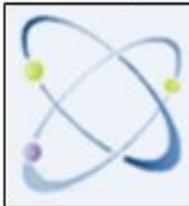


JOB SATISFACTION AMONG PHYSICAL EDUCATION TEACHERS OF SECONDARY SCHOOLS IN KERALA, INDIA



PHYSICAL SCIENCE

Keywords: job satisfaction, job descriptive index, physical education teachers

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ABSTRACT

The present study has been undertaken to investigate job satisfaction among physical education teachers working in Kerala state schools and to find out the difference in job satisfaction among physical education teachers working in the three categories of schools i.e. government, aided and private 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 and private schools were following the state government syllabus regarding their job satisfaction. 256 physical education teachers working in secondary schools in Kerala state were participated in this study. JDI was used to measure the construct of job satisfaction, defined by P. C. Smith et al. (1969) "as the feelings a worker has about his job", in this study. Significant differences are found among physical education teachers working in aided, government, and unaided schools in Kerala on the variable job satisfaction. There are significant differences on job satisfaction between government and unaided school physical education teachers. Physical education teachers working in government aided schools have the highest job satisfaction followed by government and unaided school physical education teachers respectively

I. INTRODUCTION

Physical education (PE) teachers organize games and challenges that promote physical activity among children and young adults from upper primary to high school in Kerala state (India). Their goal is to develop motor skills and ensure physical development among younger children through proper exercise and inculcating eating habits. PE teachers should be able to adjust their curricula to adapt to children with differently abled also. Some PE teachers also coach sports teams in Kerala. Like all instructors, PE teachers must have strong communication and listening skills. Besides being knowledgeable about an activity, they need to be able to communicate and demonstrate it properly. PE teachers must be able to observe all their students and maintain discipline within the class. In addition to students, they interact with parents, other teachers and school administrators. A physical education teacher requires a greater variety of talents than any other teaching area. Their responsibilities are diverse and the society looks up to them as a leader who can create and maintain general fitness of the sedentary people on one hand and help produce sports persons at grass root level, on the other. As a result, physical education teachers working in schools feel their workload heavier, strenuous and difficult too. Some of them feel that in proportion to the expectations of the society they are not given due place, recognition, autonomy, pay, working conditions, opportunities for growth and advancement and so on (Singh, R., Sharma, R.K. and Kaur, J., 2009). Because of the nature of physical education, physical education teachers have also experienced increased job demands and lack of resources, such as lack of support, lack of participation in decision making, and increased work overload (Doutis & Ward, 1999) all over the world, it have no

exception in Kerala state also. All this leads to job dissatisfaction or low job satisfaction among teachers in general and physical education teachers in particular in many developing countries around the world (Dinham and Scott, 1998; Scott et al, 2001, Van Den Berg, 2002).

Job satisfaction forms part of the pleasure-displeasure dimension of work-related wellbeing. According to Warr (2002), work-related wellbeing was traditionally studied in terms of employees' satisfaction with their jobs. Job satisfaction is the extent to which people like their jobs (Hirschfeld, 2000). Cranny, Smith and Stone (1992) point out that job satisfaction is a reaction to a job, which stems from the incumbent's comparison of actual outcomes with expected outcomes. Job satisfaction has been conceptualized and operationalized as both a global and a multidimensional construct. On a global level, job satisfaction is considered in terms of an employee's overall satisfaction with his or her job. As a multidimensional construct, job satisfaction concerns satisfaction with pay, supervision, company policy and the nature of the work. Job satisfaction consists of an extrinsic and intrinsic component. Intrinsic job satisfaction is how people feel about the nature of the job tasks themselves, while extrinsic job satisfaction is how people feel about aspects of the work situation that are external to the job tasks (Hirschfeld, 2000). Therefore, the present study has been undertaken to investigate job satisfaction among physical education teachers working in Kerala state schools and to find out the difference in job satisfaction among physical education teachers working in the three categories of schools i.e. government, aided and private 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 and private schools were following the state government syllabus regarding their job satisfaction.

II . MATERIALS AND METHODS

PARTICIPANTS

The participants in this study comprised physical education teachers both male and female with varied level of educational qualifications (CPed, BPE/BPEd, MPE/MPed) and working as physical education teachers in government, aided and private schools in Kerala state. 256 physical education teachers working in secondary schools in Kerala state were participated in this study. They participated voluntarily, without any remuneration.

INSTRUMENTATION

The JDI was designed to measure the construct of job satisfaction, defined by P. C. Smith et al. (1969) "as the feelings a worker has about his job" (p. 100). Their conceptualization of satisfaction included two sub domains: an evaluative-general-long-term domain, which is concerned with assessing how an individual's current job compares with other jobs over his or her lifetime, and a descriptive-specific-short-term domain, which focuses on assessing satisfaction within the day-to-day operations of an individual's current job. The Job Descriptive Index is designed to measure employees' satisfaction with their jobs. The JDI is a "facet" measure of job satisfaction, meaning that participants are asked to think about specific facets of their job and rate their satisfaction with those specific facets. The JDI is comprised of five facets, including satisfaction with: coworkers, the work itself, pay, opportunities for promotion, and supervision. The Job In General is also designed to measure employees' satisfaction with their jobs. The JIG is a measure of global satisfaction, meaning that participants are asked to think about how satisfied they are with their job in a broad, overall sense. The scales can be directly downloaded from the official JDI Web page: <http://www.bgsu.edu/departments/psych/io/jdi/>. The final version of the JDI was designed around five sub dimensions: satisfaction with work, supervision, coworkers, pay, and promotion. All items are short words or phrases (e.g., "hot" for work satisfaction, "lazy" for supervision satisfaction), and respondents are asked to put a Y beside an item if it describes the particular aspect of the job, an N if the item does not describe the aspect, and a ? if they cannot decide. Positively worded items are scored 3, 1, and 0, and negatively worded items are scored 0, 1, and 3 (for Y, ?, and N, respectively). Although this is not a conventional approach to scaling response categories, response format research has indicated that the reliability, stability, and validity of the five JDI subscales were not significantly different across two forms of the JDI (Likert-type vs. yes-no-? scaling; (S. M. Johnson, Smith, & Tucker, 1982). The scores range from 0 to 54 in each scale. A revision of the JDI was undertaken in the early 1980s. This process resulted in replacing 11 items across four of the facet scales (the Promotion subscale was unchanged) and adding an overall measure of satisfaction, called the Job in General (JIG) scale (see Balzer et al., 1990).

The number of items included in each subscale remained the same. A study by Paul, Kravitz, Balzer, and Smith (1990) supported the equivalence of the original and the revised JDI versions. More recently, Balzer, Parra, Ployhart, Shepherd, and Smith (1995) used 1,801 employees from multiple organizations to assess the equivalence of the original and revised JDI. These results led Balzer et al. (1995) to conclude "that the Revised JDI has . . . equivalent measurement properties" (p. 12) to those of the original JDI. In conclusion, Angelo J. Kinicki et. al (2002) said, the present review, critique, and analysis suggests that the JDI is a reasonable measure for researchers to use when job satisfaction is investigated. The demographic Questionnaire: Data on demographic characteristics of teacher were collected via a demographic questionnaire including age, sex, years of teaching experience and type of school they are employed.

III . RESULTS AND DISCUSSION

Table 1 presents the descriptive statistics for the demographic variables under study. Based on the gender, the population consists of 137 (53.51%) male teachers and 119 (46.48%) female teachers. According to the experience 114 (44.53%) teachers were having 5 to 10 years of experience, 46 (17.96%) teachers having 10 to 15 years experience and 96 (37.5%) having more than 15 years of experience as physical education teachers. When we consider the type of schools the participants are employed, 102 (38.84%) working in government aided schools, 101 (39.45%) working in government schools, both are following the state syllabus. From the unaided (private) sector following state syllabus 53 physical education teachers (20.70%) participated in this study. Educational qualifications of the participants are concerned, 107 (41.79%) physical education teachers having CPed (Two year certificate course in Physical Education), 84 (32.82%) having 3 years Bachelor Degree in Physical Education/ one year BPEd degree after graduation and 65 (25.39%) physical education teachers working in secondary schools having post graduate degree in Physical Education.

Table1. Demographic characteristics of participants (N=256)

Independent Variables	Value Label	N
Gender	Male	137
	Female	119
Experience	5-10 years	114
	10-15 years	46
	More than 15 years	96
Education Qualification	CPed	107
	BPE/BPEd	84
	MPE/MPed	65
Type of School	Government	102
	Aided	101
	Unaided	53

Multivariate analyses of Variance (MANOVA) differ from univariate analyses of variance (ANOVA) in the number of dependent variables utilized. The major purpose of univariate analyses of variance is to determine the effects of one or more

independent variables upon one dependent variable. As you may be able to tell from these very broad explanations, the Wilks' lambda is the easiest to understand and therefore the most frequently used measure (Kaufman, A.S. and McLean, J.E., 1998), used in this study. The first independent variable Gender (Male/ Female), all the tests indicate the multivariate main effect is statistically significant for the current data (Wilk's $\lambda = .931$, $F = 2.169(6,177)$, $p < .048$). The ETA squared is currently a frequently reported and important descriptive statistics in research. Eta squared is interpreted as the proportion of the total variability in the dependent variable that is accounted for by variation in the independent variable. This also makes the reported effects useful for subsequent meta-analyses because the results can be easily converted to d or r (Timothy and Craig, 2002). The observed power of partial ETA squared is .069, it also shows that, this independent variable (gender) accounting only 0.69% of variability in dependent variables. The effect size for this analysis ($\eta_p^2 = .069$) was found to not exceed Cohen's (1988) convention for a small effect (0.2 to 0.3). The further MANOVA results also shows that, for the independent variables experience, age and educational qualifications, there were no significant main effects on dependent variables. But in the case of independent variable Type of School, all the tests indicate the statistically significant multivariate main effect for the current data (Wilk's $\lambda = .766$, $F = 4.203(12,354)$, $p < .000$). The observed power of partial ETA squared is .125, it also shows that, this independent variable (Type of School) accounting only 12.5% of variability in dependent variables. The effect size for this analysis ($\eta_p^2 = .125$) was also found, not exceed Cohen's (1988) convention for a small effect (0.2 to 0.3). Further analysis on the independent variables found having significant main effect, gender and type of school further analysed in Table 2 and 3.

Table 2. Univariate Analysis of independent variable Gender with dependent variables.

Dependent Variables	Type III Sum of Squares	df	Mean Square	F	Sig. p
JDI- Pay	55.811	1	55.811	4.85*	.029
JDI- Opportunities for Promotion	204.236	1	204.236	14.71*	.000
JDI- Job in General	99.074	1	99.074	4.29*	.040

*Significant at 0.05 levels

The table 2 reveals the results of the univariate analysis on independent variable gender with JDI sub dimension Pay, (Think of the pay you get now) $F(1, 255) = 4.85$, $p = .029$. Posthoc analyses using Tukey's LSD indicated that satisfaction preferences regarding the JDI sub dimension Pay were lower for female participants ($M = 11.77$) and high with male physical education teachers ($M = 11.78$). In JDI sub dimension Opportunities for Promotion, $F(1, 255) = 14.71$, $p = .000$. Pairwise comparison indicated that satisfaction preferences regarding the JDI sub dimension Opportunities for Promotion were higher for male participants ($M = 13.27$) and lower with female physical education teachers ($M = 11.79$). In

JDI sub dimension Job in General indicating the overall job satisfaction (All in all, what is it like most of the time?) also found differ between gender, $F(1, 255) = 4.29$, $p = .040$. Pairwise comparison indicated that overall satisfaction regarding the JDI sub dimension Job in General were higher among female participants ($M = 29.60$) and lower with male physical education teachers ($M = 26.57$). That means, the female physical education teachers having more pleasant feeling about their job in general than male physical education teachers. Lutz Kaiser, (2005) found that, Denmark, Finland and the Netherlands do not show significant gender-job satisfaction differences. In contrast, in Portugal men are more satisfied with their jobs than women. However, in the vast majority of the investigated countries female workers show a significantly higher level of job satisfaction. John O. Okpara, Michael Squillace and Emmanuel A. Erondu (2005) found that there are gender differences apparent in the job satisfaction levels of university teachers surveyed for their study. Female faculty were more satisfied with their work and co-workers, whereas, their male colleagues were more satisfied with their pay, promotions, supervision, and overall job satisfaction. The results of Kashef Zayed, Badriya Al-Hadabi, Mansour Al-Tauqi, (2013) are also in conscience with the results of the study, showed that female PE teachers were more satisfied with their jobs, and possessed significantly more positive attitudes towards teaching than their male counterparts.

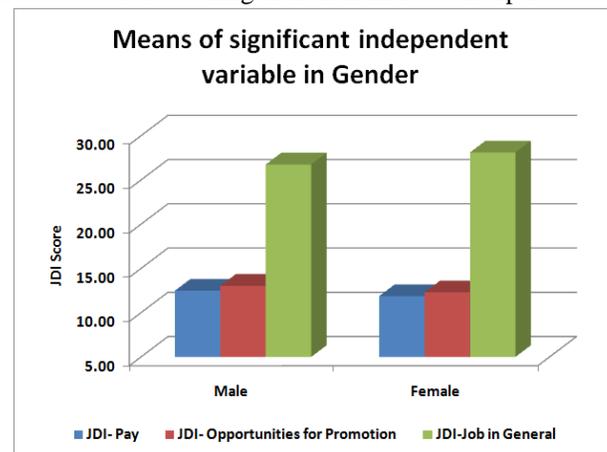


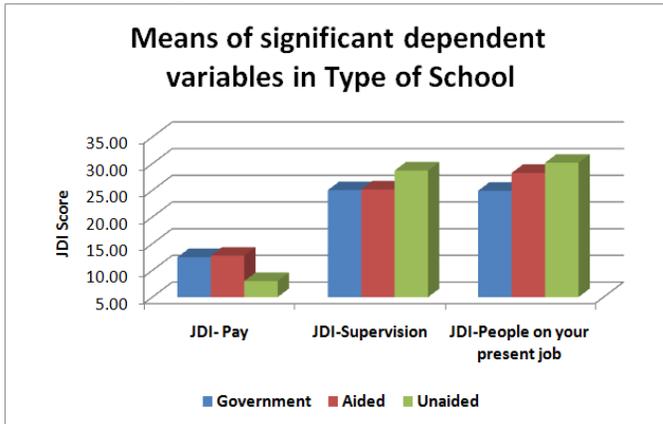
Table 3. Univariate Analysis of independent variable Type of School with dependent variables.

Depended Variables	Type III Sum of Squares	df	Mean Square	F	Sig. p
JDI- Pay	206.666	2	103.333	8.97*	.000
JDI-Supervision	598.861	2	299.430	8.98*	.000
JDI-People on your present job	610.239	2	305.119	8.81*	.000

*Significant at 0.05 levels

The table 3 shows the results of ANOVA on independent variable type of school between JDI sub dimension Pay, (Think of the pay you get now) $F(2, 254) = 8.97$, $p = .000$. Posthoc analyses using Tukey's LSD indicated that satisfaction preferences regarding the JDI sub dimension Pay

were higher among physical education teachers employed in the aided schools ($M= 12.22$) followed by government schools ($M= 12.38$). The lowest mean score on sub dimension Pay was found with PET's working in Unaided schools ($M= 8.11$). It means that the teachers working in aided/government schools are better in terms of job satisfaction than those working in the unaided schools but the difference in job satisfaction is significant only between two groups i.e. aided/government and unaided schools physical education teachers.



Singh, R., Sharm, R.K. and Kau, J.,(2009) also states that, the better job satisfaction among aided/ government school physical education teachers may be attributed to factors such as better service conditions, job security and prestige along with many more. There are aspects such as feeling of the sense of achievement and independence, autonomy, feedback on quality of performance and completion which might be the contributing factors for higher job satisfaction among physical education teachers working in government schools than their other two counterpart groups. These teachers have a better position in their job in terms of higher pay scales, job security, more freedom, decision making power, less interference by managements (in case of private and public schools it is more) and manageable class sizes. There is lesser role ambiguity and role conflict also which is more common among teachers in privately managed and public schools. Analysis of variance showed a main effect of JDI sub dimension Supervision on Type of School PET's are employed, $F(2, 254) = 8.98, p = .000$. Pairwise comparison indicated that satisfaction preferences regarding the JDI sub dimension Supervision (Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this?), were higher among the PET's employed in unaided schools ($M= 30.00$) and found significantly differ with government ($MD= 3.84$) and aided schools ($MD= 5.04$). No statistically significant difference was found between PET's working in government and aided schools. Which indicate that, PET's working in unaided schools believe that, they having better supervision by the authorities compare to government and aided schools. In JDI sub dimension "People on your present job" describes the "Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? (for "Yes" if it describes the people

with whom you work, N for "No" if it does not describe them ? "?" if you cannot decide) also found differ between Type of Schools PET' are employed, $F(2, 254) = 8.81, p = .000$. Pairwise comparison indicated that JDI sub dimension "People on your present job" were higher among PET' working in unaided schools ($M= 30.72$) and found significantly differ with government schools ($MD =4.30$) and aided schools ($MD =30.72$). No statistically significant difference was found between PET's working in government and aided schools. This means that, the PET's working in unaided schools feels more comfortable with people working with them compare with PET's working in government and aided schools. It was hypothesized that there would be significant difference in job satisfaction among physical education teachers working in government, private and unaided schools; as most of the previous studies have shown that teachers working in government schools have more job satisfaction than private and unaided school teachers. Keeping this in view, it was predicted that government, aided and unaided school physical education teachers would differ significantly as far as job satisfaction in concerned. Pal (2001) also found in his study significant difference on job satisfaction among physical education teachers working in government, private and public schools of Chandigarh, Mohali and Panchkula. Earlier, Lata (1982) also noted in her study that women teachers working in government schools are more satisfied with their job than their counterparts working in private schools.

CONCLUSIONS

On the basis of above findings, the following conclusions which may be considered as the highlights of the study are: Significant differences are found among physical education teachers working in aided, government, and unaided schools in Kerala on the variable job satisfaction. There are significant differences on job satisfaction between government and unaided school physical education teachers. Physical education teachers working in government aided schools have the highest job satisfaction followed by government and unaided school physical education teachers respectively.

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