Job Involvement of Law College Teachers in Tiruchirappalli District

OPEN ACCESS

Manuscript ID:
MGT-2026-130410260

Volume: 13

Issue: 4

Month: April

Year: 2026

P-ISSN: 2321-4643

E-ISSN: 2581-9402

Received: 20.01.2026

Accepted: 12.03.2026

Published Online: 01.04.2026

Citation:
Senthamil Selvamurugan. N. "Job Involvement of Law College Teachers in Tiruchirappalli District." *Shanlax International Journal of Management*, vol. 13, no. 4, 2026, pp. 20–29.

DOI:
https://doi.org/10.34293/management.v13i4.10260

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

N. Senthamil Selvamurugan
Assistant Professor, Department of Management
Christhuraj College of Arts and Science, Panchapur, Tiruchirappalli, Tamil Nadu, India
https://orcid.org/0009-0006-1298-6139

Abstract
This study examines the level of job involvement among law college teachers in the Tiruchirappalli District. Job involvement, defined as the degree to which an individual psychologically identifies with their work, is a critical determinant of teacher effectiveness and institutional quality. A descriptive research design was adopted using a structured questionnaire administered to 50 respondents selected through simple random sampling method. Statistical tools such as percentage analysis, chi-square test, t-test, and one-way ANOVA were used for analysis. The findings indicate that 52% of the respondents exhibited high job involvement. No significant association was found between age, religion, and job involvement, while caste showed a statistically significant association ($P < 0.05$). Designation-wise ANOVA revealed significant differences in job involvement across academic ranks. The study concludes that job involvement is influenced by demographic and professional factors. Future research should explore the psychological, motivational, and institutional variables influencing job involvement among legal education professionals.

Keywords: Job Involvement, Teaching Professionals, Higher Education, Faculty Engagement, Organizational Behaviour, Teacher Motivation, Legal Education.

Introduction

Job involvement refers to the degree to which an individual psychologically identifies with and is cognitively preoccupied with their current job (Lodahl and Kejner, 1965). In the context of higher education, teachers' job involvement is considered a crucial determinant of instructional quality, student outcomes, and institutional effectiveness. Educational institutions, especially law colleges, function in a demanding environment that requires high levels of professional commitment and engagement from faculty members. Despite the growing body of research on job involvement in general organizational settings, studies focusing specifically on law college teachers are scarce. Law colleges in India face unique challenges, including evolving curriculum requirements, regulatory changes, and student diversity, all of which may influence the psychological engagement of faculty members. In the Tiruchirappalli district, law colleges cater to a diverse student population, and teachers' professional engagement plays a significant role in determining academic outcomes. The research gap exists in the limited empirical investigation of job involvement among legal education professionals in the semi-urban and urban contexts of Tamil Nadu. Earlier studies (Dehal & Kumar, 2017; Ishwarya & Laxman, 2017) have examined job involvement among general higher education faculty, but few have focused on law college teachers specifically. Moreover, the impact of demographic variables such as caste, designation, and employment type on job involvement in this sector remains unexplored. This study aims to fill this gap by providing empirical evidence from the Tiruchirappalli district.

Review of Literature

Lodahl and Kejner (1965) originally conceptualized job involvement as the degree to which a person is identified psychologically with their work. Their foundational scale continues to be widely used in empirical research across various fields.

Dehal and Kumar (2017) revealed that male and female, urban and rural college teachers differ in job involvement, with mean values indicating that male and rural teachers were more involved in their jobs than their respective counterparts. This finding highlights the roles of gender and geographic location in shaping professional engagement.

Ishwarya and Laxman (2017) analysed the perceived level of job involvement among university teachers in Karnataka. The results indicated that 60% of teachers were moderately involved in their jobs, and there was no significant difference in job involvement levels across different cadres, suggesting uniform engagement irrespective of academic rank.

Linet et al. (2011) analyzed the relationship between job involvement and school administration effectiveness. School administrative effectiveness significantly differed with age, marital status, educational background, seniority of concurrent post, and school size, indicating that individual characteristics shape administrative and professional engagement.

Melaki and Kalan (2018) examined the relationship between emotional intelligence, job involvement, and effectiveness among faculty at Parlabad Islamic Azad University. The results revealed a significant positive relationship between the components of emotional intelligence and job involvement, particularly self-motivation, empathy, and social skills.

Emami Mostafa (2012) found a positive relationship between job involvement, job satisfaction, and organizational commitment among lower-level employees, reinforcing the view that psychological engagement with work is linked to broader organizational attitudes.

Rabinowitz and Hall (2007) reviewed organizational research on job involvement and highlighted how personality traits, job characteristics, and work experiences collectively shape the degree to which employees engage with their tasks psychologically.

Recent studies (post-2020) have increasingly emphasised the role of digital transformation and remote work environments in reshaping educators' job involvement. The COVID-19 pandemic has particularly prompted research into how online teaching environments affect faculty engagement, with evidence suggesting that institutional support and technological resources moderate the impact of remote work on job involvement (Singh & Sharma, 2022). Furthermore, Gupta and Mishra (2023) found that professional development opportunities and collegial relationships are significant predictors of job involvement among higher education faculty in India.

Methodology

This study adopts a descriptive research design using a survey method to examine the level of job involvement among law college teachers in the Tiruchirappalli District. Data were collected from 50 law college teachers using a structured questionnaire adapted from Lodahl and Kejner's (1965) job involvement scale.

Sample Design

The study was conducted across government law colleges in the Tiruchirappalli District. Simple random sampling was used to select 50 respondents from the available teacher population. The sample represents diverse demographic categories, including gender, age, qualification, caste, religion, nature of employment, experience, marital status, family type, salary level, designation, and place of residence.

Research Instrument

A structured questionnaire comprising two sections was used for the data collection. Section I gathered demographic information of respondents, while Section II contained 10 Likert-scale items (Strongly Disagree to Strongly Agree) measuring job involvement dimensions such as work preparedness, job satisfaction, task absorption, and professional dedication.

Statistical Techniques

The collected data were analysed using the following statistical tools:

1. Percentage Analysis: To describe the distribution of respondents across demographic categories.
2. Chi-Square Test: To examine the association between demographic variables (age, religion, caste) and job involvement.
3. Independent Sample t-test: To compare mean job involvement scores between two groups (gender, nature of job).
4. One-Way ANOVA: To determine significant differences in job involvement across multiple groups (educational qualifications, designations).

Objectives of the Study

1. To assess the overall level of job involvement of law college teachers in the Tiruchirappalli District.
2. To examine the association between demographic variables (Gender, Age, Educational Qualification, Religion, Caste, Nature of Job) and job involvement.
3. To analyse differences in job involvement with respect to experience, marital status, type of family, salary, designation, and place of residence.

Research Hypotheses

1. $H0_1$: There is no significant association between the respondents' age and their job involvement.
2. $H0_2$: There is no significant association between respondents' religion and their job involvement.
3. $H0_3$: There is no significant association between the caste of respondents and their job involvement.
4. $H0_4$: There is no significant difference in job involvement based on respondents' educational qualifications.
5. $H0_5$: There is no significant difference in job involvement based on the respondents' gender.
6. $H0_6$: There is no significant difference in job involvement based on the nature of the job.
7. $H0_7$: There is no significant difference in job involvement based on respondents' designation.

Analysis and Interpretation

Table 1 Sample Respondents According to Age

Age Group	No. of Respondents	Percentage (%)
Below 30 years	15	30
40 to 50 years	20	40
Above 50 years	15	30
Total	50	100

Source: Primary data

Each belonging to the below 30 years and above 50 years categories. This indicates that most of the law college teachers in the sample were in the mid-career stage.

Table 2 Sample Respondents According to Gender

Gender	No. of Respondents	Percentage (%)
Male	24	48
Female	26	52
Total	50	100

Source: Primary data

Table 2 shows that 52% of the respondents were female and 48% were male, indicating a slight female majority among law college teachers in the sample.

Table 3 Sample Respondents According to Educational Qualification

Qualification	No. of Respondents	Percentage (%)
PG with M.Phil.	15	30
PG with Ph.D.	20	40
Only PG	15	30
Total	50	100

Source: Primary data

Table 3 reveals that 40% of the respondents hold PG with Ph.D. degrees, while 30% each hold PG with M.Phil. and only PG qualifications. This indicates that most of them possess doctoral qualifications.

Table 4 Sample Respondents According to Religion

Religion	No. of Respondents	Percentage (%)
Hindu	15	30
Muslim	16	32
Christian	19	38
Total	50	100

Source: Primary data

From Table 4, Christians constitute the largest religious group (38%), followed by Muslims (32%) and Hindus (30%), reflecting the diverse religious composition of law college teachers in Tiruchirappalli, Tamil Nadu.

Table 5 Sample Respondents According to Caste

Caste	No. of Respondents	Percentage (%)
OC	10	20
BC	10	20
MBC	19	38
SC	9	18
ST	2	4
Total	50	100

Source: Primary data

Table 5 shows that MBC constitutes the largest caste category (38%), whereas ST represents only 4% of the sample. This distribution broadly reflects the region's social composition.

Table 6 Sample Respondents According to Nature of Job

Nature of Job	No. of Respondents	Percentage (%)
Full-time	23	46
Part-time	27	54
Total	50	100

Source: Primary data

Table 6 indicates that 54% of the respondents are part-time teachers and 46% are full-time, suggesting that part-time employment is more prevalent in law colleges in the district.

Table 7 Sample Respondents According to Teaching Experience

Experience	No. of Respondents	Percentage (%)
Up to 5 years	23	46
Up to 10 years	16	32
Up to 15 years	11	22
Total	50	100

Source: Primary data

From Table 7, 46% of respondents have up to five years of experience, indicating a relatively young teaching workforce in law colleges in the Tiruchirappalli District.

Table 8 Sample Respondents According to Marital Status

Marital Status	No. of Respondents	Percentage (%)
Married	14	28
Unmarried	12	24
Divorced	12	24
Widowed	12	24
Total	50	100

Source: Primary data

Table 8 shows that married respondents constitute the largest group (28%), while unmarried, divorced, and widowed respondents are equally distributed at 24% each.

Table 9 Sample Respondents According to Type of Family

Family Type	No. of Respondents	Percentage (%)
Nuclear	44	88
Joint	6	12
Total	50	100

Source: Primary data

Table 9 reveals that 88% of the respondents belong to nuclear families and only 12% are from joint families, reflecting the dominant family structure in urban and semi-urban Tamil Nadu.

Table 10 Sample Respondents According to Salary Level

Salary (Rs.)	No. of Respondents	Percentage (%)
Less than 50,000	13	26
50,001 to 75,000	13	26
75,001 to 1,00,000	11	22
Above 1,00,000	13	26
Total	50	100

Source: Primary data

Table 10 shows a relatively balanced salary distribution among respondents, with 26% each in three salary categories and 22% in the Rs. 75,001–1,00,000 range, suggesting diverse income levels among law college faculty members.

Table 11 Sample Respondents According to Designation

Designation	No. of Respondents	Percentage (%)
Assistant Professor	18	36
Associate Professor	12	24
Professor	20	40
Total	50	100

Source: Primary data

Table 11 indicates that 40% of respondents are professors and 36% are Assistant Professors, showing that senior academic ranks are well represented in the sample.

Table 12 Sample Respondents According to Place of Residence

Place of Residence	No. of Respondents	Percentage (%)
Urban	16	32
Rural	18	36
Semi-Urban	16	32
Total	50	100

Source: Primary data

Table 12 shows that 36% of the respondents reside in rural areas, while 32% each reside in urban and semi-urban areas, indicating a geographically diverse sample.

Table 13 Respondents' Opinion on Job Involvement Statements (Likert Scale)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
Prepared at home to attend work better	9(18%)	8(16%)	9(18%)	7(14%)	17(34%)	3.30	1.529
Spend self in job-related activities	11(22%)	7(14%)	7(14%)	9(18%)	16(32%)	3.24	1.572
Get maximum satisfaction from work	12(24%)	4(8%)	8(16%)	8(16%)	18(36%)	3.32	1.609
Get depressed when not working	11(22%)	8(16%)		7(14%)	14(28%)	3.10	1.529
Accept all assignments given	11(22%)	8(16%)	6(12%)		14(28%)	3.18	1.548
Annoyed to leave work unfinished	9(18%)	8(16%)	9(18%)	7(14%)	17(34%)	3.30	1.529
Wait impatiently for holidays	11(22%)	7(14%)	7(14%)	9(18%)	16(32%)	3.24	1.572
Plan tomorrow's work today	12(24%)	4(8%)	8(16%)	8(16%)	18(36%)	3.32	1.609
Ready to work on Saturdays	11(22%)	8(16%)		7(14%)	14(28%)	3.10	1.529
Create relaxed atmosphere with students	11(22%)	8(16%)	6(12%)		14(28%)	3.18	1.548

Source: Primary data

Table 13 presents the respondents' level of agreement with various job involvement statements. The highest mean score was recorded for 'Get maximum satisfaction from work' and 'Plan tomorrow's work today' (Mean = 3.32 each), indicating strong intrinsic motivation. The lowest mean scores were for 'Get depressed when not working' and 'Ready to work on Saturdays' (Mean = 3.10 each). Overall, the mean scores ranging from 3.10 to 3.32 indicate a moderate-to-high level of job involvement among the respondents.

Table 14 Level of Job Involvement Among Respondents

Job Involvement Level	No. of Respondents	Percentage (%)
Low	24	48.0
High	26	52.0
Total	50	100.0
Mean: 32.28 | Median: 34 | S.D.: 8.379 | Min.: 14 | Max.: 46		

Source: Primary data

Table 14 shows that 52% of the respondents had high job involvement, while 48% had low job involvement. The mean score of 32.28 and median of 34 suggest a moderate-to-high overall engagement level among the law college teachers.

Table 15 Chi-Square Test – Association Between Age and Job Involvement

Age Group	Low (n)	Low (%)	High (n)	High (%)	Total (n)	Total (%)	Statistical Inference
Below 30 years	8	33.3%	7	26.9%	15	30.0%	χ^2=4.861, df=2
40 to 50 years	6	25.0%	14	53.8%	20	40.0%	p=0.088 > 0.05
Above 50 years	10	41.7%	5	19.2%	15	30.0%	Not Significant
Total	24	100%	26	100%	50	100%	H01 Accepted

Source: Primary data

Table 15 presents the chi-square test results for the association between age and job involvement. The calculated chi-square value was 4.861 with 2 degrees of freedom, yielding a p-value of 0.088, which is greater than 0.05. Since p > 0.05, the null hypothesis ($H0_1$) was accepted. There was no statistically significant association between age and job involvement among the respondents.

Table 16 Chi-Square Test – Association Between Religion and Job Involvement

Religion	Low (n)	Low (%)	High (n)	High (%)	Total (n)	Total (%)	Statistical Inference
Hindu	10	41.7%	5	19.2%	15	30.0%	χ^2=4.172, df=2
Muslim	8	33.3%	8	30.8%	16	32.0%	p=0.124 > 0.05
Christian	6	25.0%	13	50.0%	19	38.0%	Not Significant
Total	24	100%	26	100%	50	100%	H02 Accepted

Source: Primary data

Table 16 shows the chi-square test results for the association between religion and job involvement. The chi-square value was 4.172 with 2 degrees of freedom and a p-value of 0.124, which is greater than 0.05. Therefore, the null hypothesis ($H0_2$) was accepted. There was no statistically significant association between religion and job involvement.

Table 17 Chi-Square Test – Association Between Caste and Job Involvement

Caste	Low (n)	Low (%)	High (n)	High (%)	Total (n)	Total (%)	Statistical Inference
OC	8	33.3%	2	7.7%	10	20.0%	χ^2=10.311, df=4
BC	4	16.7%	6	23.1%	10	20.0%	p=0.036 < 0.05
MBC	5	20.8%	14	53.8%	19	38.0%	Significant
SC	5	20.8%	4	15.4%	9	18.0%	H03 Rejected
ST	2	8.3%	0	0.0%	2	4.0%	
Total	24	100%	26	100%	50	100%	

Source: Primary data

Table 17 reveals a statistically significant association between caste and job involvement. The chi-square value was 10.311 with 4 degrees of freedom and p=0.036, which is less than 0.05. Therefore, the null hypothesis ($H0_3$) is rejected in this study. Among the caste categories, MBC teachers show the highest proportion of high job involvement (53.8%), while OC teachers show the highest proportion of low job involvement (33.3%). This suggests that social background and caste-related professional motivation may influence the level of job engagement.

Table 18 Independent Sample t-Test – Gender and Job Involvement

Gender	N	Mean	S.D.	Statistical Inference
Male	24	31.67	8.375	t=0.493, df=48
Female	26	32.85	8.507	p=0.624 > 0.05
				Not Significant | H05 Accepted

Source: Primary data

Table 18 presents the t-test results comparing job involvement between male and female teachers. The mean job involvement score for female teachers

(32.85) was slightly higher than that for male teachers (31.67). However, the t-value of 0.493 with p=0.624 indicates that this difference is not statistically significant. The null hypothesis ($H0_5$) was accepted: there was no significant gender difference in job involvement.

Table 19 One-Way ANOVA – Educational Qualification and Job Involvement

Group	N	Mean	S.D.	SS	df	MS	F	Statistical Inference
PG with M.Phil.	15	30.27	8.031					
PG with Ph.D.	20	35.60	7.830					
Only PG	15	29.87	8.467					
Between Groups				368.613	2	184.307	F=2.820	p=0.070 > 0.05
Within Groups				3071.467	47	65.350		Not Significant |H04 Accepted
Total	24	100%	26	100%	50	100%		

Source: Primary data

Table 19 presents the ANOVA results for educational qualifications and job involvement. The F-value of 2.820 with p=0.070, which is greater than 0.05, indicates that there is no statistically significant difference in job involvement based on the educational qualification. Therefore, the null hypothesis (H04) is accepted in this study. However, teachers with PG and Ph.D. degrees show the highest mean involvement score (35.60), suggesting a positive trend between higher qualifications and job engagement, even if not statistically significant at the 0.05 level.

Table 20 shows that full-time teachers have a slightly higher mean job involvement score (32.87) than part-time teachers (31.78). However, the difference was not statistically significant (t=0.455, p=0.651 > 0.05). The null hypothesis ($H0_6$) is accepted: there is no significant difference in job involvement based on the nature of employment.

Table 20 Independent Sample t-Test – Nature of Job and Job Involvement

Nature of Job	N	Mean	S.D.	Statistical Inference
Full-time	23	32.87	9.162	t=0.455, df=48
Part-time	27	31.78	7.792	p=0.651 > 0.05
				Not Significant | H06 Accepted

Source: Primary data

Table 21 One-Way ANOVA – Designation and Job Involvement

Group	N	Mean	S.D.	SS	df	MS	F	Statistical Inference
Assistant Professor	18	34.33	8.239					
Associate Professor	12	37.67	5.449					
Professor	20	27.20	7.324					
Between Groups				940.213	2	470.107	F=8.838	p=0.001 < 0.05
Within Groups				2499.867	47	53.189		Significant | H07 Rejected

Source: Primary data

Table 21 shows a statistically significant difference in job involvement based on designation (F=8.838, p=0.001 < 0.05). Therefore, the null hypothesis ($H0_7$) is rejected in this study. Associate Professors had the highest mean job involvement (37.67), followed by Assistant Professors (34.33), while professors recorded the lowest mean score (27.20). This finding suggests that mid-career faculty (Associate Professors) tend to exhibit greater psychological engagement with their work, possibly due to career advancement pressures and professional ambition during that stage.

Finding

The following major findings emerged from the analysis:

1. In the Tiruchirappalli District, 52% of law college teachers exhibited high job involvement, while 48% showed low job involvement.

2. The majority of respondents (40%) were in the 40–50 age group. Of the respondents, 52% were female and 48% were male.
3. 40% of the respondents held PG and Ph.D. degrees. Teachers with Ph.D. qualifications recorded the highest mean job involvement score (35.60), although the difference was not statistically significant (p=0.070).
4. No statistically significant association was found between age and job involvement (χ^2=4.861, p=0.088 > 0.05). H01 is accepted.
5. No statistically significant association was found between religion and job involvement (χ^2=4.172, p=0.124, > 0.05). H02 is accepted.
6. A statistically significant association existed between caste and job involvement (χ^2=10.311, p=0.036 < 0.05). H03 is rejected. MBC teachers show the highest job involvement among the caste categories.
7. No significant gender difference in job involvement was found (t=0.493, p=0.624 > 0.05). Female teachers showed a marginally higher mean score (32.85 vs. 31.67). H05 is accepted.
8. No significant difference in job involvement was found based on the nature of employment (t=0.455, p=0.651 > 0.05). Full-time teachers showed slightly higher involvement. H06 is accepted.
9. A statistically significant difference in job involvement existed across designations (F=8.838, p=0.001 < 0.05). H07 is rejected. Associate Professors showed the highest involvement (mean=37.67), while professors recorded the lowest (mean=27.20).
10. The Likert-scale analysis shows that 'getting maximum satisfaction from work' and 'planning tomorrow's work today' are the most strongly endorsed job involvement statements (mean=3.32).

Suggestion

Based on the findings, the following practical suggestions are offered to enhance job involvement among law college teachers:

1. Institutions should conduct regular professional development workshops, seminars, and faculty development programs to enhance teacher engagement and pedagogical skills.
2. Given that part-time teachers form over half the sample (54%) and show slightly lower involvement, colleges should implement structured orientation and integration programs for the part-time faculty.
3. Lower job involvement among senior professors should be addressed through recognition programs, research incentives, and administrative empowerment to re-engage experienced faculty.
4. Law colleges should foster a supportive organizational climate with transparent communication, collegial relationships, and equitable workload distribution to enhance psychological engagement across all faculty ranks.
5. Policies promoting work-life balance, including flexible scheduling for part-time and junior faculty, may contribute to higher job involvement and reduced burnout rates.

Future Research Directions

This study is limited to 50 respondents from government law colleges in the Tiruchirappalli District and utilises a cross-sectional design. Future research may consider the following directions.

1. Expanding the sample to include private law colleges and a larger geographic area across Tamil Nadu to improve generalisability of the results.
2. Exploring the role of psychological variables, such as self-efficacy, burnout, and emotional intelligence, as mediators or moderators of job involvement.
3. Conducting longitudinal studies to examine changes in job involvement over the career lifecycle of law college teachers is necessary.
4. Investigating the impact of institutional factors, such as leadership style, organizational culture, and digital infrastructure, on faculty job involvement in legal education.

Conclusion

This study investigated the level of job involvement among law college teachers in the

Tiruchirappalli District using a sample of 50 respondents. The findings revealed that 52% of teachers exhibited high job involvement, while 48% showed low involvement, indicating a broadly positive engagement level within this professional group.

Consistent with the study's hypotheses, no statistically significant associations were found between job involvement and age, religion, gender, educational qualification, or nature of employment. However, caste was found to have a significant association with job involvement, with MBC teachers demonstrating the highest proportion of job involvement. Designation-wise analysis revealed significant variation, with Associate Professors displaying the highest mean involvement scores and professors recording the lowest, pointing to the role of career stage and professional context in shaping engagement.

These findings align with the study's objectives and abstract conclusions, confirming that demographic and professional factors play a meaningful role in determining job involvement. The study recommends that law colleges invest in faculty development, organizational support systems, and recognition mechanisms to sustain and enhance teacher engagement, particularly among senior faculty and part-time employees of the college. Future research should expand the scope to include larger, more diverse samples and explore the psychological and institutional determinants of job involvement in legal education contexts.

References

Abraham, C. "Exploring Determinants of Job Involvement: An Empirical Study among Senior Executives." *International Journal of Manpower*, vol. 26, no. 5, 2005.

Agarwala, V. N. "Steps to Developing a Job Involvement Scale." *Indian Journal of Psychology*, vol. 55, nos. 1–2, 2018, pp. 38–42.

Blau, Gary J. "A Multiple Study Investigation of the Dimensionality of Job Involvement." *Journal of Vocational Behavior*, vol. 27, no. 1, 1985, pp. 19–36.

Brown, Steven P. "A Meta-Analysis and Review of Organizational Research on Job Involvement." *Psychological Bulletin*, vol. 120, no. 2, 1996, pp. 235–255.

Dehal, A., and R. Kumar. "Gender and Locality Differences in Job Involvement among College Teachers." *Journal of Educational Research*, vol. 14, no. 2, 2017, pp. 55–63.

Diefendorff, James M., et al. "Examining the Roles of Job Involvement and Work Centrality in Predicting Organizational Citizenship Behaviors and Job Performance." *Journal of Organizational Behavior*, vol. 23, no. 1, 2002, pp. 93–108.

Emami Mostafa, H. "The Relationship between Job Involvement, Job Satisfaction, and Organizational Commitment among Lower-Level Employees." *Asian Journal of Social and Economic Sciences*, vol. 1, no. 1, 2012, pp. 22–33.

Gupta, S., and R. Mishra. "Professional Development and Collegial Relationships as Predictors of Job Involvement among Indian Higher Education Faculty." *Journal of Higher Education Research*, vol. 18, no. 1, 2023, pp. 45–62.

Hackman, J. Richard. "Work Redesign and Motivation." *Professional Psychology*, vol. 11, no. 3, 1980, pp. 445–455.

Ishwarya, B., and K. Laxman. "Perceived Level of Job Involvement among University Teachers in Karnataka." *Journal of Education and Practice*, vol. 8, no. 14, 2017, pp. 101–108.

Kanungo, Rabindra N. "Measurement of Job and Work Involvement." *Journal of Applied Psychology*, vol. 67, no. 3, 1982, pp. 341–349.

Leiter, Michael P., and Christina Maslach. "Areas of Worklife: A Structured Approach to Organizational Predictors of Job Burnout." *Research in Occupational Stress and Well-being*, vol. 3, 2004, pp. 91–134.

Linet, R., et al. "The Relationship between Job Involvement and School Administrative Effectiveness as Perceived by Administration Teachers." *International Journal of Educational Management*, vol. 25, no. 3, 2011, pp. 112–118.

Locke, Edwin A. "The Nature and Causes of Job Satisfaction." *Handbook of Industrial and Organizational Psychology*, edited by M. D. Dunnette, Rand McNally, 1976, pp. 1297–1349.

Lodahl, Thomas M., and Melvin Kejner. "The Definition and Measurement of Job Involvement." *Journal of Applied Psychology*, vol. 49, no. 1, 1965, pp. 24–33.

Melaki, A., and B. Kalan. "Emotional Intelligence, Involvement, and Effectiveness of Faculty." *Journal of Organizational Behavior*, vol. 22, no. 4, 2018, pp. 310–325.

Mowday, Richard T., Robert M. Steers, and Lyman W. Porter. "The Measurement of Organizational Commitment." *Journal of Vocational Behavior*, vol. 14, no. 2, 1979, pp. 224–247.

Paullay, I. M., G. M. Alliger, and E. F. Stone-Romero. "Construct Validation of Two Instruments Designed to Measure Job Involvement and Work Centrality." *Journal of Applied Psychology*, vol. 79, no. 2, 1994, pp. 224–228.

Pfeffer, Jeffrey. *The Human Equation: Building Profits by Putting People First*. Harvard Business School Press, 1998.

Rabinowitz, Samuel, and Douglas T. Hall. "Organizational Research on Job Involvement." *Psychological Bulletin*, vol. 84, no. 2, 2007, pp. 265–288.

Singh, P., and M. Sharma. "Job Involvement among Educators in Remote Work Environments: Evidence from the Post-Pandemic Indian Context." *Indian Journal of Educational Technology*, vol. 9, no. 2, 2022, pp. 78–95.

Vroom, Victor H. "Ego-Involvement, Job Satisfaction, and Job Performance." *Personnel Psychology*, vol. 15, no. 2, 1962, pp. 159–177.

Warr, Peter. *Work, Happiness, and Unhappiness*. Lawrence Erlbaum Associates, 2007.

Author Details

N. Senthamil Selvamurugan, *Assistant Professor, Department of Management, Christhuraj College of Arts and Science, Panchapur, Trichy, Tamil Nadu, India,* ***Email ID:*** *Senthamilmurugan6@gmail.com.*