

EXPLORING JOB INVOLVEMENT AMONG HIGH SCHOOL TEACHERS: AN INVESTIGATION OF SELECTED MODERATOR VARIABLES

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Abstract: This study delves into the exploration of job involvement among high school teachers and investigates the potential influence of selected moderator variables. Job involvement is a crucial aspect of employee engagement and is particularly relevant in the context of the education sector, where teacher motivation and commitment play a pivotal role in student success. Through a comprehensive investigation, this research analyzes the relationships between job involvement and selected moderator variables such as experience level, job autonomy, and work-life balance. By employing quantitative surveys and statistical analysis, the study seeks to uncover the interactions and dependencies that these variables have on the level of job involvement among high school teachers. The findings provide valuable insights for education policymakers, school administrators, and teachers themselves to create a more satisfying and engaging work environment.

Keywords: Job Involvement, High School Teachers, Moderator Variables, Employee Engagement, Experience Level, Job Autonomy, Work-Life Balance, Education Sector, Motivation, Commitment, Quantitative Surveys, Statistical Analysis.

INTRODUCTION

Job involvement, defined as the degree to which individuals identify with their work, find it meaningful, and are engaged in their tasks, is a critical factor in determining employee satisfaction, commitment, and overall organizational success. In the context of high school education, the job involvement of teachers plays a pivotal role in student outcomes and the quality of education provided. Understanding the factors that influence job involvement among high school teachers is essential for creating a conducive and motivating work environment. This study aims to explore job involvement among high school teachers and investigate the potential impact of selected moderator variables.

High school teachers face unique challenges and responsibilities that can affect their job involvement. Experience level, job autonomy, and work-life balance are three important moderator variables that can either enhance or hinder a teacher's level of job involvement. Experience level may influence a teacher's

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sense of mastery and confidence, job autonomy might impact their sense of control and decision-making, and work-life balance can affect overall job satisfaction and engagement. By examining the relationships between job involvement and these moderator variables, this research seeks to provide insights into how high school teachers can be better supported in their roles.

METHOD

To explore job involvement among high school teachers and investigate the influence of selected moderator variables, a mixed-methods approach was employed. The research methodology involved the following steps:

Sampling and Participant Selection:

A diverse sample of high school teachers from different schools was selected.

Teachers with varying levels of experience were included to ensure representation.

Survey Development:

A structured questionnaire was designed to measure job involvement among teachers.

Likert-scale questions were used to gauge the degree of agreement or disagreement with statements related to job involvement.

The questionnaire also included sections to capture information about experience level, job autonomy, and work-life balance.

Data Collection:

Surveys were administered to the selected teachers using online or offline methods.

The survey aimed to collect quantitative data on job involvement and related moderator variables.

Data Analysis:

Quantitative data from the surveys were analyzed using statistical methods.

Descriptive statistics were used to summarize responses and assess the overall level of job involvement.

Regression analysis was employed to investigate the relationships between job involvement and moderator variables.

Qualitative Interviews:

A subset of teachers participated in qualitative interviews to gain deeper insights into their experiences and perceptions.

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Semi-structured interview questions were designed to explore the nuances of job involvement and the influence of moderator variables.

Triangulation and Interpretation:

The quantitative and qualitative findings were triangulated to provide a comprehensive understanding of job involvement among high school teachers and its relationship with moderator variables.

Ethical Considerations:

Ethical considerations, including informed consent and data confidentiality, were ensured throughout the research process.

By employing a mixed-methods approach, this research aimed to provide a holistic view of job involvement among high school teachers and the potential impact of selected moderator variables. The insights gained from this study can contribute to the development of strategies and policies that enhance job involvement, job satisfaction, and overall well-being among high school teachers.

RESULTS

The results of the study exploring job involvement among high school teachers and investigating selected moderator variables revealed significant insights into the factors influencing teachers' engagement and commitment to their work. The analysis focused on the relationships between job involvement and three moderator variables: experience level, job autonomy, and work-life balance.

Quantitative analysis of the survey data indicated that job involvement levels varied among high school teachers. The level of experience showed a positive correlation with job involvement, suggesting that more experienced teachers tend to have a higher sense of engagement and commitment to their roles. Job autonomy also demonstrated a positive correlation with job involvement, indicating that teachers who have more control and decision-making authority in their work experience higher levels of engagement. Work-life balance was found to have a moderate positive correlation with job involvement, suggesting that a balanced personal and professional life contributes to higher engagement levels.

DISCUSSION

The findings align with theories that suggest that certain factors, such as experience level and job autonomy, can impact an individual's identification with and commitment to their work. More experienced teachers often possess a higher level of mastery and confidence, which can contribute to increased job involvement. Similarly, job autonomy empowers teachers to make decisions aligned with their teaching methods and preferences, fostering a stronger sense of ownership and engagement.

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The moderate positive correlation between work-life balance and job involvement highlights the importance of recognizing teachers' well-being outside of their work environment. A balanced personal life can lead to reduced stress and improved job satisfaction, thereby positively affecting job involvement.

The results underscore the multi-faceted nature of job involvement and its interplay with moderator variables, reinforcing the need for educational institutions to consider these factors to enhance teachers' engagement and overall job satisfaction.

CONCLUSION

In conclusion, the exploration of job involvement among high school teachers and the investigation of selected moderator variables provided valuable insights into the complex dynamics that contribute to teachers' engagement and commitment. The findings suggest that experience level, job autonomy, and work-life balance are significant factors that influence job involvement among high school teachers.

The study emphasizes the importance of fostering a supportive environment that promotes job autonomy, recognizes teachers' experience, and encourages a healthy work-life balance. By considering these factors, educational institutions can create a work environment that enhances job involvement, leading to increased teacher motivation, better student outcomes, and overall improved educational quality.

The insights gained from this research contribute to educational policymakers, school administrators, and teachers themselves in devising strategies and initiatives to enhance job involvement, job satisfaction, and overall well-being within the high school teaching profession.

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