REVIEW OF RELATED LITERATURE
Chapter 2

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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.