

Job Involvement of B.Ed College Teachers in Tiruchirappalli District

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Abstract

This study examined the level of job involvement among B.Ed. college teachers in the Tiruchirappalli district. A descriptive survey method was adopted, and the study included a sample of 50 B.Ed. college teachers. Data were collected using a job involvement questionnaire constructed by the researcher. Percentage analysis, chi-square test, independent-samples t-test, and one-way ANOVA were employed for data analysis. The findings revealed that 54% of the respondents had a high level of job involvement, while 46% had a low level of job involvement. No statistically significant association or difference was found in job involvement with respect to age, religion, family size, gender, work experience, and educational qualifications. The study concluded that the demographic characteristics examined did not significantly differentiate the job involvement of B.Ed. college teachers in the selected sample. Future research may include larger samples from different districts and examine institutional, professional, and organizational factors influencing teachers' job involvement.

Introduction

Job involvement and the outcome such as job satisfaction, job commitment, and employee job performance are among the most considered areas in organizational performance and human resource management research in recent times. Job involvement is defined as the calculation of the level to which an employee is involved in their job and participates in decision making.

Job involvement refers to the extent to which individuals psychologically identify with their work and actively participate in fulfilling their professional responsibilities. In educational institutions, teachers' involvement in their work is particularly important because their commitment and active participation can influence teaching practices and institutional effectiveness. Recent research has associated teachers' job involvement with several professional and organizational factors, including job satisfaction, organizational commitment, job resources, professional commitment, and supportive working conditions (Mehta & Sharma, 2021; Li, 2023; Mardalena et al., 2023; Su, 2024). These findings indicate that job involvement is influenced not only by individual characteristics but also by the professional and organizational environment in which teachers perform their responsibilities.

Despite the growing importance of job involvement in educational institutions, limited attention has been given to the job involvement of teachers working specifically in B. Ed. colleges, particularly in the Tiruchirappalli District. Existing studies have largely examined job involvement among school teachers or employees in other organizational settings, leaving a contextual gap in the literature concerning teacher educators. Understanding the job involvement of B.Ed. College teachers are important because they play a significant role in preparing future teachers and influencing the quality of teacher education. Therefore, the present study examines the level of job

involvement among B.Ed. college teachers in Tiruchirappalli District and investigates whether job involvement differs according to selected demographic characteristics of the teachers. This study contributes context-specific empirical evidence that may assist educational administrators and institutions in developing appropriate strategies to strengthen teachers' involvement in their work.

Review of Literature

Recent studies have emphasized the importance of job involvement in understanding teachers' psychological attachment, commitment, and participation in their professional responsibilities. Job involvement is particularly significant in educational institutions because teachers who are highly involved in their work are more likely to invest their time, energy, and abilities in fulfilling academic and institutional responsibilities.

Liu and Yu (2024) examined the relationship between organizational climate and job involvement among kindergarten teachers. Their findings revealed a significant positive relationship between organizational climate and teachers' job involvement, with teaching efficacy mediating this relationship. This indicates that supportive institutional conditions and teachers' beliefs in their teaching capabilities can contribute to greater involvement in their professional responsibilities. Putri and Anggraini (2022) also found that job involvement contributed to the quality of work life among nonpermanent teachers. Ipeyeda and Oredein (2023) examined the locus of control and job involvement among public secondary school teachers, further highlighting the relevance of individual psychological characteristics in understanding teachers' involvement in their work.

Hsieh et al. (2022) examined organizational support and teachers' job engagement and found that perceived organizational support was positively associated with job engagement. Ogbuanya et al. (2023) examined administrative practices and teachers' job involvement, emphasizing the relevance of school administration and leadership to teachers' professional involvement. These studies suggest that organizational support and administrative practices are important contextual factors in understanding

how actively teachers engage with their professional roles.

More recent studies have continued to demonstrate the importance of job involvement in educational settings. Ma and Yang (2025) examined job involvement, professional identity, learning agility, and job satisfaction among primary and secondary school teachers. Al-Mahdy and Emam (2025) found that teacher job involvement significantly influenced teacher satisfaction and attitudes towards inclusive education. Liu et al. (2025) reported that social support positively influenced job involvement among newly hired physical education teachers, with professional mission functioning as a partial mediator. Masud and Singh (2025) also examined job involvement among secondary school teachers in West Bengal, providing recent evidence from the Indian educational context.

Mehta and Sharma (2021) focused on the development and validation of a job involvement scale for teachers. Their study identified important dimensions of teacher job involvement, including on-the-job factors, off-the-job factors, passion, and commitment. The study emphasized the multidimensional nature of job involvement and the need for appropriate instruments to assess teachers' involvement in their professional roles.

Sholikha and Izzati (2021) investigated the relationship between job involvement and organizational citizenship behaviour among teachers. Their findings indicate a strong positive relationship between the two variables, suggesting that greater job involvement is associated with higher levels of organizational citizenship behavior among teachers.

Srivastava and Verma (2021) compared job involvement across different professional groups, including teachers, doctors, engineers, and nurses. The study found significant differences in job involvement across professional groups and examined the relationship between income and tenure and job involvement. The findings demonstrated that job involvement may vary according to occupational and work-related circumstances.

Li (2023) examined job demands, job resources, and job involvement among 300 university teachers in Shandong Province. The findings showed that teachers demonstrated high levels of job involvement

in areas such as group support, participation in decision-making, and task interdependence. Significant relationships were also identified among selected job demands, job resources, and dimensions of job involvement.

Mardalena et al. (2023) investigated job satisfaction, organizational commitment, and job involvement among teachers and educational staff. The study highlighted the interrelationships among these organizational and psychological variables and emphasized the importance of organizational commitment in understanding employees' involvement in their work.

Chatterjee and Kumar (2024) examined job burnout and job involvement among 240 secondary school teachers. Their findings indicated a negative relationship between job burnout and job involvement, suggesting that increased burnout may adversely affect teachers' involvement and commitment to their professional responsibilities.

Khoshdel Daryasari (2024) investigated organizational justice, job involvement, and work performance among secondary school teachers. The study found a positive and significant relationship between organizational justice and job involvement. The findings indicate that fair organizational practices and supportive working conditions may contribute to greater teacher involvement.

Kim (2024) examined job stress, teaching efficacy and job involvement among language teachers. The findings indicated that job stress was negatively related to job involvement and that teaching efficacy played an important role in the relationship between job stress and job involvement. The study highlighted the importance of teachers' psychological resources in sustaining their professional involvement.

Su (2024) investigated professional commitment and job involvement among 596 female primary school teachers. The study found that professional commitment played an important role in job involvement and that self-efficacy and psychological resilience influenced job involvement through perceived organizational support. These findings demonstrate that both individual psychological resources and organizational support are relevant to teachers' job involvement.

Earlier studies have also examined job involvement from different individual and professional perspectives. Singh (2009) considered motivation, job involvement, occupational stress, and coping strategies in relation to teacher effectiveness, while Selvam (2013) examined job involvement in relation to the teaching experience of school teachers. Narayanasamy and Rao (2014) studied job involvement among secondary school teachers and its relationship with teaching competency. Gupta and Kumari (2018) examined job satisfaction and role conflict among teachers, whereas Pan and Guha (2018) investigated organizational commitment and job involvement among secondary school teachers. Dehal and Kumar (2019) also examined job involvement among college teachers. More recently, Akhtarinejad et al. (2023) investigated teachers' personality traits and job involvement, with particular attention to the mediating role of early maladaptive schemas. Collectively, these studies demonstrate that teachers' job involvement has been examined in relation to several personal, professional, and organizational characteristics.

Recent evidence indicates that teachers' job involvement is associated with a range of professional, psychological, and organizational factors, including job satisfaction, professional commitment, organizational support, organizational justice, self-efficacy, job stress, and burnout. However, much of the recent research has focused on school teachers, university teachers, or teachers working in contexts outside the present study area. Comparatively limited empirical attention has been given specifically to B.Ed. college teachers in the Tiruchirappalli District and to differences in their job involvement according to selected demographic characteristics. The present study attempts to address this contextual gap by examining job involvement among B.Ed. college teachers with reference to age, gender, religion, family size, work experience, and educational qualifications.

Significance of the Study

Job involvement is an important aspect of teachers' professional lives because it reflects the extent to which teachers identify with and actively participate in their work. B.Ed. college teachers

have an important responsibility in preparing prospective teachers and contributing to the quality of teacher education. Therefore, understanding their level of job involvement is essential for strengthening their professional participation and institutional effectiveness. This study is significant as it examines the job involvement of B.Ed. college teachers in Tiruchirappalli District with reference to selected demographic characteristics such as age, gender, religion, family size, work experience, and educational qualifications. The findings may help teacher education institutions and administrators understand the level of job involvement among teachers and develop appropriate measures to maintain and enhance their professional involvement.

Objectives of the Study

- To study the job involvement of B.Ed college teachers with respect to age.
- To study the job involvement of B.Ed college teachers with respect to sex (gender).
- To study the job involvement of B.Ed college teacher with respect to work experience.
- To study the job involvement of B.Ed college teacher with respect to Educational qualification.
- To study the job involvement of B.Ed. college teachers with respect to religion.
- To study the job involvement of B.Ed. college teachers with respect to family size.

Hypotheses of the Study

- There is no significant association between the Age of the teacher and their job involvement.
- There is no significant association between the Religion of the teacher and their job involvement.
- There is no significant association between size of the family and their job involvement.
- There is no significant difference between Experience of the teachers and their job involvement.
- There is no significant difference between Educational qualification of the teacher and their job involvement.
- There is no significant difference between sex (gender) of the teachers and their job involvement.

Methodology

The present study adopted a descriptive survey research design to examine the job involvement of B.Ed. college teachers in Tiruchirappalli District. The study covered ten self-financing B.Ed. colleges in the study area, and all ten colleges were included in the investigation. A total of 50 B.Ed. college teachers constituted the sample. Data were collected through a structured questionnaire developed by the researcher. Descriptive statistical techniques, including percentage, mean and standard deviation, were used to describe the respondents and their level of job involvement. Chi-square analysis, independent-samples t-test and one-way ANOVA were employed to examine associations and differences in job involvement with respect to the selected demographic variables.

Sample Design

The study was conducted among teachers working in ten self-financing B.Ed. colleges in Tiruchirappalli District. All ten colleges identified within the scope of the study were included. A total of 50 B.Ed. college teachers participated in the study. The sample size was determined based on the accessible teacher population within the selected institutions and the scope of the study.

Tools of Data Collection

Data were collected using a structured questionnaire developed by the researcher. The questionnaire consisted of two sections. The first section collected demographic information relating to age, gender, educational qualification, religion, type of family, marital status, family size, number of dependents, work experience and place of residence. The second section consisted of statements designed to assess the respondents' level of job involvement. Responses to the job-involvement statements were obtained using a four-point Likert-type response format: Strongly Agree, Agree, Disagree and Strongly Disagree.

Scoring Procedure

The job-involvement section employed a four-point Likert-type response format consisting of Strongly Agree, Agree, Disagree and Strongly

Disagree. The responses were assigned numerical scores for statistical analysis, and the individual item scores were combined to obtain an overall job-involvement score for each respondent. Based on the overall scores, the respondents were classified into low and high levels of job involvement.

Validity and Reliability of the Instrument

The questionnaire used in the present study was developed by the researcher to collect demographic information and assess the job involvement of B.Ed. college teachers. The items were formulated in accordance with the objectives and variables considered in the study. The job-involvement section consisted of statements measured using a four-point response format ranging from Strongly Agree to Strongly Disagree. Since the present study does not report a separate pilot study or a statistical reliability coefficient for the instrument, the findings are interpreted within the scope of the questionnaire used and the sample investigated. Future studies may establish the psychometric properties of the instrument through expert validation, pilot testing and appropriate reliability analysis before its wider application.

Statistical Techniques

Descriptive statistics, including frequency, percentage, mean and standard deviation, were used to describe the characteristics of the respondents and their level of job involvement. Chi-square analysis was employed to examine the association between job involvement and selected categorical demographic variables. An independent-samples t-test was used to examine differences between two groups, while one-way ANOVA was employed to examine differences among demographic variables consisting of more than two groups. Statistical significance was assessed at the 0.05 level.

Area of the Study

The present study covered the ten colleges.

Analysis and Interpretation

I have divided analysis and interpretation in the following two parts. The descriptive survey method was used for the study. Mean, median, mode and standard deviation were used to study the level of

job involvement.

Chi-square analysis, independent-samples t-test and one-way ANOVA were used to examine the association or differences in job involvement with respect to the selected demographic variables.

A well designed questionnaire was constructed for collecting data from the different college. The questionnaire consists of two parts.

The first part of the questionnaire was containing information of the respondent's age, gender, educational qualification, religion, type of family, marital status, family size – no of dependents, experience, residence.

The second part of the questionnaire was containing question regarding job involvement of the college teachers. In this part, I had proposed four factors as strongly agree, agree, disagree, strongly disagree (to seek the opinion of the college teacher) which may impact the level of job involvement of the college teachers. They are acceptance of all assignments, finishing of work, planning of the tomorrows work in advance, wait for holidays, got relived when going to home, job – connected problems, immediate solving nature, thinking holidays as a sickly nature, preparation of the work in advance at home, got depression when a work was not completed, happy mood to go to their homes.

Table 1 Sample Respondents According to their Age

Particulars	No. of Respondents	%
Below 30yrs	15	30
31 to 40yrs	8	16
41 to 50yrs	15	30
Above 50yrs	12	24
Total	50	100

Source : Primary data

From the table, it is clear that, 30 percent of the respondents belong to the age group of below 30yrs, 30 percent of the respondents belong to the age group of 41 to 50 years, only 16 percent of the respondents belong to the age group of 31 to 40 yrs. It is concluded that majority of the respondents comes under the age group of below 30yrs and 41 to 50yrs.

Table 2 Sample Respondents According to their

Sex of the Respondents

Particulars	No. of Respondents	%
Below 30yrs	15	30
31 to 40yrs	8	16
41 to 50yrs	15	30
Above 50yrs	12	24
Total	50	100

Source :- Primary data

From the table, it is clear that, 52 percent of the respondents are Female, 48 percent of respondents are Male. It is concluded that more than half of the respondents are Females.

Table 3 Sample Respondents According to their Educational Qualification

Particulars	No. of Respondents	%
B.Ed	23	46
M.Ed	27	54
Total	50	100
Above 50yrs	12	24
Total	50	100

Source :- Primary data

From the table, it is clear that, 54 percent of the respondents are M.Ed degree holders. 46 percent of the respondents are B.Ed degree holders. It is concluded that, more than half of the respondents are M.Ed degree holders.

Table 4 Sample Respondents According to their Religion

Particulars	No. of Respondents	%
Hindu	15	30
Muslim	16	32
Christian	19	38
Total	50	100

Source :- Primary data

From the table, it is clear that, 38 percent of the respondents are Christians, 32 percent of the respondents are Muslims, only 30 percent of the respondents are Hindus. It is concluded that nearly equal percent of the Christian – Muslims and Hindu are the respondents.

Table 5 Sample Respondents According to their Type of Family

Particulars	No. of Respondents	%
Nuclear	23	46
Joint	27	54
Total	50	100

Source :- Primary data

From the table, it is clear that, 54 percent of the respondents are living in the joint family. 46 percent of the respondents are living in the nuclear family. It is concluded that, more than half of the respondents are following the joint family system.

Table 6 Sample Respondents According to their Marital Status

Particulars	No. of Respondents	%
Unmarried	16	32
Married	10	20
Widow	16	32
Divorced	8	16
Total	50	100

Source :- Primary data

From the table, it is clear that, equal percentage of the respondents are unmarried and widowed (ie) 32 percentage respectively. 20 percent of the respondents are married. Only 16 percent of the respondents are divorced. It is concluded that, very low percent of the respondents are divorced.

Table 7 Sample Respondents According to their Family Size

Particulars	No. of Respondents	%
Small	17	34
Medium	16	32
Large	17	34
Total	50	100

Source :- Primary data

From the table, it is clear that, equal percentage of the respondents are having the small and large family size, ie 34 percent respectively.

Table 8 Sample Respondents According to their no of Dependents in their Family

Particulars	No. of Respondents	%
One	26	52
Two	24	48
Total	50	100

Source :- Primary data

From the table, it is clear that, 52 percentage of the respondents are having one dependents in their family, 48 percent of the respondents are having two dependents in their family. It is concluded that – more than half of the respondents are having one dependents in their family.

Table 9 Sample Respondents According to their Work Experience

Particulars	No. of Respondents	%
Below 2yrs	12	24
3 to 5yrs	11	22
6 to 8yrs	17	34
Above 8yrs	10	20
Total	50	100

Source:- Primary data

From the table, it is clear that, 34 percentage of the respondents are having 6 to 8yrs of teaching experience only 20 percent of the teachers are having & above 8 years experience.

Table 10 Sample Respondents According to their Place of Residence

Particulars	No. of Respondents	%
Rural	22	44
Urban	28	56
Total	50	100

Source :- Primary data

From the table, it is clear that, 44 percent of the respondents are living in the rural area. 56 percent of the respondents are living in the urban area. It is concluded that majority of the respondents are living in the urban area.

Table 11 Opinion

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D
Q11	12 (24%)	13 (26%)	12 (24%)	13 (26%)	2.52	1.129
Q12	12 (24%)	12 (24%)	13 (26%)	13 (26%)	2.54	1.129
Q13	13 (26%)	12 (24%)	10 (20%)	15 (30%)	2.54	1.182
Q14	14 (28%)	11 (22%)	13 (26%)	12 (24%)	2.46	1.147
Q15	14 (28%)	10 (20%)	10 (20%)	16 (32%)	2.56	1.215
Q16	10 (20%)	10 (20%)	13 (26%)	17 (34%)	2.74	1.139
Q17	13 (26%)	13 (26%)	12 (24%)	12 (24%)	2.46	1.129
Q18	11 (22%)	13 (26%)	12 (24%)	14 (28%)	2.58	1.126
Q19	14 (28%)	10 (20%)	8 (16%)	18 (36%)	2.60	1.245
Q20	14 (28%)	10 (20%)	11 (22%)	15 (30%)	2.54	1.199

Opinion

Table analyzed the impact of felt miserable when they had less work to do (mean value 2.52), got depression when they were not working (mean value 2.54). Thinking of the job connected problem at the home also (mean value 2.54).

- Acceptance of all assignments (mean value 2.46).
- Plan for tomorrows work at the end of today's work (mean value 2.56)
- Predation of job work in the home (mean value 2.74)
- Annoyance for unfinished work in the home (mean value 2.46)
- Felt job sick during holidays (mean value 2.58)
- Felt relieved at the time of going to home (mean value 2.60)
- Waiting impatiently for holidays (mean value 2.54)

Priority given to preparation of job work at the home is evident from the high mean scores acceptance of all assignments and annoyance of unfinished work is evident from the low mean scours.

Survey shows that 30 percent of the college teachers are in the age group of 41 to 50yrs. 30 percent of the college teachers are in the age group of below 30yrs. Very low percent of the college teachers are in the age group of 31 to 40yrs.

- 52 percent of the teacher are female. 48 percent of the teacher are males.
- 54 percent of the teachers are M.Ed. degree holders. 46 percent of the teacher are B.Ed degree holders.
- 38 percent of the teacher are Christians. 30 percent of the teachers are Hindus, the remaining are 32 percent.
- 54 percent of the teachers are living joint family system. 46 percent of the teachers are nuclear family system.
- 32 percent of the teachers are unmarried, 16 percent of the teachers are divorced
- 34 percent of the teachers are small and, large size respectively. The remaining 32 percent are medium size family.
- 48 percent of the teachers are having two dependents. 52 percent of the teacher are having one dependents.
- 34 percent of the teachers are having 6 to 8yrs of teaching experience
- 56 percent of the respondents are residing in the urban area, white 44 percent of the respondents are residing in the rural areas.
- It is inferred from the table that, the respondents felt miserable when they had less work to do. 13 percent of them strongly disagree this. 13 percent of them strongly agree this.
- 13 percent of the respondents got depressed when they were not working. 12% of them disagree this. 13% of them strongly – Agree this.
- 15% of the respondents strongly agree that, if a job-connected problem was not solved, they thought about it in home also. 10% of them agree this.
- 14% of the respondents strongly disagree all assignments given to them. 10% of them agree.
- 16% of them strongly agree for planning for

tomorrows work. 10% of the disagree this

- 17% of them strongly agree for leaving work unfinished.
- 15% of them strongly agree for waiting holidays.
- 14% of them strongly agree on holidays felt job sick.

Statements Opinion (Strongly Agree)

- I felt miserable, when I have less work to do 13 (26%)
- I get depressed, when I am not working 13(26%)
- If a job – connected problem is not solved by the time, I go home, I keep on thinking about that 15 (30%)
- I accept all assignments given to me 12(24%)
- I plan for tomorrows work at the end of today's working hour 16(32%)
- I take to prepare at home so that I may perform my job well 17(34%)
- I annoys me to leave work unfinished 12(24%)
- On holidays I feel job sick 14(28%)
- I feel relieved when it is time to go home 18(36%)
- I wait impatiently for holidays 15(30%)

Table 12 Job involvement

Particulars	No. of respondents	%
Low	23	46.0
High	27	54.0
Total	50	100.0

Mean: 25.54 / Median: 26 / S.D.: 4.224 / Min.: 15 / Max.: 34

It was inferred from the table that 46 percent of the teachers have low job involvement. 54 percent of the teachers have high job involvement.

Table 13 Chi-square test

	Job involvement						Statistical inference
	Low		High		Total		
	n	%	n	%	n	%	
Age							
Below 30yrs	7	30.4%	8	29.6%	15	30.0%	X ₂ =0.148 Df=3 0.986>0.05 Not Significant
31 to 40yrs	4	17.4%	4	14.8%	8	16.0%	
41 to 50yrs	7	30.4%	8	29.6%	15	30.0%	

Above 50yrs	5	21.7%	7	25.9%	12	24.0%	$X^2=0.148$ Df=3 0.986>0.05 Not Significant
Medium	7	30.4%	9	33.3%	16	32.0%	
Large	9	39.1%	8	29.6%	17	34.0%	
Total	23	100.0%	27	100.0%	50	100.0%	

Findings

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

Chi-square test is carried to find out the association between age of the respondents and their job involvement.

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

The chi-square test results shows that out of 50 respondents, 15 of them are in the age group of below

30 years, 7 of them having low job involvement, 8 of them having high job involvement.

In the age group of 31 to 40 years, out of 8 respondents, 4 of them having high job involvement in the age group of 41 to 50 years, out of 15 respondent 7 of them having low job involvement and 8 of them having high job involvement in the age group of above 50 years out of 12 respondents – 5 of them having low job involvement and 7 of them having high job involvement.

Table 14 Chi-square test

	Job involvement						Statistical inference
	Low		High		Total		
	n	%	n	%	n	%	
Religion							
Hindu	6	26.1%	9	33.3%	15	30.0%	X ² =1.010 Df=2 0.603>0.05 Not Significant
Muslim	9	39.1%	7	25.9%	16	32.0%	
Christian	8	34.8%	11	40.7%	19	38.0%	
Total	23	100.0%	27	100.0%	50	100.0%	

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

Chi-square test is carried to find out the association between religion of the respondents and their job involvement.

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

The chi-square test results shows that, out of 50 respondents, 15 of them belong to the Hindu religion,

16 of them belong to the Muslim religion and 19 of them belong to the Christian religion.

Out of 15 Hindu religion respondent, 6 of them having low job involvement, 9 of them having high job involvement, out of 16 Muslim religion respondents, 7 of them having low job involvement and 9 of them having high job involvement.

Out of 19 Christian religion respondents, 8 of the them having low job involvement, 11 of them having high job involvement.

Table 15 Chi-square test

	Job involvement						Statistical inference
	Low		High		Total		
	n	%	n	%	n	%	
Size of family							
Small	7	30.4%	10	37.0%	17	34.0%	X²=0.522 Df=2 0.770>0.05 Not Significant
Medium	7	30.4%	9	33.3%	16	32.0%	
Large	9	39.1%	8	29.6%	17	34.0%	
Total	23	100.0%	27	100.0%	50	100.0%	

Chi-square test to find out the association between size of family of the respondents and their involvement.

Chi-square test is carried to find out the association between size of family of the respondents and their job involvement.

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

The chi-square test was conducted to examine the association between family size and job involvement among the respondents. Among the 17 respondents with a small family size, 7 had low job involvement and 10 had high job involvement. Among the 16 respondents with a medium family size, 7 had low job involvement and 9 had high job involvement. Among the 17 respondents with a large family size, 9 had low job involvement and 8 had high job involvement. The chi-square result ($\chi^2 = 0.522$, $p = .770 > .05$) indicates that there is no statistically significant association between family size and job involvement. Therefore, the null hypothesis is accepted.

Table 16 T-test

Job involvement	n	Mean	S.D	Statistical inference
Male	24	25.88	4.937	t=0.535 Df=48 0.595>0.05 Not Significant
Female	26	25.23	3.513	

An independent-samples t-test was conducted to examine the difference in job involvement based on gender. Male respondents recorded a mean job involvement score of 25.88 (SD = 4.937), while female respondents recorded a mean score of 25.23 (SD = 3.513). Although the mean score of male respondents was slightly higher than that of female respondents, the difference was not statistically significant ($t = 0.535$, $p = .595 > .05$). Therefore, there is no statistically significant difference in job involvement based on gender, and the null hypothesis is accepted.

Table 17 Oneway ANOVA

Job involvement	n	Mean	S.D	SS	Df	MS	Statistical inference
Between Groups				119.268	3	39.756	F=2.422 .078>0.05 Not Significant
Below 2yrs	12	25.92	4.337				
3 to 5yrs	11	27.00	3.821				
6 to 8yrs	17	23.47	4.460				
9yrs & above	10	27.00	3.055				
Within Groups				755.152	46	16.416	

A one-way ANOVA was conducted to examine differences in job involvement according to teaching experience. The mean scores were 25.92 for teachers with below 2 years of experience, 27.00 for those with 3–5 years, 23.47 for those with 6–8 years, and 27.00 for those with 9 years and above. Although differences were observed in the mean scores, the ANOVA result ($F = 2.422$, $p = .078 > .05$) indicates that these differences were not statistically significant. Therefore, teaching experience did not have a statistically significant effect on job involvement, and the null hypothesis is accepted.

Table 18 T-test

Job involvement	n	Mean	S.D	Statistical inference
B.Ed	23	24.65	3.563	t=1.384 Df=48 0.173>0.05 Not Significant
M.Ed	27	26.30	4.648	

An independent-samples t-test was conducted to examine the difference in job involvement based on educational qualification. The mean job involvement score of B.Ed. degree holders was 24.65 (SD = 3.563), while the mean score of M.Ed. degree holders was 26.30 (SD = 4.648). Although M.Ed. degree holders

recorded a slightly higher mean score, the difference was not statistically significant ($t = 1.384$, $p = .173 > .05$). Therefore, educational qualification was not found to have a statistically significant influence on the job involvement of the respondents.

Suggestions

Based on the findings of the study, the following suggestions are offered to enhance and sustain the job involvement of B.Ed. college teachers:

- B.Ed. colleges should provide regular professional development opportunities such as workshops, seminars, conferences and faculty development programmes to encourage teachers' active involvement in their academic responsibilities.
- College management should create a supportive and encouraging work environment that enables teachers to participate actively in teaching, academic planning and other institutional activities.
- Teachers should be provided with adequate opportunities to participate in academic and institutional decision-making. Such participation may encourage a greater sense of responsibility and involvement in their work.
- Institutions should recognize and appreciate teachers' contributions and provide appropriate encouragement for their academic and professional achievements.
- Adequate academic resources and facilities should be provided to enable teachers to perform their teaching and related responsibilities effectively.
- Since the study did not identify statistically significant differences in job involvement across the demographic characteristics examined, institutional initiatives for enhancing job involvement should be inclusive and should address the professional needs of all teachers rather than focusing only on particular demographic groups.
- College administrators should periodically assess the level of job involvement among teachers and identify work-related factors that may influence their active participation in institutional activities.

These measures may help B.Ed. colleges maintain and further strengthen teachers' involvement in their

professional and institutional responsibilities.

Conclusion

The present study examined the job involvement of B.Ed. college teachers in Tiruchirappalli District with reference to selected demographic characteristics. The findings revealed that 54% of the respondents had a high level of job involvement and 46% had a low level of job involvement. Thus, slightly more than half of the teachers in this study demonstrated a high level of involvement in their work.

The inferential analysis indicated that there was no statistically significant association between job involvement and age, religion, or family size. Similarly, no statistically significant difference in job involvement was identified with respect to gender, work experience, and educational qualifications. Although variations were observed in the mean scores and percentages of different groups, these variations should not be interpreted as statistically significant differences, as the corresponding statistical tests were not significant.

This study contributes to the understanding of job involvement among B.Ed. college teachers by providing empirical evidence from teacher education institutions in Tiruchirappalli District. The findings indicate that the demographic characteristics examined in the study did not significantly differentiate the job involvement of the respondents. Therefore, greater attention may be directed towards identifying institutional, professional, and work-related factors that could contribute to teachers' involvement in their jobs.

This study is limited by its relatively small sample of 50 B.Ed. college teachers and its geographical coverage of selected colleges in Tiruchirappalli District. Therefore, the findings should be interpreted within the context of the sample studied and should not be generalized to all B.Ed. college teachers. Future studies may include larger samples from different districts and types of teacher education institutions and examine additional institutional and professional factors associated with teachers' job involvement.

Future Research Directions

Future studies may extend the present research by including larger samples of B.Ed. college teachers from different districts and geographical regions. Comparative studies between government, aided, and self-financing teacher education institutions may provide a broader understanding of variations in job involvement. Future research may also examine institutional and organizational variables such as leadership style, organizational climate, workload, job satisfaction, professional autonomy, work environment, and organizational commitment. Longitudinal and mixed-method studies may further provide deeper insights into how teachers' job involvement changes over time and the factors responsible for such changes.

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Questionnaire

1. Age:

a) Below 30 years	b) 31-40 years,
c) 41-50 years	d) above 50 years
2. Sex :

a) Male	b) Female
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3. Education:

M.Sc.,B.Ed.,/M.A.,M.Ed.,Ph.D.		
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4. Religion:

a) Hindu	b) Muslim	c) Christian
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5. Type of family:

a) Nuclear	b) Joint
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6. Marital Status:

a) Married	b) Unmarried/
c) Widow	d) Divorced
7. Family Size (including Respondents)
8. Number of dependents.
9. Work experience in years.
10. Present residence: Rural / Urban S.A, A, D, SD
11. I feel miserable when I have less work to do.
12. I get depressed when I am not working.
13. If a job-connected problem is not solved by the time I go home, I keep on thinking about that.
14. I accept all assignments given to me.

15. I plan for tomorrow's work at the end of today's working hour.

18. On holidays I feel job stick.

16. I take to prepare at home so that, I may perform my job well.

19. It feel relived when it is time to go home.

17. It annoys me to leave work unfinished.

20. I wait impatiently for holidays.

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