

A STUDY ON JOB INVOLVEMENT OF TEACHERS WITH RESPECT TO SOME VARIABLES

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ABSTRACT

Sincere teachers are essential to the success of the educational system. They are also one of the fundamental pillars of society. Being a teacher requires a wide range of abilities, views, attitudes, engagement, knowledge, and sensitivity. The teacher's sense of job involvement is essential to the success of the organization and will improve their performance. Job participation is a crucial behavior associated to the job. It demonstrates the level of a person's involvement in his or her employment. Teachers can achieve success in their professional lives if they are really invested in their work. The way instructors do their jobs is crucial, especially at the secondary level. This study adopted the survey method of research. Participants were 400 school teachers at the secondary and primary and secondary levels who were randomly selected from various urban and rural schools selected in the Guntur District of Andhra Pradesh state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Locality, Type of institute, Type of school, Level of education, marital status Grade of school, Subject dealing, Age, and Experience were chosen for the present study. The workplace exploitation scale constructed by dr. Ramandeep Kaur, and Meena Jhamat (2012). The job involvement scale constructed by Dr. Zaki Akhtar and dr. Udham Singh (2014).

KEYWORDS: Teachers, Secondary School, Job Involvement

INTRODUCTION

The education system functions because of effective teachers.. It demonstrates the level of a person's involvement in his or her employment. Lodahl and Kejner are credited with developing the idea of job participation in 1965. He described job involvement as an individual's psychological affiliation with their work that affects their sense of self-worth. Job involvement is largely influenced by job performance. The quality of the teachers, in addition to their morals and abilities, are key factors in the success of education.

Therefore, it is crucial that skilled instructors are hired for the teaching profession and that they have access to the tools they need to do their jobs well and with complete dedication. The Education Commission (1966) highlighted that the quality, competency, and character of the teachers were the most crucial factors in the success of any educational process. The way an individual performs their job is really important. He can perform the best-assigned employment prospects work thanks to involvement. It becomes crucial for instructors to be involved in their jobs effectively if they are to impart knowledge. In terms of how school teachers affect their pupils' career and personality development, they are quite important. Both directly and indirectly, a teacher's personality influences the development of pupils' personalities.

The examples they set have a lasting impact on their students, who adopt the way of life and mirror it in their teachers through their behaviour. The future of both humanity and children is dependent on the teacher, who has a responsibility job. This indicates that the teacher has a heavy burden. Teachers who are actively involved in their work are more likely to be content with their careers and dedicated to their organizations. The effectiveness of a teacher in the classroom depends on their interest in and performance at work. Such educators hardly ever consider changing personnel or working environment. A teacher that is invested in their work will come off as sincere.

REVIEW OF RELATED LITERATURE

For the optimum outcome, the teacher must be motivated to manage the classroom well. In this sense, job performance and involvement are crucial elements. The core of a body is the significance of job involvement and performance at work. The outcome would be very subpar if there was no interaction on the side of the teachers. One of society's cornerstones and the foundation of any educational system is the teacher. The young student's underdeveloped intellect receives instruction from the teacher.

Teachers treat and shape young minds into different shapes. Teacher qualification can affect the quality of school and education. The involvement of the teacher in the school activities affects the overall performance of the school and the students. Thus Job involvement is an essential factor for teaching effectiveness and also school improvement. The level of involvement is very essential for the achievement of educational goals.

If the teacher is highly job involved, he will actively involved in the academic activities of the school. Teachers with a high level of job involvement tend to be satisfied with their jobs and be highly committed to their organization. A teacher's success in the educational process depends upon job involvement. A teacher who has job involvement will not show insincerity in his task. Thus job involvement plays a very important part in molding behavior in any organization. Hence the present study attempts to find the job involvement and job performance of higher secondary school teachers.

REVIEW OF RELATED LITERATURE

- **Hasan and Fereydoun (2015)** attempted to reveal the impact of job stress on the satisfaction of municipal employees and found a strong negative relationship between job stress and employee satisfaction.
- **Karthikeyan & Babu (2016)** In a study on “occupational stress and coping strategies of Matriculation school teachers working in Thanjavur of Tamil Nadu”. The authors observed the maximum level of stress from that workplace perceived by 25 to 35 years, aged respondents. The study further reported that female teachers were more prone to occupational stress than male teachers. It was also observed that the married teachers have felt a maximum level of occupational stress from their families than unmarried respondents and most of the teachers who have below 3 years of working experience have used the stress relieving techniques at the maximum level.
- **Sukumar & Kanagarathinam (2016)** described “the ‘excessive additional duty’ as the major cause of stress”. Poor students & their negative attitude towards studies and job insecurity were among the other foremost reasons for stress following the major cause. Seven techniques were found to be adopted by the teachers to remove stress were ordered in rank highest to lowest respectively positive attitude, belief in actions, friendly attitude toward children, yoga & exercise, interaction with colleagues, and reading motivational books.

- **Luhar, U. M., & Vaghela, K. (2017)** the main purpose of this research was to find out study Job Involvement and Occupational Stress among female and male Government employees. Here t-test was applied to check the significant difference between Job Involvement and Occupational Stress among Government employees [Female and Male]. Results revealed that significant difference in Job Involvement among Female and Male Government employees. There is a significant difference in Occupational Stress among Female and Male Government employees.
- **Pan, A., & Guha, A. (2018)** the study is an empirical study and tries to measure the effect of organizational commitment on job involvement of the secondary school teachers in West Bengal". Raw data are collected by introducing two standardized scales, one is the Job involvement scale (JIS) of Akhtar and Singh (2014) and another is the Teacher's organizational commitment scale (TOCS) of Jamal and Raheem (2005). The finding of this study included that both job involvement and organizational commitment do not differ in gender. Organizational commitment has a significant positive effect on job involvement.
- **Kaur, N. & Kaistha, A. (2020)** study aims to find out the level of job involvement and role conflict among primary school teachers of Punjab. The sample of the study consists of 72 primary school teachers. The data was collected using the job involvement scale and role conflict scale. The study found that the job involvement of teachers does not differ in gender whereas role conflict among teachers differs significantly. A positive relation was found between job involvement and role conflict.

OBJECTIVES OF THE STUDY

The following objectives are framed for the present study by the researcher.

- 1) To find out the work place exploitation of the teachers and to classify them.
- 2) To find out the work place exploitation of the teachers with respect to the following components.
 - a) Economic, Exploitation
 - b) Psychological/Emotional
 - c) Professional Degradation
 - d) Social Isolation,
 - e) Sexual Exploitation,
 - f) Poor Health Environment.
- 3) To find out the influence of the following demographic variables on the work place exploitation of the teachers.
 1. Gender
 2. Locality of the school
 3. Type of institute
 4. Type of school

5. Level of professional qualification
 6. Marital status
 7. Grade of school
 8. Subject Dealing
 9. Age
 10. Experience
- 4) To find out the Job Involvement of the teachers, and to classify them.
- 5) To find out the influence of the following demographic variables on the Job Involvement of the teachers.
11. Gender
 12. Locality of the school
 13. Type of institute
 14. Type of school
 15. Level of professional qualification
 16. Marital status
 17. Grade of school
 18. Subject Dealing
 19. Age
 20. Experience
- 6) To find out the relationship between work place exploitation of the teachers and Job Involvement of the teachers.

HYPOTHESES OF THE STUDY

The following null hypotheses were formulated for testing.

- **Hypothesis1:** The school teachers are not possessing high in work place exploitation.
- **Hypothesis 1A:** There would be no significant difference between male and female teachers in their work place exploitation.
- **Hypothesis 1B:** There would be no significant difference between rural and urban of the school teachers in their work place exploitation.
- **Hypothesis 1C:** There would be no significant between Government and Private of the school teachers in their work place exploitation.
- **Hypothesis 1D:** There would be no significant difference between residential and non-residential of the school teachers in their work place exploitation.

- **Hypothesis 1E:** There would be no significant difference between D.Ed and B.Ed of the school teachers in their work place exploitation.
- **Hypothesis 1F:** There would be no significant difference between married and un married of the school teachers in their work place exploitation.
- **Hypothesis 1G:** There would be no significant difference between primary and secondary schools of the teachers in their work place exploitation.
- **Hypothesis 1H:** There would be no significant difference between arts, science, and language subjects of the school teachers in their work place exploitation.
- **Hypothesis 1I:** There would be no significant difference between age between below 40, 40 -50, and 50 above of the school teachers in their work place exploitation.
- **Hypothesis 1J:** There would be no significant difference between below 10 years experience, 10-15 years, and above 15 years experience, of the school teachers in their work place exploitation.
- **Hypothesis 2:** The school teachers are possessing high in Job Involvement.
- **Hypothesis 2A:** There would be no significant difference between male and female teachers in their Job Involvement.
- **Hypothesis 2B:** There would be no significant difference between rural and urban of the school teachers in their Job Involvement.
- **Hypothesis 2C:** There would be no significant between Government and Private of the school teachers in their Job Involvement.
- **Hypothesis 2D:** There would be no significant difference between residential and non-residential of the school teachers in their Job Involvement.
- **Hypothesis 2E:** There would be no significant difference between D.Ed and B.Ed qualified school teachers in their Job Involvement.
- **Hypothesis 2F:** There would be no significant difference between married and un married of the school teachers in their Job Involvement.
- **Hypothesis 2G:** There would be no significant difference between primary and secondary schools of the teachers in their Job Involvement.
- **Hypothesis 2H:** There would be no significant difference between arts, science, and language subjects of the school teachers in their Job Involvement.
- **Hypothesis 2I:** There would be no significant difference between age between below 40, 40 -50, and 50 above of the school teachers in their Job Involvement.
- **Hypothesis 2J:** There would be no significant difference between below 10 years experience, 10-15 years, and above 15 years experience, of the school teachers in their Job Involvement.

- **Hypothesis 3:** There would be no significant relation between work place exploitation and Job Involvement of the teachers.

Type of Hypotheses

The null hypothesis is selected for the present study

Variables of the Study

The following variables are taken into account in this study.

Table 3.1: Classification of the Variables

S.No	Dependent Variables	Independent Variables
1	1. work place exploitation	1. Gender: (Male/Female) 2. Locality (urban/rural) 3. Type of school (government/private) 4. Type of residence (Residential and Non Residential) 5. Level of education (B.Ed &D.Ed) 6. Marital status (Married/ Un Married) 7. Grade of school (primary/secondary) 8. Subject Dealing: Arts/Science/Language 9. Age (Below 40/ 41 to 50,above 50) 10. Experience (Below10 years,11 to 15 years, Above 10 years)
2	2. Job involvement	

METHOD OF THE STUDY

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

The Population of the Study

The population of the present study is 400 school teachers working in primary and secondary, government, aided, and private schools in the Guntur district of Andhra Pradesh.

Sample selected for the study

The present study is workplace exploitation and job involvement of the teachers in the Guntur district of Andhra Pradesh state who follow the Andhra Pradesh state syllabus. The present study was carried out on a representative sample of 400 School teachers from various urban and rural schools selected in the Guntur district of Andhra Pradesh state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Locality, Type of institute, Type of school, Level of education, marital status Grade of school, Subject dealing, Age, and Experience were chosen for the present study.

OBJECTIVE WISE ANALYSIS IN JOB INVOLVEMENT OF THE TEACHERS

Objective 4: To Find Out the Level of Job Involvement of the Teachers and Classify Them

4th objective was intended to find the Job Involvement of the teachers and classify them according to their low, moderate and high Job Involvement. In the above objective, the scores of all the samples were calculated to arrive at the Mean, Standard deviation and % of the mean of the sample. The result is as follows in Table 4.12.

Table 4.1: Whole Sample Job Involvement of the Teachers

Whole	Mean	SD	Percentage of mean
400	68.19	7.54	68.19

Observations

The following observations have been made from the above table (4.1) total sample in Job Involvement of the teachers. The Total Number of teachers is 400. The mean value is 68.19, the standard deviation value is 7.54 and the percentage of the mean is 68.19. The level of Job Involvement of the teachers is above average.

Interpretation

As per table 4.1, the result revealed that all the teachers fall under the above-average level of Job Involvement.

Table 4.2: Classification of Job Involvement of the Teachers

S.No	Classification Level	No	Percentage
1.	Low	61	15.25%
2.	Average	227	56.75%
3.	High	112	28%

Observations

From the above table (4.2), the following aspects have been observed: In the classification table, 15.25% of the Teachers fall under the low level, 56.75% are under the moderate level, and 28% are under the high level in Job Involvement of the teachers.

Interpretation: Table (4.15), result reveal that, the Teachers have a moderate level in their Job Involvement as for the table values.

4.7. VARIABLE WISE ANALYSIS IN JOB INVOLVEMENT OF THE TEACHERS

Objective 6: To find out the influence of the following variables on the Job Involvement of the teachers.

Hypothesis 2A: There would be no significant difference between male teachers and female teachers in their Job Involvement.

Table 4.3: Job Involvement Gender Anayalysis

Gender	N	Mean	SD	% of mean	S Ed	't'
Male	180	65.28	7.22	65.28	0.73	3.28*
Female	220	67.68	7.21	67.68		

significant at 0.05 level

Interpretation

From the above table (4.3), it is found that the "t" value is 3.28 which is significant at the 0.05 level. Hence the hypothesis is rejected. The result shows that gender impacts the Job Involvement of the teacher. Male teachers and female teachers have different levels of Job Involvement. Female teachers have more Job Involvement when compared with Male teachers.

Hypothesis 2B: There would be no significant difference between rural and urban of the school teachers in their Job Involvement.

Table 4.4: Job Involvement Locality of the School Analysis

Residential area	N	Mean	SD	% of mean	S.Ed	't'
Rural	210	66.13	7.19	66.13	0.70	1.25NS
Urban	190	64.01	7.26	64.01		

NS-Not significant at 0.05 level

Interpretation

From the above table (4.4), it is found that the "t" value is 1.25, which is not significant at the 0.05 level. Hence the hypothesis is accepted. The result shows that residential area has no impact on their Job Involvement. In Rural and urban the school teachers are at the same levels in their Job Involvement.

Hypothesis 2C: There would be no significant between Government and Private of the school teachers in their Job Involvement.

Table 4.5: Job Involvement Type of Institute Analysis

Type of institute	N	Mean	SD	% of mean	S.Ed	't'
Government	190	63.67	7.14	63.67	0.74	3.48*
Private	210	66.25	7.22	66.25		

significant at both levels

Interpretation

From the above table (4.5), it is found that the "t" value is 3.48, which is significant at the 0.05 level. Hence, the hypothesis is rejected, for the variable "Type of institute" at the 0.05 level of significance. The result shows that government and private school teachers impact their Job Involvement. Private school teachers struggle more with their Job Involvement than government school teachers.

Hypothesis 2D: There would be no significant difference between residential and non-residential of the school teachers in their Job Involvement.

Table 4.6: Job Involvement Type of School Analysis

Type of School	N	Mean	SD	% of mean	S.Ed	't'
Residential	150	67.19	7.24	67.19	0.78	3.79*
Non residential	250	64.23	7.11	64.23		

significant at 0.05 level

Interpretation

From the above table (4.6), it is found that the "t" value is 3.79, which is significant at the 0.05 level. The result shows that residential and non-residential school teachers impact their Job Involvement. As for the mean value, residential school teachers are better job involvement when compared with residential school teachers.

Hypothesis 2E: There would be no significant difference between D.Ed and B.Ed qualified school teachers in their Job Involvement.

Table 4.7: Job Involvement Level of Professional Qualification Analysis

Level of Professional Qualification	N	Mean	SD	% of mean	S.Ed	't' value
D.Ed	180	64.19	7.17	64.19	0.73	2.86**
B.Ed	220	66.28	7.11	66.28		

significant at 0.05 level

Interpretation

From the above table (4.7), it is found that the "t" value is 2.86, which is significant at the 0.05 level. Hence the hypothesis is rejected. The result shows that the D.Ed and B.Ed education qualification of the school teachers impacts their Job Involvement. As for the mean value, the B.Ed education qualification of the teachers is better in their Job Involvement when compared with the D.Ed education qualification of the teachers.

Hypothesis 2F: There would be no significant difference between married and un married of the school teachers in their Job Involvement.

Table 4.8: Job Involvement Marital Status Analysis

Marital Status	N	Mean	SD	% of mean	S.Ed	't' Value
Married	240	62.05	7.22	62.05	0.74	3.51
Un married	160	64.65	7.39	64.65		

Significant at 0.05 level

Interpretation

From the above table (4.8), it is found that the "t" value is 3.51, which is significant at the 0.05 level. Hence the hypothesis is rejected. The result shows that married and unmarried school teachers impact their Job Involvement. As per the mean value u n, married teachers are better performance when compared to married school teachers.

Hypothesis 2G: There would be no significant difference between primary and secondary schools of the teachers in their Job Involvement.

Table 4.9 Job Involvement Grade of School

Grade of school	N	Mean	SD	% of mean	S.Ed	't'
Primary	200	64.17	7.15	64.17	0.71	1.35NS
Secondary	200	65.13	7.16	65.13		

Not significant at 0.05 level

Interpretation

From the above table (4.9), it is found that the "t" value is 1.35, which is not significant at the 0.05 level. Hence the hypothesis is accepted. The result shows that in primary and secondary schools, the teachers have no impact on their Job Involvement. As per the mean value, primary and secondary schools of the teachers have the same values in their Job Involvement.

Hypothesis 2H: There would be no significant difference between arts, science, and language subjects of the school teachers in their Job Involvement.

Table 4.10: Job Involvement Subject Dealing

Subject Dealing	No	Mean	SD	df	SSM	SSW	F
Arts	150	65.69	7.11	397	214.56	51.97	4.12*
Science	150	63.33	7.24				
Language	100	64.12	7.31				
Significant at 0.05 level							
Subject Dealing		SS	df	MS	F		
Between group		429.12	2	214.56	4.12		
Within group		20636.65	397	51.97			
Total		21061.78	399				

Interpretation

From the above table (4.10), it is found that the "F" value is 4.12. Significant at the 0.05 level the result shows that arts, science, and language subject teacher's impact their Job Involvement. As per the mean value, arts teachers are high in Job Involvement.

Hypothesis 2I: There would be no significant difference between age between below 40, 40 -50, and 50 above of the school teachers in their Job Involvement.

Table 4.11: Job Involvement Age of the Teachers

AGE	No	Mean	SD	df	SSM	SSW	F
Below 40	200	66.49	7.13	397	390.09	51.30	7.60*
41 50	100	64.72	7.26				
Above 50	100	63.14	7.13				
Significant at 0.05 level							
AGE		SS	df	MS	F		
Between group		780.150	2	390.09	7.60		
Within group		20367.44	397	51.30			
Total		211470.63	399				

Interpretation

From the above table (4.11), it is found that the "F" value is 4.61, Significant at the 0.05 level. Hence the hypothesis is rejected. The result indicates that the age below 40, 40 -50, and 50 or above of the school teachers impacts their Job Involvement. As per the mean value below 40 years of age, teachers are better performance Job Involvement than other age group teachers.

Hypothesis 2J: There would be no significant difference between below 10 years experience, 10-15 years, and above 15 years experience, of the school teachers in their Job Involvement.

Table 4.12: Job Involvement Teaching Experience

Experience	No	Mean	SD	df	SSM	SSW	F
Below 10	75	66.01	7.22	397	128.76	2.47	19.27*
11.15	175	64.57	7.20				
Above 15	250	66.09	7.21				
Significant at 0.05 level							
Experience		SS	df	MS	F		
Between group		257.53	2	128.76	2.478		
Within group		25821.74	397	51.95			
Total		26079.23	399				

Interpretation

From the above table (4.12), it is found that the "F" value is 2.47. Which not Significant at 0.05 level. Hence the hypothesis is accepted. The result shows that experience below 10, 11 to 15, and above 15 the experience impacts their Job Involvement; as per the mean value above 15 years of teaching experience, teachers are better permanence Job Involvement than other experience the teachers.

ANALYSIS OF CORRELATION

Objective 6: To find out the relation between work place exploitation of the teachers and Job Involvement of the teachers.

Hypothesis 3: There would be no significant relation between work place exploitation and Job Involvement of the teachers.

Table 4.13: Correlation Between Work Place Exploitation And Job Involvement of the Teacher

S. No.	Variables	N	Mean	Std. Deviation	'r'
1	Work place exploitation	400	167.9	18.34	0.15* (p=0.00)
2	Job involvement	400	87.9	18.34	

Significant at 0.06 level

Observations

From the above table (4.13), the following observations have been made. The number of students is 800, the number of students from Workplace exploitation is 400, the number of students from Job involvement is 400, the df value is 398, and the 'r'-value is 0.15 significant between the variables.

Interpretation

The computed Correlation value (r) for workplace exploitation and job participation is 0.15, as can be shown in Table 4.13. At a threshold of significance of 0.01, the estimated r-value exceeds the value in the table. So, theory number three is disproved. Thus, it may be said that there is a direct link between teacher job involvement and workplace exploitation. It is also evident from the aforementioned table that job involvement and workplace exploitation have a positive relationship. The statistical analysis of the current study shows that the level of workplace exploitation and job participation that instructors are experiencing is modest. Hypothesis is rejected; there is a strong positive correlation between teacher job involvement and workplace exploitation.

EDUCATIONAL IMPLICATIONS

In the light of findings of the study, the investigator suggests the following points for Educational implications

- Indian societies comprise various economic groups, different cultures, and topographical variations. Therefore, other states of the country may also help provide conclusive data.
- More sociological, psychological, personal, and family-related variables should be studied in relation to workplace exploitation and job involvement of the teachers.
- The present study has tried to touch upon the different kinds of harassment in the workplace in private and government schools. It gives a wider idea to the recipients and takes precautionary measures against probable adverse situations.
- Capacity-building initiatives are frequently carried out in all kinds of institutions (Aided, Government, and Self Finance). It's possible that every teacher participates in these initiatives. To give teachers access to the most latest developments in education and technology, universities themselves may host in-service training programmes, orientation sessions, and refresher courses. It is possible to construct teacher housing closer to the colleges.
- The schools must insist on daily teacher prayers and force the instructors to participate in the prayers by sharing their small chat, ideas for the day, and other such things. It aids them in releasing mental strain.
- The teachers' physical well-being is also very significant. They might be permitted to use the leave options that qualify.
- Health awareness campaigns could be developed for the instructors' benefit. Programs for menopausal stress management and reproductive health may be organized.
- Teachers can participate actively in stress management workshops that are presented to them in order for them to recover from their stress and sadness.
- Teachers could be required to practice yoga and meditation for no more than an hour each day on the school's premises.
- In order to learn about cutting-edge teaching techniques, creating e-content and ICT-enabled activities, teachers must attend workshops and symposiums.

SCOPE FOR FURTHER RESEARCH

No research is complete and perfect in all aspects. Every research has its limitations. Due to constraints of time, cost, and resources, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly mentioned below:

- A comparative study of workplace exploitation and job involvement of the teachers in public schools and private schools of Andhra Pradesh state.
- A study of the relationship between workplace exploitation and job involvement school teachers in deemed schools of Andhra Pradesh state.

- A similar study can be conducted on a larger sample and in different states to have in-depth knowledge of the relationships between job involvement and workplace exploitation.
- The study may be further conducted to compare workplace exploitation and job involvement of teachers in Northern India and Southern India.
- In the present study Work place, exploitation, and job involvement of the teachers will be applied to political leaders, business persons, and labor working places can also be explored.
- A similar study can also be conducted on the sample of non-teaching staff in the schools of Andhra State.
- The list which has been given above is, however, not exhaustive but illustrative. There are vast areas in this field that have not been explored so far and any attempt in this direction may both be rewarding and instructive.
- Compared to government school teachers have more role conflict than private school teachers. Hence, the workload of the teachers may reduce.
- Job satisfaction has a significant relationship with workplace exploitation, so provides a satisfactory working environment for teachers.
- Arrange counseling services for teachers to reduce in working places.
- Proper adjustment should be taken by family members and teachers.
- Special training programs should be organized for teachers of primary school to help them to manage their roles in a planned manner.
- Salary should be given to private school teachers like government school teachers.
- Regular orientation courses should be conducted for the teacher, for effective communication, academic preparation, and time management
- A similar study can be conducted on college teachers and a comparative study can be done between primary school teachers and high school teachers.
- The study may be conducted with other allied variables like levels of aspiration, academic alienation, working styles, personality traits, attitudes etc. to ensure better and wider generalizations.

CONCLUSIONS

Teachers are builders to inculcate values and our traditions from generation to generation into students. Their occupation renders definite and essential services to society. The role of a teacher also involves the character building of the taught apart from designing and implementing the curriculum. Teachers cause a desirable and anticipated revolution in society silently. In short, a teacher inspires and shapes the destiny of the nation in the classrooms. Realizing the above facts, the teaching profession is considered the noblest profession in India. Now a day's most teachers are dissatisfied with and even depressed about their professional standing. They feel that the workload is too heavy and recognition and appreciation are too limited. The above findings indicate that all teachers from the total sample fall under average in their workplace exploitation, and the finding from job involvement of the teachers also fall under above average in their job involvement in the Guntur district of Andhra Pradesh.

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