



A STUDY ON JOB SATISFACTION AMONG PHYSICAL EDUCATION TEACHERS WORKING IN GOVERNMENT, AIDED AND CBSE SCHOOLS IN KERALA

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Abstract

The present study has been undertaken to investigate job satisfaction among male and female physical education teachers working in Kerala state and to find out the difference in job satisfaction among physical education teachers working Government, Aided and CBSE schools in Kerala. The present study, on the basis of this objective, hypothesized that there would significant differences exists among physical education teachers working government, aided (State syllabus) and CBSE schools in Kerala regarding their job satisfaction. 532 physical education teachers working in secondary schools in Kerala state were participated in this study. The job satisfaction scale (2010) developed by Dr. Vikas Kundu was used to measure job satisfaction among the Physical Education teachers. There is no significant difference found between genders on dependent variable job satisfaction and there is significant difference exists on dependent variable job satisfaction between government school physical education teachers and CBSE school teachers and no difference found between government and aided school physical education teachers. Highest estimated marginal scores on job satisfaction found among the government school teachers and lowest with CBSE school teachers.

Key words: job satisfaction, genders, physical education teachers

Introduction

Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment (De Nobile, 2003). It refers to the positive attitudes or emotional dispositions people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997). A physical education teacher requires a greater variety of talents than any other teaching area. His responsibilities are diverse and the society looks up to him as a leader who can create and maintain general fitness of the future generation in the machine age. There is a little doubt that Physical Education teaching has become a more demanding and intense job. Job satisfaction is one of the most crucial but controversial and complex issues in psychology and behavioral management. One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily

credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity. It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for investigating other factors in job satisfaction. Scientific Management by Taylor (1911) also had an impact on the study of job satisfaction and created for researchers many new questions to answer regarding job satisfaction. Some agree that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction. This theory explains that people seek to satisfy five specific needs in life - physiological needs, safety needs, social needs, self-esteem needs and self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories. Job satisfaction, historically viewed as a continuum, includes certain factors. These factors, if present, contributed to job satisfaction; and if absent contributed to job dissatisfaction and vice-versa. The absence of motivators did not contribute to job dissatisfaction nor did the absence of hygiene factors contribute to job satisfaction or motivation. Fourteen factors were identified as contributing to job satisfaction or dissatisfaction. The factors identified were achievement, recognition, interpersonal relations, responsibility, advancement, salary, job security, personal life, status, working conditions, policy and administration, supervision and the work itself. In the present study, an attempt has been made to investigate to what extent job satisfaction differentiate male and female Physical Education teachers working in Government, Aided and CBSE schools in Kerala State.

Materials and Methods

For the purpose of the study, 532 Physical Education teachers currently teaching in government, aided and CBSE schools in Kerala State selected for the study. 243 male and 289 female teachers working in 157 governments, 196 aided and 179 CBSE Schools were selected randomly from 14 districts of Kerala State. In the male group 52 teachers were taken from government, 93 teachers from aided schools and 98 teachers from CBSE schools of Kerala whereas from the female group comprised of 105 government school teachers, 103 aided school teachers and 81 teachers from CBSE schools. The job satisfaction scale (2010) developed by Dr. Vikas Kundu was used to measure job satisfaction among the Physical Education teachers. Researcher collected state school teachers' data directly from vacation teacher training programme conducted by the General education department, Government of Kerala. Data from CBSE school teachers were collected directly by the researcher on his personal visit in CBSE schools.

Results and Discussion

Table 1
Details of the Physical Education teacher participants in the study

		N
Gender	Male	243
	Female	289
Type of School	Government	157
	Aided	196
	CBSE	179

The table 1 shows that, 532 physical education teachers working in Government, Aided and CBSE schools in Kerala state participated in this study. Based on the gender, the population consists of 243 (45.68%) male teachers and 289 (54.32%) female teachers. When consider the type of schools, the participants are employed, 157 (29.5%) working in government schools, 196 (36.8%) working in aided schools, both are following the state syllabus. From the CBSE stream 179 physical education teachers (33.64%) participated in this study.

Table 2

Descriptive statistics of job satisfaction of physical education teachers working in different type of schools and in gender wise in Kerala

Gender	Type of School	Mean	Std. Deviation	N
Male	Government	113.15	16.470	52
	Aided	111.61	15.964	93
	CBSE	106.61	16.211	98
	Total	109.93	16.345	243
Female	Government	112.22	12.610	105
	Aided	109.06	12.657	103
	CBSE	108.46	16.227	81
	Total	110.04	13.787	289
Total	Government	112.53	13.960	157
	Aided	110.27	14.341	196
	CBSE	107.45	16.199	179
	Total	109.99	14.995	532

The descriptive statistics on job satisfaction among male and female physical education teachers working in different type of schools (government, aided and CBSE) in Kerala shows in Table 2, shows that, the male physical education teachers belonging to the government schools category mean score was 113.15 (SD=16.470) and among from aided school male teachers was 111.61(SD= 15.964) and among the male teachers from CBSE schools, the mean was 106.61 (SD=15.964). On general, dependent variable job satisfaction of male teachers score was 109.93 (SD=16.345). The maximum possible score on this variable was 189 and the minimum score was 0, which shows that, the male physical education teachers belonging to government schools obtained mean score was 59.9% at the same time male teachers belonging to aided schools was 59.05% and in the case of male teachers working in CBSE schools was 56.40% of the total possible score. The total mean score of male physical education teachers in job satisfaction was 58.16%.

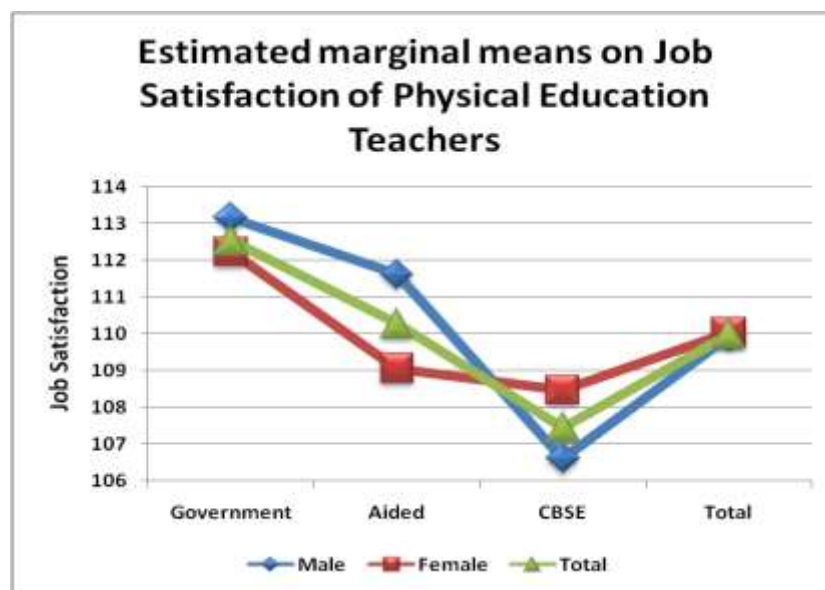


Figure 1: The mean score of job satisfaction between genders and type of school

Table 3
ANOVA on Job Satisfaction between gender and type of school

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Job Satisfaction	37.702	1	37.702	0.17	0.68	.000
Type of School	Job Satisfaction	2104.21	2	1052.1	4.742	0.009	0.018

The ANOVA on job satisfaction of physical teachers between gender and type of school shows that, there was no significant difference seen between gender ($F=0.17$, $p=0.68$) at the same time there is significant difference between type of school ($F=4.742$, $p=0.009$) were found. The partial eta score of 0.018 also shows that, job satisfaction having 1.8% variability between types of school. Further post-hoc analysis shows that, the types of school differ significantly on dependent variable job satisfaction.

Table 4
Pair wise comparison of estimated means on job satisfaction between type of schools

(I) Type of School	(J) Type of School	Mean Difference (I-J)	Std. Error	Sig.
Government 112.686	Aided	2.351	1.652	0.155
	CBSE	5.152*	1.687	0.002
Aided 110.336	Government	-2.351	1.652	0.155
	CBSE	2.801	1.545	0.07
CBSE 107.535	Government	-5.152*	1.687	0.002
	Aided	-2.801	1.545	0.07

The pair wise comparison on job satisfaction were found between government schools Vs CBSE schools ($MD = 5.152$), CBSE Vs Governments schools ($MD = -5.152$). Government school teachers are shows more job satisfaction ($M=112.686$) and CBSE teachers showed low job satisfaction ($M=107.535$). No significant differences were found between Government schools Vs Aided schools, CBSE schools Vs Aided schools and vice versa on job satisfaction. According to norms given by Manual for job satisfaction scale (JSS-kv) physical education teachers working in Kerala (Government, Aided and CBSE) are having average job satisfaction.

This shows that there is no significance difference exists in gender with respect to job satisfaction. This may be because of both male and female teachers share equal responsibility as far as teaching and coaching, responsibility as team manager for competitive sports participation etc. Both male and female teachers are getting equality in every service benefits and opportunities such as salary, promotion, pension, provident fund, and opportunities to participate in seminars, workshops, in-service training etc. There was no gender consideration for appreciation and recognition while achieving results. There was no gender dominance is found anywhere in the history of Kerala sports. So it is obvious that both male and female teachers are enjoying equal job satisfaction.

This may be because of Government school teachers were more independent than CBSE school teachers. More over Government teachers are receiving more appreciation and recognition from the society by winning more

medals in competitive sports compared to CBSE Schools. There is an organized structure both in the root level and apex level in Government and aided sector, whereas in CBSE there is no root level opportunity to perform. The govt. teachers are more independent than the CBSE teachers. Government and aided school teachers are enjoying more job security and attractive benefits, but in the case of CBSE they are unsecured and likely to be received very low service benefits. They are under the rigid and strict supervision.

Conclusions

1. There is no significant difference between genders on dependent variable job satisfaction among physical education teachers in Kerala state.
2. There is significant difference exists on dependent variable job satisfaction between government school physical education teachers and CBSE school teachers and no difference found between government and aided school physical education teachers.
3. Highest estimated marginal scores on job satisfaction found among the government school teachers and lowest with CBSE school teachers.
4. According to norms given by Manual for Job Satisfaction scale (JSS-kv) physical education teachers working in Kerala (Government, Aided and CBSE) are having average job satisfaction.

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