

RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND JOB INVOLVEMENT OF HIGHER SECONDARY SCHOOL TEACHERS

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Abstract

The investigation of the present study relationship between teacher effectiveness and teacher morale of higher secondary school teachers. The Teacher Effectiveness Scale (TES) constructed and validated by the investigator and Job Involvement Scale (JIS) by Zaki Akhtar and Udham Singh (2014), were used to collect the data from a sample of 400 higher secondary school teachers working in Pudhucherry Region in India. The survey method had been followed and stratified random sampling technique was used to collect data. Findings revealed that there is an average level of teacher effectiveness and high job involvement of higher secondary school teachers, there is significant difference between male and female higher secondary school teachers in respect of their teacher effectiveness and job involvement, there is no significant difference between rural and urban higher secondary school teachers in respect of their teacher effectiveness and job involvement, there is significant and positive relationship between teacher effectiveness and job involvement of higher secondary school teachers.

Key Words: *Teacher Effectiveness, Job Involvement and Higher Secondary School Teachers*

1. Introduction

‘Effectiveness’ is the quality of being successful in producing an intended result’ (Collin’s English Dictionary, 2017). Ryan’s (1960) teaching is successful to the extent that the teacher acts in such a manner that is approving to the advancement of basic skills, understanding, work behavior, desirable attitudes, value judgments and adequate personal adjustment of the pupils. Flanders & Simon (1969) have defined that teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching.

Job involvement is how much a representative relates to his or her job, effectively takes an interest in it, and considers his or her job execution to be critical to his or her self-esteem. Representatives with an abnormal state of job involvement firmly relate to and truly think about the sort of work they do. Their inspirational demeanor drives them to add to their work in positive ways. Elevated amounts of job involvement have been observed to be identified with less unlucky deficiencies bring down acquiescence rates, and higher representative engagement with work.

2. Need and Importance of the Study

We know intuitively that effective teachers can have an elevating effect on the daily lives of children and their lifetime education and career goals. The job of changing nation lies in the hands of the teachers and they are as much instruments of educational change as education could be of social change. The shortcoming of any organization can be largely overcome by the efficient teachers and without the efficient teachers even the most excellent system will go down.

3. Review of Literature

Reshu Garg and Sayedil Islam (2018) conducted a study to find out the teacher effectiveness in relation to emotional intelligence of secondary school teachers of Aligarh district. By using the random sampling technique investigators collected a sample of 200 teachers from Aligarh district. The major findings of the study revealed that there is no significant relationship between emotional intelligence and teacher effectiveness of secondary school teachers and there is a significant difference in the teacher effectiveness of male and female secondary schools teachers and female teachers are more effective than male teachers.

Arnab Pan and Abhijit Guha (2018) conducted empirical study where they tried to measure the effect of organizational commitment on job involvement of the secondary school teachers in West Bengal. 808 secondary school teachers are selected as sample through random sampling technique. The finding of this study included that both job involvement and organization commitment are not differed in relation to gender. Organizational commitment has significant positive effect upon the job involvement.

4. Operational Definitions of the Study

Teacher Effectiveness



Teacher's effectiveness of high school teachers refers to the scores obtained by the subjects on administering the teacher's effectiveness scale developed by the investigator. Teacher's effectiveness means the high level of proficiency, knowledge, personality and productivity on the part of the teacher.

Job Involvement

Job Involvement of higher secondary school teachers refers to the scores obtained by the subjects on administering the job involvement scale used by the investigator. Job involvement refers to a specific job that a person is engaged in whereas work involvement is the attitude to work in general.

5. Objectives of the Study

1. To study the level of teacher effectiveness of higher secondary school teachers.
2. To study the level of job involvement of higher secondary school teachers.
3. To study the significant difference, if any in the teacher effectiveness of higher secondary school teachers based on gender.
4. To study the significant difference, if any in the teacher effectiveness of higher secondary school teachers based on locality of the school.
5. To study the significant difference, if any in the job involvement of higher secondary school teachers based on gender.
6. To study the significant difference, if any in the job involvement of higher secondary school teachers based on locality of the school.
7. To study the any significant relationship between teacher effectiveness and job involvement of higher secondary school teachers.

6. Hypotheses of the Study

1. The level of teacher effectiveness of higher secondary school teachers is low.
2. The level of job involvement of higher secondary school teachers is low.
3. There is no significant difference in the teacher effectiveness of higher secondary school teachers based on gender.
4. There is no significant difference in the teacher effectiveness of higher secondary school teachers based on locality of the school.
5. There is no significant difference in the job involvement of higher secondary school teachers based on gender.
6. There is no significant difference in the job involvement of higher secondary school teachers based on locality of the school.
7. There is no significant relationship between teacher effectiveness and job involvement of higher secondary school teachers.

7. Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, The Teacher Effectiveness Scale (TES) constructed and validated by the investigator and Job Involvement Scale (JIS) by Zaki Akhtar and Udham Singh (2014). Stratified random sampling technique has been employed to collect the data from 400 higher secondary school teachers working in government and private schools of Pudhucherry Region in India.

8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

Result of Hypothesis 1

The level of teacher effectiveness of higher secondary school teachers is low.

Table-1

**Mean and Standard Deviation for the Teacher Effectiveness Scores of Higher
Secondary School Teachers**

Variable	N	Mean	SD
Teacher Effectiveness	400	169.79	24.62

It is evident from the table-1 that the computed mean and standard deviation of teacher effectiveness scores of the higher secondary school teachers for the total sample are found to be 169.79 and 24.62 respectively. Hence the hypothesis 1 is rejected and it is concluded that the higher secondary school teachers is average effectiveness.

Result of Hypothesis 2

The level of job involvement of higher secondary school teachers is low.

Table 2

**Mean and Standard Deviation for the Job Involvement Scores of Higher Secondary
School Teachers**

Variable	N	Mean	SD
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Job Involvement	400	64.84	8.74
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It is evident from the table-2 that the computed mean and standard deviation of job involvement scores of the higher secondary school teachers for the total sample are found to be 64.84 and 8.74 respectively. Hence the hypothesis 3 is rejected and it is concluded that the job involvement of higher secondary school teachers is high.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the teacher effectiveness of higher secondary school teachers with respect to their gender.

Table-3

Comparison of Mean Teacher Effectiveness Scores of Higher Secondary School Teachers in respect of their Gender

Variable	Gender	N	Mean	SD	‘t’ Value	Level of Significance at 0.05 Level
Teacher Effectiveness	Male	222	172.17	26.45	7.26	Significant
	Female	178	166.32	23.67		

It is seen from the above table that the ‘t’ value calculated is 7.26, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 3 is rejected and it is concluded that there is significant difference between the male and female higher secondary school teachers in respect of their teacher effectiveness. It is also inferred that male teachers are having more effectiveness than the female teachers.

Result of Hypothesis 4

There is no significant difference in the teacher effectiveness of higher secondary school teachers with respect to their locality of the school.

Table-4

Comparison of Mean Teacher Effectiveness Scores of Higher Secondary School Teachers in respect of their Locality of the School

Variable	Locality of the School	N	Mean	SD	‘t’ Value	Level of Significance at 0.05 Level
Teacher Effectiveness	Rural	236	169.24	26.18	1.68	Not Significant
	Urban	164	170.65	26.15		

It is seen from the above table that the ‘t’ value calculated is 1.68, which is lesser than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 4 is accepted and it is concluded that there is no significant difference between the rural and urban higher secondary school teachers in respect of their teacher effectiveness.

Result of Hypothesis 5

There is no significant difference in the job involvement of higher secondary school teachers with respect to their gender.

Table-5

Comparison of Mean Job Involvement Scores of Higher Secondary School Teachers in respect of their Gender

Variable	Gender	N	Mean	SD	‘t’ Value	Level of Significance at 0.05 Level
Job Involvement	Male	222	64.22	9.24	3.47	Significant
	Female	178	66.08	8.12		

It is seen from the above table that the ‘t’ value calculated is 3.47, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 5 is rejected and it is concluded that there is significant difference between the male and female higher secondary school teachers in respect of their job involvement. It is also inferred that male teachers are having more job involvement than the female teachers.

Result of Hypothesis 6

There is no significant difference in the job involvement of higher secondary school teachers with respect to their locality of the school.

Table-6

Comparison of Mean Job Involvement Scores of Higher Secondary School Teachers in respect of their Locality of the School

Variable	Locality of the School	N	Mean	SD	‘t’ Value	Level of Significance at 0.05 Level
Job Involvement	Rural	236	64.41	9.86	0.79	Not Significant
	Urban	164	64.85	9.89		

It is seen from the above table that the 't' value calculated is 0.79, which is lesser than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 6 is accepted and it is concluded that there is no significant difference between the rural and urban higher secondary school teachers in respect of their job involvement.

Correlation Analysis

Result of Hypothesis 7

There is no significant relationship between teacher effectiveness and job involvement of higher secondary school teachers.

Table-7

Co-Efficient of Correlation between Teacher Effectiveness and Job Involvement

Variables	N	'r' Value	Level of Significance
Teacher Effectiveness and Job Involvement	400	0.441**	Significant

** . Correlation at 0.01 level (2-tailed)

* . Correlation at 0.05 level (2-tailed)

Table-7 shows, the co-efficient of correlation between teacher effectiveness and job involvement of higher secondary school teachers is found to be N=400, r=0.441 at 0.01 level which indicates that there is a positive correlation between teacher effectiveness and job involvement of higher secondary school teachers scores. Therefore the null hypothesis 7 is rejected and it is concluded that there is significant positive relationship between teacher effectiveness and job involvement of higher secondary school teachers.

9. Findings of the Study

- The higher secondary school teachers is average effectiveness.
- The job involvement of higher secondary school teachers is high.
- There is significant difference between the male and female higher secondary school teachers in respect of their teacher effectiveness.
- There is no significant difference between the rural and urban higher secondary school teachers in respect of their teacher effectiveness.
- There is significant difference between the male and female higher secondary school teachers in respect of their job involvement.
- There is significant difference between the rural and urban higher secondary school teachers in respect of their job involvement.

- There is significant positive relationship between teacher effectiveness and job involvement of higher secondary school teachers.

10. Conclusion

In the present study of the relationship between teacher effectiveness and teacher morale of higher secondary school teachers. Findings revealed that the average level of teacher effectiveness and high job involvement of higher secondary school teachers, there is significant difference between male and female higher secondary school teachers in respect of their teacher effectiveness and job involvement, there is no significant difference between rural and urban higher secondary school teachers in respect to their teacher effectiveness and job involvement, there is significant and positive relationship between teacher effectiveness and job involvement of higher secondary school teachers.

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