

Job involvement, job satisfaction and organizational commitment among university teachers in China: Basis for strategic job productivity framework

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Abstract

This study examines the relationships between job involvement, job satisfaction, and organizational commitment among university teachers in China and explores their implications for the strategic job productivity model. The purpose of the research is to provide insights into the factors that influence teacher performance and productivity in the university setting. The study adopts a quantitative research approach and collects data through a survey questionnaire administered to a sample of 323 university teachers in China. The questionnaire includes validated scales to measure job involvement, job satisfaction, and organizational commitment. Descriptive statistics, correlation analysis, and regression analysis are employed to analyze the data and test the research hypotheses. The findings of the study indicate significant positive relationships between job involvement, job satisfaction, and organizational commitment among university teachers. Specifically, higher levels of job involvement are associated with greater job satisfaction and stronger organizational commitment. Moreover, job satisfaction is found to mediate the relationship between job involvement and organizational commitment, suggesting that satisfied teachers are more likely to exhibit higher levels of commitment to the organization. These findings have important implications for the strategic job productivity model in the university context. The results suggest that enhancing job involvement can lead to increased job satisfaction and organizational commitment among university teachers. This, in turn, can positively impact their performance and productivity. The study emphasizes the importance of creating a work environment that fosters job involvement, such as providing opportunities for professional development and fostering a collaborative work culture.

Keywords: job involvement, job satisfaction, organizational commitment, job productivity, university teachers

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1. Introduction

University teachers in China play a vital role in the country's education system. They are responsible for educating the next generation of leaders and professionals, and they are also responsible for conducting research and contributing to the advancement of knowledge. There are over 4 million university teachers in China, and they come from a variety of backgrounds. The job of a university teacher in China can be both challenging and rewarding. Teachers are expected to be experts in their field, and they are also expected to be able to communicate their knowledge effectively to students. In addition, teachers are expected to conduct research and publish their findings in academic journals (Chen, 2021).

The working conditions for university teachers in China vary depending on the university. However, in general, teachers are expected to work long hours, and they are often required to teach multiple courses. The salaries for university teachers in China are also variable. However, in general, teachers are paid a relatively low salary. This is due to the fact that the Chinese government subsidizes the cost of higher education, and as a result, universities do not have to pay their teachers as much as they would in other countries. Despite the challenges, many people choose to become university teachers in China because they are passionate about education and they want to make a difference in the lives of their students (Li, 2020). Some of the current issues that are affecting job involvement, job satisfaction and organizational commitment among teachers in China is important to address in order to ensure that teachers are able to perform their jobs effectively and to provide high-quality education to students.

Job involvement is the extent to which teachers identify with their work and are emotionally attached to it. Job involvement among teachers in the university refers to the extent to which teachers identify with their work and are emotionally attached to it (Al-Azaizeh, 2017). According to the study of Biswas, (2018), job involvement is positively related to job satisfaction and job performance among university teachers. This means that teachers who are more involved in their work are more likely to be satisfied with their work and to perform well. Meanwhile the study of Mohammad (2019) found that job involvement is influenced by a number of factors, including the nature of the work, the work environment, and the individual's personality. For example, teachers who find their work to be meaningful and challenging are more likely to be involved in their work. The findings of these studies suggest that job involvement is an important factor for university teachers. By understanding the factors that influence job involvement, universities can create a work environment that encourages teachers to be involved in their work and to perform at their best.

Job satisfaction is the extent to which teachers are content with their work and feel positively about it. Job satisfaction is a positive emotional state that results from the appraisal of one's job or job experiences. Job satisfaction is an important factor for teachers because it can have a number of positive effects on their work performance, their well-being, and their students' achievement (Allen, 2015). Further, the findings of Alamri, (2017) suggest that job satisfaction is an important factor for university teachers. By understanding the factors that influence job satisfaction, universities can create a work environment that encourages teachers to be satisfied with their work and to perform at their best.

The university teachers' organizational commitment is the extent to which teachers feel attached to their organization and are willing to contribute to its success. Organizational commitment is a psychological state that reflects an individual's identification with, involvement in, and loyalty to an organization. It is an important factor for university teachers because it can have a number of positive effects on their work performance, their well-being, and the quality of education (Khodabakhsh, 2017).

The findings of the studies of Li (2020), (Wang, 2020) and Zhang (2020) suggest that job involvement, job satisfaction, and organizational commitment are important factors for teachers in China. By understanding the factors that influence these constructs, universities and other organizations can create a work environment that encourages teachers to be involved in their work, satisfied with their work, and committed to their organization.

In recent years, there has been growing interest in the study of these constructs among university teachers in China. This is due to the fact that university teachers play a critical role in China's economic and social development. They are responsible for educating the next generation of leaders and professionals, and their job satisfaction and organizational commitment can have a significant impact on the quality of education in China. While there is a growing body of research on job involvement, job satisfaction, and organizational commitment among teachers in China, there is a lack of longitudinal studies that have examined how these constructs change over time. Additionally, most studies have focused on a general population of teachers, and there is a need for studies that focus on specific groups of teachers, such as those who teach at different levels of education or those who work in different types of schools.

A study by Zhang (2020) found that job involvement, job satisfaction, and organizational commitment were all positively related to the strategic job productivity of university teachers in China. Strategic job productivity refers to the extent to which university teachers are able to achieve their goals and contribute to the strategic objectives of their organization. The study also found that job involvement was the strongest predictor of strategic job productivity, followed by job satisfaction and organizational commitment. The findings of the present study will have important implications for university teachers in China. The findings will help to identify the factors that contribute to job involvement, job satisfaction, organizational commitment, and strategic job productivity. This information can then be used to develop interventions that can improve the quality of education in China.

Objectives of the Study - The study aimed to examine the job involvement, job satisfaction and organizational commitment of university teachers in China and developed a Strategic Job Productivity Framework. Specifically, this study determined the job involvement as to work vitality, work focus and work dedication; described the job satisfaction in terms of work returns, work itself and interpersonal relationships; determined the organizational commitment in terms of normative commitment, emotional commitment, economic commitment; tested the relationships among job involvement, job satisfaction and organizational commitment and developed a strategic job productivity framework for university teachers.

2. Methods

Research Design - Descriptive research design was used in this study to provide an adequate and accurate interpretation of the findings. According to study of Rahi (2017), descriptive method of research is a type of research that obtains relevant facts, data and information at present, and provides an accurate overview of situations, people or events. Descriptive research designs are a valuable tool for researchers and can be used to gather a lot of information about a particular phenomenon. It is also a good way to describe the current state of these variables among teachers. This can be helpful for understanding the factors that influence these variables, and for developing interventions or programs to improve them.

Participants of the Study - Teachers from 30 universities in Anhui Province, Hunan Province, Zhejiang Province, Jiangsu Province China were used as respondents of the study. A total of 320 teachers from these universities were chosen to participate in the study because teachers are the key stakeholders in the education system. They are responsible for the learning and development of students and their job involvement, job satisfaction and organizational commitment can have significant impact on the quality of education in universities in China.

Data Gathering Instrument - A survey questionnaire is a data gathering instrument that consists of a series of questions that are used to collect information from a large number of people. Survey questionnaires can be

used to collect information on a variety of topics, and they can be administered in a variety of ways. They are a quantitative way to collect data. The answers to the questions in a survey questionnaire are typically numerical, which allows the data to be analyzed using statistical methods.

The questionnaire consists of four parts. The first part describes the demographic profile of the respondents. The second part is the job involvement patterned from Utrecht Work Engagement Scale–UWES and was developed by Schaufeli et al. (2002) based on Maslach Burnout Inventory (MBI), in order to measure work engagement, which is conceptualized as the worker's approach to their work with vigor, dedication and then absorption. The second part of the questionnaire measures the level of job satisfaction of teachers in terms of working conditions, work goals, self-efficacy and goal support and was adopted from Naz (2017). The third part of the questionnaire measures the organizational commitment in terms of the teachers' affective, normative and continuous commitment and was adopted from Allen and Meyer (1990).

Based on result, the Job Involvement, Job Satisfaction, and Organizational Commitment Instrument has an excellent consistency as exhibited by the Cronbach's Alpha value of (.962). This was validated by the Good remarks from Job Involvement (.894); it was confirmed by the Good results from Vitality (.845), Dedication (.814), and Work Focus (.852). Also, it was validated by the Excellent remarks from Job Satisfaction (.966); it was confirmed by the Excellent result from Working Conditions (.936), Work Goals (.914), and Good results from Self-Efficacy (.897), and Goal Support (.877). Moreover, it was further validated by the Excellent remarks from Organizational Commitment (.923); it was confirmed by the excellent result from Affective Commitment (.926), Acceptable result from Normative Commitment (.768), and Good result from Continuous Commitment (.837), which shows that the instrument at hand passed the reliability index test. Thus, the researcher can now proceed to the actual survey using the aforementioned instrument.

Data Gathering Procedure - The researcher considered some ethical implications of the data gathering from the respondents of the study to protect their privacy. After finalizing the survey questionnaire, this was piloted before using on a large scale to help identify any problem with the instrument. The researcher made a request from the head of the universities used in the study so she will be allowed to conduct data gathering. Data gathering is an essential part of the research process. The data gathering process was documented carefully to keep track on the progress and to ensure that the data is collected, tallied, interpreted and analyzed in consistent manner.

Ethical Considerations - Ethical considerations in doing research are principles that guide researchers in conducting their work in a responsible and ethical manner. These principles are designed to protect the rights of research participants, to ensure the integrity of the research process, and to promote the responsible use of research findings. The participants of the study were given informed consent before they participated in present study. Informed consent means that the participants were given information about the study, including the purpose of the study, the procedures involved, the risks and benefits of participating, and their right to withdraw from the study at any time. The privacy of research participants was protected and the data collected from the participants were kept confidential and will not be shared with anyone without the participant's consent. The researcher respected the autonomy of the participants by not coercing or pressuring them to participate in the study.

Data Analysis - Weighted mean and rank were used to determine the job involvement as to work vitality, work dedication and work focus; to describe the job satisfaction in terms of working conditions, work goals, self-efficacy and goal support; and to determine the organizational commitment in terms of affective commitment, normative commitment, and continuous commitment. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. All analyses were performed using SPSS version 28.

3. Results and Discussion

Table 1

Job Involvement

Key Result Areas	Weighted Mean	Verbal Interpretation	Rank
Work Vitality	2.91	Agree	1
Work Dedication	2.78	Agree	2
Work Focus	2.73	Agree	3
Composite Mean	2.81	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 1 describes the assessment on Job Involvement with a composite mean of 2.81 and verbally interpreted as agree. It reflects an agreement level, indicating that employees, in general, exhibit job involvement across the three key result areas. This suggests a positive engagement and dedication to their work.

Overall, the summary table suggests that employees demonstrate a positive level of job involvement across the three key result areas. Work Vitality received the highest Composite Mean score (2.91), indicating a strong agreement level and a high level of energy and enthusiasm in their work. According to the study of Choi, et al., (2019) teachers are often passionate about their work and care deeply about their students. This can lead to a sense of energy and enthusiasm about their work. Teachers also often have a lot of autonomy in their work, which can allow them to find ways to be creative and engaged. They also often have strong relationships with their colleagues, which can provide social support and encouragement. Work Dedication and Work Focus also received agreement-level scores, indicating a commitment to work and a focus on tasks.

Table 2

Job Satisfaction

Key Result Areas	Weighted Mean	Verbal Interpretation	Rank
Working Conditions	2.98	Agree	1
Work Goals	2.96	Agree	2
Self-efficacy	2.94	Agree	4
Goal Support	2.95	Agree	3
Composite Mean	2.96	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

This table 2 provides the job satisfaction across different key result areas. The composite mean resulting in a value of 2.96, indicating an overall agreement level for job satisfaction. It reflects an overall agreement level, suggesting that employees, in general, are satisfied with their job in terms of working conditions, work goals, self-efficacy, and goal support. This indicates positive perceptions of the workplace environment, alignment with work objectives, confidence in their abilities, and the presence of supportive resources.

Overall, the table suggests that employees have a positive level of job satisfaction in various key result areas. Working Conditions received the highest score, indicating strong agreement and positive perceptions of the work environment. Teachers spend a significant amount of time in their classrooms, so it is important that they feel comfortable and supported in their work environment. This includes having adequate resources, such as supplies, furniture, and technology. It also includes having a safe and orderly environment, as well as having supportive colleagues.

According to Aldridge and Fraser (2016), working conditions can have a direct impact on teachers' ability to do their jobs effectively. If a teacher's classroom is too noisy or overcrowded, it can be difficult for them to teach effectively. Similarly, if a teacher feels unsafe in their school, it can be difficult for them to focus on their work. Teachers who are satisfied with their working conditions are more likely to be motivated and engaged in their work. This can lead to better student outcomes, as well as a more positive work environment for everyone involved.

Table 3*Organizational Commitment*

Key Result Areas	Weighted Mean	Verbal Interpretation	Rank
Affective Commitment	2.97	Agree	1
Normative Commitment	2.76	Agree	3
Continuance Commitment	2.91	Agree	2
Composite Mean	2.88	Agree	

Table 3 provides an overview of the three key areas of organizational commitment: Affective Commitment, Normative Commitment, and Continuous Commitment. The composite mean resulting in a value of 2.88, indicating an overall agreement level for organizational commitment. It reflects an overall agreement level for organizational commitment, indicating that, on average, employees show a positive level of commitment to the organization. However, it is important to note that individual perceptions and levels of commitment may vary within an organization. Overall, the table indicates that respondents demonstrate the highest level of affective commitment (2.97), teachers are motivated by a sense of calling. Many teachers feel a calling to teach, and they see their work as more than just a job. They are passionate about education and they want to make a difference in the lives of their students. This sense of calling can lead to high levels of affective commitment. Further, teachers have a strong sense of community. Teachers often work in close-knit communities, and they develop strong relationships with their colleagues and students. This sense of community can lead to high levels of affective commitment, as teachers feel a sense of belonging and support from their colleagues (Mullen & Copper, 2018).

Additionally, teachers are motivated by a desire to make a difference. Many teachers are motivated by a desire to make a difference in the lives of their students. They want to help students learn and grow, and they want to make a positive impact on the world. This desire to make a difference can lead to high levels of affective commitment, as teachers feel a sense of purpose and satisfaction from their work (Tschannen-Moran & Gareis, 2018). In addition, teachers are often rewarded for their work. Teachers may receive intrinsic rewards, such as the satisfaction of helping students learn and grow. They may also receive extrinsic rewards, such as good salaries, benefits, and opportunities for professional development. These rewards can help to maintain high levels of affective commitment (Tschannen-Moran, 2016) This suggests that employees have strong emotional attachment, personal meaning, and a sense of belonging to the organization (affective commitment). However, the sense of obligation and loyalty towards the organization (normative commitment) and the perception of necessity and personal sacrifices associated with leaving (continuous commitment) are comparatively lower.

Table 4*Relationship Between Job Involvement and Job Satisfaction*

Variables	rho-value	p-value	Interpretation
Work Vitality			
Working Conditions	0.202**	0	Highly Significant
Work Goals	0.162**	0.003	Significant
Self-efficacy	0.170**	0.002	Significant
Goal Support	0.191**	0	Highly Significant
Work Dedication			
Working Conditions	0.093	0.092	Not Significant
Work Goals	0.144**	0.009	Significant
Self-efficacy	0.126*	0.022	Significant
Goal Support	0.175**	0.001	Significant
Work Focus			
Working Conditions	0.153**	0.005	Significant
Work Goals	0.158**	0.004	Significant
Self-efficacy	0.175**	0.001	Significant
Goal Support	0.167**	0.002	Significant

As seen in the table, the computed rho-values ranging from 0.093 to 0.202 indicate a very weak to weak

direct Table 4 presents the correlation analysis between job involvement and job satisfaction, specifically examining the relationship with different variables. The rho-value represents the correlation coefficient, and the p-value indicates the significance level of the correlation. In general, there is a positive correlation between job involvement and job satisfaction across various variables.

The variables of working conditions, work goals, self-efficacy, and goal support consistently show significant correlations with job involvement and job satisfaction. The correlation coefficients suggest that as job involvement increases, job satisfaction tends to increase as well. However, the strength of the correlation varies among the different variables. Relationship among the sub variables of job involvement and job satisfaction. There was a statistically significant relationship between work vitality and sub variables of job satisfaction because the obtained p-values were less than 0.01. There was a statistically significant relationship between work dedication and sub variables of job satisfaction namely work goal, self-efficacy, and goal support because the obtained p-values were less than 0.01/0.05. There was a statistically significant relationship between work focus and sub variables of job satisfaction because the obtained p-values were less than 0.01. However, there was no statistically significant relationship between work dedication and working conditions because the obtained p-value was greater than 0.01.

Both job involvement and job satisfaction are influenced by a number of factors, including the nature of the work, the work environment, and the individual's personality. However, they are also influenced by each other. As people become more involved in their jobs, they are more likely to be satisfied with their jobs. And as people become more satisfied with their jobs, they are more likely to be involved in their jobs (Spector, 2019).

Table 5

Relationship Between Job Involvement and Organizational Commitment

Variables	rho-value	p-value	Interpretation
Work Vitality			
Affective Commitment	0.183**	0.001	Significant
Normative Commitment	0.113*	0.040	Significant
Continuous Commitment	0.076	0.168	Not Significant
Work Dedication			
Affective Commitment	0.113*	0.041	Significant
Normative Commitment	0.060	0.281	Not Significant
Continuous Commitment	0.019	0.725	Not Significant
Work Focus			
Affective Commitment	0.108	0.051	Not Significant
Normative Commitment	0.099	0.074	Not Significant
Continuous Commitment	0.093	0.091	Not Significant

** . Correlation is significant at the 0.01 level/* . Correlation is significant at the 0.05 level

As seen in the table 5, the computed rho-values ranging from 0.019 to 0.183 indicate a very weak direct relationship among job involvement and organizational commitment. There was a statistically significant relationship between work vitality and sub variables of organizational commitment namely affective and normative because the obtained p-values were less than 0.01/0.05. This confirms with the study of Prati and Fortunato (2017) where the study that work vitality was positively correlated with both affective and normative commitment. This means that people who are more vital at work are more likely to be emotionally attached to their organization and feel a sense of obligation to stay with it.

Further, the study of Salgado-Páez (2017) found that the relationship between work vitality and organizational commitment was moderated by job satisfaction. This means that the relationship was stronger for people who were more satisfied with their jobs. The reason for this is likely because job satisfaction is a key factor in determining how much people identify with their organization and how much they feel they belong there. When people are satisfied with their jobs, they are more likely to see their organization as a source of personal fulfillment and to feel a sense of loyalty to it.

There was a statistically significant relationship between work dedication and affective commitment because the obtained p-value was less than 0.05. Work dedication is a measure of how much a person is committed to their work and how much they value their job. People who are more dedicated to their work are more likely to be emotionally attached to their organization, as they are more likely to see their work as a source of personal fulfillment (Schaufeli, 2016). However, there was no statistically significant relationship between work vitality and continuous commitment because the obtained p-value was greater than 0.01. There was no statistically significant relationship between work dedication and sub variables of organizational commitment namely normative and continuous. There was no statistically significant relationship between work focus and sub variables of organizational commitment because the obtained p-values were greater than 0.01.

Table 6*Relationship Between Job Satisfaction and Organizational Commitment*

Variables	rho-value	p-value	Interpretation
Working Conditions			
Affective Commitment	0.112*	0.042	Significant
Normative Commitment	0.103	0.062	Not Significant
Continuous Commitment	0.105	0.058	Not Significant
Work Goals			
Affective Commitment	0.175**	0.001	Significant
Normative Commitment	0.155**	0.005	Significant
Continuous Commitment	0.154**	0.005	Significant
Self-efficacy			
Affective Commitment	0.091	0.100	Not Significant
Normative Commitment	0.106	0.055	Not Significant
Continuous Commitment	0.080	0.149	Not Significant
Goal Support			
Affective Commitment	0.044	0.425	Not Significant
Normative Commitment	0.106	0.055	Not Significant
Continuous Commitment	0.111*	0.045	Significant

***. Correlation is significant at the 0.01 level*/**. Correlation is significant at the 0.05 level*

As seen in the table 6, the computed rho-values ranging from 0.044 to 0.175 indicate a very weak direct relationship among sub variables of job satisfaction and organizational commitment. There was a statistically significant relationship between working conditions and affective commitment because the obtained p-value was less than 0.01. There is a significant relationship between working conditions and affective commitment because these two constructs are closely interrelated. Employees who are satisfied with their working conditions are more likely to be emotionally attached to their organization (Xu & Lu, 2018). Further, the study of Jiang and Lepak, (2018) confirmed that the relationship between working conditions and affective commitment is moderated by a number of factors, including the individual's personality and the organization's culture. Employees who are more individualistic are less likely to be affected by working conditions than employees who are more collectivistic.

There was a statistically significant relationship between work goals and sub variables of organizational commitment because the obtained p-values were less than 0.01. Work goals provide a sense of purpose and direction. When employees have clear and challenging goals, they are more likely to be engaged in their work and to feel a sense of belonging to the organization (Bakker & Demerouti, 2017). Moreover, the findings of Allen and Meyer (2017) confirms that work goals can help to motivate employees. When employees are working towards a goal that they are personally invested in, they are more likely to be motivated to stay with the organization and to put in their best effort.

In addition, Xu and Lu, (2018) found out that work goals can help to build relationships between employees and their managers. When employees and managers work together to achieve a common goal, it can help to build trust and rapport. This can lead to a stronger sense of commitment to the organization. There was a statistically significant relationship between goal support and continuous commitment. Goal support can help employees to achieve their goals. When employees have the resources and assistance they need to achieve their

goals, they are more likely to be successful. This can lead to a sense of satisfaction and accomplishment, which can in turn lead to a stronger commitment to the organization (Bakker & Demerouti, 2017).

Allen and Meyer (2017) revealed that goal support can help employees to feel valued and appreciated. When employees feel that their organization is supportive of their goals, they are more likely to feel valued and appreciated. This can lead to a sense of belonging and attachment to the organization, which can in turn lead to a stronger commitment. Goal support according to Xu and Lu (2018) can help to build trust between employees and their managers. When employees feel that their managers are supportive of their goals, they are more likely to trust their managers. This can lead to a more positive working relationship, which can in turn lead to a stronger commitment to the organization. However, there was no statistically significant relationship between working conditions and sub variables of organizational commitment namely normative and continuous commitment because the obtained p-values were greater than 0.01. There was no statistically significant relationship between self-efficacy and sub variables of organizational commitment because the obtained p-values were greater than 0.01. There was no statistically significant relationship between goal support and sub variables of organizational commitment namely affective and normative because the obtained p-values were greater than 0.01.

Strategic Job Productivity Framework

In the model below, job involvement is a variable that affects job satisfaction and organizational commitment. This means that job engagement has a direct positive effect on job satisfaction and organizational commitment. Job satisfaction refers to an employee's satisfaction and happiness with their job, which can be measured by a variety of factors. In this model, career satisfaction is a variable affected by career participation, that is, career participation has a positive impact on career satisfaction. Organizational commitment refers to the degree of employee loyalty and commitment to the organization. In this model, organizational commitment is a variable affected by job involvement, that is, job involvement has a positive impact on organizational commitment.

There is a significant relationship between job involvement, job satisfaction, and organizational commitment of teachers. In other words, teachers who are more involved in their jobs and who are more satisfied with their jobs are also more likely to be committed to their organization.

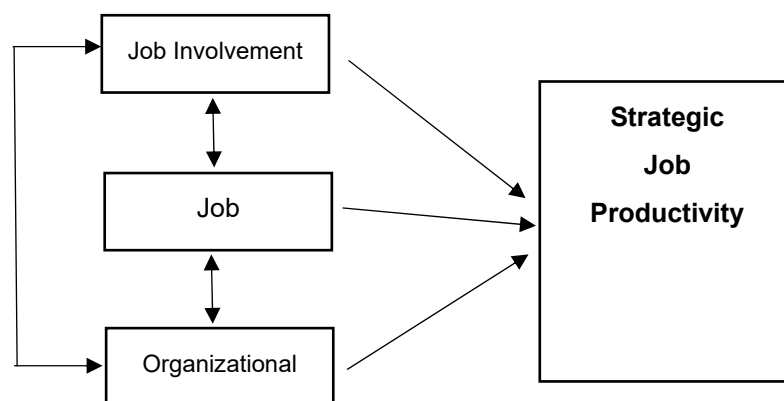


Figure 1. Strategic Job Productivity Framework

There are a few reasons for this relationship. First, teachers who are more involved in their jobs are more likely to feel a sense of purpose and belonging in their work. This can lead to greater job satisfaction, which can in turn lead to a stronger commitment to the organization. Second, teachers who are more satisfied with their jobs are more likely to feel valued and appreciated by their organization. This can lead to a sense of loyalty to the organization, which can in turn lead to a stronger commitment. Finally, teachers who are more committed to their

organization are more likely to be willing to put in extra effort and to go the extra mile for their students. This can lead to a more positive work environment for both teachers and students, which can in turn lead to greater job satisfaction and job involvement.

Overall, the significant relationship between job involvement, job satisfaction, and organizational commitment of teachers is likely due to a number of factors. However, the three constructs are clearly interrelated, and they can all have a significant impact on the work experience of teachers which may lead to strategic job productivity.

The significant relationship between job involvement, job satisfaction, and organizational commitment of teachers leads to strategic job productivity because when teachers are involved in their work, satisfied with their jobs, and committed to their organization, they are more likely to be engaged in their work. This means they are more likely to be motivated, productive, and creative. When teachers are engaged in their work, they are more likely to provide high-quality instruction to their students. This can lead to improved student outcomes, such as higher test scores and better graduation rates. When teachers are satisfied with their jobs and committed to their organization, they are less likely to leave their jobs or take days off. This can save schools money and ensure that students have consistent access to high-quality instruction. When teachers are involved, satisfied, and committed, they create a more positive school climate. This means that students, parents, and other staff members are more likely to feel welcome and supported at school.

4. Conclusions and Recommendations

Based on the findings of the study, Results show that respondents agreed on their job involvement as to work vitality, work dedication and work focus. The study disclosed that teachers have moderate agreement on their job satisfaction in terms of working conditions, work goals, goal support and self-efficacy. The organizational commitment was moderately observed by the teachers in terms of their affective, normative and continuous commitment to their universities. There is a positive correlation between job involvement and job satisfaction across various variables. Results indicate a very weak direct relationship among job involvement and organizational commitment. It also disclosed a very weak direct relationship among sub variables of job satisfaction and organizational commitment. A Strategic Job Productivity framework for university teachers was developed to enhance their job involvement, job satisfaction and organization commitment.

Administrators may provide opportunities for professional development by investing in training programs, workshops, and conferences to enhance the professional skills and knowledge of teachers. Immediate supervisor and academic heads may foster a collaborative work environment by encouraging teamwork, collaboration, and knowledge sharing among teachers. Administrators may enhance work-life balance and implement policies that support flexible working hours, remote work options, and adequate leave provisions. University administrators may provide resources and support to ensure that teachers have access to necessary resources, such as research funding, teaching materials, and technical support. Immediate supervisors may create a positive organizational culture that values diversity, respects different perspectives, and encourages open communication. This will foster a sense of loyalty and commitment among university teachers. The Strategic Job Productivity framework may be recommended for reference and possible utilization in the universities to enhance the job involvement, job satisfaction and organization commitment among university teachers.

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