**INTERACTION EFFECT OF PARENTAL STRESS TEACHING EXPERIENCE AND SEX ON JOB INVOLVEMENT OF TEACHER EDUCATORS
OF KERALA**

**SREELATHA. C.**

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**DECLARATION**

 I, SREELATHA. C., do hereby declare that this dissertation, **INTERACTION EFFECT OF PARENTAL STRESS TEACHING EXPERIENCE AND SEX ON JOB INVOLVEMENT OF TEACHER EDUCATORS OF KERALA** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**C E R T I F I C A T E**

 I, Dr. (Mrs.) VIJAYAKUMARI. K, do hereby certify that this dissertation, **INTERACTION EFFECT OF PARENTAL STRESS, TEACHING EXPEREIENCE AND SEX ON JOB INVOLVEMENT OF TEACHER EDUCATORS OF KERALA** is a record of bonafide study and research carried out by **Mrs. SREELATHA. C.** under my supervision and guidance.

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**INTRODUCTION**

Education dispels darkness from human life. It enlightens man and society and is the integral part of whole life cycle. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the conditions then prevailing. The concept of education is still in a process of evolution and that process will never come to an end and it must continuously grow and change.

 Plato, the Greek philosopher held that the purpose of education is ‘not as it were to fill an empty vessel but to turn the eye of the soul toward the light’. According to Pestalozzi, “Education is natural harmonious and progressive development of man’s innate powers” where as Froebel considers “Education as unfolding of what is already enfolded in the germ”.

 Education is very much a part of growing and growing means opening, receiving, assimilating, integrating, listening and sacrificing. Regarding the purpose of education, views of eastern and western philosophy is almost the same, that is, to makes man self-reliant. By Education, says Mahatma Gandhi, “I mean an all-round drawing out of the best in child and man-body, mind and spirit”. The aim of all education is to prepare the child for a better tomorrow. All education springs from images of the future. If the image of the future held by society is grossly inaccurate, its education system will betray its youth.

Teacher is one of the most vital factors of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well equipped teacher is supreme in education. Teachers have a great responsibility at a time when our society is undergoing tremendous transformation. They are required to take up constructive leadership in reorienting education to meet national needs.

The Secondary Education Commission (1952-53) emphasized the role of teachers by commenting “Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and right kind of teachers”.

Education Commission (1966) observed that “the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration to say that any system of education can ever rise above the level of the quality of its teachers.

At the back of every great man, not unoften, a good teacher is there who kindled enthusiasm, fostered confidence and guided him to the way of progress. Alexander the Great said “I owe my birth to my father but life to my teacher”. And the poet Kabirdas, out of Guru and Govinda, preferred to bow to the Guru since it was he who had shown him the way to the God Govinda”. The teacher is always concerned with the children who are potential leaders of tomorrow. Tomorrow’s nation will depend upon the type of citizens trained and educated today in the temples of learning. Humayun Kabir asserted that teachers are literally the arbiters of a nation’s destiny.

Sayidin (1950) felt that it is increasingly realized by all those concerned with education of children that the standard of education in schools and colleges has considerably fallen. In any scheme of improvement of teaching and standards in schools and colleges it is the teacher who has a key role to play. Unless and until he is fully competent person, greatly interested and involved in his work and does his job satisfactorily, all other efforts that are taken to affect any improvement in the field of teaching are bound to fail.

 The most crucial and pivotal role the teacher has to play in the life of a person can, at best, be ensured by proper and intensive teacher education programme – pre-service and in-service. Teacher education, therefore attain an important and essential place in the field of education. A careful analysis of the present day teacher education programme and the preparedness and efficiency of teacher educators becomes a necessity. The progress of nation depends upon quality of its people, and the quality of their education depends upon the quality of its teacher which is further determined by the quality of teacher education. Indian Education Commission (1964-66) has rightly observed that a sound programme of professional education of teachers is essential for the qualitative improvement of education.

According to Monroe’s Encyclopedia of Educational research, Teacher Education refers to the totality of educative experiences which contribute to the preparation of a person for teaching positions in the schools. According to Good ‘s Dictionary of Education Teacher education consist of all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities more effectively.

 Teaching is an art. This art has to be learnt by undergoing a specific training. Teaching is a highly skilled job and can not be done satisfactorily without a sound preparation for it. Teachers are to be fully prepared to relate education to the changing patterns of life, needs and aspirations of the people. The Education Commission (1966) has observed in this context “investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

**NEED AND SIGNIFICANCE OF THE STUDY**

It is the teacher and teaching process which always revolutionize the whole human society in the rationally desired directions. Teachers are role models to the students and when it comes to the teacher educators, they directly influence the prospective teachers and the future citizens in the long run. Teacher training influences much in shaping the behaviour of the teacher as well as students. The quality of entire education system depend the quality of teachers. The word ‘all-round’, ‘balanced’, development’ and ‘personality’ have to be rightly understood and have to be put into practice in the education process, which is rarely done today.

Teacher education can bring behaviour modifications in the prospective teachers during the pre-professional training. In other words teacher educators determine to an extend quality of teachers. The qualities of competency are enthusiasm, fluency, industry, neatness, originality, adaptability and thrift. During the training period teacher educators should develop necessary competencies in teacher trainees. Those teachers who are well trained can play a vital part in education as well as in society. A nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher educators.

 Education of teachers is of utmost importance to make teaching an interesting and effective process. Training prepares the teacher for his job and makes him competent. No educational reconstruction can take place effectively without an adequate preparation of teachers. Adequate preparation of teachers depends upon the involvement of teacher educators in their job. Every profession has got certain aspects conducive for job involvement and teaching profession is not an exception. Unless and until a teacher involves his job he can not initiate desirable outcomes to cater to the needs of society as well as to live up to the social expectations.

Involvement is an important aspect related to any job. Same is for teaching also. The whole-hearted involvement of teacher educators in the field of education will be an inspiring force for the coming generation. In the name of high-sounding words like globalization, professionalization and liberalization, we are tending to convert educational process into market process. Only an involved teacher will be able to create involved learner. So there arises the need to study whether a teacher educator is truly involved to his profession or not. Unless we have people in this profession passionately involved in it, efforts at improving quality of education will not succeed.

Whatever may be the occupation, if the individual is engaged in it, without involvement will result in professional stagnation to the clientele. An uninvolved teacher spells disaster to the countries future. It is suicidal in the teaching profession as cautioned by the Education Commission (1966).

Every individual attempts to maintain balance with his circumstances and tries to meet the demands of the situation. The failure in this regard results in maladjustment and individual feels disturbed. Teachers who are not adjusted to their circumstances, domestic or departmental, feel difficulty in copying with the situation. They cannot easily get along with their students and colleagues and it influences their effectiveness in teaching. A teacher in an unpleasant condition may not be able to handle the classroom situations skillfully. Teaching performance of a teacher mainly depends upon the teacher’s psychological state of mind.

Personal and social factors influence one’s involvement in his profession. It is observed from many research studies that the performance usually drop off, when the stress is raised to high levels. The teachers performance and teacher behaviour are strongly affected by stress. Facets of teacher performance, such as creativity, classroom management and implementation of educational techniques may suffer when teachers experience high level of stress (Kaiser and Polozynski, 1982; Solomon, 1960). Stress of the teaching profession may affect the school as an organization, teacher performance and the physical and emotional well being of the teacher (Kyriacou and Sutcliffe, 1997). Teacher stress has increased as the relationship between the society and education has become more complex (Esteve and Fracchia, 1981).

Psychological factors of stress influence the well being of the individual in contemporary life. Stress due to failure, losses, personal limitation and guilt leads to self-devaluation. Modern living is a bundle load of pressures acting on individual. Each individual experiences his own unique pattern of pressures, such as competing with other, occupation and marital demands and coping with the complexity of rapid pace of modern life. Lifestyles of modern decade generate much stress and may are unable to cope with it.

Nowadays large families are shrinked into molecular families and most of the parents are employed. Working parents are often worried about what their children are doing in the hours before parents get home from work (Barnett and Gareis, 2006). Although some older children and teens are able to handle the responsibility, some times at home arrangements can be unreliable or dangerous. In addition unsupervised children and teens are at high risk for juvenile crime, sexual activity and victimization. This can be distressing for parents, but there has been very little research on parental stress. Role of parents do not end with providing food and shelter to their children. They are to be parented so that all those involved in the process should enjoy it. But, unfortunately many parents and children are not satisfied creating more and more stressful situations in the home and outside.

 Studies have shown that job involvement is affected by experience (Kumaraswamy & Sharma, 2005). And regarding teaching profession more females are enrolled than male candidates. According to the 1981 Census, in teaching institutions the percentage of women was 81.4 where as the percentage of men was 18. 6. Many Indian women refused transfer promotions etc., as they did not want to move out and get separated from their families (Ramu, 1977). Female teachers experienced more stress than males in the area of time management and even reported high scores of physical symptoms of stress in teacher-to-teacher relationship (Murphy,1986; Trendall, 1989). There is also a growing realization that women and work have an additional dimension of home and family. As a result often women have to work harder to cope with multiple roles and demands. Due to women’s preoccupation with family and childcare responsibilities, career development is affected and this results in role strain and role conflict and sometimes they have to sacrifice career for family (Sharma, 1999).

As a social being teacher educators also have to play a variety of roles and consequently undergo stressful situations regularly. Stress can not be avoided totally in any society. One has to learn to live with it and manage and cope with it if possible and overcome it. The physical, psychological, professional, intellectual and social factors not only cause stress but may influence the efficiency. Hence an analysis of the relation of some variables like Parental Stress, Teaching Experience and Sex with Job Involvement of teacher educators will help the improvement of the performance in their profession.

**STATEMENT OF THE PROBLEM**

 The present study is entitled as **“INTERACTION EFFECT OF PARENTAL STRESS, TEACHING EXPERIENCE AND SEX ON JOB INVOLVEMENT OF TEACHER EDUCATORS OF KERALA”.**

**DEFINITION OF KEY TERMS**

To have a comprehensive idea of the problem stated, the operational definitions ofkey terms are given below.

**Interaction Effect**

The term ‘interaction effect’ in the study stands for the statistical process to see whether the effect of an independent variable is different for different levels of other variables as studied by the technique of Three-way ANOVA.

**Parental Stress**

 The term ‘parental stress’ is defined as the stress felt as a parent. It involves positive themes of parenthood like emotional benefits, self-enrichment and personal development as well as negative components like demands on resources, opportunity costs and restrictions.

 In the present study Parental Stress mean the scores obtained in the Scale of Parental Stress.

**Teaching Experience**

For the present study, ‘Teaching Experience’ stands for the total years of service of teacher educators in the profession, classified as three groups; upto 5 years, between 6 and 10 years and above 10 years.

**Sex**

The term ‘Sex’ denotes gender difference, males and females.

**Job Involvement**

 The term ‘Job Involvement’ is defined as the degree to which a person identifies with his or her job, actively participate in it and considers his or her performance important to his or her sense of self-worth.

 The variable Job Involvement stands for the score measured through the Scale of Job Involvement.

**Teacher Educators**

For the present study ‘Teacher Educators’ are the educators who are teaching at Colleges of Teacher Education or Teacher Training Institutes.

**VARIABLES OF THE STUDY**

The present study includes the following dependent and independent variables.

**Dependent Variable**

The dependent variable of the study is Job Involvement.

**Independent Variables**

The independent variables of the study are Parental Stress, Teaching Experience and Sex.

**OBJECTIVES OF THE STUDY**

The objectives set forth for the study are the following

1. To find out whether the variable Job Involvement is significantly related with Parental Stress.
2. To find out whether the main effects of the independent variables Parental Stress, Teaching Experience and Sex on Job Involvement are significant.
	1. To find out whether the interaction effects of the independent variables Parental Stress, Teaching Experience and Sex on Job Involvement are significant.

**C. HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following.

1. Job Involvement is not significantly related with the variable Parental Stress.
2. The main effects of the Variables Parental Stress, Teaching Experience and Sex on Job Involvement will not be significant.
3. The interaction effect of the variables Parental Stress, Teaching Experience and Sex on Job Involvement will not be significant.

**METHODOLOGY OF THE STUDY**

**Sample**

The study was conducted on a sample of 400 teacher educators, who are also parents, from various training colleges. Sample selection was done by stratified sampling technique, giving due representation to the factors like Sex, Locale and Type of Institution.

**Tools used**

1. General Data Sheet

2. Scale of Parental Stress

3. Scale of Job Involvement

**Statistical Techniques used**

1. Preliminary statistics like Arithmetic Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.
2. Pearson’s Product Moment Coefficient of Correlation.
3. Three-way Analysis of Variance with 3 x 3 x 2 factorial design.
4. Scheffe test for multiple comparison of means.

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study is specially intended to study the main and interaction effects of Parental Stress, Teaching Experience and Sex on Job involvement. It was conducted on a representative sample of 400 teacher educators drawn from 37 Colleges of Teacher Education and 23 Teacher Training Institutes of Kerala. The sample was selected by stratified sampling technique giving due representation to factors like Gender, Marital Status, Locale and Type of Institution.

The present study attempts to construct and standardize a scale on Job Involvement of Teacher educators. It is found that no study was reported on Job Involvement of Teacher Educators on Kerala context. So the investigator feels that the newly constructed tool will be of much use for future investigation in the same area. Further, the study intends to find out the main and interaction effects of Parental Stress, Teaching Experience and Sex on Job Involvement. If the demographical variables influences the Job Involvement of Teacher Educators are identified, measures can be taken to improve the Job Involvement of teacher educators which in turn will surely improve the performance of teacher educators.

 Though care has been taken by the investigator to make the study as perfect as possible, there may be the occurrence of some unavoidable limitations also. The following are some of them.

1. Since the study was conducted as part of the Post Graduate course, the investigator has to complete it within the prescribed time limit.
2. The study is limited to 400 Teacher Educators due to practical inconvenience.
3. Though the problem is applicable to the college teachers, the study is restricted to teacher educators.
4. Even though many variables like Home environment, organizational Climate, Type of Management, Locale etc., are relevant, in the present study the investigator selected only three variables viz., Parental Stress, Teaching Experience and Sex considering practicability.

In spite of all these limitations, the investigator has tried to make the study objective and precise and hopes that the results will be more or less accurate and will help to bring modification in the educational process.

**ORGANIZATION OF THE REPORT**

The research report consists of five chapters. They are Introduction, Review of Related Literature, Methodology, Analysis and Interpretations, Summary, Conclusions and Suggestions.

***Chapter I*** present a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses, methodology and scope and limitations of the study and Organization if the report.

A brief description of the variables and the studies in the area reviewed by the investigator is attempted in ***Chapter II***.

In ***Chapter III***, the methodology of the study, describing in detail variables selected, the tools used, selection of the sample, procedure of data collection, scoring procedure and statistical techniques used for analysis is given.

Details of statistical analysis of data and discussion of results are given in ***Chapter IV***.

***Chapter V*** presents the summary of the study, major findings, educational implications and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

 Review of related literature of the investigation is a significant and unavoidable part of any research work as it helps to eliminate the duplication of research, to formulate appropriate hypotheses and to give helpful suggestions to the investigator. It also helps the researcher to gather up-to-date information about what has been done in the particular area from which he intends to take up a problem for research.

The present investigation focuses on the effect of Parental Stress, Teaching Experience and Sex on Job Involvement of Teacher Educators.

The reviewed literature has been classified and presented in the chapter under the following heads.

1) Theoretical Overview

2) Review of Related studies

**Theoretical Overview**

**Theoretical review of Stress**

 According to Chamber’s 21st Century Dictionary, Stress is the physical or mental exertion, a pressure of adverse influences, circumstances etc., that disturbs the natural psychological balance of the body.

Dictionary of psychology 4th revised edition (J. Atkinson, E. Berne & R. S. Wood Worth) defined stress as a state of strain whether physical or psychological.

Hans Seyle (1974), the father of stress theory defined stress as “the state manifested by the specific syndrome, which consists of all the non-specific induced changes within a biological system”. He explained stress as the non-specific response of the body to any demand made upon it to adopt, whether that demand produces pleasure or pain. It is used to designate a wide range of man’s status arising in response to various extreme effects.

Dictionary of psychology of Basavanna describes Stress as any stimulus, internal or external that disturbs the dynamic equilibrium of the system of the body.

In the words of Kyreacon(1981) stress is considered as an unpleasant emotional state.

Stress is an inevitable element in the fabric of modern life. As Seyle (1986) noted, “contrary to public opinion we must not and cannot avoid stress”. Negative consequence of stress studies indicate that the teacher work under stress experience a high degree of burn out.

Stress is usually thought of in negative terms like causing something bad or distress to the individual. But there is also a positive and pleasant side of stress leading to good things. Stress is inevitable at some time or other. But it can be prevented or can effectively be controlled to some extent if proper measures are taken. Depending on the nature of factors and their effects on stress, it can be classified as physiological factors include ill health, excess physical loads, high and low climatic conditions, work which requires more physical strain, pain, difficult respiration etc. Psychological factors include the stress due to excessive work load, suffering from a problem, improper or slow decision making, high responsibility, lack of co-operation of other members, anger, depression etc.

Psychological stress is manifested by feelings of frustration, great pressure and a lack of control over one’s emotions and environment. Werner (1981) and Miller (1982) recognized the significance of work as a man or contributor of psychological stress.

Every individual at one time or other should be influenced by stress and its associated consequences. Studies revealed that highly stress teachers do not respond to students needs effectively. There is inverse relationship between mental health and stress. The effects of stress are harmful.

**Theoretical review of Job Involvement**

The behaviour of individuals and groups in organization is important in achieving effective organizational performance. Job related attitudes often play significant role in shaping behaviour in organizations. A person can have thousands of attitudes, but most of the research in organizational psychology has been concerned with three attitudes. They are Job Involvement, Organizational commitment and Job satisfaction.

Job involvement plays a vital role in the modern era of employment crisis, disappointment, dissatisfaction and stress. It has been considered as an important factor influencing productivity and quality of working life of person’s belonging to any organizational setup.

 According to the Dictionary of Psychology (Basavanna), Job Involvement refers as the degree, to which a person identifies with his or her job, actively participates in it, and considers his or her performance important to his or her sense of self-worth.

Job involvement has been best defined as “the merging of a person’s ego identity with his or her job”. It concerns the degree to which employees take their identity from their job, the extent to which individuals seek some expression and actualization of the self in their work. Several authors have tried to define Job Involvement in various ways.

Dubin (1956) conceptualized job involvement as the degree to which the total job situation is ‘central life interest’, i.e., the degree to which it is perceived to be a major source for the satisfaction of important needs. The definition is almost identical that of Lawler and Hall (1970) who defined it as the degree to which a person perceives his total work situation to be an important part of his life and to be central to him and his identity because of the opportunity it affords him to satisfy his important need.

Lodahl and Kejner (1965) defined job involvement as the degree of importance of one’s work in one’s total self-image, and Guion (1958) proposed that it is characterized by the employees perception of the job as being extreme importance.

Saleh in his book ‘Job Involvement Concepts and Measures’ describes Job Involvement is thus. “The term job involvement has been used frequently in both experimental and field studies. The bulk of the experimental work has been concerned with its effects on perception, retention, motor responses, problem solving, level of aspiration, and the like. The concern of field studies has been with the relationship of job involvement to quality and quantity of performance, absenteeism, grievances, and so on”.

Job involved individuals differ from their lesser involved colleagues in several significant ways. They are more likely to describe their jobs as more stimulating or higher in range of job characteristics, including variety, autonomy, task identity and feedback. Similarly they are more likely to feel that their talents are being fully utilized in jobs they are doing and to see themselves as having greater opportunities to interact with other people. Person’s involvement in his job contributes to job satisfaction and fulfills intrinsic needs. Employee ‘s needs for personal growth and self actualization are fulfilled to a great extent through job involvement. The people who are more involved in their jobs are likely to show better performance, ready to take up new responsibilities, get variety into the jobs and attain excellence (Rajan & Dhunna, 2000)

**REVIEW OF RELATED STUDIES**

Marr and Mathur (1973) studied the job satisfaction of teacher educators with respect to different values. It was found that largest number of teacher educators was satisfied with the fact that they found their work interesting.

Goyal (1980) showed that attitude towards teaching as a career and personality were positively related where as marital status, age and experience were not associated.

Ramakrishnaih (1980) conducted a study on Job Satisfaction, attitude towards teaching and job involvement of college teachers. The sample for the study was 400 teachers equally distributed between the Govt. and private colleges; male and female and junior and senior teachers. The study found out that the college teachers in general, were satisfied with their job. The level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

Robert (1980) conducted a study on Job Involvement of Teachers and investigated the relationship between job involvement and three sets of variables; nine personal, three structural and eight job factors. Data were obtained from 838 elementary and 975 secondary teachers. The result indicated that job involvement is mainly related to three variables: job motivation, job satisfaction and marital status.

A study by Gupta (1981) on job involvement and need patterns of primary school teachers in relation to teaching effectiveness revealed that; (i) in the case of rural male and urban females, job involvement was not significantly correlated with personal factors, while in the case of rural females and urban males, age and experience were significantly and positively correlated with job 0involvement. (ii) In case of rural females and urban males, job involvement was not significantly correlated with teaching effectiveness while in the case of rural males and urban females it was significantly and positively correlated with teaching effectiveness.

 Goyal (1985) found that a large majority of teacher educators were either satisfied or very satisfied in the job. Further he found no difference in the job satisfaction of men and women teacher educators. The effect of teaching experience was not found on job satisfaction.

Mishry (1985) studied the need achievement, job satisfaction, job involvement a function of role stress, locus of control and participation in academic climate. The major findings of the study was that job involvement was found to be significantly and positively related with the different aspect of job satisfaction

Ahmad (1986) in his study Determination of job involvement among teachers found that (i) both individual and organizational factors determined job involvement of college teachers (ii) job involvement was positively correlated with job satisfaction and college satisfaction.

Kaur (1986) in a study on job satisfaction of home science teachers; its relationship with personal, professional and organizational characteristics found that experience did not act as a correlate of job satisfaction.

Sengupta (1990) studied Professionalisation of teachers: A case study on men and women teachers of Calcutta University. The major finding of the study was that a larger proportion of male teachers had higher professional involvement in comparison to women teachers.

Babu (1992) conducted a study on Job Satisfaction, attitude towards teaching, Job involvement , efficiency of teaching and perception of residential and non-residential schools. The sample for the study involves 400 secondary school teachers equally distributed between two types of school and the two sexes. The major findings of the study were; (i) considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job. (ii) The teachers exhibited a significant level of job involvement as measured by different factors. (iii) There was no significant difference between the level of efficiency of men and women teachers.

Godiyal (1995) through the study of teacher’s work involvement, job involvement and their job satisfaction found that English medium school teachers appeared more satisfied with their job and they were involved in their work and job.

Babu and Gnanaguru (1997) studied teacher’s effectiveness and involvement in teaching of commerce at higher secondary level. The sample for the study comprised of 288 commerce teachers. The study found out that the involvement of teachers in teaching commerce and their effectiveness of teaching were found to be correlated significantly.

Bhatt’s (1997) study on Job Stress, Job Involvement and Job Satisfaction of Teachers a correlation study revealed that (i) the teachers job stress was highly significantly negatively associated with their job involvement and job satisfaction (ii) the teachers job involvement was significantly positively and partially correlated with their satisfaction.

The study conducted by Sajna (1998) on a sample of 100 school teachers revealed that the mean scores obtained on the scale of professionalism for male and female teachers differ significantly. Further the study revealed that the female teachers are superior than male teachers in their professionalism

Gupta and Kulkarni (2001) studied Job Satisfaction, Job Involvement and Organizational Role Stress and found that more dissatisfied employees and less job involved employee experienced greater role stress.

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Kumaraswamy and Sharma (2005) studied Job Involvement of Secondary School Teachers and found out that age, caste, experience, marital status have significantly influenced the job involvement of secondary school teachers. Further they found that male teachers have secured a better mean score than women.

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Khaleaque (2007) conducted a study about Teachers of Higher Education and their Job satisfaction of Barpeta District in Assam on a sample of 120 teachers of male and female of rural and urban areas from Barpeta district. Results indicate that the female teachers have higher degree of job satisfaction in average than that of male teachers in general. The study also found out that there is no significance difference between high experience group and less experience group.

**CONCLUSION**

The review of related literature reveals that very few studies are conducted in the field of teacher education, especially in the are of job attitudes. When gone through the related studies, the investigator noticed that, in most of the studies, teacher educators are involved in their job and they are satisfied with their profession. Some studies revealed that male teachers are much involved in their job than female teachers (Sengupta, Kumaraswamy & Sharma). Some studies found out that there is no significant difference in Job involvement between men and women teachers (Babu,Goyal). From the above, it is clear that, the findings are inconsistent. More over The investigator found no study related with parental stress and job involvement. The seed of job involvement is sown in the prospective teachers during the pre-service preparation. Keeping in view all these matters, the present study is an attempt to find out the effect of the variables Parental Stress, Teaching Experience, and Sex on job involvement of teacher educators.

**REVIEW OF RELATED LITERATURE**

 Review of related literature of the investigation is a significant and unavoidable part of any research work as it helps to eliminate the duplication of research, to formulate appropriate hypotheses and to give helpful suggestions to the investigator. It also helps the researcher to gather up-to-date information about what has been done in the particular area from which he intends to take up a problem for research.

The present investigation focuses on the effect of Parental Stress, Teaching Experience and Sex on Job Involvement of Teacher Educators.

The reviewed literature has been classified and presented in the chapter under the following heads.

1) Theoretical Overview

2) Review of Related studies

**Theoretical Overview**

**Theoretical review of Stress**

 According to Chamber’s 21st Century Dictionary, Stress is the physical or mental exertion, a pressure of adverse influences, circumstances etc., that disturbs the natural psychological balance of the body.

Dictionary of psychology 4th revised edition (J. Atkinson, E. Berne & R. S. Wood Worth) defined stress as a state of strain whether physical or psychological.

Hans Seyle (1974), the father of stress theory defined stress as “the state manifested by the specific syndrome, which consists of all the non-specific induced changes within a biological system”. He explained stress as the non-specific response of the body to any demand made upon it to adopt, whether that demand produces pleasure or pain. It is used to designate a wide range of man’s status arising in response to various extreme effects.

Dictionary of psychology of Basavanna describes Stress as any stimulus, internal or external that disturbs the dynamic equilibrium of the system of the body.

In the words of Kyreacon(1981) stress is considered as an unpleasant emotional state.

Stress is an inevitable element in the fabric of modern life. As Seyle (1986) noted, “contrary to public opinion we must not and cannot avoid stress”. Negative consequence of stress studies indicate that the teacher work under stress experience a high degree of burn out.

Stress is usually thought of in negative terms like causing something bad or distress to the individual. But there is also a positive and pleasant side of stress leading to good things. Stress is inevitable at some time or other. But it can be prevented or can effectively be controlled to some extent if proper measures are taken. Depending on the nature of factors and their effects on stress, it can be classified as physiological factors include ill health, excess physical loads, high and low climatic conditions, work which requires more physical strain, pain, difficult respiration etc. Psychological factors include the stress due to excessive work load, suffering from a problem, improper or slow decision making, high responsibility, lack of co-operation of other members, anger, depression etc.

Psychological stress is manifested by feelings of frustration, great pressure and a lack of control over one’s emotions and environment. Werner (1981) and Miller (1982) recognized the significance of work as a man or contributor of psychological stress.

Every individual at one time or other should be influenced by stress and its associated consequences. Studies revealed that highly stress teachers do not respond to students needs effectively. There is inverse relationship between mental health and stress. The effects of stress are harmful.

**Theoretical review of Job Involvement**

The behaviour of individuals and groups in organization is important in achieving effective organizational performance. Job related attitudes often play significant role in shaping behaviour in organizations. A person can have thousands of attitudes, but most of the research in organizational psychology has been concerned with three attitudes. They are Job Involvement, Organizational commitment and Job satisfaction.

Job involvement plays a vital role in the modern era of employment crisis, disappointment, dissatisfaction and stress. It has been considered as an important factor influencing productivity and quality of working life of person’s belonging to any organizational setup.

 According to the Dictionary of Psychology (Basavanna), Job Involvement refers as the degree, to which a person identifies with his or her job, actively participates in it, and considers his or her performance important to his or her sense of self-worth.

Job involvement has been best defined as “the merging of a person’s ego identity with his or her job”. It concerns the degree to which employees take their identity from their job, the extent to which individuals seek some expression and actualization of the self in their work. Several authors have tried to define Job Involvement in various ways.

Dubin (1956) conceptualized job involvement as the degree to which the total job situation is ‘central life interest’, i.e., the degree to which it is perceived to be a major source for the satisfaction of important needs. The definition is almost identical that of Lawler and Hall (1970) who defined it as the degree to which a person perceives his total work situation to be an important part of his life and to be central to him and his identity because of the opportunity it affords him to satisfy his important need.

Lodahl and Kejner (1965) defined job involvement as the degree of importance of one’s work in one’s total self-image, and Guion (1958) proposed that it is characterized by the employees perception of the job as being extreme importance.

Saleh in his book ‘Job Involvement Concepts and Measures’ describes Job Involvement is thus. “The term job involvement has been used frequently in both experimental and field studies. The bulk of the experimental work has been concerned with its effects on perception, retention, motor responses, problem solving, level of aspiration, and the like. The concern of field studies has been with the relationship of job involvement to quality and quantity of performance, absenteeism, grievances, and so on”.

Job involved individuals differ from their lesser involved colleagues in several significant ways. They are more likely to describe their jobs as more stimulating or higher in range of job characteristics, including variety, autonomy, task identity and feedback. Similarly they are more likely to feel that their talents are being fully utilized in jobs they are doing and to see themselves as having greater opportunities to interact with other people. Person’s involvement in his job contributes to job satisfaction and fulfills intrinsic needs. Employee ‘s needs for personal growth and self actualization are fulfilled to a great extent through job involvement. The people who are more involved in their jobs are likely to show better performance, ready to take up new responsibilities, get variety into the jobs and attain excellence (Rajan & Dhunna, 2000)

**REVIEW OF RELATED STUDIES**

Marr and Mathur (1973) studied the job satisfaction of teacher educators with respect to different values. It was found that largest number of teacher educators was satisfied with the fact that they found their work interesting.

Goyal (1980) showed that attitude towards teaching as a career and personality were positively related where as marital status, age and experience were not associated.

Ramakrishnaih (1980) conducted a study on Job Satisfaction, attitude towards teaching and job involvement of college teachers. The sample for the study was 400 teachers equally distributed between the Govt. and private colleges; male and female and junior and senior teachers. The study found out that the college teachers in general, were satisfied with their job. The level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

Robert (1980) conducted a study on Job Involvement of Teachers and investigated the relationship between job involvement and three sets of variables; nine personal, three structural and eight job factors. Data were obtained from 838 elementary and 975 secondary teachers. The result indicated that job involvement is mainly related to three variables: job motivation, job satisfaction and marital status.

A study by Gupta (1981) on job involvement and need patterns of primary school teachers in relation to teaching effectiveness revealed that; (i) in the case of rural male and urban females, job involvement was not significantly correlated with personal factors, while in the case of rural females and urban males, age and experience were significantly and positively correlated with job 0involvement. (ii) In case of rural females and urban males, job involvement was not significantly correlated with teaching effectiveness while in the case of rural males and urban females it was significantly and positively correlated with teaching effectiveness.

 Goyal (1985) found that a large majority of teacher educators were either satisfied or very satisfied in the job. Further he found no difference in the job satisfaction of men and women teacher educators. The effect of teaching experience was not found on job satisfaction.

Mishry (1985) studied the need achievement, job satisfaction, job involvement a function of role stress, locus of control and participation in academic climate. The major findings of the study was that job involvement was found to be significantly and positively related with the different aspect of job satisfaction

Ahmad (1986) in his study Determination of job involvement among teachers found that (i) both individual and organizational factors determined job involvement of college teachers (ii) job involvement was positively correlated with job satisfaction and college satisfaction.

Kaur (1986) in a study on job satisfaction of home science teachers; its relationship with personal, professional and organizational characteristics found that experience did not act as a correlate of job satisfaction.

Sengupta (1990) studied Professionalisation of teachers: A case study on men and women teachers of Calcutta University. The major finding of the study was that a larger proportion of male teachers had higher professional involvement in comparison to women teachers.

Babu (1992) conducted a study on Job Satisfaction, attitude towards teaching, Job involvement , efficiency of teaching and perception of residential and non-residential schools. The sample for the study involves 400 secondary school teachers equally distributed between two types of school and the two sexes. The major findings of the study were; (i) considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job. (ii) The teachers exhibited a significant level of job involvement as measured by different factors. (iii) There was no significant difference between the level of efficiency of men and women teachers.

Godiyal (1995) through the study of teacher’s work involvement, job involvement and their job satisfaction found that English medium school teachers appeared more satisfied with their job and they were involved in their work and job.

Babu and Gnanaguru (1997) studied teacher’s effectiveness and involvement in teaching of commerce at higher secondary level. The sample for the study comprised of 288 commerce teachers. The study found out that the involvement of teachers in teaching commerce and their effectiveness of teaching were found to be correlated significantly.

Bhatt’s (1997) study on Job Stress, Job Involvement and Job Satisfaction of Teachers a correlation study revealed that (i) the teachers job stress was highly significantly negatively associated with their job involvement and job satisfaction (ii) the teachers job involvement was significantly positively and partially correlated with their satisfaction.

The study conducted by Sajna (1998) on a sample of 100 school teachers revealed that the mean scores obtained on the scale of professionalism for male and female teachers differ significantly. Further the study revealed that the female teachers are superior than male teachers in their professionalism

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**METHODOLOGY**

This chapter deals with the method of study which involves the systematic procedures by which the research starts from the initial identification of the problem to its final conclusion. A proper selection of the research design makes the work half done. The role of methodology is to carry on the research work in a scientific and valid manner. The method of research provides the tools and techniques by which the research problem is to be tackled.

The present study is an attempt to find out the effects of some variables like Parental Stress, Teaching Experience and Sex on Teacher Educator’s Job Involvement. Methodology of the study is presented under the following major sections.

A. Variables of the study

B. Objectives of the study

C. Hypotheses of the study

D. Tools Employed for Collection of Data

E. Sample for the study

F. Data Collection Procedures, Scoring and Consolidation of Data

G. Statistical Techniques used for Analysis of Data

**A. VARIABLES OF THE STUDY**

 Two types of variables are involved in the study viz., independent and dependent variables. Parental Stress, Teaching Experience and Sex are the variables considered as independent where as Job Involvement is the dependent variable.

**B. OBJECTIVES OF THE STUDY**

The following objectives were set for the study..

1. To find out whether the variable Job Involvement is significantly related with Parental Stress.
2. To find out whether the main effects of the independent variables Parental Stress, Teaching Experience and Sex on Job Involvement are significant.
3. To find out whether the interaction effects of the independent variables Parental Stress, Teaching Experience and Sex on Job Involvement are significant.

**C. HYPOTHESES OF THE STUDY**

 The hypotheses formulated for the study are the following.

1. Job Involvement is not significantly related with the variable Parental Stress.
2. The main effects of the Variables Parental Stress, Teaching Experience and Sex on Job Involvement will not be significant.
3. The interaction effect of the variables Parental Stress, Teaching Experience and Sex on Job Involvement will not be significant.

**D. TOOLS EMPLOYED FOR COLLECTION OF DATA**

Collection of relevant and accurate data is an important aspect of any research work. For thepresent study, data regarding the variables Teaching Experience and Sex were collected using a General Data Sheet, which is appended as Appendix I.

To measure Job Involvement, a scale was constructed and standardized by the investigator with the help of her supervising teacher and the variable Parental Stress was measured by using the tool ‘Parental Stress Scale’ developed and standardized by the supervising teacher.

**a. Construction and Standardization of Scale of Job Involvement**

The tool ‘Scale of Job Involvement’ was prepared for measuring the Job Involvement among teacher educators. This is a five-point Likert type scale.

The draft scale consisted of 35 items of which 24 are positive and 11 are negative. The items are so framed that, a subject has to respond to each of the statements by choosing any one of the five responses viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Example:

1. I consider any problem in my job as mine (positive).

2. Whenever I confront problems in my job, I try to keep away from
 it (negative).

 The draft scale is appended as Appendix II

**Scoring Procedure**

Each statement of the scale has five possible responses viz., ‘Strongly Agree (SA), ‘Agree (A)’, ‘Undecided (U), ‘Disagree (D), and Strongly Disagree (SD). Scores 5,4,3,2 and 1 were given to the responses ‘SA’, ‘A’, ‘U’, ‘D’ and ‘SD’ respectively. For negative items, the scores 1,2,3,4 and 5 were given for the response SA’, ‘A’, ‘U’, ‘D’ and ‘SD’ respectively.

**Try out**

Try out of the draft scale was done in order to select valid items for the final scale.

For this the scale was administered on the sample of 100 teacher educators selected using stratified sampling technique. Proper instructions were given regarding the method of responding.

**Item Analysis**

The purpose of item analysis is to select valid items for the final scale. The procedure of item analysis is discussed below.

The 100 sheets were collected back after responding and were scored according to the scoring procedure. The sheets were arranged in descending order of the total score and the highest 27 percent and lowest 27 percent were separated.

The mean and standard deviation of the scores obtained for each item of the upper group and lower group were calculated separately. The critical ratio for each item was calculated using the formula,



Where,

X1 = The mean of the upper group (for an item)

X2= The mean of the lower group item

σ1 = The Standard Deviation of the Upper group.

σ2 = The Standard Deviation of the Lower group.

N1 = The sample size of the first group.

N2 = The sample size of the second group.

Items with critical ratio greater than 1.96, the tabled value of ‘t’ for 0.05 level of significance was selected for the final scale.

 The critical ratios obtained for the items together with means and standard deviations of the scores are given as Appendix III.

**Preparation of the Final Scale**

The final scale consists of 33 items among which 23 positive statements and 10 negative.

The final scale is appended as Appendix IV.

**Reliability**

To ensure reliability of the scale the test-retest method was used on a sample of 30 teacher educators keeping a gap of three weeks between the two administrations. The coefficient of correlation obtained is 0.86 which indicates that the scale is highly reliable.

**Validity**

Criterion related validity of the scale was established by correlating the scores of the scale with that of Job Involvement Inventory prepared and standardized by Manikandan and Jayan (2002) for a sample of 30 teacher educators. The correlation coefficient obtained for the two sets of scores is 0.72, which indicates that the scale is highly valid to measure Job Involvement.

**b. Scale of Parental Stress**

The investigator used the scale of parental stress constructed by her supervising teacher to measure parental stress of teacher educators. The scale includes 30 items in which 12 are positive and 18 are negative statements.

The Scale of Parental Stress appended as Appendix V.

**Scoring Procedure**

Each item has five possible responses viz., ‘Strongly Agree (SA)’, ‘Agree (A)’, ‘Undecided (U)’, ‘Disagree (D)’ and ‘Strongly Disagree’ which carries the scores 1,2, 3,4 and 5 respectively for positive items and for negative items, scoring is in the reverse order. The sum of scores for individual items will indicate the score on Parental Stress of the subject.

**Reliability**

The reliability coefficient obtained using test-retest method is 0.89, which indicates that the scale is highly reliable.

**Validity**

The criterion related validity coefficient obtained is 0.78, taking the score of Parental Stress Scale (Berry & Jones, W.H., 1995) as external criterion.

**E. SAMPLE**

The population of the present study is Teacher Educators of various B.Ed. Colleges and Teacher Training Institutes, who are also parents, which is a heterogeneous group. So the sampling technique used is stratified sampling. This process gives the researcher a more representative sample than the selected using other techniques. The different strata considered during the selection of the sample are Sex, Type of Institution and Locale (Rural/Urban). The study was thus proposed on a sample of 400 Teacher Educators, who are also parents, of various teachers training institution in Kerala.

Break up of the final sample is presented in the figure 1.

N= 400

Locale

Urban

(185)

Rural

(215)

Male

(179)

Female

(221)

Sex

Type of

Institution

B. Ed

College

200

T T I

200

**Figure 1. Break up of the Total Sample**

List of B.Ed. Colleges and Teacher training institutions from which sample was taken is appended as Appendix VI.

**F. DATA COLLECTION PROCEDURE, SCORING, AND CONSOLIDATION OF DATA**

**a. Data Collection Procedure**

After having an idea of the sample, the investigator prepared a list of Colleges of Teacher Education Centres and Teacher Training Institutes to be visited and a time schedule for visiting there. The investigator approached the principals of the selected Colleges of Teacher Education Centres and Teacher training Institutes with a letter of recommendation from the Principal, Farook Training College and sought permission for collecting data from the institution. The investigator met the individual teacher educators and explained the nature and confidentiality of the study. After providing necessary instructions the General Data Sheet and the two scales were distributed and were collected back after they completed responding to the statements.

**b. Scoring and Consolidation of Data**

The response sheets were scored according to the scoring scheme. Total score of each subject was calculated for the Scale of Parental Stress and the Scale of Job Involvement.

**G. Statistical TECHNIQUES USED**

The scores obtained by 400 teacher educators were subjected to statistical treatments. The various statistical techniques used in the present study are,

**1. Preliminary Analysis**

To have an idea about the nature of distribution of variables under study, preliminary statistics like Arithmetic Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were calculated.

**2. Pearson’s Product Moment Coefficient of Correlation (r)**

 This method was used to find out the extent of relationship of the variables Parental Stress and Teaching Experience with Job Involvement.

 The formula for calculating ‘r’ is,

 (Khan, 2006)

Where,

∑X = Sum of the X scores

∑Y = Sum of Y scores

∑X2 = Sum of the squared X scores

∑Y2 = Sum of the squared Y scores

∑XY = Sum of the products of X and Y scores

N = Number of paired scores

**4. Three-way Analysis of Variance with 3x3x2 Factorial Design**

To find out the main and interaction effects of independent variables, Parental Stress, Teaching Experience and Sex on Job involvement, three-way ANOVA was used (3x3x2 Design)

**5. Scheffe-test**

For multiple comparison, in the case of significant main effects, Scheffe-test was used.

**ANALYSIS**

 This chapter presents the statistical analysis of the data collected and the interpretation of the results. Details are given under the following headings.

 A. Preliminary Analysis of Data.

 B. Relationship of Job Involvement with Parental Stress.

 C. Three-way ANOVA (3x3x2 Design).

 D. Scheffé test for Multiple Comparisons.

**A. Preliminary Analysis of Data.**

 To know the nature of distribution of the dependent variable Job Involvement, preliminary statistics like Arithmetic Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were calculated. The obtained values are presented in Table I.

TABLE I

**Descriptive Statistics**

 **of the Variable Job Involvement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | Mean | Median | Mode | StandardDeviation | Skewness | Kurtosis |
| Job Involvement | 132.322 | 131.000 | 131.000 | 13.701 | -0.006 | 0.028 |

**Discussion**

 From Table I, it can be seen that values of Arithmetic Mean, Median and Mode for the variable Job Involvement are 132.322, 131.000 and 131.000 respectively. The values of the three measures of central tendency are almost equal indicating possibility of normality of the distribution.

 The measure of dispersion, Standard Deviation is 13.701, which indicates that the data is comparatively less scattered. The measure of symmetry, Skewness is -0.006 and the measure of peakedness, Kurtosis is 0.029. Negligibly small values of Skewness and Kurtosis show that the distribution is symmetric and mesokurtic.

 Based on the values of the three measures central tendency, Skewness and Kurtosis, it can be considered that the variable Job Involvement is normally distributed.

 The Smoothed Frequency Curve of the variable Job Involvement is presented as Figure 2.



**FIGURE-2 Smoothed frequency curve of Job Involvement for the Total Sample**

Scale

X axis: 1 cm = 10 Units

Y axis : 1 cm = 10 Units

**B. RELATIONSHIP OF JOB INVOLVEMENT WITH PARENTAL STRESS**

 To know whether the variables Parental Stress and Job Involvement are related or not, Pearson’s Product Moment Coefficient of Correlation was calculated.

 The Coefficient of Correlation obtained is given in Table 2.

TABLE 2

**Pearson’s ‘r’ for the variable
Job Involvement with Parental Stress**

|  |  |
| --- | --- |
| Coefficient of Correlation Between Parental Stress and Job Involvement | -0.532\*\* |

\*\*P ≤ 0.01

**Discussion of Results**

From Table 2, it can be seen that, the coefficient of correlation between the variables Parental Stress and Job Involvement is -0.532. The value obtained suggests that the relation between the variables is significant at 0.01 level, as the value of ‘r’ is greater than the tabled value required (0.115) for significance at 0.01 level. The magnitude and the direction of ‘r’ indicated the existence of a moderate but negative relationship between the variables. That is, for an increase or decrease in one variable, there will be a corresponding decrease or increase in the other variable. So, the relationship between the variables Parental Stress and Job Involvement for the total sample is significant but negative and moderate.

**C. THREE-WAY ANOVA (3 X 3 X 2 DESIGN)**

 To find out the interaction effects of Parental Stress, Teaching Experience and Sex on the dependent variable, Job Involvement, the investigator used the technique of Three-way ANOVA with 3x3x2 factorial design.

 Using Mean  ½ S D technique, the variable Parental Stress was categorized into three levels, High - Average and Low. The whole sample of teacher educators were classified into three based on their teaching experience upto 5 years, between 6 and 10 years and above 10 years experience groups.

The details of ANOVA are presented in Table 3.

TABLE 3

**Results of ANOVA (3x3x2) of Job Involvement
for Parental Stress, Teaching Experience and Sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source ofVariables | Sum ofSquares | Degrees ofFreedom | MeanSquare | F-value |
| Parental Stress | 15125.947 | 2 | 7562.973 | 52.366\*\*\* |
| TeachingExperience | 653.040 | 2 | 326.520 | 2.261 |
| Sex | 412.898 | 1 | 412.898 | 2.850 |
| Parental Stress XTeaching Exp | 688.720 | 4 | 172.180 | 1.192 |
| Parental Stress XSex | 70.982 | 2 | 35.491 | 0.190 |
| Teaching Experience X Sex | 1154.035 | 2 | 577.017 | 3.995\*\* |
| Parental Stress XTeaching Experience XSex | 276.407 | 4 | 69.102 | 0.478 |
| Residual | 55170.126 | 382 | 144.423 | 7.887 |

\*\*\*P0.01

\*\*P0.05

**Discussion of Results**

From Table 3, it can be observed that, the F-value obtained for the main effect of Parental Stress on Job Involvement is 52.366, which is highly greater than 4.61, the tabled value of F for (2,382) degrees of freedom, at 0.01 level of significance. So the variable Parental Stress has significant main effect on Job Involvement. That means there is significant difference in Job Involvement at different levels of Parental Stress, high – average - and low.

 The calculated F value for the main effect of Teaching Experience on Job Involvement is 2.261. Since the calculated F value is less than 2.996, the tabled value of F for (2,382) degrees of freedom at 0.05 level of significance. It can be concluded that, the main effect of Teaching Experience on Job Involvement is not significant at 0.05 level. This implies that there exists no significant difference in Job Involvement at different levels of Teaching Experience, upto 5 years, between 6 and 10 years and above 10 years.

The F-value obtained for main effect of Sex on Job Involvement is 2.850. This value is less that 3.842, the tabled value F for (2,382) degrees of freedom at 0.05 level of significance. This indicates that the main effect due to the variable Sex on Job Involvement is not significant. That is, the variable Job Involvement does not vary significantly for different levels of Sex, male and female.

**INTERACTION EFFECT OF PARENTAL STRESS AND TEACHING EXPERIENCE ON JOB INVOLVEMENT**

 From Table 3, it is found that, the F value obtained for the interaction effect of Parental Stress and Teaching Experience on Job Involvement is 1.192, which is less than 2.374 for (4, 382) degrees of freedom, at 0.05 level of significance. This implies that the variables Parental Stress and Teaching Experience have no significant interaction effect on Job Involvement. That is, the combined effect of Parental Stress and Teaching Experience on Job Involvement is not significant at 0.05 level.

**INTERACTION EFFECT OF PARENTAL STRESS AND SEX ON JOB INVOLVEMENT**

 The F value obtained for two-way interaction of Parental Stress and Sex on Job Involvement is 0.190, which is less than 2.990, the tabled value required at 0.05 level of significance for (2, 382) degrees of freedom. Since the calculated F value is less than the tabled value, it can be concluded that the interaction effect of Parental Stress and Sex on Job Involvement is not significant at 0.05 level. That is, the influence of Parental Stress on Job Involvement does not differ significantly between males and females.

**INTERACTION EFFECT OF TEACHING EXPERIENCE AND SEX ON JOB INVOLVEMENT**

 In the case of Teaching Experience and Sex on Job Involvement, the obtained F value is 3.995 which is greater than 2.990, the tabled value of F with (2,382) degrees of freedom at 0.05 level of significance. Since the calculated F value is greater than the tabled value, it can be concluded that the interaction effect of Teaching Experience on Job Involvement is significant at 0.05 level. That is the influence of Teaching Experience on Job Involvement is significantly different for males and females.

Mean Scores of Job Involvement for different levels of Teaching Experience and Sex are given in Table 4.

TABLE 4

**Mean Scores of Job Involvement for
Different Levels of Teaching Experience and Sex**

|  |  |  |
| --- | --- | --- |
| Exp. 1 (upto 5 years)Sex 1 | Exp. 2 (between 6&10 years) | Exp. 3 (above 10 years) |
| 131.29 | 140.764 | 143.656 |
| 137.560Sex 2 | 143.555 | 135.782 |

Graphical representation of the interaction effect of Teaching Experience and Sex on Job Involvement is given as Figure 3.



Scale

Y axis: 1 cm = 2 Units

FIGURE-3 **Graphical representation of Interaction Effect of Teaching Experience and Sex on Job Involvement**

From the figure it is clear that Job Involvement of male teacher educators increases as teaching experience increases. Upto ten years of experience Job Involvement is more or less same. But after 10 years there is a remarkable increase in their job involvement. For the female teacher educators, Job Involvement is high when they are of experience in between 6 and 10 years. It is almost equal and low when teaching experience is below 5 and above 10 years.

**INTERACTION EFFECT OF PARENTAL STRESS, TEACHING EXPERIENCE AND SEX ON JOB INVOLVEMENT**

When the Three-way interaction is considered, the F value obtained is 0.478, which is less than 2.374, the tabled value of F for (4,382) degrees of freedom at 0.05 level of significance. This implies that the third order interaction effect of the variables Parental Stress, Teaching Experience and Sex is not significant at 0.05 level on Job Involvement. That is, the cross over effect of the variables is not significant, indicating that the interaction effect of Parental Stress and Teaching Experience for the two levels of the variable Sex or the interaction effect of Teaching Experience and Sex for the three levels of Parental Stress or the interaction effect of Parental Stress and Sex for the three levels of Teaching Experience on Job Involvement are not significantly different.

Mean Scores of Job Involvement for different levels of Parental Stress, Teaching Experience and Sex are given in
Table 5.

TABLE 5

**Mean Scores of Job Involvement for Different**

 **Levels of Parental Stress, Teaching Experience and Sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sex 1 |  | Exp. 1 (upto 5 years) | Exp. 2 (between 6&10 years) | Exp. 3 (above 10 years) |
| P. Stress 1 | 136.700 | 140.764 | 143.656 |
| P. Stress 2 | 126.000 | 133.454 | 134.615 |
| P. Stress 3 | 126.888 | 123.375 | 128.500 |
| Sex 2 | P. Stress 1 | 137.560 | 143.555 | 135.782 |
| P. Stress 2 | 125.903 | 129.900 | 128.681 |
| P. Stress 3 | 125.667 | 125.818 | 121.000 |

 Graphical representation of the interaction effect of Parental Stress, Teaching Experience and Sex on Job Involvement is given as Figure 4.



Scale:

Y axis : 1 cm = 5 Units

Job Involvement

FIGURE-4 **Graphical Representation of Interaction Effect of Parental Stress, Teaching Experience and Sex on Job Involvement of Teacher Educators for Total Sample**

Teaching Experience

Teaching Experience

**SCHEFFÉ-TEST**

Scale:

X axis : 1 cm = 10 Units

Y axis : 1 cm = 10 Units

 To compare the mean scores of Job Involvement of the groups Low - Average and High - Parental Stress groups Scheffé’s procedure was used. The F'obtained for the groups are given as Table 6.

TABLE 6

**Comparison of Mean Scores of**

**Job Involvement of Low - Average and**

**High - Parental Stress Groups (Scheffé Procedure)**

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Low | Average | High |
| Low | - |  |  |
| Average | 48.12\*\* | - |  |
| High | 98.12\*\* | 10.36\*\* | - |

\*\* P<0.01

 From Table 3, it can be seen that, the F' value obtained for
Low - and Average - Parental Stress groups is 48.12, which is greater than 9.36, the value needed for significance at 0.01 level. This indicates that the Low -, and Average-Parental Stress groups differ significantly in their mean scores on Job Involvement.

 In the case of Low - and High Parental Stress groups, the F' value is 98.12, which is highly greater than 9.36, the required value for significance at 0.01 level. This shows that High and Low Parental Stress groups have significant difference in their mean scores on Job Involvement.

 The F' value of Average - and High-Parental Stress groups is 10.36. The obtained value is greater than the needed value 9.36 at 0.01 level. This indicates that the High - and Average - Parental Stress groups significantly differ in their mean scores on Job Involvement.

**MAJOR FINDINGS OF THE STUDY**

1. When the relationship of Parental Stress with Job Involvement was analyzed, the following result was obtained.

 Relationship of Parental Stress with Job Involvement is significant and negative for the Total sample (r=-0.532, 0.01)

2.When the main and interaction effects of Parental Stress, Teaching Experience and Sex on Job Involvement were tested for significance using Three-way Analysis of Variance, the results derived are as follows.

i. The main effect of Parental Stress is significant on
Job Involvement

 (F=46.746; p<0.01 for (2,382) df )

 ii. The main effect of Teaching Experience is not significant on

 Job Involvement.

 (F=1.932; p>0.05 for (2,382) df )

iii. The main effect of Sex is not significant on
 Job involvement

 (F=3.209; p>0.05 for (1,382) df )

4. The interaction effect of Parental Stress and Teaching Experience is not significant on

 Job Involvement

 (F=1.283; p>0.05 for (4,382) df )

5. The interaction effect of Parental Stress and Sex is not significant on

 Job Involvement

 (F=0.190; p>0.05 for (2,382) df )

6. The interaction effect of Teaching experience and Sex is significant on

 Job Involvement

 (F=3.799 P<0.05 for (2,382) df )

7. The Three-way interaction effect of Parental Stress, Teaching Experience and Sex is not significant on

 Job Involvement

(F=0.481; p>0.05 for (4,382) df )

**TENABILITY OF HYPOTHESES**

 Based on the findings, the tenability of hypotheses of the study were reviewed.

The first hypothesis states that, “Job Involvement is not significantly related with the variable Parental Stress”. In this study, it was found that, the variable Parental Stress is significantly related with Job Involvement for the Total sample. So the first hypothesis is rejected.

The second hypothesis was, "The main effects of Parental Stress, Teaching Experience and sex on Job Involvement will not be significant”. The findings of the study reveal that among the independent variables, only the variable Parental Stress on Job Involvement is significant, where as Teaching Experience and Sex have no significant main effects on Job Involvement. Hence, the second hypothesis is partially substantiated.

 The third hypothesis states that, “The interaction effect of the variables Parental Stress, Teaching Experience and Sex on Job Involvement will not be significant”. Findings of the study in this regard are, i) Interaction effect of Parental Stress and Teaching Experience is not significant. ii) Interaction effect of Parental Stress and Sex is not significant. iii) The interaction effect of Teaching experience and Sex is not significant. iv) Interaction effect of Parental Stress, Teaching Experience and Sex is not significant. Thus the third hypothesis is fully substantiated.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

 This chapter provides an overview of the significant aspects of the study viz., study in retrospect, major findings of the study, educational implications and suggestions for further research in this area.

**STUDY IN RETROSPECT**

The present study entitled as “INTERACTION EFFFECT OF PARENTAL STRESS, TEACHING EXPERIENCE AND SEX ON JOB INVOLVEMENT OF TEACHER EDUCATORS OF KERALA”.

**VARIABLES**

The variables used for the study can be classified in to two types, viz., dependent and independent variables. Job Involvement was taken as dependent variable and Parental Stress, Teaching Experience and Sex were considered as independent variables.

**3. OBJECTIVES**

 The objectives set forth for the study were the following.

1. To find out whether the variable Job Involvement is significantly related with Parental Stress.

2. To find out whether the main effects of the independent variables Parental Stress, Teaching Experience and Sex on Job Involvement are significant.

3 To find out whether the interaction effects of the independent variables Parental Stress, Teaching Experience and Sex on Job Involvement are significant.

**4. HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following.

1. Job Involvement is not significantly related with the variable Parental Stress.

2. The main effects of the Variables Parental Stress, Teaching Experience and Sex on Job Involvement will not be significant.

3. The interaction effect of the variables Parental Stress, Teaching Experience and Sex on Job Involvement will not be significant.

**METHODOLOGY**

**A. Sample**

 The study was conducted on a sample of 400 Teacher Educators. Sample selection was done by stratified sampling technique.

**B. Tools Used**

(i) General Data Sheet

(ii) Scale of Parental Stress

(iii) Scale of Job Involvement

**C. Statistical Techniques Used**

(i) Preliminary Statistics like Arithmetic Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.

(ii) Pearson’s Product Moment Coefficient of Correlation (r).

(iii) Three-way ANOVA with 3x3x2 factorial design.

(iv) Scheffé test for multiple comparisons of means.

**CONCLUSION**

 Major findings of the study helped the investigator to arrive at the following conclusions.

1. Since Job Involvement is found to be decreasing with increasing level of Parental Stress, it can be concluded that, Parental Stress is a deliberating factor of Job Involvement.

2. The influence of Teaching Experience on Job Involvement has no significance.

3. The variable Job Involvement does not vary significantly for males and females.

4. Among the two-way interaction between Parental Stress, Teaching Experience and Sex on Job Involvement, only the interaction of Teaching Experience and Sex is found to be different.

5. There is no significant three-way interaction effect of Parental Stress, Teaching Experience and Sex on the dependent variable Job Involvement.

These findings suggest that parental stress is an important issue for working parents. And, although we have come a long way in improving day care options for young children, far more working parents have school-age than preschool age children, and there are fewer after school care options (Barnett & Gareis). Schools, community leaders, and policy makers are urged to look at what can be done to improve after school care for the working families in their areas.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

 The present study was to test the significance of main and interaction effects of the Parental Stress, Teaching Experience and Sex on Job Involvement of Teacher Educators of Kerala. The findings of the study and conclusions helped the investigator to suggest the following.

(i) The negative correlation between the Job Involvement and parental Stress reveals that, if the teacher educators’ stress increases, they may not be able to involve in their profession. Hence they must provide proper training programmes to have positive impact on their functioning and to help them to reduce their stress and involve fully in their profession.

(ii) Teacher’s experience affects Job involvement at different levels of Sex. At initial level provide equal consideration in programmes for teachers’ adjustment to male and female teacher educators. But at the second level, male teachers need more support to increase Job Involvement. At the third level female teachers need more attention as their Job Involvement is considerably low than their counterpart. Hence they should get professional support and more focus in such programmes.

(iii) Job involvement of teacher educators is negatively related with parental stress. They are persuaded to divert their attention from academic matters to the household matters. In such a situation, the teachers should first of all set up their mind to accept the importance of this two role simultaneously. The training programmes should develop a proper attitude in the minds of teachers towards their dual role. These training programmes should also provide training in personal and social adjustment. By considering the dual nature of the role played by the teachers, it is better to minimize the workload of them by providing better working conditions.

(iv) Organising stress management courses and proper planning for life styles will minimize physical and mental stress educators and through this increase the efficiency and involvement in the profession.

(v) If the different institution are in a single complex, uniformity of working hours is needed. Use of modern technology for knowledge acquisition easy also will improve the situation.

(vi) Improve day care options for younger children. This should be very helpful to the stressed parents. After school programs are successful in some countries. These programs provide supervised academic and recreational opportunities for school aged children in a safe environment. This study confirms that such programs are important, not only to children but to their parents. This may be particularly true in the cases where there are few after school options and children may get involved in risky situations and behaviors. Programs on children's self-care are important for working parents so that they can determine their children's readiness and safety in taking care of themselves after school.

(vii) Better working conditions, organizational facilities, cooperation of management and colleagues can reduce the worries. Moreover, the application of modern techniques of management of stress through relaxation exercises, meditation, yoga etc., can be introduced to the teacher educators curriculum to control stress.

(viii) U.G.C. sponsored refresher courses, orientation programmes, seminars, research projects, fellowship for professional development of teachers will be helpful to improve the job involvement of teacher educators.

(ix) There is no significant difference in Job Involvement between male and female teacher educators and hence males and females should be considered equally in the teacher education scenario.

**SUGGESTIONS FOR FURTHER RESEARCH**

 Based on the findings of the present study, the following topics can be suggested for further research.

1. Relationship between Organizational Climate and Job Involvement of Teacher educators.

2. Problems faced by the teacher educators.

3. Factors affecting Teacher stress.

4. Study on stress, stress control and burn out of teachers.

5. Achievement of student trainees in relation with Job Involvement of teacher educators.

6. A study on Job Attitudes to Teacher Educators.

 In addition to the effect of variables Parental Stress, Teaching Experience and Sex, the effect of other variables, type of institution, locale, educational qualification etc., can be studied. Present study can be replicated with different sample such as teachers, administrators, head of the institutions etc.

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**APPENDICES**

APPENDIX I

**GENERAL DATA SHEET**

1. Name of the teacher :

 (not necessary)

2. Sex : Male/Female

3. Spouse : Employed/Not Employed

4. Number of Children :

5. Family : Nuclear/Joint

6. Educational Qualifications :

7. Teaching Experience :

8. Name of the Institution :

9. Type of Institution : B.Ed/TTI

10. Locality of the Institution : Rural/Urban

Scale:

Y axis : 1 cm = 5 Units



Job Involvement

FIGURE-4 **Graphical Representation of Interaction Effect of Parental Stress, Teaching Experience and Sex on Job Involvement of Teacher Educators for Total Sample**

Teaching Experience

Teaching Experience

Scale:

X axis : 1 cm = 10 Units

Y axis : 1 cm = 10 Units

**FIGURE-2 Smoothed frequency curve of Job Involvement for the Total Sample**

Scale

X axis: 1 cm = 10 Units

Y axis : 1 cm = 10 Units



Scale

Y axis: 1 cm = 2 Units

FIGURE-3 **Graphical representation of Interaction Effect of Teaching Experience and Sex on Job Involvement**