

A COMPARATIVE STUDY OF JOB INVOLVEMENT AMONG TEACHERS TEACHING IN PRIVATE AND GOVERNMENT PRIMARY SCHOOLS

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Employees' attitudes are regarded as the most important variable in determining organizational output and maintaining desirable environment within the organization. In particular, any effort to maximize organizational effectiveness requires a higher degree of job involvement among members of an organization. The general perception is that high level of job involvement puts more effort in job and therefore tends to display higher level of role performance (Brown & Leith, 1996). More involved teachers feel more competent and successful at school; they believe that their personal and organizational goals tend to attribute positive work outcomes to their internal and personally controllable factors. In recent years the concept of job involvement has received much empirical and theoretical attention in teachers. Lodhal & Kejner (1965) defined job involvement as "degree to which a person identifies psychologically his/her work's importance in his/her total self image". A person's psychological identification with his work may be the outcome of his early socialization process during which an individual may have internalized the value about the goodness of work. Kanungo (1982) defined "job involvement as individual's perception or belief that he has identified in his/her job", he further clears the difference between job and work. He stated "a job means an individual's present work in general". Similar definition of Kanungo was presented by Guion (1958), Dubin (1956, 1968), & Siegel (1969).

Researches concerning job involvement in India have started considerably at a much later stage and have progressed less rapidly in comparison to the west. Some Indian researchers attempted to explore the influence of job involvement on other variables like demographic variables (Nazz, 1999), different occupational groups (Venakatachalm & Reddy, 1996; Aminabhavi et al, 1997) role conflict and role ambiguity (Singh & Mishra, 1983), perceived importance of satisfaction of employee needs (Gupta, 1993; Mishra & Gupta, 1994), job anxiety, stress and burnout (Mishra, 1999; Allam, 2002, 2007). Venakatachalam & Reddy (1996) conducted a study to find out the impact of job level, job tenure and type of organization on job involvement among employees working in three organizations viz. bank, school and government office. Bhatt (1997) studied the stress, involvement and job satisfaction of male and female primary school teachers. Joshi (1998) compared job involvement in public and private sector employees. It is

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clear that very little work has been done so far on job involvement in India. However the administrator and managers need to know how to achieve the highest degree of job involvement or improve these levels. Many organizational and demographical variables affect the level of job involvement among teachers. Furthermore, organizational climate, culture and type of organization play a critical role in level of job involvement. Indian educational institutions are basically run by two agencies respectively government and private. Therefore, the present study has been undertaken to compare the level of job involvement among government and private primary school teachers.

Objectives of the study:

Objectives of the present study are as follows:

1. To find out the difference between teachers teaching in primary schools run by government and private agencies on job involvement.
2. To find out the difference between male and female teachers in primary school on job involvement.

Hypotheses:

Following hypotheses were formulated:

1. There exists no significant difference in the level of job involvement between teachers teaching in government and private primary schools.
2. There exists no significant difference in the level of job involvement between male and female teachers of primary schools.

Methodology:

Sample: Sample was selected by cluster sampling technique from government and private primary schools situated in Jaunpur city. It consisted of 56 private and 39 government school teachers.

Tools used: Job involvement in the sample was assessed with Hindi version of job involvement scale. The instant job involvement scale was originally developed by Lodahal & Kejner (1965), its Hindi version has been prepared by Singh (1983). Hindi version contains twenty items; some of them were modified to suit Indian condition. Out of twenty, seven items are negatively worded. Items are accompanied by four response categories namely strongly agree, agree, disagree and strongly disagree. The positive items are scored 1,2,3,4 respectively and the negative are scored in reverse order. The higher scores on this scale indicate lower level of job involvement.

Procedure: The researcher visited the schools personally for the collection of data.

Result and discussion:

To examine the above hypotheses mean, S.D. and 't' values were calculated. The results of analysis obtained are shown in Table.1 and 2.

Table -1 Showing comparison of job involvement between teachers teaching in government and private primary schools.

Job involvement	Mean	N	S. D.	't' Value
Government School Teachers	58.03	39	4.21	4.52*
Private teachers	53.99	56	4.37	

*Significant at 0.01 level

Observation of table 1 shows that obtained value of 't' (4.52) is more than the value required for significance at 0.01 level of confidence. The statistical analysis reveals that the mean value of government school teachers is more than private school teachers. It means that job involvement among private school teachers is more than government school teachers because higher score on scale indicates lower job involvement. Thus, the hypothesis stating that government and private school teachers do not differ in their level of job involvement is rejected.

The probable reason of higher job involvement in private school teachers is that government school teachers' performance is not weighed for promotion and salary increment; it is done according to a routine process that is called "proper examina". As a result, level of job involvement in government school teachers may be considerably low. As far as private school teachers are concerned they have to perform and show positive outcome of their effort in order to attain increment in salary and get promotion. In many cases their survival is related to their efficiency in the job. As a result, an employee has to make himself involved in his or her job in order to achieve targets that are given to him. Private sector schools' survival is related to their good reputation among the parents, students and society. If they show good results then everyone is satisfied. Results are generally related to the performance of teachers. So teachers perform in order to show better results. Administrators of private schools adopt various strategies to enhance performance of teachers. Some offer incentives like increment in salary, extra bonus, promotion etc. to boost the morale of teachers while some other administrators pressurize teachers to get positive outcome. As far as government sector schools are concerned, it has been observed that the value of involvement among teachers is not as high as in private sector schools. The teachers working in these schools have less pressure to show outcome of their performance. In most cases their salary package is also better than that of private sector teachers. The present result is supported by the study conducted by Arivudurai & Krishna (1992), who found that level of job involvement in private sector is more than their counterpart the public sector schools.

Table - 2 Showing comparison level of job involvement between male and female teachers teaching in primary school.

Job involvement	Mean	N	S. D.	't' Value
Male teachers	57.14	49	3.94	1.30*
Female teachers	57.03	46	4.37	

*Not significant at 0.05 level

Observation of the above table shows that the value of 't' is not significant. The observed difference between the mean of male and female teachers may be due to chance factor and is not due to the significant gender difference in population. Thus, the hypothesis stating that male and female teachers do not differ in their level of job involvement is accepted.

Conclusion:

After conducting analysis, interpretation and discussion, the researcher arrived at the following conclusions:

- Private primary school teachers have higher job involvement level in comparison to their counterpart the government school teachers.
- Male and female teachers as well as private and government primary school teachers display similar level of job involvement.

The performance of private school teachers is related to the outcome of their work but government school teachers face no such challenges. It is recommended that the administrators should set the target for teachers regarding students' achievement. The government school teachers should try their level best to achieve the target given to them. This will have a positive effect on the job involvement of government school teachers.

The atmosphere in most of our schools is not congenial as it should be. Most of administrators of private schools have authoritative attitude which results in imposing adverse pressure on the teachers. The administrators in government sector schools are not independent in decision making. They have to carry on the policy of the government which creates a non-congenial and undemocratic environment. If teachers are encouraged to participate in the decision making process, they will consider themselves responsible and this, in turn, will have positive effect on their working capacity. On the contrary, private school teachers face job insecurity which results in increased psychological pressure on them. It adversely affects their involvement. So, it is recommended that the private school administrators should provide job security to their teachers in order to enhance their level of job involvement. Salaries of private school teachers are not sufficient to meet their day to day needs. So better salary should be offered to them as it will positively affect the level of job involvement among the teachers teaching in private schools.

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