

A COMPARATIVE STUDY ON JOB SATISFACTION BETWEEN PHYSICAL EDUCATION TEACHERS AND GENERAL TEACHERS

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ABSTRACT

The aim of this study was to compare the Job satisfaction between physical education teachers and general teachers. Both male and female teachers were considered for this study having at least three years teaching experience, age above twenty seven years. Job satisfaction scale questionnaire was used for measuring the job satisfaction between physical education teacher and general teachers. For this purpose three hundred teachers were selected from four different districts in west Bengal. 't' test statistic was applied to investigate the existence of significant difference between physical education teacher and general teachers.

Key Words: Job satisfaction and High school teachers.

INTRODUCTION:

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behaviour, personnel and human resource management and organizational management. The source of job satisfaction is not only the job; it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also.

At present job satisfaction has been an important issue. People are interested to work in the organization as well as the services where they get more satisfaction. It is human behaviour. But in reality how far such job satisfaction is ensured in different jobs. Job satisfaction is good not only for employees but employers too. It increases productivity and decreases staff turnover (Family Practice Management 1999).

Investigated by several disciplines such as psychology, sociology, economics and management sciences, job satisfaction is a frequently studied subject in work and organisational literature. This is mainly due to the fact that many experts believe that job satisfaction trends can affect labour market

behaviour and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being (Diaz-Serrano and Cabral Vieira, 2005), as well as a good predictor of intentions or decisions of employees to leave a job (Gazioglu and Tansel, 2002).

Beyond the research literature and studies, job satisfaction is also important in everyday life. Organisations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work (Spector, 1997).

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. 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.

Undoubtedly any philosopher can comment that the ultimate aim of any education is to make a man of good character and useful citizen of the universe. This of education we can achieve through the quality of education, quality of teachers and quality of teaching learning process. Other things remaining, the quality of education largely learning transaction cannot be undertaken in vacuum but it is positively directed action, for which teachers are to be endeavour with satisfaction towards a job and the need of possessing the quality change-prone.

The Secondary Education Commission (1953) defined that 'we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher – his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.'

Lot of research efforts have been directed on teaching competency but unfortunately much attention of research is not drawn to correlate teaching competency in relation to Teacher Job Satisfaction. Rao, R.B. (1989) says that 'the quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values. Fontana, D.

(1986) regarded that 'if the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own'. Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he satisfied in his profession. But no significant efforts are found to study the competency in relation to job satisfaction among teachers. That made the researcher eager to conduct this experiment to identify the Comparison of Job Satisfaction between Physical Education Teachers and general Teachers.

METHODS AND MATERIALS:

The study was descriptive survey type. Three hundred subjects were selected randomly for this study, of which one hundred is physical education teachers and two hundred is general teachers, whose ages was above 27 years. These subjects were selected from different District in West Bengal. A standardised questionnaire was used for measuring the job satisfaction of High school teachers. This questionnaire was prepared by Dr. (Mrs) Meera Dixit which covers all the major factors of the job satisfaction of teachers in Indian schools. These factors are:

- (a) Intrinsic aspect
- (b) Salary, service condition and promotion
- (c) Physical facilities
- (d) Institutional plans and policies
- (e) Satisfaction with authorities
- (f) Social status and family welfare
- (g) Rapport with students
- (h) Relationship with co-workers.

A likert type five point scale was developed to measure satisfaction with different aspects of the job. No time limit should be given for this questionnaire. The group should be assured that their answers would be kept in strict confidence. It should be emphasized that each and every item should be answered and there is no right and wrong answer. So the group should give the frank opinion.

These questionnaire consist 52 questions. Scoring is on a five point scale from one to five (1-5). For the response of “strongly agree” scoring is 1 and for ‘disagree’ it is 2, for ‘undecided’ 3 marks are allotted and for ‘agree’ scoring is 4 and “strongly disagree” it is 5.

STATISTICAL PROCEDURE:

The data gathered were duly analysed through statistical procedure. ‘t’ test was applied to investigate the existence of significant difference physical education teachers and general teachers.

Result

TABLE -1
COMPARISON OF MEAN AND SD OF PHYSICAL EDUCATION TEACHERS AND
GENERAL THEACHERS

| SUBJECT | NUMBER | MEAN | S.D. | ‘ t ’ | Remarks |
|-----------------------------|--------|--------|-------|-------|-------------|
| Physical education teachers | 100 | 113.17 | 9.17 | 5.15* | significant |
| General teachers | 200 | 130.86 | 28.23 | | |

*t’ value required to be significant at 0.05 level of confidence with 298 degree of freedom was 2.576

DISCUSSION:

One common research finding is that job satisfaction is correlated with life satisfaction (Rain et al, 1991) this correlation is reciprocal.

An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity on the job. This is a vital piece of information to researchers and businesses, as the idea that satisfaction and job performance are directly related to one another.

Job Satisfaction also has high relationship with intention to quit. It is found in many researches that Job Satisfaction can lead to Intention to Stay / quit in an organization (Kim et al., 1996).

With regard to job performance, employee personality may be more important than job satisfaction (Bowling et al, 2007) .The link between job satisfaction and performance is thought to be a spurious relationship; instead, both satisfaction and performance are the result of personality.

Maslow (1970), Herzberg (1959), Hay and Miskel (1978) and others proposed the theories on job satisfaction. According to Maslow 'a person's satisfaction is determined by the fulfilment of his five levels of need'. Herzberg's motivation hygiene theory assumes that two variables determine a person satisfaction. (1) Internal factors like achievement, recognition etc., and (2) external factors such as salary and interpersonal relation. Relationships Lartie (1975) believed that teaching continues to be rather limited in its available extrinsic rewards and that if teacher job satisfaction is to be increased efforts are to be made to improve the teaching situations.

According to Edward and others (1976) a high performance leads to high job satisfaction, which in turn becomes feedback to influence future performance. Better performance leads to high rewards. This improvement in satisfaction is because of employee's feeling that they are receiving rewards in proportion to their performance on the other hand, if rewards one such as inadequate for one's level of performance, dissatisfaction access.

The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teacher's best professional preparation and creating satisfactory conditions of work in which they carefully are effective.' Sand Frankie wiz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. In the light of the above the theoretical framework of teacher job satisfaction may be considered as one of the important factors, which can enhance teaching competency.

From above research finding, it is concluded that the level of job satisfaction depends on so many factors like life satisfaction, productivity, intention to quit, personality. So it can be said that due to above reasons the job satisfaction of physical education teachers are significantly lower than other teachers.

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