



A COMPARATIVE STUDY OF JOB INVOLVEMENT AMONG PHYSICAL EDUCATION AND OTHER SUBJECT TEACHERS IN THE ALIGARH DIVISION

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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 the well-being of their students. Despite this, research on the job involvement of physical education teachers remains limited, and the investigator did not find any prior studies specifically addressing this topic. To fill this gap, the present study focuses on job involvement as a key variable. The research was conducted among physical education teachers and other teachers from various schools and colleges in the Aligarh division of Uttar Pradesh. The Job Involvement Scale, developed and standardized by Singh in 1984, was employed to measure job involvement. This scale consists of 54 items, each offering four response options: strongly agree, agree, disagree, and strongly disagree. Data analysis was carried out using the 't' test. The findings revealed significant differences in job involvement between physical education teachers and other subject teachers.

Keywords: Job involvement, Physical Education Teachers, Other Subject Teachers.

Introduction

Physical education teachers play a pivotal role in guiding the youth, who are regarded as the building blocks of the nation's future. Their influence extends beyond academics, helping shape students' behavior, values, and overall personality, which ultimately contributes to the reputation of educational institutions and society at large. The extent of professional commitment among these teachers is often shaped by

a variety of socio-psychological influences. In this context, job involvement can be understood as the degree to which individuals internalize the significance of their work and perceive it as central to their personal growth and integration within an organizational environment. According to Lodahl and Kejner (1965), job involvement stems from early socialization experiences that embed work-related values. Lodahl (1964) further emphasized that such early-acquired values continue to influence employees' work attitudes throughout their lives. Cultural and religious principles, such as the Hindu belief that "work is worship" or the Islamic emphasis on earning a livelihood through honest means, serve to reinforce positive attitudes toward work. Many such values across different religions foster a sense of responsibility and deeper involvement in one's professional duties. Despite its relevance, the concept of job involvement has been subject to scholarly debate. Patchen (1970) argued that job involvement and general job interest, although related, are distinct constructs. Kanungo, Mishra, and Dayal (1975) suggested that job involvement reflects how integral work is to an individual's identity. Saleh and Hosek (1976) proposed that individuals show high job involvement when work is a primary concern, aligns with their self-image, contributes to their self-worth, and involves active participation. Kanungo (1979) differentiated between involvement in a specific job and general involvement in work, challenging earlier perspectives by highlighting both sociological and psychological components. Later, in 1982, he defined job involvement as a cognitive state in which individuals identify with their job, depending on how well the job satisfies their intrinsic and extrinsic needs. This involvement is influenced by personal traits, job characteristics, and organizational context.



Methodology

The objective of this study was to examine the differences in job involvement between physical education teachers and teachers of other subjects. The sample comprised 40 participants, including 20 physical education teachers and 20 teachers from various academic disciplines, drawn from schools and colleges in the Aligarh division of Uttar Pradesh. To assess job involvement, the study employed the standardized Job Involvement Scale developed by Singh (1984), which contains 54 items with four response categories: strongly agree, agree, disagree, and strongly disagree. The scale has a reported reliability coefficient of 0.83. Of the 54 items, 35 are true-keyed and 19 are false-keyed, with response scores ranging from one to four. The total score, which can range from 54 to 216, reflects the level of job involvement, higher scores indicating greater involvement. Data collection was conducted primarily through direct interaction with the participants at their respective institutions, during which the researcher clarified the study's purpose and encouraged sincere and unbiased responses. In cases where in-person contact was not possible, questionnaires were mailed along with detailed instructions. The data were analyzed using the t-test to compare the mean job involvement scores between physical education teachers and other subject teachers.

Results

TABLE NO. 1
DIFFERENCE BETWEEN THE MEAN SCORES OF PHYSICAL
EDUCATION TEACHERS AND OTHER SUBJECT TEACHERS ON JOB
INVOLVEMENT

Teacher	Mean	SD	t- value
Physical Education Teacher	145.15	14.54	3.64
Other Subject Teacher	126.55	17.62	

Significant at 0.05 level of significance (48) (0.05) = 3.64

Table 1 shows significant differences in job involvement between physical education teachers and other teachers ($t=3.64$, $p < .05$). 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 physical education teachers to be more involved and committed to their jobs with sincerity and honesty. Graphical representation of above is made in figure 1.

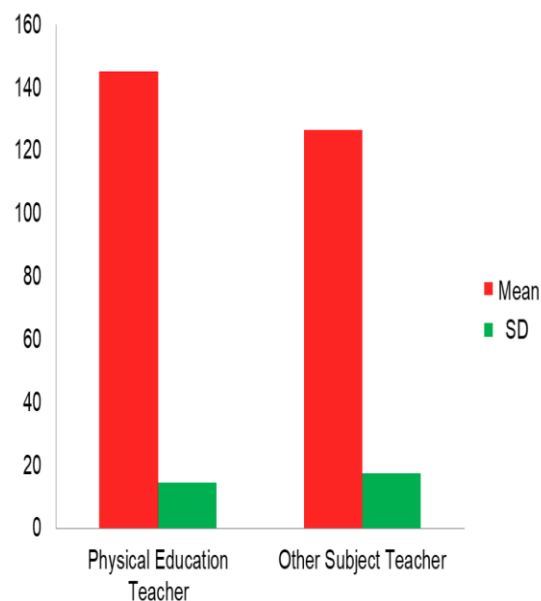


Figure 1: Comparison of mean scores and standard deviations for physical education teachers and other subject teachers.

Conclusion

The study revealed that physical education teachers exhibit significantly higher job involvement than other teachers in the Aligarh Division. This may be due to favorable work conditions, motivation, and the distinct nature of their roles. These findings emphasize the importance of addressing subject-specific needs to enhance overall teacher engagement.



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