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## RESEARCH ARTICLE

# A STUDY ON JOB INVOLVEMENT OF HIGHER SECONDARY SCHOOL TEACHERS IN VILLUPURAM DISTRICT

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### ABSTRACT

A teaching job is not as easy as people think, even in teaching, administration and consultation. Only teachers can understand the difficulty that a teacher encounters. Traditionally, authoritarian education and corporal punishment are a major way to educate students in Taiwan. These educational methods shaped teaching and discipline styles to teach students for many people when they became a teacher in India. However, this kind of concept and method does not go with the trend nowadays. Therefore, under the Educational Fundamental Act, the Ministry of Education in India has stipulated that teachers cannot implement the corporal punishment, i.e., Zero corporal punishment on campus. In addition, teachers have to obey the Counsel and Discipline Act to administrate students. Under this regulation, teachers cannot use the traditional method to discipline students when they make a mistake. Moreover, if teachers can receive effective supports from the school administrators properly, their coherence, sense of belonging and job involvement will be increased. Hence, to explore whether organizational commitment will impact job involvement is the first motivation of this study. If teachers have a strong sense of identification to education goals of the school, they will have higher willingness to stay in school and teach with full of their strength. The educational quality and effectiveness will be improved. On the contrary, if teachers have no sense of identification, they will have an intention to quit and lack of work motivation so that teaching efficacy will be impacted. So, to examine whether job involvement will impact teaching efficacy is the second motivation of this study.

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## INTRODUCTION

### JOB INVOLVEMENT

Job involvement is generally described as an attachment to can become so involved with his job that it affects performance in other life role areas. "The degree to which an employee is engaged in and enthusiastic about performing their work is called Job Involvement". Business managers are typically well aware that efforts to promote job involvement among staff tend to pay off substantially since employees will be more likely to assist in furthering their company's objectives. Job involvement is a degree to which an employee identifies with his job, actively participate in it, and consider his job performance important to his self-worth. It may be influenced by the level of once satisfaction of one's need be they intrinsic or extrinsic. There is a great deal of confusion regarding the concept of JI.

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Mckelvey sekaran have defined it as "the merging of a person's ego identity with his or her job." Organizational effectiveness scholar Edward Lawler and his colleagues identified four interlocking principles for building a high-involvement work system that help to ensure that the system will be effective and that the various practices will work together to have a positive impact on employee engagement. These principles can be summed up as providing employees with power, information, knowledge and rewards. High-involvement work practices are positively related to corporate financial performance. High performance working can be considered as an emerging organizational model and there is still a lively debate in the literature between competing perspectives of how it operates in practice. HIWPs positively influenced trust and commitment. In addition, work status and citizenship were used as control variables and played a partially significant role in explaining the effect of those practices on the outcomes. Managers should realize that implementing high involvement policies, and benefiting from them, is not as simple as instituting a single practices. The efficiency with which an association is able to meet its objectives.

The main measure of organizational effectiveness for a business will generally be expressed in terms of how well its net profitability compares with its target profitability. Additional measures might include growth data and the results of customer satisfaction surveys. Organizational effectiveness is also called as organizational success or growth, is defined and conceptualized in different ways and no unanimity is found in different approaches though a large volume of literature is available on the concept and working of organizational effectiveness, there is often contradiction in approaches. Thus various terms are often used interchangeably such as efficiency, productivity, profitability, organizational growth to denote organizational effectiveness. This inconsistency mainly arises because of discrepant conception of organizational effectiveness. An organization said to be effective if it is able to achieve its goal within the constraint of limited resources as none of the resources provided by the organization are unlimited, organizational effectiveness is the extent to which an organization achieves its goals with the given resources and means.

### DEFINITION OF JOB INVOLVEMENT

Job involvement is defined as a state of identification with work. Therefore, if one has high job involvement, the job becomes part of one's identity. If identity crosses situational boundaries, the job role of a person with high job involvement will also cross situational boundaries. If this is the case, then job involvement reduces segmentation of the job role. Therefore, as job involvement increases, the potential for segmentation may decrease; and as segmentation decreases, inter-organizational conflict may rise. The concept of job involvement was first introduced by (Lodahl and Kejner, 1965) and they defined job involvement as the psychological identification of an individual with the work or importance of work in that individual's self-image. (Kanungo, 1982) defined job involvement as psychological identification with a job. Job involvement is how people see their jobs as both a relationship with the working environment, the job itself and how their work and life are commingled. This definition implies that employees who are highly involved in their job will see work "as an important part of their self-concept" (Lawler and Hall, 1970), and that jobs "define one's self-concept in a major way" (Kanungo, 1982). Dubin (1956) conceptualized job involvement as the degree to which the total job situation is a "central life interest", that is, the degree to which it is perceived to be a major source for the satisfaction of important needs. The majority view is that job involvement has four different aspects and as such individuals are said to be job-involved when: firstly, work to them is a central life interest; secondly, when they actively participate in their job; thirdly, when they perceive performance as central to their self-esteem; and fourthly, when they perceive performance as consistent with their self-concept. Tang (2000) maintains that there is a significant difference in the level and extent of job involvement in different types of work. Earlier findings (Blau, 1986; Farrell and Stamm, 1988; Scott and McClellan, 1990; Shore *et al.*, 1990) revealed that job involvement is clearly linked to absenteeism. Similarly, earlier findings (Shore *et al.*, 1990; Baba and Jamal, 1991; Huselid and Day, 1991; Ingram *et al.*, 1991) also revealed that job involvement is clearly linked to turnover or intent to leave. The most well-documented direct correlate of job involvement is job satisfaction (Gerpott, 1990; Patterson and O'Driscoll, 1990; Shore *et al.*, 1990; Baba and Jamal, 1991; Elloy *et al.*, 1991;

Mathieu and Farr, 1991). Job involvement has also been empirically shown to influence work performance, sense of achievement and unexplained absenteeism (Rabinowitz and Hall, 1977). Besides those listed above, a number of other attitudes and behaviors have also been linked to job involvement. Given that job involvement has been shown to be related to the various organisational outcomes listed above, it is assumed that it may also be related to job satisfaction, organisational commitment, and OCB.

### JOB INVOLVEMENT CONCEPTUAL FRAME WORK

Job Involvement is a significant employee's job related behaviour. It shows the degree to which an individual is personally involved with his/her job. The credit of introducing the concept of job involvement goes to Lodahl and Kejner in 1965. (Doobree, 2009). They defined job involvement as the psychological identification of an individual with the work which influence his/ her self-esteem. Later on, this concept was further elaborated by Kanaungo (Lubakaya, 2014.). He made out certain changes in the earlier concept. He conceptualised that job involvement is the individual belief towards his or her present job. He also stated that job involvement acts as stimulant which gratifies the individual's present need. In addition, he also clarified the difference between job and work. He stated that job is an individual's current job and whereas, work is simply a work. It can be said that Job involvement is the degree to which employees submerge themselves in their jobs, devote time and energy in them, and consider work as a central part of their overall lives. Job involvement has been variously defined.

### THE FEATURES OF JOB INVOLVEMENT AS A TRAIT ARE AS FOLLOWS:

- Job Involvement is the psychological identification of the individual with one's job.
- Job Involvement is an individualistic trait and differs person to person.
- Satisfying job experiences increases job involvement.
- Job-Involvement influences both the individual and the organisation.
- Job Involvement contributes the motivational sphere of human resources. It also keeps the individual motivated.
- Job Involvement is the indication of quality of work life.
- High job involvement enhances individual's organisational performance. It boosts the employees to put more effort, while low job involvement leads to low productivity.
- Job involvement is the indication of quality of work life.

### IMPORTANCE OF THE STUDY

Each and every research may be useful for someone. This study will be helpful and hopeful in many ways.

- This study will be helpful to the educators to know about Job Involvement of higher secondary school teachers.
- District Education Officer can identify the Job involvement of higher secondary school teachers through this research.
- Education Ministry will identify the situation of higher secondary school teachers' Job Involvement.

- B.Ed. trainee will get the actual information and scenario about the job as higher secondary school teachers.
- Educated society will know about the situation of higher secondary school teachers' Job involvement.
- Higher secondary school teachers who are presently working in higher secondary school will know about their Job Involvement through this study.
- Job Involvement Questionnaire constructed by the researcher will be helpful for other research scholar.
- The findings of this research will be helpful to the Directorate of school education.
- The findings of this study will be helpful to the Directorate of school Education Board.
- The findings of this study will be useful to the educationist.

### NEED AND SIGNIFICANCE OF THE STUDY

The higher secondary school teachers of the course will be in the stage of transition period; most of them will have a high hope towards their educational career and they may be under the impression that this will boost their Job Involvement. In the present study the investigator wants to find out the levels of Job Involvement of higher Secondary school Teachers. The government of India is devoted to ensuring an increase in accessibility and improving the quality of education at all levels including Higher secondary education. The government is making great efforts in cooperation with other stakeholders to ensure that the Higher Secondary Education Development Plan (2004 -2009) achieves its purposes. Such efforts will prove futile if teachers' jobs Involvement are not addressed by school administrators. Teachers play a very significant role in the provision of higher secondary education; therefore studying the factors or facets that are associated with their job Involvement is essential. Also, it is argued that the presence of such factors in the work place influences employees' job Involvement. Generally speaking, neither regulations nor resources, neither technical innovations nor programme reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behaviours in ways that link educational programme requirements to student learning needs. The term job Involvement is very important and are major concerns in all organizations.

This implies that teachers' job Involvement are phenomena which contribute to school performance. Moreover "school administrators are in positions to enhance the Involvement of teachers, subsequently, they need to remember that this variable may positively influence performance, quality of work life, or organizational effectiveness." "Job Involvement and the ability of teachers to perform well professionally are key factors in the maintenance of quality of education. In India, teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status accorded to them and limited opportunities for professional development." This statement from the country's education policy document implies that the government of India recognizes the significance of this phenomenon. However, there have been few attempts to conduct studies on it and hence resulting in very limited literature available on the phenomenon. Teachers' job Involvement helps to minimize or eliminate teachers' attrition and contributes to the improvement of their job performance and in turn influences

students' academic performance and achievement in their respective schools. This implies that educational leaders, policy makers and other key stakeholders in the education sector need to have a clear understanding of the factors that really motivate and satisfy teachers if school performance and effectiveness are to be improved. However, it is argued that there is not much empirical data to support the claim that employees' job Involvement contributes to job performance. In contrast, assert that "some researchers used to believe that the relationship between job Involvement and job performance was nonexistent, but a review of studies suggested that the correlation is pretty strong." Although this study is not intended at providing answers to whether happy/satisfied teachers are more effective and productive than unhappy ones, nonetheless, it is motivated by this belief. As an experienced higher secondary school teacher and head of school, I believe that the teacher job Involvement is an important phenomenon for each and every organization to consider in relation to personnel retention and job performance and in turn job productivity.

### SIGNIFICANCE OF THE STUDY

Teachers have a very vital role in moulding and refining the intellectual capacity of children during the phase of student hood or the formative period in the school. The values and the knowledge that the teacher impart and instills to the students determine the future of the child and future of the nation as they are the citizens of tomorrow. Be it in a kindergarten or primary school or middle school or high school or higher secondary school, name it. The teachers are the tools and provider of tools and the world for the children to develop into responsible citizens. The doctrine of modern management laid its emphasis on effective human resource management. The modern school of management laid its stress on the need for human resource management and human resource development as it is the fulcrum of management. Job satisfaction is in a way of feeling of fulfillment that one gets on performing or doing one's job. Some of the factors, which influence job satisfaction, are like. Specific work environment, Specific individual targets, Capacity of an individual, Targets or other types of yardstick to measure one's performance, Compensation package etc. This also has relevant to the cultural economical, ecological environment. It won't be extravagant to state that a sound and successful management is the result of job involvement of the cross section of its employees. Eventually education teaching policy should be in consonance with deriving maximum job involvement. Significant numbers of female teachers in education are considered to be the result of gender development.

### STATEMENT OF THE PROBLEM

The present educational investigation was entitled as, A Study on Job involvement of higher Secondary school teachers in Villupuram district.

### OBJECTIVES OF THE STUDY

**The following are the objectives of the present study**

- To find out the Job Involvement of higher secondary school Teachers.
- To find out the nature of Job Involvement of higher secondary school Teachers.

- To find out whether there is any significant difference in the Mean scores of Job Involvement of higher secondary school Teachers between male and female.
- To find out whether there is any significant difference in the mean scores of Job Involvement of higher secondary school Teachers between rural and urban school.
- To find out whether there is any significant differences in the mean scores Job Involvement of higher secondary school Teachers between Government and private school.

## HYPOTHESES

### The following are the hypotheses of the present study

- The level of Job Involvement of higher secondary school Teachers in is high.
- There is no significant difference between the higher secondary school male and Female Teachers in respect of their means scores of Job Involvement.
- There is significant difference in the mean scores of scores Job Involvement between rural and urban school Teachers.
- There is no significant difference in the mean scores of scores Job Involvement between Government and private school Teachers.

## REVIEW OF RELATED LITERATRE

### STUDIES RELATED TO JOB INVOLVEMENT

Yang, H.L, Kao, Y.H & Huang, Y.C. (2016) explored “The selfefficacy and job involvement of clinical nursing teachers.” The sample of the study consisted of 419 teachers at 19 public and private Institutes of technology in Taiwan. Lodahl & Kejner Job involvement Inventory was 59 used in the study. One way ANOVA, correlation and step wise regression were applied for data analysis.

The results of the study revealed that teachers with high self-efficacy will have higher job involvement and teachers with higher job involvement will have greater self-efficacy. Findings indicated that significant differences exist in job self-efficacy and job involvement based on differences in age, marital status, teaching seniority, teacher qualifications, and job satisfaction. Chughlai, A. A. (2018) examined the “Impact of Job involvement on in-role performance and organisational citizenship behaviour.” Stratified random sampling technique was used. The sample of the study consisted of 208 teachers teaching in 5 major cities of Pakistan. Tools used in the study were Job Involvement scale developed by.

**STUDIES RELATED TO JOB INVOLVEMENT OF OTHER PROFESSIONS:** Choudhry, S. (2018) studied and compared the level of job involvement level among Public and Private Sectors Employees. A sample of 60 each was taken from both sectors. Job involvement scale by Lodhahl and Kejner was used to collect the data.

The findings of the study revealed that private and public sector employees do not differ significantly on the level of job involvement of managers, supervisors and workers in both the sectors but significant difference was found in the job involvement of managers, supervisors and workers of the private sector.

# MATERIALS AND METHODOS

## VARIABLES USED IN THIS STUDY

The following were the variables used for the present study.

### Independent Variables

- Job involvement
- Demographic variables
- GenderMale/female
- Localityrural/urban
- ManagementGovernment/private
- Marital statusmarried /unmarried

## METHODOLOGY OF THE STUDY

The nature of the study obviously reveals that the method adopted for the study should be “Normative Survey Method”. The term ‘Normative Survey’ implies the determination of normal or typical condition at the present time. The survey studies collect the following three types of information’s. They are (1) what information does exists (1) what does the researcher want and (3) how can it be got.

**RESEARCH DESIGN:** According to Kerlinger (1978, 300), a research design refers to “the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and control variance.” The key research questions for the current study were answered through a positivist epistemological approach or quantitative research design. Positivist researchers define their subjects of interest in terms of observable behavior...” (Gall, P., Gall, D, & Borg, 2005, 14). Thus, the current study employed a survey or quantitative research design in collecting data.

**SAMPLE SIZE:** A sample is “a small portion of the study population” (Awuondo, 1994, 11) and according to Cohen, Manion and Morrison (2007), researchers are required to collect data from a smaller number of participants who are part of the large population or group and that smaller number is what is referred to as a sample. Other scholars recommend that the participants in survey studies should not be less than 100 per each main sub-group and between 20 and 50 for the minor sub-group (Cohen, Manion & Morrison, 2000). Thus, the population sample for the current study comprised of 300 higher secondary school teachers (N=300).

**DATA COLLECTION:** Before the exercise of collecting data for this study was done, the following procedures were adhered to: First, the researcher contacted the all the Heads of higher Secondary Schools (hereafter, HOS) in the Villupuram District on the 10 st of February, 2018 in person and requested for permission to study in their respective schools. A letter was written to all 300 teachers in 10 schools requesting them to respond to the survey on Teacher Job Involvement. The collection of data for this study was done from the February 2023. The questionnaires were mailed electronically to the research assistant who duplicated and personally delivered them to the participating schools and thereafter the completed hard copies of the survey instrument were mailed to the researcher through Express Mail Service (EMS). In quantitative studies, data collection is normally done through the use of survey instruments is “a tool for measuring,

observing, or documenting quantitative data". In this study, a self designed 5-Likert scale survey instrument was employed in collecting quantitative data. The instrument consisted of main two parts. The first part consists of questions related to demographic or personal factors which included such aspects as: gender, marital status, type of school ownership, location of school. This was attributed by the fact that participants had no time to cross-check the correctness of the statistics they were giving. However, this did not affect the main purpose of the study as they were meant to give the researcher some additional information about the context in which the study was conducted. The second part of the survey was entitled Teacher Job Involvement Survey (TJIS) which consisted of 23 five Likert scale items ((i.e. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree) items related to various facets of job Involvement. Using the scale stated above, the participants were supposed to indicate their satisfaction with each of the job Involvement facets by putting a tick (✓) in appropriate spaces provided.

## TOOL USED IN THE PRESENT STUDY

### JOB INVOLVEMENT SCALE

A Questionnaire developed by Kanungo (1982) and developed by Karacaoglu (2005) was used to measure the Job involvement of higher secondary school Teachers in the present study. The Questionnaire consists of 23 items. The test aims to measure the Job Involvement of Male and Female Teachers. There are 23 items related to specialized areas of sub test. There is no time limit for the test but usually it takes 45 minutes to complete the test. Job Involvement Scale is a five point scale. Items of the Scale are in the statement form demanding responses from the Five options provided. A copy of the tool has been given in the appendix.

## ANALYSIS AND INTERPRETATION OF THE DATA

### DESCRIPTIVE ANALYSIS

The Mean and standard deviation of the Job Involvement scores of the entire sample and its sub-samples were calculated.

Mean and standard deviation of the Job Involvement scores of the higher secondary school Teachers. One of the important objectives of the present study is to study the levels of Job Involvement of higher secondary Teachers. It may be recalled that the Job Involvement scores have been arrived by calculating the scores secured by each higher secondary school Teachers in the Job Involvement. The mean and standard deviation of the entire sample and the sub-sample have been calculated. The calculated mean scores for the entire sample are 37.51 which is above the average level. It is inferred that the entire sample have high level of Job Involvement. Also the mean scores of the sub-samples range from 35.43 to 36.03 which were also above the average level. Hence all the subsamples have high level of Job Involvement. Among the sub-samples, the higher secondary Male Teachers (Mean = 36.00) have high level of Job Involvement than their Counterparts. i.e., higher secondary Female Teachers (Mean = 35.45). The urban area higher secondary school Teachers (M = 36.03) have high level of Job Involvement than their counterparts rural higher secondary school teachers (M = 35.43). The Government school higher secondary school Teachers (M = 36.01) have high level of Job Involvement than their counterparts private school higher secondary Teachers (M = 35.46). The Married higher secondary school Teachers (M = 37.84) have high level of Job Involvement than their counterparts unmarried higher secondary Teachers (M = 34.67).

their counterparts private school higher secondary Teachers (M = 35.46). The Married higher secondary school Teachers (M = 37.84) have high level of Job Involvement than their counterparts unmarried higher secondary Teachers (M = 34.67).

## RESULTS

The results which were obtained after having analysis the data given in the succeeding paragraphs.

### The means and standard deviations of the entire samples and its sub-sample for job involvement

Sub-Sample	N	Mean	Standard Deviation
Entire sample	300	37.51	11.23
Gender	Male	160	36.00
	Female	140	35.45
Locality	Rural	150	36.03
	Urban	150	35.43
Type of school	Government	150	36.01
	Private	150	35.46
Marital status	Married	160	37.84
	Unmarried	140	34.67

**DESCRIPTIVE ANALYSIS:** The mean and standard deviation of the Job Involvement scores for the entire samples and its sub-samples are given in a brief manner.

**JOB INVOLVEMENT:** One of the important objectives of the present study is to study the levels of Job Involvement of higher secondary Teachers. It may be recalled that the Job Involvement scores have been arrived by calculating the scores secured by each higher secondary school Teachers in the Job Involvement. The mean and standard deviation of the entire sample and the sub-sample have been calculated. The calculated mean scores for the entire sample are 37.51 which is above the average level. It is inferred that the entire sample have high level of Job Involvement. Also the mean scores of the sub-samples range from 35.43 to 36.03 which were also above the average level. Hence all the subsamples have high level of Job Involvement. Among the sub-samples, the higher secondary Male Teachers (Mean = 36.00) have high level of Job Involvement than their Counterparts. i.e., higher secondary Female Teachers (Mean = 35.45). The urban area higher secondary school Teachers (M = 36.03) have high level of Job Involvement than their counterparts rural higher secondary school teachers (M = 35.43). The Government school higher secondary school Teachers (M = 36.01) have high level of Job Involvement than their counterparts private school higher secondary Teachers (M = 35.46). The Married higher secondary school Teachers (M = 37.84) have high level of Job Involvement than their counterparts unmarried higher secondary Teachers (M = 34.67).

### DIFFERENTIAL ANALYSIS

Test of significance between the means of the sub-samples of the higher secondary school Teachers in respect of their Job Involvement were found using 't' test and the results are briefly given in the succeeding paragraphs.

**JON INVOLVEMENT:** There is no significant difference between the higher secondary school male and female teachers

in respect of their job Involvement. There is no significant difference between the higher secondary Teachers who belong to urban and rural area in respect of their Job Involvement.

There is no significant difference between the higher secondary Teachers who are in government and private school in respect of their Job Involvement. There is no significant difference between the higher secondary Teachers who are in married and unmarried in respect of their Job Involvement.

## RECOMMENDATIONS

The study was conducted using the quantitative method. The future studies on this topic should employ a multi-method that is quantitative, qualitative and postmodern methods. These approaches will provide opportunities for participants to express their own ideas about the factors which make them satisfied with their job. Additionally, the convenience sampling procedure was employed in selecting the sample for this study. This procedure has its own limitations that might have affected the results. Thus, future studies should employ the probability or random sampling method to ensure equal representations of all the groups. Also, in this empirical study, the teachers from the Government and Private higher Secondary Schools were studied differently although they are employed by the same body and they are paid by the government and private. In the future studies, they should be considered as one category. Moreover, the current study did not involve the Heads of Schools (Principals). A similar study should be conducted among the School Principals at all levels of education from the district, regional to the national level.

Furthermore, future studies on teacher job Involvement should be conducted among teachers from all types of schools separately. Such types of schools include: Non Government (Private) higher Secondary Schools; Government Schools; and Government Aided higher Secondary Schools. Job Involvement is not only an important topic to the higher secondary school teachers but also to the Elementary and Primary School Teachers. Future studies should be done among Elementary/Kindergarten and Primary School teachers. As I noted previously in this study limited literature exists in the data base on the job Involvement among teachers at all levels. Lastly, as I mentioned previously in this study, teacher job Involvement is a multidimensional phenomenon. Thus, the research did not exhaust the entire job Involvement facets or factors that the previous researchers and theorists identified. Future research should therefore include such aspects as class size, workload, communication, principal's leadership style, organizational culture and many others.

## SUGGESTIONS FOR FURTHER RESEARCH

**The following are some of the suggestions made by the researcher.**

- The present study was conducted only to teachers Working standard XI and XII of higher secondary school s level. It would be desirable if the study is conducted in different standards and also among different age groups of Teachers to arrive at further generations.
- The study is limited to the Job Involvement in only. It can also be conducted in other subjects of the higher secondary school students.

- The sample for the present investigation was limited may with Villupuram District. It may be conducted in other District too.
- A similar may study may be conducted with other psychological and sociological variables affect the Job Involvement of the higher secondary school Teachers.
- The study may be conducted in different states of India and their comparison can be done.

## SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is a continuous process and no research in itself is considered complete. Every research lays down the foundation for a new research. No study is final in any field of investigation whether it is physical sciences or behavioural sciences. Research is a continuous process. The present study has been conducted on self-efficacy, job involvement and organisational commitment of school teachers. It needs further research. Further research suggestions of the same variables are as follows: 187

- This study can be done on teachers teaching in special schools and open schools.
- This study can be done on teachers of academic courses and other professional courses of higher education level.
- The study could be extended to the Kumaun Mandal of Uttarakhand.
- This study can be conducted on the different levels of education level i.e. primary school & higher education.
- It will be a useful endeavour to compare different school system such as Novodaya and Central, Special schools for children with special needs and normal schools in reference to teacher's self-efficacy, job involvement & organisational commitment.
- Self-efficacy of teacher's can be studied in relation to academic achievement of students.
- Self-efficacy, job involvement and organisational commitment of teaches can be studied with teaching effectiveness
- Self-efficacy, Job involvement and organisational commitment of teachers can be studied with different professional courses such as Medical, Agriculture and Engineering.

## CONCLUSION

The purpose of this study was to examine the factors that are associated with teachers' job Involvement. The first research question investigated the factors that teachers are satisfied with. Descriptive statistical technique revealed that teachers are satisfied with meaningfulness of the job, social benefits and support from administrators whereas they are least satisfied with job characteristics. These results suggest that Indian government and Non-Government School owners, administrators need to pay special attention to the improvement of the job characteristics dimension (pay, fringe benefits, bonuses, promotion opportunities, promotion process and procedures, in-service training, professional growth and appreciation). Hypotheses on the aspect of supervision and administration. In other words, teachers indicated low satisfaction with the aspects under the job characteristics dimension.

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