

Job Satisfaction of Physical Education Teachers CACPE Pune Graduates of 2014 – 2017

Abhishek A. Ajgaonkar

Researcher, CACPE, Pune

Ujwala Raje, Dr. Shraddha Naik

Research Guide, Associate Professor, CACPE, Pune

ABSTRACT

In a high level of satisfaction with a job influences the effectiveness and increases the quality of performed task by the teacher. In the case of physical education teacher, it is not only connected with a higher commitment to passing the knowledge and skills but also instilling passion in their students. The aim of the study was to analyze or to know the level of job satisfaction of physical education teachers graduated from CACPE Pune in the year 2014 – 2017. Seven factors were selected by the researcher to measure the level of job satisfaction. The seven factors were communication, supervision, career growth, co-worker, work environment, pay and promotion. The participants were 40 physical education teacher's male and female all employed in Pune city. Job satisfaction of all 40 physical education teachers was measured through questionnaire. The finding indicates that the physical education teachers average job satisfaction factor level was 18.59. To compare a level of job satisfaction among the male and female teacher working in Pune city, the researcher employed independent sample 't' test. The findings indicated that there is no difference between all selected seven factors of job satisfaction of male and female physical education teachers. Conclusion: there is a need to create an appropriate environment to ensure the success of physical education teacher's as well as providing incentives and promotions through clear standards.

Keywords : Job satisfaction, teacher, physical education teacher, job dissatisfaction, neutral.

Introduction

Physical education teachers, commonly known as P.E teachers are responsible for the education of primary and secondary school students in physical activities and psychomotor learning. The physical education class was once little more than an organized recess; however, physical education teachers now engage students in much more than game play. Recent development has steered the physical education curriculum towards the goal of overall wellness and teachers now incorporate health and nutrition topics into their classes. (Shorfi, 2012).

Job satisfaction has been defined as the extent to which a staff member has favorable or positive feelings about work or the work environment (De Nobile, dispositions 2003). It refers to the positive attitude or emotional people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). 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 future generation in this fast-growing machine age. There is little doubt that physical education teaching has become more demanding and intense job.

Satisfaction is one of the most crucial but controversial and complex issue in psychology and behavioral management.

Education is the fundamental pillar of society and one of its main purposes is to educate children, adolescents and adults by principals and teachers. Most scholars and experts in educational issues believe teachers are biggest and most important effective factor in education. Thus, it is better to say that teachers are fundamental pillar of education system (Pargament, Koenig, & Perez, 2000)

Many physical education teachers leave the jobs or profession because of the disappointment with the working condition, superiors' pressure, low salary or wages and lack of opportunities for career development. So, it is always important to facilitate the teacher's positive self-esteem and support their expertise via strength-based feedback as they are in a profession in which they must be continuously give support as they have to deal with many student-based issues every day.

Teachers always require support from their principal, management and their superiors. This support can be emotional support, valuation support, auxiliary support and informative support. Emotional support means the teachers are valued and appreciated by the school principals for their work. The ideas that are been proposed by them are evaluated. Valuation support means the school principal empowers teachers with

constructive and frequent feedback and gives them clear information about what is required for an effective learning and teaching process. Auxiliary support means the school administration assists teachers in teaching and non-teaching activities and provide them all the necessary material for teaching purpose.

So, it is believed that the teachers with low level of job satisfaction provides low quality education and instruction and hence their students are not so successful in sports and games, whereas teachers with high level of job satisfaction provides more quality education and instruction and their students are more successful in their games and sports.

The purpose of this study is to know the job satisfaction level of physical education teachers graduated from CACPE Pune from batch 2014 – 2017. The researcher has chosen seven factors to measure the level of job satisfaction of physical education teachers namely communication, supervision, career growth, co-worker, work environment, pay and promotion. The researcher used teacher made questionnaire which was prepared by himself to collect or gather the information from physical education teachers via google form.

Methodology

The perfect and correct research method decides the accuracy in results and quality of research findings. In this study the descriptive method of research is used. This method is a fact – finding study that involves truthful and satisfactory interpretation of findings as it is widely accepted. As this study is concerned with the study of job satisfaction of physical education teachers graduated from CACPE Pune of batch 2014 – 2017. These teachers are working in different board, so it is a descriptive research study. The descriptive research methods are non-experimental because they deal with the relationship among non- manipulated variables.

The Normative Survey Approach and evaluation technique has been used under Descriptive Method. The survey enables the researcher in formulation of generalization because it is appropriate to this study. Hence a questionnaire for this study was selected as data collection tool and prepared according to the purpose of the study. This method is less time consuming and also this method is economical for a scattered population and support quantitative analysis so preferred for study.

Data Collection Tool :

The researcher has used questionnaire to find job satisfaction of physical education teachers graduated from CACPE Pune of batch 2014 – 2017 who are working in

Pune. The questionnaire prepared is a mixed questionnaire. It was prepared with the guidance and help of expert in the particular field. Questionnaire is based on personal details like name, gender, date of birth, experience etc. the factors selected by the researcher to find out job satisfaction level of physical education teacher are communication, supervision, career growth, co-worker, work environment, pay, promotion. The researcher has selected this tool because it is not time consuming, data can be collected easily, it will be easy to gather information to analyze and interpret the data.

- In this research, the researcher had used questionnaire to find job satisfaction of physical education teachers graduated from CACPE Pune of batch 2014 – 2017 who are working in Pune.
- The questionnaire is a mixed questionnaire. It has been prepared with the help of guide and help of an expert in the particular field.
- The questionnaire was circulated to the teachers/subjects with the help of google form.
- Questionnaire includes personal information like teacher name, school name where you are working presently, experience, qualification, Email Id. Conclusion:

Data Analysis

Table 1 : Descriptive Analysis of Communication Skill of Physical Education Teacher (N=40)

Statistics	Communication
Mean	19.67
Median	20
SD	2.6
Minimum	13
Maximum	24
Count	40

In TABLE 1, the statistical output about communication of physical education teacher is summarized. Concerning the factor communication level of physical education teacher, the scores were analyzed and the range was calculated. Researcher made questions based on the communication skills of a physical education teacher and collected their responses. Through the responses researcher found that the level of communication or there is a good communication between physical education

teacher and parent, students, fellow teachers and administration of the school. Here we have considered mean 19. The number of responses (n) is 40, mean calculated for this question category is 19.68, standard deviation is 2.61.

Table 2 : Descriptive Analyses of Supervision Skill of Physical Education Teacher (N=40)

Statistics	Supervision
Mean	18.27
Median	18
SD	2.34
Minimum	12
Maximum	24
Count	40

In TABLE 2, the statistical output about supervision of physical education teacher is summarized. Concerning the factor supervision of physical education teacher, the scores were analyzed and the range was calculated. Researcher made questions based on the supervision skills of a physical education teacher and collected their responses. Here we have considered mean 18. The number of responses (n) is 40, mean calculated for this question category is 18.3, standard deviation is 2.34.

Table 3 : Descriptive Analyses of Career Growth of Physical Education Teacher (N=40)

Statistics	Career growth
Mean	21.07
Median	21
SD	2.78
Minimum	15
Maximum	25
Count	40

In TABLE 3, the statistical output about career growth of physical education teacher is summarized. Concerning the factor career growth of physical education teacher, the scores were analyzed and the range was calculated. Researcher made questions based on the supervision skills of a physical education teacher and collected their

responses. Here we have considered mean 21. The number of responses (n) is 40, mean calculated for this question category is 21.1, standard deviation is 2.78.

Table 4 : Descriptive Analyses of Co-Worker of Physical Education Teacher (N=40)

Statistics	Co-Worker
Mean	17.6
Median	17
SD	1.95
Minimum	13
Maximum	21
Count	40

In TABLE 4, the statistical output about co-worker of physical education teacher is summarized. Concerning the factor co-worker of physical education teacher, the scores were analyzed and the range was calculated. Researcher made questions based on the relationship of a physical education teacher with his co-worker or colleague and collected their responses. Here we have considered mean 17. The number of responses (n) is 40, mean calculated for this question category is 17.6, standard deviation is 1.95.

Table 5 : Descriptive Analyses of Work Environment of Physical Education Teacher (n=40)

Statistics	Work environment
Mean	19.1
Median	19
SD	1.94
Minimum	15
Maximum	23
Count	40

In TABLE 5, the statistical output about working environment of physical education teacher is summarized. Concerning the factor working environment of physical education teacher, the scores were analyzed and the range was calculated. Researcher made questions based on the working environment of a physical education teacher and collected their responses. Here we have considered mean 19. The number of

responses (n) is 40, mean calculated for this question category is 19.1, standard deviation is 1.94.

Table 6 : Descriptive Analyses of Pay Scale of Physical Education Teacher (N=40)

Statistics	Pay
Mean	16.15
Median	17
SD	3.04
Minimum	9
Maximum	22
Count	40

In TABLE 6, the statistical output about pay level of physical education teacher is summarized. Concerning the factor pay scale or pay level of physical education teacher, the scores were analyzed and the range was calculated. Researcher made questions based on the pay scale or pay level of a physical education teacher and collected their responses. Here we have considered mean 16. The number of responses (n) is 40, mean calculated for this question category is 16.15, standard deviation is 3.04.

Table 7 : Descriptive Analyses About Promotion Level of Physical Education Teacher (N=40)

Statistics	Promotion
Mean	18.3
Median	18
SD	2.3
Minimum	14
Maximum	24
Count	40

In TABLE 7, the statistical output about promotion of physical education teacher is summarized. Concerning the factor promotion of physical education teacher, the scores were analyzed and the range was calculated. Researcher made questions based on the promotion of a physical education teacher and collected their responses. Here we have considered mean 18. The number of responses (n) is 40, mean calculated

for this question category is 18.3, standard deviation is 2.30.

Comparison between male & female Graduates

To compare a level of job satisfaction among the male and female teacher working in Pune city, the researcher employed independent sample 't' test. The following analyses shows difference between the mean values on all the seven factors of job satisfaction.

Communication:

Table No. 8 : Summary of "t" test for the comparison of communication level of male and female Physical Education Teachers (N=40)

Statistics	Female	Male
Mean	19.71	19.5
df	36	
t Stat	0.24	
P(T ≤ t) two-tail	0.81	
t Critical two-tail	2.03	

In TABLE 8 difference between mean scores of male and female physical education teachers the communication level was 0.21 and for degree of freedom (df) 36, the calculated "t" is 0.24. The t-statistic of 0.24 is smaller than the critical t-value of 2.03. This indicates that there is not a significant difference between the communication levels of male and female PE teachers.

The P-value of 0.81 is greater than the typical significance level of 0.05 (commonly used in hypothesis testing). This further supports the conclusion that there is no statistically significant difference in communication levels between male and female PE teachers.

Therefore, based on the t-test results, we can conclude that there is no significant difference in the communication levels of male and female Physical Education teachers in this study.

Supervision:

Table No. 9 : Summary of "t" test for the comparison of Supervision level of male and female Physical Education Teachers (N=40)

Statistics	Female	Male
Mean	17.42	18.58
df	36	
t Stat	-1.48	
P(T ≤ t) two-tail	0.14	
t Critical two-tail	2.02	

In TABLE 9 difference between mean scores of male and female physical education teachers' supervision level was 1.16 and for degree of freedom (df) 36, the calculated "t" is -1.48. So, it is found that the difference is not significant at 0.05 level of significance. The t-statistic of -1.48 is smaller in magnitude than the critical t-value of 2.02. The negative sign of the t-statistic indicates that the mean supervision level for male PE teachers (18.58) is higher than the mean for female PE teachers (17.42).

The P-value of 0.14 is greater than the typical significance level of 0.05 (commonly used in hypothesis testing). This suggests that there is not enough evidence to reject the null hypothesis, and the observed difference in supervision levels between male and female PE teachers may not be statistically significant. Therefore, based on the t-test results and assuming a significance level of 0.05. There is no statistically significant difference in the supervision levels of male and female Physical Education teachers in this study. However, it is worth noting that the difference in means is slightly in favor of male PE teachers having higher supervision levels. The lack of statistical significance could be due to the relatively small sample size or other factors that need to be considered in the context of the study. Further research with a larger sample size may be required to draw more robust conclusions.

Career Growth:

Table No. 10 : Summary of "t" test for the comparison of Career growth of male and female Physical Education Teachers (N=40)

Statistics	Female	Male
Mean	20.42	21.2
Df	36	
t Stat	-0.83	
P(T ≤ t) two-tail	0.4	
t Critical two-tail	2.02	

In TABLE 10 difference between mean scores of male and female physical education teachers' career growth level was 0.78 and for degree of freedom (df) 36, the calculated "t" is 0.83. Therefore, based on the t-test results and assuming a significance level of 0.05. There is no statistically significant difference in the career growth between male and female Physical Education teachers in this study. The observed difference in means is relatively small, and the lack of statistical significance could be due to various factors, such as the sample size or other variables that were not accounted for in the analysis. Further research with a larger sample size and controlling for other potential influencing factors may be necessary to draw more robust conclusions about the career growth of male and female PE teachers.

Co-worker:

Table No. 11 : Summary of "t" test for the comparison of relationship with Co-worker of male and female Physical Education Teachers (N=40)

Statistics	Female	Male
Mean	17.57	17.58
df	36	
t Stat	-0.01	
P(T ≤ t) two-tail	0.98	
t Critical two-tail	2.02	

In TABLE 11 difference between mean scores of male and female physical education teachers' relation with co-workers was found to be 0.01 and for degree of freedom (df) 36, the calculated

"t" is 0.01. Therefore, based on the t-test results and assuming a significance level of 0.05, there is no statistically significant difference between the groups (male and female) in the variable being analyzed. The t-test did not find any meaningful distinction between the mean scores of male and female subjects, and the observed small difference in means is likely due to random chance or measurement variability.

Work environment:

Table No. 12 : Summary of "t" test for the comparison of Work environment of male and female Physical Education Teachers (N=40)

Statistics	Female	Male
------------	--------	------

Mean	18.57	19.33
df	36	
t Stat	-1.14	
P(T ≤ t) two-tail	0.25	
t Critical two-tail	2.02	

In TABLE 12 difference between mean scores of male and female physical education teachers' working environment was shown. The t-statistic of -1.14 indicates that the mean work environment score for male PE teachers (19.33) is slightly higher than the mean for female PE teachers (18.57). The negative sign of the t-statistic suggests that male PE teachers have, on average, a slightly better work environment than female PE teachers. The P-value of 0.25 is greater than the typical significance level of 0.05 (commonly used in hypothesis testing). This suggests that there is not enough evidence to reject the null hypothesis, and the observed difference in work environment scores between male and female PE teachers may not be statistically significant. The t Critical Value of 2.02 is not relevant in this case, as the t-statistic is not significant. Therefore, based on the t-test results and assuming a significance level of 0.05, there is no statistically significant difference in the work environment between male and female Physical Education teachers in this study. The observed difference in means is relatively small, and the lack of statistical significance could be due to various factors, such as the sample size or other variables that were not accounted for in the analysis. Further research with a larger sample size and controlling for other potential influencing factors may be necessary to draw more robust conclusions about the work environment of male and female PE teachers.

Pay:

Table No. 13 : Summary of "t" test for the comparison of Pay scale of male and female Physical Education Teachers (N=40)

Statistics	Female	Male
Mean	15.78	16.29
df	36	
t Stat	-0.47	
P(T ≤ t) two-tail	0.63	
t Critical two-tail	2.02	

In TABLE 13 difference between mean scores of male and female physical education teachers' pay level was found to be 0.51 and for degree of freedom (df) 36, the calculated "t" is 0.47. There is no statistically significant difference between the groups (male and female) in the variable being analyzed. The t-test did not find any meaningful distinction between the mean scores of male and female subjects, and the observed small difference in means is likely due to random chance or measurement variability.

Promotion:

Table No. 14 : Summary of "t" test for the comparison of Promotion level of male and female Physical Education Teachers (N=40)

Statistics	Female	Male
Mean	17.57	18.37
df	36	
t Stat	-1.14	
P(T ≤ t) two-tail	0.26	
t Critical two-tail	2.02	

In TABLE 14 difference between mean scores of male and female physical education teachers' promotion level was found. The t-statistic of -1.14 suggests that the mean promotion level for male PE teachers (18.37) is slightly higher than the mean for female PE teachers (17.57). The negative sign of the t-statistic indicates that the promotion level tends to be higher for male PE teachers in this study. The P-value of 0.26 is greater than the typical significance level of 0.05 (commonly used in hypothesis testing). This suggests that there is not enough evidence to reject the null hypothesis, and the observed difference in promotion level between male and female PE teachers may not be statistically significant. The t Critical Value of 2.02 is not relevant in this case, as the t-statistic is not significant. Therefore, based on the t-test results and assuming a significance level of 0.05, there is no statistically significant difference in the promotion level between male and female Physical Education teachers in this study. The observed difference in means is relatively small, and the lack of statistical significance could be due to various factors, such as the sample size or other variables that were not accounted for in the analysis. Further research with a larger sample size and controlling for other potential influencing factors may be necessary to draw more robust conclusions about the promotion level of male and female PE teachers.

Conclusion

- It is seen that there is no difference between all the seven factors undertaken for study purpose of male and female physical education teachers.
- It is seen that all physical education teachers have a positive attitude towards communication skill.
- All physical education teachers are satisfied in term of job satisfaction - communication, supervision, career growth, co-worker, work environment, pay, promotion.
- It is important to find out where to conduct more programs, workshops, seminars for physical education teachers to improve their knowledge about different games, new technologies used etc.

Recommendation

- Questionnaire should be developed which is more suitable local condition.
- Questionnaire should develop in different languages.
- Similar research can be done on teachers graduated from CACPE from past 10 years also.
- There should be more research on this topic with bigger sample size.
- Similar study can be conducted on state level and national level, this will help the policy makers.
- These teachers should be studies further and their reasons for dissatisfaction should be found and solution to get this dissatisfied teacher in the satisfaction zone needs to be fulfilled.
- Since the participants in the research are in the job for less than 10 years, so their satisfaction level is high, so it is needed to be studied to access this situation.

Reference:

- Anderson, N. (2001). The Power Of Momentum: A New Model Of Dynamic Relationship Between Job Satisfaction Change And Turnover Intentions.
- Basu, S. (2009). Job satisfaction of secondary school teachers. Indian journal of Psychometrics and Education.
- Gupta, M., & Bansal, K. K. (2011). A study of job satisfaction and contemporary values of secondary school teachers in relation to some demographic variables.
- iEduNote. (n.d.). Retrieved from 8 Causes of Job Dissatisfaction: <https://www.iedunote.com/job-dissatisfaction-causes>
- Keith, & Newstronx. (2020). Human behavior at work-Organisational behavior.

- Kumar, A. (2004). Perceived Stress of Teachers in relation to Job Satisfaction and certain Personalities Characteristics.
- Mehra, V., & Kaur, H. (2011). Job satisfaction among government and private secondary school teachers of various academic streams. *Journal of community guidance and Research*.
- Nobile, D. (2003). Job Satisfaction of Catholic primary school staff: a study of biographical differences. *International Journal of Educational Management*.
- Purohit, R. (2007, November 07). Six sutras to gauge job satisfaction. *The Hindu*.
- Sharma, M. . (2006). Perception of organizational climate and job satisfaction in Nursing Staff Personnel: Influence of personality and self efficiency. *The Indian Journal of Social Work*, 67(3), 263-274.
- Sharma, Y. (2005). A study of job satisfaction among the physical education teachers working in Himachal Pradesh Schools. *Indian Education Review*, 41(2), 53-62.
- Singh, G. (2007). Job Satisfaction of Teachers-educators in relation to their attitude towards teaching. *Journal of All India Association for Educational Research*, 19 (3&4), 86-87.
- Sridevi, K. V. (2011). Job satisfaction of teachers educators of University of Mysore. *Edusearch*, 2 (1), 59-65.
- Trinamics. (n.d.). Retrieved from 6 Factors For Your Job Satisfaction: <https://www.trinamics.nl/en/blogs/6-factors-for-your-job-satisfaction>
- Weiss, H. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and effective experiences. *Human Resource Management Review*, 12, 173-194.