A Study of Job Involvement of the Self Financing Engineering College Teachers in Anna University-Region III-Madurai, Tamilnadu

[1]M.Valan Rajkumar, [2]D.Venkadesh

[1]Research Scholar, [2]Assistant Professor & Research Advisor

[1]Department of Management Studies, [2]PG & Research Department of Commerce

[1, 2]A.V.V.M Sri Pushpam College (Autonomous), Poondi, Thanjavur, Tamilnadu-613503, India

Abstract : This paper focus on finding out the psychological test of job involvement among teachers in self financing engineering colleges affiliated to Anna University, Region III-Madurai. The enhanced feeling of involvement in the job would make the teachers have a positive attitude towards the teaching profession. So the researcher has prepared a questionnaire to measure the psychological test among teachers. The descriptive research design is used to conduct the research which describing the characteristics of a particular individual or of a group. The samples are collected from the universe, stratified random sampling is used, and to conduct this study 620 samples are collected out of 3015 teachers. For collecting the data, the questionnaire method is used. The data collected has been analyzed through the application of percentage analysis, analysis of variance (ANOVA) and T-Test. Finally the researcher analyzed the data using statistical package for the social science (SPSS) 15.0 version and found that there is a considerable level of psychological test of job involvement scale (JIS) on demographic variables among teachers. Hence the engineering colleges have to look forward to an improved sense job involvement with reduction of occupational stress among the teaching faculty to extract the best out of them. So the management should take necessary steps to reduce occupational stress among teachers because it will result in increased job involvement and quality of education.

IndexTerms – **job Involvement, Dedicated, Faculty Members, Engineering College.**

I. INTRODUCTION

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programme cannot rise above the quality of its teachers. Teaching jobs are regarded as the noblest of all the professions in the world. The quality of education in any educational institute hinges on the availability of good teachers. A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Therefore, teaching jobs not only offer an opportunity to earn one's living but also to engage in one of the oldest and noblest professions. Some people find teaching jobs appealing also because it entails engagement in various extracurricular and other activities of the institute. With education becoming the need of the hour it is an essential fact that teachers work with high levels of satisfaction which would result in a positive attitude towards teaching.

Thomas Lodahl and Mathilde Kenjer (1965) contend that job involvement is the degree to which a person is identified psychologically with his work, or the importance of work in his total self-image. Job involvement may also be thought of as the internalization of values about the goodness of work or the importance of work in the worth of the person, and perhaps it thus measures the ease with which the person can further be socialized by the organization. Begley and Cazjka (1993) are suggested that committed employees, because of their positive attitudes, are less distressed by occupational stressors and therefore they perceive less stress.

Job involvement is the degree to which a person perceives his total work situation to be an important part of his life and to be central to him and his identity because of the opportunity it affords him to satisfy his important needs (Saleh and Rosek 1976). Guion (1958) proposed that it is characterized by the employee's perception of the job as being of extreme importance. Job factors can influence the involvement level of the individual in his job. The researchers found a negative relationship between job stressors and job involvement i.e. employees whose job involvement is high respond more negatively to job stressors (Frone et al 1995).

Job involvement is the psychological identification a person has with his or her job (DeCarufel and Schaan, 1990). It is the degree to which a person views the importance of a job in his or her life (Paullay et al 1994). An individual with a high degree of job involvement would place the job at the center of his/her life's interests. The well-known phrase 'I live, eat, and breathe my job' would describe someone whose job involvement is very high" (DeCarufel and Schaan 1990). "Persons with low job involvement would place something other than their jobs (e.g., family, hobbies) at the center of their lives".

Job involvement refers to employees' attitudes toward their jobs and is one of the most specific factors relevant to work performance. The construct of job involvement has been defined as ''the degree to which one is cognitively preoccupied with, engaged in, and concerned with one's present job'' (Paullay et al 1994). Family responsibility and attitudes towards teaching are the most influential factors among female academics in job involvement and satisfaction (Mukthamath et al 1991). People with high levels of job involvement tend to be satisfied with their jobs and highly committed to their careers, professions, and employing organizations (Brown 1996).

II. REVIEW OF LITERATURE

The term of job involvement can be described as ''the degree to which one is cognitively preoccupied with, engaged in, and concerned with one's present job'' (Paullay et al., 1994). These kinds of employees can be recognized by the level they feel that the job is an important aspect of their self definition. This statement and the construct is a popular term and widely used in the literature of employee performance (Robinson et al., 2004). However, a lot of work has been done by the practitioners and it can be found in the journals where it is recognized mostly as a theory rather than put it into practices and develops some empirical results. Robinson et al. (2004) argued that the most of the work is surprisingly attract low attention from the organization and becomes popular. This results in a way that the concept is going to be faddish or just present in the academic literature rather than in practice. The situation becomes worst as the term job involvement is described by different researcher in a diverse pattern and these descriptions are very different from each other. Most of the times, these descriptions are similar to the term of organizational commitment or organizational citizenship behavior (Robinson et al., 2004). Some researchers also describes the term as intellectual and emotional commitment towards the organization (Baumruk, 2004; Richman, 2006; Shaw, 2005) or by the degree of discretionary efforts exercised by the employees in the organization (Frank et al., 2004). Different researcher explains the term by their own perception, Kahn (1990) define it as "the harnessing of organization members' selves to their work roles; in involvement, people employ and express themselves physically, cognitively, and emotionally during role performances". Putting it simply, the term involvement refers to the physical and mental presence of the employee while doing the work in the organization.

III. METHODOLOGY

To find out the psychological test of job involvement in selective engineering colleges affiliated to Anna University, Region III-Madurai. The researcher has used descriptive research design. Descriptive research studies are concerned with describing the characteristics of a particular individual, or a group, (C.R.Kothari, 2007). For conducting the study thirty six colleges having crossed four years are chosen from the population of 48 colleges. Out of which teachers who have served for two and more years in their present institution are taken as sample for data collection. 3015 teachers having crossed two and more years were working during 2017-18. Out of which 620 samples are collected. Here the researcher has used stratified random sampling to collect the samples from the universe. For collecting the data researcher has used questionnaire where categorized the questions into four perspectives (demographic variables, occupational stress index, job involvement, job satisfaction) which will enable the researcher to understand and analyze the impact of job involvement among teachers. Finally the researcher has used statistical package for the social science (SPSS) software package 15.0 version for analyzing data.

IV. DEMOGRAPHIC SURVEY

The questionnaire included a demographic profile based on the purpose of the demographic questions to identify the respondent's demographic characteristics. These parameters included; age, sex, marital status, educational qualification, department, designation, total teaching experience, salary, lecture hours per week, distance between the institution and residence and survey districts.

V. JOB INVOLVEMENT SCALE

The survey questionnaire consists of six items. The aim is to measure the job involvement of teachers. A five points likert type scale (1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree) is used to evaluate the impact on job involvement. The major six points are considered in this paper.

(i) I plan most of the schedule that are effective
(ii) I attend the problems of my students very effectively and genuinely
(iii) I keep myself updated with the current trends and developments regularly
(iv) Apart from my regular working hours, I want to take part in various activities
(v) I wish to take up and do the challenging tasks
(vi) I hope that I can get along with others at work

VI. DATA ANALYSIS AND INTERPRETATIONS

The analysis of the above the job involvement scales (JIS), which are compared with the respondent demographic characteristics. The Age versus JIS of teachers is shown in Table 1. The Sex versus JIS of teachers is shown in Table 2. The Highest education qualification versus JIS of teachers is shown in Table 3. The Department versus JIS of teachers is shown in Table 4. The Designation versus JIS of teachers is shown in Table 5. The Teaching experience versus JIS of teachers is shown in Table 6. The Salary versus JIS of teachers is shown in Table 7. The Lecture hours per week versus JIS of teachers is shown in Table 8. The demographic characteristics-age of teachers and their psychological test status on perceived level of job involvement of teacher aspects are presented in Table 1- Table 8 and the results indicate a job involvement status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai.

H_0: There is no significant difference between the demographic characteristics with that of JIS of teachers
H_1: There is a significant difference between the demographic characteristics with that of JIS of teachers

6.1. Demographic Characteristics-age versus JIS of teachers

From the Table 1, it is inferred that in one-way analysis of variance (ANOVA), the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents

variation of the individual scores around their respective group means; significance indicates the significance level of the F-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the age and with that of JIS of teachers.

6.2. Demographic Characteristics-sex versus JIS of teachers

From the Table 2, it is inferred that in T-test, the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the T-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the sex and with that of JIS of teachers.

Table 1: The ANOVA test between age and JI-teachers

JIS		Sum of Squares	D.F	Mean Square	F	Sig.
I plan most of the schedule that are effective	Between groups	5.484	3	1.828	2.598	.051
	Within Groups	433.458	616	.704		
	Total	438.942	619			
I attend the problems of my students very effectively and genuinely	Between groups	2.831	3	.944	.781	.505
	Within Groups	744.154	616	1.208		
	Total	746.985	619			
I keep myself updated with the current trends and developments regularly	Between groups	13.391	3	4.464	1.902	.128
	Within Groups	1445.543	616	2.347		
	Total	1458.934	619			
Apart from my regular working hours, I want to take part in various activities	Between groups	5.708	3	1.903	1.224	.300
	Within Groups	957.252	616	1.554		
	Total	962.960	619			
I wish to take up and do the challenging tasks	Between groups	7.741	3	2.580	1.083	.356
	Within Groups	1467.478	616	2.382		
	Total	1475.219	619			
I hope that I can get along with others at work	Between groups	1.162	3	.387	.320	.811
	Within Groups	744.316	616	1.208		
	Total	745.477	619			

Source: primary data

Table 2: The T-test between sex and JI-teachers

JIS	Sex	N	Mean	S.D	D.F	T	Sig.
I plan most of the schedule that are effective	Male	321	4.16	.778	618	2.203	.616
	Female	299	4.01	.901			
I attend the problems of my students very effectively and genuinely	Male	321	3.20	1.089	618	-.055	.719
	Female	299	3.21	1.110			
I keep myself updated with the current trends and developments regularly	Male	321	3.79	1.529	618	1.126	.748
	Female	299	3.66	1.541			
Apart from my regular working hours, I want to take part in various activities	Male	321	3.95	1.294	618	-.929	.058
	Female	299	4.04	1.195			
I wish to take up and do the challenging tasks	Male	321	2.95	1.593	618	-1.375	.024
	Female	299	3.12	1.486			
I hope that I can get along with others at work	Male	321	3.98	1.100	618	.316	.907
	Female	299	3.96	1.097			

Source: primary data

6.3. Demographic Characteristics-highest education qualification versus JIS of teachers

From the Table 3, it is inferred that in one-way ANOVA, the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the highest education qualification and with that of JIS of teachers.

6.4. Demographic Characteristics- department versus JIS of teachers

From the Table 4, it is inferred that in one-way ANOVA, the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the department and with that of JIS of teachers.

Table 3: The ANOVA test between educational qualification and JI-teachers

JIS		Sum of Squares	D.F	Mean Square	F	Sig.
I plan most of the schedule that are effective	Between groups	7.293	3	2.431	3.469	.016
	Within Groups	431.649	616	.701		
	Total	438.942	619			
I attend the problems of my students very effectively and genuinely	Between groups	7.215	3	2.405	2.003	.112
	Within Groups	739.771	616	1.201		
	Total	746.985	619			
I keep myself updated with the current trends and developments regularly	Between groups	2.390	3	.797	.337	.799
	Within Groups	1456.544	616	2.365		
	Total	1458.934	619			
Apart from my regular working hours, I want to take part in various activities	Between groups	4.195	3	1.398	.898	.442
	Within Groups	958.765	616	1.556		
	Total	962.960	619			
I wish to take up and do the challenging tasks	Between groups	3.437	3	1.146	.479	.697
	Within Groups	1471.783	616	2.389		
	Total	1475.219	619			
I hope that I can get along with others at work	Between groups	7.460	3	2.487	2.076	.102
	Within Groups	738.017	616	1.198		
	Total	745.477	619			

Source: primary data

Table 4: The ANOVA test between department and JI-teachers

JIS		Sum of Squares	D.F	Mean Square	F	Sig.
I plan most of the schedule that are effective	Between groups	5.866	3	1.955	2.781	.040
	Within Groups	433.076	616	.703		
	Total	438.942	619			
I attend the problems of my students very effectively and genuinely	Between groups	5.748	3	1.916	1.592	.190
	Within Groups	741.238	616	1.203		
	Total	746.985	619			
I keep myself updated with the current trends and developments regularly	Between groups	3.594	3	1.198	.507	.678
	Within Groups	1455.340	616	2.363		
	Total	1458.934	619			
Apart from my regular working hours, I want to take part in various activities	Between groups	.994	3	.331	.212	.888
	Within Groups	961.966	616	1.562		
	Total	962.960	619			
I wish to take up and do the challenging tasks	Between groups	3.972	3	1.324	.554	.645
	Within Groups	1471.247	616	2.388		
	Total	1475.219	619			
I hope that I can get along with others at work	Between groups	6.531	3	2.177	1.815	.143
	Within Groups	738.946	616	1.200		
	Total	745.477	619			

Source: primary data

6.5. Demographic Characteristics- designation versus JIS of teachers

From the Table 5, it is inferred that in one-way ANOVA, the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the designation and with that of JIS of teachers.

6.6. Demographic Characteristics- teaching experience versus JIS of teachers

From the Table 6, it is inferred that in one-way ANOVA, the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the teaching experience and with that of JIS of teachers.

Table 5: The ANOVA test between designation and JI-teachers

JIS		Sum of Squares	D.F	Mean Square	F	Sig.
I plan most of the schedule that are effective	Between groups	2.932	4	.733	1.034	.389
	Within Groups	436.010	615	.709		
	Total	438.942	619			
I attend the problems of my students very effectively and genuinely	Between groups	8.905	4	2.226	1.855	.117
	Within Groups	738.081	615	1.200		
	Total	746.985	619			
I keep myself updated with the current trends and developments regularly	Between groups	2.061	4	.515	.217	.929
	Within Groups	1456.873	615	2.369		
	Total	1458.934	619			
Apart from my regular working hours, I want to take part in various activities	Between groups	8.861	4	2.215	1.428	.223
	Within Groups	954.099	615	1.551		
	Total	962.960	619			
I wish to take up and do the challenging tasks	Between groups	7.025	4	1.756	.736	.568
	Within Groups	1468.194	615	2.387		
	Total	1475.219	619			
I hope that I can get along with others at work	Between groups	13.685	4	3.421	2.875	.022
	Within Groups	731.792	615	1.190		
	Total	745.477	619			

Source: primary data

Table 6: The ANOVA test between total teaching experience and JI-teachers

JIS		Sum of Squares	D.F	Mean Square	F	Sig.
I plan most of the schedule that are effective	Between groups	3.856	4	.964	1.363	.245
	Within Groups	435.086	615	.707		
	Total	438.942	619			
I attend the problems of my students very effectively and genuinely	Between groups	11.910	4	2.978	2.491	.042
	Within Groups	735.075	615	1.195		
	Total	746.985	619			
I keep myself updated with the current trends and developments regularly	Between groups	3.211	4	.803	.339	.852
	Within Groups	1455.723	615	2.367		
	Total	1458.934	619			
Apart from my regular working hours, I want to take part in various activities	Between groups	9.040	4	2.260	1.457	.214
	Within Groups	953.920	615	1.551		
	Total	962.960	619			
I wish to take up and do the challenging tasks	Between groups	15.222	4	3.805	1.603	.172
	Within Groups	1459.998	615	2.374		
	Total	1475.219	619			
I hope that I can get along with others at work	Between groups	7.369	4	1.842	1.535	.190
	Within Groups	738.109	615	1.200		
	Total	745.477	619			

Source: primary data

6.7. Demographic Characteristics- salary versus JIS of teachers

From the Table 7, it is inferred that in one-way ANOVA, the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the salary and with that of JIS of teachers.

6.8. Demographic Characteristics- lecture hours per week versus JIS of teachers

From the Table 8, it is inferred that in one-way ANOVA, the total variation is partitioned into two components. Between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-test. Small significance value (<0.05) indicates group difference, from the above table, it is inferred that the significance level is observed to be less than 0.05. Hence, the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between the lecture hours per week and with that of JIS of teachers.

Table 7: The ANOVA test between salary and JI-teachers

JIS		Sum of Squares	D.F	Mean Square	F	Sig.
I plan most of the schedule that are effective	Between groups	1.082	5	.216	.303	.911
	Within Groups	437.860	614	.713		
	Total	438.942	619			
I attend the problems of my students very effectively and genuinely	Between groups	18.771	5	3.754	3.165	.008
	Within Groups	728.215	614	1.186		
	Total	746.985	619			
I keep myself updated with the current trends and developments regularly	Between groups	4.577	5	.915	.386	.858
	Within Groups	1454.357	614	2.369		
	Total	1458.934	619			
Apart from my regular working hours, I want to take part in various activities	Between groups	15.925	5	3.185	2.065	.068
	Within Groups	947.034	614	1.542		
	Total	962.960	619			
I wish to take up and do the challenging tasks	Between groups	30.686	5	6.137	2.609	.024
	Within Groups	1444.533	614	2.353		
	Total	1475.219	619			
I hope that I can get along with others at work	Between groups	9.555	5	1.911	1.594	.160
	Within Groups	735.922	614	1.199		
	Total	745.477	619			

Source: primary data

Table 8: The ANOVA test between lecture hours per week and JI-teachers

JIS		Sum of Squares	D.F	Mean Square	F	Sig.
I plan most of the schedule that are effective	Between groups	4.136	2	2.068	2.934	.054
	Within Groups	434.806	617	.705		
	Total	438.942	619			
I attend the problems of my students very effectively and genuinely	Between groups	9.901	2	4.950	4.144	.016
	Within Groups	737.085	617	1.195		
	Total	746.985	619			
I keep myself updated with the current trends and developments regularly	Between groups	5.737	2	2.869	1.218	.297
	Within Groups	1453.197	617	2.355		
	Total	1458.934	619			
Apart from my regular working hours, I want to take part in various activities	Between groups	2.571	2	1.285	.826	.438
	Within Groups	960.389	617	1.557		
	Total	962.960	619			
I wish to take up and do the challenging tasks	Between groups	4.133	2	2.066	.867	.421
	Within Groups	1471.087	617	2.384		
	Total	1475.219	619			
I hope that I can get along with others at work	Between groups	6.801	2	3.400	2.840	.059
	Within Groups	738.677	617	1.197		
	Total	745.477	619			

Source: primary data

VII. FINDINGS

It is inferred that in ANOVA test and T-test, socio-demographic characteristics of the respondent and JIS; significance indicates the significance level of the F-test and T-test. From the tables, it is inferred that the significance level is observed to be less than or equal 0.05, Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between these demographic characteristics and JIS. From above tables, it is inferred that the significance level

is observed to be greater than 0.05 in the demographic characteristics of respondent and JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.1 Age versus JIS of teachers

It is inferred that in ANOVA test with socio-demographic characteristics (age) of the respondent and JIS is shown in Table 1. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, I plan most of the schedule that are effective. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between age-demographic characteristics and above JIS. From above Table 1, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (age) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.2 Sex versus JIS of teachers

It is inferred that in T-test with socio-demographic characteristics (sex) of the respondent and JIS is shown in Table 2. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, Apart from my regular working hours, I want to take part in various activities and I wish to take up and do the challenging tasks. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between sex-demographic characteristics and above JIS. From above Table 2, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (sex) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.3 Highest education qualification versus JIS of teachers

It is inferred that in ANOVA test with socio-demographic characteristics (Highest education qualification) of the respondent and JIS is shown in Table 3. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, I plan most of the schedule that are effective. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between highest education qualification-demographic characteristics and above JIS. From above Table 3, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (Highest education qualification) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.4 Department versus JIS of teachers

It is inferred that in ANOVA test with socio-demographic characteristics (Department) of the respondent and JIS is shown in Table 4. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, I plan most of the schedule that are effective. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between Department-demographic characteristics and above JIS. From above Table 4, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (Department) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.5 Designation versus JIS of teachers

It is inferred that in ANOVA test with socio-demographic characteristics (Designation) of the respondent and JIS is shown in Table 5. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, I hope that I can get along with others at work. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between Designation-demographic characteristics and above JIS. From above Table 5, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (Designation) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.6 Teaching experience versus JIS of teachers

It is inferred that in ANOVA test with socio-demographic characteristics (Teaching experience) of the respondent and JIS is shown in Table 6. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, I attend the problems of my students very effectively and genuinely. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between Teaching experience-demographic characteristics and above JIS. From above Table 6, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (Teaching experience) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.7 Salary versus JIS of teachers

It is inferred that in ANOVA test with socio-demographic characteristics (Salary) of the respondent and JIS is shown in Table 7. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, I attend the problems of my students very effectively and genuinely and I wish to take up and do the challenging tasks. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between Salary-demographic characteristics and above JIS. From above Table 7, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (Salary) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

7.8 Lecture hours per week versus JIS of teachers

It is inferred that in ANOVA test with socio-demographic characteristics (Lecture hours per week) of the respondent and JIS is shown in Table 8. It is inferred that the significance level is observed to be less than or equal 0.05 in following JIS, I plan most of the schedule that are effective, I attend the problems of my students very effectively and genuinely and I hope that I can get along with others at work. Hence the null hypothesis is rejected and alternate hypothesis is accepted by inferring that there is a significant difference observed between Lecture hours per week-demographic characteristics and above JIS. From above Table 8, it is inferred that the significance level is observed to be greater than 0.05 in the demographic characteristics (Lecture hours per week) of respondent and remaining all JIS. Hence the alternate hypothesis is rejected and null hypothesis is accepted by inferring that there is no significant difference observed between these demographic characteristics and JIS.

VIII. CONCLUSIONS

From the above findings, researcher concludes that the variables on job involvement namely, I plan most of the schedule that are effective, I attend the problems of my students very effectively and genuinely, I keep myself updated with the current trends and developments regularly, Apart from my regular working hours, I want to take part in various activities, I wish to take up and do the challenging tasks and I hope that I can get along with others at work. The job involvement can be increased when the above variables are addressed depending upon the demographic characteristics of the respondent. Here the researcher does not say that the demographic characteristics of the respondent can be measured only by variables of job involvement. Finally the researcher concludes that there is a socio-demographic variable have an impact on psychological test of job involvement of teachers. From the above findings it is concluded that some socio demographic variables have an impact on JIS. Management should focus on how the perceived level of occupational stress among teachers can be reduced because it will result in increased psychological level with their job involvement, job satisfaction and quality of education. Finally the management the faculty the student's community will benefit when the occupational stress among teachers are reduced. The findings may guide the management to develop an environment that supports improved job involvement and job satisfaction.

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