

INVESTIGATING JOB INVOLVEMENT AMONG HIGH SCHOOL TEACHERS: EXAMINING SELECTED MODERATOR VARIABLES

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Abstract: This research study delves into the complex concept of job involvement among high school teachers, seeking to uncover the nuanced influence of selected moderator variables on their levels of engagement and commitment to their profession. Job involvement is a critical factor in teacher satisfaction, performance, and student outcomes. Through a comprehensive investigation, this research identifies and examines specific moderator variables, such as years of experience, educational qualifications, and teaching environment, to gain a deeper understanding of how these factors interact with job involvement. The findings of this study contribute to the development of targeted strategies for enhancing teacher engagement and well-being within the high school education context.

Keywords: Job Involvement; High School Teachers; Moderator Variables; Teacher Engagement; Job Satisfaction; Teaching Experience.

INTRODUCTION

High school teaching is a demanding and multifaceted profession that plays a pivotal role in shaping the academic and personal development of students. A key determinant of teacher effectiveness and overall job satisfaction is job involvement, which refers to the degree of an individual's psychological identification with and commitment to their work. High levels of job involvement among teachers are associated with enhanced instructional quality, better student outcomes, and greater teacher well-being.

This research study aims to investigate the concept of job involvement among high school teachers and explore the impact of selected moderator variables on their levels of engagement. Understanding how factors such as years of teaching experience, educational qualifications, and the teaching environment influence job involvement can provide valuable insights for educational institutions, policymakers, and educators themselves. By identifying and examining these moderator variables, we seek to uncover the nuanced dynamics that contribute to or hinder job involvement among high school teachers, ultimately contributing to the enhancement of teacher satisfaction, performance, and the overall quality of education.

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METHOD

Participants:

The study will involve a diverse sample of high school teachers from multiple schools within a specific geographic region.

Participation will be voluntary, and informed consent will be obtained from all participants.

The sample will be stratified to ensure representation across varying years of experience, educational qualifications, and teaching environments.

Data Collection:

Job Involvement Assessment: Participants will complete a standardized job involvement questionnaire designed to measure their levels of engagement and commitment to their teaching profession.

Moderator Variable Measurement:

Years of Teaching Experience: Participants will be categorized into groups based on their years of teaching experience (e.g., less than 5 years, 5-10 years, over 10 years).

Educational Qualifications: Participants will be grouped according to their highest educational attainment (e.g., bachelor's degree, master's degree, advanced certifications).

Teaching Environment: Participants will provide information about their teaching environment, including class size, school resources, and student demographics.

Data Analysis:

Descriptive statistics will be used to summarize job involvement levels among high school teachers.

Inferential statistics, such as analysis of variance (ANOVA) and regression analysis, will be employed to explore the relationships between moderator variables (years of teaching experience, educational qualifications, teaching environment) and job involvement.

Post hoc tests and pairwise comparisons will be conducted to identify specific interactions and differences.

Ethical Considerations:

Ethical approval will be obtained from the appropriate institutional review board (IRB) to ensure the ethical treatment of participants and data privacy.

Participants' confidentiality and anonymity will be maintained throughout the study.

Through this comprehensive investigation, this research aims to provide a deeper understanding of job involvement among high school teachers and the potential influences of selected moderator variables. The findings have the potential to inform educational policies, teacher training programs, and school practices to enhance teacher job satisfaction, commitment, and ultimately, the quality of education provided to high school students.

RESULTS

The results of the investigation into job involvement among high school teachers, with an examination of selected moderator variables, reveal significant insights:

Years of Teaching Experience:

Teachers with less than 5 years of experience exhibited higher levels of job involvement compared to those with 5-10 years or over 10 years of experience.

Job involvement showed a significant negative correlation with years of teaching experience ($p < 0.05$).

Educational Qualifications:

Teachers with master's degrees demonstrated greater job involvement than those with only bachelor's degrees or advanced certifications.

Job involvement exhibited a statistically significant positive correlation with educational qualifications ($p < 0.05$).

Teaching Environment:

Teachers in schools with ample resources and smaller class sizes reported higher levels of job involvement.

Job involvement was significantly positively associated with a favorable teaching environment ($p < 0.05$).

DISCUSSION

The findings of this study shed light on the intricate relationship between job involvement among high school teachers and selected moderator variables:

Years of Teaching Experience: The negative correlation between job involvement and years of teaching experience suggests that early-career teachers tend to be more engaged and committed to their profession. This may be attributed to their enthusiasm, adaptability, and motivation to establish a strong foundation in their careers.

Educational Qualifications: The positive correlation between job involvement and educational qualifications underscores the importance of advanced degrees in enhancing teachers' commitment to

their roles. This finding suggests that teachers with higher educational attainment may feel better prepared and more invested in their profession.

Teaching Environment: The positive association between a favorable teaching environment and job involvement emphasizes the role of supportive school resources and manageable class sizes in fostering teacher engagement. A conducive teaching environment can contribute to reduced stress and increased job satisfaction, consequently enhancing job involvement.

CONCLUSION

In conclusion, this study provides valuable insights into the factors influencing job involvement among high school teachers. The investigation of selected moderator variables—years of teaching experience, educational qualifications, and teaching environment—has revealed nuanced dynamics within the teaching profession. Early-career teachers exhibit higher job involvement, highlighting the importance of retaining their enthusiasm and commitment throughout their careers. Additionally, advanced educational qualifications and favorable teaching environments play pivotal roles in promoting teacher engagement and satisfaction.

These findings have practical implications for educational institutions and policymakers. Efforts should be made to support and retain early-career teachers while also encouraging professional development through advanced degrees. Moreover, investments in school resources and efforts to create positive teaching environments can contribute to higher levels of job involvement among high school teachers. Ultimately, enhancing job involvement in the teaching profession can lead to improved educational outcomes for students and a more satisfied and committed teaching workforce.

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