

A Comparative Study of Difference in Job Satisfaction among Physical Education Teachers at Different Levels

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Abstract

The aim of the study to analyse the job satisfaction among different setups of teaching. After the statistical analysis it was hypothesized that there is no significance difference found at different teaching level in the school of Faridabad. For the present study total numbers of sixty participants were selected from different schools of Faridabad, twenty teacher from each group i.e. primary, secondary and middle level of teaching. Job satisfaction questionnaire was used for the collection of data. For the statistical purpose ANOVA and descriptive statistics was employed and the level of significance was set at 0.05. After the data analysis. It was found that there is no significance difference among the teachers of different setups in Faridabad. Thus the null hypothesis accepted at 0.05 level of significance.

KEYWORDS:- job satisfaction, different level of setups, physical education teachers.

Introduction

The quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values. The imperative that the entire process of teaching learning transaction depend on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such questions as –what teaching behaviors’ are related to pupil outcomes in different areas of classroom learning? In what way they are related. What are the characteristics of effective and ineffective teachers? How can teacher’s behaviors be incorporated in teachers during their training? 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’s Job satisfaction. A teacher, who is happy with his job, plays a pivotal role in the uplifting the society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. An unsatisfied teacher can become irritable and may create tensions which can have negative influence on the student’s learning process and it consequently affects their academic growth. (Umme, 1999). Happy employees are productive employees.” We hear these conflicting statements made by HR professionals and managers in organizations. There is confusion and debate among practitioners on the topic of employee attitudes and job satisfaction—even at a time when employees are increasingly important for organizational success and competitiveness. (Sari and judge, 2004). Teachers are arguably the most important group of professional for our nation’s future. (Andre Bishay, 1996). Job Satisfaction is the favorableness or un-favorableness with which the employee views his work. It expresses

the amount of agreement between one's expectation of the job and the rewards that the job provides. Job Satisfaction is a part of life satisfaction. The nature of one's environment of job is an important part of life as Job Satisfaction influences one's general life satisfaction. Job Satisfaction, thus, is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job under condition with such specific factors such as wages. Supervisors of employment, conditions of work, social relation on the job, prompt settlement of grievances and fair treatment by employer. However, more comprehensive approach requires that many factors are to be included before a complete understanding of job satisfaction can be obtained. Such factors as employee's age, health temperature, desire and level of aspiration should be considered. Further his family relationship, Social status, recreational outlets, activity in the organizations etc. Contribute ultimately to job satisfaction. (Suryanarayana and Luciana, 2011).

Methods

Through the randomization Total 60 sample (20 for each group, Primary, middle and secondary level) from different schools of Gwalior were selected for the study. All the subjects were working as subject teachers in different schools of Faridabad. A questionnaire for job satisfaction developed by Richard Bellingham was used to obtain data for the job satisfaction of teachers. The questionnaire was highly reliable and valid. The test comprised of 30 questions which were answered by the subjects in an alternative response scale (yes/no) type. Two points were awarded for answering each item positively, whereas no point was awarded for answering negatively. To analyses the data statistically descriptive statistics and one way analyses of variance was employed and level of significant was set at 0.05 level of significance .

Results

The data were collected and analyzed in order to draw a conclusion on the job satisfaction of physical education teachers at different setups and the scores are given bellow

Analysis of data

TABLE - 1

Job Satisfaction descriptive analysis at different levels of teaching				
	N	MEAN	STD. DEVIATION	STD. ERROR
PRIMARY	20	48.00	8.1	1.8
MIDDLE	20	52.00	6.3	1.43
SECONDARY	20	49.00	9.0	2.05
TOTAL	60	50.00	8.0	1.01

Table 1 show, there was an equal number of subjects in each group (primary, middle and secondary) and total 60 subjects were taken for the study. The teachers of primary level have 48.00, \pm 8.1, 1.8 as mean, standard deviation, standard error, respectively. The teachers of middle level have 52.00, \pm 6.3, 1.43 as mean, standard deviation, standard error, respectively. The teachers of secondary level have 49.00, \pm 9.0, 2.05 as mean, standard deviation, standard error, minimum and maximum scores respectively. The minimum score is 28, 38, 28 of primary, middle and secondary level respectively, the maximum score is 60, 60, and 60 of primary, middle and secondary level.

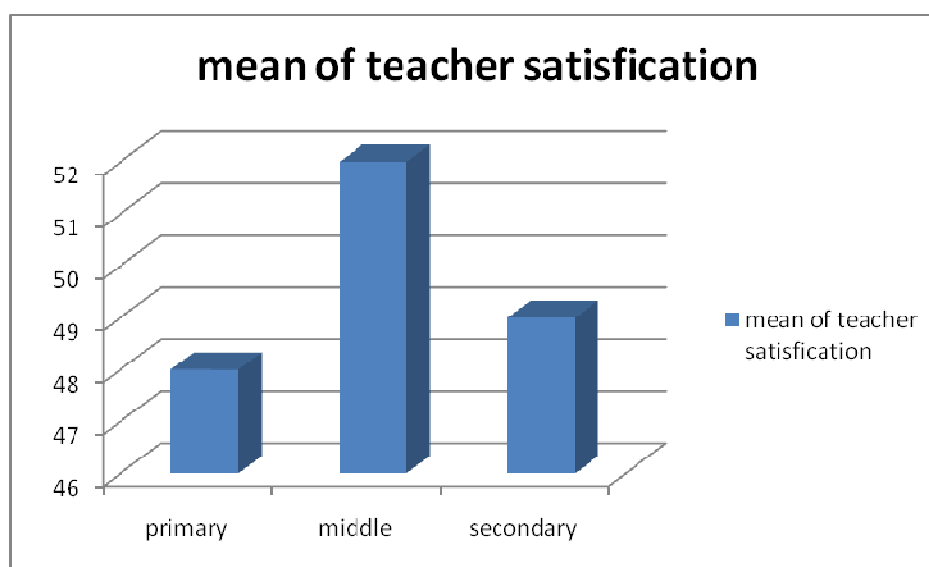


FIGURE-3

Mean score of job satisfaction among teachers of different levels of teaching Figure 3 show that there was no significance difference among different groups (primary, middle and secondary level). However the mean of middle level teacher was comparatively higher than primary and secondary level.

TABLE - 2

**Analysis of variance of job satisfaction among
Teacher of different levels of teaching**

	SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	241.600	2	120.800	1.919	.156
WITHIN	3588.800	57	62.961		

GROUPS					
TOTAL	3830.400	59			

*F₀₅ RATIO AT *DF* (2, 57) \approx 3.17

Table 2 show the mean value between the group was 120.800, *f* –value was 1.919 with no significance difference. It was found that the mean value within the groups was 62.961 with no significance difference.

Discussion of Findings

Table 1 reveal that the descriptive value of mean and standard deviation, the mean score of primary school teachers is 48.00, 52.00 of middle school and 49.00 scores obtain in secondary school teacher respectively After the analysis of data in job satisfaction among different level of teaching no significance difference was found. Similar study was conducted by Evans et.al (1986). There were no significance difference in the mean score between the male and female directors and job satisfaction leadership behavior and job perception. This insignificance come in job satisfaction among the different setups of teaching because of similar type of work perform by teacher at various levels or it may be due the salaries is according to the qualification. The lack of significance also due to the less preference to working setups at various levels. To get better satisfaction among the different level of teacher it is very important to provide proper working environment with flexible policies. Teacher also required proper value and facilities to work at various levels required similarities in the policies for the governing at different level of teaching.

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