

ACADEMIC INVOLVEMENT OF TEACHERS WORKING IN MATRIC AND NON-MATRIC SCHOOLS

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Teachers constitute the building block of the social structure. A teacher is a vehicle of social change. The performance of a teacher depends upon his involvement in academic activities of the school where he is an integral part of it. Therefore the present study focuses on the academic involvement of teachers working in matric and non-matric schools in relation to certain demographic variables such as age, sex, marital status, designation, qualification, experience, salary and in-service training. For this study teacher academic involvement inventory framed by the investigator is used. The findings show that there is significant difference in matric and non-matric teachers in respect of sex and in-service training.

Key Words: Academic, Matric and Non Matric.

INTRODUCTION:

The teacher in the emerging Indian society has a pivotal role in the social reconstruction, the transmission of wisdom, knowledge and experience from one generation to another. Children are the potential wealth of a nation. They are always exposed to the influence of the teacher. A teacher is not only a custodian of national values but also an architect par excellence of new values. Secondary Education commission (1952-1953) has rightly stated, "We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community".

Professionals in the modern society like Doctors, Engineers, Cobbler, Barber, Sweeper, Washer man, etc serve mankind by their own profession. Though their profession is useful for the society, it is limited to physical side of human life. But the highest good consists in all round



development of an individual's physical, social, intellectual, moral, spiritual and aesthetic aspects. It is the teaching profession, which helps an individual for his growth fully in his body, mind and spirit. That is why teaching has been accepted as the noblest profession with a mission. A good teacher should have involvement in all academic activities so that he can take sincere steps to motivate the children towards learning. Therefore the investigator undertakes a study on teachers' academic involvement. The present investigation would really help teachers, administrators and students to take steps to improve or increase their academic involvement, which leads to national development.

OBJECTIVES:

1. To find out the level of Academic Involvement and its dimensions of teachers working in Matric schools with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training
2. To find out the level of Academic Involvement and its dimensions of teachers working in non-matric schools with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training
3. To find out the significant difference in academic involvement and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex and b) In-service training
4. To find out the significant difference in academic involvement and its dimensions of teachers working in non-matric schools with reference to background variables such as a) Sex and b) In-service training

NULL HYPOTHESES:

1. There is no significant difference in academic involvement and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex and b) In-service training

2. There is no significant difference in academic involvement and its dimensions of teachers working in non-matric schools with reference to background variables such as a) Sex and b) In-service training

METHODOLOGY:

In the present study, the investigator used survey method to study the academic involvement of matric and non-matric teachers.

Sample-

For the purpose of the study, the investigator selected 748 teachers working in matric and non-matric schools in Kanyakumari district by using stratified random sampling technique.

Tool used in this study-

In the present study, the investigator used Academic Involvement scale developed and validated by the investigator Amalraj for data collection. The author has established validity and reliability of the tool. The reliability of the tool was 0.87. The tool has 53 items with three dimensions namely curricular activities, professional development, relationship with students and relationship with community.

ANALYSIS OF DATA:

The collected data were analysed by using percentage analysis and 't' test

1. To find out the level of Academic Involvement and its dimensions of teachers working in Matric schools with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training

Table 1
Level of matric teachers in academic involvement

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Age	Upto 35 Yrs	40	15.9	178	70.9	33	13.1
	36 – 45 Yrs	18	22.8	51	64.6	10	12.7
	46 Yrs & Above	2	6.3	23	71.9	7	21.9
Sex	Male	4	8.5	35	74.5	8	17.0
	Female	56	17.8	217	68.9	42	13.3
Designation	B.T Assistant	33	16.9	134	68.7	28	14.4
	P.G Assistant	27	16.2	118	70.7	22	13.2
Qualification	B.A /B.Sc & B. Ed	21	14.6	103	71.5	20	13.9
	M.A/ M.Sc & B.Ed/M. Ed	31	17.9	120	69.4	22	12.7
	M.Phil / Ph. D	8	17.8	29	64.4	8	17.8
Experience	Upto 10 Yrs	41	14.1	210	72.4	39	13.4
	10 – 20 Yrs	18	29.5	34	55.7	9	14.8
	Above 21 Yrs	1	9.1	8	72.7	2	18.2
Salary	Upto 10000	45	15.6	205	71.2	38	13.2
	10001 -25000	8	18.2	30	68.2	6	13.6
	Above 25001	7	23.3	17	56.7	6	20.0
In-service Training	Attended	4	11.8	22	64.7	8	23.5
	Not Attended	56	17.1	230	70.1	42	12.8

Since the percentage of moderate level of matric teachers in academic involvement is more than 50; the hypothesis with reference to background variables is accepted. Therefore the level of matric teachers in academic involvement with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training is moderate.

2. To find out the level of Academic Involvement and its dimensions of teachers working in non-matric schools with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training

Table 2

Level of non-matric teachers in academic involvement

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Age	Upto 35 Yrs	23	22.1	68	65.4	13	12.5
	36 – 45 Yrs	25	16.4	101	66.4	26	17.1
	46 Yrs & Above	25	19.2	79	60.8	26	20.0
Sex	Male	9	8.8	76	74.5	17	16.7
	Female	64	22.5	172	60.6	48	16.9
Designation	B.T Assistant	40	18.6	135	62.8	40	18.6
	P.G Assistant	33	19.3	113	66.1	25	14.6
Qualification	B.A /B.Sc & B. Ed	14	14.0	71	71.0	15	15.0
	M.A/ M.Sc & B.Ed/M. Ed	45	23.2	120	61.9	29	14.9
	M.Phil / Ph. D	14	15.2	57	62.0	21	22.8
Experience	Upto 10 Yrs	43	20.7	137	65.9	28	13.5
	10 – 20 Yrs	23	15.8	91	62.3	32	21.9
	Above 21 Yrs	7	21.9	20	62.5	5	15.6
Salary	Upto 10000	21	26.6	47	59.5	11	13.9
	10001 -25000	26	16.1	114	70.8	21	13.0
	Above 25001	26	17.8	87	59.6	33	22.6
In-service Training	Attended	54	16.4	215	65.3	60	18.2
	Not Attended	19	33.3	33	57.9	5	8.8

Since the percentage of moderate level of non-matric and non-matric teachers in academic involvement is more than 50 the hypothesis with reference to background variables is accepted. Therefore the level of non-matric teachers in academic involvement with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training is moderate.

3. There is no significant difference in Academic Involvement and its dimensions of teachers working in Matric schools with reference to sex

Table 3

Difference in the academic involvement and its dimensions of matric teachers with respect to sex

Dimension	Male N=47		Female N=315		Calculated t Value	Remarks at 5% Level
	Mean	S.D	Mean	S.D		
Curricular activities	29.53	3.550	29.63	3.446	.185	NS
Co- curricular activities	19.94	2.514	18.93	2.450	2.625	S
Professional growth	25.96	3.203	24.40	3.938	2.586	S
Relationship with students	24.91	2.457	24.65	2.601	.662	NS
Relationship with community	26.19	3.639	25.43	3.479	1.400	NS
Academic involvement	126.53	11.361	123.03	11.926	1.888	NS

(At 5% level of significance the table value of t' is 1.96)

NS –Not Significant (Null Hypothesis is accepted)

S – Significant (Null Hypothesis is rejected)

4. There is no significant difference in Academic Involvement and its dimensions of teachers working in matric schools with reference to sex.

Table 4

Difference in the academic involvement and its dimensions of non-matric teachers
with respect to sex

Dimension	Male N=102		Female N=284		Calculated t Value	Remarks at 5% Level
	Mean	S.D	Mean	S.D		
Curricular activities	30.27	3.304	29.59	3.628	1.669	NS
Co- curricular activities	19.37	2.725	18.98	2.991	1.156	NS
Professional growth	26.48	3.117	24.31	3.994	4.970	S
Relationship with students	25.10	2.398	24.55	2.959	1.695	NS
Relationship with community	26.42	2.920	25.32	3.987	2.545	S
Academic involvement	127.65	10.413	122.75	12.941	3.439	S

(At 5% level of significance the table value of t is 1.96)

NS –Not Significant (Null Hypothesis is accepted)

S – Significant (Null Hypothesis is rejected)

5. There is no significant difference in Academic Involvement and its dimensions of teachers working in matric schools with reference to in-service training

Table 5

Difference in the academic involvement and its dimensions of matric teachers
with respect to in-service training

Dimension	Attended N=34		Not attended N=328		Calculated t Value	Remarks at 5% Level
	Mean	S.D	Mean	S.D		
Curricular activities	30.15	4.091	29.56	3.385	.936	NS
Co- curricular activities	19.82	3.040	18.98	2.405	1.899	NS
Professional growth	25.71	3.177	24.49	3.934	1.746	NS

Relationship with students	25.71	2.140	24.58	2.602	2.446	S
Relationship with community	27.00	3.238	25.37	3.500	2.599	S
Academic involvement	128.38	12.020	122.98	11.787	2.540	S

(At 5% level of significance the table value of t is 1.96)

NS –Not Significant (Null Hypothesis is accepted)

S – Significant (Null Hypothesis is rejected)

6. There is no significant difference in Academic Involvement and its dimensions of teachers working in non-matric schools with reference to in-service training

Table 6

Difference in the academic involvement and its dimensions of non-matric teachers with respect to in-service training

Dimension	Attended N=329		Not attended N=57		Calculated t Value	Remarks at 5 % Level
	Mean	S.D	Mean	S.D		
Curricular activities	30.09	3.339	27.93	4.178	4.336	S
Co- curricular activities	19.15	2.984	18.74	2.546	.975	NS
Professional growth	25.20	3.802	23.07	3.986	3.873	S
Relationship with students	24.86	2.818	23.72	2.717	2.836	S
Relationship with community	25.83	3.703	24.37	3.890	2.730	S
Academic involvement	125.12	12.235	117.82	12.285	4.156	S

(At 5% level of significance the table value of t is 1.96)

NS –Not Significant (Null Hypothesis is accepted)

S – Significant (Null Hypothesis is rejected)

FINDINGS:

1. The level of matric teachers in academic involvement with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training is moderate.
2. The level of non-matric teachers in academic involvement with reference to background variables such as a) age b) sex c) designation d) qualification e) experience f) salary and g) in-service training is moderate.
3. There is no significant difference between male and female matric teachers in curricular activities, relationship with students, relationship with community and academic involvement. But there exists significant difference in their co-curricular activities and professional growth.
4. There is no significant difference between in-service training attended and in-service training not attended matric teachers in curricular activities, co-curricular activities and professional growth. But there exists significant difference in their relationship with students, relationship with community and academic involvement
5. There is no significant difference between male and female non-matric teachers in curricular activities, co-curricular activities and relationship with students. But there exists significant difference in their professional growth, relationship with community and academic involvement.
6. There is no significant difference between in-service training attended and in-service training not attended non-matric teachers in co-curricular activities. But there exists significant difference in their curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

INTERPRETATION:

1. 't' test reveals that male matric teachers are better than the female matric teachers in co-curricular activities and professional growth. This may be due to the fact that male teachers are more interested in co-curricular activities and they motivate their students to take part in

variety of activities and they engage themselves in organizing activities effectively. Male teachers want to enrich their knowledge and to get a good status in the society. They like to reach a highest place in their profession and hence they are better than female teachers.

2. 't' test reveals that matric teachers who have attended in-service training are better than matric teachers who have not attended in-service training in relationship with students, relationship with community and academic involvement. In training classes the teachers are given training in effective methods of teaching, handling students, how to maintain good relationship with students and community and also the ways to solve the problems in the society. Hence they are better than the others.
3. 't' test reveals that male non-matric teachers are better than the female non-matric teachers in professional growth, relationship with community and academic involvement. This may be due to the fact that male teachers want to have wide knowledge and they always keep in touch with latest developments in educational field. Non-hesitation, wide knowledge and broad outlook may be the prime cause of higher academic involvement.
4. 't' test reveals that non-matric teachers who have attended in-service training are better than non-matric teachers who have not attended in-service training in curricular activities, professional growth, relationship with students, relationship with community and academic involvement. In training classes teachers get enough opportunities to observe and learn innovative and attractive instructional methods, prepare variety of teaching aids, tackle different type of students, extract the community resources and role and responsibilities of the teachers as members of community. Hence they are better than their counterparts.

CONCLUSION:

It is important to the teachers develop their potentials and interest in teaching which brings them more reputation in the society. Teachers can play a vital role in bringing up their students by providing guidance to them through proper curricular and co-curricular experiences. The present in the educational system necessitates the involvement of teachers through multivarious academic activities. It is hoped that the research findings will help teachers to improve their

characteristics especially their academic involvement with a view of promoting the quality of teaching.

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