



A COMPARATIVE ANALYSIS OF JOB INVOLVEMENT BETWEEN COLLEGE PHYSICAL EDUCATION TEACHERS AND SCHOOL PHYSICAL EDUCATION TEACHERS

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Abstract

Job involvement of physical education teachers has been considered as an important area of investigation by the researcher with a view that job involvement improves the performance as well as effectiveness of an individual irrespective of the nature of work. It is believed that any professional who is involved with the job generally enjoy job satisfaction. The physical education teachers can contribute to the well-being of his students. On the basis of earlier evidence, it may be inferred that studies on involvement of physical education teachers are rather scanty. However, investigator has not come across a single study of job involvement among physical education teachers. Therefore, the present investigator considers job involvement as the important variable to be studied in the present investigation. The present study was conducted on college physical education teachers and school physical teachers of various schools and colleges of Moradabad and Bareilly zones (Mandals) of Uttar Pradesh. The job involvement scale developed and standardized by Singh (1984) was administered to gauge the job involvement of the subjects. The scale consists of 54 items. Each statement of the scale has four response alternatives, namely, strongly agree, agree, disagree, and strongly disagree. The 't' test was employed to analyse the data. The finding of the study reveals that significant differences were found between mean scores of college physical education

teachers and school and physical education teachers.

Keywords: Job involvement, College, School and Physical Education Teachers.

Introduction

Physical education teachers are the mentors of youths who are the future of nation. They are responsible to mould the behaviour of the youths and to develop the total personality and performance. These youths in due course of time win laurels for their Alma Mater, society and the nation. Hence, the involvement of these teachers in their profession are highly dependent on the socio-psychological factors. Job involvement is the internalization of values about the goodness of work, the importance of the work in the growth of persons, and perhaps it, measures the ease with which the person can be further socialized by an organization. Lodahl and Kejner's (1965) contention about the explanation of the concept of job involvement laid heavy emphasis on the internalization of values. It is, therefore, quite reasonable to mention that value orientation towards work is learnt in early socialization process. Lodahl (1964) himself had realized that during the process of socialization certain work values are inflicted into the self of the individuals that remain dynamically active even at the later stage in the form of employees' reaction and attitude towards job. For example, "work is worship in Hindu mythology plays a vital role in work activities. Similarly, in Islam, greater



emphasis has been put on earning a living through the Godly ways (pious means), which put its emphasis on honesty, sincerity and responsibility in performing any work actively. It indirectly changes employee's behavior positively in the work context. In the same way, all other religions in the world emphasize directly or indirectly to certain work values that develop commitment.

Thus, the job involvement can be referred to as 'the attitude of employees towards work'. Lodahl and Kejner (1965) defined it as "the degree to which a person identifies psychologically with his work for the importance of his work in his total selfimage. According to Lawler and Hall (1970) job involvement refers to "Psychological identification of one's own work as well as the degree to which the job situation is central to a person and his identity". Job involvement measures the degree to which a person identifies psychologically with job and considers his or her perceived performance level important to selfworth (Blau and Boal, 1987).

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

consistent to his selfconcept, and when he perceives performance as central to his self-esteem. Kanungo (1979) classified job involvement into two different contexts. (i) Involvement with "specific job". And (ii) involvement with "work in general".

In fact, he focussed on sociological and psychological approaches to job involvement after criticizing traditional interpretation of the concept. Kanungo (1982) defined the phenomenon of job involvement as a "cognitive state of psychological identification with the job and depends on the degree to which the job is perceived to meet one's salient need, be they intrinsic or extrinsic." These factors include job incumbents, aspects of work itself and organizational conditions.

Methodology

Purpose of this study was to find out the difference between the mean scores of college physical education teachers and school physical education teachers on job involvement. The sample of the present study consisted of 50 physical education teachers (college physical education teachers = 25 and school physical education teachers = 25). It was drawn from various schools and colleges of Moradabad and Bareilly Zones (Mandals) of Uttar Pradesh.

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

Out of fifty-four items of the scale, 35 items were true keyed and remaining 19 items were false keyed. The possible scores of each item ranged from one to four.



The job involvement scores were determined by the arithmetic summation of the scores endorsed to all the fifty-four items. Thus, the maximum possible job involvement score was 216 and the minimum was 54. The lower scores indicate less involvement in the job and the high scores suggest greater involvement in the job. In most of the cases the researcher personally contacted the subjects at the respective work place of the subjects. The purpose of the study was explained to them and the subjects were requested to provide their fair and unbiased responses on each item of the questionnaire. Rapport was not feasible due to very long destinations, the questionnaire was mailed to the subjects along with instructions. Keeping in view the objective of the study, the t-test was employed to determine the difference between the mean scores of college physical education teachers and school physical education teacher on job involvement.

Result and Discussion

TABLE 1
INDICATING DIFFERNECE BETWEEN THE MEAN SCORES
OF COLLEGE PHYSICAL EDUCATION TEACHERS AND
SCHOOL PHYSICAL EDUCATION TEACHERS ON JOB
INVOLVEMENT

Subject	Mean	SD	t- value	P
College P.E. Teachers	142.39	17.15	2.03	<.05
School P.E. Teachers	133.36	14.19		

Significant at 0.05 level of significance $t_{(48)}(0.05) = 2.03$

From the above table1, it is depicted that significant differences were found between the mean scores of college physical education teachers and school physical education teachers on job involvement ($t=2.03$, $p<.05$). It may be due to the organisational climate of the schools and colleges wherein these teachers are employed. Furthermore, the value system,

salery, working conditions, working hours and work culture might have been the inspiring force behind the college physical education teachers in making them more involved to their jobs sincerely and with utmost honesty towards the profession.

Conclusion:

Significant positive relationships was found between scores of college physical education teachers and school physical education teachers on job involvement.

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