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## RESEARCH ARTICLE

### A STUDY ON TEACHING COMPETENCY AND JOB INVOLVEMNT OF PRIMARY SCHOOL TEACHERS

**\*Selvi, K.**

Assistant Professor, Sri Rangapoopathi College of Education, Aalampoondi, Gingee, Viluppuram NH-66, Chengam Tiruvannamalai, Gingee - Tindivanam Rd, Gingee, Tamil Nadu 604151

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#### ABSTRACT

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)

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#### INTRODUCTION

In challenging the nations of the world to pursue the goal of universal basic education, the Framework for Action to Meet Basic Learning Needs specified six "target dimensions" to be used as a basis for setting intermediate- and long-term goals and for measuring progress toward the goal of Elementary and secondary education. These target dimensions were:

- Expansion of early childhood care and developmental activities, especially for poor, disadvantaged, and disabled children.
- Universal access to, and completion of, primary education by the year 2000.
- Improvement in learning achievement.
- Reduction of the adult illiteracy rate, especially the disparity between male and female rates.
- Expansion of basic education and training in other essential skills required by youth and adults.
- Increased acquisition by individuals and families of the knowledge, skills, and values required for better living made available through all education channels, including mass media

#### THE CONCEPT OF TEACHING COMPETENCY

Though Teacher Professional Competency has been recognized as an important component of Teaching-learning process related, little efforts are made to define the term. A peep into the literature of teacher professional competency as one finds many related terms such as 'teaching success', 'successful teacher', 'teaching efficiency', 'teacher performance' and 'teacher competency' etc. As one looks through heap of investigators in this field Barr, A.S. (1961) define 'one finds various terms used to designate or describe the successful teacher'. Frequently the word 'competency' is used. One will note to that the terms are sometimes applied to teacher as Teacher Professional Competency and sometimes in the teacher behavior as in the teaching competency. Donald M. Medly (1982) disclosed that the teacher professional competency as 'those of knowledge, abilities and beliefs a teacher possesses and bring to – the teaching situation. Teacher Professional Competency differs from Teacher Performance and Teacher in that it is a stable characteristic of the teacher that does not change appreciably when the teacher moves from the one situation to another.

#### TEACHER PROFESSIONAL COMPETENCY

Already mentioned earlier on the most commonly employed criteria, to evaluate teacher professional competency are presage, process and product.

**\*Corresponding author: Selvi, K.,**

Assistant Professor, Sri Rangapoopathi College of Education, Aalampoondi, Gingee, Viluppuram NH-66, Chengam Tiruvannamalai, Gingee - Tindivanam Rd, Gingee, Tamil Nadu 604151.

Donald M. Medley (1982) identified four types of research designs to guide the researchers, each involving one of the four independent variables – pupils learning outcomes, pupils learning experiences, teacher performance and teacher professional competency. The four different types of research are: Type 'L' research, Type of 'P' research, Type 'C' research, the dependent variable is measure of teacher performance in implementation of a particular teaching strategy and the independent variables are measures of competencies in the teachers comprehensive and external context variable. The unit of analysis is teacher. The purpose of type 'C' research is to discover what competencies – what knowledge, skills and values – a teacher must possess in order to implement a particular teaching model (or) strategy in a particular situation.

### CLASSIFICATION OF TEACHING COMPETENCY COGNITIVE- BASED COMPETENCY

It Defines knowledge and intellectual skill and abilities that are expected of the teacher. For example, the prospective teacher can list and illustrate three levels of questions, that is, memory level, understanding level, and reflective level.

#### Performance- Based Competency

Here the learners demonstrate that he or she can do something rather than simply know something. While contingent upon knowledge, performance based competency defines skills and overt actions.

**For example:** - The prospective teacher leads a class discussion in which at least 50% of students participate orally.

**Consequence- Based Competency:** To demonstrate competency, the person is required to bring about changes in others. Thus, the criterion of success is not what one knows or does, but what one can accomplish. A teacher competency, for example, is assessed by examining the achievements of pupils being taught. What teacher know about teaching seems less important than their ability to teach and to bring about changes in their pupils

**Affective Competency:** The affective competency defines that expected attitudes and values of the teacher for example; the prospective teacher values the contribution all the students in a class discussion. from his valuation and judgment in regard to student's participation in a discussion, this type of competency of the teacher is easily assessed. Of course, it is more difficult to assess the effective competency of the teacher than the first three types discussed above.

**Exploratory Competency:** Exploratory competency has also been referred to by education as experience objectives or expressive objectives. It provides opportunities to the teacher to learn about an effective teaching. It also provides some sort of particular set of experience in the teacher activity which largely influences the outcomes. A programme may require the learner, for example, to work for 30 hours in a community centre, discuss schooling with the parents or act as a teacher aid for 4 weeks. Such activities are exploratory. If the learner or teacher becomes competency enough to perform those tasks out of his experiences, then it would be ascertained that he possesses exploratory competency.

### THE CONCEPT OF JOB INVOLVEMENT

The concept of Durkheim (1893) a prominent sociologist introduced the concept of job involvement in the research literature and emphasized the value of job involvement in industrial setup. Lawler and Hall (1970) referred to job involvement as the —psychological identification with one's work as well as —the degree to which the job satisfaction is central to the person and his identity. Saleh and Hosek (1976) identified four different interpretations of the job involvement concepts. According to them a person is involved: when work to him is of central interest, when he actively participates in his job, when he regards performance as central to his self-esteem and when he views performance as consistent with his self-concept. Thus it can be said that job involvement is psychological identification of an individual with his work and this identification motivates him to keep performing his task until the goal accomplish.

An individual with high job involvement experiences high motivation and sense of pride in one's work. Only if an employee would be involved in his job profits can be achieved by the industries. Highly job involved manpower is the biggest asset for a company. It's important for the employers as well the society at large. It is considered to be an essential factor contributing to absenteeism, accidents, turnover, organizational socialization, organizational commitment and productivity. Thus it becomes very important for each and every organization to keep a watch on the levels of job involvement of their employees. So the organization and its effectiveness don't get affected negatively. The term job involvement has been used synonymously with terms such as ego involvement, central life interest, intrinsic motivation, occupational involvement, moral etc.

### DEFINITIONS OF JOB INVOLVEMENT

The term Job involvement has emerged an important variable in organizational research. It has drawn the attention of management scientist and organizational psychologists. This variable is being studied with different prospective in the organization. It has great importance and significance in organizational development. Large numbers of studies have been conducted to see the job involvement among organizational employees. 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 psychological identification with his work may be outcome of his early socialization process during which the individual may internalized the values about the goodness of work. Kanungo (1982) describe job involvement as a cognitive state of uni-dimensional psychological identification from a motivational approach. Kanungo (1982) defined job involvement as individual as individual as individual's perception or belief that he is identified with his/her job. He further clears the difference between job and work. He stated "a job means an individual's present work, while work means work in general". According Lawler and Hall, 1970, and Blau, 1985 Job involvement involves only a single aspect, namely the three degree to which a person perceives the total work situation to be an important part of life, and to be central to their identity, because of the opportunity to satisfy important needs.

## THE NEED AND IMPORTANCE OF THE STUDY

Indian Education Commission (1964-66) has observed that “The destiny of India is now being shaped in her classrooms” obviously the destiny makers are the teachers, who play constructive role in influencing the quality of education and its contribution to national development, although schools may have excellent material resource in the curriculum be approximately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibility the whole programme is likely to be ineffective and largely wasted. Teachers not only have to be competent in subject but also should be competent in method of teaching and understanding of the students. More over that they should have interest in the profession and have favorable attitude towards teaching. Teaching involves a wide range of activities. Teaching gives personal satisfaction to the teacher and he feels that he is doing something for the nation. There exists a correlation between national development and quality of teachers. It is universally accepted that the quality of nation depends upon the quality of the citizens. The quality of the citizen depends in the critical measure upon education. The quality of education depends upon many factors, among which the role of teacher is the supreme.

When compared to other profession, teaching has certain factors that make it more attractive. Teacher always remain in contact with the young minds which keep him mentally alive and physically avert. In spite of these attractive characteristics of the profession, it is seen that many teachers get maladjusted. This can be attributed to a number of reasons like

- Lack of professional aptitude
- Load of work
- Extra work
- Lack of recreational facilities
- Poor salaries
- Lack of social prestige
- High moral expectations
- Occupational hazards
- Autocratic approach of administrator
- Discrimination on the basic of caste and religion
- Insecurity of service
- Lack of facilities

Since it is important for the teacher how he thinks or feels about his profession, it is desirable to study the teacher’s adjustment because it not only affects his own behavior in the classroom, but also the behavior of his students. It is commonly recognized that the vocational success of a teacher is considerably determined by his competency and his adjustment towards the school environment. In this study an attempt is made to examine the competency type and adjustment of student teachers

## STATEMENT OF THE PROBLEM

The problem taken for the study can state “A study on Teaching Competency and Job Involvement of Primary School Teachers”.

## OBJECTIVES OF THE STUDY

For the purpose of the study investigator framed the following objectives.

- To study the teaching competency and job involvement of teachers in the jurisdiction area of Villupuram district.
- To find out the relationship between the following variables of student teachers.
  - Teaching competency
  - Job Involvement
- To find out, whether there is a significant difference among the Teachers in teaching competency and Job Involvement with respect to,
  - Gender
  - Locality
  - Type of management
  - Stream of study
  - Community

## HYPOTHESES OF THE STUDY

The following hypotheses are framed by the investigator for the investigation.

- There is significant difference in Job Involvement with respect to,
  - Gender
  - Locality
  - Type of management
  - Stream of study
  - Community
- There is significant difference in teaching competency among the Teachers with respect to
  - Gender
  - Locality
  - Type of management
  - Stream of study
  - Community
- There is a significant relationship between Job Involvement and teaching competency of Teachers.

## SAMPLING OF THE STUDY

As the study was concerned with the Job Involvement and teaching competency of Primary School Teachers, the investigator has chosen sample of 300 Teachers who purpose their education through regular mode in teacher Schools in Villupuram district. Random sampling technique was used in the present study. From six Schools, the investigator selected 300 teachers Working in the jurisdiction area of Villupuram district during the academic year 2021-2022 in different subjects have been drawn as sample for the study.

## STATISTICAL TECHNIQUES

The following statistical techniques has been employed in the present Investigation

- Descriptive analysis
- Differential analysis
- Correlation analysis

## REVIEW OF RELATED LITERATURE

### STUDIES RELATED JOB INVOLVEMENT

A Job Involvement has emerged as an important variable in organizational research. It has drawn significant attention of management scientists and organizational psychologists. It plays a vital role in organizational development. It is regarded significant for an employee's professional growth and industrial prosperity. It is assumed that higher the level of involvement, higher is the degree of professional growth (Elloy, Everett & Flynn, 1995). Job-involved individuals who perceive opportunities for growth in their jobs have less intention to leave or suffer burnout (Elloy et al, 1995). However, given that the current medical workforce experience a relatively unstable health field, it is possible that these disturbances may have a negative impact on how involved individuals are in their jobs. Therefore, studying job involvement under such circumstances require close study, both to determine the salience of the concept of job involvement, and the factors that affect it. This section introduces definitions of job involvement, together with measurements of job involvement, relevant theories and empirical studies.

Alireza Rahati et al (2015) in their study —Job Involvement and Organizational Commitment of Employees of Prehospital Emergency Medical System (PEMS) investigated two factors namely the organizational commitment and job involvement of the employees of PEMS and the relationship between these two. A cross-sectional study was conducted on 160 employees of Kashan PEMS who were selected through a census method. A 3-part instrument was used in this study, including a demographic questionnaire, the Allen and Miller's organizational commitment inventory, and the Lodahl and Kejner's job involvement inventory. Descriptive statistics, Spearman correlation coefficient, KruskalWallis, Friedman, analysis of variance, and Tukey post hoc tests were used to analyze the data. A direct significant correlation was found between the total scores of organizational commitment and job involvement of workers in Kashan PEMS.

### STUDIES RELATED TO TEACHER EFFECTIVENESS OR TEACHING COMPETENCY

Ranjini & Mohanasundaram (2022) studied the Teachers' competencies and Academic achievement of secondary teacher trainees. The investigators adopted the survey method to find out the teacher's competencies and academic achievement of secondary teacher trainees. The population of the study was secondary teacher trainees from B. Ed College of education under the control of Tamil Nadu Teacher Educational University, Chennai. The sample consists of 189 secondary teacher trainees from Thoothukudi. A teacher competency scale, academic achievement and the personal information from were used for collecting the data. Survey method was adopted for this present study. The data was analysed using percentage analysis and 't' test. It was found that the level of teacher competency and academic achievement of secondary trainees were average. And there is significant difference in teacher competencies of secondary teacher trainees and academic achievement with reference to gender and religion.

## STUDIES ON STUDENT TEACHERS

Joshi (2003) focused his study on sex difference in study habits and attitude of teacher trainees. Joshi and padyas test on study habits and attitude (Hindi version) was administrated to 25 male and 25 female students who were undergone B.Ed. course. Study revealed that male and female students did not significantly differ in these variables.

### METHODOLOGY OF THE STUDY

In the present study, the investigator followed normative survey method. Normative survey method is concerned with existing conditions or relations, prevailing practices beliefs, attitude ongoing process and the emerging trends. It is used to study, describe and interpret what exist at present. The term 'survey' suggests the gathering of evidence related to prevailing conditions. The term 'normative' implies the determinations of normal or typical condition. Considering with condition, normative survey method is used in the present study.

### VARIABLES OF THE STUDY

The following variables were selected for the study.

#### Personal variables

- **Gender:** refers to male and female Primary School Teachers.
- **Community:** refers to the social class such as forward backward and scheduled caste and tribal communities.

#### College related variables

- **Management type:** refers to the governing body, which includes Governmental aided and Primary School Teachers.
- **Locality:** refers to the area in which the schools located such as urban and rural areas.

#### Research variables

- **Teaching competency:** it refers to the ability of the teacher to apply to practical situations, the essential principles, skills and techniques required for teaching professional.
- **Job Involvement:** refers to the process by which a person changes his behavior to achieve a harmonious relation between himself and his environment.

### SAMPLE OF THE STUDY

The sample selected for the present study is 300 Primary School Teachers in selected Schools of Villupuram district of Tamil Nadu state. Random sampling technique was used for the selection of sample.

### TOOLS USED IN THE STUDY

The tools used for data collection in the present study were;

- Personal data sheet.
- Competency assessment inventory.
- Job Involvement inventory (short form).

## DESCRIPTION OF THE TOOL

### PERSONAL INFORMATION SHEET

This part of the questionnaire used to get the personal information about the student teacher. Here the information regarding the gender, community, locality of Schools, stream of study, and type of management of the College were collected, which will be used to demographic studies.

**COMPETENCY ASSESSMENT INVENTORY:** The teaching competency assessment inventory is developed by IGNOU. The scale contains 15 items comprising different aspects of teaching. Specifications of each item have also been given.

**SORTING:** The investigator is to rate the performance of the teacher on each item on the five-point scale week (1 mark) average (2 marks) good (3 marks) very good (4 marks) Excellent (5 marks). The observer encircles the point which indicates your assessment. The cumulative score of the teacher on all the 15 items indicates the level of performance.

**RELIABILITY:** The reliability of the tool has been determined by having two persons, independently scored the same set of inventories in the same population of 30 students and reliability coefficient has been computed and found to be 0.724.

**VALIDITY:** The validity of the test is high because it was developed by experts in the field of teacher education. Further, the investigator collected opinion from experts and the suggestions given by the experts were used to establish validity of the tool.

### JOB INVOLVEMENT INVENTORY

**JOB INVOLVEMENT INVENTORY MTAI (SHORT FORM) (DR.S. K MANGAL, 1987):** Job Involvement Inventory (short form) has been designed for the preliminary assessment of the Job Involvement of the teachers in Indian schools. It has been prepared in Hindi as well as in English and contains 70 items.

- Gender (Male/Female)
- Location of school (Urban/Rural)
- Type of school (Govt. / Private)

### SCORING

The mode of response to each of the inventory is in the form a forced choice i.e., either yes or no, indicating complete agreement or disagreement with the proposed statement respectively. In the 10 items are such, where the response yes shows adjustment. For the remaining 60 items, the response 'no' show Job Involvement. The scoring is done by assigning one mark for the response showing Job Involvement and zero for the response showing maladjustment. The total marks obtained by an individual, thus, may range; from zero to seventy. Scoring scheme for each item is presented below.

## ANALYSIS AND INTERPRETATION OF DATA

### ANALYSIS AND INTERPRETATION

#### Summary of the Teaching competency and Job Involvement with respect to entire sample

The mean and standard deviation were calculated for the teaching competency and Job Involvement

#### TABLE SHOWING THE SUMMARY OF RESULT OF TEACHING COMPETENCY AND JOB INVOLVEMENT WITH RESPECT TO

##### ENTIRE SAMPLE

Sl. No.	Variables	Mean	SD	N
1	Teaching competency	56.81	15.27	300
2	Job Involvement	55.34	16.35	300

From the table 4.1 it can be observed the mean and SD of the teaching competency was 56.81 and 15.27 respectively. The mean and SD of the Job Involvement were 55.34 and 16.35 respectively. It was revealed the teaching competencies of Teachers were low and the Job Involvement of the teacher was average, in the jurisdiction area of Villupuram District.

**Summary of levels of Teaching Competency and Job Involvement of Teacher:** The Q1, Q2, Q3, Q4 and Q5 were calculated for teaching competency for the entire sample of teacher and on the basis of it the entire sample were divided into excellent, very good, good, average and weak. The Q1, Q2, Q3 were calculated for Job Involvement for the entire sample of teacher and on the basis of it the entire sample were divided into very good, average, and poor and very poor

#### Table showing the r-value of teaching competency and job involvement

Scores	Method	Adjustment Score	Competency score
Job Involvement scores	Pearson Correlation Sig. (2-Tailed) N	1 300	0.925 300
Teaching Competency scores	Pearson Correlation Sig. (2-Tailed) N	0.925 300	1 300

**Inference:** From the table 4.13 the calculated r-value ( $r = 0.925$ ) between teaching competency and the Job Involvement reveals that there exists significant relationship between teaching competency and Job involvement of teachers. There is a slight positive correlation between the teaching competency and the Job involvement among teacher at 0.01 level.

## CONCLUSION

To summarize among the five demographic variables studied among the teachers, all of them except the teaching competency and Job Involvement with respect to community and type of management did not exhibits significant difference. There exists a strong relationship between teaching competency and Job involvement.

## SUMMARY, FINDINGS, CONCLUSION

### MAJOR FINDINGS OF THE STUDY

In order to realize the objectives of the study the collected data was statistically treated which was yielded very many interesting findings. They are summarized below. The mean scores of overall teaching competency were higher for teacher belong to OBC group compared to B.Ed students belong to FC and SC/ST. among 300 Primary School Teachers, 50 teacher Primary School Teachers are excellent in respect of their teaching competency, 50 teacher are very good, 75 are in good, and 125 are average and no are weak. Among 300 Primary School Teachers as many as 80 Teachers are very good in respect of Job Involvement. 100 are good and 100 are lying in average, 15 The mean scores of overall teaching competency of commerce stream are higher than the mean scores of arts Primary School Teachers and science Teachers. The mean scores of overall teaching competency were high for teacher s studying in Government aided Schools when compared to Working in private Schools. The mean scores of overall teaching competency were high for Primary School Teachers whose Schools are located in rural area and the same was low for the Primary School Teachers of urban area. The mean scores of overall Job involvement was higher for OBC Primary School Teachers than teacher belong to FC and SC/ST.

- The mean scores of overall a Job involvement were slightly higher for male Primary School Teachers, compared to their male counterparts.
- The mean scores of overall adjustment were high for commerce Primary School Teachers and the same was low for art and for science Primary School Teachers.
- The mean scores of Job Involvement were high for teacher who are Working in government aided Schools. The same was low for Primary School Teachers studying in private Schools.
- The mean scores of Job Involvement were slightly high for teacher who are working in rural area. The same was slightly low for Primary School Teachers working in urban area.
- The teacher did not differ significantly in teaching competency with respect to gender even at 0.05 levels.
- The Primary School Teachers did not differ significantly in teaching competency with respect to the community even at 0.05 levels.
- The Primary School Teachers did not differ significantly in teaching competency with respect to the stream of their study even at 0.05 levels.
- The Primary School Teachers did not differ significantly in teaching competency with respect to the type of management of their schools even at 0.05 levels.
- The Primary School Teachers did not differ significantly in teaching competency with respect to locality even at 0.05 levels.

- The Primary School Teachers did not differ significantly in Job involvement with respect to gender even at 0.05 levels.
- The Primary School Teachers did not differ significantly in Job involvement with respect to community even at 0.05 levels.
- The Primary School Teachers did not differ significantly in Job involvement with respect to the stream of their study even at 0.05 levels.
- The Primary School Teachers did not differ significantly in Job involvement with respect to the type of management of their Schools even at 0.05 levels.
- The two groups of Primary School Teachers with respect to the locality of their Schools did not differ significantly in Job involvement even at 0.05 levels.
- There significant relationship between teaching competency and Job involvement among Primary School Teachers.

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