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Job Involvement Of Secondary School Teachers In Relation Toorganizational Culture Of Schools

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Abstract: This study investigates the relationship of Job Involvement of secondary school teachers of Bangalore and Organizational Culture of the schools. Descriptive method of research was used. The sample consists of 562 teachers working in various schools in Bangalore city. Based on stratified random sampling technique, teachers are drawn.(140Govt.,180Private Aided,342Private unaided). Correlational analysis of the data revealed that there is a significant positive correlation between Job Involvement of secondary school teacher and Organizational Culture It is very important for schools to create strong Organizational Culture so that they will be able to their full potential.

Key words: Job involvement , Organizational , commitment , education.

INTRODUCTION :

Education has been the main stay of our culture right from the time of the Gurukul to the present day. Previously Education was the domain of a privileged few .In the modern era. Education has crossed all the barriers of language, caste and status. Even today, the most important factor in our education system is the teacher and his qualities and his contribution to the community. Teacher performance, commitment and job involvement is very important input in the field of education. Today, there is a serious concern over the apathy of teachers' commitment to their profession and overall Job Involvement

Today's modern society needs teachers' who are intrinsically motivated and dedicated to their profession, and selflessly strive for the good of the society. Such teachers are valuable assets and they can bring effective desirable social change and accelerate the national reconstruction.

JOB INVOLVEMENT

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 a part of the employee commitment process and it will enhance the overall productivity of the organization. “Teachers with strong Job Involvement will be more committed in their jobs”. Cohen A.(2007):

ORGANIZATIONAL CULTURE

Organizational Culture offers a shared system of meanings, which in turn is the basis for communication and mutual understanding. If these functions are not fulfilled in a satisfactory way, culture may significantly reduce the efficiency of an organization. Culture could be defined as the interactive aggregate of common characteristic that influences human groups to its environment .Hofsted (1980) stated that culture determines the identity of a human group in the same way as personality determines the identity of an individual. Job Involvement increases when the Organizational Culture of an institution is strong . Hsio Wan H(2000).

NEED OF THE STUDY

The most important factor in the educational system is the teacher his qualities and the place he occupies in the school and the country .Job Involvement of the teacher and the commitment of the teacher is crucial in the field of education.

Today there is a growing concern over the apathy of teachers towards their profession, their lack of interest and commitment towards teaching. Today, Heads of Educational Institutions and School administrators are often heard complaining that teachers has lack of Involvement in their Job. This has necessitated Researchers to investigate the various factors that affect Job Involvement. Organizational Culture is an important factor that affects the strategic development and productivity of an organization .People with high levels of Job Involvement tend to be satisfied with their job and highly committed to their careers and their professions and organizations.(Brown SP,1996).

Literature review indicates that Job Involvement is influenced by Organizational Culture along with other variables .Most of the studies are overseas studies. Hence the Investigator felt the need to take up the present study which is undertaken to study the relationship between Job Involvement of secondary school teachers of Bangalore and the organizational Culture of schools.

REVIEW OF LITERATURE

Ishwara (2007) conducted a study on "Job Involvement of University Teachers in Karnataka state working in post graduate departments". The sample consisted of 152 Teachers, 60 Lectures, 47 Readers and 45 Professors whose average age ranged between 36 and 49 years. Job Involvement scale was administered to the sample. Analysis of data indicated that only around 60 percent of university teachers perceived and reported to have moderately involved in the job There is no significant difference in the levels of Job Involvement among the University. Teachers irrespective of their Cadre All Teachers are perceived to have more or less the same level of Job Involvement.

Aaon Cohen (2006) studied the "Relationship between Organizational Culture and Organizational Commitment among five cultural groups of Israeli teachers". The study examined the relationship between various commitment forms viz., Job Involvement, Work Involvement, Occupational Commitment and cultural values. Five groups of Israeli teachers who were assumed to represent different cultural groups formed the sample.54 schools were selected and a total of 1328 teachers formed the final sample. The findings using ANCOVA and regression analysis showed the strong effect of culture on multiple commitments.

Hsio Wan Hsu (2000) conducted a study to find out the relationship among school management performance ,Knowledge Leadership ,School Organizational culture and teacher's Job Involvement in small schools. The researcher adopts questionnaire survey, targeted on the principals and teachers of public small schools in Taiwan island .Study was conducted on a sample size of 622 teachers. Study used structural equation modeling to test structural model and analyze the relationship among these variables. The study reveals that Leadership, Organizational culture,teachers job involvement and school management performance are positively correlated.

OBJECTIVES OF THE STUDY

To find out the relationship between Job Involvement of secondary school teachers and Organizational Culture.

To find out whether differences in levels of Organizational Culture would account for significant difference in Job Involvement of secondary school teachers.

HYPOTHESES OF THE STUDY

Based on the objectives of the study, the researcher formulated the following null hypothesis of the study.

There is no significant relationship between Job Involvement of secondary school teachers and Organizational Culture.

There is no significant difference in Job Involvement of secondary school teachers belonging to high & low, high & moderate and moderate & low Organizational Culture.

METHODOLOGY

In the present study descriptive method of research was used. Survey method was employed to collect information about the Job involvement of secondary school teachers and comparative method was used to compare the high, moderate and low organizational culture in respect of Job involvement.

SAMPLE

The population of the study consist of Secondary School teachers in various schools of Bangalore city, namely private aided ,private unaided and Government respectively .There are about 2454 schools in Bangalore district .Among these 1126 schools are from Bangalore south and 1346 schools are from Bangalore north.(DDPI office Bangalore North and South) The sample in the present study consists of 562 teachers working in various schools in Bangalore city. Based on proportionate random sampling technique, teachers are drawn.(140Govt.,180Private Aided,342Private unaided)

TOOLS USED IN THE STUDY

The following are the tools used for the present study:

Job Involvement: The job Involvement Inventory of Lodhl and Kejner (1965) adapted and standardized by Dr. Umme Kulsum is used .to measure job Involvement of Teachers.

Organizational Culture: Scale developed by Priya Nair and CN Daflaur adapted and standardized by Dr. Tara Sabapathy is used to measure Organizational Culture of Teachers.

MAJOR FINDINGS:

The major findings which have emerged from the study are as follows:

There is a significant relationship between Job Involvement of secondary school teachers and the organizational Culture.(r=0.325)

There is a significant difference in Job Involvement of Secondary school teachers belonging to high and low organizational culture. Secondary school teachers working in high Organizational Culture (M=76.69) have higher levels of Job Involvement than teachers working in Low levels of Organizational Culture (70.47).

There is no significant difference in Job Involvement of Secondary school teachers working in high and moderate Organizational Culture.

There is a significant difference in Job Involvement of secondary school teachers belonging to moderate and low Organizational Culture. Secondary school teachers working in moderate organizational culture (74.802) have higher levels of Job Involvement than teachers working in low Organizational culture (70.479).

CONCLUSION:

The research reveals that there is a significant positive correlation between job involvements of secondary school teachers with respect of organizational culture .Special attention needs to be paid to inculcate a strong organizational culture to improve teacher's work culture. It is very important for schools to create strong Organizational Culture so that Teachers will be able to work to their full potential.

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