

Influence of Occupational Factors on Job Involvement of ECCE Teachers

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ABSTRACT

The study investigated the influence of occupational factors on job involvement of Early Childhood Care and Education (ECCE) teachers in urban area of Dharwad. A sample of 120 ECCE teachers from government and private schools were randomly selected. Differential research design was used to know the difference between job involvement and selected occupational characteristics of teachers. Job involvement scale by Reeve and Smith (2001) was used to assess the job involvement and job stress was measured by job stress scale by Cousin (2004) and general information schedule was used to gather basic information and occupational characteristics of respondents. The results of the study revealed that majority (65.00 %) of Anganawadi teachers had moderate level of job involvement, while 66.70 per cent of private teachers were most of the time involved in their job. A significant association and difference was found between job involvement and selected occupational factors. Anganawadi teachers with work experience of more than 26 years were most of the time involved in job than teachers with service of 16-26 years. Majority of both government and private teachers who attended trainings had better job involvement than those who had not attended any training. The teachers who had high level of job stress were moderately involved in their job. These findings suggested that the intervention, guidance and counseling to reduce their job stress and for improvement of their job involvement.

Keywords: Job involvement, Length of service, Training attended and Job stress.

INTRODUCTION

Early Childhood Care and Education (ECCE) refers to a wide range of programmes aimed at physical, cognitive and social development of children before they enter primary schools. It is a diverse area of learning that ranges from formal to pre-primary education. It is integrated with the national education system through ECCE centres, kindergarten, play

home and Anganawadi centres. During preschool period children are ready to explore environment, investigate around surroundings and interact with the world and build his/her own body of knowledge. To get benefit for future life, teachers play an important role and are central figure in the teaching learning setup for preschools children.

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The pre- primary school teachers develop knowledge and skills, evaluate the child's difficulties and personal problems, frame the time schedule and prepares children for formal education. The quality of teaching depends upon active, highly involved and satisfied teachers. The teachers who are satisfied with their job involve more, take responsibilities, performs better with full of concentration, devotion of time and satisfied more (Watson et al., 1991).

Job involvement is the ability of individual feeling of strong association and beliefs towards present job and its environment; it acts as stimulant which gratifies the individual's present need. It is the degree to which employees submerge themselves in their jobs and consider work as a central part of their overall lives. Job involvement of an individual in work setting may be enhanced or decreased by various factors which may be internal or external. Internal factors such as individual's attitude, self-efficacy, self-esteem, personality traits, emotional fulfillment and external factors like length of service, recognition of work, rewards to their work, incentives, organizational support and motivation greatly influence on job involvement of employees (Kanungo, 2006).

Individual with high levels of job involvement are more enthusiastic about their work. Highly involved employees are more satisfied with their job and tend to be committed with their organization, profession and their career, they are rarely thought to leave their job and prefer to work at the same organization (Brown, 1996).

Thus, keeping in view the importance of job involvement of teachers in success of themselves and organization the present study was taken up with an objective to assess the job involvement and influence of selected occupational factors on job involvement of ECCE teachers.

MATERIALS AND METHODS

A differential research design was used to know the difference in job involvement of

urban area of Dharwad ECCE teachers by their length of service, number of training attended and job stress. The population of the study comprised of government and private ECCE teachers from urban area of Dharwad, (Karnataka). Totally there are 430 government preschools and 100 private preschools in urban area of Dharwad and out of which 14-20 per cent of preschools were randomly selected. The total of 60 Anganawadi teachers from 60 government preschools and 60 ECCE teachers from 20 private preschools were selected thus a total of 120 ECCE teachers were selected for the study. The criteria for selection of respondent for the study were those who had more than five years of service and minimum of 20 years of age. General information schedule was used to gather information regarding length of service and numbers of training attended from last five years. Job involvement was assessed using the job involvement scale developed by Reeve & Smith (2001). The scale consisted of 20 statements and rated on 5-point likert scale with each statement to be answered as strongly agree, agree, undecided, disagree and strongly disagree with a scoring of 5, 4, 3, 2, and 1 for positive statements and reversed scoring for negative statements. The total score was categorized into least involvement (20-46), moderate (47-73) and most (74-100) involvement. Job stress was measured by using job stress scale developed by Cousin (2001). The scale consisted of 35 statements with five point likert scale (22 positive statements and 13 negative statements) with seven dimensions such as demand stress, control stress, managerial stress, work colleague stress, role stress, relationship stress and change stress. The total score was categorized into low stress (88 and below), medium (89-123), high (124-158) and very high stress (159 and above).

RESULTS AND DISCUSSION

Demographic characteristics of the sample are depicted in table 1. It is apparent from the table that, with regard to the age, 50.00 per cent of government ECCE teachers were in the

age group of 48-60 years followed by 34-47 (30 %) and 20-33 years (20%) respectively. Among private ECCE teachers, majority (51.70 %) were in the age group of 34-47 years and followed by 20-33 years (35 %) and 48-60 years (13.30 %) of age group respectively. With regard to education, 81.70 per cent of government ECCE teachers were completed SSLC but below graduation and 18.30 per cent were graduate. Whereas among private ECCE teachers, 60.00 per cent were graduate and 40.00 per cent of were SSLC passed but below graduation level. With respect to marital status majority (80 % and 88.30 %) of both government and private teachers were married.

With respect to activities carried out by teachers it was found that both government and private teachers were involved in informal talk (100 %) and narrates rhymes (100 %). Government teachers carried out outdoor and indoor (93.33 %) activities each. Whereas 98.33 per cent of private ECCE teachers most of the time involved in concept teaching and creativities respectively.

With regard to service provided by teachers it was interesting to note that majority of Anganawadi teachers were involved in growth monitoring of child (100%) followed by supplementary nutrition and health check-up (96.66 %) each. Among private ECCE teachers majority of involved in parents meeting (96.66 %) followed by growth monitoring and health check-up (91.66 %) respectively.

With regard to problems faced by teachers, among government teachers 96.66 per cent complained about lack of infrastructure facilities followed by work overload (93.33 %) and difficult in attending meeting (91.66 %). However in case of private teachers, long hours of working and work load (83.33 %) and inadequate salary (70 %) were the major problem faced by teachers.

The results of the table 2 indicated distribution of government and private ECCE teachers by their occupational characteristics. With regard to length of service of Anganawadi teachers 41.70 per cent had more

than 26 years of experience, followed by 16-26 years (33.30 %) and 5-15 years of (25 %) work experience respectively. While, in case of private ECCE teachers, majority of teachers had 5-15 years (70.00 %) of service followed by 16-26 years (26.70 %) and only 3.30 per cent had more than 26 years of service.

Referring to numbers of training attended by government ECCE teachers 61.70 per cent teachers attended more than two training programmes and 38.30 per cent attended one training programme. While, in case of private ECCE teachers, half (50.00 %) of the teachers not attended any training programme followed by 38.30 per cent and 11.70 percent teachers undergone one and two training programmes respectively.

With regard to job stress, 41.70 per cent of Anganawadi teachers had high level of stress followed by low (30 %) and medium (28.30 %) level of job stress respectively. However in case of private teachers, 36.70 per cent had low level of job stress followed by high (33.30 %) and medium level of job stress (30 %) respectively.

Figure 1 depicts the distribution of government and private ECCE teachers by levels of job involvement. Majority of Anganawadi teachers (65.00 %) were moderately involved and 35 per cent were mostly involved in their job. Among private ECCE teachers 66.70 per cent of were mostly involved and 33.30 per cent were moderately involved in their job.

The results of table 3 showed information regarding association and comparison of length of service and job involvement of government and private ECCE teachers. The results found that, majority (86.66 % and 80.00 %) of teachers with a work experience of 5-15 and 16-26 years were moderately involved in their job while, 60.00 per cent of teachers with service of more than 26 years were mostly involved in their job. A significant association was found between length of service and job involvement of Anganawadi teachers ($\chi^2 = 5.53$, $p = \leq 0.05$). On comparison of mean scores of job involvement of teachers with respective to

their length of service revealed that Anganawadi teachers with a service of more than 26 years had higher job involvement than those with service of 16-26 years. It was mainly due to more year of work experience, acquaintance in their job and permanent job security resulted in better job involvement. A study conducted by Rao & Narayanaswamy (2014) found that significant main and interaction effect of length of service on job involvement of primary schools teachers in Mandya. Among private ECCE teachers, majority (69.00 % and 62.50 %) of teachers with work experience of 5-15 and 16-26 years were mostly involved in their job. While, equal per cent of (50.00 %) teachers with service of more than 26 years were moderately and mostly involved in their job respectively. Chi-square value (0.48, $p = \geq 0.05$) revealed that no significant association between length of service and job involvement of private preschools teachers. ANOVA analysis also revealed that no significant difference between length of service and job involvement. A study by Selvam (2013) indicated no significant difference between job involvement and years of experience of private primary schools teachers. Aderemi et al. (2015) found that length of service didn't significantly predicted job involvement of teachers.

The results of table 4 pointed out that association of numbers of training attended and job involvement of government and private ECCE teachers. Among Anganawadi teachers, majority (91.30 %) of teachers who attended one training had moderate level of job involvement while, 51.35 per cent of teachers who attended more than two trainings programme were most of the time involved in their job. The chi square analysis revealed significant association (9.79, $p \leq 0.01$) between number of training attended by teachers and job involvement. There was significant difference between numbers of training attended and job involvement. F-test (7.34, $p = \leq 0.01$) clearly indicated that teachers from government preschools who attended more than two trainings showed better involvement in various activities of job than

who attended one training. However in case of private ECCE teachers, majority (100 % and 95.70 %) of teachers who attended two and one training programmes were mostly involved in their job while, 63.30 per cent of them moderately involved who were not undergone any trainings. Chi-square value (24.34 $p = \leq 0.01$) revealed no significant influence of training attended on job involvement of ECCE private teachers. On comparison of mean scores of job involvement of private ECCE teachers who attended one training had higher score than (76.80 ± 11.73) who attended two trainings (73.16 ± 14.95). The reason could be that in-service trainings undergone by ECCE teachers was informative, helps in acquisition of new idea, techniques, knowledge and skills for optimal performance in teaching. A study by Thevanes & Dirojan (2018) who stated significant positive relationship between training attended and job involvement of primary school teachers. Ting et al. (2012) found that positive relationship between overall training effectiveness and job performance of teachers. Allen (2007) reported that there was a significant influence of training programme on job involvement of teachers. The kind of training undergone by teachers was a source of influence to their teaching and helps in problem solving. Oyitso & Olomokor (2012) stated training programme brought greater confidence, enriched knowledge, improves the performance, effectiveness and efficiency in work among teachers.

The perusal of table 5 reflected that, Anganawadi teachers who had high (100 %) and medium (82.35 %) level of job stress were moderately involved while, teachers with low level of stress were most of the time involved in their work (100 %). Chi-square analysis (40.10, $p \leq 0.01$) indicated that significant association between job stress and job involvement. There was significant difference observed between job involvement and job stress. On comparison of mean score indicated that teachers who had low level of job stress were most of the time involved in their job (86.05 ± 13.36) than teachers with high level

of job stress (64.44 ± 12.20) respectively. However, 'F' value was found to be statically significant at 0.01 level. In case of private ECCE teachers who had low and medium level of job stress were most of time involved in their job (100 % and 61.10 %). Chi- square value (20.27, $p \leq 0.01$) indicated that significant influence of job stress on job involvement. On comparison of mean score indicated that teachers who had low job stress were mostly involved in their job as compared to those who had higher level of job stress.

The reason for higher level of job stress was due to heavy work load, less flexibility in working time and daily planning of curriculum activities. A study by Tipu (2015) reported that teachers with a work burden were showed low involvement in their job. Rajkumar (2016) also observed that negative relationship between job stress and job involvement of teachers. Li (2018) reported that job stress play as mediator effect on job involvement and job satisfaction of teachers.

Table 1: Demographic characteristics of government and private ECCE teachers

N=120

Characteristics	Category	Teachers	
		Government (n=60) (%)	Private (n=60) (%)
Personal characteristics			
Age (years)	20- 33	12 (20.00)	21 (35.00)
	34-47	18 (30.00)	31 (51.70)
	48-60	30 (50.00)	8 (13.30)
Education	Post graduate	-	-
	Graduate	11 (18.30)	36 (60.00)
	SSLC passed but <Graduation	49 (81.70)	24 (40.00)
	Up to SSLC	-	-
	Illiterate	-	-
Marital status	Married	48 (80.00)	53 (88.30)
	Unmarried	3 (5.00)	7 (11.07)
	Widow	9 (15.00)	-
Activities carried out by teachers	Outdoor activities	56 (93.33)	59 (98.33)
	Prayer & Informal talk	60 (100)	60 (100)
	Different concepts teaching	53 (88.33)	59 (98.33)
	Indoor activities / Free play	56 (93.33)	58 (96.66)
	Creative activities	55 (91.66)	59 (98.33)
	Story telling	52 (86.66)	54 (90.00)
	Rhymes	60 (100)	60 (100)
Types of services provided by teacher	Supplementary nutrition	58 (96.66)	-
	Referral services	55 (91.66)	-
	Growth monitoring	60 (100)	55 (91.66)
	Health check-up	58 (96.66)	55 (91.66)
	Parents meeting	45 (83.33)	58 (96.66)
	Organizing SHG groups	55 (91.66)	-
Problems faced by ECCE teachers	Long hours of working	52 (86.66)	55 (83.33)
	Work overload	56 (93.33)	55 (83.33)
	Inadequate salary	50 (83.33)	42 (70.00)
	Lack of infrastructure facilities	58 (96.66)	28 (46.66)
	Attending meetings	55 (91.66)	10 (16.66)
	Inadequate supervision	50 (83.33)	20 (33.33)
	Supply of food materials	48 (80.00)	-
	Record maintenance	45 (75.00)	30 (50.00)

Figure in parenthesis indicate percentage

Table 2: Distribution of government and private ECCE teachers by their occupational characteristics

N=120

Occupational characteristics	Category	Teachers	
		Government (n=60) %	Private (n=60) %
Length of service (Years)	5 – 15	15 (25.00)	42 (70.00)
	16 – 26	20 (33.30)	16 (26.70)
	≥ 26	25 (41.70)	2 (3.30)
No. of training Attended	None	-	30 (50.0)
	1	23 (38.30)	23 (38.30)
	≥ 2	37 (61.70)	7 (11.70)
Job stress	Low	18 (30.00)	22 (36.70)
	Medium	17 (28.30)	18 (30.00)
	High	25 (41.70)	20 (33.30)

Figure in parenthesis indicate percentage

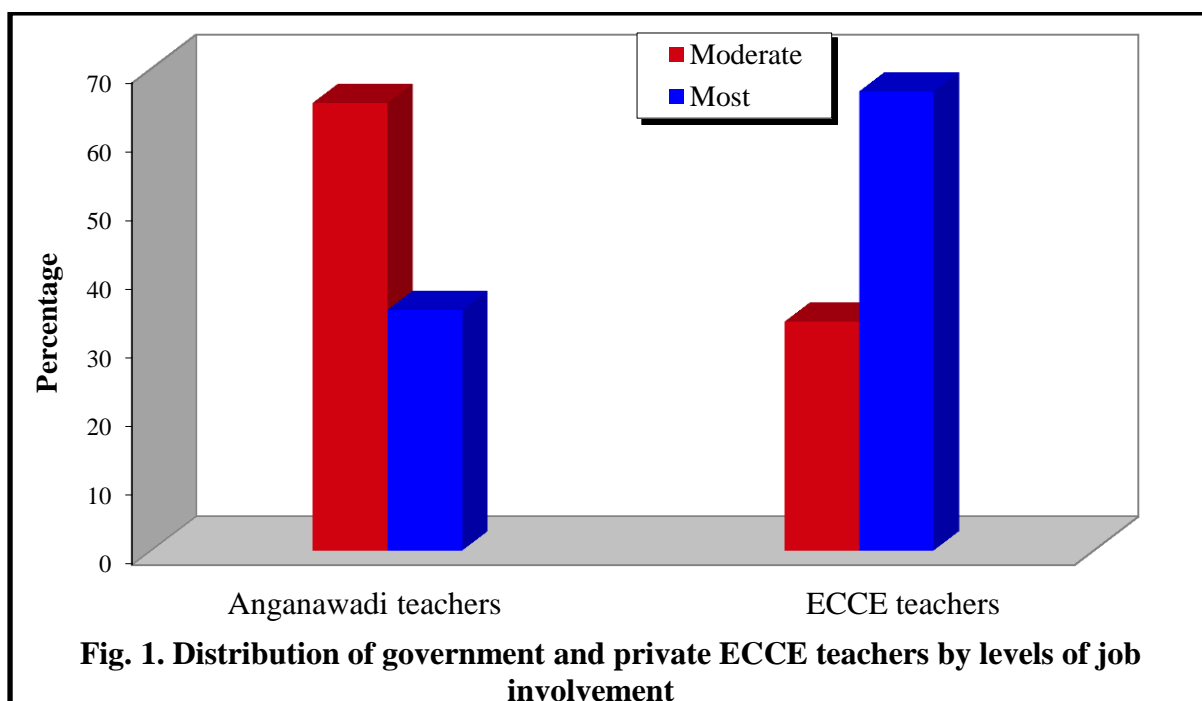


Table 3: Association of length of service with job involvement of government and private ECCE teachers

N=120

Teachers	Length of service (years)	Level of job involvement			Modified χ^2	Mean \pm SD	F-value
		Moderate	Most	Total			
Government	5 - 15	13 (86.66)	2 (13.34)	15 (100)	5.53*	63.90 \pm 9.97	5.63**
	16 - 26	16 (80.00)	4 (20.00)	20 (100)		65.46 \pm 14.17	
	>26	10 (40.00)	15 (60.00)	25 (100)		77.76 \pm 18.53	
Private	5 - 15	13 (31.00)	29 (69.00)	42 (100)	0.48 ^{NS}	71.26 \pm 15.72	0.46 ^{NS}
	16 - 26	6 (37.50)	10 (62.50)	16 (100)		68.81 \pm 13.19	
	>26	1 (50.00)	1 (50.00)	2 (100)		62.00 \pm 19.79	

Figure in parenthesis indicates percentage, NS-Non Significant, **Significant at 0.01 level, *Significant at 0.05 level.

Table 4: Association of numbers of training attended with job involvement of government and private ECCE teachers N=120

Teachers	No. of training attended	Level of job involvement			Modified χ^2	Mean \pm SD	F-value
		Moderate	Most	Total			
Government	1	21 (91.30)	2 (8.70)	23 (100)	9.79**	61.83 \pm 9.21	7.34**
	≥ 2	18 (48.64)	19 (51.35)	37 (100)		73.59 \pm 17.33	
Private	No	19 (63.30)	11 (36.70)	30 (100)	3.45 ^{NS}	66.48 \pm 12.99	2.82*
	1	1 (4.30)	22 (95.70)	23 (100)		76.80 \pm 11.73	
	≥ 2	-	7 (100)	7 (100)		73.16 \pm 14.95	

Figure in parenthesis indicates percentage, NS- Non significant, **Significant at 0.01 level,

* Significant at 0.05 level.

Table 5: Association of job stress with job involvement of government and private ECCE teachers N= 120

Teachers	Job stress	Level of job involvement			χ^2 Value	Mean \pm SD	F- value
		Moderate	Most	Total			
Government	Low	-	18(100)	18(100)	40.10**	86.05 \pm 13.36	21.50**
	Medium	14(82.35)	3(17.64)	17(100)		61.41 \pm 11.78	
	High	25(100)	-	25(100)		64.44 \pm 12.20	
Private	Low	-	22(100)	22(100)	20.27**	74.72 \pm 18.23	5.15**
	Medium	7(38.90)	11(61.10)	18(100)		74.18 \pm 11.63	
	High	13(65.00)	7 (35.00)	20(100)		62.05 \pm 12.18	

Figure in parenthesis indicates percentage, **Significant at 0.01 level,

CONCLSION

Overall, it can be concluded that private ECCE teachers had better job involvement than Anganawadi teachers. Factors such as, length of service, training attended and job stress had significant influence on the job involvement of both government and private teachers. Job involvement was increases with increases in work experience among Anganawadi teachers. With regard to job stress, teachers who had high level of job stress were moderately involved in their job. So there is need to provide guidance and intervention to ECCE teachers to reduce job related stress and schools authority should make provisions for ECCE teachers to undergo job related training programmes to update their knowledge and skills to enhance job involvement.

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