

ON THE NATURE OF JOB INVOLVEMENT:  
AN INQUIRY INTO ITS ANTECEDENT AND CONSEQUENT CONDITIONS

by

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## Abstract

The study undertook to examine empirically the casual influence of certain individual difference factors and situational factors on job involvement and the effect of job involvement on job related effort. In addition, the role of certain individual difference and situational factors as moderators on the above linkage was explored.

A theoretical model was developed with need for achievement, locus of control, job scope and participation in decision making as casual antecedents of job involvement and job related effort as its consequence. The moderator effects of age, education, sex and leader behavior on the above linkage were also studied.

The model hypothesized a positive relationship between job involvement and need for achievement, internal locus of control, job scope, participation in decision making, and job related effort. In addition, the causal linkage was expected to be stronger for: 1. older people, 2. more educated workers, 3. males, and 4. those who function in a leadership climate of high consideration and structure.

Data were gathered from two different groups through structured questionnaires. The pilot sample consisted of employees from organizations in the electronics industry located in the greater Montreal area. The validation sample consisted of people enrolled in the evening program in business administration in the two major anglophone universities in Quebec. All of them held full time jobs. Only anglophone respondents were included in the analysis. The pilot sample size was 139 with a response rate of 47% while the validation sample size was 170 with a response rate of 68%. Convergent and discriminant validation and internal consistency reliability tests indicated that the scales used in this study possessed acceptable psychometric

properties. Path analysis, correlations and subgroup analysis were used to test the various hypotheses generated in this study.

The results offered only moderate support to the causal model originally proposed. The hypotheses suggesting positive relationships between the predictors and the criterion variables were all confirmed. Age, education, sex and leadership behavior failed to moderate the causal linkage in the hypothesized direction. There were no significant moderator effects. Based on the empirical findings, the original model was revised and tested. The results endorsed the validity of the revised model. The implications of the findings were discussed and possible future courses of action outlined.



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Dedicated to

Amma and Appa  
who taught me how to think;

Mama and Mannimma  
who inspired me to pursue excellence;

Chinnanna and Mowli  
who showed me the way.



Every effort to understand destroys the object studied in favor of another object of a different nature; the second object requires from us a new effort which destroys it in favor of a third, and so on and so forth until we reach the one lasting presence, the point at which the distinction between meaning and the absence of meaning disappears: the same point from which we began.

Claude Lévi-Strauss  
in *Tristes Tropiques*

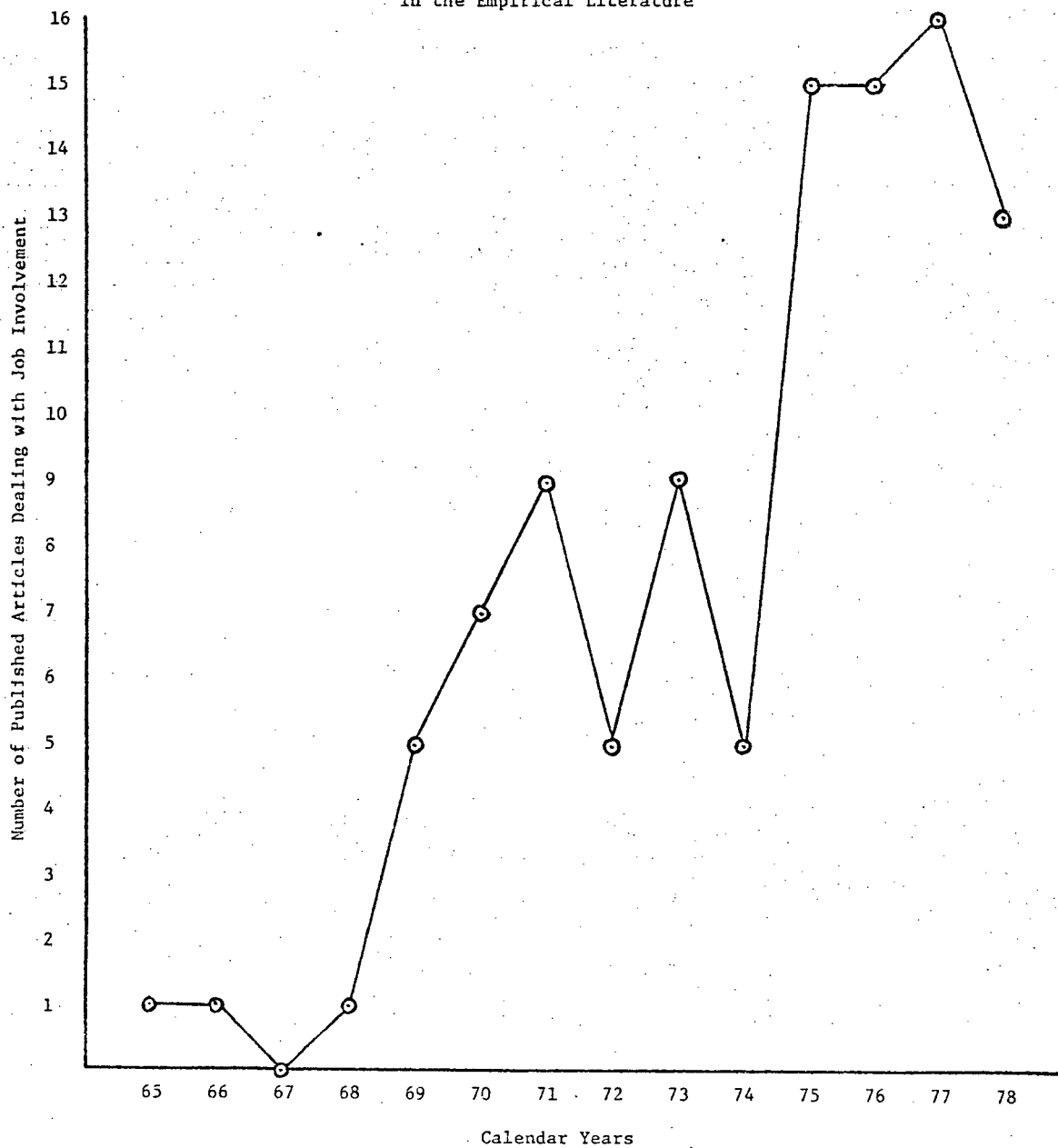
## CHAPTER 1

### INTRODUCTION

It has been recently suggested that we should prepare ourselves for an alarming shortage of managerial resources in the years ahead (Miner, 1973; Miner, 1974). The above forecast coupled with the constraints imposed upon our organizations by the increasing shortage of resources set us thinking about increasing the efficiency of our managerial processes (deWindt, 1975; Moudgill, 1975). The efficiency of managerial processes will come about only with a better understanding of the work related attitudes and their outcomes (Gechman, 1974). This observation sets the stage for the study presently undertaken.

For more than a decade the construct of job involvement has occupied the concerns of scholars in the fields of industrial social psychology and organizational behaviour. The popularity of the construct, as indicated by the interest revealed in the empirical literature, can be seen from Figure 1. It shows the number of empirical articles on job involvement published since 1965 when Lodahl and Kejner (1965) first attempted to define and measure job involvement. The present study was prompted by the increasing interest in the construct and a desire to build a conceptual model identifying the correlates of job involvement that is both parsimonious and meaningful. The definitional aspects of the construct are first examined for any conceptual commonality. The second step is to review the empirical literature dealing with job involvement and summarize the results. Then a brief survey and criticism of the methodological issues follow. The next step is to develop a conceptual model based on the empirical studies reviewed, incorporating the relevant correlates of job involvement. From the model, several hypotheses are generated and instruments are chosen to measure the various constructs detailed in the model. The next section deals with the methods of data

Figure 1  
Interest in the Job Involvement Construct  
in the Empirical Literature



collection and analysis. Finally, the empirical results are presented and their implications are discussed.

### 1.1 Nature of the Construct

The historical beginnings of the construct of job involvement can be traced to Maslow's conception of need hierarchy (Maslow, 1943) wherein he discusses an individual's self esteem needs in the context of work. However, the credits for the explicit recognition of the construct and its original operational definition go to Lodahl and Kejner (1965).

Many have attempted to define job involvement and their definitions appear to include a broad spectrum of ideas. Job involvement was mainly taken to be psychological identification with work and work as a contributor to one's self esteem (Lawler & Hall, 1970; Lodahl & Kejner, 1965; Mansfield, 1972). Allport (1947) defined job involvement as a condition in which the individual engages the "status-seeking motive" in work, while Wickert (1951) stressed the opportunity to make decisions and a feeling of contribution to the organization's success to be the main attributes of job involvement. Bass (1965) added achievement, self determination and freedom to set work pace to Wickert's definition. Slee Smith (1973) suggested that job involvement meant cooperation and commitment, finding significance and achievement in work, and treating work as an outlet for both energy and skill. In addition, he included exercise of judgement, dexterity and the right to make decisions in his definition. Farris (1971) and Wollack, Goodale, Wijting and Smith (1971) assumed aspects of the Protestant Ethic as factors in the definition of job involvement. Some researchers took the position that job involvement was a qualified moderator in the relationship between satisfaction and performance (Katz & Kahn, 1966; Rakich, 1970; Schwyhart & Smith, 1972). Weissenberg and Gruenfeld (1968) termed job involvement a quasi indicator of motivation. Patchen (1970) associated high motivation and a sense of solidarity and pride

in work with job involvement. Similarly, French and Kahn (1962) saw involvement as the extent to which job performance was central to a person where centrality was the degree to which an ability affects self esteem. Siegel (1969) also concurred with the self esteem or self worth idea of job involvement. The concepts of task involvement (d'Amorim & Nuttin, 1972; Drwal, 1973; Friedlander & Margulies, 1969; Trzebinski, 1974), occupational involvement (Faunce, 1959), work role involvement (Girard, 1971; Maurer, 1969), ego involvement (Brichcin & Sledr, 1974; Guion, 1958; Vroom, 1962; Wickert, 1951) and job dedication (Goodman, Rose & Furcon, 1970) also overlap with the importance attached to the job and the self esteem aspects mentioned above.

In most of the above views the common thread appears to be the psychological identification with the job and a sense of self worth or self esteem in the definition of job involvement. The definitions either mention self esteem directly and link it to work or approach the same idea through "status", "achievement", "pride", "self worth", etc. From the foregoing it is logical to conclude that the concept of job involvement has come to mean an individual's psychological identification with work wherein he or she views work as contributory to his or her self esteem. It also became evident by the way many researchers operationalized the construct.

Though it can be seen from the above discussion that many have attempted to define job involvement, serious and systematic work on the conceptual and operational aspects of job involvement is notably absent. As it stands, there does not seem to be much agreement among researchers with regard to the theoretical nature of job involvement. Some suggested that job involvement is a relatively stable personal characteristic (Dubin, 1956; Lodahl & Kejner, 1965; Runyon, 1973) while Vroom (1969) posited that job involvement was subject to variation depending upon situational factors. Lawler and Hall

(1970) expressed the opinion that it was a concept influenced by both personal and situational variables. There has also been disagreement with regard to the multidimensionality of job involvement suggested by Lodahl and Kejner (1965). Lawler and Hall (1970) took the view that job involvement was a unique job attitude and extracted one factor for it from factor analyzing a larger scale, thus indirectly suggesting unidimensionality.

However, in the light of the notion that behavior depends on personality and situational factors, and the argument that attitudes can be linked to behavior provided both of them are measured with the same degree of specificity (Ajzen & Fishbein, 1977; Fishbein, 1967), it is safe to suggest that job involvement is a function of both personality and situational factors. This is also supported by empirical evidence in the literature (Cummings & Bigelow, 1976; Lawler & Hall, 1970).

In summary, it can be said that although the studies cited above appear to cover a broad spectrum of definitions, the convergence seems to be in the direction of the Lodahl and Kejner view that job involvement is one's psychological identification with one's job and perception of the job as contributory to one's self esteem. Hence the present study adopted this definition of job involvement as appropriate for its purpose.

## 1.2 Review of the Literature

A careful survey of the literature revealed some 104 articles of an empirical nature written in the area of job involvement. A detailed summary of the 104 articles dealing with the name of the researchers, the year of publication of that particular research, the terminology used, the instrumentation, the nature of the sample, the validity and reliability information, the analytical techniques used and their findings are presented in Table 1. For the purpose of this review, it is necessary to divide the

Table 1  
Review of Empirical Research

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
1. Wickert (1951)	Ego involvement	Wickert	Women telephone operators of Bell telephone company	Construct validation	-	Descriptive statistics	Ego involvement was inversely related to turnover.
2. Vroom (1962)	Ego involvement	Vroom	Supervisory and non-supervisory employees in an electronics firm and Blue Collar workers in an oil refinery	-	-	Descriptive statistics and correlations	Persons who are ego-involved in their jobs are rated higher in job performance than those who are not ego involved in their job. The relationship between opportunity for self expression in jobs and both job satisfaction and satisfaction with self expression is moderated positively by ego-involvement.
3. Lodahl and Kejner (1965)	Job involvement	Lodahl and Kejner	Engineers, nurses and second year MBA students	Discriminant validation	Split half reliability	Descriptive statistics and correlations	a) Job involvement is a multi-dimensional attitude that can be scaled with adequate but not high reliability. b) Scale items seem to be general over different populations. c) Scale discriminates among groups and has plausible correlations with other variables. d) The 20 item scale developed here has about the same factorial content as job satisfaction for a group of engineers. Age showed a positive relationship with job involvement among nurses but not among engineers. Job involvement was not related to performance.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
4. Davis (1966)	Work involvement	Davis	Federal Government executives	-	-	Descriptive statistics	Executives who worked longer hours are more likely to feel completely or at least greatly involved in their jobs. Also the time worked is positively related to the importance of work in life. Executives with higher rank tend to be more involved. Executives with lower rank tend to be less involved. Executives under 20 years of service are more involved in work. Executives over 20 years of service are less involved in work.
5. Hackman and Porter (1968)	Job involvement	Hackman and Porter	Female service representatives	-	Inter-rater reliability, Spearman-Brown prophecy reliability	Correlations	Expectancy theory predictions were found to relate significantly to ratings of job involvement and effort, company performance appraisals and error and sales data.
6. Friedlander and Margulies (1969)	Task involved self realization	Herzberg, Mausner and Snyderman	Rank and File members of an electronics organization	-	-	Correlation and multiple regression	An employee's satisfaction with his task involved self realization was less dependent upon the particular organizational climate, than was his satisfaction with the interpersonal and social relationships on the job.
7. Goodman, Furcon and Rose (1969)	Job involvement	Lodahl and Kejner	Research scientists and engineers	Convergent discriminant validation	-	Correlation	Job involvement exhibited substantial convergent and discriminatory validity.



Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
8. Maurer (1969)	Work role involvement	Maurer	Bottom and middle level supervisors from manufacturing organizations	-	Test-retest reliability	Descriptive statistics, correlations and multiple regression	The degree of importance assigned to esteem, autonomy and self actualization in work was positively associated with work role involvement for the entire sample. When controlled for levels, the middle level indicated stronger results for the above association. However, the amount of esteem, autonomy and self actualization required on the job was not related to work role involvement among the total sample. When controlled for levels, the middle level indicated small but definite positive relationships between the variables mentioned above. Satisfaction with esteem, autonomy and self actualization dimensions was found to be unrelated to work role involvement while fulfillment of the above dimension yielded a small positive association with work role involvement. Mobility aspirations were positively related to work role involvement.
9. Mukherjee (1969)	Job involvement	Lodahl and Kejner	Indian textile mill workers	-	Kuder Richardson reliability	Descriptive statistics, correlations and multiple correlations	Job involvement was positively related to overall job satisfaction and attitude toward management. It did not show significant relationship with attitude toward supervisor, satisfaction with work, satisfaction with salary, socio-technical environment, intrinsic satisfaction and recognition.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
10. Weissenberg and Gruenfeld (1969)	Job involvement	Lodahl and Kejner	Civil service supervisors	-	-	Descriptive statistics and correlations	Satisfaction with motivator sources was related to increased job involvement; but satisfaction with hygiene sources were unrelated to job involvement. The magnitude of the correlations was not very high.
11. Denhardt (1970)	Worker involvement	Denhardt	Blue collar workers from two organizations dealing with marine supplies and repairs	-	-	Descriptive statistics	More open styles of organizational leadership were found to result in increased worker involvement (as measured by perceived fulfillment).
12. Goodman, Rose and Furcon (1970)	Job dedication	Lodahl and Kejner	Research scientists and engineers	-	-	Correlations	Job dedication (same as job involvement) was not related to job performance.
13. Hall and Lawler (1970)	Job involvement	Lodahl and Kejner	R & D staff	-	-	Correlations	The study suggested that job challenge leads to pressures for quality which in turn leads to job involvement.
14. Hall, Schneider and Nygren (1970)	Job involvement	Lodahl and Kejner	Professional foresters	-	-	Correlations	Autonomy and self actualization needs were positively related to job involvement while security, social and esteem needs of Maslow's need hierarchy were not related to job involvement.
15. Lawler and Hall (1970)	Job involvement	Lodahl and Kejner	Scientists in R & D laboratories	-	-	Descriptive statistics, correlations and factor analysis	Involvement was positively related to self rated effort. The more the job is seen to allow the holder to influence what goes on, to be creative, and to use his skills and abilities, the more involved he will be on his job. Job involvement was not related to performance however.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
16. Mukherjee (1970)	Job involvement	Lodahl and Kejner	Blue collar workers in an Indian textile mill	-	-	Factor analysis and correlations	Job involvement was found to be a separate dimension of job satisfaction. It showed moderate, significant positive correlations with overall job satisfaction.
17. Patchen (1970)	Job involvement	Patchen	All employees of Tennessee Valley Authorities	-	-	Descriptive statistics, multiple correlations and analysis of variance	Those with stronger occupational identification showed greater general job interest in work innovation than people who were less strongly identified with their occupation. Those with stronger occupational identification were less likely to be absent from work than others.
18. Alderfer and Lodahl (1971)	Job involvement	Lodahl and Kejner	Graduate students in Administration	External validity	Spearman Brown reliability	Analysis of variance, Mann-Whitney test and correlations	Students enrolled in a T-group course showed more involvement than those in a Human Relations course. Significant overall changes in job involvement were reported due to exposure to either of the courses. Involvement did not show significant difference between videotape viewing sessions and the other class sessions. There was, however, a change from the laboratory sessions to the tape viewing sessions, with the laboratory sessions being significantly more involving. Involvement showed significant positive relationship to 'here-and-now' behavior, group dynamics and negative relationship to organizational dynamics. It was not significantly related to openness however.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
19. Farris (1971)	Work involvement	Pelz and Andrews	Engineers and scientists from two organizations A & B	-	-	Descriptive statistics, factor analysis and correlations	Turnover was negatively related to work involvement in one organization and not in the other.
20. Gadbois (1971)	Job involvement	Lodahl and Kejner	Female student nurses	-	-	Factor analysis and correlations	Job involvement was found to be a multidimensional concept. Father's occupation, mother's occupation, educational level of respondent compared to his or her brother's or sister's and work competence were found to be positively related to job involvement.
21. Hackman and Lawler (1971)	Job involvement	Lodahl and Kejner	Semi-skilled and skilled employees and supervisors	-	Internal consistency reliability	Descriptive statistics and correlations	The core dimensions of variety, autonomy, task identity and feedback and the interpersonal dimensions of friendship opportunities on the job were positively related to job involvement.
22. Hall and Lawler (1971)	Job involvement	Lodahl and Kejner	R & D staff	-	-	Correlations	Pressure for quality was positively correlated with job involvement which in turn was positively related to a global performance measure.
23. Hall and Mansfield (1971)	Job involvement	Lodahl and Kejner	R & D staff	Construct validity	Internal consistency and test-retest reliability	Correlations	Changes in the organizational environment (organizational stress) over a period of 20 months did not induce any change in the job involvement of the people experiencing the stress.
24. Schneider, Hall and Nygren (1971)	Job involvement	Lodahl and Kejner	Professional foresters	Concurrent validity	Internal consistency	Multiple correlations	Job involvement was positively related to organizational identification. The view that organizational identification is a multiple correlate of self image, job challenge and job involvement received only weak empirical support. Tenure was not related to job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
25. Wollack, Goodale, Wijting and Smith (1971)	Job involvement	Wollack, Goodale, Wijting, and Smith	Employees from all levels of a glass manufacturing organization.	Cross Validation, construct validity	Internal consistency and rest-retest reliability	Descriptive statistics, correlations, factor analysis, discriminant function analysis and canonical regression analysis	Job involvement was found to be positively related to activity, striving and pride and negatively to earnings. It was not related to status. Background variables such as race, occupational level, area of the country from which the respondent came and supervisory level as a group were found to be related to work values of which job involvement was a subscale.
26. Wood (1971)	Job involvement	Lodahl and Kejner	Machine operators, paper packaging plant employees	-	-	Descriptive statistics and correlations	Low involvement people are more satisfied extrinsically as productivity increases. High involvement people are more dissatisfied intrinsically as productivity increases.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
27. Hall and Schneider (1972)	Job involvement	Lodahl and Kejner	Priests, professional foresters and R & D personnel	-	-	Descriptive statistics and correlations	For the R & D sample, satisfaction of affiliation need was negatively related to job involvement while autonomy, self fulfillment, intellectual competence and activity were positively related to it. Satisfaction of security and esteem needs and supportiveness were not related to job involvement. For the forester sample supportiveness, satisfaction of autonomy and self fulfillment needs were positively related while intellectual competence, activity, satisfaction of security, affiliation and other needs were unrelated to job involvement. Such data were not available for the priest sample.
28. Mansfield (1972)	Job involvement	Lodahl and Kejner	Staff and line managers from public and private organizations	-	-	Descriptive statistics and correlations	Job involvement is only related to need satisfaction negatively and need importance positively with respect to self esteem at work. It is not related to any need area out of work.
29. Roman and Trice (1972)	Job involvement	Lodahl and Kejner	White collar clerical workers and blue collar factory workers	-	-	Chi-square analysis	Job involvement was not significantly related to psychiatric impairment.
30. Schwyhart and Smith (1972)	Job involvement	Lodahl and Kejner	Middle managers	Construct validity	Odd-even and split half reliability	Descriptive statistics, factor analysis and correlations	Factor structure of job involvement is occupationally specific. Company satisfaction was positively related to job involvement. Age had a low positive relationship with job involvement. Neither number of reported promotions nor company tenure was related to job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
31. Wood (1972)	Job involvement	Lodahl and Kejner	Paper packaging plant employees	-	-	Descriptive statistics, correlations and factor analysis	Low involvement accentuated association between job satisfaction and the decision to participate in the organization. High involvement enhanced decisions to produce. Both were supported for females only.
32. Gadbois (1973)	Job involvement	Lodahl and Kejner	Female nurses	-	-	Factor analysis and correlations	The multidimensional notion of job involvement was found invalid. However the perception of job involvement underwent a change over time. The training environment and social origin were not related to job involvement. This is a longitudinal study.
33. Gannon and Hendrickson (1973)	Job involvement	Lodahl and Kejner	Working wives employed as clerks or office workers in retail organizations	-	-	Factor analysis and correlations	Job involvement was positively and significantly related to the overall index of job satisfaction in addition to work, supervision and people dimensions of job satisfaction.
34. Lawler, Hackman and Kaufman (1973)	Job involvement	Lodahl and Kejner	Directory assistance operators	-	-	Correlations	Job enrichment of telephone directory assistance operators' jobs through increased autonomy in decision making and variety failed to increase the job involvement of the operators.
35. Ridley (1973)	Job involvement	Ridley	Female teachers and their husbands	-	Item analysis	Measures of association	For both married men and women high job involvement resulted in a somewhat poor marital adjustment. There was weak support of the notion that the couple with low job involvement shows a higher degree of marital adjustment than any other combination of job involvement among the spouses.
36. Ruh, Johnson and Scontrino (1973)	Job involvement	Lodahl and Kejner	Manufacturing employees from Scanlon plan units	-	Item analysis, and internal consistency	Descriptive statistics, correlations and analysis of variance	Participation in Scanlon plan and in decision making were positively related to job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
37. Runyon (1973)	Work involvement	Lodahl and Kejner	Hourly employees in a chemical plant	Correlational validity	Split half reliability	Descriptive statistics, analysis of variance and Neuman-Keuls test	Internals exhibit significantly more job involvement than externals under both participatory and directive supervision. Job involvement tends to be greater under participatory management than under directive management, but the differences are not statistically significant.
38. Siegel and Ruh (1973)	Job involvement	Lodahl and Kejner	Blue and white collar employees from manufacturing organizations	-	Internal consistency reliability	Correlations	Job involvement is positively correlated with participation in decision making, community size and negatively with turnover and insignificantly with education & performance. Age did not correlate significantly with job involvement.
39. Torbert and Rogers (1973)	Job involvement	Torbert and Rogers	Blue collar workers in manufacturing and processing organizations	-	Rate-rerate (a form of test-retest reliability)	Descriptive statistics and correlations	Job mobility is perfectly and significantly related to job involvement, positively.
40. White and Ruh (1973)	Job involvement	Lodahl and Kejner	Workers and managers from manufacturing organizations	-	Internal consistency reliability	Correlations	Personal values did not show any moderating effect on the relationship between participation in decision making and job involvement either for blue collar workers or for managers.
41. Buchanan (1974)	Job involvement	Lodahl and Kejner	Business and government executives	-	Internal consistency reliability	Correlations and multiple regression	Job involvement was found to be a dimension of organizational commitment where the other dimensions were organizational identification and organizational loyalty. Job involvement was significantly related to the above dimensions. It had been reported that personal importance, early group attitudes toward organization, organizational dependability, organizational commitment norms, early job challenge, current group attitudes toward organization and peer group cohesion were all related to organizational commitment.



Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
42. Lefkowitz (1974)	Job involvement	Lodahl and Kejner	Male police personnel	-	-	Correlations	Age and family size were negatively related to job involvement while education was positively related to job involvement. Further command personnel were more involved in their jobs as compared to patrolmen.
43. Thamhain and Gemmill (1974)	Project involvement	Patchen's Motivation Scale	Project managers and project personnel in the electronic industry	-	-	Descriptive statistics and correlations	Superiors' use of authority as a measure of influence was negatively related to subordinates' work involvement whereas job challenge as a means of influence was positively related to work involvement. Other means of influence such as salary, promotion, future work assignment, coercive power, friendship and expert power showed no relationship with work involvement. The superior's performance was positively related to subordinate's work involvement.
44. Waters, Roach and Batlis (1974)	Job involvement	Lodahl and Kejner	Radio and television station employees	-	-	Correlations	Organizational climate dimensions such as work autonomy and an employee centered orientation were positively related to job involvement. Other dimensions such as effective organizational structure, close, impersonal supervision, and an open, challenging environment did not show any significant relationship with job involvement. The different relationships obtained between the climate dimensions and job involvement and intrinsic motivation respectively supported the reported difference between the above variables.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
45. Wood (1974)	Job involvement	Lodahl and Kejner	Paper workers	-	-	Descriptive statistics, factor analysis and correlations	High involved people, more intrinsically oriented towards their job, did not manifest satisfactions commensurate with company evaluations of performance; they depended more on intrinsic rewards. Low involved employees were more extrinsic in orientation and experienced gratifications more in line with company performance assessments due to their greater dependence on extrinsic rewards.
46. Aldag and Brief (1975a)	Job involvement	Lodahl and Kejner	Employees of a correctional institution	-	-	Descriptive statistics and correlations	Education was negatively related to job involvement. Tenure, skill variety, task identity, task significance, autonomy, feedback from the job, general satisfaction with supervision, satisfaction with co-workers, satisfaction with pay and satisfaction with promotional opportunities were positively correlated with job involvement. Tenure, area of socialization, congruence with need strength moderated the relationship between task characteristics and job involvement significantly. However, authoritarianism and education were not found to moderate the above relationship significantly.
47. Aldag and Brief (1975b)	Job involvement	Lodahl and Kejner	Hourly employees in a manufacturing organization	-	-	Correlations and factor analysis	Neither pro Protestant ethic nor non Protestant ethic were found to be related to job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
48. Brief and Aldag (1975)	Job involvement	Lodahl and Kejner	Employees of a correctional institute	-	-	Descriptive statistics and correlations	Task characteristics such as variety, autonomy, task identity and feedback were positively related to job involvement. However, when higher order need strength was used as a moderator in the above relationships, it was observed that the correlations were significant only for people with high higher order need strength. Also, it was found that the product of the above task characteristics was positively related to job involvement for both high and low higher order need strength groups.
49. Bruns and Waterhouse (1975)	Involvement	Measured by time spent on budget related activities (Behavioral Measure)	Managerial employees from service and manufacturing industries	-	-	Descriptive statistics, factor analysis, correlations and partial correlations	Organizational structuring activities and concentration of authority were not found to be related to involvement. However, perceived control in the organization was found to be positively related to involvement.
50. Gechman, and Wiener (1975)	Job involvement	Lodahl and Kejner	Female elementary school teachers from a quality suburban school system	-	-	Descriptive statistics and correlations	Devoting personal time to work related activities was positively associated with job involvement. Mental health was not related to job involvement. Age, marital status and years of teaching experience did not yield any significant relationships with job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
51. Hall and Mansfield (1975)	Job involvement	Lodahl and Kejner	Engineers and scientists from research and development organizations	-	-	Descriptive statistics, correlation and analysis of variance	The study was conducted on a longitudinal basis. Job involvement was found to increase monotonically with age. Seniority was not significantly related to job involvement.
52. Herman, Dunham and Hulin (1975)	Job involvement	Lodahl and Kejner	Employees from all levels in a printing company.	Cross validation	Kuder-Richardson reliability	Descriptive statistics, correlations, canonical correlation and part canonical correlations	Satisfaction with work, promotion, pay, supervision and co-workers, consideration, focus and experienced motivation, interpersonal behavior contingencies and job satisfaction in general were positively related to job involvement while initiating structure and task contingencies were negatively related to job involvement. In addition, it was reported that organizational structure characteristics explained a greater proportion of variance compared to demographic characteristics in employee responses of which job involvement was one.
53. Jones, James and Bruni (1975)	Job involvement	Lodahl and Kejner	Civil service and military employees of a U.S. Army corps of Engineers District office	-	-	Descriptive statistics and correlations	Job involvement was positively related to certain demographic variables such as age years in the district, pay grade and years in the pay grade. Years of education and highest degree obtained were not related to job involvement. When used as a moderator, the high job involvement sample tended to have significantly lower correlations between confidence and trust and leadership. Leader behavior as such was not related to job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
54. Kanungo, Misra and Dayal (1975)	Job involvement	Lodahl and Kejner	Non-supervisory staff, lower and middle management people from an organization in India	-	-	Descriptive statistics, analysis of variance and correlation	High involved employees as compared to low involved employees attached greater importance to safety and self actualization needs and lesser importance to physiological and social needs. With respect to the patterns of need strength the high and low involved employees did not differ. The high involvement group consisted of people, a greater number of whom were married, had more job experience, and more income compared to the low involvement group.
55. Mannheim (1975)	Work Role Centrality	Mannheim	Males from different occupational and age groups in India	Face validity	Internal consistency	Descriptive statistics, factor analysis, correlations and analysis of variance	'Job involvement' and 'work role centrality' are used interchangeably in this research. Orientals exhibited lower work centrality scores compared to occidental samples. Education, occupational hierarchy and employment status were positively related to work centrality while age did not show any significant relationship with it. Centrality was also found to be related to intrinsic, material, social and hygienic rewards regardless of the importance assigned to these rewards.
56. Mitchell, Baba and Epps (1975)	Job involvement	Lodahl and Kejner	Unskilled, skilled and supervisory personnel from an automobile plant in Canada	-	-	Descriptive statistics, factor analysis and correlations	A low but significant negative correlation was obtained between central life interest and job involvement. Age, levels of occupation, and company tenure did not correlate significantly with job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
57. Newman (1975)	Job involvement	Lodahl and Kejner	Insurance company employees	-	-	Discriminant analysis and canonical correlations	Organizational structure variables influence job attitude (job involvement) more strongly than personal background variables and the relationship is moderated by perception of the work environment. Age, education, tenure, number of dependents, hierarchical level, department, work group, job satisfaction, supervisory style, task characteristics, employee motivation and employee compliance were positively related to job involvement while sex, pressure to produce and perceptions of work space were negatively correlated with job involvement. Performance reward relationship, relationship with co-workers, equipment-people arrangement, decision making policy and job responsibility were found to exhibit no relationship with job involvement. Among the above strong relationships were exhibited

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
58. Ruh, White and Wood (1975)	Job involvement	Lodahl and Kejner	Rank and file and management personnel from six midwestern manufacturing organizations	Construct validation	Internal consistency	Correlations and multiple regression	Job involvement may be affected both by individual differences brought to the job and by characteristics of the job situation. Job involvement may not be an appropriate variable for moderating the relationships between job characteristics and employee responses to the job. Geographic background, section of town, type of schooling, books around home, geographic mobility, skill level of father's occupation, frequency of church attendance, importance of religion, church activity during youth. Values such as ambition, capability, responsibility and accomplishment, participation in decision making, identification with the organization and motivation were positively related to job involvement. Urban vs rural background, urban vs rural residence, industrialization of hometown, values such as independence, freedom and participation were negatively related to job involvement. Respondents' education, parents' education, values such as imagination, self control and equality were unrelated to job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
59. Schuler (1975)	Job involvement	Lodahl and Kejner	Employees of a large manufacturing firm	-	Internal consistency	Factor analysis, correlations and multiple regression	Job involvement was positively related to job satisfaction but not with either performance or effort. Employees with low job involvement had more extreme reactions to organizational phenomena than did employees with high job involvement. Individual variables such as age, ability to leave the organization, relevant education and perceived participation in decision making were found to be related to job involvement. Organizational variables such as participatory leadership, role ambiguity and task repetitiveness were also found to be related to job involvement. The direction of the relationships was not reported.
60. Steers (1975)	Job involvement	Lodahl and Kejner	Female first-level supervisors	-	-	Correlations	Age and need for achievement were positively related to job involvement. Job involvement was positively related to performance for people with a high need for achievement. For low need achievement people such a relationship did not exist.
61. Baba and Jamal (1976)	Work involvement	Baba and Jamal	Blue collar workers	Construct validity	Internal consistency	Factor analysis and correlations	Company satisfaction, company commitment and work involvement were related positively to each other whereas education was negatively related to work involvement. Female employees were more involved in their job than their male counterparts. Marital status, income and experience showed no relationship to job involvement.



Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
62. Beyer and Lodahl (1976)	Personal motivation at work	Lodahl and Kejner	University faculty and administrators	-	-	Descriptive statistics, factor analysis and regression	No difference in job involvement was observed among people in different fields of academia.
63. Brief, Aldag and Wallden (1976)	Job involvement	Lodahl and Kejner	Police officers	-	-	Correlations and factor analysis	Initiating structure was found to positively correlate with job involvement while consideration did not show any significant relationship.
64. Cleland, Bass, McHugh and Montano (1976)	Job involvement	Lodahl and Kejner	Registered nurses	-	-	Descriptive statistics and factor analysis	Education, level of position, employment status, financial need were related positively to professional attitude of which job involvement was a subscale. However, the magnitude of the relationships was small but significant.
65. Cummings and Bigelow (1976)	Job involvement	Lodahl and Kejner	Blue collar workers	-	-	Factor analysis	The Lawler and Hall (1970) findings were replicated for a blue collar sample. They found job satisfaction, intrinsic motivation and job involvement distinct job attitudes. Relationships among the above three were not reported.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
66. Hall and Hall (1976)	Work involvement	Lodahl and Kejner	Public primary school students	-	Internal consistency	Path analysis and zero order correlations	<p>This is a longitudinal study. Job involvement was positively related psychological success, support and self image for both time periods. The strength of relationship between job involvement and self image was significantly higher for organizations characterized by a highly supportive climate compared to an organization with a low supportive climate. However, the above difference was significant for the initial time period only. Job involvement was also positively related to goals in both time periods but only for organizations characterized by a low supportive climate. Path analysis supported the following models:</p> <p>1. For the high support organization; Performance<sub>2</sub> → Goals<sub>1</sub> → support<sub>1</sub> → Self Image<sub>1</sub> → Involvement<sub>1</sub> → Goals<sub>2</sub></p> <p>2. For the lower support organization; Self Image<sub>1</sub> → Success<sub>2</sub> → Support<sub>1</sub> → Goals<sub>1</sub> → Involvement<sub>1</sub> → Goals<sub>2</sub></p>
67. Hollon and Chesser (1976)	Job involvement	Lodahl and Kejner	College professors	-	Internal consistency	Descriptive statistics and correlations	<p>Cognitive dissonance and job tension were negatively related to job involvement while job satisfaction was positively related to it.</p>

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
68. Hollon and Gemmill (1976)	Job involvement	Lodahl and Kejner	Male and female professors	-	Internal consistency	Descriptive statistics	Female professors were less involved in their jobs as compared to their male counterparts. Though not all the findings were statistically significant, they were all in the predicted direction.
69. Kimmons and Greenhaus (1976)	Job involvement	Lodahl and Kejner	Mixed sample of managers	-	-	Descriptive statistics and correlations	Locus of control did not moderate significantly the relationship between job involvement and job satisfaction. However, internals were found to be more job involved than externals.
70. Mathews and Krantz (1976)	Job involvement	Jenkins activity survey for health Prediction form B	Monozygotic and dizygotic twins	-	-	Correlations	No evidence was found for the hypothesis that job involvement was genetically determined.
71. Saleh and Hosek (1976)	Job involvement	Lodahl and Kejner other instruments	Undergraduates and salesmen	-	Internal consistency and test-retest reliability	Factor analysis	Job involvement was found to be a multidimensional concept containing cognitive, affective and behavioral components namely central life interest, self esteem and active participation.
72. Schuler (1976)	Job involvement	Lodahl and Kejner	Manufacturing employees from all levels in the organization.	-	Internal consistency	Analysis of variance	Task repetitiveness was negatively related to job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
73. Steers (1976)	Job Involvement	Lodahl and Kejner	Female first level supervisors in a public utility firm	-	-	Correlations	Task-goal characteristics such as participation, goal difficulty and goal specificity, need for job satisfaction, achievement, need for affiliation, were positively related to job involvement while feedback, peer competition and need for autonomy were unrelated to it. When need for achievement was used to moderate the above relationship, it was found that peer competition and goal difficulty were positively related to job involvement for the high nAch group and unrelated for the low nAch group. When need for affiliation was used to moderate the above relationship, it was found that goal difficulty was positively related to job involvement for the high nAff group and unrelated for the low nAff group. Need for autonomy was not found to be a significant moderator of the relationship between task-goal attributes and job involvement.
74. Steers and Braunstein (1976)	Job involvement	Lodahl and Kejner	Hospital employees from all levels	-	-	Correlations	Need for achievement was positively related to job involvement. Need for affiliation, need for autonomy and need for dominance were not related to job involvement.
75. Stone (1976)	Job involvement	Wollack, Goodale, Wijting and Smith	Nonmanagerial workers	-	-	Partial correlations	Job involvement failed to moderate the relationship between job scope and satisfaction with work itself.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
76. Brief and Aldag (1977)	Job involvement	Lodahl and Kejner	Production workers	-	-	Descriptive statistics and correlations	Job involvement is not a significant moderator of the relationship between leader behavior and general satisfaction as well as supervisory satisfaction. However, job characteristics such as variety, task identity, task significance, autonomy, feedback from job, feedback from agents and dealing with others were significantly correlated with job involvement.
77. Chatterjee and Ganguly (1977)	Job involvement	Lodahl and Kejner	Middle and bottom level managerial personnel in an Indian engineering firm	-	-	Descriptive statistics and correlations	Managerial level and work related concepts were positively related to job involvement.
78. Cummings and Manring (1977)	Self evaluative involvement	Shepard	Male blue collar workers	-	-	Factor analysis and correlations	Self evaluative involvement was negatively related to effort and performance on the job.
79. Feldman (1977)	Job involvement	Lodahl and Kejner	Hospital employees	-	Spearman-Brown reliability, and internal consistency	Descriptive statistics, partial correlations and analysis of variance	Process variables such as anticipatory socialization, accommodation, and role management did not show any significant relationship with job involvement.
80. Gardell (1977)	Job involvement	Gardell	Process, mass production and batch workers	-	-	Descriptive statistics and analysis of variance	The relationship between job involvement and desire for increased influence in decision making was moderated by the discretion and skill level of the job. People who were highly job involved and whose job had a higher discretion and skill level expressed greater desire for increased influence in decision making as compared to those whose jobs had a lower level of discretion and skill.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
81. Hall and Foster (1977)	Job involvement	Lodahl and Kejner	University students	-	-	Path analysis and cross lagged correlations	Effort, psychological success and self esteem were significant and positive predictors of job involvement. Goals and performance did not show any significant relationship with job involvement. This was a longitudinal study.
82. Ivancevich and McMahon (1977)	Goal setting involvement	Ivancevich and McMahon	Electronics technicians	-	Internal consistency	Descriptive statistics, factor analysis and correlations	Involvement in setting goals were related positively to goal commitment and job tenure. It was not related to age, tenure with the goal setting program, education, higher order need strength, task-goal effort and performance.
83. Jones, James, Bruni and Sells (1977)	Job involvement	Lodahl and Kejner	Enlisted men in United States navy	-	Internal consistency	Descriptive statistics and correlations	Black enlisted men exhibited a higher degree of job involvement as compared to white enlisted men. Job involvement was found to be related positively to organizational climate dimensions such as challenge, professional and organizational esprit for both white and black samples and was not related to conflict and ambiguity and leadership facilitation. In the case of black enlisted men, job involvement was related positively to job standards and for the white sample it was positively related to cooperation, friendliness and warmth.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
84. La Rocco, Pugh and Gunderson (1977)	Job involvement	Lodahl and Kejner	Enlisted men in United States Navy	Cross validation	-	Discriminant function analysis	Among navy men who were eligible, significant differences were observed in job involvement between those who enlisted and those who did not. Significant differences in job involvement also existed between those who enlisted and those who were not recommended for enlistment or who were prematurely separated from service. No significant differences were observed in job involvement between those who were eligible but did not register and those who were not recommended for re-enlistment.
85. McKelvey and Sekaran (1977)	Job involvement	Patchen	Scientists and engineers in the aerospace industry	Discriminant Validation	Internal consistency	Multiple regression and correlations	Age, decentralization, innovation interest, job challenge, stress, opportunity to work on difficult problems were found to be significant predictors of job involvement and positively related to it while confrontation of task conflict, local role expectation and local orientation were also found to be significant predictors of job involvement but were negatively related to it. The predictors of job involvement showed different patterns when the sample was split into managerial and non managerial groups and also when the non managerial sample was further subdivided into engineering and science majors. For a sample of engineers, idealism - cynicism, anomie and active - passive orientation appeared to moderate the relationship between the above said predictors and job involvement.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
86. Mirvis and Lawler (1977)	Job involvement	Michigan Assessment of Organizations	Bank tellers	-	-	Descriptive statistics and correlations	In this study, organizational involvement was referred to as job involvement. The above confusion notwithstanding, organizational involvement was negatively related to turnover. It did not show significant relationship with absenteeism or error on the job (shortages). The study was a longitudinal one.
87. Rabinowitz, Hall and Goodale (1977)	Job involvement	Lodahl and Kejner	Mixed sample of Canadian government employees	-	Internal consistency	Multiple regression and analysis of variance	Both individual differences and job scope contribute equally to the prediction of job involvement. There was no significant interaction effect among the predictors. Growth need strength, length of service, job scope, Protestant ethic and age were positively related to job involvement while sex was negatively related to it. Marital status, education and locus of control were not significantly related to job involvement.
88. Rousseau (1977)	Job involvement	Patchen	Production workers	-	-	Factor analysis, canonical correlation and multivariate analysis of variance	The type of technology affects job involvement. Job characteristics such as variety, task identity, task significance, autonomy, feedback from job, feedback from agents, dealing with others and learning were positively related to job involvement. Alienation and job satisfaction were negatively and positively related to job involvement respectively.



Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
89. Schuler (1977)	Job involvement	Lodahl and Kejner	Public utilities employees	-	Internal consistency	Descriptive statistics, factor analysis and correlations	Job involvement was positively related to growth need strength, motivating potential, job skill, job significance, feedback, satisfaction and internal work motivation and was not related to autonomy and identity. Job involvement significantly moderated the motivating potential - satisfaction with work and general satisfaction relationships but failed to moderate the relationship between motivating potential and internal work motivation.
90. Schuler, Aldag and Brief (1977)	Job involvement	Lodahl and Kejner	Mixed sample of nurses, manufacturing, public utility and hospital workers	-	Internal Consistency	Factor analysis and correlations	Role conflict and role ambiguity were negatively related to job involvement.
91. Wiener and Gechman (1977)	Job involvement	Lodahl and Kejner Dubin, Morse and Weiss, Vroom	Female elementary school teachers	-	-	Correlations	Job involvement was found to be positively related to work commitment behavior.
92. Abdel-Halim (1978)	Job involvement	Lodahl and Kejner	Managerial Personnel from the heavy equipment manufacturing industry	-	Spearman-Brown reliability	Descriptive statistics, correlations, factor analysis and multiple regression	Job involvement was negatively related to role ambiguity. It was not related to either role conflict or role overload.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
93. Beehr and Gupta (1978)	Job involvement	Patchen	Mixed sample of both managerial and nonmanagerial validation employees	Convergent and discriminant	-	Correlations	Job involvement was found to be negatively related to absenteeism, turnover and tardiness.
94. Bigoness (1978)	Job involvement	Lodahl and Kejner	University faculty	-	Spearman-Brown prophecy formula	Regression and correlation	Job involvement was negatively related to attitude toward collective bargaining. Job involvement was positively related to satisfaction with work, satisfaction with promotions, and salary. No significant relationships were observed between job involvement and locus of control, age, satisfaction with pay, satisfaction with co-workers, and satisfaction with supervision.
95. Dunne, Stahl and Melhart (1978)	Work involvement	Patchen motivation scale	Project managers and project personnel in a United States Air Force organization	-	Internal Consistency	Descriptive statistics and correlations	The sources of influence used by managers exhibited no significant relationship with work involvement.
96. Hall, Goodale, Rabinowitz and Morgan (1978)	Job involvement	Lodahl and Kejner	First line supervisors in a Canadian government department.	-	Internal consistency	Correlations	Job changes were positively related to job involvement. Job involvement was positively related to perceived effort, perceived performance, psychological success, work satisfaction, higher order need strength and job stimulation. Job change over time and departmental change over time were found to affect job involvement. Job involvement was also found to decrease over time. This is a longitudinal study.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
97. Hoiberg and Berry (1978)	Involvement	Insel and Moos	Enlisted men in the United States Navy	Cross validation	-	Descriptive statistics, analysis of variance, multiple regression and correlations	Expectations of involvement as well as perceived involvement made significant contributions to the prediction of effectiveness. This is a longitudinal study.
98. Koch and Steers (1978)	Job attachment	Koch and Steers	Entry level non managerial employees in the public sector	-	Internal consistency	Descriptive statistics and zero-order, partial and multiple correlations	Job attachment was negatively related to turnover and was a more effective predictor of turnover than overall satisfaction. Individual characteristics such as age, tenure, pay, education and sex were more strongly related to job attachment than were job characteristics such as autonomy, variety and responsibility. Age, tenure and pay were positively related to job attachment while education and sex showed negative relationships. Autonomy and responsibility showed positive relationships while variety was not related to job attachment. However, after partialling out, autonomy was the only job characteristic that showed significant positive relationship with job attachment whereas the individual characteristics were more stable.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
99. Mannheim and Cohen (1978)	Work role	Mannheim	Male members of the labor force in Israel	-	Internal consistency	Descriptive statistics and stepwise multiple regression	Education, employee status, intrinsic and material rewards, perceptions of rewards being greater than investments, satisfaction, expectations and achievement orientation were found to be important predictors of work role centrality. The degree of work role centrality was also found to vary from occupation to occupation in a significant way.
100. Parasuraman and Alutto (1978)	Job involvement	Lodahl and Kejner	Employees of a food processing company	-	Internal consistency	Multivariate analysis of variance and path analysis	Job involvement was a negative predictor of role frustration.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
101. Saal (1978)	Job involve- ment	Lodahl and Kejner	Blue and white collar employees of a metal manu- facturing com- pany	Cross validation	Odd-even reliability	Descriptive statistics, multiple regres- sion, multiple discriminant function analysis and correlations	Age, job characteristics such as variety, autonomy, task identity, feedback and the necessity of dealing with others, job satis- faction, achievement motivation and Protestant work ethic endorse- ment were positively related to job involvement while sex, educa- tion and absenteeism were negatively related to it. Marital status, num- ber of dependents, number of other family wage earners, race, religious preference, community type, friend- ship opportunity, supervisory re- sponsibility, tenure with company, tenure at current job, salary, higher order needs and performance were unrelated to job involvement. Situational predictors seemed to explain a larger proportion of the variance in job involvement than personal, demographic variables. Personal psychological variables were also found to be better pre- dictors of job involvement when compared to personal demographic variables.
102. Stevens, Beyer and Trice (1978)	Job involve- ment	Lodahl and Kejner	United States federal govern- ment employees	-	-	Descriptive statistics, correlations and multiple regression	Job involvement was positively related to age, attitude toward change, educa- tion, level in the organization, pro- motion, and organizational commitment. It showed no relationships with sex, overload, years in the organization, years in position, skill level, per- formance, technical promotion, organ- izational size, presence of unions, percent of supervision, centralization and commitment to federal service. Job involvement was also found to be a strong positive predictor of organizational commitment.

Researchers	Variable Name	Instrument	Sample	Validity	Reliability	Statistical Technique	Results
103. White, (1978)	General affective response to the job	Combination of Lodahl and Kejner Patchen	Manufacturing employees	-	Internal consistency	Correlations	Participation in decision making was positively related to general effective response to the job of which job involvement forms a part. It was found that the above relationship was stronger for 1) persons who attached high importance to the value "social integration", 2) persons who carried more life insurance, 3) persons with more tenure, 4) persons who attached low importance to the value "national security", 5) persons who attached high importance to the value "capable", 6) persons who attached low importance to the value "obedient", 7) persons who infrequently attend religious services and 8) persons who have had a greater number of previous full time jobs. However, the overarching conclusion is that moderating effects tend to be situation specific and do not generalize across situations.
104. Zultowski, Arvey and Dewhirst (1978)	Commitment and involvement	Campbell and Beatty - organizational climate scale	Scientists and engineers	-	Internal consistency	Descriptive statistics, factor analysis and correlations	The relationship between feedback and evaluation that subordinates receive in an MBO program and a) overall satisfaction and b) intrinsic satisfaction was found to be stronger for people with a high degree of commitment to and involvement in the job compared to those with a low commitment and involvement.

variables that are studied in association with job involvement into three broad categories; individual difference factors, situational factors and the conventional outcome variables of organizational behavior. The specific variables that appear in the literature are shown in Table 2.

While it is possible to discuss each variable shown in Table 2 in terms of its relationship to job involvement, it is felt that such an exercise would be somewhat repetitious given the information in Table 1. Furthermore, many of the variables appeared only in one or two studies. Hence it has been decided to use the Rabinowitz and Hall review (1977) as a heuristic device to isolate variables of importance for greater elaboration. Among individual difference factors, age, education, sex, locus of control, tenure, community size, Protestant Ethic, higher order needs, and marital status will be considered. With regard to situational factors, job scope, participation in decision making, job level, leader behavior, and social factors will be discussed. Among the outcome variables, job satisfaction, effort, performance, turnover, absenteeism and success will be dealt with. Here, effort, which was not in the Rabinowitz and Hall (1977) review, is included owing to its strong theoretical connections with job involvement as well as the empirical evidence supporting its importance.

### 1.2.1 Individual Difference Factors

1.2.1.1 Age: There were 21 studies examining the relationship between age and job involvement of which 11 showed a positive relationship between the two variables (Hall & Mansfield, 1975; Jones, James & Bruni, 1975; Koch & Steers, 1978; Lodahl & Kejner, 1965 - for nurses only; McKelvey & Sekaran, 1977; Newman, 1975; Rabinowitz, Hall & Goodale, 1977; Saal, 1978; Schwyhart & Smith, 1972; Steers, 1975a; Stevens, Beyer & Trice, 1978). Among the rest, one study (Lefkowitz, 1974) reported a negative relationship while nine others found no relationship between age and job involvement (Bigoness, 1978; Gechman

Table 2

Variables in Job Involvement Research

<u>Individual Difference Factors</u>	<u>Situational Factors</u>	<u>Outcome Variables</u>
1. Age	1. Job characteristics	1. Effort
2. Sex	2. Structure	2. Performance
3. Education	3. Technology	3. Satisfaction
4. Marital Status	4. Participation in decision making	4. Motivation
5. Marital adjustment	5. Organizational climate/environment	5. Absenteeism
6. Race	6. Job/organizational change	6. Turnover
7. Experience	7. Organizational socialization	7. Tardiness
8. Community size/type	8. Leadership	8. Alienation
9. Family size	9. Promotions	9. Work commitment behavior
10. Mobility	10. Organizational Control	10. Organizational Commitment
11. Career Pattern Orientation	11. Work group	11. Goals
12. Income/Salary	12. Organizational dynamics	12. Effectiveness
13. Religion	13. Role conflict/ambiguity	
14. Father's occupation	14. Stress	
15. Parents' education	15. Performance-reward relationship	
16. Number of dependents	16. Attitude toward collective bargaining	
17. Locus of control	17. Job level/status	
18. Need for achievement		
19. Need for Power		
20. Need for affiliation		
21. Need strength/fulfillment		
22. Psychological success		
23. Central life interest		
24. Mental health		
25. Self image		
26. Competence		
27. Activity		
28. Values		
29. Genetic influence		
30. Cosmopolitan-local orientation		



& Wiener, 1975; Gurin, Veroff & Feld, 1960; Ivancevich & McMahon, 1977; Lodahl & Kejner, 1965 - for engineers only; Mannheim, 1975; Mannheim & Cohen, 1978; Mitchell, Baba & Epps, 1975; Torbert & Rogers, 1973). Schuler (1975) indicated some form of relationship between job involvement and age but did not provide any information regarding the magnitude and direction of that relationship. The above studies covered a variety of samples, the details of which are provided in Table 1. As pointed out by Baba (1976) and Rabinowitz and Hall (1977) the evidence seems divided between studies that showed no effect of age on job involvement and those that indicated that job involvement increased as one advanced in age. The above state of affairs points toward two directions for future research. One direction would be to conduct longitudinal studies to ascertain the change in job involvement over years for the same group of respondents. Another possibility would be that different subsets of respondents might present different relationships between job involvement and its predictors which could be better understood through the use of age as a moderator variable in the study of job involvement.

1.2.1.2 Education: Among the 18 studies investigating the relationship between education and job involvement, seven reported a positive relationship (Cleland, Bass, McHugh & Montano, 1976; Gadbois, 1971; Gurin, Veroff & Feld, 1960; Lefkowitz, 1974; Mannheim, 1975; Newman, 1975; Stevens, Beyer & Trice, 1978), four found a negative relationship (Aldag & Brief, 1975b; Baba & Jamal, 1976; Koch & Steers, 1978; Saal, 1978) and five showed no relationship (Ivancevich & McMahon, 1977; Jones, James & Bruni, 1975; Rabinowitz, Hall & Goodale, 1977; Ruh, White & Wood, 1975; Siegel & Ruh, 1973). Mannheim and Cohen (1978) found that education had a curvilinear effect on job involvement. They reported that an incomplete higher education had a tendency to reduce involvement and a complete university training enhanced it relative to a high school education. The study by Schuler (1975) suggested that the above

variables were related but did not report either the magnitude or direction. As in the case of age, the nature of the relationship between education and job involvement varied from sample to sample. The strength of the relationships was also rather weak. One reason might be that the above situation was due to the restriction in the range of education level in any particular sample. Another possible reason would be that the role of education might be sample specific, in which case it could be tested as a moderator for different subgroups in order to ascertain the part played by education in job involvement research.

1.2.1.3 Sex: A total of seven studies considered the relationship between sex and job involvement and five of them reported that males were more involved in their job than females (Hollon & Gemmill, 1976; Koch & Steers, 1978; Newman, 1975; Rabinowitz, Hall & Goodale, 1977; Saal, 1978). Stevens, Beyer and Trice (1978) found no relationship between sex and job involvement, while Baba and Jamal (1976) found among a sample of Canadian blue collar workers that females were more involved in their jobs than their male counterparts. However, it seems clear from the evidence that men are more likely to experience involvement in their job compared to women and perhaps perceive more readily the associations among the work related variables. It may be that the above situation comes about due to traditional differential sex role socialization. In other words, compared to women, men are more likely to value work intrinsically in addition to its instrumental role as a means to earn a living. As a result, they tend to view the whole area of work with greater interest and intensity. This argument again assigns a moderator role to sex, when one explores the antecedents and consequences of job involvement.

1.2.1.4 Locus of Control: Four studies concentrated on the relationship between locus of control and job involvement. Kimmons and Greenhaus (1976) and Runyon (1973) concluded that people with an internal locus of control tended

to be more job involved than those with an external locus of control while Bigoness (1978) and Rabinowitz, Hall and Goodale (1977) discovered that locus of control did not relate to job involvement in any significant way. Runyon (1973) argued that since internals perceive reinforcements to be contingent upon their actions, they are more likely to be involved in their jobs, whereas such involvement might not be a major consideration in the external's psychological life as the idea of the work arena as a place for demonstrating competence would be irrelevant to him or her. The above reasoning, combined with the general theoretical importance of personality variables as possible determinants of job involvement and the paucity of empirical studies in this area, presents a compelling reason for future researchers to investigate the connections between locus of control and job involvement more thoroughly across different samples.

1.2.1.5 Tenure: Tenure was the subject of interest for 17 researchers studying aspects of job involvement. There were seven studies recording a positive relationship (Aldag & Brief, 1975b; Ivancevich & McMahon, 1977; Jones, James & Bruni, 1975; Kanungo, Misra & Dayal, 1975; Newman, 1975; Rabinowitz, Hall & Goodale, 1977), one showing a negative relationship (Davis, 1966) and another nine indicating insignificant relationships (Baba & Jamal, 1976; Gechman & Wiener, 1975; Hall & Mansfield, 1975; Mannheim & Cohen, 1978; Mitchell, Baba & Epps, 1975; Saal, 1978; Schneider, Hall & Nygren, 1971; Schwyhart & Smith, 1972; Stevens, Beyer & Trice, 1978) between tenure and job involvement. Of the articles that reported some form of relationship between tenure and involvement, the magnitudes were weak. The discouraging findings suggest that tenure may not be a valuable correlate of job involvement. Two recent reviews (Baba, 1976; Rabinowitz & Hall, 1977) seem to concur with the above conclusion.

1.2.1.6 Community Size: Ruh, White and Wood (1975) and Siegel and Ruh (1973)

found that community size was positively related to job involvement while Saal (1978) reported that there was no significant relationship between the two. Since both of the studies which found positive relationships were based on the same sample, they can be treated as one study. Community size was used as a surrogate for rural-urban background. The justification for the use of the above variable comes from the argument that job attitudes may be positively related to a rural background where opportunity for the absorption of the traditional norms of work ethic is greater, whereas in the urban inner city environment, the alienation syndrome blocks such socialization (Blood & Hulin, 1967; Hulin & Blood, 1968). However, the empirical results were in the opposite direction for the former and insignificant for the latter. Before further empirical research is undertaken in this area, the concept of rural-urban background has to be clearly defined. In other words, it is not clear whether the concept has to be operationalized in terms of "place of upbringing" or "present residence" or "location of the workplace" (Rabinowitz & Hall, 1977):

1.2.1.7 Protestant Ethic: There were three studies exploring the relationship between the Protestant Ethic and job involvement. Rabinowitz, Hall and Goodale (1977) and Saal (1978) found positive relationships, while Aldag and Brief (1975a) reported no relationship. Bass and Barrett (1972) and Lodahl (1964) suggested that job involvement is simply an operationalization of the Protestant Ethic. Alternately, if a person endorsed the Protestant Ethic, he or she would be automatically involved in the job. However, more research at a conceptual level needs to be done to clarify the meaning of the Protestant Ethic and what it manifests before anything conclusive can be said at the empirical level.

1.2.1.8 Higher Order Need Strength: A total of 13 studies sought out higher order need strengths as possible explanatory variables of job involve-

ment. Growth need strength, using Maslow's hierarchy, was found to be positively related to job involvement in seven studies, though the strength of the relationships varied (Hall, Goodale, Rabinowitz & Morgan, 1978; Hall & Schneider, 1972; Hall, Schneider & Nygren, 1970; Kanungo, Misra & Dayal, 1975; Maurer, 1969; Rabinowitz, Hall & Goodale, 1977). One study (Mansfield, 1972) showed insignificant relationships except for self esteem. The other five studies reported positive relationships between need for achievement and job involvement (Mannheim & Cohen, 1978; Saal, 1978; Steers, 1975a, 1976; Steers & Braunstein, 1976). The most unambiguous results were obtained in the case of need for achievement. It has been argued in the literature that people with strong growth needs, such as need for achievement, self actualization, etc., should experience a high degree of involvement in jobs that have a wide scope, while those with weaker needs would view such jobs as too demanding and would not be likely to get involved in them (Lawler, 1973; Steers, 1975b). The empirical evidence seems to corroborate the above viewpoint. Need for achievement, based upon the unequivocal positive association it showed with job involvement appears to be a strong candidate for inclusion in a model of job involvement.

1.2.1.9 Marital Status: Eight studies focused on the relationship between marital status and job involvement. Kanungo, Misra and Dayal (1975) stated that married people were likely to be more job involved compared to singles. However, there were seven other studies which suggested that marital status bore no relationship to one's job involvement (Baba & Jamal, 1976; Gannon & Hendrickson, 1973; Gechman & Wiener, 1975; Lodahl & Kejner, 1965; Rabinowitz, Hall & Goodale, 1977; Mannheim & Cohen, 1978; Saal, 1978). In view of the above findings, it can be concluded that the direct role of marital status in job involvement research is inconsequential.

### 1.2.2. Situational Factors

1.2.2.1. Job Scope: There were 18 studies in all, focusing on the association between job scope and job involvement, of which 16 reported positive relationships (Aldag & Brief, 1975b; Brief & Aldag, 1975, 1977; Hackman & Lawler, 1971; Hall, Goodale, Rabinowitz & Morgan, 1978; Koch & Steers, 1978, Lawler & Hall, 1970; Mannheim and Cohen, 1978; McKelvey & Sekaran, 1977; Newman, 1975; Rabinowitz, Hall & Goodale, 1977; Rousseau, 1977; Saal, 1978; Schuler, 1975, 1976; Thamhain & Gemmill, 1974). One study found that the interaction between job scope (as measured by the Motivating Potential score) and role ambiguity was negatively related to job involvement (Abdel-Halim, 1978). In a longitudinal study Lawler, Hackman and Kaufman (1973) found that expanding the scope of the job through job enrichment did not have any significant effect on job involvement. Despite the latter two findings, the weight of evidence seems to substantiate the theoretical reasoning that the wider the scope of one's job in terms of its core characteristics such as challenge, autonomy, variety, etc., the more likely one is to become involved in his or her job. It can thus be said that job scope deserves a pivotal position in investigations dealing with job involvement.

1.2.2.2. Participation in Decision Making: Among the 10 studies attempting to learn about the role of participation in decision making in job involvement, eight revealed positive relationships (Gardell, 1977; Ruh, Johnson & Scontrino, 1973; Ruh, White & Wood, 1975; Saleh & Hosek, 1976; Siegel & Ruh, 1973; Steers, 1976; White, 1978, White & Ruh, 1973) while one study did not find any relationship (Newman, 1975). Schuler (1975) reported that the above two variables were related to each other but did not provide any information regarding strength and direction. Likert (1961) suggested the possibility that participation in decision making was likely to generate favorable job attitudes as it contributed toward the fulfillment of higher order needs.

The empirical evidence seems to support this notion. Hence, it can be concluded that participation in decision making is a viable correlate of job involvement.

1.2.2.3 Job Level: A total of 11 studies discussed the association between job level and job involvement, of which seven found positive relationships (Chatterjee & Ganguly, 1977; Cleland, Bass, McHugh & Montano, 1976; Davis, 1966; Mannheim, 1975; Mannheim & Cohen, 1978; Newman, 1975; Stevens, Beyer & Trice, 1978). The other four indicated no relationships between the two variables (Lodahl & Kejner, 1965; Mitchell, Baba & Epps, 1975; Rabinowitz, 1975 - cited in Rabinowitz & Hall, 1977; Schuler, 1975). Though it has been suggested that individuals at higher ranks are generally more interested in their jobs and as a result more involved in their jobs (Tannenbaum, 1966), the empirical findings seem divided in their support of the above proposition. It is likely that the proposed relationship comes about due to the influence of a third variable. For instance, it is conceivable that higher level jobs have a wider scope and offer challenge and autonomy to the incumbent which causes the increased involvement as opposed to level by itself bringing about the increase in involvement. Therefore, it is important to look beyond the simplistic notion of job level influencing job involvement in order to isolate the true relationships between the two variables.

1.2.2.4 Leader Behavior: Leader behavior was a topic of interest for seven studies dealing with job involvement. Denhardt (1970) and Newman (1975) reported a positive relationship between open styles of leadership and job involvement. Brief, Aldag and Wallden (1976) found that job involvement was positively related only to initiating structure and not to consideration while Herman, Dunham and Hulin (1975) showed a negative association for initiating structure and a positive one for consideration. Dunne, Stahl and Melhart (1978) and Jones, James and Bruni (1975) obtained no relationship

between leader behavior and job involvement. Schuler (1975) suggested that the above variables might be related but failed to give information regarding the nature of the relationship. The empirical evidence cited above suggests that the role of leader behavior as a predictor of job involvement is at best equivocal. However, the path goal theory of leadership (House, 1971) would hypothesize that a climate high in consideration and structure might facilitate goal attainment by removing whatever ambiguity one might encounter, thereby allowing one to see the linkage between aspirations and their fulfillment more clearly. The above argument appears to favor a moderator role for leader behavior in job involvement research. More research needs to be done before any generalizations can be made in that direction.

1.2.2.5 Social Factors: The notion of social factors is treated almost as a residual in job involvement research. There has neither been much agreement as to what constitutes the social factor dimension nor among the myriad of factors, which may be relevant to job involvement. A variety of concepts such as "group and organizational dynamics" (Alderfer & Lodahl, 1971), "friendship opportunities on the job" (Saal, 1978), "interpersonal relationships" (Friedlander & Margulies, 1969; Herman, Dunham & Hulin, 1975; Newman, 1975), "number of people contacted" (Lodahl & Kejner, 1965), "interdependence on the job" (Lodahl & Kejner, 1965), "team involvement" (Lodahl, 1964), "peer group cohesion" (Buchanan, 1974), "supportive climate" (Hall & Hall, 1976) and "organizational climate" (Friedlander & Margulies, 1969; Jones, James, Bruni & Sells, 1977; Waters, Roach & Batlis, 1974) have come under the rubric of social factors. As a result, the findings show no consistent pattern either in terms of direction or magnitude. While the explanatory utility of social factors in job involvement research cannot be disputed, considerable theoretical progress has to be made toward identifying



specific factors of importance before any fruitful outcomes can be expected in the empirical realm.

### 1.2.3 Outcome Variables

1.2.3.1 Job Satisfaction: Among the outcome variables, job satisfaction evinced maximum interest among researchers as a correlate of job involvement. A total of 18 studies investigated the above relationships and all of them reported positive relationships (Aldag & Brief, 1975a; Baba & Jamal, 1976; Bigoness, 1978; Gannon & Hendrickson, 1973; Hall, Goodale, Rabinowitz & Morgan, 1978; Herman, Dunham & Hulin, 1975; Hollon & Chesser, 1976; Lodahl & Kejner, 1965; Mannheim & Cohen, 1978; Mukherjee, 1969, 1970; Newman, 1975; Rousseau, 1977; Saal, 1978; Schuler, 1975; Schwyhart & Smith, 1972; Weissenberg & Gruenfeld, 1969; Wood, 1971). However, Bigoness (1978) reported that job involvement was not significantly related to satisfaction with pay, co-workers and supervision while Schwyhart and Smith (1972) found out that satisfaction with hygiene factors was not related to job involvement. Albeit, they seem to be consistent with previously reported relationships between growth needs and job involvement. It has been argued in the literature that though job satisfaction and job involvement are conceptually distinct, they share many common determinants (Campbell & Klein, 1975; Lawler & Hall, 1970). Hence it is logical to expect them to be related to each other. The theoretical model developed by Hall (1971) also seems to affirm the above reasoning. It seems clear from the foregoing that job satisfaction is a relevant variable in investigations concerning job involvement. Future research must concentrate on outlining the causal nature of the above relationship.

1.2.3.2 Effort: There were six studies discussing job involvement and effort. Hall and Foster (1977), Hall, Goodale, Rabinowitz and Morgan (1978) and Lawler and Hall (1970) obtained positive correlations between the above

two variables while Cummings and Manring (1977) found a negative relationship. Ivancevich and McMahon (1977) and Schuler (1975) reported that the relationship between job involvement and effort was insignificant. It seems logical that a job involved person is bound to exert greater effort in what he or she is doing since, by definition, he or she is likely to see in the job a chance to satisfy the need for self esteem. As a result, one can expect a strong positive relationship between job involvement and one's perceptions of his or her effort on the job. Though the empirical findings are somewhat divided in their support of the above reasoning, future research needs to concentrate on this linkage to find out more about the connection between job involvement and effort. In other words, it is felt that the small number of studies conducted in this area is hardly sufficient to draw any definitive inferences regarding the nature of the association.

1.2.3.3 Performance: The role of performance in job involvement research, as seen from the empirical evidence, is both complex and equivocal. Among the 14 studies investigating the variable, two reported a weak positive relationship between job involvement and performance (Hall, Goodale, Rabinowitz & Morgan, 1978; Vroom, 1962). Wood (1974) suggested that the relationship between satisfaction and performance was positive for people with a low degree of involvement whereas it was insignificant for the high involvement group. Hall and Lawler (1970) obtained a positive correlation for a global performance measure but failed to get significant correlations for both objective and composite measures of performance. Steers (1975b) noted a positive correlation between the above two variables only among those who had a high need for achievement. For the low need for achievement group, the relationship was insignificant. The other eight studies reported no relationship between performance and job involvement (Goodman, Rose & Furcon, 1970; Hall & Foster, 1977; Ivancevich & McMahon, 1977; Lawler & Hall, 1970; Lodahl &

Kejner, 1965; Saal, 1978; Schuler, 1975; Siegel & Ruh, 1973). It is believed that the conflicting results come about for a variety of reasons. One reason may be the simplistic designs employed in most studies. Porter and Lawler (1968) observed that the relationship between job attitudes and performance was moderated by abilities and role perception and no meaningful results were possible until the research design included such moderators. Another reason may be the differences in the operationalization and measurement of performance. In addition to the use of either objective or subjective measures of performance, the above studies exhibited differences between global and facet measures of performance. Besides, there was no agreement as to what the relevant facets were. Cummings and Schwab (1973) pointed out the importance of establishing the construct validity of performance before it could be gainfully employed in any research enterprise. At the present stage, the concept of performance is wrought with considerable ambiguity and unless some sort of convergence is reached toward its definition and measurement, it is likely that empirical studies will continue to reflect the current state of affairs.

1.2.3.4 Turnover: There was strong support in the empirical literature for the notion that a person involved in his or her job was less likely to leave it. All the six studies substantiated the above observation (Beehr & Gupta, 1978; Farris, 1971; Koch & Steers, 1978; Parasuraman & Alutto, 1978; Siegel & Ruh, 1973; Wickert, 1951). However, Farris (1971) observed that while the above hypothesis was true for a sample of nurses, it did not hold for a sample of engineers. The discrepancy could be attributed to the fact that engineers identify themselves more in terms of their profession than in terms of their employing organization. They are likely to continue their involvement in their profession even if they switch organizations. Thus it could be concluded that for most occupations there is a definite negative

relationship between job involvement and turnover.

1.2.3.5 Absenteeism: There were only four studies which explored the relationship and three of them confirmed the view that a job involved person was less likely to absent himself or herself from the job (Beehr & Gupta, 1978; Patchen, 1970; Saal, 1978). However, Siegel and Ruh (1973) found only an insignificant relationship. Though more research can be done to validate the above findings, it seems reasonable to assume that job involvement is negatively related to absenteeism.

1.2.3.6 Success: It has been suggested in the literature that experience of success enhances involvement (Hall, 1971). The three studies focusing on the above relationship corroborated that notion (Hall & Foster, 1977; Hall, Goodale, Rabinowitz & Morgan, 1978; Hall & Hall, 1976). All of them reported positive relationships between job involvement and success. Future research needs to be done in order to verify whether the above relationship is stable across different samples and over time.

Though the section dealing with the nature of the construct concluded that job involvement was one's psychological identification with work wherein the individual's self esteem is tied to work, the empirical evidence seems to include the situational factors as well in understanding job involvement.

Here, in summary, it can be said that the studies reviewed above stress the importance of investigating job involvement as a function of both individual difference and situational factors. They also point toward developing a conceptual model connecting selected individual difference variables and situational variables with outcome variables, with job involvement serving as an intervening variable in the above linkage. Such a model should be grounded on theoretically and empirically sound premises. It is believed such an attempt will enhance our understanding of the nature of job

involvement in terms of its antecedent and consequent conditions. The present study is a step toward such an undertaking.

### 1.3 Job Involvement as a Moderator

Job involvement was used as a moderator variable by 12 researchers studying relationships among a variety of variables (Brief & Aldag, 1977; Friedlander & Margulies, 1969; Jones, James & Bruni, 1975; Ruh, White & Wood, 1975; Schuler, 1975, 1977; Stone, 1976; Vroom, 1962; Wood, 1971, 1972, 1974; Zultowski, Arvey & Dewhirst, 1978).

Brief and Aldag (1977) reported that job involvement failed to moderate the relation between leader behavior and job satisfaction while Ruh, White and Wood (1975) and Stone (1976) discovered that job involvement might not be an appropriate moderator for the job scope - job attitude relationship.

Wood (1971, 1972, 1974) concluded that participation was related to satisfaction and satisfaction was related to performance only among people with low job involvement. However, the above result was true only for the female sample. Schuler (1975) learned that highly job involved people showed no reaction to organizational phenomena. Both Schuler (1975, 1977) and Wood (1971, 1972, 1974) explained that their findings supported the argument that people who were highly involved in their jobs were by definition intrinsically oriented in setting standards of performance and satisfaction and were less concerned with organizational prescriptions of what good performance should be. On the other hand, the low job involvement group depended on such extrinsic prescriptions and responded more readily, exhibiting stronger associations among the variables cited above.

Vroom (1962) in his study of ego involvement, reported that the relationship between opportunity for self expression and job satisfaction

was significantly stronger for people with a high degree of ego involvement. The above findings seem to conform to logical expectations in that direction.

Jones, James and Bruni (1975) argued that because of their dependence on extrinsic factors referred to earlier, people with low job involvement would demonstrate stronger relationships between their leader behavior and the confidence and trust they place on their leader. Their findings confirmed this hypothesis.

Two other studies focused on aspects of organizational climate for which job involvement was used as a moderator variable (Friedlander & Margulies, 1969; Zultowski, Arvey & Dewhirst, 1978). Friedlander and Marguiès (1969) studied the influence of task involvement on the relationship between organizational climate and job satisfaction. They showed that for people who exhibited high task involvement, satisfaction was maximized in a climate of high trust, high intimacy, and low hindrance, while for the low task involved group, satisfaction was maximized in an atmosphere of high esprit and low disengagement (Halpin & Crofts, 1963). Zultowski, Arvey and Dewhirst (1978) did not find sufficient evidence to warrant a general statement concerning the moderating effects of organizational climate on the relationships between goal setting attributes and employee satisfaction. However, they did find one of their climate dimensions, job involvement and commitment, moderating the relationship between feedback and evaluation on the one hand and intrinsic and overall satisfaction on the other. More specifically, they reported that the above relationships were significantly higher for the high involvement and commitment group than for the low group.

In summary, it is difficult to arrive at any general conclusion from the above survey regarding the function of job involvement as a moderator variable. More research has to be carried out before any generali-

zations can be expressed.

#### 1.4 The Dynamics of Job Involvement

This section concentrates on the developmental aspects of job involvement. In other words, attention will be paid to specific questions, such as how job involvement comes into being and what sort of dynamics characterize the concept over time. Lewin (1936) theorized that in a job situation, if the goals were sufficiently challenging and relevant to one's self concept, the person was likely to perform well and experience a sense of successful accomplishment upon goal attainment. The resulting enhancement of an individual's self concept, according to Hall and Nougaim (1968), provided intrinsic reinforcement which caused that person to become more involved in the job. Such increased involvement in turn led to an increased commitment on the part of the person to future goals, thus completing the cycle (Lewin, Dembo, Festinger & Sears, 1944). Developing the above argument further, Hall (1971) proposed a dynamic model of involvement shown as follows: challenging goal → effort → goal attainment → psychological success → increased self esteem → increased commitment and involvement. Aspects of the model were tested using longitudinal research designs (Hall & Foster, 1977; Hall & Hall, 1976). Moderate empirical support was noted, calling for further refinements of the model. However, it must be noted that the above model was the only one focusing on the dynamics of job involvement. Other longitudinal studies yielded divergent conclusions regarding temporal effects on job involvement (Gadbois, 1973; Hall, Goodale, Rabinowitz & Morgan, 1978; Hall & Mansfield, 1971, 1975; Hoiberg & Berry, 1978; Zultowski, Arvey & Dewhirst, 1978). For a more detailed description of the above studies the reader is referred to Table 1. This is a promising area of investigation and future research must address itself to this question through careful theorizing, causal modeling and

sophisticated analytical procedures involving path analysis, across lagged and dynamic correlations, as well as time series techniques.

## 1.5 Methodological Aspects in Job Involvement Research

### 1.5.1 Sample:

Unlike many other social psychological constructs that were tested on relatively homogeneous populations, job involvement draws on fairly heterogeneous populations. The samples range from research scientists to unskilled blue collar workers, from different types of organizations. As for cultural diversity, in addition to American samples, studies were conducted on Canadian, English, Israeli and Indian data. A more detailed description of the sample can be seen in Table 1. Hence it can be safely said that the research studies reviewed here have a broad base and to that extent the conclusions can be compared across occupations and cultures.

### 1.5.2 Measurement:

The Lodahl and Kejner scale of job involvement appears to be the most popular instrument for measuring job involvement. Among 104 empirical studies reviewed, 71 used either the entire Lodahl and Kejner scale or shorter and modified versions of it. As for the dimensionality of the scale, there seems to be no agreement among researchers. The various studies failed to yield clear factors common across samples. This has prompted the criticism that the construct is occupationally specific (Schwyhart & Smith, 1972; Wood, 1972). There has also been a certain discrepancy between definition of the construct and the operationalization of it. For instance, McKelvey and Sekaran (1977) defined job involvement in terms of "a person's ego identity in and growth with the job." However, the two items they chose from Patchen's motivation scale (1965) to operationalize did not conform to that definition. Such a discrepancy was reflected in other



studies as well (Beehr & Gupta, 1978; Dunne, Stahl & Melhart, 1978; Rousseau, 1977; Thamhain & Gemmill, 1974). While motivation has often been used as a surrogate to measure perceived effort, it is conceptually quite distinct from job involvement (Lawler & Hall, 1970; Ruh, White & Wood, 1975) and to use it to measure job involvement is to disregard the theoretical developments in the field. Mirvis and Lawler (1977) in their study of financial impact on employee attitudes committed a similar error by operationalizing job involvement in terms of organizational involvement though evidence to the contrary exists in the literature (Baba & Jamal, 1976). Hamner and Tosi (1974), in the investigation of the relationship of role conflict and role ambiguity to job involvement attributed a generic quality to job involvement and measured it with scales developed to measure job satisfaction, propensity to leave the organization, participation and job threat and anxiety. Such erroneous departures underscore the necessity for careful adherence to theory based instrumentation and measurement if consistent and meaningful results are to be obtained.

In addition to the above, there are some general problems of scaling that merit attention. A close examination of the job involvement scale reveals a mixture of descriptive and evaluative items. According to Johanneson (1971), description of one's environment is directly affected by satisfaction with that environment. This causes some contamination in measurement. For example, the possibility that strong correlations between job involvement and satisfaction reported in the literature may be due to the above effect cannot entirely be ruled out. Though job involvement is treated as a job attitude conceptually, the distinction among affective, cognitive and behavioral aspects of an attitude have not been seriously considered in scale construction. Quite often the presumed causes and effects of job involvement are combined in one instrument (e.g. Saleh & Hosek, 1976)

in clear violation of psychometric principles and test theory. As pointed out by Kanungo (1979), for the purposes of conceptual clarity and effective methodological manipulation in empirical studies, the state of involvement needs to be identified and measured separately from its causes as well as its effects. Research toward such refinements has to assume priority over simple replication studies.

### 1.5.3 Analytical Techniques:

A look at Table 1 reveals that bivariate studies dominated the literature compared to multivariate studies of job involvement. Most studies of association concentrated on descriptive statistics, correlations and analysis of variance for processing the data. A small number of studies made use of multiple regression, canonical analysis and discriminant function analysis in their attempt to get more information out of their data than simple bivariate techniques would provide. Factor analysis was used quite often to isolate the dimensions of job involvement and understand its structure. Nearly one quarter of the studies reviewed in Table 1 used factor analysis. However, most of them used orthogonal rotation to obtain terminal solutions. Orthogonal rotation is a technique which forces independent factors (Rummel, 1970). Except for a very few studies (e.g., Baba & Jamal, 1976), none of the others verified their assumptions of independence of factors by subjecting their data to oblique rotation. Also, most of them did not provide evidence that the sample correlation matrices were appropriate for factor analysis (Dziuban & Shirkey, 1974; Guilford, 1952). Many studies using two-way analysis of variance contained unequal cell frequencies but it was not clear that appropriate techniques for non-orthogonal analysis of variance were adopted (Applebaum & Cramer, 1974). From the foregoing, it can be concluded that future research can profit from the use of more sophisticated statistical techniques and a certain methodological rigor in employing

them.

#### 1.5.4. Reliability and Validity:

It can be seen from Table 1 that of the 104 studies reviewed, 43 provided evidence for some form of reliability of the job involvement scale used. Most of them reported moderate to high internal consistency reliability. Information on the validity of the scale was provided in 18 studies. Construct validity was established in five studies while three attempted the convergent and discriminant validation of the construct. Again, there was sufficient evidence to conclude that the construct exhibited moderate validity across heterogeneous samples.

#### 1.6 Conclusion:

In summary, the review and criticism provided in this chapter allow the following general conclusions to be drawn, many of which endorse those of Baba (1976) and Rabinowitz and Hall (1977).

1. The empirical results are more consistent with 'the importance of work' view of job involvement than with the 'extent to which performance affects self esteem' definition (Rabinowitz & Hall, 1977).
2. Job involvement appeared to be quite stable (Rabinowitz & Hall, 1977).
3. Job involvement is related to three classes of work related factors: individual difference factors, situational factors and work outcome variables (Baba, 1976; Rabinowitz & Hall, 1977).
4. Individual difference factors and situational factors demonstrate independent effects on job involvement (Rabinowitz & Hall, 1977).
5. Job involvement seems to be an intervening variable linking individual difference and situational factors to work outcome variables.
6. Situational variables seem to have more effect on the attitudes of low job involved persons than on highly involved persons (Rabinowitz &

Hall, 1977).

7. The data do not provide sufficient information to warrant any generalization regarding the role of job involvement as a moderator variable (Baba, 1976).
8. Insufficient attention characterizes research on the dynamics of job involvement.
9. Much of the variance in job involvement remains unexplained (Rabinowitz & Hall, 1977).
10. The samples studied represent a broad spectrum of the population with a considerable degree of intra- and inter-cultural diversity.
11. There is a serious lack of methodological and psychometric sophistication in job involvement research (Baba, 1976).
12. The existing instruments exhibit moderate degrees of reliability and validity.

## CHAPTER 2

### DEVELOPMENT OF THE THEORETICAL MODEL

It has been observed from the studies reported that job involvement is related to a wide variety of constructs. It was found to be related to individual and personality factors in a large number of studies (e.g., Lodahl & Kejner, 1965), to organizational and situational factors (e.g., Maurer, 1969) and to outcome variables such as job satisfaction (e.g., Baba & Jamal, 1976), performance (e.g., Vroom, 1962), turnover (e.g., Beehr & Gupta, 1978), absenteeism (e.g., Saal, 1978), and success (e.g., Hall & Foster, 1977).

#### 2.1 Theoretical Perspectives on Job Involvement:

Though the above findings seem to indicate a pivotal position for job involvement in organizational research, it can be further explicated in the context of the theoretical frameworks guiding research in this area. A recent review (Rabinowitz & Hall, 1977) identifies three such theoretical perspectives which are presented briefly as follows:

##### 2.1.1 Job Involvement as an Individual Difference Variable:

The view of job involvement as an individual difference variable germinated from the Calvinistic notions of assigning a certain moral character and a sense of personal responsibility to work. These ideas are learned early during the socialization process and introjected into the self. It has been pointed out that this is primarily an extra work socialization (Hulin & Blood, 1968) and is resistant to changes induced by the job situation. Proponents of this view (Dubin, 1956; Runyon, 1973) would argue that providing a low job involved person with contextual embellishments such as increased responsibility for making decisions, or a more favorable job climate, would be of no avail because they might be irrelevant to that person.

Such a perspective would offer the paradigm that the main determinant of job involvement would be a value orientation learned early in the socialization process, and would therefore stress the importance of personality variables for guiding empirical research on job involvement.

#### 2.1.2. Job Involvement as a Function of the Situation

It has also been theorized that job involvement is influenced by situational factors contingent upon the extent to which an individual sees his or her job related effort as relevant to certain attributes that are central to his or her self concept. Advocates of this view (Argyris, 1964; McGregor, 1960) reason that the working conditions and the expectations which modern work organizations place on an employee tend to stultify one's need for gratifying certain ego and growth needs, resulting in a decrease in job involvement. This form of psychological withdrawal is symptomatic of the regressive trend imposed by Theory X style of management (McGregor, 1960). Bass (1965) proposed that conditions such as: a) the opportunity to make more of the job decisions; b) the feeling that one is making an important contribution to company success; c) success; d) achievement; and e) self-determination and freedom to set one's own work pace would lead to an increase in one's involvement on the job. The above position implies a focus on organizational change as a primary means of inducing involvement in an individual.

#### 2.1.3. Job Involvement as an Individual-Situational Outcome

The above idea advances the notion that a more realistic interpretation of job involvement would be to treat it as a joint outcome of individual and situational factors (Lawler & Hall, 1970). In fact, this notion accommodates both of the preceding perspectives. It recognizes the individual differences posture by granting that individuals do differ in the degree to which they get involved in their jobs as determined by their background and personalities. At the same time, it also agrees with the view that,

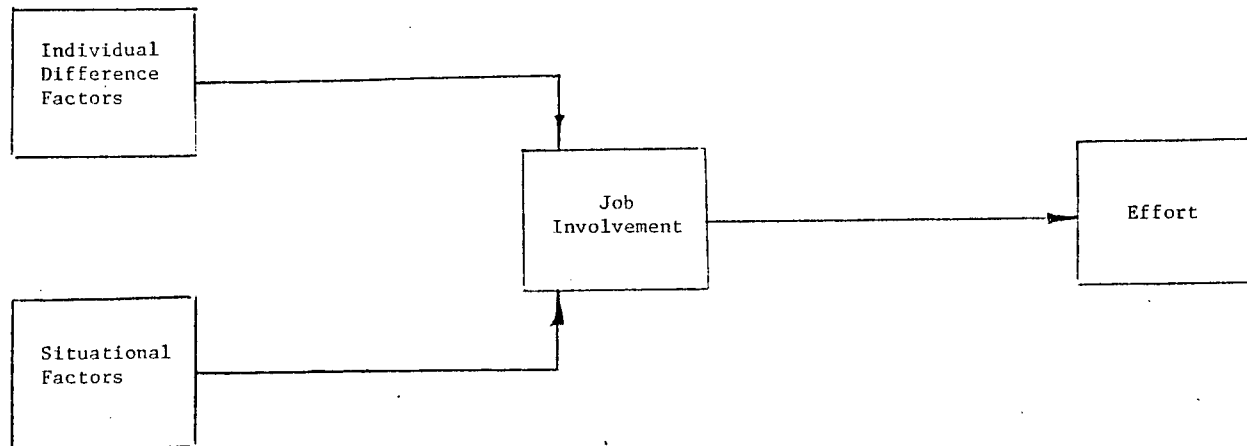
other things being equal, people have a tendency to become more involved in jobs that give them a chance to expand their horizons. To paraphrase Lodahl and Kejner (1965), it is conceivable that job involvement is influenced by local organizational conditions as well as by value orientations that can be attributed to early extra-work socialization. The implication of this point of view would be to examine both individual difference variables and situational factors as possible predictors of job involvement.

## 2.2 Development of the Theoretical Model

Though it has been argued that job involvement is strictly a value orientation that one brings to the job (Locke, 1976; Lodahl & Kejner, 1965), or strictly a situational determinant (Bass, 1965), the weight of evidence seems to favour the third theoretical position that job involvement is a function of both individual and situational factors (Lawler & Hall, 1970; Schuler, 1975). Certain individual difference factors like need for achievement, locus of control and situational factors like job scope, participation in decision making, etc. may be directly related to job involvement. Any model attempting to test the theoretical statements should provide for an empirical verification of such statements. A model is developed here to test the above theoretical position. The conceptual model to be tested is outlined in Figure 2. The model suggests three stages in the prediction of job related effort, as follows: individual and situational factors determine job involvement which in turn determines job effort. The model uses job involvement both as an independent and dependent variable.

It has been suggested that an individual responds favorably to stimuli that are positively reinforcing. The above suggestion would lead one to believe that a job involved person who tends to reaffirm his worth through his job would react positively to favorable cues from his job. In other words, a job wide in its scope would evoke a greater sense of worth from an

Figure 2  
Conceptual Model of Job Involvement





individual. Here we see a logical relationship between certain job characteristics that enhance the job scope and one's involvement in that job. The empirical literature cited earlier also supports this position. Further, people are likely to feel a greater sense of worth in the context of their job if they are consulted with regard to various decisions pertaining to their job. Hence it can be reasoned that if a person is allowed to participate in making decisions concerning the job that person is doing, he or she is likely to be more involved in the job. Such involvement comes as a result of positive value attributed to one's job which in turn reaffirms one's worth. The above view is also consistent with the empirical findings reviewed earlier.

Since the concept of job involvement hinges on the notion of self worth, one would look for possible explanatory variables in the domain of personality as well. For instance, if people believe that they can control their own destiny in general, then there is a greater likelihood that they use their job situation as a possible source for serving their needs of self worth. In other words, there is a greater chance for a person to use one's job to enrich his/her psychological life by getting involved in it. On the other hand, for a person whose locus of control is external, such a linkage may possibly not exist. Hence it is suggested that internal locus of control may be a relevant personality variable that could meaningfully influence job involvement. In addition, if the job is perceived to be the means to reaffirm one's self worth, as stated earlier, a person who has a strong need to achieve is likely to get deeply involved in his job. In other words, the choice of one's job as a means of reaffirmation of worth is most likely to occur among people whose locus of control is internal and who possess a strong achievement need. The above reasoning leads us to the model shown in Figure 3 that can be empirically verified.

It is important at this stage to consider the possible moderating effects of certain individual difference variables such as age, sex and education and also the possible effect that leadership climate may have on the above linkage.

As one puts in more time in the labor force it can be expected that the job becomes more important to one's self image. Hence there is a logical reason to anticipate that an older worker would tend to perceive the above linkage more clearly than a younger person. Similarly, a more educated person is likely to envision greater clarity in the above linkage because the opportunities for higher order need fulfillment in the job context increases in the type of jobs such persons hold in general. In addition, educated workers are more likely to respond favorably to positive cues from the job as opposed to their less educated counterpart. Differential sex role socialization renders men to view their jobs as a potential source of servicing their needs for achievement or for influencing what goes on at their work more than women. Women, perhaps, are disposed toward deriving such reinforcements in areas other than work. As a result it is suggested that men may view the linkages shown in the model more clearly than women.

Among the situational variables the leadership climate is likely to influence the path-goal clarity (House, 1971). The path-goal model of leadership would suggest that when a favorable leadership climate is perceived by an individual, that individual is likely to view the linkages suggested in the model with greater clarity. Hence the moderating effect of the leadership climate is worth investigating.

The empirical studies reviewed, taken together indicated a certain equivocality in the use of job involvement as a moderator. In the light of the weak results obtained, the author tends to agree with the view that job involvement may not be an appropriate moderator for the relationships among

the constructs outlined in the model (Ruh, White & Wood, 1975). Appropriate analytical techniques will be employed to empirically verify the causality implied by the model. The model will be revised on the basis of present and previous research findings toward as complete and defensible a theory as is possible of job involvement and job related effort. It is the author's belief that if we genuinely seek causal explanations we will at least gain some rough idea about where to look among the potentially inexhaustible storehouse of work related variables. It is hoped that this work will lead toward the development of such a strategy - toward showing where to look, or to put it more modestly, toward understanding the the nature of one of these variables, job involvement.

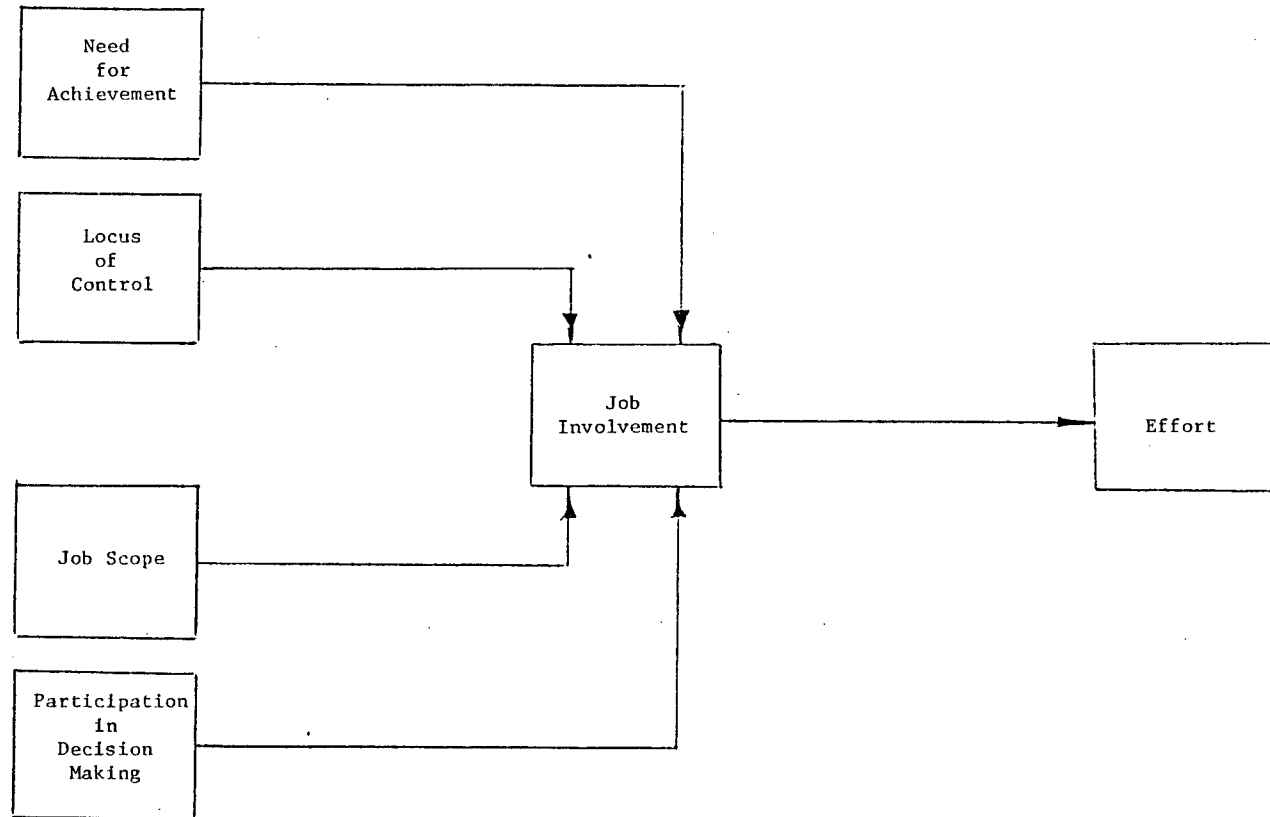
### CHAPTER 3

#### RESEARCH HYPOTHESES

In the interests of parsimony, it is felt that only those variables that have empirical or logical significance to the study should be investigated as opposed to investigating as many different variables as possible for the simple reason that they are there. Young (1977) suggested that "the study of systems of phenomena can be greatly simplified by explicitly tying hypotheses to previously developed and tested theory, since by so doing, the number of possible alternative interpretations is made more manageable" (p. 109). Hence the following variables were selected for inclusion in the operational model shown in Figure 3. Among the individual factors only age, sex, education, locus of control and need for achievement seemed to have some empirical and logical justification for their suggested relationship with job involvement. Taking the above variables one by one, it has been indicated that job becomes more important to the self image of a person as he advances in age and hence there is reason to expect age to influence job involvement. The above notion also has some empirical support (e.g., Lodahl & Kejner, 1965; Newman, 1975; Schwyhart & Smith, 1972). The differential socialization of men and women with regard to work in general and jobs in particular, in western societies, would indicate that men are likely to be more job involved than women. The above notion is also supported in the empirical literature to some extent (e.g., Hollon & Gemmil, 1976). It is argued in the literature that opportunities for higher order need fulfillment are likely to elicit favorable employee responses to the job among highly educated individuals. Conversely, similar responses may not be forthcoming from less educated employees for the simple reason that their jobs may not be as fulfilling as those held by more educated people (Schein, 1971).

Figure 3

Operational Model of Job Involvement



The above notion is also supported in the empirical literature (e.g., Gadbois, 1971; Lefkowitz, 1971; Mannheim, 1975). There is some empirical support to the idea that job involvement is a function of both personality and situational factors (Lawler & Hall, 1970). An important personality variable that is likely to influence job involvement is the locus of control (Hall & Rabinowitz, 1977). It is felt that internals view the work setting as a place for demonstrating competence on the job and as a result tend to get involved in their job. To the externals who see the world as being controlled by fate, work setting as a place for demonstrating competence is irrelevant. This view is also supported empirically (Runyon, 1973). Another personality variable that might be responsible for one's involvement in the job is one's need for achievement. If an individual has a strong need for achievement, he or she is likely to seek fulfillment of the need by getting involved in whatever he or she does and exerting considerable effort toward accomplishing that end. This achievement need is likely to induce a greater degree of involvement in one's job (Hall & Rabinowitz, 1977). Though very little work has been done to verify this notion, the existing evidence points in this direction (Steers, 1975a).

Among the situational factors, task characteristics, leadership climate and participation in decision making seemed relevant for the present investigation. It is generally accepted among organizational scientists that the way in which the job is designed has considerable impact on the attitudes of the job incumbent. It is possible that one is likely to be involved in one's job more because it provides one with control, a certain autonomy and variety in the work situation (Hall & Rabinowitz, 1977). The above notion is well supported in the empirical literature (e.g., Vroom, 1962; Lawler & Hall, 1970; Hackman & Lawler, 1971; Waters, Roach & Batlis, 1974; Newman, 1975). It can also be expected from our knowledge of human

behavior in organizations that a favorable leadership climate is likely to facilitate increased worker involvement in what he is doing. The path-goal theory of leadership suggests that a climate high on consideration and structure is likely to remove any possible barriers that stand in the way of one realizing one's goals by enabling that person to see the connection between aspirations and their fulfillment more clearly (House, 1971).

Though sparse, there is some empirical support also to the above suggestion (e.g., Stinson & Johnson, 1975; Szilagyi & Sims, 1974). The literature on participation in decision making has a substantial impact on job attitudes. At a more operational level the above assumption would suggest that participation in decision making on the part of the worker is likely to contribute toward his or her job involvement. The above relationship finds support in the empirical literature as well (e.g., Siegal & Ruh, 1973; Schuler, 1975). Further, it seems reasonable that a person involved in his job is likely to exert greater effort in his job. Since his self esteem, in his opinion, depends on the job he is doing, it is natural for him to work harder in his job. Empirical research has also found some support for the above notion (e.g., Lawler & Hall, 1970).

In the light of the foregoing discussion, the present study attempts to validate the causality suggested in the operational model shown in Figure 3. In addition, a few specific hypotheses are generated to test the various relationships proposed in the model. They are as follows:

#### Individual Difference Factors vs Job Involvement

- H<sub>1</sub>: Need for achievement is positively related to job involvement.
- H<sub>2</sub>: Internality of locus of control is positively related to job involvement.

#### Situational Factors vs Job Involvement

- H<sub>3</sub>: Job scope is positively related to job involvement.

- H<sub>4</sub>: Participation in decision making is positively related to job involvement.

Outcome Factors vs Job Involvement

- H<sub>5</sub>: Job involvement is positively related to job-related effort.

Moderating Factors and Job Involvement

- H<sub>6</sub>: The causal linkage outlined in Figure 3 is significantly stronger for older workers than younger workers.
- H<sub>7</sub>: The causal linkage outlined in Figure 3 is significantly stronger for males than females.
- H<sub>8</sub>: The causal linkage outlined in Figure 3 is significantly stronger for more educated individuals than the less educated ones.
- H<sub>9</sub>: The causal linkage outlined in Figure 3 is significantly stronger for a leadership climate high on consideration and structure than the one that is low on both.



## CHAPTER 4

### RESEARCH DESIGN

In this chapter, the overall design of the study is discussed. Specifically, it involves a discussion of the setting, samples, mode of data collection, measurement of variables, and the analytical techniques employed in the study.

#### 4.1 Setting and Samples

The present study made use of two samples which will be referred to as the pilot sample and the validation sample. The pilot sample was drawn from organizations belonging to the communications industry located in the greater Montreal area. Of the 12 companies contacted, eight agreed to participate in the study either wholly or in part. The size of the organizations varied from less than 100 to greater than 1000. The respondents also held a wide variety of jobs representing various levels and departments in their respective organizations. The validation sample consisted of people enrolled in the evening programs in commerce in the two major anglophone universities in Québec. All of them held fulltime jobs and were drawn from a wide variety of industries. The size of the organizations they worked for also ranged from less than 100 to greater than 1000. Similar to the pilot sample, the respondents held various jobs and occupied different levels in their respective organizational hierarchies.

#### 4.2 Data Collection

Field survey data were collected through a structured questionnaire incorporating the various instruments appropriate to this study. Initial attempts to secure data wherein the respondents had to identify themselves were not successful. Hence, assurances of anonymity were given in a subsequent attempt which proved to be fruitful. For the pilot data collection,

roughly a week before the questionnaires were mailed to the respondents a notice from the management was posted on the bulletin boards in participating organizations, asking for the cooperation of the employees on providing the data. In return for the data, the researcher agreed to share his findings with the organizations' managements. Self-addressed and stamped envelopes were provided with each questionnaire. The questionnaires were made available in both English and French and the participating organizations took the responsibility to distribute them to their anglophone and francophone employees accordingly. In order to encourage participation of the individual respondents, the researcher promised to mail a short report of the study to individual respondents who provided him with a return address. A post card was inserted along with the questionnaire for this purpose, and many respondents mailed it back to the researcher separately in order to ensure anonymity. Out of a total of 500 questionnaires distributed, 210 were returned, yielding a response rate of 42%. Only anglophone questionnaires were chosen for the subsequent data analysis pertaining to the present study. There were 139 usable questionnaires from anglophone respondents. The response rate for this sample was 47%. The above response rate was found to be consistent with the usual response rate of 48% reported in the literature for studies of this nature with single mailing and no follow up (Heberlein & Baumgartner, 1978).

For the validation data, the researcher went to all the class sections in the evening program for which the respective instructors gave permission for data collection. A short explanation was given by the researcher outlining in general the purpose of the study and soliciting the cooperation of the respondents. Then the questionnaires along with self-addressed stamped envelopes were distributed to the respondents. All questionnaires were in English.

A total of 250 questionnaires was distributed and 170 were returned, yielding a response rate of 68%. The increased response rate may be attributed to the follow-up by the researcher one week after distribution of the questionnaire. The researcher went to those classes again and reminded people to complete and return the questionnaires. However, such a follow-up procedure was not feasible for the pilot sample. The pilot data collection took about three weeks while the validation data were collected in about two weeks time.

For the pilot sample, 33.1% were below the age of 30 and 35.3% were 40 years of age or above. The male:female ratio was 2.4:1. Married people accounted for 64.2% of the sample. In terms of education, 39.4% had college degrees or above. People who were raised in an urban area amounted to 60.2% of the sample. Among the respondents, 52.5% had between one to five years of experience in the organization where they were presently employed. In terms of annual salary, 43.9% earned less than \$15,000, 43.2% earned between \$15,000 and \$25,000 and the rest earned \$25,000 or more. 39.1% worked for organizations that had 250 employees or less, while 49.3% belonged to organizations that had more than 1000 employees. As for department size, 38.4% were in departments that had 10 people or less, while 22.4% had 50 people or more in their departments. A more detailed description of the sample can be seen in Table 3.

For the validation sample, 39.4% were below the age of 30 and 34.5% were 40 years of age or above. The male:female ratio was 2.6:1. Married people accounted for 65.9% of the sample. In terms of education, 53.9 had college degrees or above. People who were raised in an urban area amounted to 69.6% of the sample. Among the respondents, 55.4% had between one to five years of experience in the organization where they were presently employed. In terms of annual salary, 39.3% earned less than

Table 3  
Frequency Distribution For Demographics

No.	Demographic Variables	Absolute Frequency		Relative Frequency	
		Pilot N = 139	Validation N = 169	Pilot N = 139	Validation N = 169
1	Age				
	under 20 years	2	0	1.4	0.0
	20 - 29 years	44	65	31.7	39.4
	30 - 39 "	44	43	31.7	26.1
	40 - 49 "	34	32	24.5	19.4
	50 - 59 "	13	22	9.4	13.3
	60 -	2	3	1.4	1.8
2	Sex				
	Male	97	120	70.3	72.3
	Female	41	46	29.7	27.7
3	Marital Status				
	Married	88	110	64.2	65.9
	Single	39	42	28.5	25.1
	Divorced	7	13	5.1	7.8
	Engaged	3	2	2.2	1.2
4	Education				
	Some High School	16	6	12.6	3.6
	High School Graduate	29	9	22.8	5.4
	Some College	32	62	25.2	37.1
	College Degree	18	30	14.2	18.0
	Some Graduate Work	27	54	21.3	32.3
	Advanced Degree	5	6	3.9	3.6
5	Area of Socialization				
	Population less than 500	5	2	3.8	1.2
	500 - 5000	13	14	9.9	8.5
	5,000 - 50,000	26	23	19.8	14.0
	50,000 - 100,000	8	11	6.1	6.7
	100,000 - 500,000	8	18	6.1	11.0
	500,000 - 1 million	5	8	3.8	4.9
	1 million - 2 million	40	47	30.5	28.7
	greater than 2 million	26	41	19.8	25.0
6	Experience				
	1 - 5 years	73	92	52.5	55.4
	6 - 10 "	26	29	18.7	17.5
	11 - 15 "	18	12	12.9	7.2
	16 - 20 "	5	13	3.6	7.8
	20 -	17	20	12.2	12.0
7	Annual Salary				
	less than \$10,000	19	10	13.7	6.0
	10,000 - 14,999	42	52	30.2	31.3
	15,000 - 19,999	31	42	22.3	25.3
	20,000 - 24,999	29	31	20.9	18.7
	25,000 - 29,999	10	17	7.2	10.2
	30,000 - 34,999	6	7	4.3	4.2
	35,000 - 39,999	1	5	0.7	3.0
	40,000 - 44,999	1	0	0.7	0.0
	45,000 - 49,999	0	0	0.0	0.0
	50,000 -	0	2	0.0	1.2

No.	Demographic Variables	Absolute Frequency		Relative Frequency	
		Pilot N = 139	Validation N = 169	Pilot N = 139	Validation N = 169
8.	Organizational Size				
	less than 100	17	22	12.3	13.3
	100 - 250	37	31	26.8	18.7
	500 - 750	8	40	5.8	24.1
	750 - 1000	8	12	5.8	7.2
	1000 -	68	61	49.3	36.7
9	Departmental Size				
	less than 5	16	31	11.6	18.6
	5 - 10	37	51	26.8	30.5
	10 - 25	34	50	24.6	29.9
	25 - 50	20	15	14.5	9.0
	50 - 100	14	9	10.1	5.4
	100 -	17	11	12.3	6.6

\$15,000, 44% earned between \$15,000 and \$25,000 and the rest earned above \$25,000. 32% worked for organizations that had about 250 employees or less while 36.9% belonged to organizations that had more than 1000 employees. As for department size, 49.1% were in departments that had 10 people or less while 12% had 50 people or more in their departments. A more detailed description of this sample can be seen in Table 3.

#### 4.3 Measurement

This section presents an outline of the various instruments used for gathering information for the study.

##### 4.3.1 Individual differences factors:

4.3.1.1 Demographics: Information regarding age, education and sex were collected by asking one question about each of the above mentioned variables.

4.3.1.2 Need for achievement: The need for achievement was measured by the revised and shortened 15-item version of the original Hermans (1970) scale used by Latham and Yukl (1976). The internal consistency reliability reported was .44. No validity data were available for this version. The scale items are as follows:

##### Need for achievement scale

1. Working is something that:

- a. I like doing most of the time.
- b. I like doing fairly often.
- c. I like doing occasionally.
- d. I seldom like doing.

2.\* To succeed on an important task it is:

- a. Seldom necessary to prepare yourself well ahead of time.
- b. Sometimes helpful to prepare yourself well ahead of time.
- c. Often helpful to prepare yourself well ahead of time.

- d. Usually necessary to prepare yourself well ahead of time.
3. When I am working, the demands I make upon myself are:
- a. Very high.
  - b. Moderately high.
  - c. Not so high.
  - d. Very low.
4. I usually do:
- a. Much more than I resolved to do.
  - b. A little more than I resolved to do.
  - c. A little less than I resolved to do.
  - d. Much less than I resolved to do.
5. If I am not able to obtain a difficult goal:
- a. I try harder to attain the goal.
  - b. I continue trying but do not put out any extra effort.
  - c. I am inclined to give up but may make one more effort.
  - d. I usually give up and quit trying.
6. How much responsibility would you like in your job?
- a. Much more responsibility.
  - b. Somewhat more responsibility.
  - c. Slightly more responsibility.
  - d. A little less responsibility.
- 7.\* I would find a life in which I did not have to work at a job to be:
- a. Ideal.
  - b. Quite pleasant.
  - c. Somewhat boring.
  - d. Very unpleasant and boring.

8. When I was in school, I thought attainment of a high position in society was:
- a. Very important.
  - b. Moderately important.
  - c. Only slightly important.
  - d. Completely unimportant.
- 9.\* For life's extra pleasures such as recreation, entertainment and relaxing:
- a. I nearly always have enough time.
  - b. I sometimes have enough time.
  - c. I seldom have enough time.
  - d. I never have enough time.
10. I can work at a task without getting tired for:
- a. A very long time.
  - b. A fairly long time.
  - c. Not too long a time.
  - d. Only a short while.
11. I am usually:
- a. Extremely busy.
  - b. Moderately busy.
  - c. Not too busy.
  - d. Not busy at all.
12. When I was in school:
- a. I was extremely ambitious.
  - b. I was somewhat ambitious.
  - c. I was a little ambitious.
  - d. I was not at all ambitious.



13. How important is it to know how well you are doing in your job?
- a. Very important.
  - b. Moderately important.
  - c. Only slightly important.
  - d. Not at all important.
14. When I begin a task:
- a. I usually carry it to a successful conclusion.
  - b. I often carry it to a successful conclusion.
  - c. I sometimes carry it to a successful conclusion.
  - d. I seldom carry it to a successful conclusion.
- 15.\* The best thing about being president of a new company is:
- a. The opportunity to be part of a management team.
  - b. The excellent salary and benefits.
  - c. The challenge of making the company successful.
  - d. The status and respect that comes from being an executive.

The items with asterisks were reverse scored. The respondents were asked to circle the choice that best reflected their view. A high score represented a high need for achievement. The theoretical range varied from 15 to 60. The rounded item mean value for the scale was substituted for missing responses.

4.3.1.3 Locus of control: The locus of control was measured by the short form 10-item scale, modified from the original Rotter instrument (Valecha, 1972). Though information regarding reliability was not reported for this version, the construct validity of the scale had been established. The items in this scale correspond to the following four dimensions proposed by Collins (1974); namely, "the difficult-easy world", "the just-unjust world", "the predictable-unpredictable world" and "the politically responsive-unresponsive

world." The items in the instrument are as follows:

Rotter's abbreviated locus of control scale

1. a. In the long run people get the respect they deserve in this world.  
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
2. a. The idea that teachers are unfair to students is nonsense.  
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
3. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.  
b. Getting a good job depends mainly on being in the right place at the right time.
4. a. The average citizen can have an influence in government decisions.  
b. This world is run by the few people in power, and there is not too much the little guy can do about it.
5. a. In my case getting what I want has little or nothing to do with luck.  
b. Many times we might just as well decide what to do by flipping a coin.
- 6.\* a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.  
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
- 7.\* a. Most people don't realize the extent to which their lives are controlled by accidental happenings.  
b. There really is no such thing as "luck."
- 8.\* a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

9.\* a. Many times I feel that I have little influence over the things that happen to me.

b. It is impossible for me to believe that chance or luck plays an important role in my life.

10.\* a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking.

The respondents were asked to circle either statement a or b depending upon which response they agreed with most. The items were coded in terms of 0 and 1. The items with asterisks were reverse scored. A high score indicated an internal locus of control while a low score indicated an external locus of control. The theoretical range of scores varied from 0 to 10. For missing values, the item mean score for the scale for the respondent was substituted in the analysis.

#### 4.3.2 Situational factors

4.3.2.1 Job scope: Information regarding job scope was collected using the 14-item job diagnostic survey (section 2) developed by Hackman and Oldham (1975). The reported internal consistency reliability varied from .59 to .78. There was also evidence of convergent validity for the scale. The scale items are as follows:

##### Job diagnostic survey

1. The job requires me to use a number of complex or high-level skills.
2. The job requires a lot of cooperative work with other people.
- 3.\* The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.

4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
- 5.\* The job is quite simple and repetitive.
- 6.\* The job can be done adequately by a person working alone -- without talking or checking with other people.
- 7.\* The supervisors and co-workers on this job almost never give me any "feedback" about how well I am doing in my work.
8. This job is one where a lot of other people can be affected by how well the work gets done.
- 9.\* The job denies me any chance to use my personal initiative or judgment in carrying out the work.
10. Supervisors often let me know how well they think I am performing the job.
11. The job provides me with the chance to completely finish the pieces of work I begin.
- 12.\* The job itself provides very few clues about whether or not I am performing well.
13. The job gives me considerable opportunity for independence and freedom in how I do the work.
- 14.\* The job itself is not very significant or important in the broader scheme of things.

The respondents were asked how accurate was each one of the above statements in describing their jobs. The response format ranged from very inaccurate to very accurate on a seven point Likert type scale. The items with asterisks were reversed and a high score indicated a wider job scope. The missing values were substituted with the rounded item mean value for the scale for that respondent. The theoretical range for the scores varied from 14 to 98.

4.3.2.2 Participation in decision making: Participation in decision making was measured by using the 5-item questionnaire developed by Siegel and Ruh (1973). The internal consistency reliability was reported to be .81. There was also evidence of convergent and discriminant validity for the scale (Ruh, White & Wood, 1975). The scale items are shown below:

Siegel and Ruh Scale

1. In general, how much say or influence do you have on how you perform your job?
2. To what extent are you able to decide how to do your job?
3. In general, how much say or influence do you have on what goes on in your work group?
4. In general, how much say or influence do you have on decisions which affect your job?
5. How receptive is your supervisor to your ideas and listens to your suggestions?

The respondents were asked to answer each question in a five point Likert type scale, the response format ranging from very little to very much. A high score indicated a greater degree of participation in decision making. The missing values were substituted by the rounded item mean scale value for that respondent. The theoretical range for this scale was from 5 to 25.

4.3.3 Situational Moderator

4.3.3.1 Leadership

Leadership was measured by the recently revised LBDQ Form XII questionnaire (Schriesheim & Kerr, 1974) containing 10 items. It had been reported that the LBDQ Form XII exhibited acceptable internal consistency reliability and concurrent validity. The scale is presented below:

Leader behavior description questionnaire, form XII, revised.

Initiating structure:

1. He makes his attitudes clear to the group.
2. He schedules the work to be done.
3. He maintains definite standards of performance.
4. He encourages the use of uniform procedures.
5. He lets group members know what is expected of them.

Consideration:

- 6.\* He refuses to explain his actions.
- 7.\* He acts without consulting the group.
8. He treats all group members as his equals.
9. He is friendly and approachable.
10. He puts suggestions made by the group into operation.

The respondents were asked to describe the behavior of their supervisor on a five point Likert type scale, the response format ranging from strongly agree to strongly disagree. The items with asterisks were reversed and a high score indicated a more favorable attitude toward one's supervisor. The missing values were substituted by the rounded item mean score for that respondent on this scale. The theoretical range of scores varied from 10 to 50.

4.3.4.4. Criterion Variables

4.3.4.1 Job involvement: Job involvement was measured by the 6-item short version of the Lodahl and Kejner scale (Lodahl & Kejner, 1965) and the 8-item Faunce's occupational involvement index scale (1959). The split half reliability reported for the Lodahl and Kejner scale was .73 and there was also evidence of convergent and discriminant validity. A factor analysis of the Lodahl and Kejner scale also yielded some support for

construct validity. There was no information available on the reliability and validity of the Faunce's occupational involvement scale. The scales are shown as follows:

Lodahl and Kejner job involvement scale:

1. The major satisfaction in my life comes from my job.
2. The most important things that happen to me involve my work.
3. I am really a perfectionist about my work.
4. I live, eat and breathe my job.
5. I am very much involved personally in my work.
- 6.\* Most things in my life are more important than work.

The respondents rated the above items on a 5-point Likert type scale, the response format ranging from strongly disagree to strongly agree. The item with the asterisk was reversed and a high score meant higher job involvement. The missing values were substituted with the respondents' rounded item mean for the scale. The theoretical range of scores was from 6 to 30.

Faunce's occupational involvement index:

- 1.\* The main reason I work at my present job is to make money.
2. If I received an inheritance so large that I did not have to work, I would still work at my present job.
- 3.\* The things I do off the job are generally more interesting to me than the things I do while at work.
4. It is more important to me that I do well at my work here than at anything else I do.
5. I care more about what the people I work with think of me than I do about what most other people think.
6. I cannot really be happy unless I do well at my job.

7. The general field or work I am in now is the kind I would prefer to stay in until I retire.
8. I would feel like a loafer if I did not have a job.

Responses to the above items were obtained on a 5-point Likert type scale, the response format ranging from strongly agree to strongly disagree. The items with the asterisks were reversed. The final scale score showed a high value for highly job involved people. The missing values were substituted with the respondents' rounded item mean for the scale. The theoretical range of scores varied from 8 to 40.

4.3.4.2 Effort: Effort was measured by the 4-item job motivation scale developed by Patchen (1965) and also by a three-dimensional scale consisting of task concentration, job curiosity and persistence containing 17 items in all (Landy & Guion, 1970).

The Patchen scale was found to exhibit a test-retest reliability of .80 and evidence of construct validity. For the Landy and Guion instrument the interrater reliability reported varied from .51 to .73 for the task concentration scale, .54 to .71 for the job curiosity scale and .57 to .82 for the persistence scale. Evidences of validity for the scales were also provided by Landy and Guion (1970). The scales are as follows:

Patchen's job motivation scale:

1. On most days on your job, how often does time seem to drag for you?

- ☐ About half the day or more
- ☐ About one-third of the day
- ☐ About one-quarter of the day
- ☐ About one-eighth of the day
- ☐ Time never seems to drag



2. Some people are completely involved in their job -- they are absorbed in it night and day. For other people, their job is simply one of several interests. How involved do you feel in your job?

☐ Very little involved; my other interests are more absorbing

☐ Slightly involved

☐ Moderately involved; my job and my other interests are equally absorbing to me

☐ Strongly involved

☐ Very strongly involved; my work is the most absorbing interest in my life.

- 3.\* How often do you do some extra work for your job which isn't really required of you?

☐ Almost every day

☐ Several times a week

☐ About once a week

☐ Once every few weeks

☐ About once a month or less

- 4.\* Would you say you work harder, less hard, or about the same as other people doing your type of work at your organization?

☐ Much harder than most others

☐ A little harder than most others

☐ About the same as most others

☐ A little less hard than most others

☐ Much less hard than most others

The respondents were asked to check the response closest to their feelings about their job. The items in asterisks were reversed and a high score on the scale indicated a high degree of effort exerted on the job. The responses for the above items were obtained on a 4-point scale.

The missing values were substituted with the respondents' rounded item mean for the scale. The scale score ranged from 4 to 20.

#### Landy and Guion effort scale

##### Task concentration

1. I take no notice of time when involved in a task.
2. I keep my mind on the task at hand in ordinary circumstances.
- 3.\* I am distracted from the immediate problem by thoughts of other things I have to do.
- 4.\* I visit the water fountain and rest room often.
- 5.\* I accept every invitation for coffee even when involved in a task.

##### Job curiosity

6. I study the whole system even though I am only working on a small part of it.
7. I experiment with different techniques in order to become familiar with all of them.
8. I am nosy about what other people are doing.
- 9.\* I work on my portion of the job without knowing how it fits into the overall system.
- 10.\* I make assumptions about a problem situation rather than seeking answers.

##### Persistence

11. I keep whacking away at a problem until I achieve a solution.
12. I work through lunch if a problem is particularly pressing.
13. I work past quitting time to follow up on a solution to a problem rather than letting it go until the next day.
14. I keep working at a problem until there is some pressure to change to a different one.
- 15.\* I show pleasure if taken off a drawn-out task before it is completed.
- 16.\* I ask for a new assignment when faced with adversity and/or a series

of difficult tasks.

17.\*I quit when I find that a problem of supposedly moderate difficulty resists all initial attempts to solve it.

The respondents were asked to indicate their agreement or disagreement with the above items on a five-point Likert type scale, the response format ranging from strongly agree to strongly disagree. The items with asterisks were reversed and a higher score on the scale indicated a higher degree of effort on the job. The missing values were substituted with the rounded item mean of the respondent for this scale. The theoretical range for the scale varied from 17 to 85.

#### 4.4 Procedure

As could be seen from the foregoing, the present study made use of standardized research instruments and for most of them, validity and reliability figures were available. Nevertheless, attempts were made to establish the internal consistency reliability of the various instruments used in this study. In addition the criterion scales were tested for convergent and discriminant validity using the multitrait multimethod matrix approach (Campbell & Fiske, 1959).

The causal model outlined in Figure 3 could be tested using path analysis, cross lagged correlations or dynamic correlations. However the latter two would require longitudinal data in order to be able to test the model adequately. Since the data for the present study were of a cross-sectional nature, path analysis was chosen to examine the implied causality of the model. For a more detailed description of the technique, the reader is referred to Kerlinger and Pedhazur (1973) and Li (1975). It has been suggested that one limitation that researchers should be reminded of is that "theories" should not be tested on data from which they were derived. Thus

when a set of data fit a causal model reasonably well, the presumed parameters should then be tested in a replication (Borgatta, 1970). Again, as pointed out by Borgatta (1970), such testing of theory by replication is conspicuously absent in most articles that use causal models. Hence, an attempt was made in this study to remedy this situation through the use of a second set of data to validate the model.

The cross validation of the model was done in the following way. For the pilot sample a regular regression analysis was performed and the regression equation using the standardized path coefficients was generated. The above equation was then applied to the causal predictors of the validation sample, thus yielding a criterion score for job involvement and effort for each respondent. A Pearson product moment correlation was then calculated between the observed criterion scores and the predicted criterion scores for the validation sample. This correlation coefficient, if found significant, would establish the validity of the causal model proposed (Kerlinger & Pedhazur, 1973). Though a multivariate model proposed in Figure 3 was often tested by using a series of bivariate tests (e.g., Hall & Lawler, 1970), it was found desirable to employ a statistical procedure that could be helpful in assessing the goodness of fit of the entire model to the data. Hence the procedure developed by Specht (1975) for the evaluation of a linear causal model as a whole by computing the generalized multiple correlation was used in this study.

Hypotheses 1, 2, 3, 4, and 5 dealt with associations between pairs of variables. Strictly speaking, the measures of the dependent variables, namely job involvement and effort, have to be treated as ordinal variables. However they are often treated as interval variables because when one moves to use scores based on a number of items, the assumptions of normality become less of an issue. This is because of the resulting distributions

(Borgatta, 1968, p. 34). Further, generally speaking, violations of assumptions of normality with the product moment correlation coefficient tend to cause underestimation of relationship which in the present case is less harmful. Hence Pearson product moment correlations and the F-test of independence were used to test the hypothesized relationships and their strength. Hypotheses 6, 7, 8, and 9 suggested possible moderating effects on the proposed linkage shown in Figure 3. The mode of testing to detect such moderating effects would be the subgroup analytical strategy that had been recently used for that purpose (Brief & Aldag, 1975; Stone, 1976; Stone, Mowday & Porter, 1977). The t-statistic (one tailed) was computed between corresponding path coefficients in each linkage for each subgroup and its significance assessed as a means of testing the above hypotheses. (see Appendix 2).

## CHAPTER 5

### ANALYSIS AND RESULTS

In this chapter all the findings relevant to this study are presented. The first section explores the psychometric properties of the scales as found in the present study. The second section deals with testing of the hypotheses developed in Chapter 3. The final section suggests revisions to the model presented in Figure 3 based on the findings.

#### 5.1 Psychometric Properties of the Scales

Though the scales used in this study were standardized previously, it had been decided to re-examine their psychometric properties in the context of the present investigation. The discussion will follow the order in which the scales were presented in Chapter 4.

##### 5.1.1 Need for Achievement

Since the internal consistency reliability reported for the nAch scale was rather low (.44), it was decided to improve the scale properties through an item analysis. A Sheffé test comparing the mean scores on need for achievement for the pilot and validation sample revealed that the subsets were homogeneous. Hence the samples were combined and a principal component analysis was performed on the fifteen items. A six item subscale was developed on the basis of their loadings ( $\geq .40$ ) on the principal factor. Items 1, 4, 5, 10, 11 and 12 from the original scale were selected since they also exhibited the highest commonalities ( $\geq .32$ ). The eigenvalue obtained for the principal factor was 1.95 and the eigenvalue for the second factor was only .67. The principal factor explained 46.1% of the common variance. An internal consistency check using the Cronbach  $\alpha$  showed a sizeable improvement from .44 to .60. Hence the short form was chosen for

subsequent analysis. The internal consistency reliability of the above scale for the pilot and validation samples was found to be .56 and .61 respectively (Table 4).

#### 5.1.2 Locus of Control:

The internal consistency reliability of the 10-item Locus of Control scale for the pilot and validation samples was found to be .73 and .69 respectively (Table 4).

#### 5.1.3 Job Scope:

The internal consistency reliability for the 14-item Job Scope scale for the pilot and validation samples was found to be .79 and .78 respectively (Table 4).

#### 5.1.4 Participation in Decision Making:

The internal consistency reliability for the 5-item Participation in Decision Making scale for the pilot and validation samples was found to be .85 and .83 respectively (Table 4).

#### 5.1.5 Leadership:

The internal consistency reliability for the 10-item LBDQ form XII revised, for the pilot sample was found to be .83 for initiating structure and .82 for consideration while for the validation sample it was .79 for both initiating structure and consideration.

Two separate instruments were used to measure each of the two criterion variables, job involvement and effort.

#### 5.1.6 Job Involvement

Job involvement was measured by the 6-item short version of the Lodahl and Kejner Scale (called job involvement 1) and the 8-item Faunce

Table 4  
Intercorrelation Matrix  
of Dependent and Independent Variables

Variables	Mean	Standard Deviation	Need for Achievement	Locus of Control	Job Scope	Participation in Decision Making	Job Involvement	Effort
Need For Achievement	$\frac{10.5}{10.4}$	$\frac{2.5}{2.3}$	$\frac{56}{61}$	14	24	20	27	46
Locus of Control	$\frac{4.5}{4.6}$	$\frac{2.5}{2.4}$	19	$\frac{73}{69}$	29	29	31	32
Job Scope	$\frac{72.4}{76.1}$	$\frac{13.3}{12.3}$	17	23	$\frac{79}{78}$	65	41	41
Participation in Decision Making	$\frac{17.9}{19.0}$	$\frac{5.0}{4.4}$	14	20	54	$\frac{85}{83}$	29	42
Job Involvement	$\frac{18.1}{18.0}$	$\frac{5.5}{4.7}$	36	26	29	27	$\frac{82}{76}$	56
Effort	$\frac{9.7}{9.1}$	$\frac{3.1}{2.8}$	35	24	37	46	51	$\frac{69}{61}$

Decimals are omitted in the correlation matrix.

The numbers in the top triangle represent pilot data N = 139

The numbers in the bottom triangle represent validation data N = 169

Diagonal elements represent internal consistency reliability estimates.

For the descriptive statistics and reliability estimates the numbers at the top represent the pilot data and the numbers at the bottom represent validation data.

$.14 \leq r \leq .20$        $.05 \geq p \geq .01$

$.20 < r \leq .25$        $.01 \geq p \geq .001$



Occupational Involvement Index (called Job Involvement 2). The internal consistency reliability (Table 5) for job involvement 1 for pilot and validation samples was found to be .82 and .76 respectively. For job involvement 2 the internal consistency reliability for the pilot and validation samples was found to be .67 and .69 respectively.

#### 5.1.7 Effort

Effort was measured by the 4-item Patchen Job Motivation scale (called effort 1) and the 17-item Landy and Guion Effort scale (called effort 2). The internal consistency reliability (Table 5) for effort 1 for pilot and validation data was found to be .69 and .61 respectively. For effort 2 the internal consistency reliability for the pilot and validation data was found to be .71 and .74 respectively.

On the basis of the reliabilities (Chronbach  $\alpha$ ) reported above, one could conclude that the internal consistency of the scales used in this research appeared to be satisfactory (Nunnally, 1978, p. 245).

#### 5.1.8 Convergent and Discriminant Validation

For the criterion variables, job involvement and effort, in addition to the reliabilities mentioned above, an attempt was made to establish convergent and discriminant validity using the multitrait-multimethod technique developed by Campbell and Fiske (1959).

Convergent validity is established when traits measured by one method are significantly correlated with the criterion. In the present case, the criterion is the same variable measured by another method. The results shown in Table 5 found this to be so. Job involvement 1 correlates .69 and .61 ( $p \leq .001$ ) with job involvement 2 for the pilot and validation samples respectively. Effort 1 correlated at .44 and .57 ( $p \leq .001$ ) with Effort 2 for the pilot and validation samples respectively.

To establish discriminant validity, three comparisons of correlations

Table 5

Multiscale Multimethod Matrix  
for Convergent and Discriminant Validity and Reliability

				M E T H O D 1		M E T H O D 2	
Scales		Mean	Standard Deviation	Job Involvement 1	Effort 1	Job Involvement 2	Effort 2
M E T H O D 1	Job	18.1	5.5				
	Involvement 1	18.0	4.7				
	Effort 1	9.7	3.1				
		9.1	2.8				
M E T H O D 2	Job	22.3	5.8				
	Involvement 2	23.0	5.9				
	Effort 2	35.3	7.9				
		34.1	7.8				

The diagonal numbers represent internal consistency reliability for the scales.

The numbers at the top pertain to the pilot data N = 139.

The numbers at the bottom pertain to the validation data N = 169.

The numbers in the top triangle represent pilot data.

The numbers in the bottom triangle represent validation data.

All correlations significant at .001 level of significance.

Decimals are omitted in the correlation matrix.

are proposed (Althauser & Heberlein, 1970). First, one desires a higher correlation between measures of the same concept using different methods than the correlation between measures of different concepts using different methods. In the case of job involvement the above condition was satisfied ( $.69 > .41$  &  $.52$  for the pilot sample,  $.61 > .37$  &  $.42$  for the validation sample). However, for the effort scale it was met only for the validation sample ( $.44 > .52$  for the pilot sample,  $.57 > .42$  for the validation sample). Second, different concepts measured by the same method should not correlate more highly than do measures of the same concept using different methods. This was found to be true in the case of job involvement for both samples and for both methods (Method 1:  $.56 > .69$  for the pilot sample and  $.51 > .61$  for the validation sample, Method 2:  $.46 > .69$  for the pilot sample and  $.27 > .61$  for the validation sample). However, for the effort scale the above criterion was met only for the validation sample (Method 1:  $.56 > .44$  for the pilot sample and  $.51 > .57$  for the validation sample, Method 2:  $.46 > .44$  for the pilot sample and  $.27 > .57$  for the validation sample). Third, regardless of the methods used, the same pattern of off-diagonal correlations should hold. This would reflect an underlying matrix of substantive or true correlations between concepts that is maintained in spite of possible methods effects. An observation of Table 5 revealed this to be true. Based on the above evidence, it can be concluded that the requirements for convergent and discriminant validity of the criterion scales were substantially fulfilled.

## 5.2 Tests of Model and Hypotheses

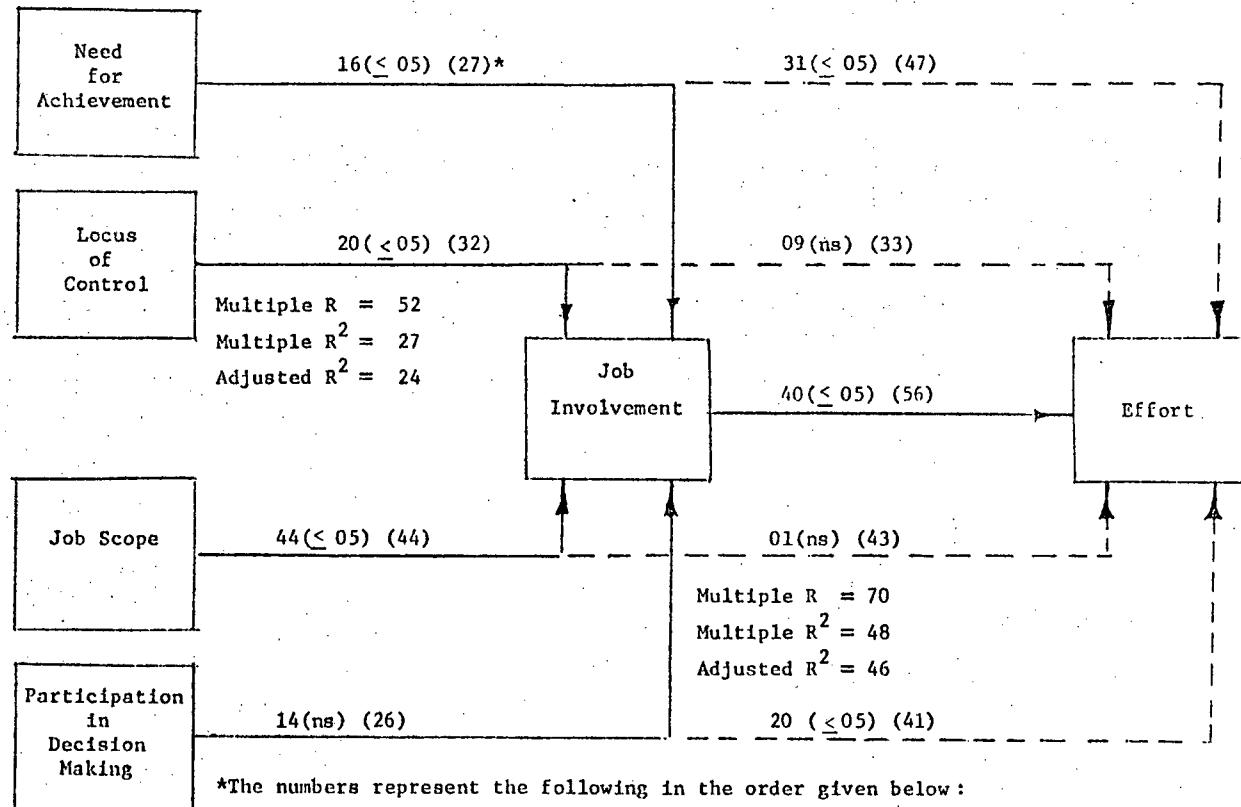
The operational model proposed that need for achievement, locus of control (individual difference factors), job scope and participation in decision making (situational factors) influenced job involvement which in turn influenced job related effort. A diagrammatic representation of the above proposition was presented in Figure 3. As mentioned earlier, path analysis was chosen to test the causality implied in this model. The

results of the path analysis can be seen in Figures 4 and 5. An  $\alpha$  level of .05 was chosen for the testing of the path analytic model as it was felt, given the nature of the problem, it would be less desirable to risk rejection of the null hypothesis when it was actually true. As pointed out in Chapter 4, the model was tested on two sets of data in order to study the pattern of results more thoroughly. For the pilot sample, it has been observed that both locus of control and job scope followed the predicted causal path. In other words, they both had a direct effect on job involvement while their impact on effort was only indirect. This observation was supported by the following findings: 1. The path coefficients for locus of control and job scope toward job involvement were found to be significant ( $.20$  &  $.44$   $p < .05$ ); 2. they showed significant zero order correlation with job involvement ( $.32$  &  $.44$ ); 3. their path coefficients toward effort were nonsignificant ( $.09$  &  $.01$ ). The above findings taken together with the fact that both locus of control and job scope exhibited significant zero order correlations with effort ( $.33$  &  $.43$ ) suggested that their association with effort was primarily through job involvement. On the other hand, need for achievement showed significant direct effects on both job involvement and effort as evidenced by the significant path coefficients and zero order correlations toward both ( $\beta = .31$ ,  $r = .27$ ,  $p < .05$  for job involvement and  $\beta = .31$ ,  $r = .47$ ,  $p < .05$  for effort.) Participation in decision making appeared to influence effort directly rather than through job involvement ( $\beta = .14$ ; not significant for job involvement and  $\beta = .20$ ;  $p \leq .05$  for effort.) Job involvement had a significant impact on effort, as suggested by the model. The goodness of fit of the entire causal model as given by the generalized multiple correlation coefficient (Specht, 1975) was .64 ( $p < .001$ ). The validation sample also substantiated the above observations though the path coefficients were somewhat different. The detailed results are presented in Figures 4 and 5. The goodness of fit of the

Figure 4

Path Analysis Pilot Data

N = 139



\*The numbers represent the following in the order given below:

Path coefficient (significance level of path coefficient) (zero order correlation).

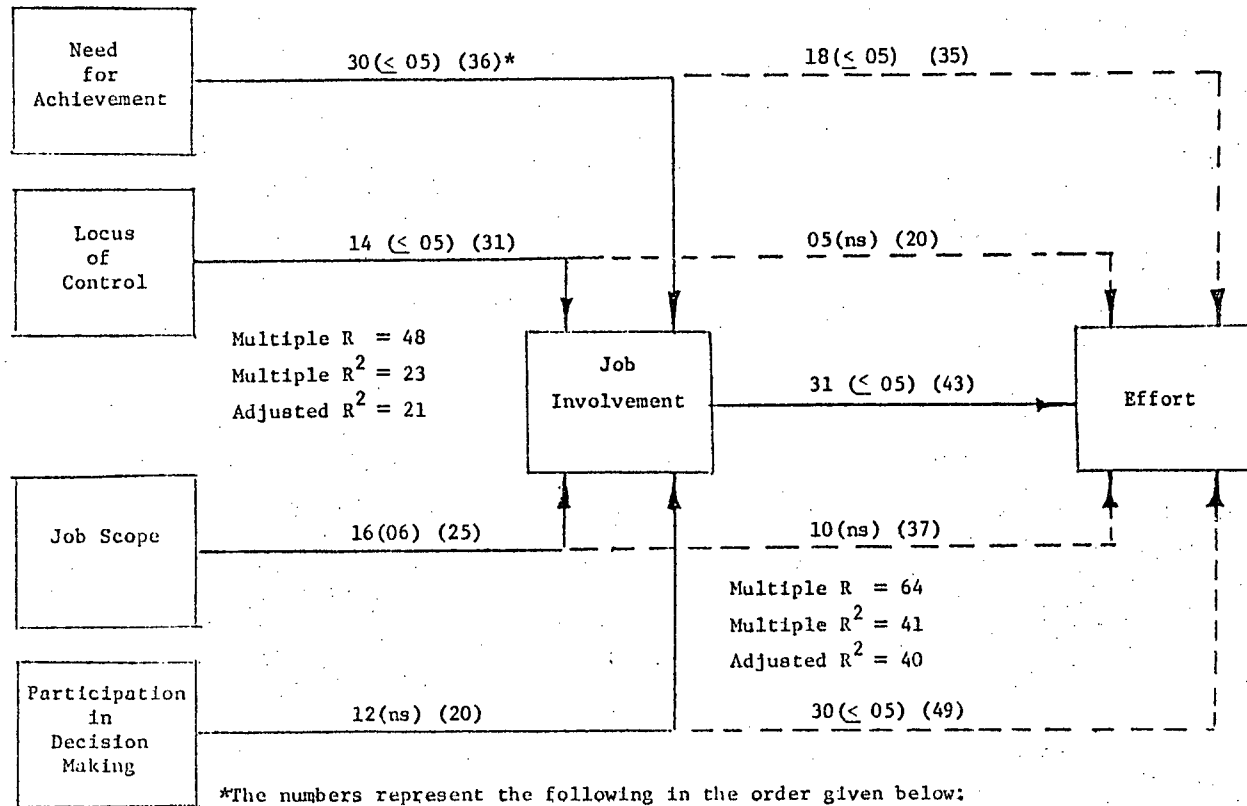
Decimals are omitted.

Average intercorrelation among independent variables = .30.

Figure 5

Path Analysis - Validation Data

N = 169



\*The numbers represent the following in the order given below:

Path coefficient (significance level of path coefficient) (zero order correlation).

Decimals are omitted.

Average intercorrelation among independent variables = .25.

Validation model as given by the generalized multiple correlation coefficient was .69 ( $p < .001$ ). For the pilot sample, 27% of the variance in job involvement was explained by the predictors in the proposed model while it was 48% for effort. In the case of the validation model 23% of the variance in job involvement was explained by the predictors while for effort it was 41%. In a further attempt to cross validate the model shown in Figure 3, the regression equation from the pilot sample was applied to the predictor variables of the validation sample. A Pearson product moment correlation was computed between the observed criterion scores in the validation sample and the predicted criterion scores. The correlation value served as the validity measure between the samples. For job involvement it was found to be .33 ( $p < .001$ ) while for effort it was .62 ( $p < .001$ ).

In spite of the above results, it was felt that the proposed model was supported only in part, due to the direct effects that both need for achievement and participation in decision making had on effort and the absence of a direct causal link between participation in decision making and job involvement.

Hypotheses 1 and 2 dealt with the impact of personality factors on job involvement. The proposed positive relationship between need for achievement and job involvement was supported for both pilot and validation samples by significant correlations between the two variables (Table 4). The above results suggested that those who possessed a high need for achievement were likely to perceive themselves as highly involved in their job. Hypothesis 2 proposed a positive relationship between internality of locus of control and job involvement. The correlations shown in Table 4 supported the hypothesized relationship for both pilot and validation samples. The impact of this finding would be that people who saw themselves as self motivated, directed or controlled (Valecha, 1972) experienced greater

involvement in their jobs.

Hypotheses 3 and 4 posited relationships between situational factors and job involvement. The hypothesized positive relationship between job scope and job involvement in hypothesis 3 was strongly supported for both pilot and validation samples as can be seen from Table 4. It suggested that people who felt their jobs to have a wider scope also found themselves highly involved in their jobs. Hypothesis 4 postulated a positive relationship between participation in decision making and job involvement. The correlation obtained was in the predicted direction and significant for both pilot and validation samples (Table 4). However, they were weaker than all the previous cases. This relationship pointed out that those who had an opportunity to participate in making decisions with respect to their jobs also exhibited a tendency to be more involved in their jobs.

Hypothesis 5, suggesting a positive relationship between job involvement and effort, was strongly supported given the significant correlation between the two variables for both pilot and validation samples as shown in Table 4. The results indicated that people who perceive themselves as highly job involved were also likely to see themselves as putting more effort into their jobs.

Hypotheses 6 through 9 considered the moderating effects of age, sex, education and leadership on the proposed causal linkage outlined in Figure 3. As mentioned earlier, subgroup analytical strategy was employed to test the above hypotheses. The pilot sample was divided at the median for each moderator variable and a separate path analysis was performed on each subgroup. The path coefficients for each linkage were then compared by means of a one tailed t-test (Appendix 2). The procedure was repeated for the validation sample in order to verify the results obtained for the pilot sample.



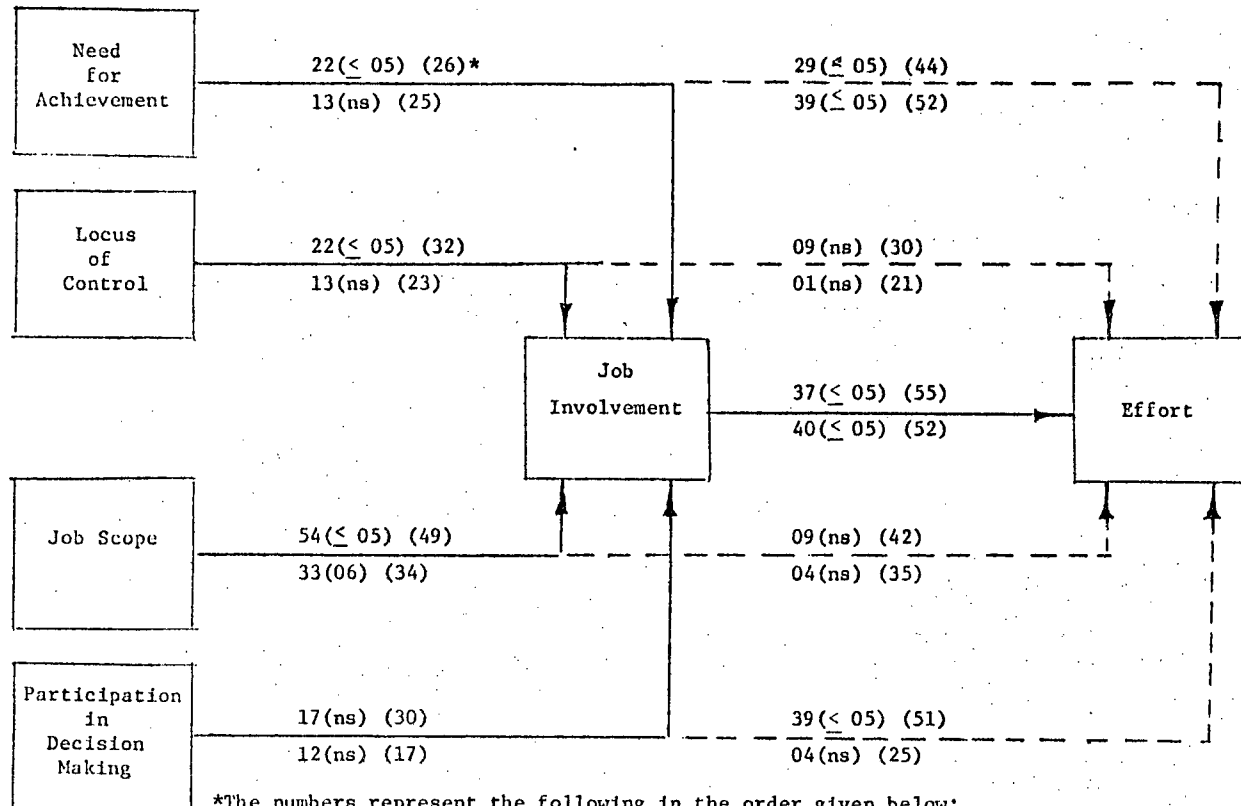
Hypothesis 6 stated that the causal linkage outlined in Figure 3 would be significantly stronger for older workers than younger workers. The path model with age as moderator for the pilot data can be seen in Figure 6 and for the validation data in Figure 7. None of the linkages showed significant differences between the subgroups in their path coefficients based on the t-statistic for either of the two samples. Hence, the above hypothesis was rejected. In other words, age was not found to moderate the proposed causal model.

Hypothesis 7 suggested that the causal linkage shown in Figure 3 should be significantly stronger for males than females. The path model with sex as a moderator for the pilot sample was shown in Figure 8 and for the validation sample in Figure 9. Again, none of the linkages indicated any significant differences between the path coefficients for the subgroups as found by the t-statistic in either of the two samples. Hence, the hypothesis was rejected and it was concluded that sex did not play a significant role as moderator in the hypothesized causal linkage.

It was postulated in hypothesis 8 that the causal linkage presented in Figure 3 would be significantly stronger for the more educated individuals compared to the less educated ones. The path model with education as a moderator is presented in Figure 10 for the pilot sample and in Figure 11 for the validation sample. As before, none of the linkages showed significant differences in their respective path coefficients for the subgroups as given by the t-statistic. The pattern was consistent for both samples. Therefore the null hypothesis could not be rejected. Education failed to play an important role as a moderator in the proposed causal linkage.

Hypothesis 9 posited that the causal linkage in Figure 3 would be significantly stronger for a leadership climate high on consideration and

Figure 6  
Subgroup Path Analysis  
Pilot Data Moderated by Age



\*The numbers represent the following in the order given below:

Path coefficient (significance level of path coefficient) (zero order correlation).

Decimals are omitted.

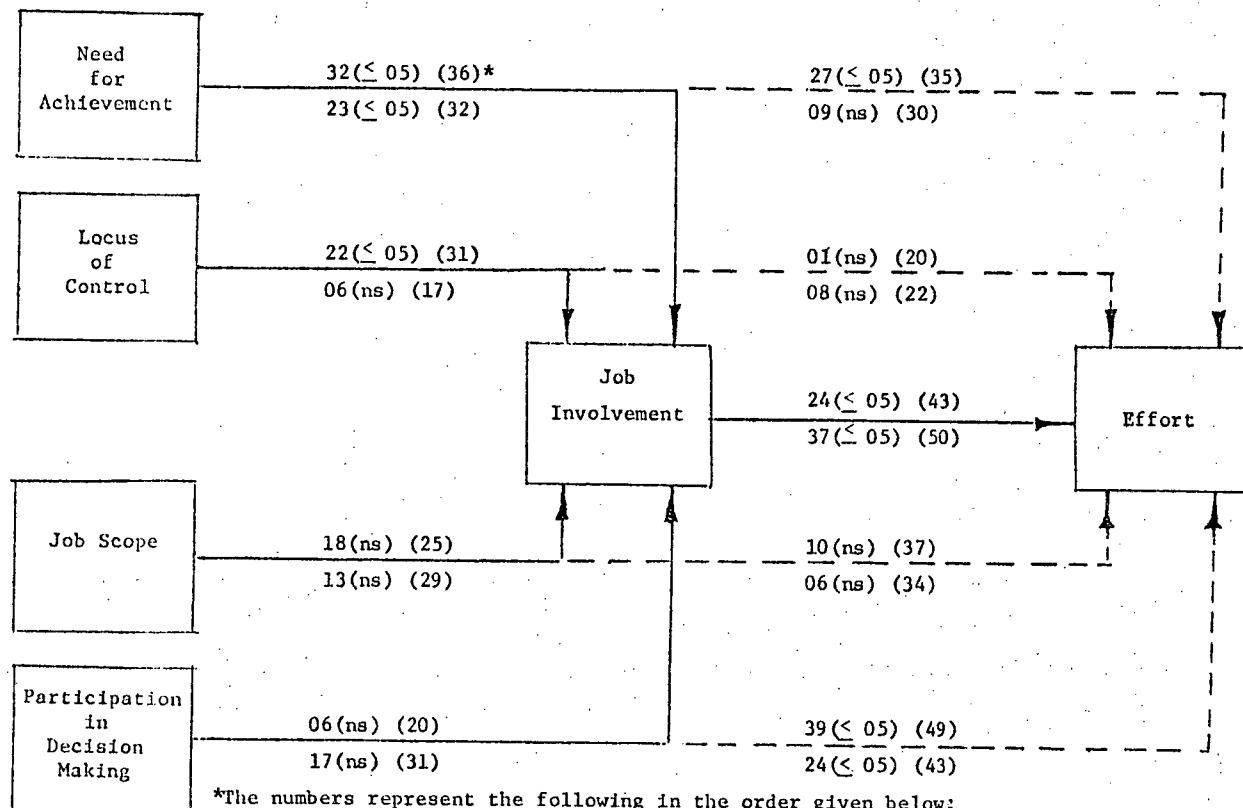
Figure at the top shows younger workers N = 66

Figure at the bottom shows older workers N = 61

Median Age = 32.

Figure 7

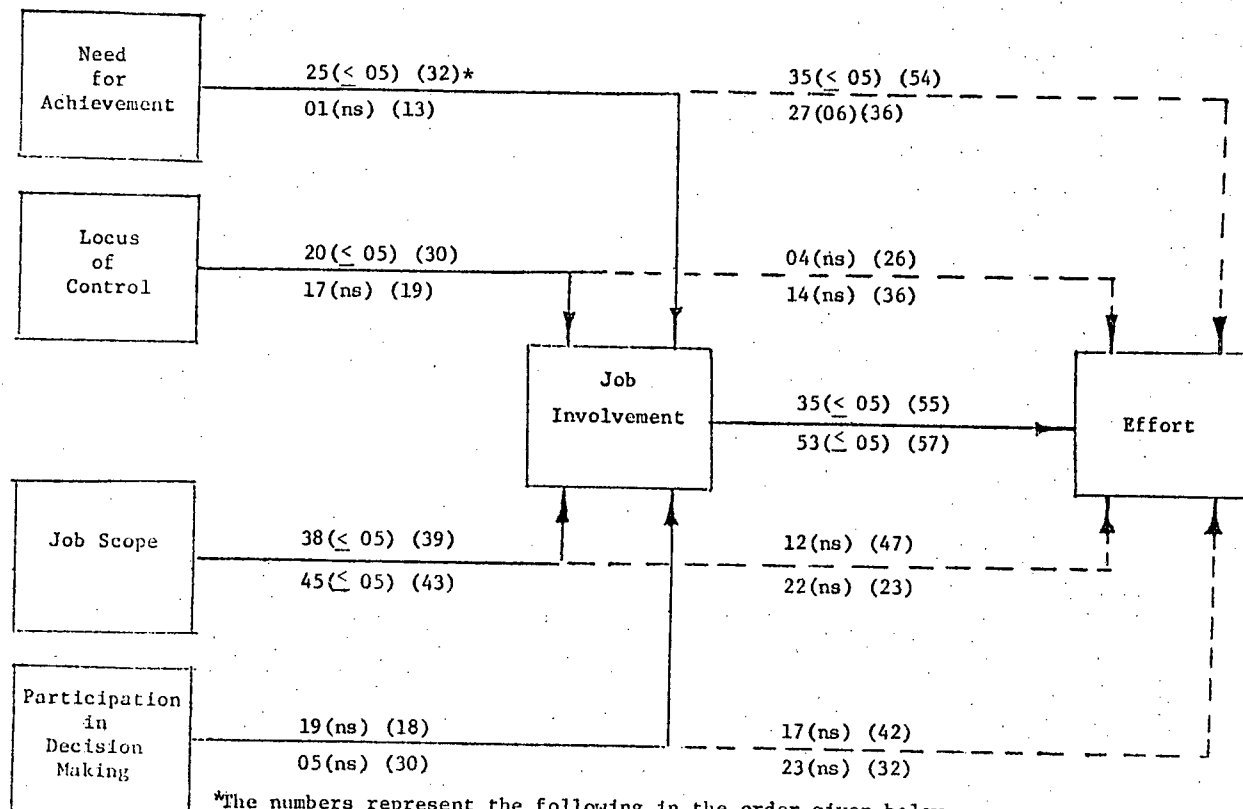
Subgroup Path Analysis  
Validation Data Moderated by Age



\*The numbers represent the following in the order given below:  
 Path coefficient (significance level of path coefficient) (zero order correlation).  
 Decimals are omitted.  
 Figure at the top shows younger workers N = 77  
 Figure at the bottom shows older workers N = 86  
 Median Age = 32

Figure 8

Subgroup Path Analysis  
Pilot Data Moderated by Sex



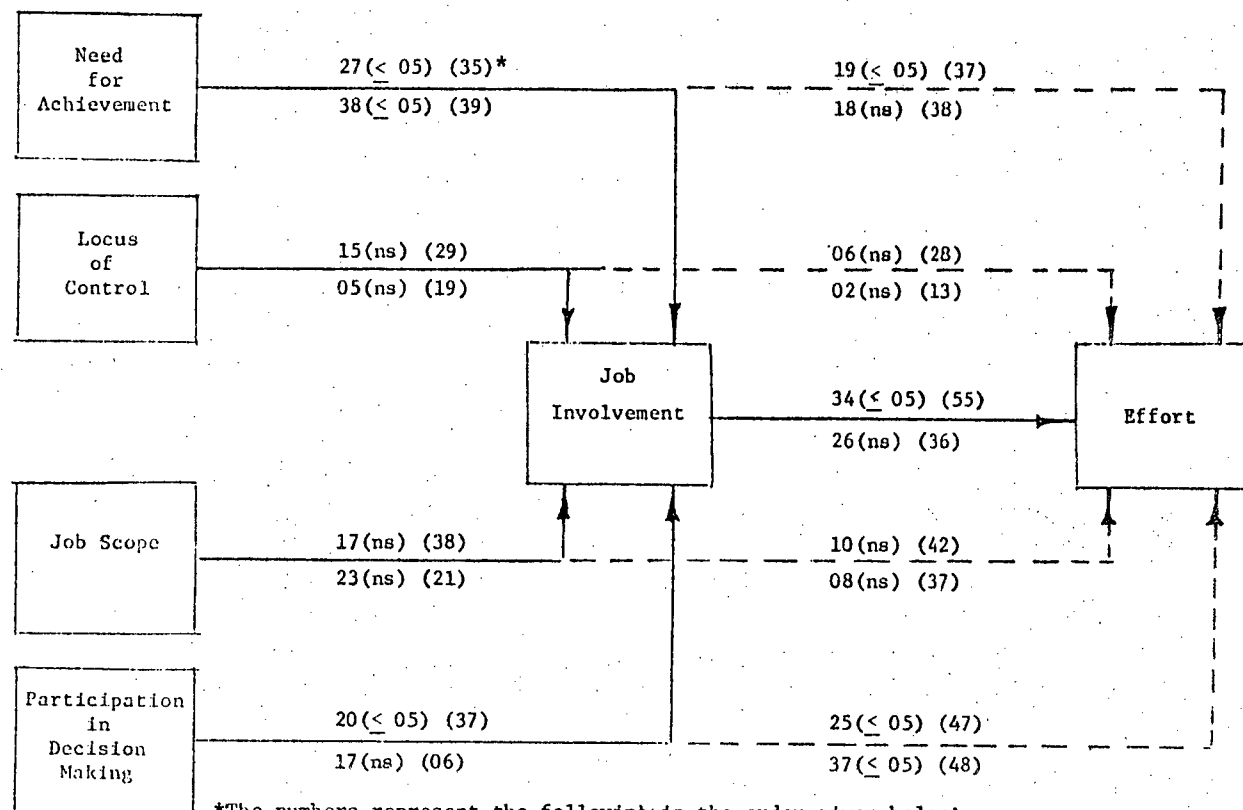
\*The numbers represent the following in the order given below:  
Path coefficient (significance level of path coefficient) (zero order correlation).  
Decimals are omitted.

Figure at the top shows male N = 89

Figure at the bottom shows female N = 37

Figure 9

Subgroup Path Analysis  
Validation Data Moderated by Sex



\*The numbers represent the following in the order given below:

Path coefficient (significance level of path coefficient) (zero order correlation).

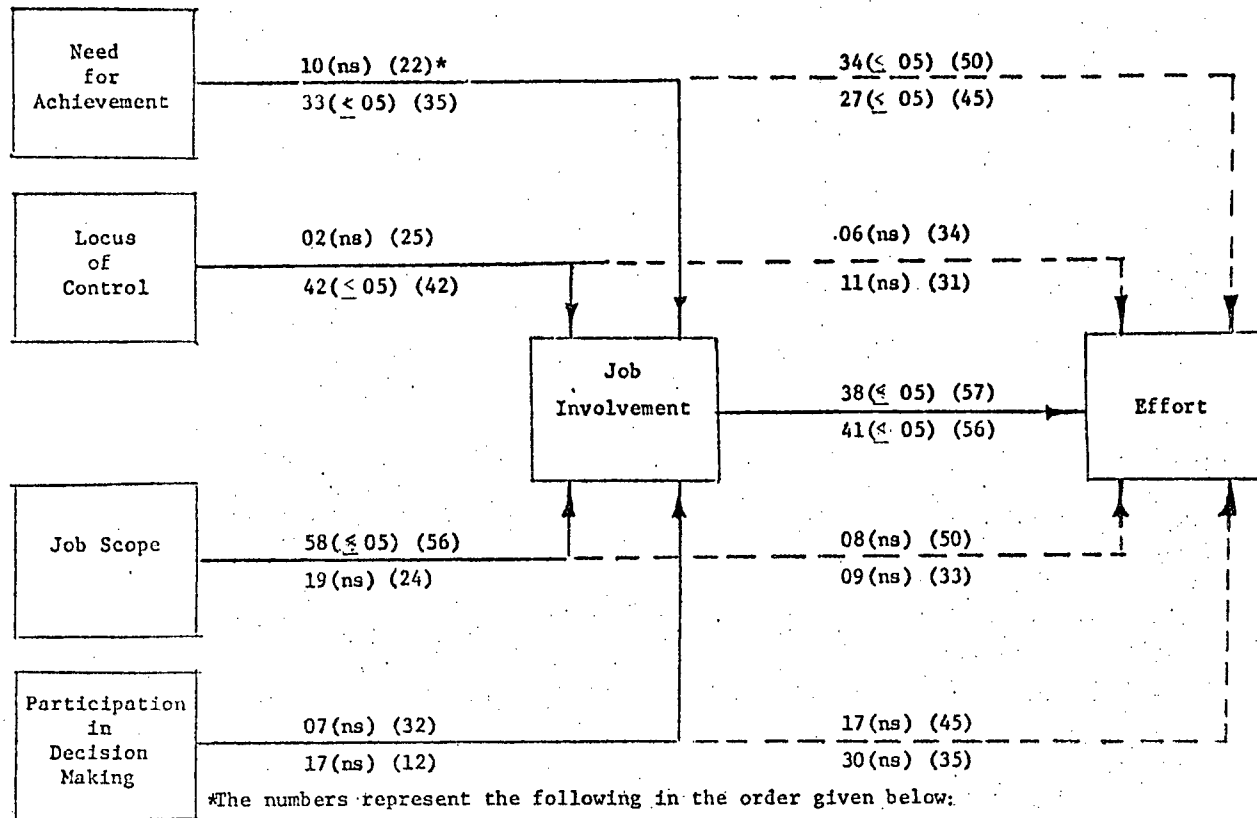
Decimals are omitted.

Figure at the top shows Male N = 118

Figure at the bottom shows Femals N = 43

Figure 10

Subgroup Path Analysis  
Pilot Data Moderated by Education



\*The numbers represent the following in the order given below:

Path coefficient (significance level of path coefficient) (zero order correlation).

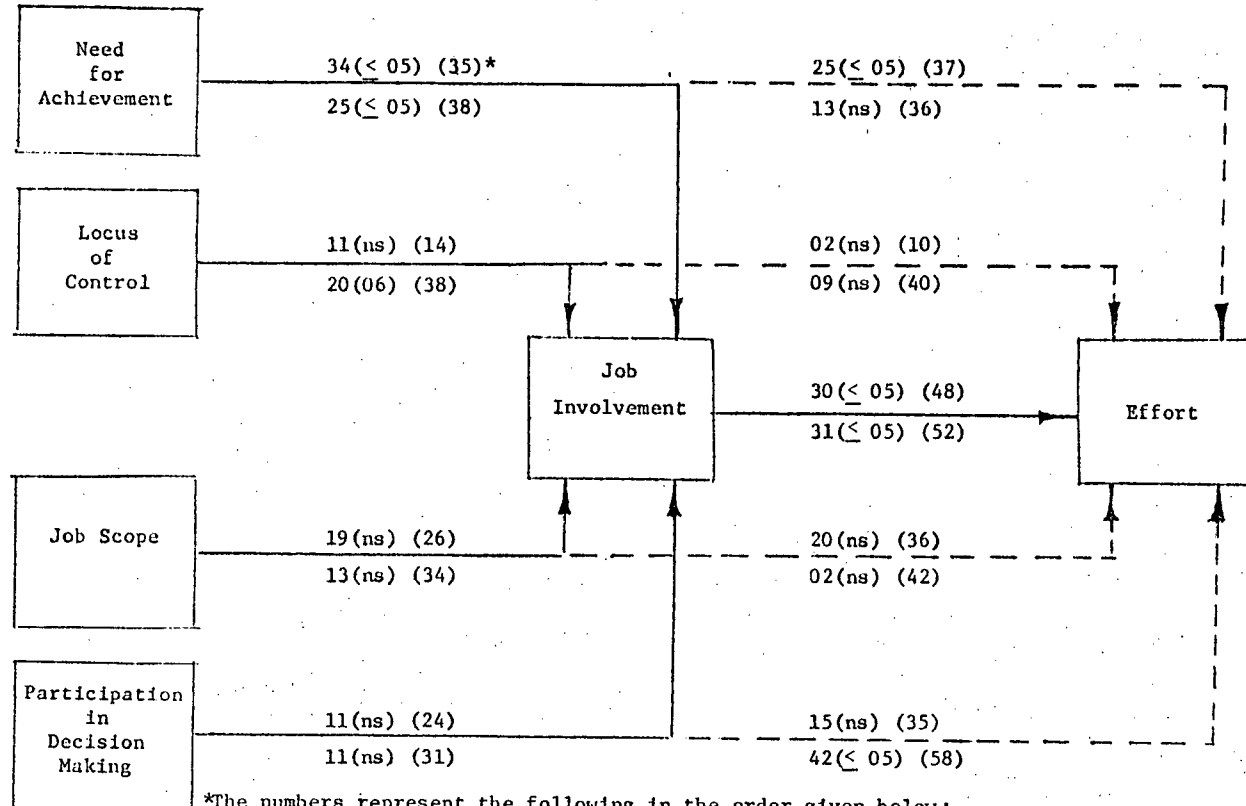
Decimals are omitted.

Figure at the top shows low education some college and below N = 69

Figure at the bottom shows high education college degree and above N = 55

Figure 11

Subgroup Path Analysis  
Validation Data Moderated by Education



\*The numbers represent the following in the order given below:  
Path coefficient (significance level of path coefficient) (zero order correlation).  
Decimals are omitted.  
Figure at the top shows Low Education some college and below N = 75  
Figure at the bottom shows High Education college degree and above N = 88

initiating structure than the one that is low on both. The path diagrams pertaining to the above hypothesis are given in Figure 12 for the pilot sample and in Figure 13 for the validation sample. Here also it was found that none of the path coefficients between subgroups for corresponding linkages were significantly different from each other as demonstrated by the t-statistic. It was true for both samples. Hence, the hypothesis was rejected and it was decided that leadership was not an appropriate moderator of the proposed causal linkage.

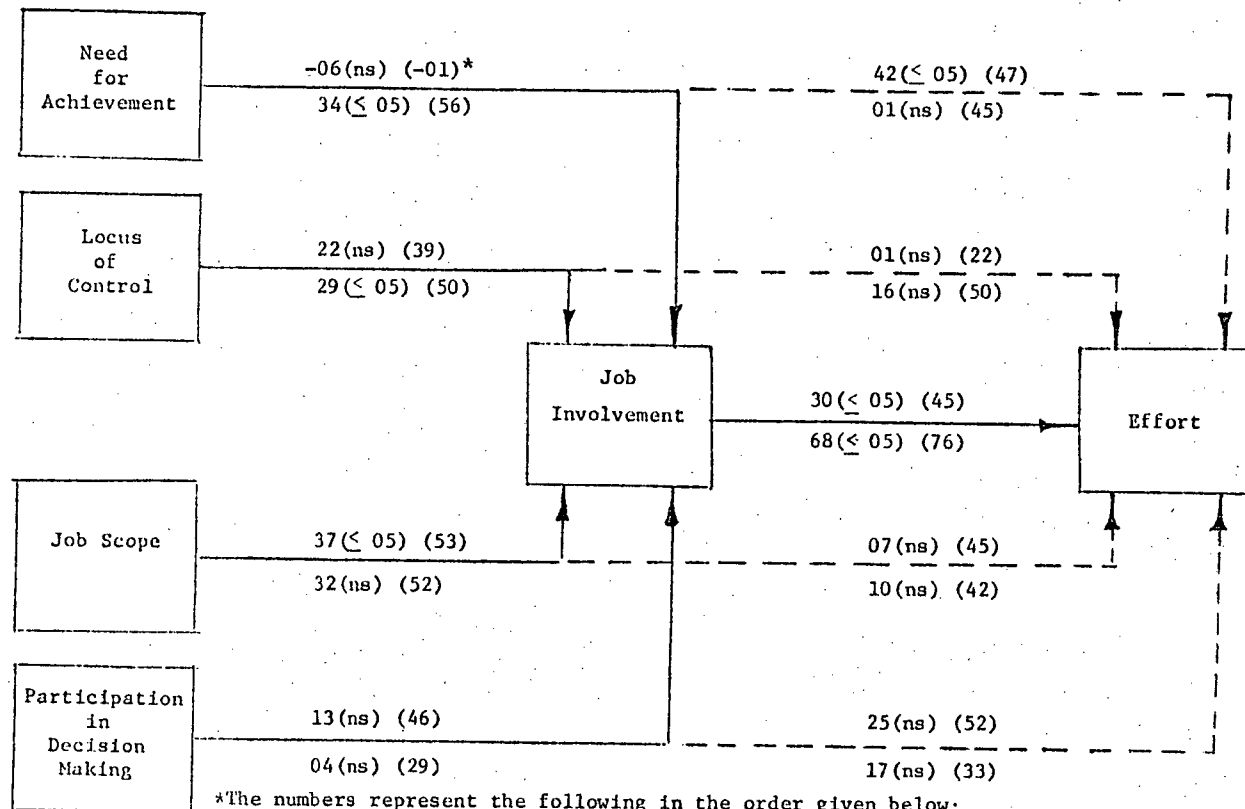
In summary, it was observed that though the model shown in Figure 3 could be accepted in part, the discrepancies between the above model and the empirical results suggested certain revisions to the original model (pp 101). These revisions will be undertaken in the following section. All of the 11 bivariate relationships postulated in hypotheses 1 through 5, were in the suggested direction and of significant magnitude. Hence, in all these cases the null hypotheses were rejected. With regard to hypotheses 6 through 9 dealing with moderator effects of age, sex, education and leadership on the original causal model shown in Figure 3, none were supported by the results. Hence the null hypotheses pertaining to these relationships could not be rejected.

### 5.3 Revision of the Original Model:

As stated earlier, the empirical findings pointed out certain discrepancies in the causal model originally proposed. Hence a revision of the theoretical model based on the results obtained in this study was felt to be necessary. An attempt is made in this section to develop a model consistent with the findings. Subsequent testing of it is also done in order to enhance the value of the exercise. It was noted from Figures 4 and 5 that need for achievement, besides its direct causal influence on job involvement, also exhibited a direct effect on effort. Such an effect was

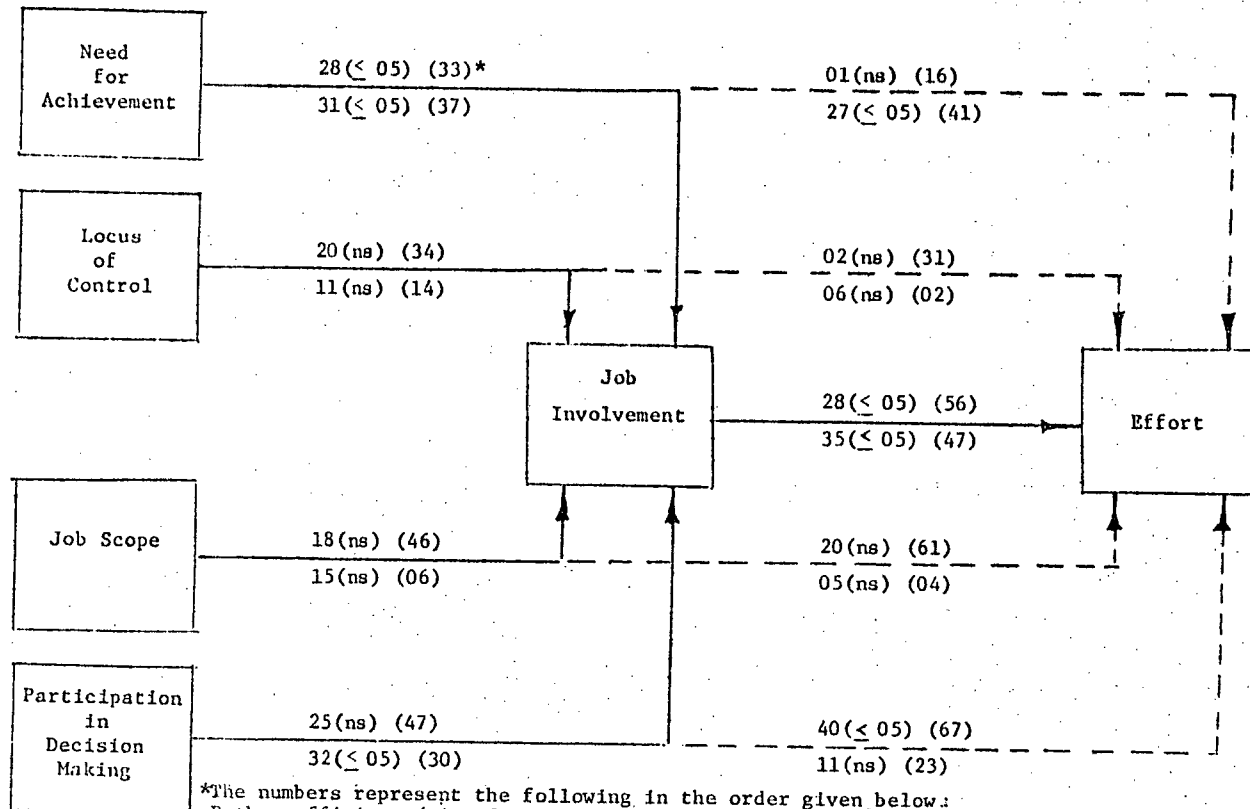


Figure 12  
Subgroup Path Analysis  
Pilot Data Moderated by Leadership



\*The numbers represent the following in the order given below:  
 Path coefficient (significance level of path coefficient) (zero order correlation).  
 Decimals are omitted.  
 Figure at the top shows high consideration & high structure N = 47  
 Figure at the bottom shows low consideration & low structure. N = 36  
 Median consideration = 11.778  
 Median structure = 11.885

Figure 13  
Subgroup Path Analysis  
Validation Data Moderated by Leadership



\*The numbers represent the following in the order given below:  
 Path coefficient (significance level of path coefficient) (zero order correlation).  
 Decimals are omitted.  
 Figure at the top shows High Consideration High Structure N = 49  
 Figure at the bottom shows Low Consideration Low Structure N = 55  
 Median Consideration = 12.250  
 Median Structure = 12.067

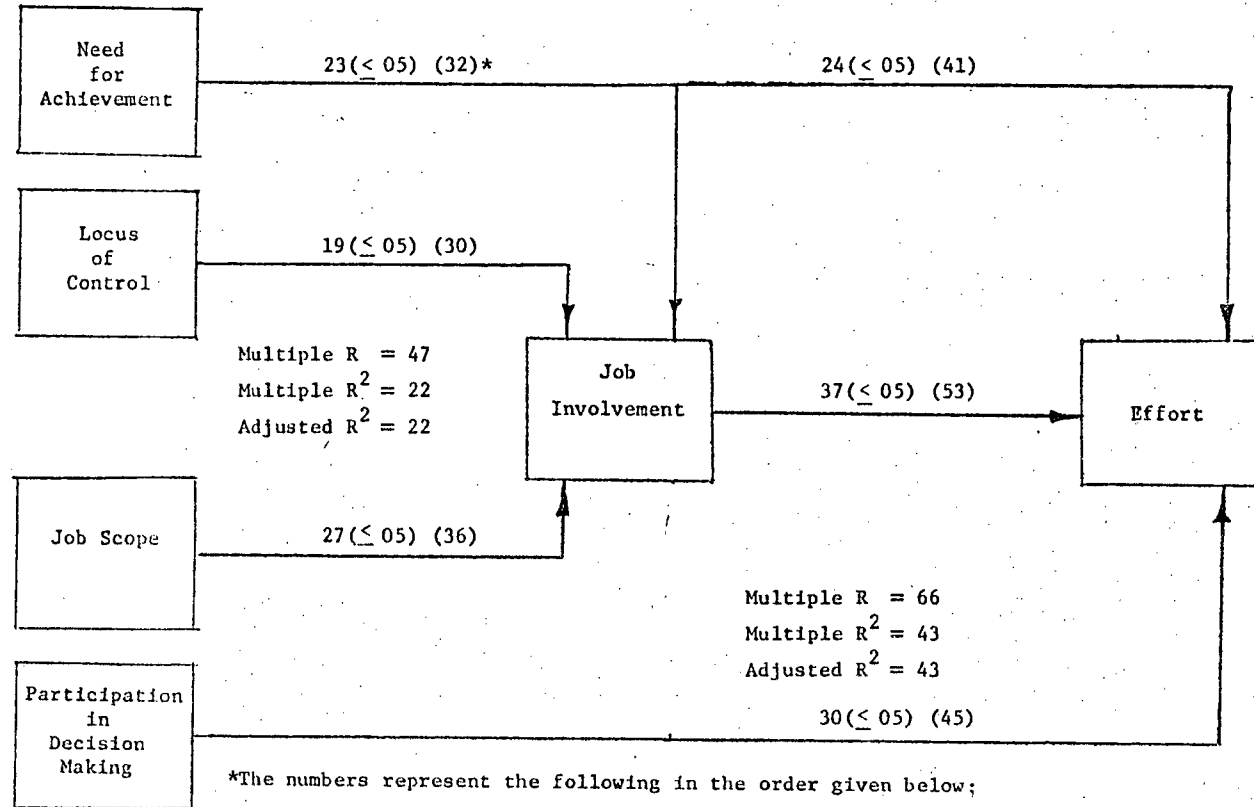
not proposed in the original model. In addition, it was observed that the proposed causal link between participation in decision making and job involvement did not hold. On the contrary, participation in decision making had a direct relationship with effort. Further, participation in decision making was also correlated with job scope quite strongly (Table 4) raising doubts about multicollinearity. In order to accommodate the nature of the observed relationship between participation in decision making and effort on one hand and to minimize the spectre of multicollinearity on the other (Werts & Linn, 1970) the original model was revised as shown in Figure 14. The above attempt depressed the average intercorrelation among the independent variables ( $r = .21$ ) substantially. In fact, as can be seen from Figure 14, it was lower than each of the zero order correlations between predictors and criteria. As before, a cross validation was performed by applying the regression equation generated from the pilot sample on the validation sample. The correlation between the observed job involvement score in the validation sample and the predicted score was found to be .34 ( $p < .001$ ) and for effort it was .62 ( $p < .001$ ). Since the shrinkage of  $R^2$  was found to be small (.03 for job involvement and .06 for effort) it was decided to combine the two samples as suggested by Kerlinger and Pedhazur (1973, p. 284). The path coefficients shown in Figure 14 seem to support the revised model. In order to test the goodness of fit of the entire causal model, the generalized multiple correlation was computed (.67,  $p < .001$ ) (Specht, 1975).

Jermier and Schriesheim (1978) recently suggested that when there is doubt regarding the causal priorities among a set of variables, it is necessary to specify alternate models so as to facilitate comparison of the relative viability of each. However, it is important that these alternate models have sound theoretical justification. Since the causal ordering proposed in this study is debatable, two additional models are developed,

Figure 14

Final Revised Path Model

Total Sample N = 294



\*The numbers represent the following in the order given below;  
 Path coefficient (significance level of path coefficient) (zero order correlation).  
 Decimals are omitted.  
 Average intercorrelation among independent variables = .21.

tested and the relative viability of the three models are compared.

An argument based on self-perception theory would suggest that workers who put a lot of effort into their jobs are likely to report higher job involvement because they observe how hard they do in fact work. A model based on the above perspective would have effort influencing job involvement instead of the reverse as originally proposed. When this model was tested, it was observed that the total criterion variance explained was 33%. The cross validation coefficient for job involvement was .24 and for effort .20. The goodness of fit for the entire causal model was .66 ( $p < .001$ ).

Another possibility worth considering is that individuals, as a result of their continued high efforts on the job, might increase their opportunities for participation in making decisions. According to this model, participation in decision making becomes a consequence of effort instead of an antecedent, as proposed in the original model. This possibility was also tested. The total criterion variance explained in this model was 42%. The cross validation coefficient for job involvement was .34, for effort .27, and for participation in decision making .50. The goodness of fit for the entire model was .50 ( $p < .001$ ).

Comparing the three alternate models on the basis of the criterion variance explained, cross validation coefficients and goodness of fit, it seems that the model shown in Figure 14 is the most viable one. The variance explained was higher than the two latter models, though not substantially (43%). The cross validation coefficients were higher in all cases and the model provided a better fit for the data. Since none of the moderator relationships were found meaningful for the present study, it was deemed unnecessary to pursue the investigation along those lines.

CHAPTER 6DISCUSSION AND CONCLUSIONS

The results of this study supported the view that job involvement was a function of both individual and situational factors. The revised model shown in Figure 14 suggested that job involvement was causally linked to individual difference factors, namely need for achievement and locus of control, as well as a situational factor, job scope. The notion of job involvement as a causal antecedent to effort was also substantiated by the findings. Contrary to previous findings, participation in decision making demonstrated a direct relationship with effort rather than through job involvement. Need for achievement also exhibited a direct influence on effort besides an indirect impact through job involvement. The hypothesized moderator effects of age, education, sex and leadership on the proposed causal model were found untenable.

An attempt is made here to discuss the findings of the present study in the light of previous research and theoretical developments. A recent review showed that much of the work on job involvement had been of bivariate correlational nature and underscored the possibility of spurious relationships resulting from such studies (Rabinowitz, & Hall, 1977). Specifically, it called for the use of multivariate models for a better understanding of job involvement. It also called for theoretically articulated propositions dealing not only with the predictors of job involvement but also with outcome variables, such as effort, for which job involvement itself might act as a predictor. In addition, Rabinowitz and Hall (1977) stressed the need for more research on the joint effects of individual and situational variables on job involvement. The present study was designed to provide some answers to the issues raised above.

As mentioned earlier, there are three theoretical perspectives on

job involvement that have guided much of the empirical research in this area. The first one conceives job involvement as an individual difference variable which comes about as a result of early socialization (Lodahl & Kejner, 1965; Runyon, 1973). The second view portrays job involvement as a function of the situation where job factors influence the degree to which an employee is involved in his job (Bass, 1965; Vroom, 1962). The third position sees job involvement as an individual and situational outcome wherein changes in job involvement are attributed to both individual as well as situational factors (Lawler & Hall, 1970). It is easy to see that empirical investigations based upon any of the above perspectives differed widely in their emphasis and choice of predictors of job involvement. However, a careful study of the literature seems to favor the latter framework upon which the present study is based, namely that job involvement is a function of individual and situational variables. The findings of this study supported the above framework. In the revised model, both the individual and situational factors independently accounted for significant proportions of variance in job involvement, with no interaction effects among the predictors. Previous research also endorsed the above finding (Rabinowitz, Hall & Goodale, 1977; Ruh, White & Wood, 1975).

Focusing on specific aspects of the results, the causal connections proposed in the original model between participation in decision making and job involvement were not supported. The findings showed that participation in decision making was linked directly to effort rather than through job involvement. One explanation for the above discrepancy is that participation in decision making, being a nonattitudinal scale, is more akin to concepts such as effort and performance than to job attitudes like job involvement and job satisfaction. The other possible explanation is a methodological one. It is not inconceivable that the above result may have come about due

to the high correlation between the two situational factors, namely participation in decision making and job scope. In other words, it is likely that owing to the high correlation between job scope and participation in decision making, the incremental variance explained by participation in decision making in job involvement is minimal, especially when job scope is also one of the predictors. This reasoning would lead one to believe that if participation in decision making is substituted in place of job scope, it might explain a larger proportion of variance in job involvement than when it is in combination with job scope. Hence it was decided to pursue this matter further. When participation in decision making was substituted in place of job scope as a predictor of job involvement in a revised model, the amount of variance in job involvement explained by participation in decision making was less than half of what was explained by job scope. In addition, an examination of the scale items revealed a closer correspondence in terms of action, target, time and context (Ajzen & Fishbein, 1977) between participation in decision making and effort than between participation in decision making and job involvement. Based on the empirical evidence and the correspondence argument of Ajzen and Fishbein (1977) it is felt that the former explanation is more plausible.

Contrary to the original prediction, need for achievement showed a direct effect on effort in addition to its indirect impact through job involvement. Here also, when one takes a closer look at the variables in question, the motivational overtones alluded to the need for achievement concept are hard to ignore (e.g. Gibson, Ivancevich & Donnelly, 1976, p. 126; Robbins, 1976, p. 312). Hence the theoretical possibility of its being "linked" to effort which often serves as a surrogate for motivation cannot be overlooked. Another interesting observation is the correspondence between the scale items. For instance, a scale item on the nAch instrument reads as follows:



I usually do:

- a) much more than I resolved to do
- b) a little more than I resolved to do
- c) a little less than I resolved to do
- d) much less than I resolved to do.

Another item from the effort scale reads as follows:

How often do you do some extra work for your job which isn't really required of you?

- a) almost every day
- b) several times a week
- c) about once a week
- d) once every few weeks
- e) about once a month or less.

Ajzen and Fishbein (1977) advance the view that in order to tap strong and meaningful relationships in social science research, the scales have to exhibit a greater degree of correspondence among themselves while still preserving their conceptual distinctions. Otherwise, one would merely be measuring the cognitive consistency among the respondents as opposed to the true relationships among the constructs in question. Taking the above observation in the context of the present research, it becomes important to examine the scales for conceptual distinctions. The scale items did reveal such a distinction. Further, the motivational emphasis shared by the need for achievement concept and effort suggest that the observed relationship is more likely to be substantive than spurious. Hence, one can risk the assumption that the direct effect of need for achievement portrayed in the revised model is predicated upon theoretically sound premises.

The bivariate relationships proposed in hypotheses 1 through 5

were all confirmed by the findings. They were also consistent with previous research (Hackman & Lawler, 1971; Lawler & Hall, 1970; Runyon, 1973; Siegel and Ruh, 1973; & Steers, 1975a). However, the discussion concerning the direct relationship between participation in decision making and effort taken up previously renders the significant positive correlation between participation in decision making and job involvement somewhat suspect. In fact, it raises the possibility that the above correlation may well be spurious. In other words, it is possible that the correlation between participation in decision making and job involvement might be due to a third variable, job scope. It was also observed that the empirical research supporting the relationship between participation in decision making and job involvement was essentially of a bivariate nature (Ruh, White, & Wood, 1975; Siegel & Ruh, 1973). The present findings taken together with the above observation suggest more multivariate investigations of the relationship between participation in decision making and job involvement before anything conclusive can be said about its character.

Hypotheses 6 through 9 apply to the moderator effects of age, sex, education and leadership on the model proposed in Figure 3. As stated previously, none of the above variables seemed to moderate the hypothesized causal relationships in any meaningful way. Similarity in the pattern of results between the pilot and validation samples seemed to confirm this observation. Several explanations can be offered for the absence of moderator effects in the proposed model. A simple explanation would be that the proposed moderators might not exist in the population and the true structure of underlying relationships could be simpler than what the proposed moderated relationships would have us suppose. A conclusion resulting from the above explanation would be a simple confirmation of the robustness of the proposed unmoderated model. Such an explanation also has some support in the

literature (Schmidt & Hunter, 1978). A more cautious and somewhat complex explanation would predict that while any one moderator variable might not be able to produce significant differences, a theory based team of moderators taken at the level of maximal discrimination for each moderator probably would. In other words, a moderator profile constructed through theoretically sound aggregation of relevant variables could be used in the place of single moderators split at the median, in order to obtain meaningful results (Owens, 1978). A third explanation would point toward the small sample sizes of the subgroups as a possible reason for the lack of significance in the subgroup analysis (Schmidt & Hunter, 1978). Further research has to be done before we can determine which of the above explanations is most plausible. Be that as it may, one can tentatively afford to say, based on the present results and the Schmidt and Hunter (1978) observation, that the pattern of results obtained reveal a certain homogeneity among the samples regardless of age, sex, education or the leadership style.

A more general criticism levelled against the type of theorizing upon which the present work is based is its failure to consider the attributional phenomenon (Salancik and Pfeffer, 1977). A derivative of the above criticism in the context of the present study would offer the hypothesis that when individuals perceive themselves as putting a lot of effort into their jobs, they also tend to view themselves as highly involved. So, for instance, instead of increased job involvement causing an increase in job effort, it is high effort that prompts one to assess the involvement in his or her job in a more favorable light. There is also another possibility whereby an individual who is putting a lot of effort into the job may increase his or her chances for participation in making decisions with regard to the job. In effect, a reverse causality is suggested to be in

operation as opposed to the one proposed. There is also some support in the literature to this counter hypothesis (Staw, 1975) Such possibilities were also tested but the results showed the revised model in Figure 14 to be more tenable compared to the counter models mentioned here. However, in order to test the nature of causality in the light of the attributional phenomenon more thoroughly, one needs to have both objective and subjective information on the variables of interest which are not available in the present research. Experimental designs and longitudinal studies are better suited to exploring the attributional hypothesis compared to cross sectional studies. Hence, while it is acknowledged that the above line of reasoning may illuminate the true nature of relationships among the variables chosen for this study, such a task is deferred to future investigations.

Other limitations of this study include those that are common to perceptual field surveys of this type such as method variance, lack of control over extraneous influences and the resulting imprecision, its ex post facto character and the like. Hence, the customary caution has to be exercised in interpreting the results. The study is of a cross sectional nature and as a consequence, is silent on the dynamic aspects of job involvement. Longitudinal studies are in order for a better understanding of temporal effects on job involvement.

In conclusion, one can say that the present study supports the view that individual factors namely need for achievement and locus of control and a situational factor, job scope, act as causal antecedents of job involvement with effort as its attendant consequence. In addition, need for achievement and participation in decision making also seem to be causally linked to effort. Age, sex, education and leadership have failed to moderate the above relationships, thereby suggesting a simpler structure underlying the proposed model. Though the present study makes a contribution toward

a better understanding of the nomological network linked to the job involvement construct, future research is called for to expand the scope of the present study and shed more light on the role of job involvement in organizational behavior research and its usefulness for managerial practice.

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A P P E N D I X 1

PART I  
INDIVIDUAL FACTORS

The following questions measure some aspects of your personality. The answers have been found to vary substantially from person to person. What makes these questions interesting is the fact that your answers simply give an indication as to how unique you are as an individual. Please do not omit any question. Also note that the instructions are slightly different for different sections in the questionnaire.

INSTRUCTIONS: For each item, circle the choice that best reflects your attitude.

1. Working is something that:
  - a. I like doing most of the time.
  - b. I like doing fairly often.
  - c. I like doing occasionally.
  - d. I seldom like doing.
2. To succeed on an important task it is:
  - a. Seldom necessary to prepare yourself well ahead of time.
  - b. Sometimes helpful to prepare yourself well ahead of time.
  - c. Often helpful to prepare yourself well ahead of time.
  - d. Usually necessary to prepare yourself well ahead of time.
3. When I am working, the demands I make upon myself are:
  - a. Very high.
  - b. Moderately high.
  - c. Not so high.
  - d. Very low.
4. I usually do:
  - a. Much more than I resolved to do.
  - b. A little more than I resolved to do.
  - c. A little less than I resolved to do.
  - d. Much less than I resolved to do.
5. If I am not able to obtain a difficult goal:
  - a. I try harder to attain the goal.
  - b. I continue trying but do not put out any extra effort.
  - c. I am inclined to give up but may make one more effort.
  - d. I usually give up and quit trying.
6. How much responsibility would you like in your job?
  - a. Much more responsibility.
  - b. Somewhat more responsibility.
  - c. Slightly more responsibility.
  - d. A little less responsibility.
7. I would find a life in which I did not have to work at a job to be:
  - a. Ideal.
  - b. Quite pleasant.
  - c. Somewhat boring.
  - d. Very unpleasant and boring.
8. When I was in school, I thought attainment of a high position in society was:
  - a. Very important.
  - b. Moderately important.
  - c. Only slightly important.
  - d. Completely unimportant.
9. For life's extra pleasures such as recreation, entertainment, and relaxing:
  - a. I nearly always have enough time.
  - b. I sometimes have enough time.
  - c. I seldom have enough time.
  - d. I never have enough time.
10. I can work at a task without getting tired for:
  - a. A very long time.
  - b. A fairly long time.
  - c. Not too long a time.
  - d. Only a short while.
11. I am usually:
  - a. Extremely busy.
  - b. Moderately busy.
  - c. Not too busy.
  - d. Not busy at all.
12. When I was in school:
  - a. I was extremely ambitious.
  - b. I was somewhat ambitious.
  - c. I was a little ambitious.
  - d. I was not at all ambitious.
13. How important is it to know how well you are doing in your job?
  - a. Very important.
  - b. Moderately important.
  - c. Only slightly important.
  - d. Not at all important.

14. When I begin a task:
- I usually carry it to a successful conclusion.
  - I often carry it to a successful conclusion.
  - I sometimes carry it to a successful conclusion.
  - I seldom carry it to a successful conclusion.
15. The best thing about being president of a new company is:
- The opportunity to be part of a management team.
  - The excellent salary and benefits.
  - The challenge of making the company successful.
  - The status and respect that comes from being an executive.
16. The performance goal that I most prefer to set is one for which the probability of successfully attaining the goal is:
- 100%,
  - 90%,
  - 70%,
  - 50%

Please respond to items #17 to #32 by circling either statement A or B depending upon which response you agree with most. Please circle only one of the two statements appearing in each pair, and please be careful to avoid missing any pair of items. The questions relate to your beliefs about people and life in general.

17. a. In the long run people get the respect they deserve in this world.  
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
18. a. The idea that teachers are unfair to students is nonsense.  
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
19. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.  
b. Getting a good job depends mainly on being in the right place at the right time.
20. a. The average citizen can have an influence in government decisions.  
b. This world is run by few people in power, and there is not much the little guy can do about it.
21. a. In my case, getting what I want has little or nothing to do with luck.  
b. Many times we might just as well decide what to do by flipping a coin.
22. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.  
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
23. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.  
b. There really is no such thing as "luck".
24. a. In the long run the bad things that happen to us are balanced by the good ones.  
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
25. a. Many times I feel that I have little influence over the things that happen to me.  
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. What happens to me is my own doing.  
b. Sometimes I feel that I don't have enough control over the direction my life is taking.
27. Which man do you feel is giving his son the best advice?  
a. When you start your career, don't be satisfied until you reach the top in it.  
b. When you start your career, don't be satisfied until you have gone just as far as you can in it.
28. Success in work means different things to different people. Two men are described below. Which man would you say knows what success was?  
Two men worked hard and effectively all their lives. Over the years both men were able to attain respected and responsible positions in the firm in which they worked. But neither of the men reached the top of their firm.  
a. Mr. B. felt that his career had not been fully successful because he had not reached a top position in the firm.  
b. Mr. A. felt that he had led a successful career because he had been able to reach an important position in the firm.
29. Two men have identical positions in a company. Which is the attitude that best describes the man most likely to be doing a good job now?  
a. Mr. A. has moved up about five steps from where he started at work. He is proud of how far he has gotten ahead and thinks his past success is a good predictor of further promotions, so that he expects to reach the top of his career before retirement.  
b. Mr. B. has moved up about five steps from where he started at work. He is pleased with how far he has already gotten in the company, and he hopes to make a few more moves up to the highest promotion he can get in the company before retirement.
30. Two men in similar positions are being considered for promotion to a top position in a firm. Which man do you think would be the best choice for the position?  
a. Mr. A. began his career in a "junior executive" position, and has had considerable experience and success in making decisions and supervising men.  
b. Mr. B. has worked his way up from the ranks. His career has given him experience and success in a variety of positions of increasing importance.
31. The satisfactions men get out of their work differ for different men. Described below are two men who work effectively, but have been bypassed for promotion. Which man do you think has the attitude appropriate to the situation?  
a. Mr. B. resents his lack of promotion. He continues to work effectively, but now gets little satisfaction from his work.  
b. Mr. A. does not resent his lack of promotion and feels satisfaction in having gotten as far as he has in his firm.
32. Getting ahead in a career is a long and strenuous process. Sometimes one's family life may temporarily suffer because of career responsibilities. Which of the two men in the situation described below has made the most adequate adjustment to the situation?  
Two men have worked up from the ranks to responsible positions with a good income. Both men like to be home with their families in the evenings. But any opportunity for further promotion for either man requires several years of advanced evening study at a nearby university.  
a. Mr. B. decided for evening study, to prepare for promotion. He realized that his evening time spent with his family would be reduced and that his wife would resent this.  
b. Mr. A. decided against evening study, to enjoy being with his family; his wife was glad that he had decided to stay home in the evenings.

PART II  
JOB FACTORS

Below you see a number of characteristics or qualities that might be connected with your present job. Please indicate for each characteristic or quality how much is present in your job with a check mark in the appropriate box given below.

	(Minimum)				(Maximum)
	1	2	3	4	5
33. The feeling of insecurity in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The opportunity to give help to other people at my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The feeling of self-esteem I get in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Prestige inside the company (i.e., regard received from others within the company).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The opportunity for participating in the determination of methods and procedures at my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The opportunity for participating in the setting of goals in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The feelings of worthwhile accomplishment associated with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The feelings of self-fulfillment associated with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. The threat of change which could make my present skills or knowledge obsolete at my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. The opportunity for conversation and exchange of ideas with colleagues and co-workers at my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following section deals with some aspects of decision making in your department and organization. Please answer each question with a check mark in the box which closely reflects your own feelings.

	(Very Little)				(Very Much)
	1	2	3	4	5
43. In general, how much say or influence do you have on how you perform your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. To what extent are you able to decide how to do your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. In general, how much say or influence do you have on what goes on in the work group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. In general, how much say or influence do you have on decisions which affect your job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. How receptive is your supervisor to your ideas and listens to your suggestions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. How much do you really want to do a good job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. How much do you feel your own personal satisfactions are related to how well you do your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	(Almost always)				(Seldom)
	1	2	3	4	5
50. How often do you really want to work hard at your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following section contains questions about the behavior of your immediate boss. Please check the responses in the appropriate boxes, ranging from "Strongly Agree" to "Strongly Disagree" which comes closest to your reaction to each of the following statements.

(Strongly Agree)	Neither Agree nor Disagree	(Strongly Disagree)
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102
103	104	105
106	107	108
109	110	111
112	113	114
115	116	117
118	119	120
121	122	123
124	125	126
127	128	129
130	131	132
133	134	135
136	137	138
139	140	141
142	143	144
145	146	147
148	149	150
151	152	153
154	155	156
157	158	159
160	161	162
163	164	165
166	167	168
169	170	171
172	173	174
175	176	177
178	179	180
181	182	183
184	185	186
187	188	189
190	191	192
193	194	195
196	197	198
199	200	201
202	203	204
205	206	207
208	209	210
211	212	213
214	215	216
217	218	219
220	221	222
223	224	225
226	227	228
229	230	231
232	233	234
235	236	237
238	239	240
241	242	243
244	245	246
247	248	249
250	251	252
253	254	255
256	257	258
259	260	261
262	263	264
265	266	267
268	269	270
271	272	273
274	275	276
277	278	279
280	281	282
283	284	285
286	287	288
289	290	291
292	293	294
295	296	297
298	299	300
301	302	303
304	305	306
307	308	309
310	311	312
313	314	315
316	317	318
319	320	321
322	323	324
325	326	327
328	329	330
331	332	333
334	335	336
337	338	339
340	341	342
343	344	345
346	347	348
349	350	351
352	353	354
355	356	357
358	359	360
361	362	363
364	365	366

51. He makes his attitudes clear to the group.
52. He schedules the work to be done.
53. He maintains definite standards of performance.
54. He encourages the use of uniform procedures.
55. He lets group members know what is expected of them.
56. He refuses to explain his actions.
57. He acts without consulting the group.
58. He treats all group members as his equals.
59. He is friendly and approachable.
60. He puts suggestions made by the group into operation.

[illegible]

The following questions relate to some of your feelings towards your job. Please check your response in the appropriate box much the same way as you did in the previous section. Please do not omit any statement.

61. The major satisfaction in my life comes from my job.
62. The most important things that happen to me involve my work.
63. I am really a perfectionist about my work.
64. I live, eat and breathe my job.
65. I am very much involved personally in my work.
66. Most things in my life are more important than work.
67. The main reason I work at my present job is to make money.
68. If I received an inheritance so large that I did not have to work, I would still work at my present job.
69. The things I do off the job are generally more interesting to me than the things I do while at work.
70. It is more important to me that I do well at my work here than at anything else I do.
71. I care more about what the people I work with think of me than I do about what most others think.
72. I cannot really be happy unless I do well at my job.
73. The general field of work I am in now is the kind I would prefer to stay in until I retire.
74. I would feel like a loafer if I did not have a job.
75. I feel bad when I make mistakes in my work.
76. I am really a perfectionist in my work.

[illegible]



	(Strongly Agree)	Neither Agree nor Disagree	(Strongly Disagree)
	1	2	3
77. I take no notice of time when involved in a task.			
78. I keep my mind on the task at hand in ordinary circumstances.			
79. I am distracted from the immediate problem by thoughts of other things I have to do.			
80. I visit the water fountain and rest room often.			
81. I accept every invitation for coffee even when involved in a task.			
82. I study the whole system even though I am only working on a small part of it.			
83. I experiment with different techniques in order to become familiar with all of them.			
84. I am nosy about what other people are doing.			
85. I work on my portion of the job without knowing how it fits into the overall system.			
86. I make assumptions about a problem situation rather than seeking answers.			
87. I keep whacking away at a problem until I achieve a solution.			
88. I work through lunch if a problem is particularly pressing.			
89. I work past quitting time to follow up on a solution to a problem rather than letting it go until the next day.			
90. I keep working at a problem until there is some pressure to change to a different one.			
91. I show pleasure if taken off a drawn-out task before it is completed.			
92. I ask for a new assignment when faced with adversity and/or a series of difficult tasks.			
93. I quit when I find that a problem of supposedly moderate difficulty resists all initial attempts to solve it.			

The following section is simply a continuation of the previous section except the format in which you respond is slightly different. Please check the response that is closest to your feelings about your job.

94. On most days on your job, how often does time seem to drag for you?
- ☐ About half the day or more.  
☐ About one-third of the day.  
☐ About one-quarter of the day.  
☐ About one-eighth of the day.  
☐ Time never seems to drag.
95. Some people are completely involved in their job--they are absorbed in it night and day. For other people, their job is simply one of several interests. How involved do you feel in your job?
- ☐ Very little involved; my other interests are more absorbing.  
☐ Slightly involved.  
☐ Moderately involved; my job and my other interests are equally absorbing to me.  
☐ Strongly involved.  
☐ Very strongly involved; my work is the most absorbing interest in my life.
96. How often do you do some extra work for your job which isn't really required of you?
- ☐ Almost every day.  
☐ Several times a week.  
☐ About once a week.  
☐ Once every few weeks.  
☐ About once a month or less.
97. Would you say you work harder, less hard, or about the same as other people doing your type of work at your organization?
- ☐ Much harder than most people.  
☐ A little harder than most others.  
☐ About the same as most others.  
☐ A little less hard than most others.  
☐ Much less hard than most others.

Listed below are a number of statements which could be used to describe a job.

You are to indicate whether each statement is an accurate  
or an inaccurate description of your job.

Once again, please try to be as objective as you can in deciding how accurately each statement describes your job -- regardless of whether you like or dislike your job.

- - - - -

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your job?

1	2	3	4	5	6	7
Very	Mostly	Slightly	Uncertain	Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate		Accurate	Accurate	Accurate

- \_\_\_\_\_ 1. The job requires me to use a number of complex or high-level skills.
- \_\_\_\_\_ 2. The job requires a lot of cooperative work with other people.
- \_\_\_\_\_ 3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
- \_\_\_\_\_ 4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
- \_\_\_\_\_ 5. The job is quite simple and repetitive.
- \_\_\_\_\_ 6. The job can be done adequately by a person working alone -- without talking or checking with other people.
- \_\_\_\_\_ 7. The supervisors and co-workers on this job almost never give me any "feedback" about how well I am doing in my work.
- \_\_\_\_\_ 8. This job is one where a lot of other people can be affected by how well the work gets done.
- \_\_\_\_\_ 9. The job denies me any chance to use my personal initiative or judgement in carrying out the work.
- \_\_\_\_\_ 10. Supervisors often let me know how well they think I am performing the job.
- \_\_\_\_\_ 11. The job provides me the chance to completely finish the pieces of work I begin.
- \_\_\_\_\_ 12. The job itself provides very few clues about whether or not I am performing well.
- \_\_\_\_\_ 13. The job gives me considerable opportunity for independence and freedom in how I do the work.
- \_\_\_\_\_ 14. The job itself is not very significant or important in the broader scheme of things.

- - - - -

The following statements also relate to your job. For each statement circle the choice that best reflects your view.

- How applicable is your knowledge and ability on your present job to other firms?  
1. not at all   2. slightly   3. somewhat   4. very   5. completely
- To what extent is your social life connected to your job?  
1. very large   2. large   3. somewhat   4. slightly   5. not at all
- To what extent is it likely that you can leave your present job and obtain an equivalent one elsewhere?  
1. not at all   2. slight   3. some   4. likely   5. very likely
- How useful is the knowledge you obtain on this job if you were to seek employment elsewhere?  
1. not at all   2. little   3. somewhat   4. quite a bit   5. very

PART III  
ORGANIZATIONAL FACTORS

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by checking one of the five boxes much the same way as you did in the previous sections.

	(Strongly Agree)	1	2	Neither Agree nor Disagree	3	4	(Strongly Disagree)	5
98. I certainly feel that my organization is a better place to work than most.								
99. I am pleased to have my friends know where I work.								
100. In general, I often tell someone in my immediate family (wife, child, parents, brother, sister) about some projects that this organization has done or is doing.								
101. The values of most managers at my level in this organization coincide closely with my own values.								
102. I really care about the fate of this organization.								
103. This organization is a good one for a person trying to get ahead.								
104. This organization is reasonable and fair with its employees.								
105. The values of managers senior to me in this organization coincide closely with my own values.								
106. It bothers me very much when I hear (or read about) someone criticizing this organization or its products or services.								
107. I find that I work well with most managers in this organization.								
108. If I had to start over again, I would probably not go to work in this organization.								
109. In this organization managers generally stand together in times of crisis.								
110. The top management officials in this organization are the effective executives of the establishment.								
111. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.								
112. I talk up this organization to my friends as a great organization to work for.								
113. I feel very little loyalty to this organization.								
114. I would accept almost any type job assignment in order to keep working for this organization.								
115. I find that my values and the organization's values are very similar.								
116. I am proud to tell others that I am part of this organization.								
117. I could just as well be working for a different organization as long as the type of work were similar.								
118. This organization really inspires the very best in me in the way of job performance.								
119. It would take very little change in my present circumstances to cause me to leave this organization.								

(Strongly Agree)    Neither Agree (Strongly Disagree)

120. I am extremely glad that I chose this organization to work for, over others I was considering at the time I joined.
121. There's not too much to be gained by sticking with this organization indefinitely.
122. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.
123. For me this is the best of all possible organizations for which to work.

1	2	3	4	5

The next question relates to the promotion possibilities in your organization as you see them. Please indicate your response with a check mark in the appropriate box given below.

125. What are the chances of your promotion within this organization within one year.
126. What are the chances of your promotion within this organization in one to two years.
127. What are the chances of your promotion within this organization in two to five years.
128. What are the chances of your promotion within this organization in five to ten years.

Low				High
1	2	3	4	5

## PART IV

## DEMOGRAPHIC FACTORS

In this last section of the questionnaire we ask you to supply us with some information about yourself. The questions asked in this section are extremely important, because they allow us to study the data in comparative terms. For example, we will be interested to learn whether attitudes toward the job and organization vary from one age group to another. Complete data in this section are required in order to make the most meaningful interpretations of the other responses you have given us.

REMEMBER: Your answers to this questionnaire will not be seen by anyone except the researchers.

129. Company name

\_\_\_\_\_

130. What is your present age in years?

\_\_\_\_\_ years.

131. What is your sex? Male \_\_\_\_\_  
Female \_\_\_\_\_

132. What is your marital status (at present)?

\_\_\_\_\_ Married  
\_\_\_\_\_ Single  
\_\_\_\_\_ Divorced or separated  
\_\_\_\_\_ Engaged to be married

133. Indicate your highest attained level of formal education.

\_\_\_\_\_ some high school  
\_\_\_\_\_ high school graduation  
\_\_\_\_\_ some college  
\_\_\_\_\_ college degree  
\_\_\_\_\_ some graduate study  
\_\_\_\_\_ advanced degree

134. How large was the city (cities) in which you were raised as a child?

\_\_\_\_\_ fewer than 500 people  
\_\_\_\_\_ between 500 and 5,000 people  
\_\_\_\_\_ between 5,000 and 50,000 people  
\_\_\_\_\_ between 50,000 and 100,000 people  
\_\_\_\_\_ between 100,000 and 500,000 people  
\_\_\_\_\_ between 500,000 and 1 million people  
\_\_\_\_\_ between 1 million and 2 million people  
\_\_\_\_\_ greater than 2 million people

135. What is your job title?

\_\_\_\_\_

136. How many years have you worked for your present company?

\_\_\_\_\_ years.

137. Indicate with a check mark your present department affiliation:

\_\_\_\_\_ Marketing  
\_\_\_\_\_ Sales  
\_\_\_\_\_ Finance  
\_\_\_\_\_ Accounting  
\_\_\_\_\_ Purchasing  
\_\_\_\_\_ Personnel  
\_\_\_\_\_ Customer Service  
\_\_\_\_\_ Engineering  
\_\_\_\_\_ Labour Relations  
\_\_\_\_\_ General Administration  
\_\_\_\_\_ Building  
\_\_\_\_\_ Real Estate  
\_\_\_\_\_ Law  
\_\_\_\_\_ Actuarial  
\_\_\_\_\_ Medical  
\_\_\_\_\_ Computers/Data Processing  
\_\_\_\_\_ Transportation  
\_\_\_\_\_ other (specify)

138. What is your present salary?

\_\_\_\_\_ less than \$10,000 per year  
\_\_\_\_\_ \$10,000 - \$14,999  
\_\_\_\_\_ \$15,000 - \$19,999  
\_\_\_\_\_ \$20,000 - \$24,999  
\_\_\_\_\_ \$25,000 - \$29,999  
\_\_\_\_\_ \$30,000 - \$34,999  
\_\_\_\_\_ \$35,000 - \$39,999  
\_\_\_\_\_ \$40,000 - \$44,999  
\_\_\_\_\_ \$45,000 - \$49,999  
\_\_\_\_\_ more than \$50,000

139. What is the size of your organization?

\_\_\_\_\_ Less than 100  
\_\_\_\_\_ 100 - 250  
\_\_\_\_\_ 500 - 750  
\_\_\_\_\_ 750 - 1000  
\_\_\_\_\_ over 1000

140. What is the size of your department?

\_\_\_\_\_ less than 5  
\_\_\_\_\_ 5 - 10  
\_\_\_\_\_ 10 - 25  
\_\_\_\_\_ 25 - 50  
\_\_\_\_\_ 50 - 100  
\_\_\_\_\_ over 100

Thank you for your time. If you have anything to add not covered by this questionnaire, please use the back cover.

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## PREMIERE PARTIE

## FACTEURS INDIVIDUELS

Les questions suivantes évaluent certains aspects de votre personnalité. Les réponses peuvent varier passablement d'une personne à l'autre. Ce qui rend ces questions intéressantes est le fait que vos réponses donnent une indication montrant combien votre personnalité est unique.

INSTRUCTIONS: Pour chaque item, encerclez le choix qui reflète le plus votre attitude.

1. Le travail est quelque chose:
  - a) que j'aime faire la plupart du temps.
  - b) que j'aime faire assez souvent.
  - c) que j'aime faire à l'occasion.
  - d) que j'aime faire rarement.
2. Pour réussir une tâche importante, il est:
  - a) rarement nécessaire de se préparer bien en avance.
  - b) quelquefois utile de se préparer bien en avance.
  - c) souvent utile de se préparer bien en avance.
  - d) généralement nécessaire de se préparer bien en avance.
3. Lorsque je travaille, les exigences que je m'impose sont:
  - a) très élevées.
  - b) modérément élevées.
  - c) pas trop élevées.
  - d) très basses.
4. Je fais généralement:
  - a) beaucoup plus que ce que j'avais décidé.
  - b) un peu plus que ce que j'avais décidé.
  - c) un peu moins que ce que j'avais décidé.
  - d) beaucoup moins que ce que j'avais décidé.
5. Si je ne suis pas capable d'atteindre un but difficile:
  - a) j'essaie plus fort pour l'atteindre.
  - b) je continue d'essayer mais ne fais pas d'effort supplémentaire.
  - c) j'ai tendance à vouloir renoncer mais il se peut que je fasse un nouvel effort.
  - d) je renonce généralement et n'essaie plus.
6. Combien de responsabilité voudriez-vous dans votre travail?
  - a) beaucoup plus de responsabilité.
  - b) un peu plus de responsabilité.
  - c) légèrement plus de responsabilité.
  - d) un peu moins de responsabilité.
7. Une vie dans laquelle je n'aurais pas à travailler à un emploi serait pour moi:
  - a) idéale.
  - b) assez agréable.
  - c) quelque peu ennuyeuse.
  - d) très désagréable et ennuyeuse.
8. Lorsque j'étais à l'école, je pensais que le fait d'atteindre une haute place dans la société était:
  - a) très important.
  - b) modérément important.
  - c) seulement légèrement important.
  - d) sans aucune importance.
9. Pour les plaisirs supplémentaires de la vie tels que la récréation, les loisirs et la relaxation:
  - a) j'ai presque toujours assez de temps.
  - b) j'ai quelquefois assez de temps.
  - c) j'ai rarement assez de temps.
  - d) je n'ai jamais assez de temps.
10. Je peux travailler à une tâche sans être fatigué:
  - a) très longtemps.
  - b) assez longtemps.
  - c) pas trop longtemps.
  - d) seulement une courte période.
11. Je suis généralement:
  - a) extrêmement occupé.
  - b) modérément occupé.
  - c) pas trop occupé.
  - d) pas occupé du tout.
12. Lorsque j'étais à l'école:
  - a) j'étais extrêmement ambitieux.
  - b) j'étais assez ambitieux.
  - c) j'étais un peu ambitieux.
  - d) j'étais pas du tout ambitieux.
13. Quelle importance pour vous de savoir si vous faites bien votre travail?
  - a) très important.
  - b) modérément important.
  - c) légèrement important.
  - d) pas du tout important.

14. Lorsque j'entreprends une tâche:
- a) je la conduis généralement avec succès à sa conclusion.
  - b) je la conduis souvent avec succès à sa conclusion.
  - c) je la conduis quelquefois avec succès à sa conclusion.
  - d) je la conduis rarement avec succès à sa conclusion.
15. Lorsque l'on est président d'une nouvelle compagnie, la meilleure chose est:
- a) la possibilité de faire partie d'une équipe dirigeante.
  - b) l'excellent salaire et les bénéfices.
  - c) le défi de participer au succès de la compagnie.
  - d) le statut et le respect que confère le titre de cadre supérieur.
16. L'objectif de rendement que je préfère le plus me fixer est celui pour lequel la probabilité de réussite de l'objectif est:
- a) 100%, b) 90%, c) 70%, d) 50%

Veillez s'il vous plaît répondre aux item #17 à #32 en encerculant la phrase "a" ou "b" selon votre préférence. N'encerclez qu'une des deux phrases pour chaque item (soit "a" ou "b"). N'omettez aucun item de 17 à 32.

- 17. a. A la longue les gens reçoivent le respect qu'ils méritent dans ce monde.  
b. Malheureusement, le mérite d'un individu passe souvent inaperçu malgré tous ses efforts.
- 18. a. L'idée selon laquelle les professeurs sont injustes à l'égard des élèves est un non-sens.  
b. La plupart des étudiants ne réalisent pas jusqu'à quel point leurs notes sont influencées par des événements accidentels.
- 19. a. Réussir est une question de gros travail, la chance a peu ou rien à y voir.  
b. Obtenir un bon emploi dépend principalement du fait de se trouver à la bonne place au bon moment.
- 20. a. Le citoyen moyen peut avoir une influence sur les décisions du gouvernement.  
b. Ce monde est régi par les quelques personnes au pouvoir et il n'y a pas grand-chose que le citoyen ordinaire peut faire.
- 21. a. Dans mon cas, obtenir ce que je désire a peu ou rien à faire avec la chance.  
b. Bien des fois nous pourrions aussi bien simplement décider quoi faire en tirant au sort.
- 22. a. Celui qui se trouve être le patron l'est souvent devenu parce qu'il a eu assez de chance pour se trouver au bon endroit le premier.  
b. Obtenir des gens de faire ce que l'on attend d'eux, c'est une question de capacité, la chance a peu ou rien à y voir.
- 23. a. La plupart des gens ne réalisent pas jusqu'à quel point leur vie est contrôlée par des événements accidentels.  
b. La chance est une chose qui réellement n'existe pas.
- 24. a. A la longue les mauvaises choses qui nous arrivent sont équilibrées par les bonnes.  
b. La plupart des malheurs sont le résultat d'un manque de capacité, d'ignorance, de paresse ou des trois combinées.
- 25. a. Bien des fois, j'ai l'impression d'avoir peu d'influence sur les choses qui m'arrivent.  
b. Il m'est impossible de croire que la chance ou la bonne étoile jouent un rôle important dans ma vie.
- 26. a. Les choses qui m'arrivent sont le résultat de mes actes.  
b. Quelquefois j'ai l'impression que je n'ai pas assez de contrôle sur la direction que prend ma vie.



27. Quel homme à votre avis donne le meilleur conseil à son fils?
- Lorsque tu commences ta carrière, ne sois pas satisfait avant d'en être arrivé au sommet.
  - Lorsque tu commences ta carrière, ne sois pas satisfait avant d'être arrivé, juste aussi loin que tu le pouvais.
28. La notion de succès au travail varie d'une personne à l'autre. Nous vous décrivons deux hommes. A votre avis, lequel sait ce qu'est le succès?
- Deux hommes ont travaillé dur et avec efficacité durant toute leur vie. Au fil des années, ces deux hommes ont été capables d'arriver à des postes responsables et respectés au sein de leur compagnie, mais aucun n'a accédé au plus haut poste.
- Monsieur "B" avait l'impression de n'avoir pas complètement réussi parce qu'il n'avait pas atteint un poste très élevé dans la compagnie.
  - Monsieur "A" avait l'impression d'avoir conduit sa carrière avec succès parce qu'il avait été capable d'obtenir un poste important dans la compagnie.
29. Deux hommes ont des postes identiques dans une compagnie, quelle est à votre avis, l'attitude décrivant le mieux celui qui fait un bon travail actuellement?
- Monsieur "A" a gravi environ 5 échelons depuis son entrée à la compagnie. Il est fier d'être arrivé aussi loin et pense que son succès à date est un bon présage pour des promotions futures. Aussi, il s'attend à atteindre le sommet de sa carrière avant la retraite.
  - Monsieur "B" a gravi environ 5 échelons depuis son entrée à la compagnie. Il est satisfait d'être déjà arrivé aussi loin dans la compagnie et il espère gravir encore quelques échelons en direction de la plus haute promotion qu'il peut obtenir avant la retraite.
30. Deux hommes ayant des postes identiques sont pris en considération pour une promotion à un poste très élevé dans une compagnie. Lequel, à votre avis, serait le meilleur choix?
- Monsieur "A" a commencé sa carrière comme "junior executive" et a eu ainsi une expérience considérable et beaucoup de succès dans la prise de décisions et dans la supervision de personnel.
  - Monsieur "B" a gravi les échelons et est sorti du rang. Sa carrière lui a donné expérience et succès dans une variété de postes d'importance croissante.
31. La satisfaction éprouvée par le travail varie d'un individu à l'autre. Nous décrivons deux hommes qui travaillent efficacement et qu'on a laissé de côté à l'occasion de promotion. Lequel à votre avis, a l'attitude juste face à cette situation?
- Monsieur "B" est irrité par ce manque de promotion. Il continue à travailler efficacement mais ne retire plus maintenant que peu de satisfaction de son travail.
  - Monsieur "A" n'est pas irrité par ce manque de promotion et est satisfait d'être arrivé aussi loin (qu'il l'est actuellement) dans sa firme.
32. Avancer dans sa carrière est un processus long et laborieux. Quelquefois notre propre famille peut souffrir temporairement à cause des responsabilités d'une carrière. Lequel des deux hommes, dans la situation décrite ci-dessous a su le mieux s'adapter à la situation?
- Deux hommes sont sortis du rang et sont parvenus à des postes responsables avec un bon revenu. Tous deux aiment passer leurs soirées à la maison avec leur famille mais toute occasion de promotion future pour ces deux hommes nécessite plusieurs années d'étude, tard le soir, à une université voisine.
- Monsieur "B" a décidé d'étudier le soir pour se préparer à la promotion. Il a bien réalisé que le temps passé le soir auprès de sa famille allait être réduit et que son épouse en serait irritée.
  - Monsieur "A" a choisi de ne pas étudier le soir et de rester auprès de sa famille. Sa femme était heureuse de sa décision de passer ses soirées à la maison.

## DEUXIEME PARTIE

## FACTEURS DE L'EMPLOI

Ci-dessous vous trouverez un certain nombre de caractéristiques ou qualités pouvant être reliées à votre emploi actuel. Veuillez s'il vous plaît indiquer pour chacune d'elles leur degré de présence (de 1 à 5) dans votre travail, en faisant une marque au crayon dans la case appropriée.

	(Minimum)		(Maximum)		
	1	2	3	4	5
33. Le sentiment d'insécurité dans mon travail.					
34. La possibilité d'aider d'autres personnes dans mon travail.					
35. Le sentiment d'estime personnelle que je reçois de mon travail.					
36. Le prestige à l'intérieur de la compagnie (c'est-à-dire le respect reçu des autres au sein de la compagnie).					
37. La possibilité de participer dans la détermination des méthodes et procédures à mon travail.					
38. La possibilité de participer à l'établissement des objectifs dans mon travail.					
39. Le sentiment de réaliser quelque chose qui en vaut la peine dans mon travail.					
40. Le sentiment de me réaliser moi-même à travers mon travail.					
41. La peur du changement qui pourrait rendre mes qualifications et connaissances actuelles dépassées à mon travail.					
42. La possibilité de converser et d'échanger des idées avec des collègues et compagnons de travail à mon emploi.					

La section suivante traite de certains aspects des prises de décisions dans votre département et organisation. Veuillez répondre à chaque question par une marque au crayon dans la case qui semble le plus répondre à votre sentiment (de 1 à 5).

	(Très peu)		(Enormément)		
	1	2	3	4	5
43. En général, quel degré d'influence ou de parole avez-vous concernant la façon dont vous réalisez votre travail?					
44. Jusqu'à quel point êtes-vous capable de décider comment faire votre travail?					
45. En général, quel degré d'influence ou de parole avez-vous concernant ce qui se passe dans votre groupe de travail?					
46. En général, quel degré d'influence ou de parole avez-vous sur les décisions affectant votre travail?					
47. Quel degré de réceptivité à l'égard de vos idées et suggestions votre superviseur a-t-il?					
48. A quel point êtes-vous désireux de faire un bon travail?					
49. Dans quelle mesure avez-vous le sentiment que vos satisfactions personnelles sont en relation avec la qualité de votre travail?					

	(Presque toujours)		(Rarement)		
	1	2	3	4	5
50. Vous arrive-t-il souvent de vouloir travailler dur à votre emploi?					

La section suivante contient des questions relatives au comportement de votre chef direct. Pour chaque phrase, cochez la réponse qui semble le plus répondre à votre sentiment, dans la case appropriée (allant de "fortement d'accord" à "fortement en désaccord").

	Fortement d'accord	Ni oui ni non	Fortement en désaccord
	1	2	3
51. Il se fait bien comprendre du groupe.			
52. Il planifie le travail à faire.			
53. Il maintient des standards de rendement déterminés.			
54. Il encourage l'utilisation de procédures uniformes.			
55. Il laisse savoir aux membres du groupe ce qu'il attend d'eux.			
56. Il refuse d'expliquer ses actes.			
57. Il agit sans consulter le groupe.			
58. Il traite comme ses égaux tous les membres du groupe.			
59. Il est amical et on peut l'approcher.			
60. Il met en application les suggestions du groupe.			

Les questions suivantes traitent de quelques-uns de vos sentiments envers votre travail. Veuillez s'il vous plaît indiquer vos réponses dans les cases appropriées, comme vous l'avez fait précédemment. S'il vous plaît n'omettez aucune réponse.

61. La satisfaction majeure de ma vie vient de mon travail.				
62. Les choses les plus importantes qui m'arrivent impliquent mon travail.				
63. Je suis réellement un perfectionniste en ce qui concerne mon travail.				
64. Je ne vis que pour mon travail.				
65. Je suis très engagé personnellement dans mon travail.				
66. La majorité des choses dans ma vie sont plus importantes que le travail.				
67. La raison principale pour laquelle je travaille à mon emploi actuel est de faire de l'argent.				
68. Si je recevais un héritage me permettant de ne plus avoir à travailler, je continuerais à travailler à mon emploi actuel.				
69. Les choses que je fais en dehors de mon travail sont généralement plus intéressantes pour moi que les choses que je fais durant mon travail.				
70. C'est plus important pour moi de bien faire ici à mon travail que de bien faire n'importe quoi d'autre.				
71. J'attache plus d'importance à ce que les gens avec qui je travaille pensent de moi qu'à ce que la plupart des autres gens en pensent.				
72. Je ne puis être vraiment heureux que si je fais bien à mon travail.				
73. Le domaine général de travail, dans lequel je me trouve actuellement est le type même de celui où je préférerais rester jusqu'à ma retraite.				
74. Je me sentirais comme un fainéant si je n'avais pas de travail.				
75. Je me sens malheureux lorsque je fais des erreurs dans mon travail.				
76. Je suis réellement un perfectionniste dans mon travail.				
77. Je ne remarque pas l'heure lorsque je suis occupé à une tâche.				
78. En temps ordinaire, je garde mon attention sur la tâche que j'ai en main.				

	Fortement d'accord	1	2	Ni oui ni non	3	4	Fortement en désaccord
79. Je suis détourné du problème immédiat par des pensées reliées à d'autres choses que j'ai à faire.							
80. Je vais souvent à l'obiveau et à la toilette.							
81. J'accepte chaque invitation pour le café même lorsque je suis occupé à une tâche.							
82. J'étudie tout le système quoique je ne travaille simplement qu'à une petite partie de celui-ci.							
83. Je fais l'essai de techniques différentes de façon à me familiariser avec toutes celles-ci.							
84. Je suis fureteur au sujet de ce que font les autres.							
85. Je fais mon travail assigné sans savoir comment celui-ci s'insère dans le système général.							
86. Je fais des suppositions au sujet d'un problème particulier plutôt que d'y chercher des réponses.							
87. Je me creuse la cervelle sur un problème jusqu'à ce que je trouve une solution.							
88. Je travaille pendant l'heure du repas si un problème est particulièrement urgent.							
89. Je travaille au-delà de l'heure de sortie pour continuer à trouver une solution à un problème plutôt que de m'arrêter et de le renvoyer au jour suivant.							
90. Je continue de travailler sur un problème jusqu'à ce qu'une pression me fasse passer à un autre.							
91. Je suis satisfait lorsqu'on m'enlève une tâche longue à faire avant que celle-ci soit terminée.							
92. Je demande une nouvelle assignation lorsque je suis confronté à l'adversité et/ou à une série de tâches difficiles.							
93. Je renonce lorsque je trouve qu'un problème de difficulté supposée modérée résiste à toute tentative initiale de le résoudre.							

La section suivante est simplement une continuation de la précédente à l'exception du format légèrement différent. Veuillez s'il vous plaît cocher la réponse qui vous semble la plus adéquate dans votre cas particulier.

94. En général, à votre travail les journées semblent trainer en longueur pour une durée de?
- ☐ à peu près la demi-journée ou plus.  
☐ à peu près un tiers de la journée.  
☐ à peu près un quart de la journée.  
☐ à peu près un huitième de la journée.  
☐ le temps ne semble jamais trainer en longueur.
95. Certaines personnes sont complètement impliquées dans leur travail et sont absorbées par lui, nuit et jour. Pour d'autres, leur travail est simplement un intérêt parmi tant d'autres. Comment vous sentez-vous impliqué?
- ☐ très peu impliqué, mes autres intérêts sont plus absorbants.  
☐ légèrement impliqué.  
☐ modérément impliqué, mon travail et mes autres intérêts m'absorbent de façon égale.  
☐ très impliqué.  
☐ extrêmement impliqué, mon travail est la chose qui m'absorbe le plus dans la vie.
96. Faites-vous souvent du travail supplémentaire pour votre emploi, lequel n'est pas requis de vous?
- ☐ pratiquement chaque jour.  
☐ plusieurs fois par semaine.  
☐ une fois par semaine environ.  
☐ sur quelques semaines, une fois.  
☐ environ une fois par mois ou moins.
97. Diriez-vous que vous travaillez plus fort, moins fort ou à peu près pareil à d'autres personnes faisant le même type de travail que vous dans votre organisation?
- ☐ beaucoup plus que la plupart des autres.  
☐ un peu plus que la plupart des autres.  
☐ à peu près pareil à la plupart des autres.  
☐ un peu moins que la plupart des autres.  
☐ beaucoup moins que la plupart des autres.

## TROISIEME PARTIE

## FACTEURS D'ORGANISATION

Les phrases ci-dessous représentent des sentiments possibles que des individus peuvent avoir vis-à-vis de la compagnie ou de l'organisation pour laquelle ils travaillent. En respectant vos propres sentiments vis-à-vis de l'organisation pour laquelle vous travaillez maintenant, voulez-vous indiquer votre degré d'accord ou de désaccord avec chacune de ces phrases, en cochant les cases appropriées comme vous l'avez déjà fait précédemment.

	Fortement d'accord		Ni oui ni non		Fortement en désaccord	
	1	2	3	4	5	
98. Je suis convaincu que mon organisation est un meilleur endroit pour travailler que bien d'autres.						
99. Je suis heureux de savoir que mes amis sont au courant de l'endroit où je travaille.						
100. En général, souvent je parle à quelqu'un de ma proche famille (épouse, enfants, parents, frère, soeur) de certains projets réalisés par cette organisation ou en cours.						
101. Les valeurs de la plupart des directeurs à mon niveau dans cette organisation coïncident étroitement avec les miennes.						
102. Je me sens réellement concerné par le destin de cette organisation.						
103. Cette organisation est une bonne organisation pour celui qui désire aller de l'avant.						
104. Cette organisation est raisonnable et juste avec ses employés.						
105. Les valeurs des "Senior managers" m'apparaissent coïncider étroitement avec mes propres valeurs.						
106. Cela m'ennuie beaucoup lorsque j'entends (ou lis) quelqu'un critiquer cette organisation, ses produits ou ses services.						
107. Je trouve que j'ai de bonnes relations de travail avec la plupart des directeurs dans cette organisation.						
108. Si je devais recommencer je n'irais probablement pas travailler dans cette organisation.						
109. Dans cette organisation les directeurs restent généralement unis en cas de crise.						
110. Les cadres supérieurs de la direction dans cette organisation sont en réalité les exécutifs de l'ordre établi.						
111. Je suis prêt à faire de gros efforts au-delà de ceux normalement requis de moi pour aider cette organisation à être couronnée de succès.						
112. J'ai parlé de cette organisation à mes amis comme d'une grande organisation pour laquelle il fait bon travailler.						
113. Je ressens très peu de fidélité envers cette organisation.						

Figurent ci-dessous des énoncés qui pourraient servir à décrire une tâche.

Indiquez dans quelle mesure vous jugez chaque énoncé exact ou inexact par rapport à votre tâche.

Nous vous prions de nouveau d'être le plus objectif possible et de faire abstraction du fait que vous aimez ou n'aimez pas votre travail.

Inscrivez, sur la ligne précédant chaque énoncé, le chiffre de l'échelle suivante que vous jugez le plus approprié.

Par rapport à votre tâche, l'énoncé est exact ou inexact?

1	2	3	4	5	6	7
Très inexact	En bonne partie inexact	Légèrement inexact	Indécis	Peu exact	En bonne partie exact	Très exact

- \_\_\_ 1. Ma tâche exige une grande habileté ou des aptitudes très particulières.
- \_\_\_ 2. Ma tâche m'oblige à travailler en étroite collaboration avec d'autres personnes.
- \_\_\_ 3. Mon travail est ainsi organisé que je n'ai pas à m'occuper entièrement d'une tâche, du début à la fin.
- \_\_\_ 4. Le travail que je fais peut me donner en soi beaucoup d'indications sur mon rendement.
- \_\_\_ 5. Mon travail est assez simple et routinier.
- \_\_\_ 6. Mon travail peut être fait convenablement par une seule personne, sans consultation ou vérification auprès d'autres personnes.
- \_\_\_ 7. Mes supérieurs ou mes collègues ne me parlent à peu près jamais de la qualité de mon rendement.
- \_\_\_ 8. La qualité de mon travail peut avoir des effets sur plusieurs personnes.
- \_\_\_ 9. Ma tâche ne me permet pas du tout de faire preuve d'initiative.
- \_\_\_ 10. Mes supérieurs me font souvent des observations sur la façon dont je m'acquitte de ma tâche.
- \_\_\_ 11. Dans l'exercice de mes fonctions, j'ai la chance d'exécuter au complet des tâches, de m'en occuper de A à Z.
- \_\_\_ 12. Le travail que je fais me donne peu d'indications sur la qualité de mon rendement.
- \_\_\_ 13. J'ai beaucoup de latitude quant à la façon de faire mon travail.
- \_\_\_ 14. Dans l'ensemble, le travail que je fais est peu important ou a peu de conséquence.

Les questions suivantes concernent également votre emploi. Pour chacune d'elles, encerclez le choix reflétant le plus votre sentiment:

15. Dans quelle mesure vos connaissances et qualifications dans votre emploi actuel sont-elles applicables dans d'autres compagnies?  
1. Pas du tout 2. Légèrement 3. Quelques peu 4. Beaucoup 5. Totalelement
16. Dans quelle mesure votre vie sociale est-elle liée à votre emploi?  
1. Vraiment beaucoup 2. Beaucoup 3. Quelques peu 4. Légèrement 5. Pas du tout
17. Dans quelle mesure est-il vraisemblable que vous puissiez quitter votre emploi actuel et en obtenir un autre ailleurs?  
1. Pas du tout vraisemblable 2. Légèrement vraisemblable 3. Peut-être vraisemblable 4. Vraisemblable 5. Très vraisemblable
18. Dans quelle mesure la connaissance que vous acquérez au travail que vous faites serait utile si vous aviez à chercher un emploi ailleurs?  
1. Ne serait pas du tout utile 2. Serait faiblement utile 3. Serait quelques peu utile 4. Serait assez utile 5. Serait très utile

114. J'accepterais n'importe quel type d'assignation d'emploi de façon à pouvoir continuer à travailler pour cette organisation.
115. Je trouve que mes valeurs et celles de l'organisation sont très proches.
116. Je suis fier de dire aux autres que je fais partie de cette organisation.
117. Je pourrais aussi bien travailler pour une autre organisation pourvu que le type de travail soit similaire.
118. J'ai la plus haute estime pour cette organisation en ce qui concerne l'accomplissement du travail.
119. Un très léger changement dans ma situation actuelle pourrait causer mon départ de cette organisation.
120. Je suis extrêmement heureux d'avoir choisi cette organisation pour travailler de préférence à d'autres que j'avais prises en considération à l'époque où j'ai commencé à travailler pour celle-ci.
121. Il n'y a pas grand-chose à gagner en restant "accroché" indéfiniment à cette organisation.
122. Souvent j'ai de la difficulté à être en accord avec les politiques de cette organisation sur des sujets importants relatifs à ses employés.
123. Pour moi cette organisation est la meilleure possible pour laquelle on puisse travailler.
124. J'ai fait une très grave erreur en décidant de travailler pour cette organisation.

[illegible]

La question suivante est en rapport avec vos possibilités de promotion dans votre organisation. Veuillez s'il vous plaît indiquer vos réponses dans les cases appropriées.

125. Quelles sont vos chances de promotion dans cette organisation d'ici un an?
126. Quelles sont vos chances de promotion dans cette organisation d'ici un à deux ans?
127. Quelles sont vos chances de promotion dans cette organisation d'ici deux à cinq ans?
128. Quelles sont vos chances de promotion dans cette organisation d'ici cinq à dix ans?

Faibles		Elevées		
1	2	3	4	5

## QUATRIEME PARTIE

## FACTEURS DEMOGRAPHIQUES

Dans cette dernière section du questionnaire, nous vous demandons des informations sur vous-même. Les questions posées dans cette section sont extrêmement importantes car elles nous permettent d'analyser les données en termes comparatifs. Par exemple, nous sommes intéressés à savoir si les attitudes envers l'emploi et l'organisation varient d'un groupe d'âge à l'autre. Des données complètes dans cette section sont nécessaires de façon à pouvoir tirer le maximum d'interprétations valables sur les autres réponses que vous avez données précédemment.

Veuillez noter encore que: vos réponses à ce questionnaire ne seront lues que par les responsables de l'enquête.

129. Nom du compagnie.  
\_\_\_\_\_
130. Quel est votre âge en nombre d'années?  
\_\_\_\_\_ années.
131. De quel sexe êtes-vous? Masculin \_\_\_\_\_  
Féminin \_\_\_\_\_
132. Quel est votre état civil?  
\_\_\_\_\_ Marié(e)  
\_\_\_\_\_ Célibataire  
\_\_\_\_\_ Divorcé(e) ou séparé(e)  
\_\_\_\_\_ Fiancé(e)
133. Veuillez indiquer le plus haut degré de vos études.  
\_\_\_\_\_ Une partie du cours secondaire  
\_\_\_\_\_ Cours secondaire (diplôme obtenu)  
\_\_\_\_\_ Une partie du cours collégial  
\_\_\_\_\_ Diplôme collégial  
\_\_\_\_\_ Quelques années universitaires  
\_\_\_\_\_ Diplôme (s) universitaire(s)
134. Quelle était la population de la ville (ou des villes) où vous avez été élevé(e) étant enfant?  
\_\_\_\_\_ Moins de 500 habitants  
\_\_\_\_\_ Entre 500 et 5,000 habitants  
\_\_\_\_\_ Entre 5,000 et 50,000 habitants  
\_\_\_\_\_ Entre 50,000 et 100,000 habitants  
\_\_\_\_\_ Entre 100,000 et 500,000 habitants  
\_\_\_\_\_ Entre 500,000 et 1,000,000 d'habitants  
\_\_\_\_\_ Entre 1,000,000 et 2,000,000 d'habitants  
\_\_\_\_\_ Plus de 2,000,000 d'habitants
135. Quel est le titre de votre emploi?  
\_\_\_\_\_
136. Depuis combien d'années travaillez-vous pour la présente compagnie?  
\_\_\_\_\_ années.
137. Indiquez au crayon le département auquel vous appartenez actuellement?  
\_\_\_\_\_ Marketing  
\_\_\_\_\_ Ventes  
\_\_\_\_\_ Finance  
\_\_\_\_\_ Comptabilité  
\_\_\_\_\_ Service des achats  
\_\_\_\_\_ Personnel  
\_\_\_\_\_ Service à la clientèle  
\_\_\_\_\_ Engineering  
\_\_\_\_\_ Relations de travail  
\_\_\_\_\_ Administration générale  
\_\_\_\_\_ Construction  
\_\_\_\_\_ Immobilier  
\_\_\_\_\_ Législation - légal  
\_\_\_\_\_ Actuariat  
\_\_\_\_\_ Médical  
\_\_\_\_\_ Informatique - Traitement des données  
\_\_\_\_\_ Transport  
\_\_\_\_\_ Autres (spécifiez)
138. Quel est votre salaire actuel?  
\_\_\_\_\_ Moins de \$10,000 par an  
\_\_\_\_\_ \$10,000 - \$14,999  
\_\_\_\_\_ \$15,000 - \$19,999  
\_\_\_\_\_ \$20,000 - \$24,999  
\_\_\_\_\_ \$25,000 - \$29,999  
\_\_\_\_\_ \$30,000 - \$34,999  
\_\_\_\_\_ \$35,000 - \$39,999  
\_\_\_\_\_ \$40,000 - \$44,999  
\_\_\_\_\_ \$45,000 - \$49,999  
\_\_\_\_\_ Plus de \$50,000 par an.
139. Quelle est la taille de votre organisation?  
\_\_\_\_\_ Moins de 100 personnes  
\_\_\_\_\_ 100 - 250  
\_\_\_\_\_ 250 - 500  
\_\_\_\_\_ 500 - 750  
\_\_\_\_\_ 750 - 1000  
\_\_\_\_\_ Plus de 1,000 personnes
140. Quelle est la taille de votre département?  
\_\_\_\_\_ Moins de 5 personnes  
\_\_\_\_\_ 5 - 10  
\_\_\_\_\_ 10 - 25  
\_\_\_\_\_ 25 - 50  
\_\_\_\_\_ 50 - 100  
\_\_\_\_\_ Plus de 100 personnes.

Merci pour votre temps. Si vous avez quelque chose de supplémentaire à ajouter à ce questionnaire, veuillez s'il vous plaît utiliser le dos de la page.





APPENDIX 2FORMULA FOR COMPARISON OF REGRESSION COEFFICIENTS

$$t_{n_1 + n_2 - 4} = \frac{B_1 - B_2}{\sqrt{\frac{(n_1 - 2) S_1^2 + (n_2 - 2) S_2^2}{(n_1 + n_2 - 4)}}} \cdot \sqrt{\frac{1}{\frac{1}{(n_1 - 1)} + \frac{1}{(n_2 - 1)}}}$$

where

- $B_1$  = Regression Coefficient for Pilot sample
- $B_2$  = Regression Coefficient for validation sample
- $S_1$ : Standard error for  $B_1$
- $S_2$ : Standard error for  $B_2$
- $n_1$ : Pilot sample size
- $n_2$ : Validation sample size

The above formula was derived from:

Beyer, W.H. CRC Handbook of Tables for Probability and Statistics (2nd Ed.)

The Chemical Rubber Company: Cleveland  
1968.

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