

ACADEMIC INVOLVEMENT OF TEACHERS WORKING IN MATRICULATION SCHOOLS

Research
Paper

ABSTRACT

Teachers constitute the building block of the social structure. A teacher is a vehicle of social change. The performance of a teacher depends upon his involvement in the academic activities of the school where he is an integral part. Therefore the present study focuses on the academic involvement of teachers working in matric schools in relation to certain demographic variables sex, in-service training, qualification and experience. For this study the teachers' academic involvement inventory framed by the investigator is used. The findings show that there is significant difference in matric teachers in respect of sex, in-service training, qualification and experience.

INTRODUCTION

Professionals in the modern society like doctors, engineers, cobbler, barber, sweeper, washermen, etc serve mankind by their own profession. Though their profession is useful for the society, it is limited to the physical side of human life. But the highest good consists in the all round development of an individual's physical, social, intellectual, moral, spiritual and aesthetic aspects. It is the teaching profession which helps an individual in the full growth of his body, mind and spirit. That is why teaching has been accepted as the noblest profession with a mission. A good teacher should have involvement in all academic activities so that he can take sincere steps to motivate the children towards learning. Therefore the investigator has undertaken a study of teachers' academic involvement. The present investigation would really help teachers, administrators and students to take steps to improve or increase their academic involvement, which will lead to national development.

REVIEW OF RELATED LITERATURE

Deo and Singh (2004) conducted a study on Variation in Job Involvement with Age among Government and Private High School Teachers. The findings revealed that the same age group teachers working in government and private high schools did not differ significantly. The elder group of teachers differed most significantly from the middle aged and the younger group of high school teachers in job involvement. Mohana and Gnanadevan (2007) conducted a study on Professional ethics of teachers in relation to their organizational climate and found

that there is significant relationship between organizational climate perceived by teachers and professional ethics. Talwar and Pradeep Kumar (2010) conducted a study on correlation between teaching commitment and educational aspiration in primary students. The study revealed that there is significant difference in the teaching commitment of male and female primary school teachers and there is no significant difference in the educational aspiration of boys and girls belonging to government primary schools.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To find out the significant difference in academic involvement and its dimensions of teachers working in matric schools with reference to background variables such as a) sex and b) in service training
2. To find out the significant difference among teachers working in matric schools of different a) qualification and b) experience in their academic involvement and its dimensions

S. Jasmine Sheila Burney

Research Scholar, St. Xavier's College of Education, (Autonomous), Palayamkottai.

Dr. A. Amalraj

Principal, Sarada College of Education, Tirunelveli.

NULL HYPOTHESES

The null hypotheses of the study are as follows:

1. There is no significant difference in academic involvement and its dimensions of teachers working in matric schools with reference to background variables such as a) sex and b) in service training.
2. There is no significant difference among teachers working in Matric schools of different a) qualification and b) experience in their academic involvement and its dimensions.

METHODOLOGY

In the present study, the investigator used the survey method to study the academic involvement of matric teachers.

POPULATION

The population of the present study consists of teachers working in matric and non-matric higher secondary schools of the three educational districts namely Nagercoil, Thuckalay and Kuzhithurai in Kanyakumari revenue district.

SAMPLE

For the purpose of the study, the investigator selected 362 teachers working in matric schools in Kanyakumari district by using the stratified random sampling technique.

TOOLS USED IN THE PRESENT STUDY

In the present study, the investigator used for data collection the tool, namely Academic Involvement Scale developed and validated by the investigator Amalraj. The author has established the validity and the reliability (0.87) of the tool. The tool has 53 items with three dimensions namely curricular activities, professional development, relationship with students and with the community.

ANALYSIS OF DATA

The collected data were analysed by using 't' test and ANOVA.

Table 1
DIFFERENCE IN

ACADEMIC INVOLVEMENT AND ITS DIMENSIONS OF MATRIC TEACHERS WITH RESPECT TO SEX

Dimensions	Male N=47		Female N=315		Calculated 't' Value	Remark at 5 % Level
	Mean	S.D	Mean	S.D		
Curricular activities	29.53	3.55	29.63	3.446	0.185	NS
Co-curricular activities	19.94	2.514	18.93	2.45	2.625	S
Professional growth	25.96	3.203	24.4	3.938	2.586	S
Relationship with students	24.91	2.457	24.65	2.601	0.662	NS
Relationship with the community	26.19	3.639	25.43	3.479	1.4	NS
Academic involvement	126.53	11.361	123.03	11.926	1.888	NS

(At 5% level of significance the table value of 't' is 1.96.

NS - Not Significant, S - Significant)

It is inferred from the above table that there is no significant difference between male and female matric teachers in curricular activities, relationship with students, relationship with community and academic involvement. Hence the null hypothesis is accepted. But there exists significant difference in their co-curricular activities and professional growth. Hence the null hypothesis is rejected. While comparing the mean scores between the two groups, the male teachers (19.94) are better than the female teachers (18.93) in their co-curricular activities. The male teachers (25.96) are better than the female teachers (24.40) in professional growth.

Table 2
DIFFERENCE IN ACADEMIC INVOLVEMENT AND ITS DIMENSIONS OF MATRIC TEACHERS WITH RESPECT TO IN-SERVICE TRAINING

Dimensions	Attended N=34		Not attended N=328		Calculated 't' Value	Remark at 5 % Level
	Mean	S.D	Mean	S.D		
Curricular activities	30.15	4.091	29.56	3.385	0.936	NS
Co-curricular activities	19.82	3.040	18.98	2.405	1.899	NS
Professional growth	25.71	3.177	24.49	3.934	1.746	NS
Relationship with students	25.71	2.140	24.58	2.602	2.446	S
Relationship with the community	27.00	3.238	25.37	3.500	2.599	S
Academic involvement	128.38	12.020	122.98	11.787	2.540	S

(At 5 % level of significance the table value of 't' is 1.96, NS – Not Significant, S – Significant)

It is inferred from the above table that there is no significant difference between matric teachers who have attended in-service training and those who have not attended such programmes in curricular activities, co-curricular activities and professional growth, relationship with students, relationship with the community and academic involvement. Hence the null hypothesis is accepted. But there exists significant difference in their relationship with students, relationship with the community and academic involvement. Hence the null hypothesis is rejected. While comparing the mean scores between the two groups, the matric teachers who have attended in-service training (25.71) are better than those who have not attended (24.58) in relationship with students. The teachers who have attended in-service training (27.00) are better than those who have not attended (25.37) in relationship with the community and the former (128.38) are better than the latter teachers (122.98) in academic involvement.

Table 3
DIFFERENCE AMONG MATRIC SCHOOL TEACHERS IN ACADEMIC INVOLVEMENT AND ITS DIMENSIONS WITH RESPECT TO QUALIFICATION

Academic Involvement and its Dimensions	Sources of Variation	Sum of Squares	Mean square Variation	Calculated F value	Remark at 5% Level
Curricular activities	Between Groups	87.915	43.958	3.738	S
	Within Groups	4221.477	11.759		
Co-curricular activities	Between Groups	11.976	5.988	0.975	NS
	Within Groups	2205.806	6.144		
Professional growth	Between Groups	0.86	0.43	0.028	NS
	Within Groups	5439.858	15.153		
Relationship with students	Between Groups	1.708	0.854	0.128	NS
	Within Groups	2402.759	6.693		
Relationship with community	Between Groups	21.974	10.987	0.894	NS
	Within Groups	4412.302	12.291		
Academic involvement	Between Groups	74.407	37.204	0.262	NS
	Within Groups	51024.024	142.128		

(At 5 % level of significance for (2,359) df, the table value of F is 3.03, NS – Not Significant, S – Significant)

It is inferred from the above table that there is no significant difference among matric teachers with qualification B.A/B.Sc,B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in co-curricular activities, professional growth, relationship with students, relationship with the community and academic involvement.

But there exists significant difference among matric teachers with qualification B.A/B.Sc,B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in curricular activities. While comparing the mean scores of matric teachers with qualification M.A/M.Sc,B.Ed/M.Ed (29.32), B.A/B.Sc,B.Ed (29.58) and M.Phil/Ph.D(30.89), matric teachers with qualification M.Phil/Ph.D are better than those with M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed qualification in curricular activities.

Table 4

DIFFERENCE AMONG MATRIC SCHOOL TEACHERS IN ACADEMIC INVOLVEMENT AND ITS DIMENSIONS WITH RESPECT TO EXPERIENCE

Academic Involvement and its Dimensions	Sources of Variation	Sum of Squares	Mean square Variation	Calculated F value	Remark at 5% Level
Curricular activities	Between Groups	2.412	1.206	0.101	NS
	Within Groups	4306.98	11.997		
Co-curricular activities	Between Groups	3.735	1.867	0.303	NS
	Within Groups	2214.05	6.167		
Professional growth	Between Groups	8.692	4.346	0.287	NS
	Within Groups	5432.03	15.131		
Relationship with students	Between Groups	5.502	2.751	0.412	NS
	Within Groups	2398.97	6.682		
Relationship with community	Between Groups	77.307	38.654	3.185	S
	Within Groups	4356.97	12.136		
Academic involvement	Between Groups	246.427	123.214	0.87	NS
	Within Groups	50852	141.649		

(At 5 % level of significance for (2,359) df, the table value of F is 3.03; NS – Not Significant, S – Significant)

It is inferred from the above table that there is no significant difference among matric teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in curricular activities, co-curricular activities, professional growth, relationship with students and academic involvement.

But there exists significant difference among matric teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in their relationship with the community. While comparing the mean scores of matric teachers with experience 10-20 yrs(24.51), upto 10yrs (25.72)and above 21yrs(26.09) the matric teachers with experience above 21yrs are better than those with experience 10-20 yrs and upto 10yrs in their relationship with the community.

FINDINGS

1. There is no significant difference between male and female matric teachers in curricular activities: relationship with students, relationship with the community and academic involvement. Hence the null hypothesis is accepted. But there exists significant difference in their co-curricular activities and professional growth.
2. There is no significant difference between matric teachers who have attended in-service training and those who have not attended any in-service training programme in curricular activities, co curricular activities and professional growth, relationship with students, relationship with the community and academic involvement. But there exists significant difference in their relationship with students, relationship with the community and academic involvement
3. There is no significant difference among matric teachers with qualification B.A/B.Sc,B.Ed, M.A M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in co-curricular activities professional growth, relationship with students, relationship with the community and academic involvement. But there exists significant difference among matric teachers with qualification B.A/B.Sc,B.Ed, M.A M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in curricular activities.
4. There is no significant difference among matric teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in curricular activities, co curricular activities, professional growth, relationship with students and academic involvement. But there exists significant difference among matric teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in their relationship with the community.

INTERPRETATION

‘t’ test reveals that male teachers are better than the female teachers in co-curricular activities and professional growth. This may be due to the fact that male teachers are more interested in co-curricular activities and they motivate their students to take part in a variety of activities and they engage themselves in organizing activities effectively. Male teachers want to enrich their knowledge

and to get a good status in the society. They like to reach the highest place in their profession and hence they are better than female teachers.

't' test reveals that teachers who have attended in-service training are better than who have not attended any in-service training in their relationship with students, relationship with the community and academic involvement. In training classes the teachers are given training in effective methods of teaching, handling students, how to maintain good relationship with students and the community and also the ways to solve the problems in the society. Hence they are better than the others.

'F' test reveals that among matric teachers with qualification M.A/M.Sc,B.Ed/M.Ed, B.A/B.Sc,B.Ed and M.Phil/Ph.D, matric teachers with qualification M.Phil/Ph.D are better than those with M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed in curricular activities. This may be due to the fact that teachers with qualification M.Phil/Ph.D have deep knowledge in the subject matter and they try to transmit their ideas and knowledge to their students through curricular activities. Hence they are better than the others.

'F' test reveals that among matric teachers with experience 10-20 yrs, upto 10yrs and above 21yrs, the matric teachers with experience above 21yrs are better than those with experience 10-20 yrs and up to 10yrs in relationship with the community. On account of 21yrs of their service in teaching they easily understand the needs and demands of the society. They actively participate in community related activities and gain a respectable status in the society. Hence they are better than the others.

CONCLUSION

It is important for the teachers to develop their potential and interest in teaching which brings them more reputation in the society. Teachers can play a vital role in bringing up their students by providing guidance to them through proper curricular and co-curricular experiences. The present educational system demands the involvement of teachers through multifarious academic activities. It is hoped that the research findings will help teachers to improve their characteristics especially their academic involvement with a view to promoting the quality of teaching.

REFERENCE

1. Aggarwal, J.C., (1975) *Educational Research*. Arya Book Depot, New Delhi.

2. Anderson L.W (1996) *International Encyclopedia of Teaching and Teacher Education*, New York: Pergamom Press.
3. Best, John W., (1977) "Research in Education", 4th ed. Prentice Hall of India (P) Ltd., New Delhi.
4. Guildford (1950), *Psychology for effective teaching*, McCarraw Hill Company, New York.
5. Murthy, S.K. (2005) *Philosophical and Sociological Foundations of Education*, Tandon Publications, Ludlana.
6. Sachdeva M.S, (2000), *School Organization, Administration and Management*, Tandon Publication, Ludhiana.
7. Swaroop Saxena N.R, Shika Chaturvedi (2008), *Encyclopedia of Education*, Lall Book Depot, Meerut (U.P)

★ ★ ★

Continuation of page 14

STIMULUS VARIATION TECHNIQUES...

- 5) Teaching is a challenge and a precision job. It needs persistence, consistency, perseverance and dynamism. However, it is as difficult as it is noble and graceful. Teaching is meant for learners and it is the concern of the teacher. Thus, stimulus variation has to be taken up by the teacher seriously. If adequate attention is paid on developing stimulus variation, the development of human resources will ultimately result in the prosperity of the nation. The development of human resources is possible only when there is an activation of the stimulus variation strategies to enhance learning.

REFERENCE

1. Altman, K and Taylor, A (1973), *Instructional design implications from cognitive science*, Prentice. Hall Inc., Englewood Cliffs, New Jersey.
2. Beretia, Giardano & Daniel (2005), *Crossmodal links in endogenous and exogenous spatial attention: Evidence from event related brain potential studies*, *Neuroscience and Biobehavioural reviews*. 25: 497-511.
3. Watia (2006), *Effects of intermodal attention and cross modal attention in spatial attention*, *Psychophysiology*, 35, 313-327.
4. Toscini, Guides & Primo (2007) *Preface cognitive brain research*, 14, 1.
5. Bhagoliwal & Peter (2008), *Auditory – visual integration during multimodal object recognition in humans: A behavioural and electrophysiological study*, *Journal of Cognitive Neuroscience*, 11, 473-490.