



Job involvement across different age group among School teachers

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Abstract

The present research investigation explored the job involvement level across different age group among school teachers. The sample of 300 school teachers consisting of both male and female have been selected on the basis of stratified random sampling technique. Job involvement was measured by using JIS developed by Singh (1984) published by Prasad (2018). Age was further divided into three major groups such as younger (20-30 year) middle age group (30-40 year) and old age group (41 to 55 years). Data was analyzed by using mean, standard deviation and one way analysis of variance. It was observed that job involvement level tends to increase with age and experience particularly from earlier professional experience to middle age of career stage. It was clearly observed that school teachers at the stage of middle life stage (30-40 years) have highest job involvement as compared to earlier and later age group teachers. Highest job involvement at middle age group may be due to maturity, motivation and their commitment toward their work and institutional. Thus, findings can be summarized as job involvement generally increase with age showing a notable rise from the early stage of a professional career. In this respect the present research investigation has applied application because it will provide a valuable insight for policy making and it will also be helpful in developing school teachers Professionals skill ,resources and also support system in educational institution at different age group in order to fulfill the motivational needs of school teachers.

Keywords: Explored, Job Involvement, One way ANOVA, Valuable Insight, Skills and resources

Introduction

In the teaching Profession job involvement plays a crucial role in shaping teachers' motivation, commitment and effectiveness in the classroom. The concept of job involvement was introduced by Thomas, M. Lodahl and Mathilde kejner in 1965 [2]. They defined it as "the degree to which a person identifies psychologically with their work or the importance o work in their total self-image" . It is an internal value or intrinsic satisfaction about the importance of work in the worth of the individual. So, it is a type of attitude in which we identified with the job or work, rather than the organization. Generally, teachers who show higher job involvement tend to devote more time and energy in teaching activities, students' development and school related activities. Supportive administration and help in improving school climate. Siva Sakthi,2025; Mani kandan&karnan,2017) [1]. Among school teachers age is very important demographic variable that may influence job involvement because teachers whether they are working at Junior, middle or higher level experience different professional goals, responsibilities and level of experience Review of literature on age and job involvement indicated that age has a varied, often non-significant or complex relationship with job involvement among school teachers (Sethi&Mittal, 2016) [4]. In the present research investigation Age is considered as independent variable while job involvement as the dependent one. The main reason behind selecting age as independent variable as important because it influence work attitude, Professional maturity and emotional stability, commitment toward work etc. In the present work age is categorized into three groups due to variation in their involvement. Young teachers 20-30 years, Middle age teachers (31-40 years, and senior teachers 41-55 years). Generally young teachers enter into their profession with enthusiasm, new ideas, higher expectation and at the

middle of age they want to gain more psychological satisfaction and emotional maturity while at the senior level when they are going toward their retirement age their motivational level deteriorate means decreased due to some personal and health problems and due to some organizational factors. Keeping in mind the importance of these variable ,age was taken as independent variable which was further divided into three categories to observe their independent and combined effects on the dependent variable (Job involvement).

Methodology

Objectives of The Study

The present study was conducted with following objectives.

1. To examine the level of job involvement among school teachers.
2. To study the difference in job involvement across different age groups of school teachers.
3. To identify age as significant predictor of job involvement among school teachers.

Hypothesis

Keeping in the mings of the objectives of the study following hypothesis were formulated

1. There is significant difference in the job involvement of school teachers belonging to different age group.
2. Age would be emerged as significant factor for the job involvement of school teachers.

Research Design

The research design used in the present research paper is descriptive survey method which is used in behavioral sciences especially in psychology and sociology. This design is helpful to carry out research is a scientific manner to find out relationship as well as causal effect between

dependent and independent the variables. Since there is one independent variable which is categorized into three categories as young middle, and senior and dependent variable is job involvement. Our focus is to find out cause effect relationship between independent and dependent variables so correlation design was used

Sample

The sample of the present research paper consisted of 300 school teachers selected from different schools by using stratified random sampling technique. On the basis of age level, the sample was divided into three categories groups.

S.No	Age Groups	No of Teachers
1	20-30	55
2	31-40	85
3	41-55	160
Total		300

Tool Used

To measure the level of job involvement the present study researcher used job involvement scale developed by Singh 1984 and published by Prasad (2018). There is total 54 item measuring difference aspect of job involvement.

Statistical Analysis

Mean, standard deviation and one-way Anova statistical tests were applied for analysis of the data. The findings obtained by these statistical tests are provided as follows.

Table 1: One Way ANOVA for Job Involvement Across Different Age Group (younger, middle, senior)

Source of variation	SS	Df	Mean SS	F value
Between groups	110.00	2	55.00	0.161
Within groups	102156.12	297	343.96	
Total	102266.12	299		

Not significant at .05 level of significance

Above table described that job involvement remains consistent or constant across different age group. Statistically no significant differences were obtained between these age groups 20-30, 31-40 and 41-55 years. The calculated F value is 0.161 which is very low value as compared to standard value at .05 which is 3.031. Here, we are unable to accept our hypothesis which stated significant differences in the job involvement across different age groups.

F value 0.161 indicated that the small variation in job involvement scores is likely to be found due to chance factor rather than age variation. To justify our findings and to obtain more precise and accurate results, t test was used to find out significant differences between different age groups. The results are given as follows.

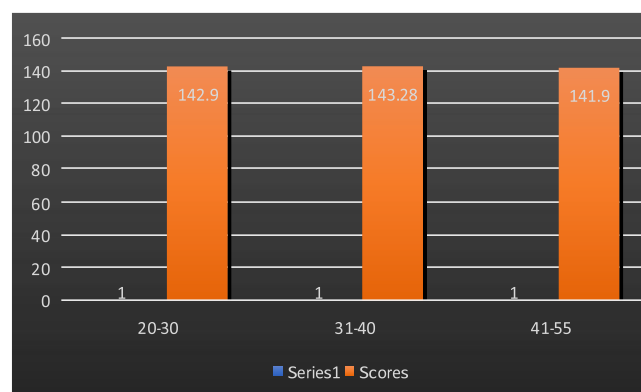
Table 2: Comparison of Job Involvement Across Different Age Groups

S.No	Group compared	N	Mean	SD	T value
1	20-30	55	142.09	13.11	-0.531
	31-40	85	143.28	14.94	
2	20-30	55	142.09	13.11	-0.0526
	41-55	160	141.96	21.55	
3	31-40	85	143.28	14.94	-0.564
	41-55	160	141.96	21.55	

Not Significant at .05 level of significance

Above table depicted no significant difference between different age groups. At .05 level of significance, we have to need value 1.96, all t values are below this absolute value (0.60). This is confirmed that hypothesis is clearly rejected. It is confirmed that age does not have a measurable impact on job involvement of school teachers. At school level teachers maintained a stable level of commitment to their work regardless of their age level. But if we are comparing the mean values of these groups, it showed some variation in the job involvement level. Teachers belonging to the 21-30 years age group obtained mean value 142.09 indicating somewhat moderate level of job involvement as compared to age group 31-40 years. This age group school teachers obtained the highest mean score 143.28, suggesting that middle aged teachers demonstrate the greater job involvement as compared to other groups. While teacher in the age of 41 to 55 years obtained mean value 141.96 which is relatively lower than the middle age groups.

Bar Graph Showing Job Involvement Across Age Group



The results suggested that job involvement tends to increase with experience and professional maturity which is generally associated with middle age groups. Here at this stage people whether they are male or female greater stability and commitment to their job and institution, these aspects facilitate to enhance higher job involvement as compared to earlier and later age group school teachers.

Conclusion

On the basis of these findings, we can conclude that job involvement varied significantly across different age groups among school teachers. Educational institutions should recognize these differences and should adopt effective intervention strategies to enhance job involvement among school teachers at all career stages. They should provide supportive and mentoring programmes for younger teachers to increase their job involvement. Middle age teachers can be further encouraged to take leadership responsibility, they should provide opportunities for decision making and policy making in the institution as well as at higher level. They should adapt mentorship role to develop skills and resources in their children so they can face all challenges in their life. Similarly senior teachers' expertise, their experience and innovative ideas should be utilized for guidance policy making, administration and other developmental activities in educational institutions.

Implication

Thus, the present research paper has applied applications in educational institution where teachers' expertise knowledge, managing skills and mentorship skill can be utilized for students learning and developmental programs .

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