

Will Organizational Variables Predict Secondary School Teachers' Job Involvement in Ogun State, Nigeria?

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Abstract. The present study examined organisational justice, organisational politics and organisational trust as predictors of job involvement of secondary school teachers in Ogun State, Nigeria. Three were raised and answered in the study. Four hundred and fifty (450) teachers selected from public secondary schools through the use of proportional stratified and simple random sampling techniques were administered with four standardized instruments: Job Involvement Questionnaire, Organizational Trust (OTQ), Organizational justice scale and Perceived Organizational Politics Scale. The data collected were analyzed using multiple regression analysis (MRA) and the result was tested for significance at 0.005 level. The results showed that the predictor variables jointly predicted the criterion variable. Results further showed that there was relative contribution of each independent variable to the prediction. Based on the findings, it was recommended that educational managers should take into consideration teachers' interests and capabilities while assigning courses to them, since teaching courses which is interesting to them is one of the issues that result in job involvement

Keywords: Organisational justice, Organisational politics, Organisational trust, Job involvement, Teachers.

1. Background to the Study

Globally, education has been widely recognized as one of the indicators of development. It is the main machinery for achieving the socialization or modification of the Homo sapiens. One of the basic purposes of education is to produce trained and qualified manpower for the development of a given country. At the epicenter of the educational process, in the production of required manpower, lays the teachers. Teachers occupy a unique place and are the heart and soul of any educational institutions. They translate curricula, syllabi and policies to competencies and realities. Teachers are the second most important factor in the teaching and learning process aside the students. However, the status of the teachers overall, has diminished during the last few decades (Azeem 2010). This may be due to tapering commitment and involvement of teachers.

Based on their importance to teaching/learning processes, some levels of involvement and commitment are required from teachers. Being involved in one's job in the workplace - psychological, physically, intellectually and morally - has its effect on productivity. Job involvement has emerged as an important variable in organisational research and is gaining increasing research attention. Studies (Balachandran & Gowthami, 2016; Scott, 2004)

have shown that employees with high level of job involvement commit their time, energy and efforts to work which inevitably enhance productivity. Presumably/hypothetically, when involvement in one's profession is greater, competency might increase. Job involvement is job-related significant behaviour of an employee. It is the degree to which an individual is personally involved with his job - the extent to which the individual identifies himself or herself with the job.

Lodahl and Kejner introduced the concept in the 1960s and it has since been popularized and studied in organizational psychology and allied fields. Literature (for instance, Ishwara, 2010) revealed that job involvement is intimately tied up in the protestant work ethics, the moral character of work and a sense of personal responsibility. Anyone who has internalized these traditional values will probably be involved regardless of the situational context within which he might be employed. It is the psychological identification of an individual with the work which influences his/her workplace behaviour - psychologically identification with one's job, and the importance of the job to self-image and self-concept job involvement (Shaffer, Joplin, & Hsu, 2011). It is one of the most successful Human Resources practices used for enhancing employee efficiency and performance (Rizman, 2011) and has been observed as motivation to carry out work, highly compatible between personal and organizational goals, which stimulate motivation among employees to generate positive work outcomes (Rehman, 2011).

A number of variables may engender employees' job involvement. These include, but not limited to, social support, leader-member-exchange, motivation, and promotions. This study is however, interested in three organization-based factors (justice, politics and trust) as they could facilitate teachers' job involvement. Justice naturally connotes fairness, fair-play and equity. The term *justice* connotes how things ought to be. Justice is then expected to be seen in the workplace. The roles of justice in the human's social and organizational life cannot be overemphasized. Moazzezi, Sattari

and Bablan (2014) posited that organizations mirror the society and that the establishment of justice in them is as good as the establishment of justice in the society at large – hence the need for organizational justice. Organizational justice has been widely studied in the fields of management, psychology and organizational behaviour (Parker & Kohlmeyer, 2005). It is the extent to which employees consider workplace measures, relations and outcome to be fair in nature – it is a critical resource in the workplace critical resource (Loi, Ngo & Foley, 2006)

Organizational justice has been found to relate to emotional reactions (Weiss, Suckow & Cropanzano 1999), play an important role in the health and well-being of employees (Brockner & Wiesenfeld 2002), associated with job dissatisfaction, retaliation, workplace aggression, lower work commitment and withdrawal, seen as a moral duty (Folger & Glerum 2015), have a positive relationship with productivity and professional performance (Moazzezi, Sattari & Bablan, 2014), have relationship with variables such as professional satisfaction (Mugane, 2016), professional commitment and function (Ajala 2015; Colquitt *et al.*, 2001). Literature (Richards, Hof & Alvareng 2000; Rääkkönen, Matthews, Flory, Owens & Gump 2009) has also suggested that factors associated with justice perceptions, such as discrimination may influence susceptibility to illness, such as elevated unfavorable serum lipids and negative feelings. Essentially, organizational justice should be underscored in the workplace to foster employees' job involvement.

The multi-layered nature of organisations introduces lots of dimensions to workers' interactions. Such interactions might breed cliques, cohorts and territories – which inadvertently introduces politics into the workplace. Because organizations are made up of individuals with different beliefs system, ethos, values, ideas, and attitudes, their interpretation of events are influenced by what they believe rather than realities. These differences become the yardstick for subjective interpretation associated with organizational events like politics (Delle, 2013; Silvester,

2008). The social nature of humans and freedom to associate creates political climate whether at the family, school or organisations. Like the bigger social milieu, politics is rife in organisations. Molm, (2007) sees organizations as social entities that are laden with struggle for resources, interpersonal conflicts, and a variety of strategies employed by individuals and groups within human organisations for personal benefits, needs and goals. The scrabbling for the, assumable, limited resources brings about organizational politics. Studies have argued that politics is rife in all human organizations and as such deserves more attention and empirical examination (Gandz & Murray, 2000; Mayes & Allen, 2007; Mintzberg, 2003; Pfeffer, 2002).

Organizational politics is the use of power to affect decision making process - when individuals have divergent views about how resources are to be used and mobilized. Organizational politics involves behavior strategically designed to maximize self-interests (Ferris, Russ, & Fandt, 1989) - that is, employing a constellation of forces by an individual or a group to gain advantage over others. This may however contradicts the collective organizational goals or the interests of other individuals. McAfee & Champagne (2007) averred that it involves those activities undertaken within organizations to acquire, develop and use power and other resources to obtain one's preferred outcomes in a situation where there is uncertainty or disagreement. Understanding organizational politics, therefore, is crucial for a better understanding of organizations because it often interferes with normal organizational processes (decision making, promotion, and rewards) and damages productivity and performance on individual and organizational levels

Empirical literature has established a negative relationship between organizational politics and job attitudes or stress-related responses (Drory, 2003; Ferris, Frink, Galang, Zhou, Kacmar, & Howard, 2006); organizational politics enhanced withdrawal behaviors and turnover intentions (Bozeman *et al.*, 2006; Cropanzano, Howes, Grandey, & Toth, 2007); organizational politics is associated with turnover intentions (Miller,

Rutherford & Kolodinsky, 2008; Rozhan, 2008); negative relationship between organizational politics and work outcomes such as direct negligent behavior and actual job performance has potential for stress and naturally creates an unpalatable atmosphere for people to work (Delle, 2013), perceived higher politics in the organization has less support for innovation (Parker, Dipboye, & Jackson, 1995; Thiphaphongphakaphun, 2012), it increased in job anxiety, decreased in job satisfaction and withdrawal from organization, (Ferris, Harrell-Cook & Dulebohn, 2000), increased job stress (Azeem, Mahmood, & Haq, 2010).

Kacmar & Carlson (1997) identified three factors of the perceptions of organizational politics conceptual, namely (a) General political behavior (GPB). This is included the act in the manner of self-serving in order to achieve the goals of individuals; (b) Go along to get ahead (GAGA) -this has to do with lack of the interest and the silent action or inaction shown by the individuals in order to secure the one's best interest (Byrne (2005); and (c) Pay and promotion policies (PPP) - this involves politics in the organization promotion policies (Poon, 2004). The three dimensions individually and jointly affect job involvement.

Human interactions could be weakened or strengthened by basic trust exhibited by members of the community. The presence of trust is crucial to all human institutions. Trust then becomes the anchor sheet on which further interactions among people are built. One other predictor variable of interest is organizational trust. Employees naturally would like to work in an environment of trust and respect; an environment where they feel their contribution to organizational goals and objectives are appreciated. They want have the opportunity to show management that they can accomplish a task with the creativity obtained from working in teams. Literature reviewed has shown that trust and job satisfaction are essential elements to an organizations success. Cook and Wall (2000) submitted that trust is a highly important ingredient among individuals and groups within organizations and may engender the long-term

stability of the organization and the wellbeing of its members.

An organizational climate of trust enables employees to present their ideas and feelings, use each other as resources, and learn together. Without trust people have a tendency to keep to themselves, rather than share their thoughts, which inhibits creativity (Jordan, 2009). Trust may build assurance among team members. However, many employees have been found to hold increasingly negative views of their organizations (Perry & Mankin, 2007). This may be due to trust-related issues. It has been observed that four in five employees are suspicious of management (Lazarus & Salem, 2005). Building Organizational trust becomes imperative. Organizational trust deals with employee's feeling of confidence that the organization will perform actions that are beneficial or at least not detrimental, to him or her (Tan & Tan, 2000). Farhangian, (2016) reported significant and positive effect between Organizational Commitment and Trust on Job Involvement of employees. Also Sibamba (2017) reported that job satisfaction was related to trust in organisations.

Organizational trust is multidimensional. The Mishra Model for Organizational Trust (1996) identified four dimensions of organizational trust - competence, openness and honesty, concern for employees, and reliability. A new factor (identification) had been recently added (Shockley-Zalabak, Ellis & Winograd, 2000). Competence has to do with perception that assumes the effectiveness not only of the leadership, but also of the organization's ability to survive in the marketplace; openness and honesty is most frequently referred to when speaking in respect to organizational trust, involves the amount and accuracy of information shared, as well as the way in which it was communicated; concern for employees pertains to the efforts by others to understand the feelings of caring, empathy, tolerance, and safety when in business activities; and reliability deals with the issue of counting on co-worker, team, supplier, or organization to do what they say (Shockley- Zalabak, et.al, 2000). The final dimension is –identification - measures the extent to which we hold in common goals, norms, values, and beliefs

associated with our organization's culture. This dimension indicates how connected workers feel to management and to our co-workers (Shockley-Zalabak et al 1999).

Despite the value of job involvement to individual and organizational survival it has been observed that employees' involvement is dwindling by the day. Literature has shown that employee involvement is on decline and there is a deep lack in involvement among employees today (Richman, 2006), half of all Americans in the workforce are not fully involved or they are disengaged, thus creating "involvement gap" (Bates, 2004; Johnson, 2004; Kowalski, 2003), involving employees is considered to be one of the most challenging tasks Management now faces (Aleinein, 2016). While western organizational literature has numerous studies relating to the organizational variables in this study, empirical evidence from Nigeria is dearth or non-existent, especially combining them in a study. This and some reported inconsistent findings in relations to the variables are the drive for the present study. The study is aimed at achieving the following objective is to determine: (i). the extent to which the independent variable (organisational justice, organisational politics, and organisational trust) can influence the criterion variable (job involvement). (ii) if there is any relationship among organisational justice, organisational politics, organisational trust and job involvement).

2. Research Questions

Three research questions were raised to guide this study:

- Will the predictor variables (organisational justice, organisational politics, and organisational trust), when combined, significantly contribute to the prediction of criterion (job involvement) of participants?
- What is the relative contribution of each predictor variable to the criterion?
- Is there is any significant relationship among organisational justice, organisational politics, organisational trust and job involvement of participants?

3. Method

3.1 Research Design and Participants

This adopted the descriptive research design of the ex- post facto type because there was no manipulation of any of the variables. Four hundred and fifty (450) public secondary school teachers selected through the use of proportional stratified and simple random sampling techniques from public Secondary School in Ogun State Nigeria participated in the study. The sampling adopted a multistage approach - first stage of stratification was represented by the three Senatorial Districts (Ogun Central, Ogun East and Ogun West), second stage was to randomly select six (6) public secondary schools from each of the Senatorial District and the last stage involved randomly selecting twenty five (25) teachers from each of the selected schools.

3.2 Measures

Four standardized instruments were used in collecting data and analysis for this study.

Organizational Justice: Two questionnaires developed by Price & Mueller (1986) and Niehoff, & Moorman (1993) were used to measure 2 dimensions of organizational justice which are: Distributive justice and Procedural justice. Distributive justice is a five-item scale measures the degree to which rewards received by employees are perceived to be related to performance inputs. The scale reported Chronbach alpha reliability of .90 while

procedural justice was measured using 15 items developed by Niehoff and Moorman (1993). The scale consists of two factors: systematic and informational justice, that are consistent with taxonomy of procedural justice. It has reliability coefficient of .90. Job involvement was measured with the 10-item Job Involvement Scale developed by Kanungo, 1982. This scale measures the degree of psychological importance of one's job using a five-point Likert scale. The reliability coefficient reported by author was .86. Organizational Trust Questionnaire (OTQ), developed by Paliszkievicz (2010) is a 15 items scale that was used to measure organizational trust among all levels of management. The scale was measure on a 5 point Likert-type scale representing strongly agree = 5, agree = 4, neither agree nor disagree = 3, disagree = 2, and strongly disagree = 1. The internal reliability alpha coefficient was .86. Perceived Organizational Politics Scale was (POPS: Kacmar & Carlson, 1997). The 15-item scale is scored on a 5-point Likert type rating. The internal consistency estimate was found to be .87 (Andrews & Kacmar, 2001).

3.3 Data Analysis

The researchers personally administered the instruments with two other research assistants and all the questionnaires were collected immediately. Data resulting from the instruments were analyzed using Multiple Regression Analysis, with significant level fixed at 0.05.

4. Results

Table1: Coefficients and model summary for the organisational justice, organisational politics and organisational trust on job involvement of secondary school teachers

Coefficients (a)					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	50.461	2.134		23.646	.000
Organisational Justice	-.161	.028	-.330	-5.759	.000
Organisational Trust	-.125	.029	-.226	-4.258	.000
Organisational Politics	.277	.053	.298	5.271	.000
Model summary R ² = .148; R ² (adj) = .142; F _(3,417) = 24.100; p<.001					

a. Dependent Variable: job involvement

b. Predictors: (Constant), Organisational politics, Organisational trust, Organisational justice

The table 1 (Model Summary) shows that there exist positive and significant relationship between the combined predicting variables (organisational politics, organisational trust, and organisational justice) and the dependent variable (job involvement). The value of the coefficient of determination ($R = .384$; $R^2 = .148$ $F_{(3,420)} = 24.100$; $P < .05$) implies that organisational politics, organisational trust, and organisational justice contribute about 14.8% to job involvement of secondary school teacher in Ogun State. By the results the research question one was answered in the affirmative because the predictors contributed to the criterion.

In terms of relative contributions of each predictor, the results above further showed that the independent variables (organisational justice, organisational politics and organisational trust) made significant relative contribution to the prediction of job involvement of secondary school teachers. Organizational justice made the highest contribution ($B = -.330$; $t = -5.759$; $P < .05$) follow by organizational politics ($B = .298$; $t = 5.271$; $P < .05$) and lastly by organizational trust ($B = -.226$; $t = -4.258$; $P < .05$). This implies that job involvement of secondary school teachers in Ogun State to a large extent depends on (organizational justice) the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature

Table 2: Model Summary of the Stepwise Multiple Regression Analysis for combined contribution of organisational politics, organisational trust, and organisational justice on job involvement of secondary school teachers

Model	R	R Square	Adjusted Square	R Std. Error of the R Estimate	Change Statistics		df1	df2	Sig. Change	F
					Change	Square F Change				
1	.269 ^a	.073	.070	5.45381	.073	32.780	1	419	.000 ^a	
2	.333 ^b	.111	.106	5.34686	.038	17.931	1	418	.000 ^b	
3	.384 ^c	.148	.142	5.24053	.037	18.133	1	417	.000 ^c	

Predictors: (Constant), Organisational justice

Predictors: (Constant), Organisational justice, Organisational politics

Predictors: (Constant), Organisational justice, Organisational politics, Organisational trust

The results in Table 2 above indicated that when organizational justice was entered into the regression model as the first predictor variable based on the strength of its relationship with job involvement, there was a significant contribution to the prediction of job involvement ($R = .269$; $R^2 = .073$; $Adj R^2 = .070$; $F_{(1, 419)} = 32.780$; $p < .05$). By this, organizational justice alone accounted for 7.3 percent of the variance in job involvement. When organizational politics was introduced into the regression model as the second predictor variable, together with organizational justice, it revealed a significant effect on job involvement ($R = .333$; $R^2 = .111$; $Adj R^2 = .106$ $F_{(1, 418)} = 17.931$; $p < .05$). This revealed that organizational justice and organizational politics together predicted 11.1% of the job involvement. In effect, organizational politics was able to add about 3.8 percent to the prediction of job involvement of secondary school teachers. When organizational trust was finally introduced into the regression model as the third predictor variable, together with organizational justice and organizational politics, it revealed a significant effect on job involvement ($R = .384$; $R^2 = .148$; $F_{(1, 417)} = 18.133$; $p < .05$). This revealed that organisational justice, organisational politics and organisational trust together predicted 14.8 % of the job involvement. In effect, organizational trust was able to contribute about 3.7% to the prediction of job involvement.

Table 3: Correlation matrix of the relationship among study variables

	job involvement	organisational justice	organisational trust	organisational politics
job involvement	1			
Organisational justice	-.269 ^{**}	1		
Organisational trust	-.247 ^{**}	.474 ^{**}	1	
Organisational politics	.010	.562 ^{**}	.454 ^{**}	1

** . Correlation is significant at the 0.01 level (2-tailed).

The results in table 3 above revealed that there was negative relationship between job involvement and organizational justice ($r_{(421)} = -.269$; $p < 0.01$), job involvement and organizational trust ($r_{(421)} = -.247$; $P < .01$), and there was positive relationship between job involvement and organizational politics ($r_{(421)} = .010$; $P < .01$), organizational justice and organizational trust ($r_{(421)} = .474$; $P < .01$), organizational justice and organizational politics ($r_{(421)} = .562$; $P < .01$), organizational trust and organizational politics ($r_{(421)} = .454$; $P < .01$). This implies that the this research question seeking significant relationship among organisational justice, organisational politics, and organisational trust in the prediction of job involvement of secondary school teachers in Ogun State Nigeria is answered in the affirmative.

5. Discussions

This study investigated the predictive power of organisational justice, organisational politics, and organisational trust of job involvement of secondary school teachers in Ogun State Nigeria. The result showed that there was significant combined contribution of organisational justice, organisational politics, and organisational trust to the prediction of job involvement of secondary school teachers in Ogun State Nigeria. The result further revealed that there exist positive and significant relative contributions of the predicting variables (organisational justice, organisational politics, and organisational trust) to the dependent variable (job involvement of secondary school teacher). The value of the coefficient of determination shows that the predictors contributed about 14.8% to job involvement of secondary school teachers in Ogun State.

The findings of this study corroborate earlier findings, which revealed that job involvement as an important association between justice perceptions and job satisfaction (Bakhshi, Kumar, & Rani, 2009; Fatt, Khin, & Heng, 2010; Malik & Naem, 2011; Nojani, Arjmandnia, Afrooz & Rajabi, 2012; Zamani, 2014); job involvement contains work values and work attitudes, which are often affected by

individual factors and that job involvement is an attitude which will be induced by working situation (Chang, 2010; Hsu, Su, & Huang, 2012), significant positive relationship between organizational politics and job involvement because employees try to escape the politics by burying themselves into work (Ferris & Kacmar, 2002) however a meta-analytic report found no significant relationship between politics and job involvement (Brown & Leigh 1996). The findings of the study also aligned with others of the role of organizational trust on job involvement. Bakiev (2013) established that there was a positive and significant relationship between organizational trust and job involvement. The results of the studies showed that interpersonal trust in employees and creating trustful climate led into high level of job involvement and performance improvement. This aligned with Sharma and Yadav's (2018) work that found a strong and positive relationship among organizational justice, trust, and work engagement.

The results showed that the independent variables (organisational justice, organisational politics, and organisational trust) made significant relative contribution to the job involvement of secondary school teachers in Ogun State Nigeria. Organizational justice made the highest contribution follow by organizational politics and lastly by organizational trust. This implies that job involvement of secondary school teachers in Ogun State to a large extent depends on (organizational justice) this presupposes the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature.

A large body of literature has supported the idea that pay level, pay rules and task-distribution (forms of distributive justice) were positively correlated with job involvement while pay rules distributing tasks (forms of distributive justice) and rule administration (a form of procedural justice) were positively associated with job satisfaction (Farahbod, Azadehdel, & Jirdehi, 2013; Rhodes, Susan & Steers, 2001; Soleimani, Ahmadi, & Khodayari, 2013;). In fact, Mohamed (2014) reported that equity perception, resulting from justice components, leads to increased attitudinal commitment,

decreased job search and quality performance. Perception of employees that they are fairly treated could lead to identification and involvement with the organization. The results of this study are in line with the findings reported by Roberat et al., (2009) as well as Livingstone et al., (2005) and Ebeh, Njoku, Ikpeazu and Nwiana-Ana (2017) who reported that there is significant positive relationship between organizational justice and job involvement, they further reveal that perception of fairness in awarding promotions as a measure of internal equity most significantly predicted higher levels of job involvement and lower likelihood of employees turnover.

The study showed a relationship between organizational politics and job involvement. Organisational politics is the second potent predictors of the interdependent variable. While some studies have found positive correlation between organisational politics and job involvement; organisational politics and job satisfaction (Julius, Ojiabo & Alagah, 2017) majority of the literature reviewed established negative relation between the predictor and criterion variable. For instance, organisational politics has been found affecting job burnout (Vigoda-Godat & Talmud, 2010), turnover, neglect, loyalty, absenteeism and job satisfaction (Vigoda-Gadot, 2007), counterproductive work behaviors (Rosen, 2006), antisocial behavior (Bodla & Danish, 2013), politics behavior was a negative significant predictor of job involvement (Atta, & Khan, 2016).

Organisational trust was also found to predict organisational involvement. Trust could have a positive effect on social capital in general. Since job Involvement is the degree to which employees submerge themselves in their jobs, devote time and energy in them, and consider work as a central part of their overall lives (Sethi & Mittal, 2016), an environment of trust is needed. Trust has been found to strengthening citizen action, willingness to share information, commitment and welfare in the workplace and in general can lead to innovate, collaborate, exchange ideas and knowledge (Yilmaz, (2006), caused improvement and retention of employees by fostering communication and

cooperation between employees and managers and by promoting teams efficiency (Saad, & Abd rabou, 2016)

6. Conclusion and Recommendations

Today, public education is considered as one of the elements of sustainable development, and in most of the countries, a great portion of general budgets is allocated to its promotion, improvement and efficiency. Teacher is the most important person for the all-round development of students. Therefore job involvement of the teacher is an important factor for classroom effectiveness and also school improvement. This study has found that job involvement of teachers is a necessary trait which helps to increase the overall performance of teachers and consequently students. Teacher's level of job involvement determines the effective transmission his knowledge and skills to the students in the classroom. Hence to improve the teachers' job involvement, measures to be taken to improve their level of organizational justice in relation to salary raise, fringe benefits, incentives, salary, recognition and promotion. There should be fairness in awarding promotions as a measure of internal equity. This study revealed that organizational justice, organizational trust and organizational politics have a significant influence on some work-related attitudes. Evidence from this study suggests that, organizational justice, organizational trust and organizational politics have a significant and positive impact of job involvement. This means, ministry of education and other stakeholders in education industries need to combine effort to work on organizational related attitudes (politics, trust and justice) in order to enhance high level of job involvement from the teachers.

Teachers are one of the most important factors affecting the educational advancement of students, and the important factor which influences the teacher's behavior is job involvement. In order to increase the level of job involvement we need to have a realistic and all-embracing approach to its determinants. Among the different viewpoints, the most realistic one is that job involvement is a function of

organizational climate. In other words, involving teachers in their jobs requires a favorable organizational climate which could encourage teachers to do their job.

Based on the result of the analysis of this study the following recommendations were made:

The school managers should take into account teachers' interests and capabilities while assigning courses to them, since teaching courses which is interesting to them is one of the ways resulting in job involvement. The government at federal, state and local levels should try in various ways to create an intimate and sincere environment in schools, and in this way, reinforce openness, honesty, mutual trust, and in turn, job involvement. For this purpose, direct confrontation, direct conversation with teachers should be on the agenda of principals and officials.

The educational managers and officials must avoid making promises which they cannot fulfill, since failure to fulfill their obligations will result in increasing distrust and insincerity in schools, and in turn, will decrease job involvement among teachers. Creating competence-based trust in the staff is considered as a gradual process. The principals and officials should assign teachers the teaching of courses which they can handle properly and do not need to resort to lies to make their work seem good. Particularly, the new teachers need to be assigned courses which they can teach properly and correctly, so the habit of becoming successful will be reinforced in them.

Competence-based trust greatly affects the job involvement among teachers. Holding different meetings for educational planning or for resolving school problems can boost teachers' spirit in schools and get them involved in their job. The officials of Education Department need to create equal opportunities for development and growth of teachers. Equitable distribution of information and resources in schools, clear dissemination of information and access to reliable information will lead to increased teachers' trust and in turn, increased job involvement among them. Formulating suitable

reward system for employees to creative beliefs and ideas based on their performance and formulating the rules to support the views of employees and encouraging the employees to present creative ideas. Fairness in awarding promotions as a measure of internal equity most be encouraged.

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