

IMPACT OF WORK PLACE EXPLOITATION ON JOB INVOLVEMENT AMONG TEACHERS

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ABSTRACT

The present study aims to find out the workplace exploitation and the job involvement of teachers. This study examined the relationship between job involvement and workplace exploitation of school teachers Guntur District of Andhra Pradesh. 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). The result reveals that workplace exploitation and job involvement are positively correlated. Where the teachers work place exploited by the head department and principals, managements who run the schools, and seniors in the school, it directly influences their jobs.

KEYWORDS: Workplace Exploited, Job Involvement, Teachers

INTRODUCTION

WORK PLACE EXPLOITATION

The phrase "exploitation" has social, political, and economic overtones. Exploitation is defined as the unjust or cruel use of someone or something, or the taking advantage, abuse, misuse, ill-treatment, unfair treatment, bleeding dry, sucking dry, squeezing, wringing, etc. exploitation, according to Tormey (2008), is defined as, "taking unfair advantage of someone else or earning a profit off of someone or a group of people without paying them what they deserve. It also includes a situation in which the exploiter benefits while the exploited suffers. The exploitation of people entails bad attitudes that violate the ethical laws that protect the vulnerable ". His statement could be interpreted as referring to the working conditions of workers in countries where they are considered prone to exploitation and abuse.

Teachers who work in schools and college professors are becoming more aware of their presence, rights, and working conditions. The challenges that a woman experiences are colored differently based on the socioeconomic and cultural environment in which she was born, raised, and molded. Teachers in India face far more difficult problems than their counterparts in developed countries, and they are more likely to experience internal conflicts as a result of incompatibility between the old conception of women's role at home and the occupational role in general, as well as a slew

of occupational issues. Personal concerns, family problems, economic problems, organizational problems, departmental problems, psychological problems, interpersonal connection problems, and stress are among the different occupational problems faced by female college professors.

In modern society, the majority of teachers report feeling ostracized, undervalued, and underpaid; this assertion is more applicable for educators employed by the private sector. Few people are aware of the severity and scope of the exploitation that teachers at private schools endure, which is analogous to the exploitation that manual workers in our brick kilns and textile factories experience.

Our private school sector is prospering and is producing enormous profits after a one-time investment in facility development and operating expenses for staff pay. Private schools have experienced growth in our nation unlike any other industry. Numerous chains of schools have developed, with an ever-growing number of locations and an ever-increasing wealth of their owners. By converting this service of education into a commodity that it is not, this lucrative industry of education has made certain people outrageously wealthy.

Private school tuition is skyrocketing, but the status of teachers working in these elite institutions has been downgraded to that of product salespeople. In our society, it is well known that the business sector abuses teachers in the worst ways imaginable. A teacher's monthly pay is always less than the monthly tuition for only one student, even in the most expensive schools.

Our private sector professors are extremely dissatisfied with their working circumstances, meager pay, lack of influence over academic decisions, and dictatorial management. These are the eight traits that define the oppressive and exploitative culture of our private schools.

Job Involvement

Job engagement is the degree to which a representative identifies with, actively engages in, and views the accomplishment of his or her job as essential to maintaining a positive sense of self. Representatives who exhibit an extraordinary level of job participation sincerely consider and relate to the type of work they undertake. They are motivated to positively contribute to their work by their inspiring manner. Higher levels of job involvement have been linked to lower acquiescence rates, less unfortunate deficits, and higher levels of representative engagement with work. The definition of job involvement is the blending of personal and organizational goals. The commitment would be better if the integration objective were set higher. This is why the pursuit of organizational goals that are voluntary depends on goal congruence. The inhabitants of this condition view organizational systems as a way to satisfy their needs and freely participate in and unreservedly accept organizational systems as a means of achieving organizational goals. (Singh and Das, C.G., 1978) Because of its crucial function in drawing a line between productivity and employee demands and quality of working life on the one hand, the idea of job involvement has gradually gained relevance in recent years (Hall and Lawler 1970, Walton 1972, Dewiest 1973).

Title of the Study

“A study on work place exploitation and job involvement of the teachers”

Significance of the Present Study

Today, teachers are facing many problems in schools due to workload, such as unlimited periods given by headmasters, senior, and exploitation by headmasters and dominated by male teachers. The nation's ideal could not be realized without considering the challenges faced by teachers in the classroom. There is still a need to establish a balance between workplace exploitation and job involvement. Lack of security, material conveniences such as a hostel, quarters, transportation, medical facilities, and family support

In short, they are dealing with social, political, economic, and service issues, among other things. Teachers' problems depend on their job involvement also. Because if there is no work exploitation among teachers in school, the teachers will participate in their jobs with joy and cooperative working with headmasters and seniors these issues affect not only teachers in rural areas but also those in urban areas. This study aims to find out the level of Work Place Exploitation of the teachers and find out the job involvement of the teachers in the Guntur district of Andhra Pradesh.

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.

RESEARCH METHODOLOGY

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.
 - Gender
 - Locality of the school
 - Type of institute
 - Type of school
 - Level of professional qualification
 - Marital status
 - Grade of school
 - Subject Dealing
 - Age
 - Experience
 - To find out the Job Involvement of the teachers, and to classify them.
 - To find out the influence of the following demographic variables on the Job Involvement of the teachers.
 - Gender

- Locality of the school
- Type of institute
- Type of school
- Level of professional qualification
- Marital status
- Grade of school
- Subject Dealing
- Age
- Experience
- 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.

- **Hypothesis 1:** 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)
2	2. Job involvement	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)

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.

ANALYSIS AND INTERPRETATION OF DATA

Whole Sample of Data Analysis of Workplace Exploitation of the Teachers

1. Objective 1: To find out the level of workplace exploitation of the teachers and to classify them.

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 results are as follows in Table 4.1.

Table 4.1: Whole Sample of Data Analysis of Work Place Exploitation of Teachers

Whole	Mean	SD	Percentage of mean
400	167.9	18.34	73%

Observations

The following observations have been made from above table 4.1. The total number of teachers is 400. The mean value is 167.9, the standard deviation value is 18.34 and the means percentage is 73. The Work Place Exploitation of the teachers is high average.

Interpretation

As per table 4.1, the result revealed that all the teachers fall under the high in their work place.

Classification in Work Place Exploitation

On the scores referring to Work Place Exploitation of the teachers, the mean and standard deviation for the entire group were computed. The overall sample's mean and standard deviation are 167.9 and 18.34, respectively.

Table: 4.2 Classification of Work Place Exploitation of the Teachers

S.No	Classification Level	N	Percentage
1.	Low	52	13%
2	Average	212	53%
3.	High	136	34%

Observations

From the above table (4.2), the following aspects have been observed: In the classification table, 13% of the Teachers fall under the low level, 53% are under the moderate level, and 34% are under the high level in Work Place Exploitation.

Interpretation

Table (4.2), result reveals that, the Teachers have a moderate level in their Work Place Exploitation as for the table values.

Area Wise Analysis of Work Place Exploitation of the Teachers

Objective 2: To find out the work place exploitation of the teachers with respect to the following components.

- Economic, Exploitation
- Psychological/Emotional
- Professional Degradation
- Social Isolation
- Sexual Exploitation
- Poor Health Environment

Table: 4.3 Different Dimensions of the Work Place Exploitation of the Teachers

Area	Mean	SD	% of mean	Order
1. Economic, Exploitation	24.70	3.23	70.57	V
2. Psychological/Emotional	32.15	4.71	80.37	I
3. Professional Degradation	27.6	2.92	78.85	II
4. Social Isolation	20.83	2.39	59.51	VI
5. Sexual Exploitation	37.16	3.74	74.62	III
6. Poor Health Environment	25.46	1.37	72.74	IV

Interpretation

From the above table (4.3), it is found that in the broad areas of Work Place Exploitation of the teachers, the area is Psychological/Emotional area is highly performed among school teachers, and the low performed dimension is Social Isolation. Teachers are more workplace exploitation in the area is Psychological/Emotional area.

Variable Wise Analysis in Work Place Exploitation of the Teachers

Objective 3: To find out the influence of the following variables on the work place exploitation of the teachers.

Hypothesis 1A: There would be no significant difference between male teachers and female teachers in their work place exploitation.

Table: 4.4 Work Place Exploitation Gender Analysis

Locality of the school	N	Mean	SD	% of mean	S.Ed	't'
Rural	210	166.33	17.99	72.31	1.70	1.35NS
Urban	190	164.03	17.81	71.31		

Significant at 0.05 levels.

Interpretation

From the above table (4.4), it is found that the "t" value is 2.68, which is significant at the 0.05 level. The result shows that gender has an impact on workplace exploitation. Male teachers and female teachers have different levels of workplace exploitation. Female teachers have more struggled in workplace exploitation when compared with Male teachers.

Hypothesis 1B: There would be no significant difference between rural and urban of the school teachers in their work place exploitation.

Table: 4.5 Work Place Exploitation Locality of the School Analysis

Locality of the school	N	Mean	SD	% of mean	S.Ed	't'
Rural	210	166.33	17.99	72.31	1.70	1.35NS
Urban	190	164.03	17.81	71.31		

NS-Not significant at 0.05 levels.

Interpretation

From the above table (4.5), it is found that the "t" value is 1.35, which is not significant at the 0.05 level. The result shows that residential area has no impact on their workplace exploitation. In Rural and urban the school teachers have no difference in their workplace exploitation.

Hypothesis 1C: There would be no significant between Government and Private of the school teachers in their work place exploitation.

Table: 4.6 Work Place Exploitation Type of Institute Analysis

Type of institute	N	Mean	SD	% of mean	S.Ed	't'
Government	190	162.63	17.94	71.14	1.73	2.26*
Private	210	166.55	17.62	72.41		

Significant at 0.05 level

Interpretation

From the above table (4.6), it is found that the "t" value is 2.26, which is significant at the 0.05 level. Hence the hypothesis is rejected. The result shows that government and private school teachers impact in their workplace exploitation. Private school teachers struggle more with their workplace exploitation than government school teachers.

Hypothesis 1D: There would be no significant difference between residential and non-residential of the school teachers in their work place exploitation.

Interpretation

From the above table (4.6), it is found that the "t" value is 2.26, which is significant at the 0.05 level. Hence the hypothesis is rejected. The result shows that government and private school teachers impact in their workplace exploitation. Private school teachers struggle more with their workplace exploitation than government school teachers.

Hypothesis 1D

There would be no significant difference between residential and non-residential of the school teachers in their work place exploitation.

Table 4.07: Work Place Exploitation Type of School Analysis

Type of school	N	Mean	SD	% of mean	S.Ed	't'
Residential	150	167.19	17.89	72.69	1.81	1.08NS
Non residential	250	165.23	17.72	71.83		

NS-Not Significant At 0.05 Level

Interpretation

From the above table (4.7), it is found that the "t" value is 1.08, which is not significant at the 0.05 level. Hence the hypothesis is accepted. The result shows that residential and non-residential school teachers have no impact on their workplace exploitation. Both residential and non-residential school teachers are the same level in their workplace exploitation.

Hypothesis 1E: There would be no significant difference between D.Ed and B.Ed of the school teachers in their work place exploitation.

Table 4.08: Work Place Exploitation Level of Professional Qualification Analysis

Level of professional qualification	N	Mean	SD	% of mean	S.Ed	't'
D.Ed	180	164.19	17.83	71.38	1.71	1.80NS
B.Ed	220	167.28	17.61	72.73		

NS-Not significant at 0.05 level

Interpretation

From the above table (4.8), it is found that the "t" value is 1.80, which is not significant at the 0.05 level. Both D.Ed and B.Ed education qualifications of the teachers are the same levels in their workplace exploitation.

Hypothesis 1F: There would be no significant difference between married and un married of the school teachers in their work place exploitation.

Table 4.09: Work Place Exploitation Marital Status Analysis

Marital status	N	Mean	SD	% of mean	S.Ed	't'
Married	240	162.05	18.22	70.45	1.78	2.58*
Un married	160	166.65	17.39	72.45		

Significant at 0.05 level

Interpretation

From the above table (4.9), it is found that the "t" value is 2.58, which is significant at the 0.05 level. Hence the hypothesis is rejected. The result shows that married and unmarried school teachers impact their workplace exploitation. As per the mean value UN, married teachers are high workplace exploitation than married school teachers.

Hypothesis 1G: There would be no significant difference between primary and secondary schools of the teachers in their work place exploitation.

Table 4.10: Work Place Exploitation Grade of School Analysis

Grade of School	N	Mean	SD	% of mean	S.Ed	't'
Primary	200	164.17	17.85	71.37	1.7	1.32NS
Secondary	200	167.32	17.46	72.74		

NS-Not significant at 0.05 levels.

Interpretation

From the above table (4.10), it is found that the "t" value is 1.32, which is not significant at the 0.05 level. Hence the hypothesis is accepted. The result shows that the teachers have no impact on their workplace exploitation in primary and secondary school. As per the mean value, primary and secondary schools of the teachers have the same values in their workplace exploitation.

Hypothesis 1h: There would be no significant difference between arts, science, and language subjects of the school teachers in their work place exploitation.

Table 4.11: Work Place Exploitation Subject Dealing Analysis

Subject Dealing	N	Mean	SD	df	SSM	SSW	F
Arts	150	165.69	17.81	397	85.11	315.025	0.76NS
Science	150	165.53	17.62				
Language	100	164.12	17.85				
Not Significant at 0.05 level							
Subject Dealing	SS	df	MS	F			
Between group	170	2	85.11	0.76			
Within group	125065.04	397	315.02				
Total	125235.26	399					

Interpretation

From the above table (4.11), it is found that the "F" value is 0.76 not Significant at the 0.05 level. Hence the hypothesis is accepted. The result shows that arts, science, and language subjects' teachers did not impact their workplace exploitation. As per the mean value, art teachers and language subject teachers are the same level in their workplace 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.

Table 4.12: Work Place Exploitation age of the Teacher Analysis

Age	No	Mean	SD	df	SSM	SSW	F
Below 40	200	166.49	17.93	397	262.59	313.80	0.83NS
41 – 50	100	163.72	17.46				
Above 50	100	165.14	17.53				
Not Significant at 0.05 level							
Age		SS	df	MS	F		
Between group		525.18	2	262.59	0.837NS		
Within group		124578.59	397	313.80			
Total		125103.773	399				

Interpretation

From the above table (4.12), it is found that the "F" value is 0.83, not significant at the 0.05 level. Hence the hypothesis is accepted. The result indicates that the age below 40, 40 -50, and 50 or above of the school teachers did not impact their workplace exploitation. As per the mean value the age below 40, 40 -50, and 50 or above of the school teachers same level in their workplace 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.

Table 4.13: Work Place Exploitation Teaching Experience Analysis

Teaching Experience	No	Mean	SD	df	SSM	SSW	F
Below 10	75	157.01	17.92	397	6020.49	312.34	19.27*
11.15	175	166.57	17.30				
Above 15	250	156.09	17.72				
Significant at 0.05 level							
Teaching Experience		SS	df	MS	F		
Between group		12040.98	2	6020.49	19.27		
Within group		155236.45	397	312.34			
Total		167277.43	399				

Interpretation

From the above table (4.13), it is found that the "F" value is 19.27, Significant at the 0.05 level. Hence the hypothesis is rejected. The result shows that experience below 10, 11 to 15 and above 15 experience of teaching impact their workplace exploitation. As per the mean value, 11 to 15 years of teaching experience, teachers are high workplace exploitation than other experienced teachers in their workplace exploitation.

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 4.26: 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 levels.

Interpretation

The computed Correlation value (r) for workplace exploitation and job participation is 0.15, as can be shown in Table 4.26. 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 programs may often be conducted in all types of institutions (Aided, Government, and Self Finance). All the teachers may be getting involved in these programs. In-service training programs, orientation, and refresher courses may be conducted in the colleges themselves to equip the teachers with recent trends in the field of education and technology Teachers' quarters can be built nearer to the colleges.
- The schools must insist on regular prayers for the teachers and make the teachers get involved in prayers by delivering the small talk, thoughts for the day, and the like. It helps them to come out of their mental tension.
- The physical health of the teachers is also much important. They may be allowed to avail the eligible leave facilities.
- Health awareness programs may be conducted for the benefit of the teachers. Reproductive health programs and programs for facing the stress due to menopause may be organized.
- Stress management workshops can be given to the teachers with a lot of interaction within the workshop. So that, they may come out of their stress and depression.

- Meditation and Yoga can be made compulsory for teachers for at least one hour daily within the school campus itself free of cost or with less cost.
- Teachers must attend workshops and symposiums regarding innovative teaching methods, e-content preparation, and ICT-enabled activities.

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 work load 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

In this article, the result shows that job involvement and workplace exploitation have a positive relationship. 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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