

**EFFECTIVENESS OF SELF INSTRUCTIONAL MATERIAL ON JOB INVOLVEMENT  
AMONG SECONDARY SCHOOL TEACHERS OF DAVANGERE DISTRICT**

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**ABSTRACT:**

The present study was designed to study the effectiveness of Self-Instructional material on Job Involvement of secondary school teachers of Davangere district, data was collected by selecting 50 Government and Private secondary school teachers through random sampling technique. Tools used for the collection of the data are Job Involvement Inventory by Lodhal and Kejneer, adapted by Dr. Umme Kulsum(1999) and SIM prepared and developed by the researcher using stress relaxation techniques was used in the study. Experimental method of research with single group experimental design was used. Analysis was done using independent 't' test and dependent 't' test with respect to pre-test and post-test Job Involvement scores.

And the findings are, the SIM had a significant effect on increasing the job involvement of secondary schools teachers. Job involvement scores are significantly smaller in females as compared to male teachers of secondary schools. Job involvement scores are significantly smaller in teachers of rural secondary schools as compared to teachers of urban secondary schools. A significant difference was observed between teachers of private and government secondary schools where the job involvement scores are significantly smaller in private secondary school teachers compared and government secondary school teachers.

**INTRODUCTION:**

Indian Education Commission (1964-66) has rightly observed that a sound programme of professional education of teacher is essential for the qualitative improvement of school education.

A teacher performs his duty is dependent on his involvement, values and beliefs. Stress management reflects high involvement favourable and makes the work not only easier but also

more satisfying and professionally rewarding. Low involvement makes the task harder, more tedious and unpleasant as well as creates stress.

Self Instructional materials are the ways for Good learning situations that make it possible for learners to use materials through which they can learn more effectively. Indeed, it is in the area of instructional materials that the greatest progress has been made in education during the past decade.

Job involvement implies the overall adjustment to work situation. The most-used research definition of job involvement is by Locke (1976), who defined it as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”.

Job involvement of the teachers, who have an important place in the information society, will affect the quality of the service they render. In this respect, the question of how the material and moral elements affect the job involvement of the teachers gains importance.

It is the dysfunctional effect of high level of stress and conflict that should be and are major concern for working persons in general and for effective balance of home/work place. The problems due to high levels of stress and conflict can be exhibited physically, socially, psychologically or behaviourally by teachers. Work-related stress is the main concern. Stress can lead progressively to decrease in job involvement, performance and long-term absence from work. So secondary school teachers need to be encouraged to get support early rather than wait until things go wrong.

Self Instructional Materials (SIM) is designed for both, on-site and at distance learner to learn on their own. Self instructional material includes all the text prepared to stimulate independent study /learning. The Self instructional material will be useful to teachers who;

1. Have high level stress while teaching-learning practice.
2. Have to practice in order to relieve their stress.

### **Stress Reduction Techniques Used in Self Instructional Material (SIM)**

Deep Breathing, Meditation, Laugh Out Loud, Stretching, Social Support, Yoga, Building Physical Reserves / Exercise Therapy, Relaxation: i) Music ii) Visualization techniques are used in the self instructional material.

### **Characteristics of Self Instruction Materials (SIM):**

The characteristics of Self instructional material are

1. Self-Explanatory
2. Self-Contained
3. Self-Directed
4. Self-Motivating
5. Self-Evaluating
6. Self-Learning

**NEED AND IMPORTANCE OF THE STUDY:**

The importance of job involvement is universally known phenomenon-number of investigations showed that when a man is involved in his work, the employer profits and the nation prosper. Further because of the specialized nature of work in educational institutions, works lack of intrinsic interest and therefore, the teachers find no incentive for work. So it is necessary to create interest in work and make them involve in job. Hence there is a need for research in the area of job involvement.

How a teacher performs his duty as a teacher is dependent, on his involvement, values and beliefs. Stress management reflects high involvement favourable makes the work not only easier but also more satisfying and professionally rewarding; unfavourable involvement makes the task harder, more tedious and unpleasant as well as creates stress. Hence, the investigator felt the need of the present study and there is a great significance of job involvement on stress among School teachers. It would certainly provide a better insight into the dynamics of teaching profession and significantly important for perpetuating good education and teachers self involvement in their job.

Research studies over the past two decades, which have explored the construct of job involvement, have approached it from two different perspectives (**Sekeran, 1989; Sekeran & Mowday, 1981**). First when viewed as an individual difference variable, job involvement is believed to occur when the possession of certain needs, values or personal characteristics predispose individuals to become more or less involved in their jobs. The second perspective views job involvement as a response to specific work situation characteristics.

Hence, the researcher felt it worthwhile to explore this area in order to investigate the job involvement on stress among Secondary School teachers. Hence, there is a need for the present study.

**STATEMENT OF THE PROBLEM:**

The problem under investigation can be stated as: **“Effectiveness of Self-Instructional material on Job Involvement among Secondary School Teachers”**.

**OBJECTIVES OF THE STUDY:**

1. To prepare the self instructional material for secondary school teachers.
2. To study the effectiveness of Self instructional material on job involvement among secondary school teachers.
3. To study the significant difference between Male and Female teachers working in secondary schools with respect to their job involvement.
4. To study the significant difference between Rural and Urban teachers working in secondary schools with respect to their job involvement.

5. To study the significant difference between Government and Private school teachers working in secondary schools with respect to their job involvement.

### **VARIABLES OF THE STUDY:**

In the present study, the researcher has selected the following variables i.e., Independent, Dependent and Moderator variables.

- 1. Independent Variable**

Self Instructional Material

- 2. Dependent Variable**

Job Involvement

- 3. Moderator Variables**

a) Gender – Male and Female

b) Locality – Rural and Urban

c) Type of School - Government and Private

### **METHODOLOGY:**

For the present study, experimental method of research was used by the researcher. In the present study single group experimental design with pre-test and post-test was used.

### **TOOLS USED FOR THE COLLECTION OF DATA:**

In the present study for the collection of data the following tools were used by the researcher.

- **Self Instructional Material - (SIM):** Prepared and Developed by the researcher. Self instructional material was developed by the researcher. The following areas were covered while preparing SIM for secondary school teachers, 1. Deep breathing 2. Meditation 3. Laugh out loud 4. Stretch 5. Social Support 6. Yoga 7. Building Physical Reserves / Exercise 8. Relaxation. In order to plan these aspects the researcher consulted many experts, referred many journals, books, scholarly articles and with the suggestion of guide the researcher got clear frame about construction of the tool and SIM. Pre-test and Post-test was used to measure job involvement among teachers.
- **Job Involvement Inventory:** By Lodhal and Kejneer, Adapted by Dr. Umme Kulsum(1999) was used to by the researcher.

### **SAMPLE OF THE STUDY:**

Among Secondary school teachers of Davangere district 50 Government and Private secondary school teachers were selected through random sampling technique.

### COLLECTION OF THE DATA:

The investigator personally visited the secondary schools of Davangere district with the prior permission of the headmasters/headmistress. The teachers were given necessary instructions about the various tools and motivated to respond genuinely to all the items. For the present study, Job involvement inventory was administered to 50 teachers selected on random basis in secondary schools of Davangere District.

Self Instructional material was given to experimental group of teachers to practice stress reduction techniques in order to know its effectiveness on Job involvement, for which Job involvement pre-test and post-test was administered to experimental group.

### STATISTICAL TECHNIQUES USED TO ANALYSIES DATA:

The appropriate statistical techniques have been used based on aims, objectives and hypotheses of the study such as simple average, standard deviation, dependent t-test, independent t-test, are used to test the hypotheses.

### ANALYSIS OF THE DATA:

**Hypothesis 1:** No significant difference between pre-test and post-test job involvement scores of teachers working in secondary schools

To test the above assumption or hypothesis, the statistical test i.e. dependent t test was performed and the outcome of test is presented in the following table.

**Table:** Showing the mean, SD, t-value and degrees of freedom between pre-test and post-test job involvement scores of teachers working in secondary schools

Test	Mean	SD	Mean Diff.	SD Diff.	Dependent t	Degrees of freedom	Signi.
Pretest	71.38	4.79	-13.08	6.07	-15.2275	49	<0.05, S
Posttest	84.46	5.24					

According to the results of the above table, the difference between pretest and posttest scores of job involvement of teachers of secondary schools is found to be statistically significant at 0.05 level of significance. Therefore, null hypothesis is rejected and alternative hypothesis is formulated. It means that, the self instructional material has a significant effect on increasing the job involvement of teachers of secondary schools ( $t=-15.2275$ ,  $df=49$ ,  $p<0.05$ ).

**Hypothesis 2:** No significant difference between male and female teachers working in secondary schools with respect to job involvement scores

To test the above assumption or hypothesis, the statistical test i.e. independent t test was performed and the outcome of test is presented in the following table.

**Table:** Showing n, mean, SD, SE, t value and p-value between male and female teachers working in secondary schools with respect to job involvement scores

Variable	Gender	N	Mean	SD	SE	t-value	Signi.
Pretest	Male	25	71.28	4.82	0.96	-0.1462	>0.05, NS
	Female	25	71.48	4.86	0.97		
Posttest	Male	25	83.04	5.97	1.19	-1.9797	<0.05, S
	Female	25	85.88	4.02	0.80		
Changes	Male	25	11.76	5.16	1.03	-1.5590	>0.05, NS
	Female	25	14.40	6.71	1.34		

According to the results of the above table,

- No significant difference was observed between male and female teachers of secondary schools in pretest job involvement scores ( $t=-0.1462$ ,  $df=48$ ,  $p>0.05$ ) at 0.05 level of significance. Therefore, null hypothesis accept and reject the alternative hypothesis. It means that, the male and female teachers of secondary schools have similar pretest job involvement scores.
- A significant difference was observed between male and female teachers of secondary schools in posttest job involvement scores ( $t=-1.9797$ ,  $df=48$ ,  $p<0.05$ ) at 0.05 level of significance. Therefore, null hypothesis is rejected and alternative hypothesis is formulated. It means that, the male and female teachers of secondary schools have different posttest job involvement scores. In another words, the posttest job involvement scores are significantly smaller in females as compared to male teachers of secondary schools.
- No significant difference was observed between male and female teachers of secondary schools in difference in job involvement scores from pretest to posttest ( $t=-1.5590$ ,  $df=48$ ,  $p>0.05$ ) at 0.05 level of significance. Therefore, null hypothesis accept and reject the alternative

hypothesis. It means that, the male and female teachers of secondary schools have similar difference in job involvement scores from pretest to posttest. In another words, the change in job involvement scores from pretest to posttest scores are similar in male and female teachers of secondary schools.

**Hypothesis 3:** No significant difference between teachers of rural and urban secondary schools with respect to job involvement scores

To test the above assumption or hypothesis, the statistical test i.e. independent t test was performed and the outcome of test are presented in the following table.

**Table:** Showing n, mean, SD, SE, t value and p-value between teachers of rural and urban secondary schools with respect to job involvement scores

Variable	Location	n	Mean	SD	SE	t-value	Signi.
Pretest	Rural	24	70.04	3.90	0.80	-1.9523	>0.05, NS
	Urban	26	72.62	5.26	1.03		
Posttest	Rural	24	82.29	5.07	1.03	-3.0395	<0.05, S
	Urban	26	86.46	4.63	0.91		
Changes	Rural	24	12.25	4.99	1.02	-0.9270	>0.05, NS
	Urban	26	13.85	6.94	1.36		

According to the results of the above table,

- No significant difference was observed between teachers of rural and urban secondary schools in pretest job involvement scores ( $t=-1.9523$ ,  $df =48$ ,  $p>0.05$ ) at 0.05 level of significance. Therefore, null hypothesis is accept and reject the alternative hypothesis. It means that, the teachers of rural and urban secondary schools have similar pretest job involvement scores.
- A significant difference was observed between teachers of rural and urban secondary schools in posttest job involvement scores ( $t=-3.0395$ ,  $df =48$ ,  $p<0.05$ ) at 0.05 level of significance. Therefore, null hypothesis reject and alternative hypothesis accept. It means that, the teachers of rural and urban secondary schools have different posttest job involvement scores. In another

words, the posttest job involvement scores are significantly smaller in teachers of rural secondary schools as compared to teachers of urban secondary schools.

- No significant difference was observed between teachers of rural and urban secondary schools in difference in job involvement scores from pretest to posttest ( $t=-0.9270$ ,  $df=48$ ,  $p>0.05$ ) at 0.05 level of significance. Therefore, null hypothesis accept and alternative hypothesis reject. It means that, the teachers of rural and urban secondary schools have similar difference in job involvement scores from pretest to posttest. In another words, the difference in job involvement scores from pretest to posttest scores are similar in teachers of rural and urban secondary schools.

**Hypothesis 4:** No significant difference between teachers of private and government secondary schools with respect to job involvement scores

To test the above assumption or hypothesis, the statistical test i.e. independent t test was performed and the outcome of test is presented in the following table.

**Table:** Showing n, mean, SD, SE, t value and p-value between teachers of private and government secondary schools with respect to job involvement scores

Variable	Managements	n	Mean	SD	SE	t-value	Signi.
Pretest	Private	27	69.63	3.73	0.72	-3.0240	<0.05, S
	Government	23	73.43	5.14	1.07		
Posttest	Private	27	82.63	5.29	1.02	-2.8677	<0.05, S
	Government	23	86.61	4.38	0.91		
Changes	Private	27	13.00	5.90	1.14	-0.0999	>0.05, NS
	Government	23	13.17	6.40	1.33		

According to the results of the above table,

- A significant difference was observed between teachers of private and government secondary schools in pretest job involvement scores ( $t=-3.0240$ ,  $df=48$ ,  $p<0.05$ ) at 0.05 level of significance. Therefore, null hypothesis is reject and accept the alternative hypothesis. It means



that, the teachers of private and government secondary schools have different pretest job involvement scores.

- A significant difference was observed between teachers of private and government secondary schools in posttest job involvement scores ( $t=-2.8677$ ,  $df=48$ ,  $p<0.05$ ) at 0.05 level of significance. Therefore, null hypothesis is reject and accept the alternative hypothesis. It means that, the teachers of private and government secondary schools have different posttest job involvement scores. In another words, the posttest job involvement scores are significantly smaller in teachers of private secondary schools as compared to teachers of government secondary schools.
- No significant difference was observed between teachers of private and government secondary schools in change in job involvement scores from pretest to posttest ( $t=-0.0999$ ,  $df=48$ ,  $p>0.05$ ) at 0.05 level of significance. Therefore, accept the null hypothesis and reject the alternative hypothesis. It means that, the teachers of private and government secondary schools have similar change in job involvement scores from pretest to posttest. In another words, the change in job involvement scores from pretest to posttest scores are similar in teachers of private and government secondary schools

#### **FINDINGS OF THE STUDY:**

1. There is a significant difference between pre-test and post-test job involvement scores of teachers working in secondary schools.
2. There is a significant difference between male and female teachers working in secondary schools with respect to job involvement scores.
3. There is a significant difference between teachers of rural and urban secondary schools with respect to job involvement scores.
4. There is a significant difference between teachers of private and government secondary schools with respect to job involvement scores.

#### **CONCLUSION:**

The humble effort made by the researcher to develop and validate the SIM on job involvement has yielded fruitful results. However, the researcher is aware that there is lot of scope

for further refinement and enrichment of the quality and content of the SIM. The researcher hopes that future researchers by taking up of several studies and efforts in this direction will enrich the opportunities for better job involvement for meaningful and fruitful learning.

The Self instructional material has a significant effect on increasing the job involvement, post-test job involvement scores are significantly smaller in females as compared to male teachers, job involvement scores are significantly smaller in teachers of rural secondary schools as compared to teachers of urban secondary schools, job involvement scores are significantly smaller in teachers of private secondary schools as compared to teachers of government secondary schools.

### **EDUCATIONAL IMPLICATIONS:**

1. It has been proved that job involvement of the teachers is very much related to quality of education, hence the qualitative and quantitative performance of the secondary schools largely depends upon the teachers job involvement should be taken into consideration.
2. Generally effective coping strategies or “approach” strategies or SIM to confront the problems of stress as a challenge and increase capability for dealing with it and helps in enhancing job involvement.
3. Job involvement of rural secondary schools should be enhanced using effective strategies.
4. The problems of female secondary school teachers should be confronted in order to increase their job involvement for better performance.

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