











## The relationship between teachers' job involvement and demographic characteristics in Dalahou (Kermanshah) secondary schools in 2013

Mansour Ziaei<sup>1</sup>, Ghobad Rezaei<sup>2</sup>, Hamed Yarmohammadi<sup>2</sup>, Elahe khoshboo<sup>3</sup>, Faramarz Gharagozlou<sup>4\*</sup>

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### Abstract

**Introduction:** Job involvement is defined as one's psychological dependence on his/her job. Employees with high job involvement pay more attention to their job. The present study aimed to determine the relationship between teachers' job involvement and demographic characteristics in Kermanshah (Iran) secondary schools during 2013.

**Materials and Methods:** This cross-sectional study was performed on 211 teachers (161 male and 50 female). Data were collected using the Job Involvement Scale. The collected data were analyzed using Spearman's correlation coefficient, independent t-test, and analysis of variance (ANOVA). P values less than 0.05 were considered significant.

**Results:** The teachers' mean age and work experience were 32.21 and 8.49 years, respectively. Low, moderate, and high levels of job involvement were detected in 22.3%, 54.5%, and 23.2% of the teachers, respectively. Job involvement was significantly higher in married teachers than single subjects ( $p = 0.027$ ). Moreover, teachers without a second job had higher job involvement than those with a second job ( $p = 0.006$ ). There were no statistical correlations between job involvement and age, sex, work experience, or level of education.

**Conclusion:** The participating teachers generally had low-moderate levels of job involvement. Low salary, working multiple jobs, and low social prestige were mostly responsible for such low levels of job involvement. Therefore, increasing teachers' salary, providing teachers with special facilities (e.g. low-interest loans), and developing a system for teachers' promotion (similar to that existing for faculty members) can be effective in increasing job involvement among teachers.

**Keywords:** Job involvement, Ergonomics, Job performance, Teachers.

1. PhD Student in Occupational Health, School of Health, Shiraz University of Medical Sciences, Shiraz, Iran.
2. Student Research Committee, Occupational Health Department, School of Health, Kermanshah University of Medical Sciences, Kermanshah, Iran.
3. Student of Schools' Health, Technical Faculty of SAMA, Islamic Azad University, Darab Branch, Darab, Iran.
- 4\*. (**Corresponding Author**) Assistant Professor in Occupational Health, School of Health, Kermanshah University of Medical Sciences, Kermanshah, Iran. Email: gharagozlouf@yahoo.com