Job Satisfaction among Physical Education Teachers at Different Educational Schools Level Serving in the State of Karnataka

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ABSTRACT

The present study delimited to 8 variables such as essential intrinsic aspect of the job salary, promotional avenue and service condition, physical facilities, satisfaction with institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers. The sample for the present study comprises 45 selected senior secondary schools (15 governments, 15 private and 15 C.B.S.E. Senior Secondary Schools). In the present study for collection of data “Teacher Job Satisfaction Scale” was used, which is standardized and designed by Dr. Meera Dixit in 1993 for collecting data at primary and secondary school teachers. The job satisfaction level among the groups was compared by t-test at 0.05 level of significance. The statistical analysis of data revealed that physical education teachers at government, private and C.B.S.E. schools and significance difference in relation to job satisfaction.

KEYWORDS: Physical education, Teachers Satisfaction, government, private, senior secondary school

INTRODUCTION

Job satisfaction between the employs is an important and essential variable for the functioning of any school organization, the term job satisfaction, job attitude and ethical moral are often used synonymously as reflected by affective orientation on the part of an individual towards his job (Smith 1977). Job satisfaction refers to the satisfaction of employs his work. This source of satisfaction of physical, psychological economic and social essential of an individual in his work. It is evident that the man tries during the course of his living to get the fulfillment of his desires and achievement in the various areas of his life activities (Rao 1977). Singhal (1973) measured
job satisfaction of worker’s and found that highest condition of job satisfaction was made work adjustment and least by personal adjustment. Job satisfaction as the positive orientation of an individual towards the work role, which he is presently occupying. It refers to an employee’s general attitude towards the job satisfaction.

**SIGNIFICANCE OF THE STUDY**
The present research work will provide the knowledge base regarding the job. The satisfaction and dissatisfaction of physical education teacher has big concerns to the government and related authorities to take necessary and appropriate steps for the better functioning and development of physical education teachers. Physical education teacher have the responsibility of helping the students to develop and strengthen the skills, master the knowledge and acquire good attitude and social qualities that help the students to become all that they are capable of. A physical education teacher with continued emotional stress procedures adverse effects on his students. A dissatisfied teacher cannot create an atmosphere of commitment and creativity. Hence the satisfaction and dissatisfaction of physical education teacher is a crucial issue in the entire scheme of physical education and its development.

**OBJECTIVES OF THE STUDY**
The comparative study of job satisfaction level of physical education teachers at government, private and C.B.S.E Senior Secondary Schools in the state of Karnataka with regard to intrinsic aspects of job salary promotional avenues and service condition, physical facilities, satisfaction with institutional plan and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers.

**SAMPLE**
The sample of the present study comprises 45 selected senior secondary schools (15 Government, 15 private and 15 C.B.S.E) from the State of Karnataka.

**TOOL USED**
In the present study “teachers job satisfaction scale” was used, which has standardized and designed by Dr. Meera Dixit in 1993. This scale consists of fifty two (52) items which are divided into eight variables of job satisfaction. In the present study t-test was used to analyze the data.
ANALYSIS AND INTERPRETATION OF DATA

The obtained data were analyzed and interpretation in the manner described under:

Table 1

Responses based upon intrinsic aspects of job from Physical Education Teacher serving in the State of Karnataka with respect to Government and Private, Government and C.B.S.E. Schools

<table>
<thead>
<tr>
<th>SL</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt</td>
<td>15</td>
<td>13.40</td>
<td>1.99</td>
<td>NS.981</td>
<td>Govt</td>
<td>13.40</td>
<td>1.99</td>
</tr>
<tr>
<td>Private</td>
<td>15</td>
<td>14.13</td>
<td>2.09</td>
<td></td>
<td>CBSE</td>
<td>12.86</td>
<td>3.97</td>
</tr>
</tbody>
</table>

NS = Not Significant at 0.05 level.

Table 2

Responses based upon Salary Promotional Avenue Service from Physical Education Teacher serving in the State of Karnataka with respect to Government and Private, Government and C.B.S.E. Schools

<table>
<thead>
<tr>
<th>SL</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
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<td>Govt</td>
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<td>14.31</td>
<td>NS.1640</td>
<td>Govt</td>
<td>19.73</td>
<td>4.31</td>
</tr>
<tr>
<td>Private</td>
<td>15</td>
<td>22.00</td>
<td>3.16</td>
<td></td>
<td>CBSE</td>
<td>19.26</td>
<td>6.03</td>
</tr>
</tbody>
</table>

NS = Not Significant at 0.05 level.
Table - 3

Responses based upon Physical Facilities from Physical Education Teacher serving in the State of Karnataka with respect to Government and Private, Government and C.B.S.E. Schools

<table>
<thead>
<tr>
<th>SL</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
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</thead>
<tbody>
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<td>19.66</td>
<td>4.82</td>
<td>NS2.02</td>
<td>Govt</td>
<td>19.66</td>
<td>4.82</td>
</tr>
<tr>
<td>Private</td>
<td>15</td>
<td>16.40</td>
<td>3.99</td>
<td></td>
<td>CBSE</td>
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<td>4.72</td>
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</table>

NS = Not Significant at 0.05 level.

• Significant at 0.05 levels.

Table - 4

Responses based upon Satisfaction with Institutional Plan and Policies from Physical Education Teacher serving in the State of Karnataka with respect to Government and Private, Government and C.B.S.E. Schools

<table>
<thead>
<tr>
<th>SL</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
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<td>9.73</td>
<td>3.43</td>
<td>2.05*</td>
<td>Govt</td>
<td>9.73</td>
<td>3.43</td>
</tr>
<tr>
<td>Private</td>
<td>15</td>
<td>12.80</td>
<td>4.66</td>
<td></td>
<td>CBSE</td>
<td>11.80</td>
<td>5.97</td>
</tr>
</tbody>
</table>

NS = Not Significant at 0.05 level.

• Significant at 0.05 levels.
Table - 5
Responses based upon Satisfaction with Authorities form Physical Education Teacher serving in the State of Karnataka with respect to Government and Private, Government and C.B.S.E. Schools

<table>
<thead>
<tr>
<th>SL</th>
<th>N</th>
<th>Mean t</th>
<th>SD</th>
<th>T</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt</td>
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<td>3.43</td>
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<td>9.73</td>
<td>3.43</td>
</tr>
<tr>
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<td>12.80</td>
<td>4.66</td>
<td></td>
<td>CBSE</td>
<td>11.80</td>
<td>5.97</td>
</tr>
</tbody>
</table>

NS = Not Significant at 0.05 level.

•Significant at 0.05 levels.

Responses based upon Satisfaction with Social Status and family welfare from Physical Education Teacher serving in the State of Karnataka with respect to Government and Private, Government and C.B.S.E. Schools

Table - 6

<table>
<thead>
<tr>
<th>SL</th>
<th>N</th>
<th>Mean t</th>
<th>SD</th>
<th>t</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
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<td>2.82</td>
<td>4.10</td>
<td>Govt</td>
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<td>2.82</td>
</tr>
<tr>
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<td>12.06</td>
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<td></td>
<td>CBSE</td>
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<td>1.08</td>
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</tbody>
</table>

NS = Not Significant at 0.05 level.

•Significant at 0.05 levels.

Table - 7
Responses based upon Rapport with Students from Physical Education Teacher serving in the State of Madhya Pradesh with respect to Government and Private, Government and C.B.S.E. Schools.

<table>
<thead>
<tr>
<th>SL</th>
<th>N</th>
<th>Mean t</th>
<th>SD</th>
<th>t</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
</table>
Table - 8

Responses based upon relationship with Co-workers from Physical Education Teacher serving in the State of Madhya Pradesh with respect to Government and Private, Government and C.B.S.E. Schools.

<table>
<thead>
<tr>
<th>Govt</th>
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<th>3.33</th>
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</thead>
<tbody>
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<td>Private</td>
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<td>2.16</td>
<td>2.16</td>
<td>CBSE</td>
<td>8.73</td>
<td>2.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS = Not Significant at 0.05 level.

• Significant at 0.05 levels.

CONCLUSION

1. As per the results of analysis of data the private school physical education teachers are more satisfied than the government physical education teacher with the institutional plans and policies.
2. In the “satisfaction with authorities private school physical education teachers are more satisfied than the government school physical education teachers.
3. In the “satisfaction with school status and family welfare” private school physical education teachers are more satisfied than the government physical education teachers.
4. In the “Relationship with Co-workers” private school physical education teacher are more satisfied than the government physical education teachers.
5. In the “Physical Facilities” Government school physical education teacher are more satisfied than the Private physical education teachers.
6. In the “institutional plan and policies” C.B.S.E. physical education teachers are more satisfied than the government physical education teachers.
7. In the “relationship with co-workers” C.B.S.E. physical education teachers are more satisfied than the government physical education teachers.
REFERENCES


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