

A Study of Work Accountability, Job Involvement and Organizational Commitment of Secondary School Teachers

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Abstract

The present study examines the relationship between work accountability, job involvement, and organizational commitment among secondary school teachers. These three variables play a crucial role in improving teacher effectiveness and institutional performance. The study aims to analyze the level of accountability, involvement in job roles, and commitment towards the organization among teachers, as well as the interrelationship among these variables. A descriptive survey method was adopted, and data were collected using standardized questionnaires. The findings indicate a significant positive correlation among work accountability, job involvement, and organizational commitment. The study suggests that enhancing accountability and involvement can strengthen teachers' commitment, ultimately improving educational outcomes.

Keywords: Work Accountability, Job Involvement, Organizational Commitment, Secondary School Teachers

1. Introduction

Education is the backbone of a nation, and teachers are the key agents in shaping students' futures. In the context of secondary education, teachers' dedication, responsibility, and engagement significantly influence the quality of education.

Work accountability refers to the extent to which teachers feel responsible for their tasks and outcomes. Job involvement indicates the psychological attachment of teachers to their work, while organizational commitment reflects their loyalty and emotional attachment to their institution.

Understanding these factors is essential for improving teacher performance and institutional effectiveness.

2. Objectives of the Study

To measure the level of work accountability among secondary school teachers.

To assess the level of job involvement among teachers.

To examine the level of organizational commitment.

To analyze the relationship between work accountability and job involvement.

To study the relationship between job involvement and organizational commitment.

To explore the overall relationship among all three variables.

3. Hypotheses

There is no significant relationship between work accountability and job involvement.

There is no significant relationship between job involvement and organizational commitment.

There is no significant relationship among work accountability, job involvement, and organizational commitment.

4. Research Methodology

4.1 Research Design

The study used a descriptive survey method.

4.2 Sample

The sample consisted of 100 secondary school teachers selected through random sampling.

4.3 Tools Used

Work Accountability Scale

Job Involvement Scale

Organizational Commitment Scale

4.4 Data Collection

Data were collected through questionnaires distributed to teachers in selected schools.

4.5 Statistical Techniques

Mean

Standard Deviation

Correlation Analysis

5. Results and Discussion

The results revealed that teachers have a moderate to high level of work accountability.

Job involvement was found to be positively associated with accountability.

Organizational commitment showed a strong positive correlation with both accountability and job involvement.

Teachers who are more involved in their job tend to be more committed to their institution.

6. Findings

Work accountability significantly influences job involvement.

Job involvement positively impacts organizational commitment.

A strong relationship exists among all three variables.

Teachers with higher accountability tend to show greater dedication and loyalty.

7. Educational Implications

School management should promote a culture of accountability.

Professional development programs should focus on increasing job involvement.

Motivational strategies can enhance organizational commitment.

Supportive leadership can strengthen teacher engagement.

8. Conclusion

The study concludes that work accountability, job involvement, and organizational commitment are interrelated and essential for effective teaching. Improving these aspects can lead to better educational outcomes and institutional growth. Educational administrators should take necessary steps to foster these qualities among teachers.

9. References (Sample)

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