# Job Involvement of Polytechnic College Teachers in Tiruchirappalli District

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**Abstract**
*This study examined the level of job involvement among polytechnic college teachers in the Tiruchirappalli District. This study aimed to analyse whether job involvement differs with respect to age, gender, subject taught, and designation. This study adopted a quantitative research design using a survey method. Primary data were collected from 50 polytechnic college teachers using structured questionnaires. The data were analysed using percentage analysis, chi-square test, t-test, and one-way ANOVA. The findings indicate that teachers generally exhibit moderate to high levels of job involvement. Although inferential analysis did not reveal statistically significant differences across demographic variables, meaningful trends were observed, particularly among mid-career teachers, science faculty, and Assistant Professors. This study contributes to the literature on teacher job involvement in technical education institutions by highlighting the patterns of professional engagement. Future research should expand the sample size, incorporate qualitative methods, and examine organizational factors influencing job involvement.*

**Keyworks: Teacher Job Involvement; Polytechnic College Teachers; Technical Education Faculty; Gender; Designation; Tiruchirappalli District**

## Introduction

Education as an institution has been designed by society to encourage the social, cognitive, and behavioural development of students. Society has given teachers the responsibility to shape and provide direction to students. He is the one who plays a significant role in the lives of students in the initial years of development (Khan, 2017).

Despite extensive research on job involvement among school and university teachers, polytechnic college teachers have received limited empirical attention, particularly in the context of technical education institutions in Tamil Nadu. This study addresses this gap by examining job involvement among polytechnic college teachers across demographic and professional variables. Job involvement has been widely studied in educational contexts because of its influence on teacher effectiveness and institutional performance (Bakker & Demerouti, 2018; Klassen & Chiu, 2021).

## Review of Literature

Involvement refers to an individual's engagement with their work. The construct of job involvement was proposed by Lodahl and Kejner in 1965.

It is the psychological identification of a worker with his work or the importance of work in the total self – image (Brown, 1996). Job involvement is defined as the extent to which an individual introduces himself to his job. Passionately took part in it and acknowledged that his job performance was valuable to his dignity (Pathak, 1983). Venkateswaran et al, (2015) revealed that less then 5 years, 5 years and above 5 years experienced teachers differs in job involvement. Teachers with less than 5 years of experience were more involved in their jobs than those with 5 years or more. Dehal and Kumar (2017)

revealed that male and female, urban and rural college teachers differ in job involvement, and the mean values indicated that male and rural teachers were more involved in their job than their respective counterparts.

Recent studies have emphasised organizational climate, autonomy, and institutional support as key determinants of teacher job involvement (Pan & Ghua, 2018; Fernet et al., 2019; Kim et al., 2019).

Recent studies have emphasised the roles of organizational climate, professional autonomy, and institutional support in influencing teacher job involvement (Pan & Ghua, 2018; Shalmazari, 2015). However, empirical evidence on technical education faculty remains limited. The existing literature largely examines job involvement among school and general college teachers, indicating a need for focused studies on polytechnic institutions. This study extends prior research by empirically examining job involvement in the polytechnic education context.

**Significance of the Study**

Teaching is a profession which is meaningful only when a teacher involves himself in the teaching – learning process (Pan and Ghua, 2018). Teachers play a significant role in the generation, transfer, and application of knowledge, and college teachers shape the future of their students.

Thus, the present study aims to examine the job involvement level of polytechnic college teachers in the Tiruchirappalli District.

**Objectives of the Study**

- To study the job involvement of polytechnic college teachers with respect to age.
- To study the job involvement of polytechnic college teachers with respect to the subjects taught.
- To study the job involvement of polytechnic college teachers with respect to sex (gender).
- To study the job involvement of polytechnic college teachers with respect to their designation.

**Hypothesis of the Study**

- There was no significant difference between male and female teachers in terms of job involvement.
- There is no significant association between age of the college teachers in job involvement
- There is no significant association between subjects teaching of the college teachers in job involvement
- There was no significant difference between the designations of college teachers in terms of job involvement.

**Methodology**

This study is empirical and based on the survey method.

**Sample Design**

Of the 16 colleges, 15 are self – financing and 1 is government-aided. I have selected all of them, and the total size of the respondents is 50 only.

**Tools of Data Collection**

A well-designed questionnaire was used to collect data from the different colleges. The questionnaire consists of two parts:-

The first part of the questionnaire contained information about the respondents' age, gender, marital status, educational qualification, subjects taught, designation, and type of college (government, government-aided, and self-financed). Experience, salary earned, teaching hours per week, and college location.

The second part of the questionnaire contained questions regarding the job involvement of college teachers.

In this section, five factors (to seek the opinion of college teachers) are proposed, which may impact the level of job involvement of college teachers.

They are the preparation of lessons at home, new work environment, time-limited work, relaxed atmosphere with students.

The questionnaire was developed based on established job involvement constructs from previous studies to ensure content validity. A pilot assessment was conducted to ensure the clarity and consistency of the items. Participation was voluntary, and respondents were assured of confidentiality and anonymity to minimise response bias in the study.

**Statistical Techniques**

Two types of analyses were used in the present study.

To determine the characteristic features of the sample, I used percentage analysis.

**Chi – Squire Analysis**

To test the framed hypothesis, I used chi – square analysis, T – test, and one-way ANOVA.

**Area of the Study**

The present study covered the college teachers of 14 private colleges of self-financing nature, one aided college, and one government college situated in Tiruchirappalli District.

**Table - 1 Sample Respondents According to their Age**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Below 30yrs | 15 | 30 |
| 30 to 40yrs | 20 | 40 |
| Above 40yrs | 15 | 30 |
| Total | 50 | 100 |

Source:- primary data

From the table, it is clear that 40 percent of the respondents belong to the age group of 30 to 40 years. Thirty percent of the respondents belonged to the age group of below 30 years and above 40 years, respectively. It is concluded that the majority of the respondents were in the 30–40 years age group.

**Table - 2 Sample Respondents According to their Sex**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Male | 24 | 48 |
| Female | 26 | 52 |
| Total | 50 | 100 |

Source:- Primary data.

From the table, it is clear that more than half of the respondents (52%) are female, while the remaining 48 percent of the respondents are male.

**Table - 3 Sample Respondents According to their Marital Status.**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Unmarried | 15 | 30 |
| Married | 8 | 16 |
| Widow | 15 | 30 |
| Divorced | 12 | 24 |
| Total | 50 | 100 |

Source:- Primary data

From the table, it is clear that 30 percent of the respondents are unmarried and 30 percent of the respondents are widowed. A very low percentage of the respondents were married (8 %).

**Table – 4 Sample Respondents According to their Educational Qualification**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| P.G with M.phil | 15 | 30 |
| P.G. With Ph.D | 16 | 32 |
| Only P.G. | 19 | 38 |
| Total | 50 | 100 |

Source :- Primary data

From the table, it is clear that 38 percent of the respondents have a P.G. degree only. 30 percent of the respondents are having P.G with M.Phil degree and 32 percent of the respondents are having P.G with Ph.D degree. It is concluded that most of the respondents have a P. G. degree only.

**Table - 5 Sample Respondents According to the Teaching of Subjects**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| English | 10 | 20 |
| Maths | 8 | 16 |
| Physics | 19 | 38 |
| Chemistry | 4 | 8 |
| Computer Engineering | 3 | 6 |
| Electrical Engineering | 2 | 4 |
| Civil Engineering | 2 | 4 |
| Mechanical engineering | 2 | 4 |
| Total | 50 | 100 |

Source :- Primary data

From the table, it is clear that 38 percent of the respondents are handling the physics subject. Twenty percent of the respondents were handling English subjects. 16percent of the respondents were handling the Maths subject, and eight percent of the respondents were handling the Chemistry subject. Six percent of the respondents were handling computer engineering subjects. Only 4 percent of the respondents were handling electrical engineering, Civil Engineering and Mechanical engineering subjects, respectively; thus, it was concluded that the majority of the respondents were handling the physics subject.

**Table -6 Sample Respondents According to their Designation**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Assistant professor | 19 | 38 |
| Associate professor | 13 | 26 |
| Professor | 18 | 36 |
| Total | 50 | 100 |

Source:- Primary data

From the table, it is clear that 38 percent of the respondents are Assistant professors, 36 percent are Professors, and only 26 percent are Associate Professors. It is concluded that the majority of the respondents belong to the category of assistant professors.

**Table – 7 Sample Respondents According to their Employment Status of the Respondents**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Govt | 23 | 46 |
| Govt aided | 16 | 32 |
| Self-finance | 11 | 22 |
| Total | 50 | 100 |

Source :- Primary data

From the table, it is clear that 46 percent of the respondents are working in government colleges. 32 percents of the respondents work in government-aided colleges, and the remaining 22% work in self-financed colleges. It was concluded that most respondents worked in government colleges.

**Table - 8 Sample Respondents According to the Total Teaching Experience**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Below 2yrs | 14 | 28 |
| 2 to 5 yrs | 12 | 24 |
| 5 to 10yrs | 12 | 24 |
| Above 10yrs | 12 | 24 |
| Total | 50 | 100 |

Source :- Primary data

From the table, it is clear that, 28pernent of the respondents have teaching experience below two years. Among the respondents, 24% had teaching experience of 2 to 5 years, 5 to 10 years, and above 10 years. It is concluded that the majority of the teachers have teaching experience of below 2 years (28 percent).

**Table - 9 Sample Respondents According to their Salary**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Less than Rs.20000 | 14 | 28 |
| Rs.20001 to 30000 | 13 | 26 |
| Rs.30001 to 40000 | 11 | 22 |
| Rs.40001 to 50000 | 12 | 24 |
| Total | 50 | 100 |

Source :- Primary data

From the table, it is clear that 28 percent of the respondents earn a salary of less than Rs.20000, 26percnt of the respondents are earning a salary of Rs.20001 to Rs.30000. Only 22 percent of the respondents earn a salary of Rs.30001–40000. It is concluded that one-fourth of the respondents earn a salary of less than Rs.20000.

**Table - 10 Sample Respondents According to the Lecture Hours Per Week**

| Particulars | No.of Re-spondents | Percentage |
|---|---|---|
| Below 12 | 16 | 32 |
| 13 to 18 | 15 | 30 |
| 19 and above | 19 | 38 |
| Total | 50 | 100 |

Source :- Primary data:

From the table, it is clear that 38 percent of the respondents have lecture hours of 19 and above. 30percent of the respondents have lecture hours of 13 to 18 percent per week, and 32 percent of the respondents have lecture hours of below 12 hours per week.

**Table - 11 Sample Respondents According to the Location of the College**

| Particulars | No.of Respondents | Percentage |
|---|---|---|
| Below 30yrs | 15 | 30 |
| 30 to 40yrs | 20 | 40 |
| Above 40yrs | 15 | 30 |
| Total | 50 | 100 |

Source:- Primary data

From the table, it is clear that 40 percent of the colleges are situated in semi – urban areas and 36 percent of the colleges are situated in urban areas. Only 24 percent of the colleges are situated in rural areas. It is concluded that most colleges are situated in semi – urban areas.

## Findings

**Table – 12 Q12**

| Particulars | No.of respondents | Percentage |
|---|---|---|
| Strongly Disagree | 10 | 20.0 |
| Disagree | 5 | 10.0 |
| Neutral | 8 | 16.0 |
| Agree | 9 | 18.0 |
| Strongly Agree | 18 | 36.0 |
| Total | 50 | 100.0 |

## Opinion

Table analyzed the impact of job involvement factors on individuals interested in participating in work-related activities outside regular working hours. Of the 50 respondents, 36% strongly agreed with this statement. Disagree 10%. The respondents easily create a relaxed atmosphere with their students, with 34% strongly agreeing. Agree 14%.

The respondents who regularly spent time keeping abreast of current developments in their field strongly agreed, while 32% disagreed and 14% were neutral. The respondents lost their appetite all the time when undertaking time-limited work, strongly agree 18%, disagree 4%.

The respondents took less time to adapt to the new work environment and situation, with 14% strongly agreeing and 7% agreeing.

**Q13 Table 13**

| Particulars | No.of respondents | Percentage |
|---|---|---|
| Strongly Disagree | 9 | 18.0 |
| Disagree | 8 | 16.0 |
| Neutral | 9 | 18.0 |
| Agree | 7 | 14.0 |
| Strongly Agree | 17 | 34.0 |
| Total | 50 | 100.0 |

**Q14 Table - 14**

| Particulars | No.of respondents | Percentage |
|---|---|---|
| Strongly Disagree | 11 | 22.0 |
| Disagree | 7 | 14.0 |
| Neutral | 7 | 14.0 |
| Agree | 9 | 18.0 |
| Strongly Agree | 16 | 32.0 |
| Total | 50 | 100.0 |

**Q15 Table - 15**

| Particulars | No.of respondents | Percentage |
|---|---|---|
| Strongly Disagree | 12 | 24.0 |
| Disagree | 4 | 8.0 |
| Neutral | 8 | 16.0 |
| Agree | 8 | 16.0 |
| Strongly Agree | 18 | 36.0 |
| Total | 50 | 100.0 |

**Q16 Table - 16**

| Particulars | No.of respondents | Percentage |
|---|---|---|
| Strongly Disagree | 11 | 22.0 |
| Disagree | 8 | 16.0 |
| Neutral | 10 | 20.0 |
| Agree | 7 | 14.0 |
| Strongly Agree | 14 | 28.0 |
| Total | 50 | 100.0 |

**Table – 17 Chi-square test**

| Age | Q17 Table - 17 | | | | | | | | | | | | Statistical inference |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Total | | |
| | n | % | n | % | n | % | n | % | n | % | n | % | |
| Below 30yrs | 4 | 36.4% | 4 | 50.0% | 2 | 33.3% | 4 | 36.4% | 1 | 7.1% | 15 | 30.0% | X2=7.161 Df=8 0.519>0.05 Not Significant |
| 30 to 40yrs | 3 | 27.3% | 2 | 25.0% | 2 | 33.3% | 4 | 36.4% | 9 | 64.3% | 20 | 40.0% | |
| Above 40yrs | 4 | 36.4% | 2 | 25.0% | 2 | 33.3% | 3 | 27.3% | 4 | 28.6% | 15 | 30.0% | |
| Total | 11 | 100.0% | 8 | 100.0% | 6 | 100.0% | 11 | 100.0% | 14 | 100.0% | 50 | 100.0% | |

The chi-square test was used to determine the association between the age of the respondents and their job involvement.

The chi-square test was used to determine the association between the age of the respondents and their job involvement.

Ho:- There is no significant association between the age of the respondents and their job involvement.

The chi-square test results show that, out of 50 respondents, 15 were below 30 years of age.

1 strongly agree, 4 strongly disagree in the age group of 30 to 40 years, out of 20 respondents, 9 strongly agreed and 3 strongly disagree.d In the age group of above 40 years, out of 15 respondents, 4 strongly agreed and 4 strongly disagreed.

**Table – 18 Chi-square test**

| Age | Q17 Table - 17 | | | | | | | | | | | | Statistical inference |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Total | | |
| | n | % | n | % | n | % | n | % | n | % | n | % | |
| English | 4 | 36.4% | 2 | 25.0% | 0 | .0% | 3 | 27.3% | 1 | 7.1% | 10 | 20.0% | X2=27.383 Df=28 0.497>0.05 Not Significant |
| Maths | 0 | .0% | 3 | 37.5% | 1 | 16.7% | 2 | 18.2% | 2 | 14.3% | 8 | 16.0% | |
| Physics | 4 | 36.4% | 1 | 12.5% | 2 | 33.3% | 5 | 45.5% | 7 | 50.0% | 19 | 38.0% | |
| Chemistry | 1 | 9.1% | 0 | .0% | 2 | 33.3% | 0 | .0% | 1 | 7.1% | 4 | 8.0% | |
| Computer Engg. | 0 | .0% | 1 | 12.5% | 1 | 16.7% | 0 | .0% | 1 | 7.1% | 3 | 6.0% | |
| Electrical Engg. | 1 | 9.1% | 0 | .0% | 0 | .0% | 0 | .0% | 1 | 7.1% | 2 | 4.0% | |
| Civil Engg. | 0 | .0% | 1 | 12.5% | 0 | .0% | 0 | .0% | 1 | 7.1% | 2 | 4.0% | |
| Mechanical Engg. | 1 | 9.1% | 0 | .0% | 0 | .0% | 1 | 9.1% | 0 | .0% | 2 | 4.0% | |
| Total | 11 | 100.0% | 8 | 100.0% | 6 | 100.0% | 11 | 100.0% | 14 | 100.0% | 50 | 100.0% | |

Chi-square test to find out the association between the subject teaching of the respondents and their job involvement

A chi-square test was conducted to determine the association between the subject teaching of the respondents and their job involvement.

Ho: There is no significant association between the teaching of subjects by the respondents and their job involvement. The chi-square test results show that, out of 50 respondents, 15 taught physics. 50 % of them strongly agree, 12.5% of them disagree this.

Of them, 10 taught English, 36.4% strongly disagreed, and 7.1% strongly agreed.

Equal percentages (i.e. 4%) of the respondents were teaching the subjects of electrical engineering, Civil Engineering and Mechanical Engineering. Of the respondents, 20% were teaching English, 16% were teaching Maths, and 38% were teaching physics subjects.

**Table -19 t-test**

| Q15 | n | Mean | S.D | Statistical inference |
|---|---|---|---|---|
| Male | 24 | 3.29 | 1.367 | t=0.118 Df=48 0.906>0.05 Not Significant |
| Female | 26 | 3.35 | 1.832 | |

A t-test was conducted to determine the difference between the gender of the respondents and their job involvement.

Ho: There is no significant difference between the gender of the respondents and their job involvement; the mean value of males is 3.29. The mean value for women was 3.35.

The mean value for women was higher than that for men.

Therefore, female employees have higher job involvement than male employees.

**Table – 20 Oneway ANOVA**

| Q12 | N | Mean | S.D | SS | Df | MS | Statistical inference |
|---|---|---|---|---|---|---|---|
| Between Groups | | | | 4.808 | 2 | 2.404 | F=0.998 0.376>0.05 Not Significant |
| Assistant Professor | 19 | 3.79 | 1.357 | | | | |
| Associate Professor | 13 | 3.08 | 1.706 | | | | |
| Professor | 18 | 3.22 | 1.629 | | | | |
| Within Groups | | | | 113.192 | 47 | 2.408 | |

Of the respondents, 38% were assistant professors, 36 percent were professors, and the remaining 26% were associate professors.

**One Way Anova**

Analysis of variance results for designating and teacher job involvement.

To determine the relationship between the independent variable, designation, and the dimension of the dependent variable, teacher job involvement, a one-way ANOVA was conducted while considering the mean value. The teachers working in the designation of Assistant Professor had a mean value of 3.79.

The teachers with the designation of associate professors have a mean value of 3.08. The teachers working in the designation of professor had a mean value of 3.22.

Of these three designations. Teachers working in the designation of assistant professor have the highest job involvement, while those working in the designation of associate professor have the lowest job involvement.

The survey showed that 40 percent of the respondents were in the age group of 30–40 years. The remaining 30 percent of the respondents were below 30 and above 40 years of age.

it was know from the table that, 52 percent of the respondents are female, 48 percent of the respondents are males

It is known from the table that an equal percentage of 30 are unmarried and widowed, respectively. Very low percent of the respondents are married

A total of 38 percent of the respondents had only a P. G. degree. 30 percentage of the respondents are having P.G. with M.Phil degree. A total of 32 percent of the respondents had a P. G. with a Ph.D. degree.

46 percent of the respondents worked in the government. colleges. Of the respondents, 32 percent were from government-aided colleges, and 22 percent were from self-financed colleges. 40percent of the colleges are in semi – urban areas and 24 percent are in rural areas. Of these, 36% live in urban areas.

## Findings and Discussion

The findings revealed that most polytechnic college teachers demonstrated moderate to high levels of job involvement, particularly in terms of participating in work-related activities beyond regular hours and maintaining a positive classroom environment. This suggests a strong professional commitment among the respondents.

Age-wise analysis using the chi-square test indicated no statistically significant association between age and job involvement. However, teachers aged 30–40 years showed relatively higher agreement levels, which may be attributed to career stability and professional motivation during mid-career stage.

Subject-wise analysis also revealed no significant associations. Nevertheless, teachers handling physics and other technical subjects exhibited comparatively higher involvement levels, possibly due to increased academic demands and continuous curriculum updating requirements.

Gender-based analysis using the t-test indicated no significant difference between male and female teachers' responses. However, female teachers recorded a slightly higher mean job involvement score, reflecting stronger engagement, which aligns with earlier findings.

The observed higher involvement among Assistant Professors aligns with earlier findings linking career stage and professional motivation (Gupta & Shaheen, 2018; Torres, 2019).

Designation-wise analysis through one-way ANOVA revealed no significant differences across the designations. However, assistant Professors reported higher mean involvement, likely due to career advancement aspirations and greater instructional responsibilities.

Overall, although statistical significance was not established, the observed patterns provided meaningful insights into job involvement trends among polytechnic college teachers.

## Suggestions

Based on the findings of this study, the following suggestions are proposed:

1. Institutions should strengthen professional development and recognition programs to sustain high job involvement among teachers.
2. Workload management and academic autonomy may be enhanced, especially among early career faculty members.
3. Supportive policies should be introduced to encourage female teachers' continued engagement in the field.
4. Regular training and skill-upgradation programs should be provided to teachers handling technical subjects.

## Future Research Directions

Future studies should include larger and more diverse samples across districts or states to improve generalisability. Comparative studies between government-aided and self-financing institutions may provide deeper insights into the subject. Qualitative methods, such as interviews, may further explore the psychological and organizational factors influencing job involvement.

## Conclusion

This study examined the level of job involvement among polytechnic college teachers in the Tiruchirappalli District. The findings indicate that teachers generally demonstrate a high level of involvement in their professional roles, irrespective of age, gender, subject taught, or designation. Although inferential analysis did not reveal statistically significant differences, meaningful trends were observed across demographic variables. These findings reinforce prior research highlighting the importance of organizational support in enhancing teacher engagement (Saleem et al., 2018; Saleem et al., 2021).

This study contributes to the understanding of job involvement in technical education institutions by highlighting the role of professional commitment, organizational context, and career stage. Enhancing job involvement among teachers is essential for improving the quality of education, institutional effectiveness and student outcomes.

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**Journal Publication – 5**

**Job involvement of polytechnic college teachers in Tiruchirappalli District.**

**Questionnaire**

1. Age

a) Below 30 years b) 30-40 years, c) above 40 years

2. Sex
a) Male b) Female

3. Marital Status
a) Married b) Unmarried
c)Widow d) Divorced

4. Educational Qualification
PG with M.Phil., PG with Ph.D, Only PG

5. Subject
a) English b) Maths
c) Physics d) Chemistry
e) Computer Engineering
f) Electrical Engineering
g) Civil Engineering h) Mechanical Engineering

6. Employment Status of the respondent
a) Govt b) Govt- Aided c) Self Finance

7. Total Teaching Experience
a) Below 2yrs b) 2-5yrs c) 5-10years
d) Above 10 yrs

8. Salary
a) Less than Rs. 20000 b) 20001-Rs.30000
c) Rs.30001-Rs.40000 d) 40001-Rs.50000

9. Lecturer hours Per week
a) Below 12 b) 13-18 c) 19 and above

10. Location of the college
a) Urban b) Rural c) Semi Urban

S.D. A, D, SD. Neutral

11. I prepare my self at home in order to teach better.

12. I am interested to participate in work-related activities outside regular working hours.

13. I can easily create a relaxed atmosphere with my students.

14. I regularly spend time to keep abreast of current developments in my field.

15. I lose my appetite all the time when undertaking a time-limited work.

16. I take less time to adopt myself to new work environment and situation.

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