



A Study of Academic Involvement of Primary School Teachers of Bijapur District in Relation to Some Moderate Variables

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Introduction

Academic means “a scholarly; to do with learning. Involvement means to participate or share the experience”. Academic involvement is the active participation of a person in the process of teaching and learning with great concern or interest. Academic involvement is the close relationship of a person in related activities of the school. It is the enthusiasm that one who feels when he cares deeply about something which is related to the work done in schools, colleges and universities especially work which involves studying and reasoning. Moreover this means involvement of teachers in all academic activities of the institution and their dedication and commitment in the work. A good teacher should have involvement in all academic activities so that he can take sincere steps to motivate the children towards learning. He should have job satisfaction only then he can work with a free mind and enthusiasm. Therefore the investigator undertook a study on teachers' academic involvement.

Objectives of the Study

Objectives of the present study are as follows:

1. To study the academic involvement of urban and rural primary school teachers.
2. To study the academic involvement of male and female primary school teachers.
3. To study the academic involvement of primary school teachers in terms of age (below 40 years and above 40 years)

Hypotheses of the Study

1. There is no significant difference between the academic involvement of urban and rural primary teachers.
2. There is no significant difference between the academic involvement of male and female primary teachers.
3. There is no significant difference between the academic involvement of primary teachers of age group below 40 years and above 40 years.

Methodology

Stratified random sampling procedure was employed for the purpose of drawing sample from the population for the present study to find out the actual picture of primary school teachers. Accordingly a sample of 800 primary teachers working in primary schools of Bijapur district was selected. To make the study worthwhile, representative random sampling of 25 primary schools of total school population of each taluka was taken. The sample of the study consists of Male and female, Urban and rural schools, and teachers of age group below 40 years and above 40 years of Bijapur district.

Tools used for the Study

The investigator constructed an academic involvement scale, keeping in view of teacher's relationship with curricular activities, co-curricular activities, students, community and administration. The scale consists of 52 statements. It is a five point scale consists of five alternatives.

Statistical Techniques

The statistical techniques like mean, standard deviation and t test were used.

Analysis and interpretation of the result based on testing of hypothesis is as follows:

H1: There is no significant difference between the academic involvement of urban and rural primary school teachers.

Table No-1: Comparison of mean, SD and t-values between urban and rural primary school teachers.

Locality	No of Sample	Mean	SD	t value	p value	0.05% level
Urban	421	228.2876	24.45985	3.159	0.0247	S
Rural	379	225.7055	22.27828			

The urban and rural primary school teachers differ significantly with respect to academic involvement ($t=3.159$, $p<.005$) at 0.05% level of significance. Hence, the null hypothesis is

rejected and alternative hypothesis is accepted. It means that, the urban and rural primary school teachers have different academic involvement

H2: There is no significant difference between the academic involvement of male and female primary school teachers.

Table No-2: Comparison of mean, SD and t-values between male and female primary school teachers.

Gender	No of Sample	Mean	SD	t value	p value	0.05% level
Male	459	225.5468	24.44143	4.703	0.083	S
Female	341	229.9120	21.90483			

The male and female primary school teachers differ significantly with respect to academic involvement ($t=4.703$, $p<.005$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female primary school teachers have different academic involvement.

H3: There is no significant difference between the academic involvement of primary teachers of age group below 40 years and above 40 years

Table No-3: Comparison of mean, SD and t-values between primary teachers of age group below 40 years and above 40 years.

Age	No of Sample	Mean	SD	t value	p value	0.05% level
Below 40 y	293	229.3140	20.06847	4.964	.050	S
Above 40 y	507	227.2110	25.16877			

The primary school teachers who have different age group (below 40 years age and above 40 years age) differ significantly with respect to academic involvement ($t=4.967$, $p<.05$.) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the primary school teachers below 40 years of age and above 40 years of age have different academic involvement.

Findings of the Study

1. There is a significant difference between urban and rural primary school teachers towards academic involvement. Urban primary school teachers are having more academic involvement than that of rural primary school teachers.

2. There is a significant difference between male and female primary school teachers in their academic involvement. Male primary school teachers are having less academic involvement than that of female primary school teachers.
3. There is a significant difference between the primary school teachers below 40 years of age and above 40 years of age towards academic involvement. primary school teachers below 40 years are having more academic involvement than that of primary school teacher above 40 years.

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