

Research Paper

JOB INVOLVEMENT OF DEGREE COLLEGE TEACHERS IN RELATION TO THEIR WORK ETHICS

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ABSTRACT

This paper seeks to explore the two dimensions of teacher commitment, Job Involvement and their Work Ethics. The study focuses on the nature & extent of relation between Job Involvement and Work Ethics of degree college teachers. The samples were 240 teachers of Degree colleges in Bangalore city. The tools used for the study were: Job Involvement Questionnaire developed by Lodahl and Kejner (1965) & Work Ethics Scale developed by Michael J. Miller, David J. Woehr and Natasha Hudspetch (2002). The co relational analysis of the data revealed that there is a significant positive correlation between job involvement of degree college teachers and their work ethics. This clearly implies that work ethics of teachers should be enhanced. Pre-service training of teachers should focus on instilling right values in teachers. Colleges should organize in-service programmes for teachers that would give them an awareness about the different dimensions of Work Ethics namely centrality of work, self reliance, morality and hard work thereby increasing the job involvement of teachers.

Key Words: Job Involvement and Work Ethics

INTRODUCTION

A teacher once he accepts teaching as a profession cannot make compromises with life because he has to realize that he is playing with the future of the nation. Though the mastery of subjects and communication skills do enable a teacher to be efficient in his teaching, his primary role is to build character. Teacher should be the living embodiment of all human values. It is the teacher who can lead the children from darkness to light, from untruth to truth. Teachers therefore need the right kind of value orientation and need to be totally involved in the teaching profession. Job Involvement is an individual's willingness to invest himself in the pursuit of job activities, perceived to be meaningful. It is the degree to which the person identifies with his job and actively participates in it. Job Involvement is invariably linked with Work Ethics.

NEED & RATIONALE OF THE STUDY

Employees with high Job Involvement are independent and they not only conduct their work in accordance with the job duties required by the organization, but are also more likely to do their work in accordance with the perception of their own performance. Numerous studies have shown that job involvement is an important determinant of effort and motivation and other job attitudes and is positively related to organizational behaviour.

Job Involvement as an attitude is an important variable that helps in maximizing organizational effectiveness. The higher the degree of Job Involvement of the members of an organization the greater is its effectiveness. Literature reveals varying views related to Work Ethics. The work place as well as the classroom is changing and the work ethics has become an issue of economics as well as employees satisfaction.

Work Ethics is relative to the time period in which it is measured and the variables are not independently predictive. According to Hulsart and Bauman, work related social skills and habits are the most important entry levels skills sought in employees. Positive Work Ethics and values are more important than cognitive and psychomotor skills. The present study was undertaken to study the relationship between Job Involvement of college teachers in Bangalore and their Work Ethics.

REVIEW OF LITERATURE

Ishwara (2007) conducted a study on Job Involvement of University Teachers in Karnataka state working in post-graduate departments. The results indicated that only around 60 percent of university teachers perceived and reported to have moderately involved in the job. Kulsum U (1985) conducted a study on the influence of School and Teacher Variables on the Job Involvement and Job Satisfaction of secondary school teachers in the city of Bangalore concluded that teachers' Job Involvement, their Attitude towards Teaching, Headmasters consideration, teacher's effectiveness turned out to be significant predictors of teacher's job satisfaction. Lyson (1984) found that women tend to have a higher Work Ethic as well as different expectations from work than do men. Conversely Rowe and Snizek (1995) found a noticeable lack of gender difference. The conflicting results regarding gender and work ethic are extremely interesting. Feather N.T. (1971) conducted a study on protestant Work Ethics, conservatism and values. Results of the study were Protestant Ethic scores and conservatism were positively correlated.

OBJECTIVES OF THE STUDY

To find out;

1. The relationship between Job Involvement of degree college teachers and their Work Ethics.
2. Whether differences in levels of Work Ethics would account for significant difference in Job Involvement of degree

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college teachers.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between Job Involvement of degree college teachers and their Work Ethics.
2. There is no significant difference in Job Involvement of degree college teachers belonging to high & low, high & moderate and moderate & low Work Ethics.

SAMPLE OF THE STUDY

The sample in the present study consisted of 240 teachers of Degree colleges in Bangalore city .A stratified random sampling technique was used for the study.

TOOLS USED FOR THE STUDY

Two tools were used for this study.

1. Job Involvement Questionnaire developed by Lodahl and Kejner (1965) adapted and standardized Dr. Umme Kulsum to measure Job involvement of teachers.
2. Work Ethics Scale developed by Michael J. Miller, David J. Woehr and Natasha Hudspetch (2002) and adapted and standardized by Dr. Tara Sabapathy was used to measure work ethics of teachers

FINDINGS OF THE STUDY

Testing of Hypotheses

Hypothesis-1: There is no significant relationship between Job Involvement of degree college teachers and their Work Ethics.

Table-1: showing variables, N, df, co-efficient of correlation and the level of significance between Job Involvement of degree college teachers and their Work Ethics.

Variables	N	Df (N-2)	'r'	Level of Significance
Job Involvement of degree college teachers and their Work Ethics	240	238	0.235	**

** Significant at 0.01 level.

From the above table it is observed that the obtained 'r' value 0.235 is more than the table value 0.138 at 0.05 and 0.181 at 0.01 levels. Therefore the null hypothesis is rejected and the alternate hypothesis has been accepted; that there is a significant relationship between Job Involvement of degree college teachers and their Work Ethics.

Hypothesis-2: There is no significant difference in Job Involvement of degree college teachers belonging to high & low, high & moderate and moderate & low Work Ethics.

Table-2: The table showing groups, number, mean, standard deviation, 't' values and level of significance of Job Involvement scores of degree college teachers belonging to high & low, high & moderate and moderate & low Work Ethics.

Variables	N	Mean	S.D.	't' value	Level of Significance	
Work Ethics	High	83	73.373	9.179	5.736	**
	Low	86	66.000	7.402		
	High	83	73.373	9.179	3.872	**
	Moderate	71	68.366	6.829		
	Moderate	71	68.366	6.829	2.080	*
	Low	86	66.000	7.402		

** Significant at 0.01 level

* Significant at 0.05 level.

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Table-2 clearly shows that the obtained 't' value 5.736 is more than the table value of 1.97 at 0.05 and 2.60 at 0.01 level, it is significant at 0.01 level. Hence the null hypothesis is rejected and alternative hypothesis accepted that there is a significant difference in Job Involvement of degree college teachers belonging to high and low Work Ethics. The table further reveals that degree college teachers with high Work Ethics (M=73.373) have higher levels of job involvement than teachers with low Work Ethics (M=66.000).

The obtained 't' value 3.872 is more than the table value of 1.97 at 0.05 and 2.60 at 0.01 level, it is a significant at 0.01 level. Hence the null hypothesis is rejected and alternative hypothesis accepted that there is a significant difference in Job Involvement of degree college teachers belonging to high & moderate Work Ethics. The table further reveals that degree college teachers with high Work Ethics (M=73.373) have higher levels of job involvement than teachers with moderate work ethics (M=68.366).

The obtained 't' value 2.080 is more than the table value of 1.97 at 0.05 level, it is significant at 0.05 level. Hence the null hypothesis is rejected and alternative hypothesis accepted; that there is a significant difference in Job Involvement of degree college teachers belonging to moderate and low Work Ethics. The table further reveals that degree college teachers with moderate work ethics (M=68.366) have higher levels of Job Involvement than teachers with low Work Ethics (M=66.000).

CONCLUSIONS OF THE STUDY

1. There was a significant positive relationship between Job Involvement of degree college teachers and their Work Ethics.
2. There is a significant difference in Job Involvement of degree college teachers belonging to high and low Work Ethics. The degree college teachers with high work ethics (M=73.373) have higher levels of job involvement than teachers with low Work Ethics (M=66.000).
3. There is a significant difference in Job Involvement of degree college teachers belonging to high and moderate Work Ethics. The degree college teachers with high work ethics (M=73.373) have higher levels of job involvement than teachers with moderate work ethics (M=68.366).
4. There is a significant difference in Job Involvement of degree college teachers belonging to moderate and low Work Ethics. The degree college teachers with moderate work ethics (M=68.366) have higher levels of job involvement than teachers with low work ethics (M=66.000).

IMPLICATIONS OF THE STUDY

Following implications are drawn from the present study

- The correlational analysis of the data revealed that there is a significant positive correlation between job involvement of degree college teachers and their work ethics. This clearly implies that work ethics of teachers should be enhanced. Pre-service training of teachers should focus on instilling right values in teachers. Colleges should organize in-service programmes for teachers that would give them an awareness about the different dimensions of Work Ethics namely centrality of work, self reliance, morality and hard work thereby increasing the job involvement of teachers.
- The t test analysis also revealed that teachers with high and moderate Work Ethics had higher levels of Job Involvement than teachers with low Work Ethics. This findings supports the need for increasing the Work Ethics of college teachers.

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