

## **Job Involvement of Teaching Professionals in Relation to their Emotional Maturity**

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### **ABSTRACT**

*The purpose of this study is to identify the type of association between teaching professionals' job involvement and their emotional maturity. In addition to this, it also tries to understand how their health and nature of employment influence their job involvement. The study includes well structured and revalidated questionnaires and used survey approach. The data were collected from 748 teaching professionals working in various colleges and universities of Thiruvananthapuram district of Kerala state. The method employed to select the sample was simple random sampling techniques. The result showed that there is a significant positive relationship prevails between teaching professionals' job involvement and emotional maturity. It is also observed that teaching professionals' general health and nature of employment did influence their job involvement.*

**Keywords:** Job involvement, Emotional maturity, Teaching professionals.

### **INTRODUCTION:**

Job involvement is the degree to which people identify psychologically with their job and consider their perceived performance level important to self worth according to Rabinowitz and Hall (1977), generally employees with a high level of job involvement strongly identify with and really care about the kind of work they do. Literature have shown that the construct of job involvement is related to an employee's identification with the work experience. Miller (2016) has indicated that significant difference among the generations in terms of their attitude, work values, desire for promotion, importance of work etc. It is also indicated that professional commitment has been found to be correlated with job involvement.

According to Balu and Boal (2017) high job involvement means identifying with one's specific job. For highly involved individuals performing well on the job is important for their self-esteem indicated by Lodol and Kajner (2015). It is also stated that when an employee is very much involved in a particular job it is not a guarantee that he/she is not committed to the organization or vice versa. A lot of factors are associated with an employee's job involvement. Arrange and Ferris (2014) have indicated that employees' job involvement is influenced by several factors more specifically their professional job satisfaction, emotional condition, turnover intentions, role stress, productivity and job migration. As stated by various studies that an employee with job involvement has an emotional attachment to the organization and a belief in its values.

### **SIGNIFICANCE OF THE STUDY:**

Establishing a link between job involvement and emotional maturity could be to the benefit of organizations, particularly educational organizations, as management could adopt good human resource practices that increase the level of job involvement among teaching professionals and hence impact positively on their commitment to the organization.

**PURPOSE OF THE STUDY:**

The main purpose of this study is to identify the type of association between teaching professionals' job involvement and their emotional maturity. In addition to this it also tries to understand how teaching professionals' health and nature of employment influence their job involvement.

**HYPOTHESIS OF THE STUDY:**

- There is no relationship between teaching professionals' job involvement and their emotional maturity.
- Teaching professionals' health does not influence their job involvement.
- Teaching professionals' nature of employment does not influence their job involvement.

**METHODOLOGY:**

The study was conducted among the teaching professionals working in various colleges and universities located in and around Thiruvananthapuram district of Kerala state. These teaching professionals were working in various faculties like arts, science, education, engineering and medicine. This survey research has used simple random sampling technique and the total number of teaching professionals included are 784. Two standardized and revalidated structured questionnaires were used to collect data from the teaching professionals.

**Instruments:**

Job involvement scale was used for measuring involvement of a person in their job and it was developed by Agrawal (2008). The scale comprises 32 items each to be rated on 5 point scale ranging from strongly agree (1) to strongly disagree (5). These items are related to twelve dimensional and discriminatory powers of these items are considerably high. Reliability of the scale was 0.85 and validity was 0.92.

Emotional maturity scale was developed by Singh and Bhargava (2007) in order to understand adult's emotional maturity. The scale consists of 48 items and they are positively and negatively framed. The response categories are four and they are never, probably, undecided and much. The dimensions included are emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence.

**RESULTS AND DISCUSSION:**

**Table No 1: shows coefficient of correlation between Job Involvement and Emotional Maturity of Teaching Professionals.**

Variables	N	Correlation	t-radio	Significance
Job involvement and Emotional instability	784	-0.81	38.6	.01
Job involvement and Emotional regression		-0.92	65.62	.01
Job involvement and Social maladjustment		-0.84	43.28	.01
Job involvement and Personality disintegration		-0.89	54.57	.01
Job involvement and Lack of independence		-0.86	47.11	.01
Job involvement and Emotional maturity (total scores)		-0.88	51.8	.01

The coefficient of correlations in all the dimensions and the total score is statistically significant and are Negative. These negative correlations indicate the fact that the lowest score in emotional maturity signals high emotional stability or maturity.

**Table No 2: shows job involvement of teaching professionals based on their physical health.**

Health issues	N	Mean	SD	SEM
No apparent problem	401	113.04	14.16	0.7
Problem at times	316	111.98	13.74	0.77
Severe problem	67	81.74	14.06	1.71

**Table No 3: ANOVA of teaching professionals’ job involvement based on their physical health.**

Groups	Sum of square	df	Mean square	F-ratio	Significance
Between groups	349.15	2	174.57	11.02	.01
Within groups	12364.45	781	15.83		
<b>Total</b>	<b>12713.6</b>	<b>783</b>			

**Table No 4: showing difference in the job involvement of teaching professionals based on their health.**

Groups	N	Mean difference	SE difference	t-ratio	Significance
No apparent problem Problem at times	401 316	1.06	1.04	1.01	NS
No apparent problem Severe problem	401 67	31.3	1.85	16.91	.01
Problem at times Severe problem	316 67	30.24	1.88	16.08	.01

Result indicates that teaching professionals who have no apparent problems and also who experience problem at times do not differ in their job involvement (t: 1.01). Further they are more involved in their job than those who experience server health problems (t: 16. 91 k 16.08).

**Table No 5: shows difference in the job involvement of teaching professionals based on their nature of job.**

Employment	N	Mean	SD	SEM	t-ratio	Significance
Temporary	163	97.43	14.04	0.91	7.26	.01
Permanent	621	106.58	15.61	1.59		

Result indicates that teaching professionals who are permanent show more involvement in their job than those who are temporary (t: 7.21).

**CONCLUSIONS:**

The analysis of the collected data from the respondents reveals that there is a significant and negative correlation between teaching professionals’ job involvement and emotional maturity. Teaching professionals who do not experience health problem are more involved in their job than those who experience severe health problems. Teaching professionals who are permanent in the job are more involved than those who are temporary.

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