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JOB SATISFACTION BETWEEN SCHOOL PHYSICAL EDUCATION TEACHERS AND OTHER TEACHERS OF HARYANA

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Abstract

Everyone thinks about what kind of its teachers should be, and what sort of services should be given so that they may be satisfied and happy in their work and feel satisfaction in the work undertaken. They have to be properly adjusted to able to teach the students with zeal. Job-satisfaction and attitude towards teaching profession etc. are the problems which an administrator faces while planning to achieve higher school-effectiveness. Job-satisfaction and positive attitude help improve the performance as well as the effectiveness of an individual, irrespective of the nature of work. Job – satisfaction and professional efficiency are also positively co-related. The present study is an attempt to find out of job satisfaction among the physical education teachers and other teachers of senior secondary schools of Haryana. To solve the purpose of the study the data was collected from the sample of 210 teachers (105 physical education teachers and 105 other teachers’ senior secondary school). The tools used in the study was Teacher Job Satisfaction Questionnaire (TJQ) constructed by Kumar & Mutha in (1975). Statistical techniques used in the study were Mean, SD and t-test. It is found that there is no significant difference in the mean scores of physical education teachers and other teachers. Thus, it can be said that physical education teachers and other teachers of senior secondary schools of Haryana have 0.05 non significance level of job satisfaction.

Key Notes: Job Satisfaction, Physical Education, School, Teacher.

Introduction

Job –satisfaction and professional efficiency are also positively co-related. The teacher should enjoy his job and when he cherishes these feelings, he arrives at a state of mind in which he enjoys full job-satisfaction in his teaching.

“There is a joy in life that comes as a result of labour. There is joy in knowing that you have done your best, that you have given the best of your service to the task at hand. The joy that comes as a result of work, gives an inner satisfaction that can be obtained in no other way”..... “W.R.Greshan”

Job satisfaction is the favourableness and unfavourableness with which employees view their work. Satisfaction out of job for an employee is quite dependent on the intrinsic and extrinsic characteristics of their job and heir individual qualities Davis (1977).

However, other aspects such as employee’s age, health, temperament, desires and level of aspirations are also important. Further, family relationships, social status, recreational outlets, activities organization like labour, political and social, too, contribute ultimately to job-satisfaction.

Pillai (1965) opined that recognition of the worth of the teacher is largely as a worker in social reconstruction, harmonizing the traditional with the changing civilization. Job-satisfaction is one thing that is affecting the performance of large number of teachers, due to many environmental and work place conditions which have been spelled as lack of security in job, over-pressure of work, posting at a far distant place, monotonous nature of work, inadequate and irregular payment of salary, unconnected assignments and so many clerical duties, lack of social status, too much interference of politicians, indiscipline among the students, autocratic administration and supervision.

Review of related literature:

Sharma, Y.P. (2005), studied the job-satisfaction for the physical education teachers, working in Himachal Pradesh Schools. In order to compare the ‘job-satisfaction’ of three groups of physical education teachers teaching in high schools of Himachal Pradesh, which are having good, average and poor sports facilities, are influenced by following



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factors : work conditions, salary, security, promotional policies, institutional plan and policies, authority, their competency and functioning. There are 210 physical education teachers who were selected through random sampling from high schools belong to all the districts of Himachal Pradesh. The tools were used to collect data like ‘job-satisfaction’ Questionnaire (English) by Kumar and Mutha, and a check-list was prepared in accordance with sport policy mentioned in seventh five year plan. The statistical technique chi-square method was used for the analysis of data. The findings revealed that the majority of teachers are satisfied with their job in accordance with job-satisfaction components. They are satisfied with their work, working conditions, salary structure, job security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competibility.

Athanasios Koustelios, Nicholas Theodorakis, Dimitris Goulmaris (2004), This study examines role conflict, role ambiguity and job satisfaction among Greek Physical Education Teachers, and the extent to which role conflict and role ambiguity predict job satisfaction. All members of the sample of 61 physical education teachers were employed in Greek “sport for all” programs. The standard multiple regression analysis shows the findings of role conflict and role ambiguity are significant predictors of job satisfaction. This paper concludes with suggestions directed to the General Secretariat of sport in Greece with a view to redesigning the work of physical education teachers in “sport for all” programs.

Michalinos Zembylas, Elena Papanastasiou (2004), have examined the Job satisfaction of school teachers in Cyprus. An adapted version of the questionnaire developed by the “Teacher 2000 Project” was translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

Objective of the Study:

Objective of the study was to compare the level of Job Satisfaction of school physical education teachers and other teachers of Haryana.

Hypothesis of the study:

There is no significant difference between the level of Job Satisfaction among school physical education teachers and other teachers of Haryana.

Limitations of the Study:

1. Study is limited to 210 senior secondary school physical education teachers of Haryana who have participated at state, inter-college and university level.
2. Study is limited to 210 other subject senior secondary school teachers of Haryana who have not participated in the sports.
3. Present study is limited to senior secondary school teachers of Haryana only.

Methodology

The study was focused to compare the job satisfaction at different level of physical education teachers and other teachers working in the senior secondary schools of Haryana. The data was collected from 21 districts of Haryana. 210 teachers from 105 school (3 government and 2 private school) of rural areas and 210 teachers from 105 school (2 government and 3 private school) of urban areas from each districts of Haryana were selected randomly. The size of the sample was 420 teachers (210 physical education teachers & 210 other teachers) of Haryana. Teacher job-satisfaction Questionnaire (TJQ) measure developed by Kumar & Mutha in (1975) was used. The data collected through



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administration of the test was subjected to statistical treatment on computer. In order to examine the hypothesis of the present study: means, SD and Independent sample t-test were employed to compare the mean score of physical education teachers and other teachers of senior secondary schools of Haryana for the satisfaction of job. The result was examined at 0.05 level of significance.

Results and Discussion

The data collected was collected and analyzed and based on the analysis the results of the study are drawn.

Table-1
The Comparison of Job-Satisfaction between school Physical Education teachers and Other teachers.

Variable	Teachers	N	Mean	S.D	t-test for equality of means			
					t	df	Value of t	Level of Sig.
Job- Satisfaction	Phy.Edu. teachers	210	23.69	4.77	1.39	418	1.96	N.S.
	Other teachers	210	22.97	5.79				

NS: Not Significant at the 0.05 level.

From the table-1, it is observed that the mean score (23.69 ± 4.77) of Physical Education teachers is low than the mean score (22.97 ± 5.79) of other subject teachers of Haryana. However, the t- value is 1.39, which is no significant at 0.05 level.

Hence, it can be concluded that all respondents irrespective of their category (physical education teachers & other teachers) perceive the Job Satisfaction in the same manner.

Therefore, the null hypothesis of no significant difference in the level of Job Satisfaction of school physical education teachers and other teachers of Haryana will be accepted.

Conclusion:

On the basis of analysis the data of school physical education teachers and other subject teachers perceive the Job Satisfaction in the same manner of Haryana.

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