



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

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## “A Study Of Job Involvement Of Primary School Women Teachers Of North Karnataka”

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### Abstract

The role of women teachers in shaping the educational foundation of primary school children is crucial, especially in rural and semi-urban regions like North Karnataka. This study investigates the level of job involvement among primary school women teachers in the region, considering its impact on both teacher effectiveness and student outcomes. Using a stratified random sampling method, data was collected from 560 women teachers across seven districts of North Karnataka. A Job Involvement Scale developed by the researcher was employed for assessment, and independent samples t-tests were used to analyze differences across demographic variables. The results revealed significant differences in job involvement scores based on location and school management. Urban teachers showed higher job involvement compared to their rural counterparts. Similarly, government school teachers reported higher job involvement than those in private schools. These findings highlight the influence of infrastructural support and institutional environment on teacher engagement. The study concludes with recommendations for policy and administrative interventions to enhance job involvement among primary school women teachers, thereby fostering better educational outcomes in the region.

**Keywords:** Job Involvement, Women Teachers, Primary Education, North Karnataka

### Introduction

Education plays a pivotal role in shaping the future of any society, and the foundation of this system lies in the hands of dedicated teachers. In India, particularly in rural and semi-urban areas like North Karnataka, primary school teachers—especially women—play a crucial role in laying the educational groundwork for young learners. The job involvement of these teachers significantly influences not only their performance but also the academic and personal development of their students.

Job involvement refers to the degree to which an individual identifies psychologically with their job and considers their perceived performance level important to self-worth. For teachers, high job involvement often translates to greater commitment, motivation, and effectiveness in the classroom. In the context of women teachers in North Karnataka, several factors such as socio-cultural expectations, work-life balance, access to professional development, infrastructural challenges, and institutional support systems may influence their level of job involvement.

Understanding the job involvement of these teachers is crucial, not just for administrative and policy planning, but also for enhancing teacher retention, job satisfaction, and student learning outcomes. This study attempts to assess the degree of job involvement among primary school women teachers in North Karnataka, analyze contributing factors, and suggest measures for improvement.

Recent studies have increasingly emphasized the significance of job involvement among women teachers, particularly in the context of primary education in rural and semi-urban India. According to a 2023 study by Ikhrom et al., teacher engagement in primary schools is deeply influenced by institutional support, workload, and emotional well-being. In the Indian scenario, research by Sharma and Kaur (2022) highlighted that women teachers in government primary schools often face dual pressures of professional responsibilities and domestic obligations, which can hinder their full psychological investment in their jobs. These findings suggest that improving working conditions and fostering a supportive school environment are essential for enhancing job involvement among primary school women teachers in North Karnataka.

### Objectives of the Study

1. To study and assess the level of job involvement among primary school women teachers in North Karnataka.
2. To analyze the influence of demographic characteristics (such as location, type of school, etc.) on job involvement among primary school women teachers in North Karnataka.

### Formulation of Hypothesis for the present study:

The following null hypotheses were formulated keeping in view of objectives of the study stated

**Null hypothesis ( $H_0$ ):** There is no significant difference between urban and rural primary school women teachers of North Karnataka with respect to job involvement scores.

**Null hypothesis ( $H_0$ ):** There is no significant difference between government and private primary school women teachers of North Karnataka with respect to job involvement scores.

### Methodology

The present study focuses on assessing the level of job involvement among primary school women teachers in North Karnataka. The population for the study comprises women teachers currently working in both government and private primary schools across urban and rural regions of the state.

A sample of 560 women teachers was selected using the stratified random sampling technique to ensure representativeness and reduce sampling bias. The sample will be drawn from seven districts of North Karnataka, specifically:

Karwar, Gadag, Haveri, Bagalkot, Belagavi, Dharwad & Vijayapura

### Tools Used for the Study

To measure the level of job involvement, a Job Involvement Scale was developed by the researcher in consultation with the research guide.

### Statistical Techniques Employed

An independent samples t-test was used to examine differences in job involvement based on dichotomous demographic variables (e.g., urban vs. rural).

## Results

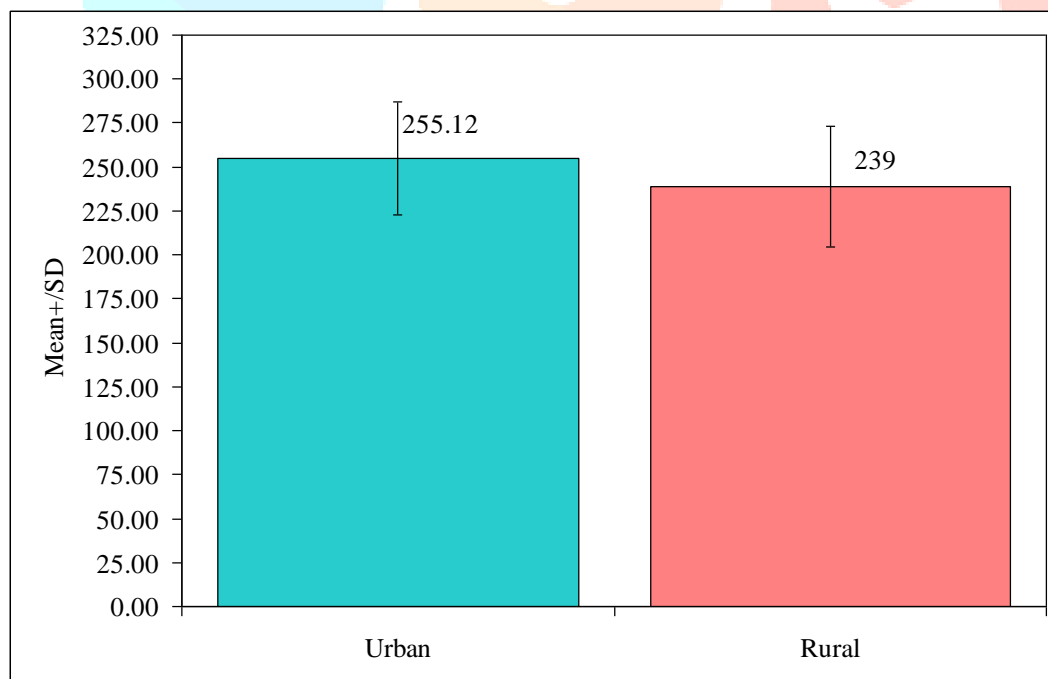
**Null hypothesis ( $H_0$ ):** There is no significant difference between urban and rural primary school women teachers of North Karnataka with respect to job involvement scores.

Table: Results of t test between urban and rural primary school women teachers of North Karnataka with respect to job involvement scores.

Location	n	Mean	Std.Dev.	Mean Diff.	t-value	p-value, Signi.
Urban	280	255.12	32.16	16.11	5.7316	0.0001, S
Rural	280	239.00	34.34			

From the results of the above table, it is seen that, the calculated value of t is 5.7316 with p value=0.0001. The critical value of t at 5% level of significance with 558 degrees of freedom is 1.9600. It clearly shows that, the calculated value of t is greater than the critical value i.e.  $5.7316 > 1.9600$ . It means that, a significant difference was observed between urban and rural primary school women teachers of North Karnataka with respect to job involvement scores. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean  $\pm$  SD of job involvement is significantly higher in urban primary school women teachers ( $255.12 \pm 32.16$ ) as compared to rural primary school women teachers ( $239.00 \pm 34.34$ ). The mean and SD scores are presented in the following figure.

Figure: Comparison between urban and rural primary school women teachers of North Karnataka with respect to job involvement scores



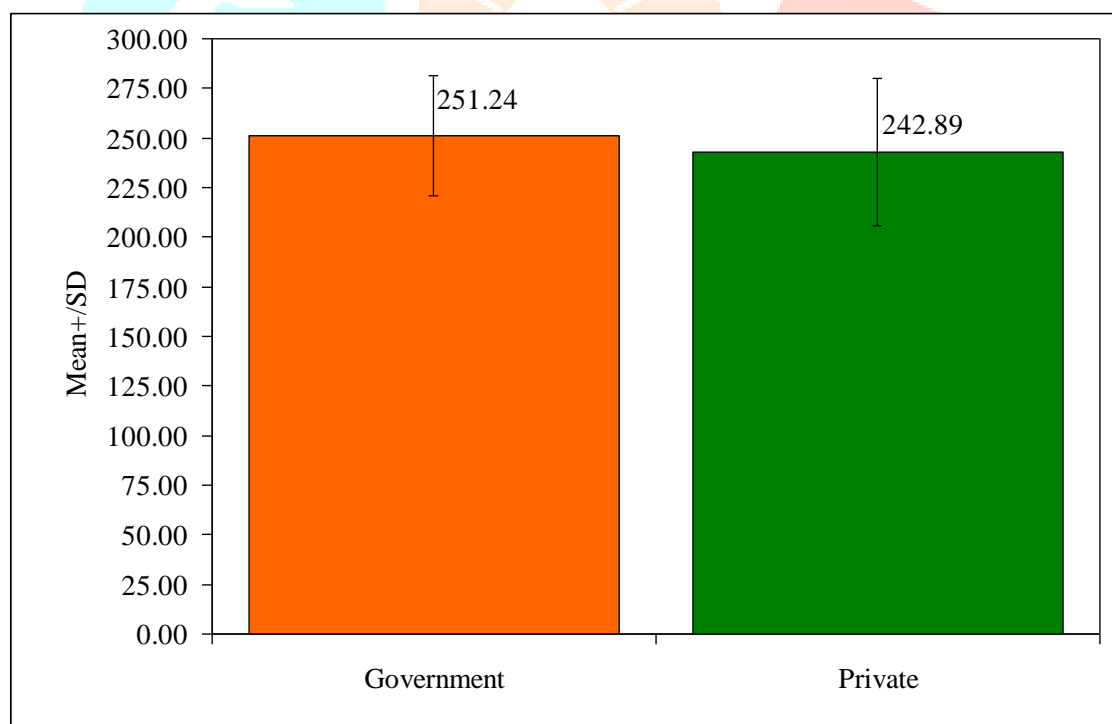
**Null hypothesis ( $H_0$ ):** There is no significant difference between government and private primary school women teachers of North Karnataka with respect to job involvement scores.

Table: Results of t test between government and private primary school women teachers of North Karnataka with respect to job involvement scores.

Managements	n	Mean	Std.Dev.	Mean Diff.	t-value	p-value, Signi.
Government	280	251.24	30.50	8.35	2.9080	0.0038,S
Private	280	242.89	37.12			

From the results of the above table, it is seen that, the calculated value of t is 2.9080 with p value=0.0038. The critical value of t at 5% level of significance with 558 degrees of freedom is 1.9600. It clearly shows that, the calculated value of t is greater than the critical value i.e.  $2.9080 > 1.9600$ . It means that, a significant difference was observed between government and private primary school women teachers of North Karnataka with respect to job involvement scores. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean  $\pm$  SD of job involvement is significantly higher in government primary school women teachers ( $251.24 \pm 30.50$ ) as compared to private primary school women teachers ( $242.89 \pm 37.12$ ). The mean and SD scores are presented in the following figure.

Figure: Comparison between government and private primary school women teachers of North Karnataka with respect to job involvement scores



### Findings:

- A significant difference was observed between urban and rural primary school women teachers of North Karnataka with respect to job involvement scores.
- A significant difference was observed between government and private primary school women teachers of North Karnataka with respect to job involvement scores

## Conclusion

- The mean  $\pm$  SD of job involvement is significantly higher in urban primary school women teachers (255.12 $\pm$ 32.16) as compared to rural primary school women teachers (239.00 $\pm$ 34.34)
- The mean  $\pm$  SD of job involvement is significantly higher in government primary school women teachers (251.24 $\pm$ 30.50) as compared to private primary school women teachers (242.89 $\pm$ 37.12)

**Policy and administrative recommendations** can be made to enhance job involvement among primary school women teachers. To enhance job involvement among primary school women teachers in North Karnataka, it is essential to improve rural school infrastructure, ensure equitable resource distribution, and foster a supportive work environment. Providing regular professional development, implementing mentorship programs, and introducing performance-based incentives can boost motivation. Flexible, family-friendly policies and wellness initiatives will support work-life balance and mental health. Additionally, transparent appraisal systems and active community engagement can strengthen teachers' commitment and sense of purpose, ultimately leading to improved educational outcomes.

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