A STUDY OF JOB INVOLVEMENT AMONG VARIOUS LEVELS OF PHYSICAL EDUCATION PERSONNEL IN RELATION TO JOB SATISFACTION AND CERTAIN DEMOGRAPHIC CHARACTERISTICS

ABSTRACT

THESIS
SUBMITTED FOR THE DEGREE OF
Doctor of Philosophy
IN PHYSICAL EDUCATION

BY
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ABSTRACT

It is advocated that the routine exercise programme prepared and conducted under the able guidance of an expert can go a long way in helping the individual for harmonious development of one’s health and fitness. Thus, the physical education teachers have to play a vital role in grooming up the young children. In modern technological age the responsibilities of physical education teachers have increased manifolds. Similarly, it is the coach who can make or mar the performance of athletes who are being trained under him. A good coach besides imparting training also inspires his disciples to put greater efforts in attaining the set target of peak performance in a chosen sport.

Health and physical fitness have become a core concern of the present day society. Sedentary life style and lack of physical activity have severely affected the growth and development process causing lopsided development of youth. It has posed a challenge to the physical education teachers and coaches for a ensuring health and physical fitness of individuals of the society. The expectations of the society and the nation with regard to physical education teachers and coaches are very high as they are the true experts who can develop and protect the general health, fitness and performance of individuals of the society. It is evidenced that in proportion to the expectations of the society, the physical education teachers and coaches have not been given due place and recognition. They face a lot of problems while carrying out
their responsibilities. Poor working conditions, ill equipped infrastructure, heavy work load, lack of administrative backing and improper facilities create impediments in their smooth and efficient functioning. They are forced to work under acute stressful environmental conditions.

The review of related studies reveals that although lots of investigators have tried to explore the influence of psychological variables such as achievement motivation, locus of control, psychological well being, self-concept and adjustment etc. But to the best of knowledge of the present researcher job involvement and job satisfaction have not been studied in the context of physical education teachers and coaches. Thus, the present investigator has made a humble effort to study job involvement in relation to job satisfaction among various levels of physical education personnel with certain demographic characteristics.

Job involvement and job satisfaction of physical education teachers and coaches have been considered as an important area of investigation by the researcher with a view that job involvement and job satisfaction improve the performance as well as effectiveness of an individual irrespective of the nature of work. It is believed that any professional who is involved with the job generally enjoy job satisfaction. The physical education teachers and coaches can contribute to the well-being of his trainees. On the basis of earlier evidence it may be inferred that studies on job satisfaction of physical education teachers and coaches are rather scanty. However, investigator has not come across a single study of job involvement among physical education
teachers and coaches. Therefore, the present investigator considers job involvement and job satisfaction as the important variables to be studied in the present investigation.

The followings are the objectives of the present study:

To determine the relationship between job involvement and job satisfaction scores among various levels of physical education personnel - School teachers, college teachers, teachers of residential institutions, teachers of non-residential institutions, coaches of residential institutions, coaches of non-residential institutions, temporary teachers, permanent teachers, temporary coaches, permanent coaches, married teachers, unmarried teachers, married coaches, unmarried coaches.

To examine the difference between school teachers and college teacher, teachers of residential institutions and coaches of residential institutions, teachers of non-residential institutions and coaches of non-residential institutions, temporary teachers and temporary coaches, permanent teachers and permanent coaches, married teachers and married coaches, unmarried teachers and unmarried coaches in the relationship scores of job involvement and job satisfaction.

The sample of the present study consisted of 200 physical education personnel (physical education teachers = 100, coaches = 100). It was drawn from various schools, colleges and Sports Directorate of Uttar Pradesh.

The Job Involvement Scale developed and standardized by Singh (1984) was administered to gauge the job
involvement of the subjects. The scale consists of 54 items. Each statement of the scale has four response alternatives, namely, strongly agree, agree, disagree, and strongly disagree. Out of fifty four items of the scale, 35 items were true keyed and remaining 19 items were false keyed. The possible scores of each items ranged from one to four. Since the scale consists both true keyed and false keyed items, therefore, two different patterns of scoring have to be adopted. The scores ranged in ascending order for the false keyed items and in descending order for true keyed items. The reliability of the scale was found to be .83

The **Job Satisfaction Questionnaire** developed by Chadha (1997) was used to measure the job satisfaction of the subjects. The questionnaire consisted of 97 items. Each statement has five response alternatives, namely, strongly agree, agree, undecided, disagree, strongly disagree. Out of 97 items, 58 items were true keyed and remaining items were false keyed. The possible scores of each items ranged from one to five. Since the scale contains both true keyed and false keyed items, therefore, two different patterns of scoring have to be adopted. The scores ranged in ascending order for the false keyed items and in descending order for true keyed items. The reliability of the questionnaire was found to be .89

In order to collect the data regarding job involvement and job satisfaction with the demographic characteristics of the subjects the investigator adopted two different means. In most of the cases the researcher personally contacted the subjects at work place of the subjects. The purpose of the study was explained to them and they were requested to
provide their candid responses on each item of the questionnaires. Where the personal rapport was not feasible due to very long distances, the questionnaires were mailed to the subjects along with instructions. The subjects were requested to record their fair and unbiased responses on the questionnaires and return them back by post on the given address of the researcher.

Keeping in view the objectives of the present study and the nature of data the **Pearson Product Moment Correlation** statistical technique and **Z-test** were considered appropriate to determine the relationship of job involvement and job satisfaction in relation to certain demographic variables, and to examine the significance of difference between the comparison groups in the relationship scores of job involvement and job satisfaction.

**The main significant findings of the present study were:**

**Significant** positive relationships were found to exist between job involvement and job satisfaction scores among college teachers ($r = .509, p < 01$), teachers of residential institutions ($r = .554, p < 01$), teachers of non-residential institutions ($r = .385, p < 01$), coaches of non-residential institutions ($r = .450, p < 01$), temporary teachers ($r = .582, p < 01$), permanent teachers ($r = .337, p < 01$), temporary coaches ($r = .454, p < 01$), married teachers ($r = .340, p < 01$) and unmarried teachers ($r = .513, p < 01$).

College teachers scored significantly higher than the school teachers in the relationship scores of job involvement
and job satisfaction (Z=2.50, p<.05). Teachers of residential institutions scored significantly higher than the coaches of residential institutions (Z=2.61, p<.01) in the relationship scores of job involvement and job satisfaction.
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Dedicated to my father

Mr. Jane Ali
(Man of sacrifices)

& my brother

Mr. Haseen Ahmad
(Epitome of love and care)
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I. Job Involvement Scale

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CERTIFICATE

This is to certify that the thesis entitled "A study of job involvement among various levels of physical education personnel in relation to job satisfaction and certain demographic characteristics" embodies the original research work carried out by Mr. Mujahid Ali under my supervision for the degree of Doctor of Philosophy in physical education. The thesis may be forwarded to the examiners for the evaluation.

Dr. Jaowad Ali
Supervisor
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INTRODUCTION
Chapter 1

INTRODUCTION

In contemporary society physical education is considered to be an important and integral part of the education process. The technological advancements have tremendously reduced the activity of human being causing thereby lopsided development of personality. It is well documented that a specific and organized physical education programme can bring about the desirable changes in the total personality and help in developing an individual who is physically fit, technically perfect, mentally sound, socially adjusted and emotionally balanced. It also manifests the necessary motor skills to tackle diversified tasks efficiently through the physical movements besides adding vigor and vitality for the healthful living. It is advocated that the routine exercise programme prepared and conducted under the able guidance of an expert can go a long way in helping the individuals for harmonious development of one’s health and fitness. Thus, the physical education teachers have to play a vital role in grooming up the young children. Thus, in modern technological age the responsibilities of physical education teachers have increased manifolds.

Similarly, high sports performance is the byproduct of total personality of an individual. In the pursuit of excellence in a chosen sport, the athletes have to be trained for years together bearing specifically designed critical load in order to improve the training capacity and performance. In the process of attaining excellence, the coach has to play pivotal role.
Using his domain of knowledge and experience he has to plan both long and short term training programmes adhering the principles of planning and periodization. The selection of proper means and methods, determining the load dynamics, administration of training doses, evaluation of progress in performance of athletes and again modifying the plan on the basis of feedback for continuing the processes, necessitate total commitment on the part of a coach. It is the coach who can make or mar the performance of athletes who are being trained under him. A good coach besides imparting instructions also inspires his disciples to put greater efforts in attaining the set goals progressively and thus reaching to his peak form.

The expectations of the society and the nation with regard to physical education teachers and coaches are very high as they are the true experts who can develop and protect the general health, fitness and performance of individuals of the society. It is evidenced that in proportion to the expectations of the society, the physical education teachers and coaches have not been given due place and recognition. They face a lot of problems while carrying out their responsibilities. Poor working conditions, ill equipped infrastructure, heavy work load, lack of administrative backing and improper facilities create impediments in their smooth and efficient functioning. They are forced to work under acute stressful environmental conditions. Keeping in view these assumptions the investigator has made a humble attempt to explore the relationship of job involvement and job satisfaction among physical education teachers and coaches and also to
examine the difference in the relationship scores of these variables.

**Job Involvement**

During the years 1960s when heavy emphasis was already being made in the area of job motivation and job satisfaction, the concept of job involvement came into light. On job involvement studies started in mid 1960s with the pioneering work of Lodahl and Kejner (1965) who for the first time explored many important factors of job involvement. It is a matter of fact that job involvement is an important aspect determining work performance in which the phenomenon of motivation and satisfaction are readily implicit. Actually, the load of researches in 1950s and early 1960s on job satisfaction and job motivation was too heavy; hence, several theories of job satisfaction and job motivation came into light. Maslow's (1954) interpretation of theory of need hierarchy in job context gained popularity and also received criticisms by a lot of psychologists [(Herzberg et al. (1957), Vroom (1964), Porter and Lawler (1968), and Alderfer (1969, 1972)]. Hence, the concept of job involvement evolved out of the heavy load on job motivation studies and the craze for new appropriate concept to determine work performance. The concept of job involvement attracted a lot of interest and attention of psychologists, administrators, managers and supervisors. This all led Lodahl and Kejner (1965) for the first time, to develop a scale for measuring job involvement. Therefore, within a very short span of time the phenomenon of job involvement gained its importance among administrators, managers, supervisors
and psychologists who started considering job involvement as a criterion for measuring work performance. Thus, work on job involvement as witnessed from the literature has advanced from descriptive and theoretical stage to move theoretically and empirically explanatory stage.

Lodahl and Kejner (1965), pioneer in the area of job involvement, contended that “job involvement is the internalization of values about the goodness of work, the importance of the work in the growth of persons, and perhaps it, thus, measures the case with which the person can be further socialized by an organization.” Lodhal and Kejner's (1965) contention about the explanation of the concept of job involvement laid heavy emphasis on the internalization of values. It is, therefore, quite reasonable to mention that value orientation towards work is learnt in early socialization process. Lodahl (1964) himself had realized that during the process of socialization certain work values are infected into the self of the individuals that remain dynamically active even at the later stage in the form of employees reaction and attitude towards job. For example, “work is worship” in Hindu mythology. Hence, Hindu’s religious values play a very important role in work activities. Similarly, in Islam, greater emphasis has been put on earning a living through the Godly ways (pious means) which put its emphasis on honesty, sincerity and responsibility in performing any work actively. It indirectly changes employee's behaviour positively in the work context. In the same way, all other religions in the world emphasize directly or indirectly to certain work values that develop commitment. According to the social environment
where everyone is working and enterprising, and to be enterprising becomes social norm which works as a compelling force for the people to get socialized by internalizing the socio-cultural norms and consequently get committed and job involved.

In nut shell, the job involvement can be referred to as ‘the attitude of employees towards work’. It is, therefore, clear that values which are internalized due to impact of these aspects, then during the course of socialization are the major outcomes of socio-environmental influences. If there is a positive impact of these aspects then an individual gets committed and job involved. Different thinkers have opted different styles in defining the phenomenon of job involvement Lodahl and Kejner (1965) defined it as “the degree to which a person identifies psychologically with his work for the importance of his work in his total self image is regarded as job involvement”, while according to Lawler and Hall (1970) job involvement refers to “Psychological identification of one’s own work as well as the degree to which the job situation is central to person and his identity”. Job involvement that job involvement measures the degree to which a person identifies psychologically with his or her job and considers his or her perceived performance level important to self worth (Blau and Boal, 1987).

There has usually been criticism and controversy regarding every new concept. Thus, job involvement is not an exception. Patchen (1970) has pointed out that ‘general interest’ in the job is more or less similar to the concept of job involvement but he himself accepted that in spite of some
similarities between these two, 'general interests' can not termed as job involvement. Kanungo, Mishra and Dayal (1975) pointed out that job involvement attitude represents the degree to which the total situation is thought as being central to one's life self-concept while, Saleh and Horek (1976) have proposed four different conditions in which an individual may be job involved: (I) When work to him is a central life interest. (II) When he actively participates in his job. (III) When he perceives performances as consistent to his self concept, and (IV) when he perceives performance as central to his self esteem.

Kanungo (1979) classified job involvement into two different contexts. (i) Involvement with "specific job". And (ii) involvement with "work in general".

In fact, he focused on sociological and psychological approaches to job involvement after criticizing traditional interpretation of the concept. Kanungo (1982) defined the phenomenon of job involvement as a "cognitive state of psychological identification with the job and depends on the degree to which the job is perceived to meet one's salient need, be they intrinsic or extrinsic." Boal and Cidambi (1984) reported that high levels of job involvement have been found to be related to fewer absence and lower resignation rates. Blau (1986) vindicated the study of Boal and Cidambi (1984).

Broadly, there are three important sets of factors which are considered determiners of job involvement and have been identified after reviewing the definitions given by various
psychologists. These factors include job incumbents, aspects of work itself and organizational conditions.

**Job Satisfaction**

The significance of work experience and its impact on attitudes and values about work is of great significance for an individual as well as the organization. The success or failure of an organization to a great extent lies upon a satisfied/dissatisfied work force, because, people spend a sizable portion of their working life in that organization. Thus, by and large this period of their working life seems to be pleasant, agreeable and fulfilling. Dissatisfied work force can distort and blur the organizational game plan. Hence, it becomes essential for every organization to maintain a congenial and conducive work environment, which may evoke high level of job satisfaction among employees and makes it a better place to pursue its objectives.

The term “Job Satisfaction” was brought to limelight in the research literature by Hoppock (1935). He reviewed numerous studies on job satisfaction conducted prior to 1933 and found that job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say that “I am satisfied with my job”.

Hoppock (1935) enumerated the following six major factors of job satisfaction in the epilogue to his study:

(i) The way the individual reacts to unpleasant situations;
(ii) the facility with which he adjusts himself to other persons; (iii) his relative status in social and economic
group with which he identifies himself; (iv) the nature of work in relation to his ability, interest, and preparation; (v) security and (vi) loyalty.

According to Drever (1956) job satisfaction can be defined as "the end state of feeling". In this definition the use of word 'end' is emphasized that the feeling is experienced by an individual after a task is accomplished or an activity that has taken place whether it is highly individualistic effort or collective endeavour in completing the task. The tasks or the activities could be very minute or large. They could be easily observable or could just be experienced. But in all cases they could be satisfying certain needs. The feeling might be positive or negative depending upon whether the need is satisfied or not and could be function of the efforts of the individual on the one hand and situational opportunities available to him on the other hand.

Bullock (1952) considered satisfaction as "an attitude which results from balance and summation of many specific likes and dislikes experienced in connection with the job. These evaluations may rest largely upon one's own success or failure in the achievement of personal objectives and upon the perceived contribution of the job and organization towards these ends". Smith (1955) suggested that job satisfaction is "the employee's judgment of how well his job on the whole is satisfying his various needs".

According to Blum (1956) job satisfaction is a resultant of many attitudes possessed by a worker. He defined it as "a general attitude which is the result of many specific attitudes
in three areas, namely, specific job factors, individual characteristics, and group relationships outside the job”.

Schaffer’s (1953) theory of job satisfaction also throws some light on the nature of this concept. He observed that “overall satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfillment”.

French, Kornhauser and Marrow (1946) have compiled a list of on-the-job and off-the-job factors which various investigators found as underlying causes of satisfaction and dissatisfaction of workers. These are:

(i) Factors in the individual: Ability, health, age, temperament, desires and expectations, neuroticism, tendencies, unconscious conflicts etc. (ii) Factors in life away from work: Home conditions, recreation, consumer problem, labour union activities, socio-politico-economic conditions etc. (iii) Factors in employment relations: Wages or earnings, steadiness of employment, transfer, lay-off, retiring procedures, kind of work performed, supervision, training, conditions of work, opportunities for advancement, opportunity to use abilities, social relationships on the job, recognition and fair evaluation of work, opportunities for participation, free interchange of ideas, prompt and fair settling of grievances, understanding and respect by employer.
The above classification suggested that workers' satisfaction does not arise merely from factors on the job but runs whole gamut of man’s needs and aspirations.

Siegel (1962), on the basis of his review of job satisfaction studies, came to the conclusion that all the results may be conveniently grouped under two headings on the basis of their pertinence to factors: (i) Intrinsic or (ii) extrinsic to the job itself. Factors intrinsic to job include pay, job security, participation and personal recognition, working hours, working conditions and occupational status. Among factors extrinsic to job are perceptions about supervision, sex, age, level of intelligence, job experience or length of service and personal adjustment.

Job satisfaction as suggested by Ghiselli and Brown (1955) has many different points of reference and few workers indeed are satisfied with all aspects of their job. Brayfeld and Crockett (1955) considered three social systems to be important in workers motivation, viz., fellow workers, the organization and the community.

Herzberg and his associates (1957), in their review of job attitude studies, revealed ten major factors constituting job satisfaction with nearly 150 specific aspects. The major factors are as follows: (i) Intrinsic aspects of job, (ii) supervision, (iii) working conditions, (iv) wages, (v) opportunity for advancement, (vi) security, (vii) organization, (viii) social aspects of job, (ix) communication and (x) benefits.
Twery, Schmid, and Wrigley (1958) inferred the following five common factors on the basis of their factor analysis: (i) General attitude towards the job, (ii) satisfaction with the supervisor, (iii) satisfaction with higher echelon, (iv) satisfaction with living conditions and (v) satisfaction with co-workers. In addition, the investigators also found "monotony-variety" factors.

In a similar study Morse (1953) considered job satisfaction as depending upon: (i) Job content, (ii) identification with organization, (iii) financial and job status and (iv) pride in group performance.

Worthy (1950) assessed job satisfaction with the help of the following six factors: (i) Organization in general, (ii) the local organization, (iii) local management, (iv) immediate supervision, (v) co-workers and (vi) working conditions.

On the basis of inter-correlations between the factors, Grove and Kerr (1957) concluded that 'wages' and 'liking' for work associates appear to be the major components of job satisfaction.

Hammond (1954), on the basis of factor analysis of his 90-items questionnaire, found the following five group factors: (i) Financial success, (ii) personal social success, (iii) technical satisfaction, (iv) social contact satisfaction and (v) social services satisfaction.

Jurgassen (1947; 1948) assessed the importance of job factors using a questionnaire. The questionnaire was
administered on 400 job applicants. Factors were ranked in the following order: (i) Job security, (ii) opportunity for advancement, (iii) type of work, (iv) pride in an organization, (v) pay, (vi) co-workers, (vii) supervisor, (viii) hours, (ix) working conditions and (x) benefits.

Broadly speaking, we can define job satisfaction as an individual’s overall attitude toward his/her job. Locke (1976) has given a comprehensive and universally popular definition of job satisfaction. He defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. It is an end state of feelings and consists of an employee’s cognitive, affective, and evaluation reaction to his/her job.

Pareek (1981) in his integrated model of work motivation states that the final psychological outcome of the person’s working in an organization is the satisfaction he/she derives from his/her work and role.

Job satisfaction has been regarded both as a general attitude as well as satisfaction with specific dimensions of the job such as pay, the work itself, promotion opportunities, supervision, co-workers and so forth. These may interact in different ways to create the feeling of satisfaction with the job. The degree of satisfaction may vary with how well outcomes fulfill or exceed expectations. Mumford (1991) analyzed job satisfaction in two ways. First, in terms of the fit between what the organization requires and what the employee is seeking and second, in terms of the fit between
what the employee is seeking and what he/she is actually receiving.

Since an average employee spends almost one third of his/her life in the organization, there are some concerns that have to be addressed particularly in the context of job satisfaction. These have to do with stability of satisfaction, work context, and supervisory behaviour. In an intriguing research by Straw and Ross (1985), it was found that job satisfaction is a comparatively stable disposition and does not change over time. In their survey of over 5000 men who changed jobs between 1969 and 1971, it was found that the expressions of job satisfaction were relatively stable. Although they had different types of jobs, employees who were satisfied or dissatisfied in 1969 felt equally satisfied or dissatisfied in 1971 too. Although some researches have challenged the disposition of stability of job satisfaction, follow-up researchers have, nevertheless, supported it.

Work is inextricably bound with human existence. The content and context of work should therefore promote, rather than damage human dignity. Kanungo (1992) pointed out that managers have the moral obligation to empower subordinates and thereby promote their growth and development. He strongly emphasized the need to analyse work norms and conditions to see whether such practices promote productive behaviour, high job satisfaction, and overall improvement of work life and that they are consistent with the dignity of the employees as human beings. In an interesting study Page and Wiserman (1993) asked workers from USA, Mexico, and Spain to indicate how satisfied they were with their work and the
behavior of their superiors. Not only were their average responses to both questions quite high but uniformly so in all three countries. These people do not select jobs randomly. They tend to be attracted towards jobs that are compatible with their interests, values and abilities. Hence different people join different jobs for different reasons, which make job satisfaction a complex and multifaceted concept which can mean various things to different people.

Keeping in view the above conceptual framework, job satisfaction was taken as a summation of employees' feelings in four important areas. Two of these areas encompass factors directly connected with the job (intrinsic factors), and the other includes factors not directly connected with the job but are presumed to have a bearing on job satisfaction. These four areas with their related aspects are as follows:

(i) **Job:** Nature of work- "dull, dangerous, interesting", hours of work, fellow workers, opportunities on the job for promotion and advancement (prospects), overtime regulations, interest in work, physical environment, equipment and instruments etc.

(ii) **Management:** Supervisory treatment, participation, rewards and punishments, praises and blames, leave policy, favoritism etc.

(iii) **Social relations:** Neighbours, friends and associates, attitude towards people in community, participation in social activities, sociability, caste barriers etc.
(iv) **Personal adjustment:** Emotionality, health, home and living conditions, finances, relation with family members etc.

The investigations cited above and the work of Super (1939) and Vanzelst (1957) established beyond doubt that the above cited factors are important to a study of job satisfaction.

Thus, we may conclude that job satisfaction is governed to a large extent, by perceptions, aspirations or expectations. Men work to satisfy their needs and they aspire or expect their work life to fulfill their needs for perfect job satisfaction. There should exist a one to one relationship between the perception of how well the job life fulfills the various needs and expectations or aspirations of the individual regarding the extent to which these needs should have been fulfilled. Any discrepancy between aspirations and perceptions accounts for dissatisfaction. As mentioned earlier, the perceived or imagined judgment of how well the job life is satisfying the various needs, accounts for the degree of job satisfaction and dissatisfaction.

**Significance of the Present Study**

The review of related studies reveals that although numerous investigators have tried to explore the influence of psychological variables such as achievement motivation, locus of control, psychological well being, self-concept and adjustment etc. But to the best of knowledge of the present researcher, job involvement and job satisfaction have not been
studied in the context of physical education teachers and coaches. Thus, the present investigator has made a humble effort to study job involvement in relation to job satisfaction among various levels of physical education personnel with certain demographic characteristics.

Job involvement and job satisfaction of physical education teachers and coaches have been considered as an important area of investigation by the researcher with a view that job involvement and job satisfaction improve the performance as well as effectiveness of an individual irrespective of the nature of work. It is believed that any professional who is involved with the job generally enjoy job satisfaction. The physical education teachers and the coaches can contribute to the well-being of his trainee. On the basis of earlier evidence it may be inferred that studies on job satisfaction of physical education teachers and coaches are rather scanty. However, investigator has not come across a single study of job involvement among physical education teachers and coaches. Therefore, the present investigator considered job satisfaction and job involvement as the important variables to be studied in the present investigation.

Objectives of the Present Study

The researcher has identified the following objectives of the present investigation:

1. To determine the relationship between job involvement and job satisfaction scores among various levels of physical education personnel - School teachers, college teachers,
teachers of residential institutions, teachers of non-residential institutions, coaches of residential institutions, coaches of non-residential institutions, temporary teachers, permanent teachers, temporary coaches, permanent coaches, married teachers, unmarried teachers, married coaches, unmarried coaches.

2. To examine the difference between school teachers and college teachers, teachers of residential institutions and coaches of residential institutions teachers of non-residential institutions and coaches of non-residential institutions, temporary teachers and temporary coaches, permanent teachers and permanent coaches, married teachers and married coaches, unmarried teachers and unmarried coaches in the relationship scores of job involvement and job satisfaction.

3. To examine the difference between school teachers and college teachers in the relationship scores of job involvement and job satisfaction.

4. To examine the difference between teachers of residential institutions and coaches of residential institutions in the relationship scores of job involvement and job satisfaction.

5. To examine the difference between teachers of non-residential institutions and coaches of non-residential institutions in the relationship scores of job involvement and job satisfaction.
6. To examine the difference between temporary teachers and temporary coaches in the relationship scores of job involvement and job satisfaction.

7. To examine the difference between permanent teachers and permanent coaches in the relationship scores of job involvement and job satisfaction.

8. To examine the difference between married teachers and married coaches in the relationship scores of job involvement and job satisfaction.

9. To examine the difference between unmarried teachers and unmarried coaches in the relationship scores of job involvement and job satisfaction.
REVIEW OF RELATED LITERATURE
Chapter 2

REVIEW OF RELATED LITERATURE

In the present chapter, we propose to review some studies dealing with physical education personnel and the variables under consideration in the present empirical investigation. A number of studies have been conducted on job involvement and job satisfaction in different countries by so many researchers on industrial samples. Some of the important studies which have been undertaken on job involvement and job satisfaction in the context of physical education personnel are reviewed in the following pages.

Job Involvement

At the present moment, extensive work is available on job involvement after a pioneering study conducted by Lodahl and Kejner (1965). Bass (1965) found job involvement positively related to performance. Runyon (1973) observed job involvement as relatively stable personal characteristics and also found that men are traditionally more likely to value work than women besides its importance to earn a living.

So far as the studies on job involvement in India are concerned, the area remained unexplored till recent. However, successful efforts have been made to study job involvement, keeping in view the Indian social cultural milieu, and as a result highly commendable studies enriched the literature. Researches conducted on demographic variables (Akhtar and Kumar, 1978; Sharma and Kapoor, 1978; Sharma and Sharma,
1978; Bajaj, 1978; Anatharaman, 1980; Ansari, 1986; Kumari and Singh, 1988; Ansari and Ansari, 1989), anxiety (Bajaj, 1978b), different occupational level (Bajaj, 1978a, Anantharaman and Dievasenapath, 1980; Anantharaman and Begum, 1982; Kumari and Singh, 1988) and other variable like childhood aspiration and expectation, participation, adjustment, satisfaction, locus of control, quality of work-life, leadership style, skill, etc. (Akhtar and Bachcha, 1984; Reddy and Kumarraju, 1891; Nath, 1980; Reddy and Rajasekhar, 1988; Dillon and Doudana, 1988; Singh, 1984; Kulkarni, 1976; Verma, 1988; Kumari and Singh, 1988; Sen and Chadha, 1990; Akhtar and Ansari, 1990) have shown inconsistent relationship to job involvement. The variations in the influence of demographic psycho-social and personality variables on job involvement can be most likely attributed to the differing and varying situations, socio-cultural milieu, work values and working conditions etc.

Several investigators have tried to explore the relationship between job involvement and job satisfaction. A study by Weissenberg and Gruenfield (1986) found job satisfaction as a determinant of job involvement. Conversely, results of the study by Schwytant and Smith (1972) indicated that a worker could be involved in his job without being either involved in his company or satisfied with his job. Misra (1989) reported significant relationship between job satisfaction and job involvement, although, job stressors do not appear to represent as an important moderator variable on the job satisfaction and job involvement relationship. Singh and
Pestonjee (1990) have reported that job satisfaction is influenced by job involvement.

Results obtained from various studies emphasized the role of personal variables in the development of job involvement and job satisfaction. Sharma and Sharma (1978) provided evidence to show that job involvement increases with the job level, age and work experience, but results of study of the Reddy (1989) did not reveal any significant effect of work experience and locus of control on job involvement.

Patel (1995) reported that personal variables (age, length of service, and caste) except marital status had no influence on job involvement and job satisfaction of the nurses.

**Job Satisfaction**

Hafen (1971) studied on job satisfaction among health educators. He found that the following variables were significantly related to job satisfaction: (i) salary, (ii) academic rank, (iii) reason for entering in the field of health education, (iv) professional designation, (v) length of time in present job, (vi) sex, (vii) geographic location, (viii) membership of professional organizations, (ix) amount of time devoted to research, (x) population-size of community, (xi) student's body size, (xii) amount of time devoted to consultation, (xiii) length of time in the field of education and (xiv) type of institution.

Anand (1972) in a study conducted on job satisfaction of school teachers observed that (1) female teachers were more satisfied than male teachers, (2) age was significantly and
positively related to job satisfaction of school teachers and (3) academic career of teachers was not significantly related to their job satisfaction.

Anjaneyulu (1974) analyzed the causes of satisfaction and dissatisfaction in a study of job satisfaction of secondary school teachers and its impact on the education of pupils with special reference to state of Andhra Pradesh. He found that poor economic conditions, rigidity of rules and service conditions caused dissatisfaction among teachers working in government schools whereas politician’s interference, lack of equipment, poor working conditions and job security were the causes of dissatisfaction among teachers in private schools.

Quitingu (1975) studied tenure in relation to job satisfaction factors. He used chi-square analysis to identify the factors affecting job satisfaction and his finding indicated highly significant relationship between job satisfaction and each of the following variables (i) age, (ii) educational status, (iii) location of institutions, (iv) years of experience, (v) level of teaching assignment, (vi) previous position in teaching and (vii) marital status.

Singh (1975) conducted a study on relationship between job satisfaction, values and attitudes of teachers. He found that there was no significant difference in the trend of satisfaction due to the difference in age, female and unmarried teachers. A positive and significant relationship existed between attitudes and job satisfaction and between the scores of values and scores of job satisfaction.
Parkhouse (1980) investigated the relationship between job satisfaction of faculty characteristics and administrators’ traits. The Cattell’s 16 PF Personality Inventory and the Job Description Index (JDI) were used. The total job satisfaction score was significantly related to only 2 of the 16 personality traits of the administrators. One of the JDI sub scales and pay were not significantly related to the total job satisfaction. Significant differences were found when teaching experience and administrative experience were considered.

Bamundo and Koppleman (1980) examined the moderating effects of seven variables related to occupation, age, and urbanization. As hypothesized, education and income positively and strongly moderated the job satisfaction and life satisfaction relationship. Self employment also had a significant impact; occupation had only a modest effect. Age and job longevity exhibited strong effects. Urbanization did not attain the relationship. In view of National Work Force, increased education professionalisation, income and age, the relationship between job and life satisfaction were found to be stronger and more relevant.

Harbashi (1981) found a positive and significant relationship between principal’s considerate behaviour and teacher’s job satisfaction in his study on “teacher’s job satisfaction in Iran and relationship between dimensions of teacher’s job satisfaction and the pattern of principal’s managerial behaviour as perceived by teachers.”

Heilbuth (1983) investigated the similarities and differences between Texas Public Schools’ Adapted Physical
Education Teachers (APEs), Occupational Therapists (OTs) and Physical Therapists (PTs) and perception of their ownership of psychomotor job function. Results of the study indicated that there were more similarities than differences between the Texas Public School APEs, OTs and PTs perceptions of ownership of the surveyed psychomotor job functions. Differences that were determined occurred between the APEs and PTs rather than between the OTs and PTs.

Oades (1983) examined relationship of teacher’s motivation and job satisfaction. Major findings of the study revealed that teacher’s motivation was significantly correlated with satisfaction with work, promotion, supervision and co-workers. Motivation was significantly correlated with relationship between motivation and five factors of job satisfaction. Teachers were highly satisfied with co-workers and supervision, work and pay and were dissatisfied with opportunities for promotion.

Jyoti (1983) conducted a study of achievement motivation in relationship among high and low achieving working women. She hypothesized that (i) there would be a positive relationship between achievement, motivation, and job satisfaction, and (ii) high and low achieving supervisions would differ significantly with regard to job satisfaction. The results supported hypothesis no.1, but did not support the hypothesis no.2. Findings indicated that no true relationship existed between high and low achievements with regard to job satisfaction. Supervisor’s job satisfaction was associated with positive feeling of task accomplishment. It was suggested that opportunities should be provided in female employment for job
enrichment and self-actualization which provided for personal growth and increased job satisfaction.

Winkless (1983) in his attempt to measure the perception of job satisfaction of university faculty members in their present position, found that pay was the primary source of dissatisfaction among all faculty members as compared to female members with their present jobs.

Mottaz (1984) conducted his study on “education and work satisfaction.” The study indicated that education had an indirect positive effect but a direct negative effect on overall work satisfaction. Results suggested that education may have increased work satisfaction by increasing work rewards. Moreover, it appeared that most of the education pay off was in terms of intrinsic rewards, such as task autonomy, task significance and task involvement. However, finding also indicated that education did not lead to greater intrinsic rewards but significantly reduced work satisfaction tended to be considerably lower among better educated supervisors. This effect appeared due to higher aspiration or work values associated with increased education.

Chan (1986) investigated to develop a profile of graduate physical education faculty members in terms of job satisfaction and to compare the top 20 ranked physical education departments against 20 other randomly selected physical education departments. The job descriptive index (JDI) was used to measure the five different areas of satisfaction, while the job satisfaction index was used to measure the overall job satisfaction. Results did not identify a set of variables that was
consistently related to job satisfaction. However, correlations revealed that among all the factors, only salary consistently produced significant relationship with all six aspects of job satisfaction, indicating that higher paid faculty members were more satisfied. The factor ‘hours of teaching’ also showed a consistent relationship with job satisfaction. Although without mentioning the extent the study indicated that faculty members who taught fewer hours were more satisfied. Finally, results indicated that faculty members were most dissatisfied with pay among all six aspects of satisfaction. Unvaried analysis of variance revealed that overall satisfaction and pay satisfaction of top 20 department’s faculty members were significantly higher than non-top 20 department’s faculty members. Although the actual pay between top 20 and non-top 20 departments were not significantly different. A possible explanation is that more status is attached to top schools and faculty members in those institutions which conducted more researches, therefore, faculty members may take a great deal of satisfaction in this prestige. However, non-top 20 departments’ faculty members without this additional prestige and having lower production in research might view the same salary as their colleagues in top 20 institutions to be less satisfying, since, they do not have status and prestige to fall back upon.

Fardhan (1986) examined the effects of perceived teacher’s stress and work environment complexity on job satisfaction of physical education faculty at division 1-AA institutions. In addition, difference in the job satisfaction of physical education faculty who perceived high or low
occupational stress, and employees in a simple or complex environment were studied. Multiple regression analysis revealed a moderate effect between work environment complexity and work satisfaction. A moderate negative effect was exerted on work satisfaction by the stress variable. The data were presented in a 2 x 2 cross tabulation which showed physical education teachers with higher job satisfaction. The data indicated that the perception of low occupational stress produces greater work satisfaction.

Brumback (1986) in his study examined the relationship between teacher's job satisfaction and student academic performance. The study included 99 teachers and 1916 second and forth grade students of public schools of the Metro-Atlanta area. Teachers completed the satisfaction questionnaire and scores for general job-satisfaction and specific aspects of job satisfactions were computed. Statistical procedures revealed significant differences between the mean scores of teachers with huge job satisfaction and teachers with low job satisfaction. Result of the test of hypothesis revealed a significant relationship between the scores on the sub-scales measuring job satisfaction with recognition and student's academic performance.

Langford (1988) studied the relationship between job stress and job satisfaction. The purpose of the study was to determine the relationship between stress and job satisfaction for Seventh Day Adventist Boarding Academy teachers in southern and south-west unions. Principal's length of service, school disciplinary problems, teacher's ratings of various groups, teachers' salary, problems facing boarding academy
and the goals of education are also studied. Major conclusions drawn were:

1. Stress was a significant determiner of teacher’s job satisfaction.

2. Principal’s length of service was correlated with teacher’s satisfaction.

3. Low salaries were the major reason for leaving the profession by teachers.

Richardson (1989) investigated the relationship of occupational stress and certain demographic variables to job satisfaction among licensed professional counselors in Virginia. Of the counselors participating 48.5% indicated that they experienced some job stress but 78.5% indicated that they were satisfied with their present job stress. Although a negative relationship was found between overall occupational stress and job satisfaction.

Bell (1990) investigated demographic characteristics related to total extrinsic and intrinsic job satisfaction in certified athletic trainers. A secondary purpose was to ascertain as to which job satisfaction items ranked higher in importance on measures of total extrinsic and intrinsic job satisfaction. The degree of job satisfaction in clinic/industry athletic trainers was found significantly high. Significant relations were also existed between job satisfaction scores and demographic characteristics in many of these interval level demographic sub groupings. The sample of athletic trainers revealed greater satisfaction with intrinsic job satisfaction
characteristics and less satisfaction with extrinsic job satisfaction characteristics (non task characteristics) associated with the job.

Pal (2002) conducted a study on job stress, job satisfaction and adjustment of physical education teachers of various schools of U.T. Chandigarh and satellite town of Mohali and Panchkula. The data was analyzed using Pearson product moment correlation coefficients. The findings suggested that those physical education teachers who were assigned work related to physical education and sports were more satisfied as compared to the subjects who had no work related to physical education and sports.
METHODOLOGY
Chapter 3

METHODOLOGY

It is a common phenomenon in physical sciences to describe, explain, predict and control the circumstances with which they deal. The behavioural sciences also attempt to describe behaviour in a same manner. Scientists endeavor to use observation as a basis for answering questions of interest. In other words, we can say that scientists have certain facts and analyze them in an unbiased manner to draw conclusions. Research design obviously plays significant role in drawing inference using behavioural observations on a limited number of subjects and making predictions about the behaviour of the large group represented by the subjects. Edwards (1968) believed that in research we do not help hazard make observations of any and all kinds but rather our attention is directed towards those observations that “we believe to be relevant to the questions we have previously formulated”. His contentions reflected the point that researches should be well planned and must be carried out using sound means and techniques of investigations.

Lindquist (1956) pointed out that the “researches are designed to proceed in a planned manner to control variance and to answer pertinent research questions”. Mohsin (1984) advocates that, “research design depicts the plan which states the basis of which conclusions could be drawn”. Further elaborating Ferguson (1981) asserted that several methodological approaches and designs have been developed but the choice of appropriate design depends upon the special
characteristics of the sample, nature of measuring instruments and restraints regarding the manipulations of variables being studied. Thus, the choice of a method is governed by the aims of the study, the variables under investigations and the nature of the data. Our understanding of research design helps in carrying out the investigation to fulfill ultimate aim with utmost objectivity.

The present investigation was intended to study the job involvement among various levels of physical education personnel (teachers and coaches) in relation to job satisfaction and certain demographic variables viz., type of institutions (residential and non-residential), marital status (married and unmarried), nature of appointment (temporary and permanent) and designation (school teachers and college teachers). Keeping in view the objectives of the study, the following steps have been undertaken for accomplishing the task.

**Sample**

The nature of the present study warranted us to choose the sample of physical education teachers and coaches working in various schools, colleges and Sports Directorate of Uttar Pradesh. It is evident from available survey of literature and to the best of knowledge of present researcher, a very few studies have been conducted on the problems of job involvement in relation to job satisfaction of physical education teachers and coaches. Therefore, sample choice of physical education teachers and coaches is highly significant here as the study on this sample will identify the job involvement and the job satisfaction and certain demographic
variables like designation, type of institution, nature of job and marital status of the physical education teachers and coaches. Physical education teachers and coaches are the mentors of youths and sportspersons and the future of nation. They are responsible to mould the behaviour and to develop the personality and the performance of students. These students in due course of time win laurels to the society and the nation. Hence, the involvement and the satisfaction of these teachers and coaches in their profession are highly dependant on the socio-psychological factors. The sample of the present study consisted of 200 physical education personnel (physical education teachers= 100, Coaches= 100). It was drawn from various schools, colleges and Sports Directorate of Uttar Pradesh.

The sample distribution has been given in detail in table 3.1

Table 3.1

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Marital status</th>
<th>Nature of appointment</th>
<th>Types of institutions</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Married</td>
<td>Unmarried</td>
<td>Perm</td>
<td>Temp</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Residential</td>
<td>Non-residential</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School teachers</td>
<td>College teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>100</td>
<td>65</td>
<td>35</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Coaches</td>
<td>100</td>
<td>65</td>
<td>35</td>
<td>60</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>
Description of the Tools

In exploring human behaviour psychological tests play a very significant role in understanding the behaviour with utmost objectivity. Human behaviour is very complicated phenomenon which varies from person to person in different socio-cultural milieu, age and in time perspective. Therefore, psychological test which is meant for children cannot be applied on adults as well as the psychological tests which are considered to be highly standardized today may become completely out dated or obsolete in future.

The following questionnaires were used in the present investigation.

Job Involvement Scale

The job involvement scale developed and standardized by Singh (1984) was administered to gauge the job involvement of the subjects. The scale consists of 54 items. Each statement of the scale has four response alternatives, namely, strongly agree, agree, disagree, and strongly disagree. The reliability of the scale was found to be .83

Scoring Procedure

Out of fifty four items of the scale, 35 items were true keyed and remaining 19 items were false keyed as depicted in table 3.2. The possible scores of each items ranged from one to four.
Since the scale consists both true keyed and false keyed items, therefore, two different patterns of scoring have to be adopted. The scores ranged in ascending order for the false keyed items and in descending order for true keyed items. The following table 3.3 provides guideline for the scoring procedure.

<table>
<thead>
<tr>
<th>True Keyed items 35</th>
<th>False keyed items 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19,20,21,22,23,24,26,27,29,30,34,38,46,47,49,50,51,52,53,54</td>
<td>1, 2, 18, 25, 28, 31, 32, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>True Keyed items</th>
<th>Response alternatives</th>
<th>False keyed items</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Strongly disagree</td>
<td>4</td>
</tr>
</tbody>
</table>

The job involvement scores will be determined by the arithmetic summation of the scores endorsed to all the fifty
four items. Thus, the maximum possible job involvement score will be 216 and the minimum 54. The lower scores indicate less involvement in the job and the high scores indicate more involvement in the job.

**Job Satisfaction Questionnaire**

The job satisfaction questionnaire developed by Chadha (1997) was used to measure the job satisfaction of the subjects. The questionnaire consisted of 97 items. Each statement has five response alternatives, namely, strongly agree, agree, undecided, disagree, strongly disagree. The reliability of the questionnaire was found to be .89

**Scoring Procedure**

Out of 97 items, 58 items were true keyed and remaining 39 items were false keyed as depicted in table 3.4. The possible scores of each items ranged from one to five.

<table>
<thead>
<tr>
<th>True Keyed items 58</th>
<th>False Keyed items 39</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 19, 20, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 43, 44, 46, 47, 50, 53, 54, 59, 60, 61, 62, 63, 69, 71, 74, 75, 77, 79, 80, 83, 84, 85, 88, 89, 92, 95, 96, 97.</td>
<td>6, 14, 16, 17, 18, 21, 22, 23, 32, 34, 38, 42, 45, 48, 49, 51, 52, 55, 56, 57, 58, 64, 65, 66, 67, 68, 70, 72, 73, 76, 78, 81, 82, 86, 87, 90, 91, 93, 94.</td>
</tr>
</tbody>
</table>
Since the scale contains both true keyed and false keyed items, therefore, two different patterns of scoring have to be adopted. The scores ranged in ascending order for the false keyed items and in descending order for true keyed items. The following table 3.5 provides guideline for the scoring.

<table>
<thead>
<tr>
<th>Table 3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>True Keyed items</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

The job satisfaction scores will be determined by the arithmetic summation of the scores endorsed to all the ninety seven items. Thus, the maximum possible job satisfaction score will be 485 and the minimum 97. The lower scores indicate less satisfaction whereas high scores indicate more satisfaction in the job.
**Procedure**

In order to collect the data regarding job involvement and job satisfaction with the demographic characteristics of the subjects, the investigator adopted two means. In most of the cases the researcher personally contacted the subjects at the work place of the subjects. The purpose of the study was explained to them and the subjects were requested to provide their candid responses on the questionnaires. Where the personal rapport was not feasible due to very long distances, the questionnaires were mailed to the subjects along with instructions. The subjects were requested to record their fair and unbiased responses on the questionnaires and return them back by post on the given address of the researcher.

**Statistical Analysis**

Keeping in view the objectives of the study, the correlation statistical technique was considered appropriate to determine the relationship of job involvement and job satisfaction in relation to certain demographic variables. Hence, Pearson product moment correlation coefficient was employed to analyze the data. Z-test was further used to examine the difference between comparison groups in the relationship scores of job involvement and job satisfaction.
RESULTS AND DISCUSSION
Chapter 4

RESULTS AND DISCUSSION

The data analyzed by means of Pearson Product Moment correlation coefficients and Z-test are presented in the following tables.

Table 4.1: Pearson Product Moment correlation coefficients: relationship between job involvement and job satisfaction scores of teachers and coaches:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>School teachers</td>
<td>40</td>
<td>.033</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>College teachers</td>
<td>60</td>
<td>.509</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Teachers of residential</td>
<td>45</td>
<td>.554</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers of non-residential</td>
<td>55</td>
<td>.385</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaches of residential</td>
<td>35</td>
<td>.014</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaches of non-residential</td>
<td>65</td>
<td>.450</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Temporary teachers  |  35  |  .582  |  <.01  
Permanant teachers  |  65  |  .337  |  <.01  
Temporary coaches   |  40  |  .457  |  <.01  
Permanant coaches   |  60  |  .127  |  >.05  
Married teachers    |  65  |  .340  |  <.01  
Unmarried teachers  |  35  |  .513  |  <.01  
Married coaches     |  65  |  .201  |  >.05  
Unmarried coaches   |  35  |  .163  |  >.05  

Significant positive relationships were found between job involvement and job satisfaction scores among college teachers ($r=.509, p<.01$), teachers of residential institutions ($r=.554, p<.01$), teachers of non-residential institutions ($r=.385, p<.01$), coaches of non-residential institutions ($r=.450, p<.01$), temporary teachers ($r=.582, p<.01$), permanent teachers ($r=.337, p<.01$), temporary coaches ($r=.454, p<.01$), married teachers ($r=.340, p<.01$) and unmarried teachers ($r=.513, p<.01$). Whereas non-significant relationships existed between job involvement and job satisfaction scores among school teachers ($r=.033, p>.05$), coaches of residential institutions ($r=.014, p>.05$), permanent coaches ($r=.127, p>.05$), married coaches ($r=.201, p>.05$) and unmarried coaches ($r=.163, p>.05$).
**Table 4.2:** Indicating the difference between school teachers and college teachers in the relationship scores of job involvement and job satisfaction:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>r</th>
<th>Zr</th>
<th>σDz</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers(S)</td>
<td>40</td>
<td>.033</td>
<td>.035</td>
<td>.211</td>
<td>2.50</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Teachers(C)</td>
<td>60</td>
<td>.509</td>
<td>.565</td>
<td>.234</td>
<td>2.61</td>
<td>&lt;.01</td>
</tr>
</tbody>
</table>

**Table 4.3:** Indicating the difference between teachers of residential institutions and coaches of residential institutions in the relationship scores of job involvement and job satisfaction:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>r</th>
<th>Zr</th>
<th>σDz</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers(RI)</td>
<td>45</td>
<td>.554</td>
<td>.626</td>
<td>.234</td>
<td>2.61</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Coaches(RI)</td>
<td>35</td>
<td>.014</td>
<td>.015</td>
<td>.234</td>
<td>2.61</td>
<td>&lt;.01</td>
</tr>
</tbody>
</table>

**Table 4.4:** Indicating the difference between teachers of non-residential institutions and coaches of non-residential institutions in the relationship scores of job involvement and job satisfaction:

<table>
<thead>
<tr>
<th>Subject</th>
<th>N</th>
<th>r</th>
<th>Zr</th>
<th>σDz</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers(NRI)</td>
<td>55</td>
<td>.385</td>
<td>.406</td>
<td>.188</td>
<td>.42</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Coaches(NRI)</td>
<td>65</td>
<td>.450</td>
<td>.485</td>
<td>.188</td>
<td>.42</td>
<td>&gt;.05</td>
</tr>
</tbody>
</table>
**Table 4.5:** Indicating the difference between temporary teachers and temporary coaches in the relationship scores of job involvement and job satisfaction:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>r</th>
<th>Zr</th>
<th>( \sigma \text{Dz} )</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers(T)</td>
<td>35</td>
<td>.582</td>
<td>.662</td>
<td>.241</td>
<td>.70</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Coaches(T)</td>
<td>40</td>
<td>.457</td>
<td>.491</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.6:** Indicating the difference between permanent teachers and permanent coaches in the relationship scores of job involvement and job satisfaction:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>r</th>
<th>Zr</th>
<th>( \sigma \text{Dz} )</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers(P)</td>
<td>65</td>
<td>.337</td>
<td>.348</td>
<td>.183</td>
<td>1.21</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Coaches(P)</td>
<td>60</td>
<td>.126</td>
<td>.127</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.7:** Indicating the difference between married teachers and married coaches in the relationship scores of job involvement and job satisfaction:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>r</th>
<th>Zr</th>
<th>( \sigma \text{Dz} )</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers(M)</td>
<td>65</td>
<td>.340</td>
<td>.354</td>
<td>.179</td>
<td>.84</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Coaches(M)</td>
<td>65</td>
<td>.201</td>
<td>.203</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.8: Indicating the difference between unmarried teachers and unmarried coaches in the relationship scores of job involvement and job satisfaction:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>r</th>
<th>Zr</th>
<th>σDz</th>
<th>Z</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers(UM)</td>
<td>35</td>
<td>.513</td>
<td>.570</td>
<td>.25</td>
<td>1.63</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Coaches(UM)</td>
<td>35</td>
<td>.163</td>
<td>.161</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College teachers scored significantly higher than the school teachers in the relationship scores of job involvement and job satisfaction (Z=2.50, p<.05). Teachers of residential institutions scored significantly higher than the coaches of residential institutions (Z=2.61, p<.01) in the relationship scores of job involvement and job satisfaction.

Significant differences were not found between teachers of non-residential institutions and coaches of non-residential intuitions (Z=.42, p<.05), temporary teachers and temporary coaches (Z=.70, p>.05), permanent teachers and permanent coaches (Z=1.21, p>.05), married teachers and married coaches (Z=.84, p>.05) and unmarried teachers and unmarried coaches (Z=1.63, p>.05) in the relationship scores of job involvement and job satisfaction.

The significant positive correlation coefficients found between job involvement and job satisfaction scores among various groups of teachers and coaches suggest that those teachers and coaches who are involved with their job also feel satisfaction with their job, the finding corroborated with the findings of Pal (2002) which depicted that those teachers who
were greatly involved in their work were more satisfied in comparison to those teachers who had no work who perform in their schools. That is, both groups of the subjects give value to work or job in terms of involvement and satisfaction. However, it may be observed from table 1 that the significant positive correlation coefficients existed mostly in the case of teachers’ group than the coaches’ group. The variations in the influence of demographic characteristics on the relationship between job involvement and job satisfaction can be most likely attributed to the differing working conditions, work values, work experience, role expectations, etc.

There are few studies conducted on the industrial sample whose findings reveal that the significant positive relationship existed between job satisfaction and job involvement (Misra, 1989; Singh and Pestenjee, 1990). One of the readily explanation in the case of teachers with respects to the significant positive relationship between job involvement and job satisfaction may be that the physical education teachers are expected to develop holistic health and personality of their pupil, the skills of sports and transform ethical principles. For achieving all these, there is no doubt that they must be involved with their job roles and consequently to feel satisfied with their job and working conditions.

The lack of significant relationships between job involvement and job satisfaction among coaches of residential institutions, permanent, married, and unmarried coaches imply that coaches neither involved with their job nor satisfied with their job. One of the reasons for existing the non-significant relationships may be that the coaches’ roles are more
demanding and their job expectations are more. That is, they are supposed to be responsible for the development of techniques and skills of games and sports, and helping the sportspersons with regard to attain the peak performance. In order to conform their roles and expectations they face a number of constraints from their superiors, members of the federations and politicians. Perhaps these may be the reasons for their involvement and satisfaction with their job.

The findings of the present study revealed that the demographic variables such as non-residential institutions, nature of job (i.e. temporary and permanent) and marital status did not exercise any influence on job involvement and job satisfaction relationship. That is why, significant differences were not found between the comparison groups with respect to these demographic variables (tables 4-8).

The variables of type of teachers and residential institutions significantly influence relationship between job involvement and job satisfaction. To be more precise, the strength of relationship between job involvement and job satisfaction was formed to be significantly higher in college teachers and teachers of residential institutions than their counterparts (tables 2 & 3).
CONCLUSIONS, IMPLICATIONS AND FURTHER RESEARCH SUGGESTIONS
Chapter 5

CONCLUSIONS, IMPLICATIONS AND FURTHER RESEARCH SUGGESTIONS

Conclusions

The findings of present study have led to certain conclusions:

Significant positive relationships were found to exist between job involvement and job satisfaction scores among college teachers, teachers of residential institutions, teachers of non-residential institutions, coaches of non-residential institutions, temporary teachers, permanent teachers, temporary coaches, married teachers, and unmarried teachers.

College teachers scored significantly higher than the school teachers in the relationship scores of job involvement and job satisfaction. Teachers of residential institutions scored significantly higher than the coaches of residential institutions in the relationship scores of job involvement and job satisfaction.

Implications

As mentioned earlier, significant positive relationship exists between job involvement and job satisfaction scores among college teachers of residential and non-residential institutions, coaches of residential institutions, temporary and permanent teachers, temporary coaches, married and unmarried teachers.
Job involvement may increase the level of job satisfaction in physical education personnel for various reasons; however in various groups of teachers and coaches, significant relationship did not exist between the two variables. Teachers and coaches who perceive low job involvement and low job satisfaction may not be able to develop high performance of athletes, to boost the morale of athletes and do not make strong bond of worthy relationship with the athletes. Such teachers and coaches also show dissatisfaction with the kind of facilities available in the organization. Thus, the particular value of this kind of study may be emphasized by considering the following points:

Physical education teachers and coaches would need to help and prevent some of the well documented problems that occur. They can be given guidance as how to increase the level of job involvement and job satisfaction. Some coaches go through a lot of role conflicts especially when they are in the preparation of teams for higher performance. Few coaches even blame themselves or feel guilty or have negative thinking that they are responsible for the team’s defeat. Such coaches can be taught some stress management techniques or ways how to sustain or involve with their roles or work and consequently feel satisfied with their jobs. They also need to cope with their role conflict.

Significance of this finding can be understood in the light that even at the work place or field, sports psychologists can help these coaches and physical education teachers in dealing with day to day dilemmas and challenges as well as the task of
recognizing their lives and learning how to cope with organizational and extra organizational stressors.

Training programmes to this effect can be conducted for the physical education personnel. The main purpose of such programmes should be to educate and train teachers and coaches about the ethical and professional issues and to specify concrete actions that can help them how to involve with their job.

The physical education teachers and coaches due to their greater interaction with the students in playful environment, enjoy a prized position in the institution when compared to their counterpart teachers of other academic subjects. These teachers and coaches are seen as the role model by majority of students owing to the personality characteristics they possess, which include introversion, self confidence, submissiveness, hardiness, enthusiasm, job commitment and mutual respect etc. They try all-out effort to shape the personality and performance of young athletes and thus to fetch up laurels for their alma-mater. Such institutions whose athletes excel in sporting arena are regarded in high esteem by the society and the champion athletes as their hero. Hence, the physical education teachers and coaches who play a pivotal role in grooming the athletes for attaining peak performance deserve a better place in the society. In this respect the school organization and the society should come forward and appreciate the physical education teachers and coaches for the role they play in the pursuit of developing the personality and performance of these outstanding athletes. It would go a long way in boosting their level of satisfaction and
thus to lead them towards making greater efforts for accomplishing the challenging tasks ahead with full involvement and dedication.

**Further Research Suggestions**

The results obtained in the present study suggested the importance of the variables of job involvement and job satisfaction among physical education personnel (i.e. the teachers and coaches).

Further studies should explore the relationship between factors of job involvement and job satisfaction among physical education personnel.

There is a need to find out how much emotional intelligence based competencies which affect job involvement and job satisfaction of the physical education personnel.

The competencies include self-confidence, empathy, the need to get results, constant improvement, influence, and team work. There are the abilities that sports organization need to develop among physical education personnel. It is believed that these capabilities are more important to achieve high performance in games and sports. Thus, physical education personnel need to put more efforts into helping new hires. There are few important variables that have received attention in psychology for the last 10-15 years, but they have just recently emerged to help in both better understanding and the effective application of sports psychology.
All studies to date only give brief mention to the psychological constructs within the context of personality or individual differences. However, there are new enough theories and direct or at least indirect research evidence, on the linkage to effective performance of the sportspersons that deserve special attention along with the established cognitive variables of perception, personality, attitude and motivation.

It is to be understood that although the results of present study are significant in ways but still there has been a few limitations also. As this study was conducted on a sample of physical education teachers and coaches working within the ambit of the state of Uttar Pradesh, It may be suggested that in future studies the sample may be broaden for greater reliability of the results.

It is also suggested that some new variables such as achievement motivation, sporting culture, work commitment of physical education teachers and coaches and interpersonal interaction among athletes, physical education teachers, coaches and administrators should be introduced to determine their influence on job involvement and job satisfaction. There is a need to conduct longitudinal studies which may throw light more precisely and would reconfirm the results of the present investigation. For such an effort the sports authority of India and such other organizations may be appropriate agencies to sponsor the research projects to explore the bearings on the job involvement, job satisfaction and overall performance of physical education teachers and coaches.
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REFERENCES


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APPENDICES
## JOB INVOLVEMENT SCALE

**Instructions:** Given below are some questions related to your job. Against every question, there are four alternatives answers, viz, strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). Please read every question carefully and tick any of the four answers which is applicable in your case. Kindly reply to each question unhesitatingly. All information will be kept secret.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I do not want to engage myself in the work after the working hours.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>2.</td>
<td>I feel relaxed after the working hours</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>3.</td>
<td>I feel pity when there is no work to do.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>4.</td>
<td>I feel boredom when I do not have any work to do.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>5.</td>
<td>I am fully committed to my job</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>6.</td>
<td>To do work is the best source of recreation for me.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>7.</td>
<td>When the work problem is not solved then I continue to think about that in the home also.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Some times it is difficult for me to have sleep when I think about the job.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
</tbody>
</table>
9. Some times I cut my lunch break period to complete my job.

10. I prepare my self at home to accomplish the work in a better way.

11. I spend my leisure time in job related activities.

12. I get disappointed when my work is not completed.

13. I keep myself engaged in the work without thinking about the happenings with me.

14. I become anxious when the work is not completed.

15. I think about the work at the time of doing it.

16. I leave other important things for my work.

17. In the holidays I also think that my work is not being done.

18. I usually look at the watch for knowing about the time to stop the work.

19. I complete my work even if it takes more than allotted time without any
extra salary.

20. How good a man is can be understood by his quality of work.

21. I get maximum satisfaction from my work.

22. My time flies at the work.

23. The important events of my life are related to my work.

24. I feel frustrated on my failures at the work.

25. There are other important works to me than the present one.

26. Work is every thing for me.

27. Probably I will be continuing on my job even if I have no need of money.

28. Mostly I like to stay at home in comparison to coming for the work.

29. My work is the most important part of my life.

30. I keep myself involved in my work.

31. I escape from taking extra work and responsibility other than the allotted work.
32. In the past I had more interest in my work than the present.
33. There are other things important than this work.
34. Sometimes I would like to blame myself for my faults at work.
35. I do not stay overtime even if some work is left incomplete.
36. I find boredom in my job.
37. I do not think about the work at the time of returning back to home from work.
38. I have chosen suitable job for myself.
39. More money can be earned from some other job.
40. I work only for the money.
41. I am unable to complete my work.
42. I do not think about the job on the holidays.
43. My work is not comfortable.
44. I stop doing my work after the working hours are over.
45. I will not advise for doing this work to any close relative.

46. I do not get disappointed after being unsuccessful.

47. My work is so good that I do not get fatigued even after doing it for longer times.

48. I find any work burdensome.

49. I try to do more than the supervisor expect from me.

50. In spite of several problems I try to complete my work.

51. I try to complete the allotted work even if it takes more time and energy.

52. I try to do my work with full honesty and sincerity.

53. I take any damage to the mine as my own.

54. I feel happiness in completing my work.
Appendix II

**JOB SATISFACTION QUESTIONNAIRE**

**Instructions:** There is a set of questions in this questionnaire which you are required to answer. You should tick mark any one of five response category of (1) strongly agree [SA], (2) agree [A], (3) undecided [U], (4) disagree [D], (5) strongly disagree [SD] which suits you the best. Kindly respond to each item. All information will be kept confidential.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I often feel that my employer will not terminate me if I commit a mistake</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>2</td>
<td>My Job is more varied and less monotonous</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>In the working of my institution my opinion/participation is considered</td>
<td>SA</td>
<td>U</td>
<td>D</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel badly if I do not perform well on my job</td>
<td>SA</td>
<td>D</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I have various avenues open for refreshing my knowledge in my field</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>6</td>
<td>I have often felt that at our institution we have infrequent promotions.</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The respect and regards that people</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td></td>
</tr>
</tbody>
</table>
shown on me is because of the job I hold.

8. Fringe benefits in my institution are fantastic.

9. While working together people discuss with each other and listen to each other in my institution.

10. The most important thing that happens to me is involved with my job.

11. The head of my institution is just the right person for the seat.

12. My present job demands a high degree of accuracy.

13. Drinking water facilities are satisfactory and usually provided at the workplace.

14. I will quit the present job if I am offered another at a higher pay.

15. My institution provides good housing facilities to its employees.

16. I have never felt at ease in the present job as the ways of doing things are rapidly changing.
17. I have faced a situation when undeserving candidate was promoted.

18. Recreational facilities are negligible in my institution.

19. I like and respect my colleagues.

20. I have substantial discretion in scheduling the work and determining the procedures in carrying out work.

21. Since I have joined this institution I have hardly had time to fulfill my various desires due to time constraints.

22. I have to work very hard here if I am to keep my job secure.

23. The activities of my superiors are governed with self-interest.

24. I am contented with the increments that the institution grants us.

25. I have control over the pace of my work.

26. Present job gives me a tremendous sense of accomplishment.
27. I am confident that when the time comes I will be promoted i.e. on the basis of seniority.

28. Present job requires use of different talents which are present in me.

29. I feel that my contribution to the institution is worth while.

30. Canteen and catering facilities are available at appropriate time.

31. I like to go on learning as much as possible about my work.

32. Role expectations in my institution are ambiguous.

33. I often feel that in my institution promotions are based on individual caliber.

34. Compared to the nature of work salary scales here are very poor.

35. Each employee here is assigned has specific place.

36. I seldom watch the clock when I am at office as time passes smoothly.

37. Taking up this job involves on risk.
as it guarantee fair amount of security.

38. I spend quite a lot of my working time in making personal telephone calls.

39. Things are clearly planned before taking action in my institution.

40. I have the liberty to carry on my job without any obstacle.

41. My excellent performance is accompanied with a pat on my back.

42. When Monday morning comes I think longingly of being able to lie in a hospital with a broken leg.

43. Major satisfaction in my life comes from my job.

44. I obtain direct and clear information about the effectiveness of my performance.

45. I often find myself as a disadvantage while working due to lack of technical information.

46. Noise pollution is kept under control here.
47. It would take a sizable raise in pay to get me to accept a different job.

48. I often complete work just for the lack of it.

49. I often day dream about having a better position in the same kind of job.

50. I would advise my child to take up the same kind of work as mine if he had the ability and temperament to do so.

51. I seldom talk about problems pertaining to work with my co-worker.

52. My superiors think that I am unable of doing a good job.

53. I feel blue when something regarding my job goes wrong.

54. I do a job from beginning to end with a visible outcome.

55. I have been absent from work for long vacation in the past year.

56. We have no influence in decision concerning out welfare.
57. During monsoons my room becomes damp and moist.

58. Sense of aimlessness and apathy among top managers precludes any attempt to give firm goals to my institution.

59. I would be happy to do the same job even if I were paid one-third less.

60. Job I feel is a whole way of life.

61. I don’t want to be at the mercy of events. I have to master and control all the things affecting me.

62. Rules and policies are effectively enforced in my institution.

63. Our superiors give us all kind of support at work in my institution.

64. At slack times I commit mistakes in my work as my room is not well lighted.

65. My work has big patches of boredom.

66. As far as company at work is concerned I am like a square peg in
a round hole.

67. Reality does not offer satisfaction; SA A U D SD interactions with other will fail so it is safer to remain distant here.

68. If I am to leave this job. I would SA A U D SD miss the work here the most.

69. Our relationships with superiors are SA A U D SD very cordial.

70. If I leave this job I would miss its SA A U D SD money the most.

71. Pay scales here are in accordance SA A U D SD with seniority.

72. I really perform better when I am SA A U D SD trying to beat others.

73. If I am caught in a conflict between SA A U D SD homes and job my choice always would be home.

74. My job has a substantial impact on SA A U D SD the life work of other people.

75. I joined this job because it seemed SA A U D SD just the right thing for me.

76. I joined the present job because it SA A U D SD was all I could find at that point of time.
77. I often feel responsibility should be shared in my institution.

78. I feel that job is only way to make enough money to keep one self alive.

79. There is an effective body to handle grievances here.

80. In my institution there are others who to an extent, are depending on me to succeed.

81. When my 'BOSS' throws his temper tantrums at me I feel like going on a strike to set him right.

82. We often face problems because there is crowding in our rooms – we are too many people in a room.

83. I am advised on improvement methods in my institution.

84. Monetary rewards are contingent on performance here; this is what I like about my institution.

85. Emphasis is placed on quality performance at my work place.

86. Concentration on work is a tough
task as various noises (working typist, constantly ringing telephones etc.) are very distracting.

87. Lack of charm and sympathy is one SA A U D SD problem with my superiors.

88. I keep my personal life strictly SA A U D SD separate from my work (check with your partner on this)

89. There is a body which provides SA A U D SD feedback to subordinates.

90. The whole frantic irrational SA A U D SD scramble to beat others (professionally) is present in my institution.

91. At slack times I get vague pains SA A U D SD when I am at work.

92. I am well rewarded for my efforts SA A U D SD by my institution

93. I would take a day off my work just SA A U D SD to have fun.

94. If I won or suddenly inherited a SA A U D SD large sum of money, I would take up some kind of work that I have always.
95. I often feel that my job is more than I aspired for.

96. I feel that competition is vital to a successful career.

97. Employee turnover in our institution is very low as the institution plans and policies are adequate.