

A STUDY OF JOB SATISFACTION OF PHYSICAL SCHOOL TEACHERS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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ABSTRACT

The present paper is an attempt to study the significant difference in the level of job satisfaction among physical education teachers in relation to their gender, type of school and locality. Descriptive Survey Method was used for the present study. A total number of 200 physical education teachers have been selected as a sample. Job Satisfaction Scale by Meera Dixit (2013) was used to collect the data. Mean, standard deviation and 't' test were used to analyse the data. The findings reveal that there is no significant difference in the level of job satisfaction among male and female physical education teachers; (ii) teachers working in private schools are more satisfied with their job than teachers working in government schools; (iii) No significant difference was observed in job satisfaction among physical education teachers in relation to their locality.

Key words: Job satisfaction, gender, type of school, locality, physical education teachers.

INTRODUCTION

The personal and professional qualities of a teacher influence their professional efficiency. More competent and committed teachers are required in the classroom because the best curriculum and the most perfect syllabus remain ineffective in the absence of a good teacher. The teaching profession inherently certain well-known self-obvious and implicit obligations, commitments and expectations from its members. All physical education teachers should understand their role in creating this kind of "learning climate"; recognising how a positive learning environment contributes largely to the interpersonal relationships between teacher and pupil, and how it supports both the teacher's and pupils' approach to lessons (Bailey, 2001: 40-41). Alongside developing a positive learning environment, it is also important for a good physical teacher to adopt a range of teaching styles, such as those identified by Mosston and Ashworth (2004) which support their teaching and learning objectives; what they want the pupils to achieve after their lesson or unit of work. For example, when introducing a skill, such as throwing, using a "command" style of teaching, which allows all the decisions to be made by the teacher, may be appropriate to maintain control and ensure safety (Severs, 2003). As the unit progresses the styles may change moving through "practice" style, "reciprocal" and "inclusion" styles of teaching (Mosston and Ashworth,

2004). Using these teaching styles appropriately may allow the pupils to progressively increase their [throwing] ability. This may also develop the pupil's awareness of the time demands for individual practice to improve their performance and perhaps share the action with others; catching.

Job Satisfaction

One of the most pivotal variables in any organization is the job satisfaction. A man is congenial worker and never works in a vacuum. A large number of factors determine his satisfaction and these influence to a great extent the quality and quantity of the output. An individual's functioning in an organization is affected by the totality of his/her situation. Job satisfaction is, therefore, the 'Zest' displayed by an employee on his adjustment in personal, social and work life. It is the result of employees' perception of what organizations provide. Job satisfaction is a complex variable and is influenced by situational factors of the job as well as by the dispositional characteristics of the individual (Sharma and Ghosh, 2006)

Various dimensions have been proposed to explain the components of job satisfaction. Some of the more relevant and important ones are discussed in this section. There are mainly three dimensions: First, job satisfaction is an emotional response to a job situation. It cannot be seen, only inferred. Second, it is often determined by how well outcomes meet or exceed expectations. For example, if organisational members feel that they are working harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude toward the work, the boss, and co-workers. They will be dissatisfied. On the other hand, if they feel they are being treated well and being paid well, they are likely to have a positive attitude towards the job. They will be satisfied. Third, job satisfaction represents several related attitudes.

Factors Affecting Job Satisfaction

Researchers, policymakers, and education leaders agree that teacher satisfaction is a vital factor that affects student achievement. Teachers' job satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organisation's human resource is evaluated. Thus, the understanding of factors affecting teachers' satisfaction at the workplace is of paramount importance for a successful educational system. The factors that are associated with teachers' job satisfaction can be clubbed into intrinsic, extrinsic and demographic factors.

Intrinsic Factors - Intrinsic satisfaction to the teachers can come from classroom activities. Daily interactions with students inform teachers' feelings about whether or not students have

learned something as a result of their teaching. Student characteristics and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction (Lee, Dedrick and Smith, 1991). Several studies have found that these factors are related to both attrition and satisfaction in teaching. Intrinsic factors play a significant role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits, or prestige (Choy et al., 1993).

Extrinsic Factors – A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others. These and other characteristics of a teacher's work environment have been targeted by several commissions, researchers, and educators who claim that "poor working conditions have demoralised the teaching profession". According to Dwivedi (1977) friends, co-workers exercise their influence on an individual and affect his Job Satisfaction. Ramakrishanaiah (1998) found that 93 percent of college teachers who were highly satisfied with their job expressed cordial relations with their colleagues. Proper physical environment makes the job comfortable. Poor working conditions like poor building design and maintenance create situations for teachers that affect not only academic outcome but health too. Poor lighting, dirty and in-operational windows and dirty rest rooms are the source of teacher dissatisfaction. Researchers and educators believe that when teachers perceive a lack of support for their 'York', they are not motivated to do their best in the classroom, and when teachers are not satisfied with their working conditions, they are more likely to change schools or to leave the profession altogether (Choy et al, 1993). Advocates of professional autonomy claim that conferring professional autonomy will enhance the attractiveness of the (teaching) profession as a career choice, and will improve the quality of classroom teaching and practice (Boe and Gilford, 1992).

Demographic Factors – Similar to professionals in other occupations, job satisfaction among teachers has been related to demographic variables including age, education, marital status and gender etc.

Besides there are other variables like job experience which affect job satisfaction. Job experience is related to job satisfaction in a rather interesting fashion as one might expect new employees to be relatively more satisfied with their jobs but this expectation terminates after a period of time unless the worker feels that he is making steady progress towards the satisfaction of his occupational and social needs. Now a days, the concept of job satisfaction is

not only limited to corporate sector, but covers all the sectors, where there is involvement of the employees and workers. The keystone in the educational edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can effectively take his place or influence children in the manner and to the degree; it is possible, for him alone to do. 'Schools are the nurseries of the Nation' and 'Teachers are the architects of the future' are no mere figurative expressions but truthful statements, as significant as they are suggestive. Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs.

REVIEW OF LITERATURE

Chand (2005) studied work motivation and job satisfaction of physical education teachers in high schools of Himachal. He found that teachers posted in low level sports facilities schools possessed higher mean than average level of sports facilities with respect to job situation component of work motivation. **Sharma (2005)** concluded that the majority of the physical education teachers were satisfied with their job according to the job satisfaction components. They were satisfied with their work, work condition, salary, security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competence. **Ghanti and Jagadesh (2008)** showed that job satisfaction was also influenced by factors such as intrinsic aspects, salary, service conditions and promotions, physical facilities, institutional plans and policies etc. **Mehra and Kaur (2011)** revealed that government school teacher exhibited better job satisfaction than private school teachers and further social science teachers had better job satisfaction than language and mathematics and science teachers. **Sharma (2012)** indicated that those male and female physical education teachers whose years of service is more than 10 years are much more satisfied with their job as compared to physical education teachers with work experience of less than 10 years. **Behera (2014)** indicated that there was a positive relationship between job satisfaction and mental health of general school teachers. **Afshar and Doosti (2016)** showed a significant difference between students' evaluation of their teachers' job performance and the teachers' self-evaluation of their job performance. **Mishra (2016)** found that the significant difference was found among govt., semi govt. and private school teachers in relation to job satisfaction. Another result of the study shows that the significant relationship was found between job satisfaction and occupational stress of physical education teachers. **Nazar and Dar (2017)** indicated that rural high school teachers have more job satisfaction than their urban

counterparts. No difference was seen among male high school teachers both of urban and rural background. However, rural females differ significantly in comparison to the urban female teachers. **Panchal and Yajurvedi (2018)** discloses that job satisfaction of teachers depends on salary, working time, professional growth, training, job security etc.

SIGNIFICANCE OF THE STUDY

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Stapleton, Croft and Frankiewicz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. These studies have provided valuable information about job satisfaction in educational settings. Keeping the role of job satisfaction into consideration, various commissions and committees have also given importance to the 'Job satisfaction' of the teaching community at various levels in India. Hence, an attempt was made to study the job satisfaction among physical education teachers in relation to their some demographic variables.

STATEMENT OF THE PROBLEM

A STUDY OF JOB SATISFACTION OF PHYSICAL SCHOOL TEACHERS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

OBJECTIVES OF THE STUDY

1. To compare the level of job satisfaction among male and female physical teachers working in schools of Haryana.
2. To compare the level of job satisfaction among physical education teachers working in government and private schools of Haryana.
3. To compare the level of satisfaction stress among physical education teachers working in rural and urban schools of Haryana.

HYPOTHESES

1. There is no significant difference in the level of job satisfaction among male and female physical teachers working in schools of Haryana.

2. There is no significant difference in the level of job satisfaction among physical education teachers working in government and private schools of Haryana.
3. There is no significant difference in the level of job satisfaction among physical education teachers working in rural and urban schools of Haryana.

METHOD OF THE STUDY

Descriptive Survey Method was used to conduct the study.

SAMPLE

A total number of 200 Physical Education teachers (as many as 100 males and as many as 100 females) working in high schools in urban and rural areas of 8 districts namely Rohtak, Gurugram, Bhiwani, Panipat, Sonipat, Jhajjar, Faridabad and Jind have been selected on the basis of random sampling method.

TOOL USED

Job Satisfaction Scale by Meera Dixit (2013) was used to assess the level of job satisfaction among physical education teachers.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and 't' tests were used to obtain the results.

ANALYSIS OF DATA

In order to find out the difference in the level of job satisfaction among physical education teachers in relation to gender, type of school and locality, 't' test was applied. The obtained results are given in tables 1 to 3.

Table 1
Mean, Standard Deviation and 't'-value for mean scores of job satisfaction of male and female physical education teachers of Haryana

Gender	N	Means scores	S.D's	t-value
Male teachers	100	207.89	27.64	0.133 ^{NS}
Female teachers	100	208.40	26.37	

Table Value: 1.96 at 0.05; and 2.58 at 0.01 level

NS= Not Significant

Table 1 demonstrates that 't' ratio (0.133) for the mean scores of job satisfaction of male and female physical education teachers is less than the table value at 0.05 and 0.01 level which is not significant at any level of significance. It means that there exists no significant difference in the level of job satisfaction of male and female physical education teachers of Haryana.

Thus the null hypothesis H_1 which was formulated earlier i.e. “There will be no significant difference in the level of job satisfaction among male and female teachers working in schools of Haryana” is retained. Again it is found out from table 4.2 that the mean score of male physical education teachers (207.89) is slightly less than the female physical education teachers (208.40) but do not differ significantly. It means that male and female physical education teachers have almost same level of job satisfaction.

Table 2

Mean, Standard Deviation and ‘t’-value for mean scores of job satisfaction among teachers working in government and private schools of Haryana

Type of School	N	Mean Scores	S.D's	t-value
Government school teachers	100	221.07	23.97	7.775**
Private school teachers	100	195.22	23.40	

Table Value: 1.96 at 0.05; and 2.58 at 0.01 level

** Significant at 0.01 level

Table 2 shows that ‘t’ ratio (7.775) for the mean scores of job satisfaction of teachers working in government and private schools of Haryana is more than the table value at 0.05 and 0.01 level which is significant at 0.01 level of significance it means that there exists a significant difference in the level of job satisfaction of teachers working in government and private schools of Haryana. Thus the null hypothesis H_2 which was formulated earlier i.e. “There will be no significant difference in the level of job satisfaction among teachers working in government and private schools of Haryana” is not retained. Again it is found out from table 4.5 that the mean score of physical education teachers working in government schools (221.07) is higher than the physical education teachers working in private schools (195.22) and differ significantly. It means that teachers working in government schools are more satisfied with their job than teachers working in private schools.

Table 3

Mean, Standard Deviation and ‘t’-value for mean scores of job satisfaction among physical education teachers working in rural and urban schools of Haryana

Locality	N	Mean Scores	S.D's	t-value
Rural school teachers	100	208.75	27.11	0.317 ^{NS}
Urban school teachers	100	207.54	26.91	

Table Value: 1.96 at 0.05; and 2.58 at 0.01 level

NS= Not Significant

Table 3 shows that 't' ratio (0.317) for the mean scores of job satisfaction of teachers working in rural and urban schools of Haryana is less than the table value at 0.05 and 0.01 level which is not significant at any level of significance. It means that there exists no significant difference in the level of job satisfaction of teachers working in rural and urban schools of Haryana. Thus the null hypothesis H_3 which was formulated earlier i.e. "there will be no significant difference in the level of job satisfaction among physical education teachers working in rural and urban schools of Haryana" is retained. Again it is found out from table 4.6 that the mean score of physical education teachers working in rural schools (208.75) is slightly higher than the physical education teachers working in urban schools (207.54) but do not differ significantly. It means that teaches working in rural and urban schools almost have same type of job satisfaction.

FINDINGS

1. In the present study, it was found that there is no significant difference in the level of job satisfaction among male and female teachers working in schools of Haryana. It means that male and female physical education teachers have almost same level of job satisfaction.
2. There exists a significant difference in the level of job satisfaction of teachers working in government and private schools of Haryana. Teachers working in government schools are more satisfied with their job than teachers working in private schools.
3. It was found that there exists no significant difference in the level of job satisfaction of teachers working in rural and urban schools of Haryana. Teachers working in rural and urban schools almost have same type of job satisfaction.

IMPLICATIONS

If the teachers attain job satisfaction, they will be in a position to fulfil the educational objectives and national goals. For effective teaching, besides knowledge and skills, the teacher should have job satisfaction and favourable attitude towards profession because a dissatisfied person is not only a loss to himself but also to the entire organization. Thus job satisfaction is of great importance to employees, employers and community at large. This study gives enormous scope for the improvement of physical teacher's job satisfaction through well structured sensitization, attitudinal building and competency based training programmes. Efforts to be made to improve the infrastructure facilities like library, laboratory and

classroom teaching technology aids for sports and academic development. An effective policy on recruitment of teaches, policy on job security, service rules, promotional opportunities, regular payments, retirements' benefits, congenial working atmosphere etc. To be made by the concerned authority. Continuation of UGC sponsored Refresher Courses, Oorientation Programmes, seminars, Research Projects. Teacher fellowship for Professional Development of Teachers is urgently needed.

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