

A Gender Based Comparison of Teaching Faculties of Colleges in Kolkata across Their Attachment and Job Involvement Levels

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ABSTRACT

This study attempts to draw a comparison between two groups (n= 50) of college teaching staff in Kolkata in their Attachment style and Job Involvement. Attachment style is the profound and enduring emotional bond that joins one individual to another across time and area which children form with primary caregivers. This is relevant in emotional and social development of children that leave a powerful impact in adult relationships. Job involvement is the state of psychological identification with work—or the extent to which a job is principal to a person's recognition and satisfaction in organizational behavioral context. It has been regarded from an organizational perspective as an indispensable factor in personnel stimulation and enhanced performance. 25 female and 25 male participants were selected using Purposive sampling method and Hazan and Shaver's Adult Attachment Scale and Kanungo's Job Involvement Questionnaire were administered for data collection. Measures of Descriptive statistics (Mean and SD) and Inferential statistics (Man Whitney U test) were undertaken to analyze the data and compare the means for significance in difference . The results revealed a significant difference between male and female group for secure attachment style.

Keywords: Attachment style, Job Involvement, Gender, Teaching Faculties, Organizational Behaviour.

Attachment

Attachment is a profound and enduring emotional bond that joins one individual to another across time and area (Ainsworth, 1973; Bowlby, 1969). It is featured by determined conduct in children, such as searching for closeness to the attachment figure when distressed or menaced, which have significant effectiveness on child's emerging view of themselves and of others. In psychology, attachment theory is inaugurated from the pioneer work of John Bowlby. This theory concerned with the adult relationships considering companionships, emotional conflict, and mature romantic or platonic connections and in some cases, association with insentient objects. Four main styles of adult attachment have been identified (Bartholomew, 1990; Bartholomew & Horowitz, 1991):

Secure attachment

A secure attachment vogue is incontestable to those individuals who possess a positive regard for one self and a positive regard of others. They are additionally inclined to own positive views of their connections (relationships). In their relationships, they typically describe larger satisfaction and adjustment.

Anxious avoidant (Insecure)

An anxious-preoccupied attachment is perceived by those individuals who have a negative understanding of one's own self and a positive understanding of others. Individuals with this sort of attachment ask for greater degree of proximity, accession, and willingness from their attachment figure. This makes them too captivated with the attachment figure.

Dismissive- avoidant

A dismissive-avoidant attachment vogue is incontestable to those individuals who possess a positive perception of one's own self and a negative perception of others. They consider themselves to be competent (self-sustaining) and lack the need to form sensitive and intimate relationships.

Fearful-avoidant

This attachment style of behaviour is incontestable to those individuals who are unstable in their perception of closeness. They have an inclination to perceive distress with affective proximity yet possess a dire craving for attention.

Studies have shown great interest in this factor and came up with several theories regarding attachment and its effectiveness on one's development. Every human being born with the need to form close emotional bond with the caregivers at first and eventually attachment style develops based on the reciprocation of the caregiver. In the process of development attachment style plays a crucial factor that determines our personality and influences later relationships as well, which, in turn, determines our social life, self-perception, our commitment and compatibility.

Job involvement

Job involvement is the state of psychological identification with work—or the extent to which a job is principal to a person's recognition. It has been regarded from an organizational perspective as an indispensable factor to unbolt the personnel stimulation and enhance performance. Lodahl and Kejner (1965) proposed the development of job involvement by exploring varied information regarding the influence of work style parts on job involvement. It is the principal component that influences independent personnel and the institutional effect as well.

Job involvement is the extent to which we recognize emotionally with our job and many of the investigators have united on this proven factor that job involvement is completely divergent concept that determines job satisfaction, job related anxiety, intrinsic motivation, commitment and competence (Batlis, 1980; Brown & Leigh, 1996; Martin & Hafer, 1995; Rotenberry & Moberg, 2007). Job or work plays a significant role in life that determines our self-image as well (Gurin et al., 1960). Job involvement has an important consequence on performance and efficacy of individual and job has major part in elevating job involvement of people if it acts as an important part in the life of employee. (Probst, 2000).

From an individual perspective, it includes an element of stimulation, productivity, contentment and personal growth in the place of work and grants significance to institutional efficacy, fertility, and enthusiasm by participating personnel in their efforts and building it as a relevant and satisfying incident. Individuals become engrossed in their work when they become aware of their prospects for fulfilling principal psychological needs (e.g., for development, accomplishment, relevance, esteem, and safety). Job involvement increases peoples' job presentation by stimulating them to exercise pronounced attempt and utilize their inventiveness to resolve complication and act insightfully. Job involvement and the opportunities that emit out of it result slightly from characteristics and personality of the people and slightly from organizational context, supervisory behaviour and job design. People who hold definite personality traits (e.g., need for achievement, work ethic endorsement, internal locus of control) tend to be influenced and become involved with job. On the alternative hand, external (situational) elements such as style of management, design of the job, and organizational and psychological climate, all have significant impact on job involvement. Job design factors seem to have a greater impact on job involvement for people who have a powerful motive to achieve higher-order psychological needs (i.e., higher-order need strength).

LITERATURE REVIEW

Attachment is a crucial factor that plays significant role in a person's life. Several sets of evidences have proved that our attachment style remarkably influence our emotional, cognitive and behavioural factors. A research examining the association between developmental domains stated that parent-child relationship determines the future relationships, emotion regulation and understanding, personality, self-concept, conscience, memory and Social competence (Thompson, 2008; Bartholomew, 1990). Social and cognitive development have an indissociable relationship and mother-child interaction influences both (Ainsworth et al., 1973). Additionally, Ainsworth et al. (1973) have also theorized that promptness of mother's sensitive response to baby's signal along with freedom to explore the physical environment lays the ground for the development of communication and social competence and facilitates cognitive development simultaneously.

Attachment theories have further identified four types of attachment styles, i.e., Secure attachment, Anxious avoidant (Insecure), Dismissive- avoidant and Fearful-avoidant, that have significant effectiveness on happiness as well. A recent study (Moghadam et al., 2016) has proved that there are vital variations between

attachment style and happiness. Pupils having a secure attachment vogue had more happiness than non-secure pupils with avoidant and ambivalent attachment designs. Pupils having avoidant attachment vogue had greater happiness than those with ambivalent attachment vogue. Another result suggested that pupils having secure attachment vogue had greater disposition to speak than non-secure pupils with ambivalent attachment vogue who had higher disposition to speak compared with avoidant students. Additionally Bartholomew (1990) defined people with fearful avoidant attachment style as having a constant desire for social relationship but fail to achieve as they inhibited by fears of its consequences. They perceive themselves as unworthy of love and support and avoid intimacy fearfully. On the other hand people with dismissing style of attachment defensively deny their need for social relationship and intimacy and get hold of a positive image of self that minimizes their distress regarding their social needs. In 1996, Guerrero tested the hypothesis that people with completely varied attachment styles differ in nonverbal involvement with their intimate partners. Eighty dyads concerned in intense romantic relationships took part, with one person from every two presenting one among Bartholomew's (1990) four attachment style. Results have suggested that Preoccupied and Secure exceeded Dismissive and Fearful Avoidant on evaluations of facial pleasantness, trust/receptivity, vocal pleasantness, gaze, attentiveness and general interest. Additionally, Preoccupied involved in additional talk than Dismissives and Fearful Avoidants were seated away from their pairs and manifested the smallest amount smoothness and elongated feedback intermission and also the Preoccupied and Fearful Avoidant were most orally nervous. Attachment style is also significantly related with marital status satisfaction and happiness (Fard&Sehhat, 2015).

It is comprehensible that attachment styles shapes our cognition, personality and eventually our personal, social and occupational life. How much we are dedicated or emotionally connect with our job can also be equally influenced by this. Social support and self-evaluation have significant effectiveness on job involvement (Yan & Su, 2013). In support to this notion, Rotenberry&Moberg (2007) said that encouraging greater job involvement can also enhance positive work-related behavior and, moreover, enhancing the commitment and participation of the employees can also upgrade the productivity (Khan et al., 2011). Job involvement, performance and effort can also be influenced and modified by the perception of the organizational environment. If one perceives his job environment as motivating and positive, it will significantly enhances their job involvement and performance (Brown & Leigh, 1996). A study examining the interrelationships between job involvement, job burnout and personality hardiness among university teachers (Azeem, 2010), concluded job burnout as significantly correlated with other two. Results revealed a negative correlation between emotional exhaustion and Personality hardiness, emotional control, commitment and challenge. Additionally, Job involvement is extremely limited within half time personnel and investigation suggests that in case of full time personnel job involvement is elevated than the part time or contractual employees (Martin &Hafer, 1995). In this case, need satisfaction and involvement can be enhance through adequate incentives and feedback for good performance, tangible as well as symbolic modes of recognition, larger delegation of authority and expanding the area of responsibilities (Pathak, 1983).

Several gender-based studies also have been conducted in the context of attachment and job involvement. Although no significant gender based difference has been found on attachment styles (Moghadam et.al, 2016), job involvement notably differ in case of both males and females. Moreover, studies have found girls to be a lot more committed in their jobs whereas men's personal involvement diminishes (Lorence, 1987).Reviews of another study on Gender variations within the importance of six life success dimensions and their association to job involvement, job satisfaction, and propensity to stay on the job, conducted by Chusmir and Parker (1992), suggested that the female employees evaluated personal fulfilment, safety and family relationships as additional vital success estimates than their male counterparts did.

It has been suggested by the earlier theories that there is a significant effectiveness of attachment styles on temperament and personality development of a person, which, at the same time, are crucially associated with job involvement. Although no significant gender based difference has been found on attachment styles, job involvement notably differ in case of both males and females. It is this approach that guided the current investigation that aims to draw a gender based comparison between two groups of college faculties in Kolkata across their attachment and job involvement levels.

Method

In order to gain better insight about a gender based comparison of college teaching faculties in Kolkata across their attachment and job involvement levels, self-report questionnaires along with general information schedule were administered on 50 college teaching staffs.

Objectives

The present study aims at comparing the two groups of professors (male & female) across two psychological variables namely Attachment and Job involvement. The following objectives were laid out for the purpose of the present study.

- 1) To examine if there is any significant difference in the attachment styles (secure, anxious, avoidant attachment) of the two groups of professors (male and female).
- 2) To observe if there is any significant difference in job involvement levels of the two groups of professors (male and female).

Hypothesis

The following hypothetical frameworks were drawn to meet the given objectives of the study:

- $H_{0(a)}$ Male and female professors do not differ significantly in their measures of attachment style.
- $H_{0(b)}$ Male and female professors do not differ significantly in their measures of secure attachment style.
- $H_{0(c)}$ Male and female professors do not differ significantly in their measures of avoidant attachment style.
- $H_{0(d)}$ Male and female professors do not differ significantly in their measures of anxious attachment style.
- H_1 Male and female professors differ significantly in their measures of attachment style.
- H_2 Male and female professors differ significantly in their measures of secure attachment style.
- H_3 Male and female professors differ significantly in their measures of avoidant attachment style.
- H_4 Male and female professors differ significantly in their measures of anxious attachment style.
- H_5 Male and female professors differ significantly in their measures of Job involvement.

Participants

The participants included 50 college teaching faculties of five prestigious colleges in Kolkata, West Bengal. All participants were right-handed, have fluency in English and designated as full-time faculty members.

Sample Characteristics

The present study has covered a sample of 25 female ($N_1 = 25$) and 25 male ($N_2 = 25$) full-time college teachers within the age range of 25 to 55 years, both married and unmarried. All participants belong to the upper and upper middle class section of the society in West Bengal holding the job for at least 1 year. The colleges selected were within the city of Kolkata (covering both north and south sides of Kolkata). Inclusion criteria included minimum education of Masters level and job experience of minimum 5 years. Psychiatric as well as physiological illness and delinquency in past or present formed the exclusion criteria.

Sampling Method

The sampling procedure of the present study is purposive sampling which is a non-probability sampling technique and depends on the typicality of the cases to be included as part of the sample and that which represents the population as per need of the study. A purposive sampling is also known as incidental sampling, because the investigator on the basis of his impression makes a judgment regarding the concerned cases, which are thought to be typical of the population.

Materials

In order to verify the formulated hypotheses, following tools were used-

General information Schedule

An information schedule was developed for the present study to gather basic information about an employee including name, age, sex, educational qualification, occupation, name of the organization, job tenure & designation.

Adult Attachment Scale (AAS)(Collins & Read, 1990)

The scale was established in 1990 based on the original work of Hazen & Shaver (1987) and Levy & Davis (1988) by combining the original three prototypical descriptions suggested by Hazen & Shaver in 1987 into a series of 18 items. The items scored on a 5 point likert-type scale that measure adult attachment styles named "Secure", "Anxious" and "Avoidant", defined as:

- Secure = high scores on Close and Depend subscales, low score on Anxiety subscale

- Anxious = high score on Anxiety subscale, moderate scores on Close and Depend subscales
- Avoidant = low scores on Close, Depend, and Anxiety subscales.

Reliability and Validity. Collins & Read (1990) reported a Cronbach alpha coefficients of .69 for Close, .75 for Depend, and .72 for Anxiety. Test-retest correlations for a 2-month period were .68 for Close, .71 for Depend, and .52 for Anxiety have been found.

Job Involvement Questionnaire (Kanungo, 1982).

It is used to access job involvement which is operationally defined as the “psychological identification with one's job” based on Lodahl and Kejner's (1965) and included four of the items of the original scale that appeared to tap the "psychological identification" dimension unambiguously. It is a ten item instrument measured on a six point Likert scale ranging from 1 'strongly disagree' to 6 'strongly agree'. The scores are linearly summed to produce a total score. After reverse coding for some items, higher scores indicate a higher level of job involvement with the scores ranging from 10 to 60.

Reliability and Validity. Cronbach's alpha reliability coefficients for internal consistency ranged from .70 (Kanungo, 1982) to .87 (Blau, 1985). Also, test-retest reliabilities were conducted and were adequate ranging from .48 (Blau, 1987) to .82 (Kanungo, 1982). The construct and face validity were found to be high (Kanungo, 1982). Kanungo reported that his job involvement scale had acceptable convergent and discriminant validity.

Procedure

With prior permission from the authorities of respective colleges which were selected for data collection, potential participants were invited to participate in the present study through personal approach. The study consisted of multiple choice questions regarding demographic details, attachment styles and job involvement were administered on the employees following a pre-arranged program schedule and data were collected by the present investigator following the respective protocols for each standardized tool used for the study and instructions were given maintaining uniformity for each participant. The data sheets of each individual were carefully scrutinized so that no item remained un-attempted by the respective participants.

For this correlational study, hypotheses regarding relationship of gender with attachment styles and job involvement have been made and assessed. Baseline differences were assessed between two groups in terms of demographic details and in order to understand the centrality and dispersion of the scores of the sample, Mean and SD were found out. Subsequently, to test the hypotheses, Mann-Whitney U Test was performed to test the significance of difference between two independently drawn groups in terms of their attachment styles and job involvement.

RESULTS

In the present study 50 participants completed the initial screening procedure and none of them were excluded as they all fulfilled the criteria for the study and submitted their response appropriately.

In order to obtain a gender based comparison the participants were divided into two groups- Male and Female, consisted of equal number of participants. Obtained data was analyzed statistically by using measures of central tendency (Mean), dispersion (SD) and non-parametric statistics (Mann-Whitney U test) for both groups and compared accordingly.

Results revealed that the obtained p value ($p=0.0244$) for both male and female college teachers in case of Secure attachment style were greater than 0.01 level of significance and less than 0.05 level of significance which indicates that there is a significant difference between the two groups of college teachers in case of 0.05 level of significance. Thus, it can be said that for secure attachment style null hypothesis is rejected and research hypothesis has been accepted.

In case of Avoidant attachment style, the obtained p value ($p=0.1679$) for both male and female college teachers were greater than the values of significance in both the levels of significance. Therefore, it can be said that there was no significant difference in this attachment style of two groups of college teachers. Thus, null hypothesis was accepted and research hypothesis was rejected. The same result has been found in case of Anxious attachment style. The p value ($p=0.242$) indicating that there is no significant difference between two groups either. Therefore, null hypothesis was accepted and research hypothesis was rejected. On the other hand, the Mean values were indicative of difference between two groups in attachment styles. The male teachers (Mean=14.5, SD=2.15) differed significantly from female teachers (Mean=15.42, SD=2.36) in the domain of secured attachment styles as the mean scores were higher in case of female teachers. The same has been found in

case of Avoidant attachment style, i.e., females (Mean=14.25, SD=1.5) scored higher than the males (Mean=12.83, SD=1.72) in this domain. In case of Anxious attachment style, the mean scores suggested that male teachers (Mean=14.14, SD=1.57) were more inclined towards anxious attachment as compared to females (Mean=13, SD=1.4). Therefore, females have been found to be more secured and avoidant in their attachment style while males reported more in case of anxious attachment style.

The results of the present study also revealed that the obtained p value for both male and female college teachers were greater than the values of significance in both the levels of significance, i.e., for both 0.01 and 0.05 level of significance, indicating no significant difference in the levels of job involvement between the groups of college teachers. Thus, null hypothesis was accepted and research hypothesis was rejected. But the Mean values suggested that both the groups differ from each other. Females have been found to be more involved (Mean=27.08, SD=6.89) in their jobs than the males (Mean=23.36, SD=5.23).

DISCUSSION

The findings of the present study suggest that the participants did not show any significant difference in their avoidant and anxious attachment styles but they do differ in secure attachment style. According to various attachment theories, development of attachment starts from a very early stage of life, even before the age of gender labelling. According to Kohlberg, gender labelling is the stage where children achieve gender identity, i.e., they realize that they are member of a particular sex and accept that they are male or female and can label themselves as well as others. This stage is generally achieved at the age of 2-3 years, while attachment starts developing at about 6 months of age and about 9-12 months of age bonds intensifies with the familiar people. Therefore, there are possibly lots of other factors too that can be influential on attachment development. The baby-caregiver relationship is very crucial to a baby's development and their understanding of the world as they influence later behavior of the child when they transform to adults. Generally, a secure attachment is developed in childhood by infants who regularly get their needs met, as well as receive ample love and affection. They exhibit healthy, strong boundaries, can communicate their needs well in their relationships and aren't afraid to leave a toxic one if they think they need to. Avoidant attachment strategy is developed in childhood by infants who only get some of their needs met while the rest are neglected. Anxious types develop from abusive or terribly negligent childhoods. They often have a hard time relating to other person. Although the mean values suggested that males are more inclined to anxious attachment style and females are more secured or avoidant in attachment style.

A gender based study conducted by Hazan and Shaver (1987) matched with the present findings that is there was no significant difference in the attachment styles using three category measure (secure, avoidant and anxious). However, studies by Bartholomew&Horowitz (1991) and Del Giudice (2011) have showed a contradictory view suggesting that male and female differ significantly in their attachment style.

According to the findings, female teachers score higher in secure attachment styles than males. People with secure attachment strategies are comfortable in showing bond and attentiveness. They are also competent in being independent and alone. They can display their relationships within their life and tend to make proper restrictions and hold them right. Secure attachment types obviously make the best romantic partners, family members, and even friends. Having this type of attachment style is especially desirable for a teacher so that they can get along well with the students. Therefore, it can be said that female teachers excels in this matter. On the other hand, mean values showed that female teachers were more inclined towards avoidant attachment as compared to males exhibiting characteristics like extremely independent, self-directed, and often uncomfortable with intimacy which can affect the teacher-student relationship.

People who are more inclined towards anxious attachment, often exhibit characteristics like nervousness, stress, continuous reassurance and affection from their partner. They have trouble being alone or single. They'll often succumb to unhealthy or abusive relationship. Present study showed that male teachers exhibit the same characteristics more than the females which are also not in favor of student-teacher relationship and of Job involvement as a whole.

The job involvement of the individual seems to be potentially fundamental to the satisfaction of certain salient psychological needs that could lead to positive organizational implications. Women today have broken the shackles of parochialism and the bovine image. They are heading towards success in every field and stand at an equal footing with men. The present study showed no significant difference between males and females in job involvement. Although the obtained p values supported this notion, the mean values suggested that females were more involved in their job than males. The study on Test of "Gender" and "Job" Models of Sex Differences in Job Involvement by Jon Lorence (1987) also supported the fact that females are more involved with their job. Moreover, both groups differ significantly in terms of job involvement, self-esteem and attitudes as suggested

by Rachele Cortis et al. (2005) through a study on perceptions of and about women as managers. Traditionally, women were involved in feminine professions in schools and social work but now she is attaining respectable positions in other fields as well. The career oriented women, who have achieved the highest degree of success, are committed, independent, dominant, active, sensitive, secure and self-confident.

The higher mean scores of job involvement for women indicated that they were more involved than the working men because of the psychological pressure to prove their worth in the social environment they belong to. As suggested by Pathak (1983), since, teaching job provides decision making authority, opportunity for personal growth and development, and recognition for good work, these contributed to the reason for high job involvement among women. Dependency on the job may be an essential factor leading to Job involvement. Women with Type A personality or stable and matured women were more involved with the job. Another investigation by Mishra & Shyam (2005) suggested that the social support was associated with job involvement which was found true in case of women. Helping them to have more dedication, sincerity and making productivity levels better in their work field. Perceiving their job as passion and not as a burden., to start the day with a learning and creative approach, being motivated throughout the day without any external effort, caring about the organization and its future and having a feeling of professional satisfaction in career and remain confident in tasks are very crucial factors necessary in teaching profession which can significantly improve their inter personal relationships with student as well as with their colleagues and the teaching-learning process as a whole.

LIMITATIONS

Certain major limitations were present in the investigation process that restrained the investigator from corroborating the research findings with the help of prevalent studies. One of the major limitations was lack of control over the extraneous variables like participants' motivation, attitude, biases, and cooperation. Another limitation was small size research sample due to short time-span of study. This was a possible reason why the researcher could not cover all the colleges of Kolkata in her study. Using small sized sample did put a question mark on the external validity of the findings as it loses the property of generalizability.

Higher form of statistics could not be used as the sample is a very small fraction of the population we are trying to observe. Therefore, adequate representation was not carried out.

CONCLUSION

It may be concluded that the primary objectives of the study were fulfilled with relevant empirical evidence to answer the research question sufficiently. It was found that there was a significant difference among male and female groups for secure attachment style. However the other domains of attachment style that is avoidant and anxious style and Job involvement has no significant effect on genders of teaching faculty in colleges of Kolkata. However, further empirical investigation may be deployed to reach a more valid conclusion.

Applicative value

For healthier future of the education sector, teachers need to be happily involved with students and their respective field of work, as they have a profound influence on the intellectual and moral character of pupils. Teachers' job involvement plays a key role to maintain wellbeing of both the educational organization and its students and to remain committed in their work which in turn helps them to satisfy the demands and challenges of teaching more enthusiastically, confidently and efficiently. It not only helps students to develop in their educational field and career but also helps in bringing a significant change in society. Professors are expected to exercise a special responsibility in providing leadership and in fostering excellence in research, teaching, professional activities and policy development in the academic discipline school, faculty and University wide and within the community, both in scholarly and general ways.

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APPENDIX

Table 1 Mean and SD Values of Participants on Attachment Styles and Job Involvement

Variables	Females		Males	
	Mean	SD	Mean	SD
Attachment styles				
Secure	15.42	2.36	14.5	2.15
Avoidant	14.25	1.5	12.83	1.72
Anxious	13	1.41	14.14	1.57
Job Involvement	27.08	6.84	26.36	5.22

Table 2 P Values of Participants on Attachment Styles and Job Involvement

Variables	Females	Males	Comment
	P value	α Values	
Attachment Styles			
Secure	0.0244	0.01	No significant difference has been found
		0.05	*Significant difference has been found
Avoidant	0.1679	0.01	No significant difference has been found
		0.05	
Anxious	0.242	0.01	No significant difference has been found
		0.05	
Job Involvement	0.6672	0.01	No significant difference has been found
		0.05	

Note. Number of females= 25, Number of males= 25, Total N=50. Table showing the obtained mean and p values obtained for female and male college teachers on Attachment styles (secure, anxious, avoidant) and Job involvement at 0.01 and 0.05 levels of significance.