

A Study of Job-Satisfaction, Self-Concept and Emotional-Intelligence in relation to Academic Involvement of Male Primary School Teachers

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Abstract

Academic involvement is the close relationship of a person in relation to academic 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. 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. The main objective of this article was to study the Job-Satisfaction, Self-Concept and Emotional-Intelligence in relation to Academic Involvement of male Primary School Teachers. Stratified random sampling procedure was employed for the purpose of drawing sample. Accordingly a sample of 800 primary teachers working in primary schools of Bijapur district was selected. The investigator constructed an academic involvement scale with six areas and the statistical tools used for the study are mean, standard deviation and Karl Pearson's correlation coefficient. Finally, the conclusions drawn are, there is a significant increase in Academic involvement of male primary school teachers when increase in their Job Satisfaction, Self-concept and Emotional intelligence of male primary school teacher's did not influence on their academic involvement.

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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, self-concept and emotional intelligence 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 job satisfaction in relation to academic involvement of male primary school teachers.
- 2) To study the self-concept in relation to academic involvement of male primary school teachers.
- 3) To study the emotional intelligence in relation to academic involvement of male primary school teachers.

Hypotheses of the study

- 1) There is a relationship between job- satisfaction and academic involvement of male primary school teachers.
- 2) There is a relationship between self- concept and academic involvement of male primary school teachers.
- 3) There is a relationship between emotional intelligence and academic involvement of male primary school teachers.

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, administration and professional growth. The scale consists of 52 statements. It is a five point scale consists of five alternatives. Three standardized tools of job-satisfaction, Self-concept and Emotional intelligence were used for the study.

Hypothesis1: There is no significant relationship between Job Satisfaction, Self-concept and Emotional Intelligence with respect to Academic Involvement of male primary school teachers.

To test the above hypothesis Karl Pearson’s correlation coefficient technique has been applied and the results are presented in the following table:

Table-1 : Results of Correlation Coefficient between Independent Variables with respect to Academic Involvement of male primary school teachers

Variables	Academic involvement			
	Correlation coefficient (r-value)	t-value	p-value	Sig.
Job satisfaction	0.341	7.754528	<0.05	S
Self-concept	0.158	1.241989	<0.05	S
Emotional intelligence	0.104	1.586289	>0.05	N S

From the above table, the results are presented as follows;

- 1) A significant and positive relationship was observed between Job Satisfaction and Academic Involvement of male primary school teachers ($r=0.341$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that there is a significant increase in Academic involvement of male primary school teachers when increase in their Job Satisfaction.
- 2) A significant and positive relationship was observed between Self-concept and Academic Involvement of male school teachers ($r=0.158$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that there is a significant increase in Academic involvement of male primary school teachers when increase in their Self-concept.
- 3) There is no positive and significant relationship was observed between Emotional Intelligence and Academic Involvement of male primary school teachers ($r=0.104$, $p>0.05$) at 0.05 level of significance. Hence, the null

hypothesis is accepted and alternative hypothesis is rejected. This means that the Emotional Intelligence of male primary school teachers did not influence on their Academic Involvement.

Major of findings of the study

- 1) There is a significant increase in Academic involvement of male primary school teachers when increase in their Job Satisfaction.
- 2) There is a significant increase in Academic involvement of male primary school teachers when increase in their Self-concept.
- 3) The Emotional Intelligence of male primary school teachers did not influence on their Academic Involvement.

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