DISCUSSION AND INTERPRETATION

The results of the study were compiled for the group of teachers and the desk job workers once as a whole and then separately for different sub-samples in respect of academic qualification i.e., graduate/post-graduate and service experience.

From Table - 1, it is seen that the mean of the self-esteem variable of the teachers is greater than the desk job workers. Regarding variability it is greater for teachers rather than desk job workers. The mean difference of 1.36 is favouring teachers over desk job workers and the difference is found to be significant (p < .01). It may be because of the factor that the congruence between expectation and aspiration is higher for the teachers than the desk job workers. It was pointed out that smaller the difference between aspiration and expectations, the higher the self-esteem (Lloyd, Chang and Powell, 1979).

On the n-ach variable, the mean difference of teachers and desk job workers is found to be insignificant. It indicates that in our society individuals engaged in teaching profession
and in desk job are comprised with same level of need achievement.

On the job involvement variable, the mean difference was found to be significant with $t = 3.56$, ($df = 838$ and $p < .01$) in favour of the teacher. So it is clear that teachers with significantly higher self-esteem (SE) in comparison to desk job workers has greater job-involvement in their job situation. It can be said that higher the self-esteem, higher is the ego-involvement. Further, it can be considered that a teacher's work performance affects his self-esteem to a greater extent than the desk job worker as job-involvement was explained as the degree to which a person's work performance affects his self-esteem (Gurin, Veroff and Feld, 1960).

Envisaging self-esteem, n-ach and job involvement over the entire sample of teachers and desk job workers, we then proceeded for considering the cases regarding the sub-samples on the basis of qualification and job experience as those two factors were considered to play some role on job-involvement.

From Table-2.1, it is revealed that for the sub-sample $Q_{pg E1}$, the mean difference on the self-esteem variable is significant (at less than .01 level) in favour of the teachers group. On the basis of this finding it can be presumed that
the youths who are joining in the teaching profession after completing post-graduation have higher self-esteem than the youths joining in the desk job work. Having same educational qualification and similar SES background the two section of the population had shown different degrees of self-esteem.

Regarding n-ach variable, however, the mean difference for the two groups was found to be insignificant (with $t = 0.12$ and $df = 138$). The variability on this measure i.e., SD also appeared to be greater for the desk job workers. The result thus suggested that post-graduate teachers and post-graduate desk job workers engaged in their own field of work for less than 3 years have same level of need achievement.

On job involvement measure the mean difference (6.41) was found to be significant at $p < .01$ level with $df = 138$ in favour of the teachers. It indicates that teachers with post-graduate qualification are more psychologically involved in their profession compared to desk job workers of similar educational qualifications.

The Table-2.2 representing the picture of the sub-sample category $O_{PG}E_2$ revealed the same picture regarding self-esteem. The mean difference on the variables n-ach and job-involvement was not found to be significant where SD was found to be greater for both self-esteem and n-ach
measure of the desk job workers. Thereby, it reflects that job-involvement for post-graduate teachers and desk job workers engaged in service for more than 3 years does not differ significantly. But the said difference was found significant in sub-sample $Q_{pg}E_1$ (Table 2.1). Apparently it may be because of the role of experience that is what makes a person ego-involved in a job. By reviewing the literature in this regard it was found that the length of time that a person has been on a job has something to do with his job involvement (Rabinowitz and Hall, 1977).

Entering into Table-2.3 same result is obtained as that was obtained from Table-2.2. The result shows that for the experienced post-graduate teachers and desk job workers there is no significant distinction between the degrees of job-involvement in their own job situation.

For the graduate sample $Q_5E_1$ (Table-2.4) the mean difference on the self-esteem variable is found to be insignificant for teachers and desk job workers. So comparing the results obtained from Table-2.1 and Table-2.4 it is clear that the post-graduate teachers and desk job workers with experience slab $E_1$ significantly differs on the self-esteem variable but the graduate teachers and desk job workers with same experience do not. The possible explanation is in the case of post-graduates' only self-esteem playing an important role in selection of profession either teaching or desk job.
The mean difference on n-ach variable, however, is found to be significant \((t = 2.02, \text{df} = 138 \text{ and } p < .05)\) in favour of desk job workers. It reflects that higher n-ach graduate employees preferring desk job work in comparison to teaching profession at the beginning of their service career. No striking result is found with job-involvement variable. It may be mentioned that educational qualification is the responsible factor for the difference in the results on the measure of self-esteem and n-ach with sub-samples \(Q_{pG}E_1\) and \(Q_{G}E_4\) shown in Table 2.1 and Table-2.4.

Table-2.5 indicates that the mean differences on the variables self-esteem, n-ach and job involvement are found to be insignificant with the sub-sample category \(Q_{g}E_2\). So graduate employees with experience more than 3 years to 6 years engaged either in teaching or in desk job do not differ significantly on the three measuring variables. It may be because of maturity and acquisition.

The same result is reflected from Table 2.6 with sub-sample \(Q_{g}E_3\). So, no change in the result is obtained on self-esteem, n-ach and job involvement in the case of graduate employees with variation of experience from \(E_2\) to \(E_3\). We can presume that environmental accentuation often encourage engagement subsidising self actuality factors.
Again, Table-3.1 represents a comparative study between the post-graduate and graduate teachers for the experience slab $E_1$. It is revealed that the mean score on the self-esteem variable is greater for the post-graduate teachers than the graduate teachers and the difference is significant. Regarding variability the measure of SD was considered in favour of the post-graduate teachers. It can be said therefore that, as the post-graduate teachers are more qualified, presume to be more competent and have more scope of better assignments, and hence their self-esteem is found to be significantly higher in comparison to graduate employees.

On the n-aeh variable the mean difference is found to be significant ($t = 2.38, df = 138$ and $p < .05$) in favour of the post-graduate teachers. It may be because of the fact that the post-graduate teachers are more ambitious and more aspirant than the graduate teachers.

The mean difference on the job involvement scores in favour of the post-graduate teachers was also found to be significant ($p < .01$). The measures of variability was found greater for the post-graduate teachers than the graduate teachers.

A clear picture was further elicited from Table-3.1 when both the groups are teachers and all the three measures were considered. The post-graduate teachers were found significantly
higher than those of the graduate teachers. It indicates thus the role of educational degree on self-esteem and n-achievement in the case of teachers. As the teachers are presumed to be academic minded their self-esteem and n-ach are greatly influenced by their educational attainments. The post-graduate teachers with higher self-esteem and higher n-ach could presume to have a separate outlook to the teaching profession in comparison to graduate teachers as their level of performance is central to their self-concept. High ego involvement has implication to the person's self-esteem as well as to self-concept (Rabinowitz and Hall, 1977). Perhaps the high SE teachers think more highly of themselves and develop a sense of personal adequacy to achieve need satisfaction.

From Table-3.2 by examining the comparative picture of the post-graduate desk job workers and graduate desk job workers for the experience slab E, the mean scores of self-esteem, n-ach and job involvement were not found to differ significantly.

So it can be said that the individuals who are coming to join in the desk job after completions of graduation or post-graduation has almost similar degree of self-esteem and n-ach and as a consequence their ego involvement appears to be of same standard. We know in social context as well as in assessment of desk job achievement that educational degree did not have much significance in desk job work.
Checking the comparative picture of post-graduate and graduate teachers on the three variables of measurement for the experience slab $E_2$ these two groups were found to differ significantly on the self-esteem variable ($t = 3.01$, $df = 138$, and $p < .01$). But for the n-ach and job involvement variables mean difference was not found to be significant. Again the plausible explanation may be that considerable period of any kind of job serving gradually channelise early period dissociated estimations.

Afterwords, comparing the results obtained on job involvement variable (Table-3.1 and Table-3.3) it can be said that perhaps because of experience factor level of job involvement of post-graduate and graduate teachers did not differ significantly (Table 3.3) as they are more involved with the demands and needs of the situation. It can be presumed that the feeling of occupational status is greatly determined by educational status (Gokul Nathan, 1970) does not create embarrassing feeling or humiliation to the graduate teachers and they realise that recognition, status, prestige can be gained by effective performance. It may be because of this notion and conception they become job involved.

The post-graduate and graduate desk job workers on three measures of variables with experience slab $E_2$ (Table-3.4) indicated that these two groups did not differ significantly on either of these three variables. It showed insignificant role
of job experience on ego involvement of desk job workers.

From Table - 3.5 which represents the comparative study between post-graduate and graduate teachers for the experience slab $E_3$, the mean scores of self-esteem, n-ach and job involvement of the two groups were not found to differ significantly.

Equally, the mean score on self-esteem and n-ach variable for post-graduate and graduate desk job workers with experience slab $E_3$ (Table - 3.6) did not differ significantly although a significant divergence in the mean scores was found with job involvement variable favouring graduate desk job workers with $t = 2.87$, df = 138 and $p < .01$.

In the overall manner it may be said that the self actualisation factors of both the graduate and post-graduate desk job workers along with their tenure of service, do not play a significant role as the principle recognition of desk job is the file-oriented than those of educational determinants. So their educational quality oriented self status is gradually surrendered to so-called file involvement clerical works. From social stand-point the assessment of a desk job worker is made on the basis of their clerical aptitude i.e., how much file work he is performing successfully in the scheduled time. On the contrary, the assessment of a teacher is made by examining the quality of teaching method. So the role of academic achievement is more pertinent for teachers than in case of desk job workers.
Studying the results obtained on three measuring variables in different sub-groups of two samples i.e., teachers and desk job workers, it is revealed that these groups as a whole significantly differ on self-esteem and job involvement variables. Tenure of service is found to play some role in the job involvement of post-graduate population but this factor is not found to be important in the case of graduate population. Educational qualification is found to be an important variable in considering the job involvement of teachers although the role of experience gradually minimise the importance of educational qualification. But as the job involvement of desk job workers grow high with length of service the role of educational qualification do get diminished.

As another step of study the co-efficient of correlations between self-esteem and job involvement, n-ach and job involvement, self-esteem and n-ach in different sub-groups of two samples, i.e., teachers and desk job workers were computed for examining the other objectives of the study.

With the sub-sample (category QpE1) the correlation between self-esteem and job involvement (Table-4.1) was found to be significant ($r = 0.39, p < .01$) (Garrett, 1961) for teachers and as well as for desk job workers ($r = 0.46, p < .01$). It thus indicates that the teachers and desk job workers with high SE tend to have high job involvement. It may be explained that teachers and desk job workers with high SE may be presumed
to remain psychologically identified with the job. As a result, better will be their performance and higher will be their job satisfaction, as self-esteem plays the moderator role in the relationship between performance and satisfaction (Korman, 1970).

From our study we may conclude that teachers or desk job workers with high SE will be motivated to perform well in the profession for maintaining their self-image of competence.

Again having a positive correlation between n-ach and job involvement for both teachers ($r = 0.42, p < .01$) and desk job workers ($r = 0.54, p < .01$) (Table-4.1) it may be inferred that teachers and desk job workers with high n-ach tend to have high job involvement. When teachers or desk job workers of high n-ach are engaged in work it is expected that their performance level would be high and they will be motivated to perform effectively as effective performance is more consistent with beliefs and opinions. It is supported by several studies that the persons of high n-achievement perform more effectively on tasks than those of low n-achievement (French, 1955; Wendt, 1955; Atkinson and Raphelson, 1956).

From Table-4.1 an insignificant negative relationship was found between self-esteem and n-ach of teachers and desk job workers. This finding is, however, not found to be supportive with that of the Husaini's (1974) work which indicated that achievement motivation was positively correlated with self-esteem for both Americans ($r = 0.23, p < .02$).
and Indians (r = .12, p < .08). Husaini had indicated that the Americans with high n-ach tend to have high SE, while this is only slightly true for Indians. The strength of relationship of n-ach to self-esteem for Americans may be because of the fact that achievement is highly central to the American culture as they are more concerned with competitiveness, success, power, change and progress (Morris, 1956; Singh et al., 1962; Ando, 1965; Beg, 1966). On the contrary, in India particularly in Bengali culture teachers and desk job workers are more concerned with social service, traditionalism, enjoyment through group participation and routine work to meet daily needs. As aforementioned factors are given more importance to they become less competitive for their personal upgrading and as a consequence the present insignificant relationship between self-esteem and n-ach is found. Cultural views are found to influence the relationship between n-ach and self-esteem of an individual. Besides, a very insignificant negative relationship (r = -.03 and r = -.02) between self-esteem and n-ach some insignificant positive relationship between the two variables (Table 4.3 to 4.5) for teachers and desk job workers were also found. It does not help to derive any plausible cause. As a general statement, it may be because of fluctuation in belief system, prejudice and stereotypes.

Again a weaker positive relationship (r = .12) is found in respect of $Q_{PC}E_2$ for desk job workers (Table 4.2). But high positive relationship between n-ach and job involvement is found for both teachers and desk job workers. A person's self-image
Having four sets of combinations of scores i.e., High SE-High n-ach, High SE-Low n-ach, Low SE-High n-ach and Low SE-Low n-ach in each sub-sample category, the scores were subjected to two-way analysis of variance for studying the influence of self-esteem, n-ach and the interaction effect of these two variables on job involvement.

From Tables 5.1(a) and 5.1(b) it is revealed that self-esteem x n-ach interaction is insignificant for teachers of sub-sample category $Q_{pg1}$. It is observed that both the main effects (self-esteem and n-ach) are significant ($F = 10.15$, df=1, 36; $p < .01$) for self-esteem as well as for n-ach ($F = 13.85$; df = 1,36; $p < .01$). It indicates that self-esteem and n-ach play influential role on job involvement of teachers but the interaction effect of these two variables on job-involvement is not that significant.

In Tables 5.2(a) and 5.2(b) it was observed that $F$ for interaction is insignificant for teachers $(O_{pg2})$. The $F$, for self-esteem, was 40.86, which was quite larger than the $F$ required for significance at the .01 level, with 1 and 36 df. For n-ach $F$ was found 84.32 which is also significant at .01 level of significance with df 1, 36. So it is inferred that self-esteem and n-ach influence the scores of job involvement of post-graduate teachers of experience slab $E_2$. 
Examining Table 5.3(a) and 5.3(b) again self-esteem and n-ach were found to play considerable role on job involvement of teachers of sub-sample category \( Q_{PG}E_3 \) with \( F = 46.56; \) df = 1, 36; \( p < .01 \) for self-esteem and \( F = 75.00; \) df = 1, 36; \( p < .01 \) for n-ach. The insignificant F for interaction would indicate that job involvement is independent of the interaction effect of self-esteem and n-ach.

For graduate teachers with experience slab \( E_1 \) the self-esteem x n-ach interaction is found to be significant \( (F = 17.79, \) df = 1, 36; \( p < .01) \) (Table 5.4(a) and 5.4(b). It indicates that the interaction of these two variables has significant effect on job involvement of teachers \( (Q_{GE}E_1) \). The main effects of self-esteem and n-ach are also found to be significant at \( p \) less than .01 level which shows that the mean change of the job involvement scores is significant in four groups of combination HH, HL, LH and LL.

It is evident from Table 5.5(a) and 5.5(b) that interaction effect is significant at \( p < .05 \) with \( F = 5.95 \) and df 1, 36 for the teachers of sub-sample category \( Q_{GE}E_2 \). The main effects are also found to be significant with \( F=4.17 \) (for self-esteem) and \( F = 31.51 \) (for n-ach) at \( p < .05 \) and \( p < .01 \) level respectively with df = 1, 36. It shows that self-esteem and n-ach and interaction of these two variables significantly influence job involvement scores of this group of teachers.
From Tables 5.6(a) and 5.6(b) it is evident that the effects of self-esteem and n-ach are found to be significant (F = 22.71, df = 1, 36, p < .01 for self-esteem and F = 44.98, df = 1, 36, p < .01 for n-ach) for teachers (QpgE3). But the interaction effect of these two variables is insignificant.

For post-graduate desk job workers with experience slab E1 the self-esteem x n-ach interaction is found to be insignificant (Tables 5.7(a) and 5.7(b)). But the self-esteem and n-ach has significant (p < .01) influence on job involvement scores of post-graduate desk job workers (QpgE1).

From Tables 5.8(a) and 5.8(b) it was found that F for interaction is insignificant for desk job workers (QpgE2). The F, for self-esteem, was 6.79, which was larger than the F required for significance at the .05 level, with 1 and 36 df. For n-ach F was found 46.63 which was larger than the F required for significance at the .01 level, with same df. So self-esteem and n-ach has major influence on job involvement of post-graduate desk job workers of experience slab E2.

From Tables 5.9(a) and 5.9(b) it is evident that for desk job workers of sub-sample category QpgE3, the interaction effect of self-esteem and n-ach on job involvement is insignificant but the main effects are found to be significant with F = 44.76, df = 1,36, p < .01 (for self-esteem) and F=29.95, df=1,36, p < .01 (for n-ach) indicating that job involvement
is dependent on self-esteem and n-ach but not on their interaction effect.

Tables - 5.10(a) and 5.10(b) show that self-esteem x n-ach interaction is found insignificant for desk job workers of category $Q_{E_1}$. The main effect of self-esteem was significant ($p < .01$) and that of n-ach was also found significant at $p$ less than .01 level. This result shows that self-esteem and n-ach plays vital role on job involvement scores in case of desk job workers $E_1$.

For graduate desk job workers with experience slab $E_2$ the interaction effect of self-esteem and n-ach variables is found to be insignificant [Tables - 5.11(a) and 5.11(b)] but the main effects of self-esteem and n-ach are found to be significant at $p < .01$ which shows that the change of means of job involvement scores is significant in four groups of combinations - HH, HL, LH and LL.

The Tables - 5.12(a) and 5.12(b) show the picture of desk job workers of sub-sample category $Q_{E_3}$. It was observed that interaction effect is insignificant. The main effect of self-esteem is found to be significant ($F = 4.55, df = 1, 36, p < .05$) and the main effect of n-ach is found insignificant. Only with this sub-sample category the influence of n-ach on job involvement is found to be not significant. The job involvement scores of this sub-sample only depends on self-esteem.
Studying the F-ratios in different categories it is revealed that self-esteem and achievement motivation play a dominant role in making a person ego involved in the job situation but the interaction effect of these two variables on job involvement is found to be insignificant. Only on two cases for teachers with sub-sample categories $Q_5 E_1$ and $Q_5 E_2$, the interaction effect is found to be significant. Removal of sources of variance is made for these two cases.

Table 6.1-A shows the 4 means of sets for the job involvement test data of teachers ($Q_5 E_1$). Variations among them are due to the three possible sources - self-esteem differences, n-ach differences, and the interaction of the two. The possible effects of self-esteem are most apparent in the means of the rows - 61.95 and 54.50. The possible effects of n-ach differences are most apparent in the means of the columns - 63.25 and 53.20. The possible interaction variance is obscure. Possibly it contributes to the means of both rows and columns which we do not know.

The results with variations associated with n-ach removed are presented in Table 6.1-B. The means of the columns are now all 58.23, to agree with the composite mean 58.23. The means of the rows have been unaffected (they are still 61.95 and 54.50) because the changes in one column are compensated for by the changes in the reverse direction in
another column. The cell values in Table 6.1-B still have in them the variance attributable to self-esteem and to interaction variance.

With variations associated with self-esteem also removed; only interaction variance remaining is shown in Table 6.1-C. The means of the rows as well as of the columns are now all 58.23. The departures in the cell values are because of interactions. High SE-high n-ach and low SE-low n-ach groups seem to favour high scores; high SE-low n-ach and low SE-high n-ach groups are found to favour low scores. The F for interaction showed these deviations to be significant. It indicates that high SE-high n-ach and low SE-low n-ach teachers are more job involved in comparison to high SE-low n-ach of low SE-high n-ach teachers.

Table 6.2A shows the 4 means of sets for the job involvement test data of teachers (Q-E). The variations among them are due to self-esteem variances, n-ach variances and the interaction of the two. The possible effects of self-esteem and n-ach are apparent in the means of the rows and columns respectively. The interaction effect is obscured which is contributing to the means of both rows and columns.

The results with variations associated with n-ach removed are presented in Table 6.2A and the results with variations associated with self-esteem removed, only interaction
variance remaining is shown in Table 6.2C. The means of the rows as well as of the columns are now all 59.20 to agree with the composite mean. The departure in the cell values are because of interactions. The reading as that was obtained from Table 6.1C is repeated here also. Teachers with high SE-high n-ach and low SE-low n-ach seems to be more involved in the job and teachers with high SE-low n-ach and low SE-high n-ach are found to be less involved. The F-ratio for interaction is significant.

From these two results one significant trend is observed that graduate teachers with high SE-high n-ach and low SE-low n-ach are more job involved in comparison to high SE-low n-ach and low SE-high n-ach teachers. The possible reason for involvement of low SE-low n-ach teachers is that as they do not think highly of themselves and not that much aspirant as a result they remain involved in their existing profession without interacting disturbances of self acquisitions.
(i) **CONCLUSION:**

After conducting a study on the two psychological variables namely, self-esteem and achievement motivation over job involvement of the two categories of educated subjects i.e., teachers (*N* = 420) and desk job workers (*N* = 420) it has been found that teachers possess high self-esteem than those of the desk job workers who are occupied in clerical works. In respect of need achievement no significant difference was observed between the two samples.

Educational qualification was found to play an important role only in the case of teachers. Very significantly it is revealed that the two groups although coming with same educational background differed in job involvement which suggests that educational qualification has least importance in respect of identification with the job. In other words, it may be said that job involvement is the resultant of job identification which psychologically a person develop through self-esteem and n-ach factors. The influence of these two psychological variables when studied in respect of job involvement it was reflected that those who have high self-esteem have high job involvement. This appeared to be true for both the samples. Again, those who have found to have high n-ach are also highly job engaged.
As teachers are more highly job involved than the desk job workers, we may conclude that graduate and postgraduate youths consider teaching job as to be more prestigious than clerical jobs which is also the views of the society. Usually, in the society we observe that the youths care for teaching job more than those of clerical jobs. It may be due to social value system.

But when job experience factor was considered it was found that despite job identity crisis longer period of service minimise the identity crisis because as the job tenure is high we found that job involvement also has got to be high.

The theoretical stand-point suggests that self-esteem and need for achievement are the projections of one's ego structure regarding job identification and involvement is supported through our correlational measures and ANOVA as the study showed that self-esteem and achievement motivation has major influence on job involvement of teachers and desk job workers.

The high self-esteem-high n-ach persons are more job involved than high self-esteem-low n-ach and low set-esteem-high n-ach persons. The justification for the job involvement of graduate teachers with low self-esteem and low n-ach is that
they suffer from inferiority complex because of regressed ego structure which is rationalised by ego involvement in the job-situation.

In an overall manner it can thus be concluded that self-esteem and achievement motivation play an important role on job involvement of teachers and desk job workers but the mutual effect of those two variables have not been revealed in the present study.
(ii) SUMMARY:

The main aim of this work is to study the influence of two psychological variables i.e., self-esteem and achievement-motivation on job involvement. Teachers and desk job workers i.e., clerks were selected as subjects of this study as they are covering the major portion of the working population.

Job involvement is very much important from the organisational point of view. Unless an individual is ego involved in a job situation better level of performance can not be expected. Working situations must be such in all respect that it encourages individual to involve psychologically. But this involvement depends on self-esteem and need for achievement of the individuals. As a consequence, assessment of self-esteem and need achievement are pertinent regarding recruitment of workers.

In conducting this study three standard tests were used for determining self-esteem, need achievement and job involvement of teachers and desk job workers. (As the pilot study conducted over a small sample yielded interesting findings, the work was continued over a large sample including the subjects who participated in the pilot work). The result revealed that self-esteem and need for achievement play dominant role in the job involvement of both teachers and desk job workers. But the interaction effect of the two psychological variables was not found to be significant.