
CORRELATION BETWEEN JOB INVOLVEMENT AND EMPLOYEE PERFORMANCE: A STUDY OF FACULTY MEMBERS IN HIGHER EDUCATIONAL INSTITUTIONS (HEIS) IN MADHYA PRADESH**Santosh Sohga¹, Dr. Ravindra Pathak²**¹Ph.D. Scholar, Management, Rabindranath Tagore University, Bhopal (M.P.)²Professor & Dean, Faculty of Commerce & Management, Rabindranath Tagore University, Bhopal (M.P.)

Abstract - This paper examines the impact of job involvement on employee performance among 350 faculty members from public and private universities and colleges in Madhya Pradesh, India. The Lodahl and Kejner scale measured job involvement and employee performance through a 16-item research-developed scale. The results of the correlation and regression analysis showed that job involvement had a significant positive relationship with self-reported employee performance. Negligible differences emerged in job involvement and performance levels based on gender or public/private institutional status. The findings imply that enhancing faculty job involvement can boost workplace productivity.

Keywords: Employee Performance, Higher Educational Institutions, Madhya Pradesh.

1 INTRODUCTION

Higher educational institutions (HEIs) are pivotal in shaping the intellectual, social, and economic landscape of a region. The performance of faculty members in these institutions directly influences the quality of education, research output, and overall institutional reputation. Job involvement, defined as the degree to which an individual identifies psychologically with their job and perceives their performance as essential to their self-worth, is a critical factor affecting employee performance.

Raising standards within India's expanding higher education sector depends greatly on the selection, retention, and performance of talented faculty members who shape institutional success [2,3]. Yet issues like faculty scarcity, turnover intentions, and variable productivity have been highlighted specifically within institutions in Central Indian states like Madhya Pradesh (MP) [4,5]. There remains limited research on predictors of faculty job performance that could inform evidence-based enhancement initiatives, especially across MP's blended public and private institutional landscape, which has expanded rapidly in recent decades.

The present study, therefore investigates linkages between faculty job involvement and their workplace performance using a sample of 350 faculty members drawn from diverse public and private universities and colleges situated in MP. It tests the

theoretical premise that greater psychological investment and identification with one's job - termed job involvement - elicits superior faculty productivity in core domains like teaching, research, student mentoring and service [6-8]. Understanding the dynamics between job involvement and employee performance is crucial for HEIs to develop strategies that foster a committed and high-performing faculty. This, in turn, can lead to improved educational outcomes, higher student satisfaction, enhanced research productivity, and vibrant academic communities amidst competitive, resource-constrained settings.

2 REVIEW OF LITERATURE**2.1. Job Involvement**

The concept of job involvement stems from early motivation theories differentiating between central and peripheral life interests [9]. Lodahl and Kejner [1] defined it as the degree to which employees psychologically identify with their work. Unlike related constructs like work engagement [10], job involvement concentrates specifically on cognitive attachment to the job itself rather than the organization [11]. Kanungo [12] described it as fulfilling personal needs for achievement and self-actualization through work.

Associated positively with job involvement are attitudes like satisfaction, commitment, and motivation alongside

superior task performance and citizenship behaviours [7, 13-15]. Potential moderators like autonomy and leadership support have been suggested to enable higher involvement levels to fully translate into productivity [14, 16]. Curvilinear effects have also been proposed, implying that extremely high involvement could have adverse consequences due to distress or work-life imbalance [16].

Within Indian higher education contexts, past studies have linked faculty job involvement positively to service quality, mentoring motivation, and scholarly outputs [6,8]. Yet, there remains limited inquiry into the dynamics and outcomes of faculty job involvement using Indian samples. The current study addresses this gap while comparing diverse institutional settings.

2.2. Employee Performance

In organizational behaviour literature, employee performance encompasses both formal and informal productive behaviours that align with and contribute toward institutional goals [17,18]. For university faculty, key performance domains involve teaching, research, academic service, and administration [3,19]. However, performance assessments tend to narrowly focus only on research productivity metrics while overlooking other facets [3,20]. Recent studies emphasize a more holistic evaluation of executed tasks within varied faculty roles beyond just scholarly publications or grants [20,21].

Diverse factors shape workplace productivity for higher education faculty worldwide, including individual attributes, job design elements, resources, and organizational support [3, 22]. Significant predictors highlighted in past research are institutional backing, egalitarian leadership, and faculty intrinsic motivation and job involvement [6, 14, 22]. Investigating connections between faculty attitudes like job involvement and their productivity across contexts can offer learning opportunities for strengthening institutional performance. Employee performance in the context of HEIs encompasses teaching effectiveness, research contributions, student mentoring, and administrative duties. Performance metrics can include

student evaluations, research publications, and participation in academic and administrative committees.

2.3. Relationship between Job Involvement and Employee Performance

Kanungo [12] theorized that job involvement fulfils inner needs for achievement, thereby boosting effort and performance. Meta-analyses empirically confirm that job involvement has consistent positive associations with task performance and citizenship behaviours [13, 15]. Studies also reveal it can compensate for poor organizational fit to still ensure adequate productivity [23].

Within universities, high job involvement levels among faculty have been linked with greater motivation for student mentoring [6] and research outputs [7]. Drawing from Kanungo's [12] model, highly involved faculty likely invest more personal time and focus toward varied responsibilities, thereby enhancing multifaceted workplace performance. The present study empirically tests these patterns among faculty members working within Madhya Pradesh.

3 OBJECTIVES AND HYPOTHESES

Key objectives were to:

- Investigate the relationship between job involvement and employee performance
- Analyze the impact of job involvement on employee performance
- Study differences based on faculty gender
- Study differences based on institutional type (public/private)

The hypotheses were:

- H01: No relationship exists between job involvement and employee performance
- H02: Job involvement has no significant impact on employee performance
- H03: No significant difference exists in job involvement and employee performance between male and female faculty
- H04: No significant difference exists in job involvement and employee performance between

faculty of public and private institutions

4 METHODOLOGIES

4.1. Sample

A sample of 350 faculty members currently working in universities and colleges situated within Madhya Pradesh participated in the study. Judgmental sampling was utilized with equal gender representation. Respondents were recruited from five public (government) and six private higher education institutions located across six MP cities.

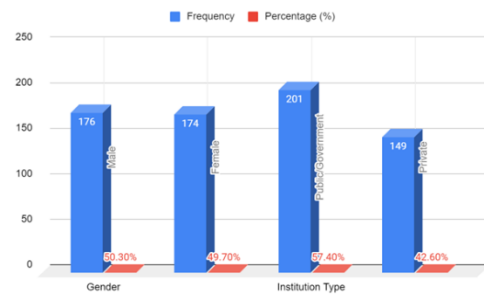


Fig. 1 Characteristics Graph

Faculty from diverse hierarchical positions and varied disciplines were included after confirming eligibility criteria of regular appointment status and a minimum of one year of service. Those in visiting or adjunct positions were excluded. Key sample characteristics are displayed in Table 1.

Table 1 Sample Characteristics

Variable	Category/Statistic	Frequency	Percentage (%)	Mean (SD)
Gender	Male	176	50.3%	
	Female	174	49.7%	
Institution Type	Public/Government	201	57.4%	
	Private	149	42.6%	
Age (years)				39.5 (8.41)
Education Level	Doctoral degree	252	72.0%	
	Postgraduate degree	64	18.3%	
	Bachelor's degree	19	5.4%	
	Diploma	15	4.3%	
Faculty Position	Professor	46	13.1%	
	Associate Professor	125	35.7%	
	Assistant Professor	179	51.1%	
Faculty Experience (years)				11.37 (7.81)
Current Role Experience (years)				7.46 (6.18)

Note: SD = Standard Deviation.

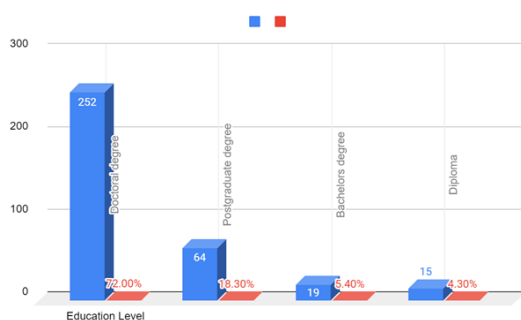


Fig. 2 Education Level

4.2. Data Collection and Analysis

Job involvement was measured using Lodahl and Kejner's [1] 20-item scale ($\alpha = 0.89$) rated on a 5-point Likert scale. Employee performance was captured using a 16-item tool ($\alpha = 0.94$) constructed for faculty contexts and rated

from 1 = Poor to 5 = Excellent across teaching, mentoring, research, administration, institutional growth, and community engagement parameters.

Hypotheses were tested through correlation analysis (H1), regression modelling (H2), and independent samples t-tests (H3, H4) using SPSS Version 26. Statistical significance was evaluated at the 5% level.

5 RESULTS

5.1. Descriptive Statistics

The sample demonstrated moderately high job involvement (Mean = 3.41; SD = .72) and employee performance (Mean = 3.25; SD = .81). Scale reliability exceeded 0.80 (Table 2).

Table 2 Reliability Analysis

Variable	Mean	SD	α
Job Involvement	3.41	0.72	0.89
Employee Performance	3.25	0.81	0.94

Note: SD = Standard Deviation; α = Cronbach's alpha.

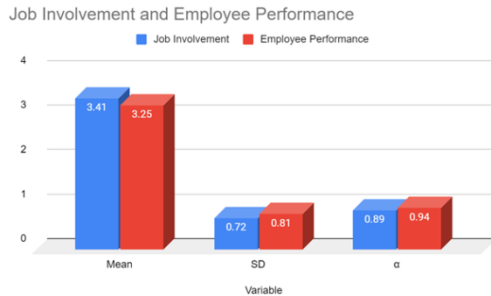


Fig. 3 Job Involvement and Employee Performance

5.2. Hypotheses Testing

Significant positive correlation ($r = .621$; $p < .01$) between variables was obtained, rejecting H01. Regression results supported H02 rejection as job involvement strongly predicted employee performance ($\beta = .712$; $p < .001$), explaining 48.4% variance. Mean comparisons showed negligible differences based on gender (H03) or institutional type (H04). Key predictors of job involvement included job satisfaction, work environment, and institutional support.

6 DISCUSSIONS

Outcomes substantiate and extend past evidence that faculty job involvement enhances workplace dedication, motivation, and performance [6-8]. The current sample displayed reasonably high involvement levels and productivity across varied academic role demands. Greater psychological investment in their job seemingly inspires faculty members to channel more personal time and focus toward the fulfilment of their duties, thereby boosting teaching, research, and service effectiveness.

Fostering higher job involvement can thus benefit both individual and institutional outcomes. As competition intensifies within higher education, nurturing attitudes like involvement that stimulate discretionary effort and performance beyond formal expectations offers a source of sustainable advantage. Study findings support organizational development interventions aimed at

enhancing faculty work identification, meaningfulness, and engagement.

No differences emerged based on gender or public/private status, hinting at shared drivers of involvement and performance across MP faculty. However, groups' marginal mean variances suggest closer investigation of heterogeneous effects using larger, probabilistic samples alongside qualitative data. Longitudinal designs can also illuminate temporal sequencing between variables.

7 IMPLICATIONS FOR PRACTICE

To enhance job involvement and performance, HEIs should focus on creating a supportive work environment, providing opportunities for professional development, and recognizing and rewarding faculty achievements. Institutional policies that promote job satisfaction and engagement can lead to improved performance and job retention.

8 LIMITATIONS AND FUTURE RESEARCH

The study's limitations include its reliance on self-reported data and its focus on a single state. Future research should consider longitudinal designs and explore the impact of job involvement in different regions and institutional contexts.

9 CONCLUSIONS

The current study makes a timely contribution by documenting positive linkages between faculty job involvement and their multidimensional performance within an under-researched emerging economy setting. Empirically demonstrating the significant enabling influence of job involvement on workplace productivity reaffirms underlying motivational models. Practically, results underscore the merits of tracking and strengthening involvement as part of faculty enhancement initiatives - an important consideration amidst contemporary pressures for improved teaching quality, research productivity, and graduate employability from India's higher education institutions.

This study highlights the significant impact of job involvement on employee performance among faculty members in higher educational institutions in Madhya Pradesh. By

fostering job involvement through supportive policies and practices, HEIs can enhance faculty performance and contribute to their overall success and reputation.

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