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Comparison of job satisfaction between gulf physical education teachers and Indian physical education teachers towards physical facilities

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Abstract

The purpose of this research was "Comparison of job satisfaction between Gulf physical education teachers and Indian physical education teachers towards Physical facilities" For Present study, 240 Indian origin school physical education teachers working in private schools of India and Gulf Countries (120 from India and 120 from Gulf Countries) were selected randomly as subject for this study. The questionnaire was meant for measuring the job satisfaction of respective teachers. Teachers job satisfaction scale (TJSS) was developed and standardized by Dr. Meera Dixit. To measure satisfaction with different aspects of job, it contains 52 Likert type items which were divided over eight dimensions of job satisfaction. Each item was to be answered on a scale of five alternatives i.e. from strongly agree to strongly disagree. The data had been analyzed by using SPSS (Version 20) The statistical techniques employed for the analysis of data collected on all the variables were following: Descriptive Analysis: Means and standard deviations were calculated. Satisfaction level of Indian and Gulf Countries teachers were compared through independent sampling t-test and the level of significance was set at .05 level. Result shows that for (Physical Facilities) no significant difference was found among the opinion of Indian physical education teachers and Gulf physical education teachers as calculated value of 't' is less than tabulated value of 't', level of significance was tested at 0.05.

Keywords: Job satisfaction, questionnaire, physical facilities, physical education teachers, gulf etc.

Introductions

Job satisfaction is the state of mind concerning with type of the work and might be affected by earnings structure, quality of relationship with their Co-workers, quality of work Environment, degree of satisfaction of work, etc. Teachers in physical education play a vital role and are the men behind an organization's entire performance. They not only teach, but also direct and assist students in adjusting to different environments and learning important physical skills as well as providing the requisite skills for students as well as social and organizational growth.

Teaching has historically been a noble career but the teachers lack respect and public recognition in today's world. Physical education teachers, who are central to the formal education system, feel overloaded with extra work other than the main curriculum. They face a lot of problems, can be extra working hours, insufficient sports infrastructure and facilities, and needless documentation are silent barrier features. Teachers in physical education may not be gaining in value and popularity as opposed to the proportion in society's standards.

The managers or students of the community don't actively take their jobs and efforts. Physical fitness in the view of the general population is about playing football and wasting time and resources. A large segment of society argues that there are no social principles connected to physical education and that physical education instructors will only offer something positive to any company therefore, the notion of a perfect career is gone because the work problems and demands could not be satisfactorily handled. In a wide range of context and environment this adds to tension in their daily lives. Continuously stress will clearly cause problems in the physical education teacher's personal life and decrease the level of satisfaction in their job which eventually leads to poor teacher's performance.

Continuous tension can lead burnout which is harmful to teacher's emotional health and can affect their classroom success and student experiences. The key reasons for burnout may be disappointment with pay, lack of managerial help and job pressure. Work may be considered

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a way of attaining personal aim. It is an important contributor to life satisfaction, a personal objective that could be worth achieving. Job satisfaction perceived as a positive mental state derived from career performance and work experience. It is an emotional reaction arising from the relationship between work-related benefit and benefits from it. Job happiness is directly associated with employer’s success and is influenced by a number of variables.

Material and Method

Subjects

For Present study, 240 Indian origin school physical education teachers working in private schools of India and Gulf Countries (120 from India and 120 from Gulf Countries) were selected randomly as subject for this study.

Selection of variables

The research scholar gleaned through the literature and also consulted experts in the area of physical education and psychology to meet the specific purpose of the study and its parametric needs. On the basis of related research studies, Job Satisfaction variable used for study which are as follow

1. Intrinsic aspect of Job
2. Salary, Service Condition and Promotional avenues
3. Physical facilities
4. Institutional Plans and policies
5. Satisfaction with Authorities
6. Satisfaction with social status and family welfare
7. relationship with students
8. rapport with co-workers

Physical facilities

Physical Facilities which includes 9 questions from the questionnaire like (Q.2- Your institution is in a locality suitable for its working, Q.10- Your institution is a neat and clean place where anybody would like to work, Q.24 - There is proper arrangement for light and ventilation in your classroom, Q.29 - The laboratory of your institution is well equipped, Q.36 - In the library of your institution books are readily available for your use, Q.43 - Your classrooms are suitable furnished, Q.48 - Audio-Visual aids are readily available for your use, Q.49 - Your institution is within easy reach of your residence, Q.51 - The classrooms of your institution have adequate space for the students to be seated comfortably.)

Criteria measures

Description of job satisfaction questionnaire

The questionnaire was meant for measuring the job satisfaction of respective teachers. Teachers job satisfaction

scale (TJSS) was developed and standardized by Dr. Meera Dixit. To measure satisfaction with different aspects of job it contains 52 Likert type items which were divided over eight dimensions of job satisfaction. Each item was to be answered on a scale of five alternatives i.e. from strongly agree to strongly disagree. It could be administered individually and in a group. It was advisable that reply should be frank and sincere.

Reliability of the test

The reliability of the scale was determined by split-half method. The test was first divided into two equivalent halves, and the correlation calculated for these half tests. From the reliability of the half test, the self-correlation of the whole test was calculated by using spearman Brown Prophecy formula. Test-retest method also showed high reliability which is given in the following table-

Table 1: Reliability of the test by split half method

N	R	Index of reliability
100	.85	.92

Table 2: Reliability of test by test-retest method

N	R	Index of reliability
100	.75	.86

Validity of the test

The validity of the test was established by establishing discrimination using item validity (discrimination value) by the person developed the test for each test item test by correlation method using Pearson’s correlation. The items which were insignificant had dropped in final form. Initially there were 58 items of which 6 items had been deleted as they were not found to be discriminatory in item analysis. Distribution of items in the final form is presented in table

Statistical technique

The data had been analyzed by using SPSS (Version 20). The statistical techniques employed for the analysis of data collected on all the variables were following:

Descriptive analysis

Means and standard deviations were calculated and represented in tabular and graphical form. Satisfaction level of Indian and Gulf Countries teachers were compared through independent sampling t-test and the level of significance was set at .05 level.

Results and Discussion

Table 3: Frequency distribution of responses of gulf physical education teachers and Indian physical education teachers towards the factor C: “Physical Facilities”

		“Physical Facilities”		
	Country	Opinion	Frequency	Percentage
P.E. Teachers	Gulf	5 (Strongly Agree)	318	29.44
		4 (Agree)	614	56.86
		3 (Undecided)	94	8.70
		2 (Disagree)	46	4.26
		1 (Strongly Disagree)	8	0.74
		Total	1080	100
	India	5 (Strongly Agree)	390	36.11
		4 (Agree)	487	45.09
		3 (Undecided)	90	8.33
		2 (Disagree)	73	6.76
		1 (Strongly Disagree)	40	3.70
	Total	1080	100	

Table 4: Comparison of physical facilities between gulf physical education teachers and Indian physical education teachers

Variable	Group	Sample size	Mean	Standard deviation	Calculated t-value	Table t-value
Job Satisfaction	Gulf	120	36.90	4.13	.95	1.97
	India	120	36.28	5.70		

Interpretation

Table No. 3 indicates the frequency distribution of response of Indian physical education teachers and gulf physical education teachers towards the Factor C (Physical Facilities), out of 120 Gulf physical education teacher, 932 (318+614) teachers falls under the category of strongly agree and agree which is 86.30% (29.44+56.85) of the total, whereas out of 120 Indian Physical education teacher, 877 (390+487) teachers falls under the category of Strongly agree and agree which is 81.20% (36.11+45.09) of the total. out of 120 Gulf physical education teacher, 54 (46+8) teachers falls under the category of disagree and strongly disagree which is 5% (4.26+0.74) of the total, whereas out of 120 Indian Physical education teacher, 113 (73+40) teachers falls under the category of disagree and strongly disagree which is 10.46% (6.76+3.70) of the total. Table 4 indicates that for (Physical Facilities) no significant difference was found among the opinion of Indian physical education teachers and Gulf physical education teachers as calculated value of t is less than tabulated value of t, level of significance was tested at 0.05.

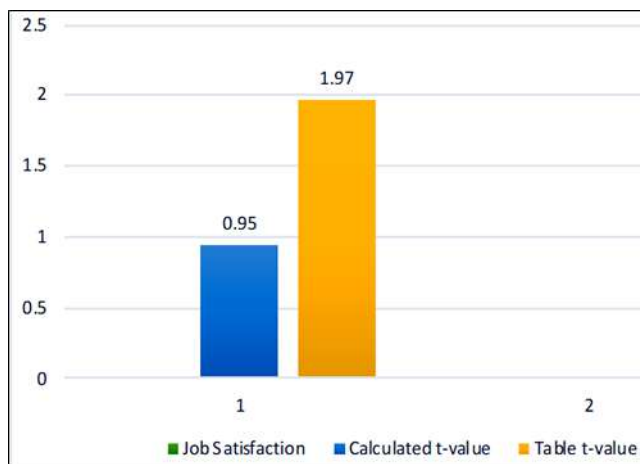


Fig 1: Comparison of job satisfaction of gulf physical education teachers and Indian physical education teachers towards physical facilities

Conclusion

Result of Factor C-In totality result of Factor C of Job Satisfaction i.e. Physical facilities shows insignificant difference between Gulf Physical Education Teachers and Indian Physical Education Teachers.

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