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A Study on Job Involvement of High School Teachers

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Abstract: *Job involvement refers to the extent to which teachers identify with their profession, show commitment to their responsibilities, and derive satisfaction from their work. The study aimed to assess the level of job involvement among high school teachers and to analyze differences based on demographic variables such as gender, locality, types of management, age and nature of the school, work experience, monthly income . Using a survey method and data were collected from 800 high school teachers were randomly selected following the random sampling technique. Job Involvement Scale (JIS) constructed and standardized by Zakir Akhtar and Udham Singh (2014). The findings revealed that the majority of teachers exhibited a moderate to high level of job involvement, indicating their dedication and sense of responsibility towards teaching. However, variations were observed across certain demographic categories. The study emphasizes the importance of fostering supportive working environments, professional development opportunities, and recognition systems to enhance teacher job involvement, thereby improving educational outcomes at the secondary level. The investigator used appropriate statistical techniques like't' test and F test (ANOVA).*

Keywords: Job Involvement, High School Teachers, Students, Teaching Quality, Student Discipline, Curriculum

I. INTRODUCTION

Teachers play a vital role in shaping the future of students, and their professional commitment greatly influences the quality of education. Among the various factors that determine teacher effectiveness, job involvement has gained considerable attention in educational research. Job involvement refers to the degree to which teachers identify psychologically with their job and perceive their teaching role as central to their self-image. High school teachers, in particular, face numerous challenges such as curriculum demands, student discipline, parental expectations, and administrative responsibilities. These pressures can either strengthen or reduce their job involvement, which in turn affects student performance and overall school climate. Hence, studying job involvement among high school teachers becomes crucial in order to improve both teacher satisfaction and institutional effectiveness.

II. NEED OF THE STUDY

Understand the level of job involvement among high school teachers, which directly influences teaching quality and student outcomes. Identify demographic factors (gender, experience, subject specialization, etc.) affecting teachers' involvement in their work. Provide insights for policymakers and school administrators in designing strategies that enhance teacher motivation and performance. Contribute to the existing literature on teacher psychology and professional development in the Indian educational context. Highlight the importance of improving the working environment, recognition systems, and professional growth opportunities for teachers.

III. REVIEW OF RELATED LITERATURE

Aradhana Sethi, Dr. Kavita Mittal (2016). A study of job involvement among senior secondary school teachers. On the basis of analysis and interpretation of data, it has been observed that government school teachers and private school

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teachers had the same level of job involvement this is because government school teachers and private school teachers are under the same pressure to produce good result. It was revealed through the study that maximum teachers found to have Moderate job involvement.

Burmansah, Bedjo Sujanto, Mukhneri Mukhtar (2019). Work-Life Quality, Job Involvement, and Affective Commitment of School Teachers. The result of the study reveals that first, there is a positive effect between the quality of work life and the affective commitment of the teachers in school. Second, there is a positive effect between job involvement and affective commitment of teachers in school. Third, there is a positive effect between quality of work life and job involvement teachers in school.

IV. OBJECTIVES

To find out whether there is any significant difference in job involvement of high school teachers in respect to

- Gender
- Locality
- Types of Management
- Age
- Nature of the School
- Work of Experience
- Monthly Income

V. HYPOTHESES OF THE STUDY

- There is no significant difference between (Gender) male and female high school teachers with respect to their job involvement.
- There is no significant difference between (Locality) Rural / Urban high school teachers with respect to their job involvement.
- There is no significant difference between (Type of Management) government / government-aided / private high school teachers with respect to their job involvement.
- There is no significant difference between high school teachers belonging to different (Age Group) below 30-Years, 31-40 Years, 41-50 Years and above 51 Years with respect to their job involvement.
- There is no significant difference between (Nature of the School) boys / girls / co-education high school teachers with respect to their job involvement.
- There is no significant difference between (Work of Experience) below 10 yrs, 10 – 20 yrs, above 21 yrs with respect to their job involvement.
- There is no significant difference between (Monthly Income) below Rs.20,000, Rs. 20,000 – 30,000, above Rs.30,000 with respect to their job involvement.

VI. METHODOLOGY

The investigator adopted the survey method of study and selected the stratified random sampling technique. Data were collected from 800 high school teachers were randomly selected following the random sampling technique. Job Involvement Scale (JIS) constructed and standardized by Zakir Akhtar and Udham Singh (2014) belongs to government, government-aided and self-financed management. A Personal Data Sheet was also created by the investigator. The formulated hypotheses and objectives were tested using appropriate statistical technique t-test and F-Test Analysis of Variance (ANOVA).

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VII. TESTING OF HYPOTHESIS

Hypothesis – 1

There is no significant difference between (Gender) male and female high school teachers with respect to their job involvement.

Table 1: Details of t-Test Result for Gender

Gender	N	Mean	SD	t-Value	Remark
Male	375	73.17	9.77	2.19	Significant
Female	425	74.51	10.02		

It is evident from the Table 1 that the calculated 't' value is found to be 2.19 is greater than table value 1.96 at level of significant. Hence, the framed null hypothesis 1 is rejected and it is concluded that there is a significant difference between male and female high school teachers in respect of their job involvement.

Hypothesis – 2

There is no significant difference between (Locality) Rural / Urban high school teachers with respect to their job involvement.

Table 2: Details of t-Test Result for Locality

Locality	N	Mean	SD	t-Value	Remark
Rural	375	73.77	10.35	0.31	Not Significant
Urban	425	75.99	9.47		

It is evident from the Table 2 that the calculated 't' value is found to be 0.31 is less than table value 1.96 at level of significant. Hence, the framed null hypothesis 2 is accepted and it is concluded that there is a no significant difference between rural and urban high school teachers in respect of their job involvement.

Hypothesis – 3

There is no significant difference between type of management (government / government-aided / private) high school teachers with respect to their job involvement.

Table 3: Result of One-Way ANOVA for Types of Management

Demographic Variable	Nature	Sum of Squares	Df	Mean Square	F	Remark
Types of Management	Between Groups	323.806	2	161.093	1.65	Not Significant
	With in Groups	78107.433	797	98.002		
	Total	78431.239	799			

According to Table 3, it is inferred that the calculated 'f' value 1.65 is less than table value 3.00 at 0.01, level of significance. Hence, the framed hypothesis 3 is accepted and it is concluded that there is significant difference in the job involvement of high school teachers with regard to types of management.

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Hypothesis – 4

There is no significant difference between high school teachers belonging to different age group (below 30-Years, 31-40 Years, 41-50 Years and above 51 Years) with respect to their job involvement.

Table 4: Result of One-Way ANOVA for Age Group

Demographic Variable	Nature	Sum of Squares	df	Mean Square	F	Remark
Age Group	Between Groups	2460.782	2	1230.391	12.90	Significant
	With in Groups	75970.457	797	95.321		
	Total	78431.239	799			

According to Table 4, it is inferred that the calculated 'f' value 12.90 is greater than table value 3.00 at 0.01, level of significance. Hence, the framed hypothesis 4 is rejected and it is concluded that there is significant difference in the job involvement of high school teachers with regard to age.

Hypothesis – 5

There is no significant difference between (Nature of the School) boys / girls / co-education high school teachers with respect to their job involvement.

Table 5: Result of One-Way ANOVA for Nature of the School

Demographic Variable	Nature	Sum of Squares	Df	Mean Square	F	Remark
Nature of the School	Between Groups	311.021	2	155.511	1.58	Not Significant
	With in Groups	78120.217	797	98.018		
	Total	78431.239	799			

According to Table 5, it is inferred that the calculated 'f' value 1.58 is less than table value 3.00 at 0.01, level of significance. Hence, the framed hypothesis 5 is accepted and it is concluded that there is significant difference in the job involvement of high school teachers with regard to nature of the school.

Hypothesis – 6

There is no significant difference between (Work of Experience) below 10 yrs, 10 – 20 yrs, above 21 yrs with respect to their job involvement.

Table 6: Result of One-Way ANOVA for Work of Experience

Demographic Variable	Nature	Sum of Squares	Df	Mean Square	F	Remark
Work of Experience	Between Groups	2406.667	2	1203.334	12.61	Significant
	With in Groups	76024.571	797	95.388		
	Total	78431.239	799			

According to Table 6, it is inferred that the calculated 'f' value 12.61 is greater than table value 3.00 at 0.01, level of significance. Hence, the framed hypothesis 6 is rejected and it is concluded that there is significant difference in the job involvement of high school teachers with regard to work experience.

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Hypothesis – 7

There is no significant difference between (Monthly Income) below Rs.20,000, Rs. 20,000 – 30,000, above Rs.30,000 with respect to their job involvement.

Table 7: Result of One-Way ANOVA for Monthly Income

Demographic Variable	Nature	Sum of Squares	Df	Mean Square	F	Remark
Monthly Income	Between Groups	209.500	2	104.750	1.06	Not Significant
	With in Groups	78221.739	797	98.145		
	Total	78431.239	799			

According to Table 7, it is inferred that the calculated 'f' value 1.06 is less than table value 3.00 at 0.01, level of significance. Hence, the framed hypothesis 7 is accepted and it is concluded that there is significant difference in the job involvement of high school teachers with regard to monthly income.

VIII. EDUCATIONAL IMPLICATIONS

- The findings will help school administrators design programs to increase teacher motivation and job satisfaction.
- Professional development activities can be aligned with teachers' needs to enhance their involvement.
- Recognition and reward systems may be introduced to encourage higher job commitment.
- Insights can be used to create supportive school environments, thereby reducing teacher stress and turnover.
- Policymakers can use the results to frame teacher welfare schemes and improve the quality of secondary education.

IX. CONCLUSION

The study on job involvement of high school teachers reveals that teachers' psychological identification with their profession plays a significant role in shaping their performance and satisfaction. While many teachers show moderate to high job involvement, differences emerge across gender, experience, and subject areas. Strengthening professional development opportunities, providing recognition, and ensuring a supportive work environment can enhance teacher involvement. Ultimately, improving job involvement leads not only to better teaching outcomes but also to the holistic development of students and the effectiveness of schools.

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