



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

**Dr. Mujahid Ali, Assistant Professor**  
Govt. Raza P.G. College Rampur (U.P.)

### Abstract

The involvement of physical education teachers in their jobs is an important area of investigation, as job involvement is believed to enhance both performance and effectiveness, regardless of the nature of the work. Professionals who are highly involved in their jobs generally experience greater job satisfaction. Physical education teachers, in particular, can significantly contribute to their students' well-being. Despite this, research on the job involvement of physical education teachers is limited, and the investigator did not find any prior studies specifically on this topic. To address this gap, the current study focuses on job involvement as a key variable. It was conducted among college and school physical education teachers from various institutions in the Moradabad and Bareilly zones (Mandals) of Uttar Pradesh. The Job Involvement Scale, developed and standardized by Singh in 1984, was used to measure job involvement. This scale comprises 54 items, each with four response options: strongly agree, agree, disagree, and strongly disagree. Data analysis was performed using the 't' test. The findings of the study revealed significant differences in job involvement between college physical education teachers and their counterparts in schools.

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

### Introduction

Physical education teachers serve as mentors to the youth, who are the future of the nation. They play a crucial role in shaping the behavior and overall personality of young people, who in turn bring honor to their schools, society, and country. The professional involvement of these teachers is significantly influenced by socio-psychological factors. Job involvement refers to the internalization of values regarding the significance of work, its role in personal growth, and how easily an individual can be socialized by an organization.

Lodahl and Kejner (1965) emphasized the internalization of values in explaining job involvement. They argued that value orientation toward work is learned during early socialization. Lodahl (1964) noted

that work values instilled during socialization remain active and influence employees' attitudes towards their jobs later in life. For instance, the concept of "work is worship" in Hinduism and the emphasis on earning a living through honest means in Islam shape positive work behaviors. Similar values are embedded in other religions, fostering commitment and job involvement. Despite its significance, job involvement has been met with criticism and controversy. Patchen (1970) noted that while general interest in a job is similar to job involvement, they remain distinct concepts. Kanungo, Mishra, and Dayal (1975) suggested that job involvement reflects the extent to which work is central to an individual's life and self-concept. Saleh and Horek (1976) proposed four conditions for job involvement: when work is a central life interest, when an individual actively participates in their job, when performance is consistent with their self-concept, and when performance is crucial to their self-esteem. Kanungo (1979) differentiated job involvement into two contexts: involvement with a specific job and involvement with work in general, criticizing traditional views and emphasizing sociological and psychological perspectives. In 1982, Kanungo defined job involvement as a cognitive state of psychological identification with the job, influenced by how well the job meets one's intrinsic or extrinsic needs. Factors affecting job involvement include the characteristics of job incumbents, aspects of the work itself, and organizational conditions.

### Methodology

The purpose of this study was to identify the difference in job involvement between college physical education teachers and school physical education teachers. The sample included 50 physical education teachers, with 25 from colleges and 25 from schools, selected from various institutions in the Moradabad and Bareilly Zones (Mandals) of Uttar Pradesh.

The Job Involvement Scale, created and standardized by Singh (1984), was used to assess job involvement. This scale consists of 54 items, each offering four response options: strongly agree, agree, disagree, and



strongly disagree. The reliability of the scale was measured at 0.83. Of the 54 items, 35 are true-keyed and 19 are false-keyed, with each item scoring between one and four points. Job involvement scores are calculated by summing all 54 item scores, yielding a possible total score range from 54 to 216. Lower scores indicate less job involvement, while higher scores suggest greater involvement. In most cases, the researcher personally contacted the subjects at their workplaces, explained the purpose of the study, and requested fair and unbiased responses to each questionnaire item. Where personal contact was not feasible due to distance, the questionnaire was mailed along with instructions. To determine the difference between the mean scores of college and school physical education teachers on job involvement, the t-test was employed.

## Result and Discussion

Table 1

Difference between the Mean Scores of College Physical Education Teachers and School Physical Education Teachers on Job Involvement

Physical Education Teacher	Mean	SD	t-value	P
College	142.39	17.15	2.03	< 0.05
School	133.60	17.19		

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

Table 1 shows significant differences in job involvement between college physical education teachers and school physical education teachers ( $t=2.03, p<.05$ ). These differences may be attributed to the organizational climate of the respective schools and colleges. Additionally, factors such as value systems, salary, working conditions, working hours, and work culture likely play a role in motivating college physical education teachers to be more involved and committed to their jobs with sincerity and honesty. Graphical representation of above is made in figure no. 1.

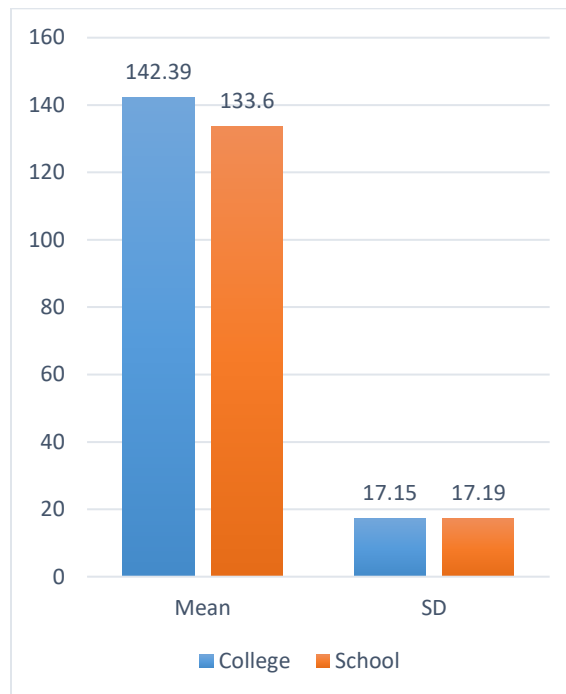


Figure 01: Mean and Standard deviation of Physical Education Teacher of colleges and schools.

## Conclusion

A significant positive relationship was found between the job involvement scores of college physical education teachers and school physical education teachers.

## References:

- Blau, G. J. and Boal, K. R. (1987), "Conceptualizing How Job Involvement and Organizational Commitment Affect Turnover and Absenteeism", *Academy of Management Review*, p. 290.
- Blau, G. J. (1986), "Job Involvement and Organizational Commitment as Interactive Predictors of Tardiness and Absenteeism", *Journal of Management*, pp. 577 - 84.
- Boal, K. and Cidambi, R. (1984), "Attitudinal Correlates of Turnover and Absenteeism: A Meta Analysis", Paper Presented at the Meeting of the American Psychological Association, Toronto, Kanungo, R.N. (1979): The concept of alienation and involvement revisited. *Psychological Bulletin*, 86, 119-138.
- Kanungo, R.N.; Mishra, S.B., and Dayal, I. (1975), Relationship of job involvement to perceived importance and satisfaction of employee's needs. *International Review of Applied Psychology*, 24, 1, 49-59.



Lawler, E.E. III and Hall, S.T. (1970), Relationship of job characteristics to job involvement, satisfaction, and intrinsic motivation, *Journal of Applied Psychology*, 54, 305-312

Lodahl (1964), "Patterns of job attitude in two assembly technologies," *Administrative Science Quarterly*, Vol. 8, pp. 482-519.

Lodahl and Kejner (1965), "The definition of job involvement: *Journal of Applied Psychology*, 49, pp.24-33.-