job involvement have been proposed by Saleh and Hosek (1976). These were the job is of critical importance in personal life," "the person will be actively involved in his/her own work," "the person will understand the impact of personal performance on self-esteem, and the congruence between work performance and self-concept." They also suggest that when these four definitions are fulfilled, the person will be involved in his/her own."

Education

Education has formed a continuum in human history and formed the basis for the growth of human culture. Education provides strength and flexibility for people to adapt to evolving circumstances by improving attitudes, beliefs, capacities,

both knowledge and skills, and helps them to contribute to social growth. The major role of education is the production of human capital. A variety of approaches and sources of learning are involved in education. The building that has been developed for advancement today is focused on the training provided to individuals through the formal education channel, as the value of teachers has to be immediately understood once it is recognised that formal education has contributed significantly and is still able to contribute in the future.

The teacher occupies a distinctive position and is the soul and heart of every educational institution. It is he who constructs the base upon which his character is constructed by the students. He is an example of his student's motivation and bravery for this. Also the best building, the wealthiest programme, the upgraded library and the most comprehensive equipment would be of no benefit without proper, well trained teachers.

Teacher Educators

A Teacher Educator (also referred to as a teacher trainer) is an individual who encourages other individuals to learn the information, skills and attitudes they need to be successful teachers. In the initial or ongoing education of each teacher, multiple individual teacher educators are typically involved; sometimes each specialises in teaching about a particular aspect of teaching (e.g. educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching methods etc).

Not every culture has a meaning that exactly corresponds to the English word 'teacher educator' ... The variety of positions covered by the word varies greatly from country to country, even where the definition exists. The word 'teacher trainer' can be used instead of 'teacher instructor' in some traditions. A teacher may be broadly defined as a specialist in higher education whose primary task is to train beginning teachers in universities and other teacher education institutions, such as teaching colleges. Any professional whose practise contributes in some way to the initial education or the ongoing professional growth of the school and other teachers may be a wider term.

The ambiguity of the teacher educator's duties exists in part because they have many professional identities, as research has shown. Although some of those responsible for teacher education identify themselves as 'teacher educator,' others may identify themselves as 'researcher' or 'academic'; others may primarily refer to their academic discipline, such as 'chemist' or 'geographer'

To a great extent, the growth of an organisation depends on the attitude of the employees towards the organisation in which they operate, and it is not out of place to note that. An organization's advancement can be made vis-a-vis at a prosperous stage if the workers

Participation and satisfaction are high. As visualised by management experts, the life of a business unit is linked to the willingness of its employee to work willingly, to perform well on their jobs, their degree of motivation deriving satisfaction from their current work, by creating a pleasant and workable environment, inculcating work ethics and standards that foster a sense of confidence, transparency, versatility, imitability, self-direction, employee. Therefore the importance of human resources occupies a prominent position in today's organisation, it is now considered to be the most important asset and all possible efforts are made by: management for their proper and timely growth so that they can work efficiently and use their expertise and abilities to achieve the organisational objectives.

REVIEW OF RELATED LITERATURE

Private and public job engagement and work were contrasted by Joshi (2016). Employment contribution Satisfaction, consisting of workers from the public and private sectors. Rana Yasir Hussain (2016) explored the influence of perceived positive leadership styles, that is, transformative and transactional leadership, on the participation of 250 teachers (men = 146, women = 104) from Punjab province's public and private sector colleges and universities. Research found that both the forms of transformation and transactional leadership and their sub-facets had a significant positive connection to job participation. There were no major gender differences among teachers in terms of the influence of leadership styles on their participation in the job.

Florence Bharathi et al. (2016) aimed at deciding whether the teaching staff's presence in the western region of Tamil Nadu has an impact on working conditions, organisational engagement and interpersonal relationships. For this analysis, a quantitative approach was adopted. The results of this research showed that job involvement was positively and substantially linked to working conditions, organisational engagement and interpersonal relationships. Jaswant and Naveen (2016) conducted a study to investigate the interactive effects of age, gender and form. The findings show that the two independent variables are gender and type-A behaviour also significantly affected the involvement of bank employees in the workplace. A behaviour pattern of job stress and job involvement of bank employees. The findings also showed major effects of age and sex on contact, type-A habits, and gender for job stress.

The teacher is the custodian and architect of a country, explained by Pardeep Singh Dehal et al. (2017). They intended to examine the role of college teachers in their work at work. A sample of 546 male and female teachers from 36 Himachal Pradesh degree colleges was obtained. The outcome showed that male teachers are more interested than female teachers in their jobs.

NEED FOR THE PRESENT STUDY

A major issue in the present day education is the question of what constitutes good and effective teaching. Royan (1961) pointed out that obtaining capable teachers is an obligation of educational system. If competent teachers having high commitment could be obtained, the likelihood of attaining desirable educational outcome is substantial. Shailaja (2003) examined locus of control and job involvement in relation to the job satisfaction of the teachers which showed clearly that job involvement influenced job satisfaction of teachers and a significant relationship existed between job involvement and job satisfaction of teachers. Manikandan and Jayan (2006) examined the influence of age on job satisfaction, job involvement, organizational commitment and mental health of employees. It was reported that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Age was found to have a significant influence on the job satisfaction. Also, mental health status was significantly influenced but age of the employees that is the age groups showed a higher mean score as compared to the lower groups. Hence the investigator decided to take up this study.

OBJECTIVES OF THE STUDY

The present study has the following objectives:-

- To find out the Teacher educators' level of Job Involvement.

- To find out whether there is any significant difference between Arts and Science group Teacher educators' Job Involvement.
- To find out whether there is any significant difference between Male and Female Teacher educators' Job Involvement.
- To find out whether there is any significant difference between Rural and Urban Teacher educators' Job Involvement.
- To find out whether there is any significant difference between Tamil and English medium Teacher educators' Job Involvement.
- To find out whether there is any significant difference among Teacher educators' Job Involvement with respect to their Community (OC/BC/MBC/SC/ST).

HYPOTHESES OF THE STUDY

Investigator of the present study framed the following null hypotheses based on the previous studies.

- Teacher educators' are having high level of Job Involvement.
- There is no significant difference between Arts and Science group Teacher educators' Job Involvement.
- There is no significant difference between Male and Female Teacher educators' Job Involvement.
- There is no significant difference between Rural and Urban Teacher educators' Job Involvement.
- There is no significant difference between Tamil and English medium Teacher educators' Job Involvement.
- There is no significant difference among Teacher educators' Job Involvement with respect to their Community (OC/BC/MBC/SC/ST).

METHOD OF THE STUDY

For this study the investigator adopted Normative Survey method.

Sample and Sampling Technique

The present study consists of 200 Teacher educators working in B.Ed., Colleges in Nagappattinam District, Tamilnadu. The samples were selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Tool Used

To find out the Job Involvement, Job Involvement Scale, developed by S.P.Ahluwalia(2010) was used to assess Job Involvement of Teacher educators.

Statistical Techniques Used

For the analysis of the data, the following statistical techniques have been used.

- Descriptive analysis (Mean & S.D)

- Differential analysis ('t' test & 'F' test)

In order to find out the Job Involvement of Teacher Educators, the Mean and S.D have been calculated.

Table 1: The Mean and Standard Deviation of Job Involvement scores of Teacher Educators

Demographic Variable	Sub Sample	N	Mean	Sd
Group	Arts	81	80.67	11.46
	Science	119	83.22	9.86
Gender	Male	92	84.95	11.43
	Female	108	79.83	9.22
Locality	Rural	127	81.14	10.88
	Urban	73	84.00	9.85
Medium	Tamil	114	82.72	10.45
	English	86	81.48	10.78
Community	OC	34	81.09	10.50
	BC	66	81.85	11.05
	MBC	54	81.72	10.94
	SC/ST	46	84.02	9.61
Entire Sample		200	82.18	10.58

Entire Sample

It is evident from the above Table that the calculated Mean score of entire sample indicates that the Teacher Educators have High level of Job Involvement.

Null Hypothesis

There is no significant difference between Arts and Science group Teacher Educators' Job Involvement.

In order to test the above Null hypothesis "t" value is calculated.

Table 2: Significance of difference between Mean Job Involvement scores of Arts and Science Group Teacher Educators

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Arts	81	80.67	11.46	1.63	Not significant
Science	119	83.22	9.86		

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Arts and Science group Teacher Educators' Job Involvement.

Null Hypothesis

There is no significant difference between Joint and Nuclear family Teacher Educators' Job Involvement.

In order to test the above Null hypothesis 't' value is calculated.

Null Hypothesis

There is no significant difference between Male and Female Teacher Educators' Job Involvement.

In order to test the above Null hypothesis 't' value is calculated.

Table 3: Significance of Difference between Mean Job Involvement Scores of Male and Female Teacher Educators

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Male	92	84.95	11.43	3.44	Significant
Female	108	79.83	9.22		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is a significant difference between Male and Female Teacher Educators' Job Involvement.

Null Hypothesis

There is no significant difference between Rural and Urban Teacher Educators' Job Involvement.

In order to test the above Null hypothesis 't' value is calculated.

Table 4: Significance of Difference between Mean Job Involvement Scores of Rural and Urban Teacher Educators

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Rural	127	81.14	10.88	1.90	Not significant
Urban	73	84.00	9.85		

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Rural and Urban Teacher Educators' Job Involvement.

Null Hypothesis

There is no significant difference between Tamil and English medium Teacher Educators' Job Involvement.

In order to test the above Null hypothesis 't' value is calculated.

Table 5: Significance of difference between Mean Job Involvement scores of Tamil and English medium Teacher Educators

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Tamil	114	82.72	10.45	0.81	Not significant
English	86	81.48	10.78		

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Tamil and English medium Teacher Educators' Job Involvement.

Null Hypothesis

There is no significant difference among Teacher Educators' Job Involvement with respect to their Community (OC/BC/MBC/SC/ST).

In order to test the above Null hypothesis 'F' value is calculated.

Table 6: Significance of Difference among Mean Job Involvement Scores of Teacher Educators with Respect to Sub-Samples of Community

	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	215.12	3	71.70	0.63	Not significant
Within Groups	22083.03	196	112.66		
Total	22298.15	199			

From the above table, since the 'F' value is not significant at 0.05 level, the above Null Hypothesis is accepted and concluded that there is no significant difference among Teacher Educators' Job Involvement with respect to their Community (OC/BC/MBC/ SC/ST).

MAJOR FINDINGS OF THIS STUDY

- Teacher Educators have high level of Job Involvement.
- There is no significant difference between Arts and Science group Teacher Educators' Job Involvement.
- There is significant difference between Male and Female Teacher Educators' Job Involvement.
- There is no significant difference between Rural and Urban Teacher Educators' Job Involvement.
- There is no significant difference between Tamil and English medium Teacher Educators' Job Involvement.
- There is no significant difference among Teacher Educators' Job Involvement with respect to their Community (OC/BC/MBC/SC/ST).

RECOMMENDATIONS

The present study gives analysis about the Job Involvement of Teacher educators. Based on the important findings stated earlier the following recommendations are suggested for the betterment: Special attention should be enforced to equalize the difference in Job involvement between Male and Female Teacher Educators.

Since, the Teacher Educators' Job Involvement is in a high level, the factors contributing this high level of Job involvement should be carefully maintained in a favorable state.

SUGGESTIONS FOR FURTHER RESEARCH

A similar study could be conducted among other category of Teachers such as Graduate Teachers & Post Graduate Teachers.

The same study may be conducted in relation to Parental support.

The Teacher Educators' Job Involvement may be analyzed in relation to Competence.

Effectiveness of Career counselling could be made as an experimental study.

CONCLUSIONS

The Teacher Educators' Job Involvement has been considered in terms of Group, Type of family, Gender, Locality of School, Medium and Community. The present study has shown that the Teacher Educators have high level of Job Involvement. Based on the result of the present study and comparing the results with the previous studies, the investigator feels that the administrators, may concentrate on the other factors with the view to improve the Teachers educators Job Involvement and increase quality of Teacher training.

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