

Factors That Affect Teaching Engagement of Public Primary School Teachers Supervisor

Dr. Sarita Sharma, Reader, Dept. of CTE, IASE, Sardarshahar
Geeta, Research Scholar, IASE, Sardarshahar [Deemed to be University]

Introduction

Teaching as a profession is not as simple as it was considered long ago. Nowadays teachers are supposed to work like a multi professional employee who can be used at number of works which are not meant for them or not a part of their duty. Many primary teachers are demotivated and have low levels of teaching engagement. They cannot leave the job, but work all like a machine and obey the orders of the department without thinking a little about them. These factors all impact negatively on teaching and learning in schools. Teaching engagement can be described as a positive work-related disposition of fulfilment that is characterised by dedication, vigour and absorption. This study aims to explore teachers' lived experience of their natural work engagement. The objectives are to investigate the factors that affect teaching engagement of public primary schools.

Need of Study-

One of the keys to the success of educational organizations depends on the effectiveness and efficiency of human resources management in the organization to achieve its goals, in this case, teachers. Teachers are assets in educational organizations that are very valuable because they play an important role in educational practice directly and are responsible for student learning achievements (Runhaar, 2017). Therefore, the Education Department and policymakers must ensure that schools have teachers who always work well and strive for organizational success. Though the Government always accepts that teachers must be left to teach their pupils, even the honorary Supreme Court of India granted the decision that teachers shall not be appointed for works other than teaching, but it is not likely to stop. This study aims to know the factors that parted teachers from teaching. Since, primary teachers are at the lowest level of the education system and play a vital role in building the future of the nation, it becomes necessary to know what they think about their work engagement.

Research Problem-

For this study following research problem is constructed-

What are the factors that affect the teaching engagement of primary teachers.?

Objectives of the study-

The following objectives are set to carry out the study-

- (i) To identify the factors which affect the teaching engagement of primary teachers
- (ii) To recognize the problems faced by public primary school teachers,
- (iii) To make suggestions for the goodness of primary school education.

Limitations of study-

This study is limited to the geographical boundaries of Bikaner Division of Rajasthan. It includes both the rural and urban areas of Bikaner, Churu, Shree Ganganagar, and Hanumangarh districts. Teachers working in public primary schools of these places are the subjects of this study.

Sample-

For the study a sample of 82 teachers of public primary schools belonging to the rural and urban areas of Churu, Shree Ganganagar, and Hanumangarh districts is selected randomly. A brief detail of the selected sample is shown in the following table-

Table 1: Sample of the study

Respondents	Bikaner	Churu	Shree Ganganagar	Hanumangarh	Total
Rural	12	10	10	10	42
Urban	10	10	10	10	40

Total	22	20	20	20	60
-------	----	----	----	----	----

Methodology-

For the present study, the descriptive research method is applied to investigate the factors that affect the teaching engagement of public primary school teachers. The study is carried out in all real situations and facts are collected in natural conditions. For the collection of data, semi-structured interviews were conducted making personal visits to the respondents. The respondents were interviewed to record the factors that put barriers in their actual teaching.

Statistical devices used-

For estimation and visualization of results simple statistics of percentage, mean, S.D., and coefficient of correlation are used along with the qualitative analysis considerations.

Literature Review-

The concept of employee work engagement is not new. The first mention of employee work engagement in academic literature came from Kahn's (1990) conceptualisation of employee work engagement. Khan (1990) and Maslach, Schaufeli and Leiter (2001) provide the two earliest theoretical frameworks for understanding employee work engagement. Khan's (1990:694) framework focuses on how employees psychologically experience work and how the work context shapes the process of employees presenting and absenting themselves during the tasks they perform. Maslach et al. (2001:399) base their framework on a psychological syndrome based on job burnout in response to constant on the job interpersonal stressors.

Data Analysis-

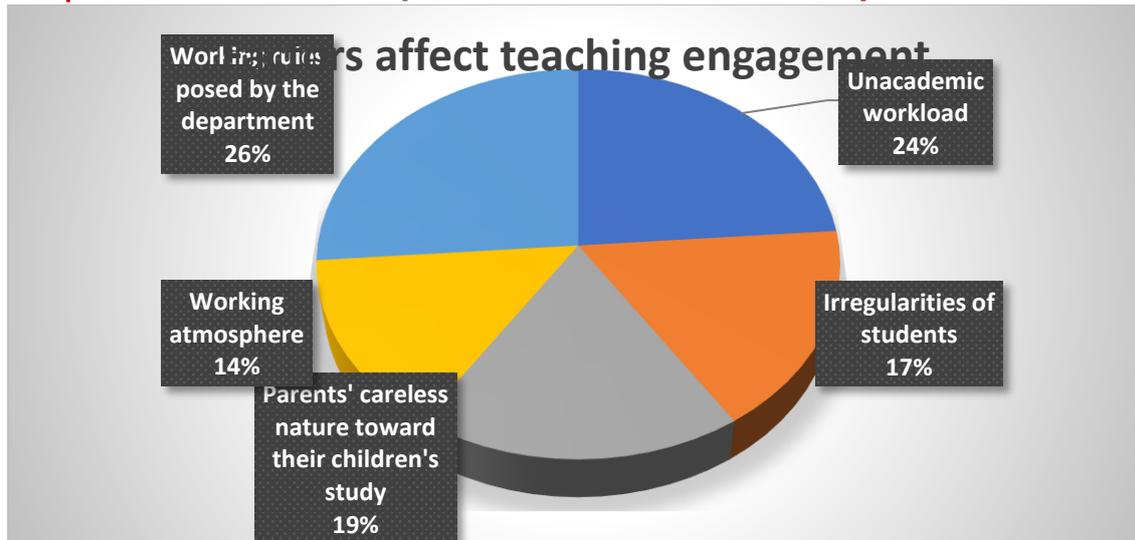
This study is influenced by the interpretive phenomenology of Heidegger (1962). Semi-structured focus group interviews were used to generate the data. Thirty-one public primary schools from different contextual settings, viz a rural and urban, were selected for this study. The data generated were analysed using a set of phenomenological procedures. For the very aim of the study data were analysed to investigate the factors that are supposed to be barriers in teaching engagement of the teachers.

Table 1: Responses of teachers and their weightage

Construct	Responses			
	Yes	Percentage	No	Percentage
Unacademic workload	59	71.95	23	28.05
Irregularities of students	42	51.22	40	48.78
Parents' careless nature toward their children's study	46	56.10	36	43.90
Working atmosphere	36	43.90	46	56.10
Working rules posed by the department	65	79.27	17	20.73

The above table shows that 65 out of 82 teachers recognize that working rules posed by the department at time to time, is the biggest factor of limiting their teaching engagement. Next, the unacademic workload is another big factor supposed by 59 teachers for slowing their teaching engagement. Students' irregularities are accepted as a barrier by 42 teachers out of the sample of 82 teachers. 46 teachers of the sample recognize that they are irritated by the parents' careless nature towards their children's studies. The least factor limiting teaching engagement is the working atmosphere, which is acknowledged by 43 percent of teachers.

The data are easily seen in the following pie diagram –



Result discussion –

It becomes clear that teachers burden for working rules posed by the government. They wish a little freedom for teaching their students. It may be due to the instructions passed by the government about teaching methods, approaches, and evaluation processes. Again, unacademic workload, including mid-day-meal, sending various kinds of information from time to time, and frequently organizing celebrations are the second largest factor in limiting their teaching practices. Teachers also told that they suffers their classes due to the irregularities of students. Parents careless nature towards their children’s studies is another factor wich affects teaching engagement. The least affecting factor limiting teaching is school atmosphere, though it cannot be ignored.

References –

- Aboramadan, M., Dahleez, K., & Hamad, M. (2020). Servant leadership and academics’ engagement in higher education: Mediation analysis. *Journal of Higher Education Policy and Management*, 42, 1-17. <https://doi.org/10.1080/1360080X.2020.1774036>
- Akgunduz, Y., Alkan, C., & Gök, Ö. A. (2018). Perceived organizational support, employee creativity and proactive personality: The mediating effect of meaning of work. *Journal of Hospitality and Tourism Management*, 34, 105-114. <https://doi.org/10.1016/j.jhtm.2018.01.004>
- Albrecht, S. L., Green, C. R., & Marty, A. (2021). Meaningful work, job resources, and employee engagement. *Sustainability*, 13(4045), 1-14. <https://doi.org/10.3390/su13074045>
- Bailey, C., Yeoman, R., Madden, A., Thompson, M., & Kerridge, G. (2019). A review of the empirical literature on meaningful work: Progress and research agenda. *Human Resource Development Review*, 18(1), 83-113. <https://doi.org/10.1177/1534484318804653>
- Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Key questions regarding work engagement. *European Journal of Work and Organizational Psychology*, 20(1), 4-28. <https://doi.org/10.1080/1359432X.2010.485352>
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2011). Predicting teacher commitment: The impact of school climate and social-emotional learning. *Psychology in the Schools*, 48(10), 1034-1048. <https://doi.org/10.1002/pits.20611>
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of school psychology*, 43(6), 495-513. <https://doi.org/10.1016/j.jsp.2005.11.001>