



## COMPARATIVE STUDY OF JOB SATISFACTION BETWEEN MALE AND FEMALE SPORT PHYSICAL EDUCATION TEACHERS OF UTTAR PRADESH

Dr. Rajkumar Sharma<sup>1</sup> and Arun Kumar Yadav<sup>2</sup>

### Affiliations:

1. Former Chief Coach,-Gymnastics, Sports Authority of India, STC Exr. Dhar, Malhar Ashram, Rambagh, Indore (M.P.)
2. Physical Education Teacher, Department of Physical Education, Dr. C. V. Raman University, Kota Road, Bilaspur (Chhattisgarh)

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### ABSTRACT

The purpose of study was to assess and compare the job satisfaction between male and female physical education teachers of Uttar Pradesh. Sixty Five (Males= 42, Females=23) physical education teachers from colleges and universities located in urban region of Varanasi district . were selected as the sample for the study. The MSQ was used to measure job satisfaction. The instrument utilizes 20- dimensions Likert-type scale format and samples both intrinsic and extrinsic\_reinforcement dimensions with a total of 100 items. To assess the job satisfaction between male and female physical education teachers, mean, standard deviation , percentage, rank order and t-ratio were computed for each dimension of MSQ. The results of study revealed that the majority of physical education teachers of both sex were from urban universities and colleges in between 36 years and 55 years of age and having doctorate degree with 7 to 10 years experience. They were more satisfied in . policies, compensation , and responsibility dimensions of job satisfaction. The significant differences were found between the male and female teachers on social service and supervision (HR) dimensions of job satisfaction

**Keywords:** Job Satisfaction, Males, Females, physical Education, Teacher,, MSQ

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## 1. INTRODUCTION

Physical education is the education of man 'in' and 'by' means of physical activity. Physical education is that education which starts with physical development and advances towards perfect development of human being, the ultimate result being vigorous and strong body, acquisition of sound health, mental alertness, and social and emotional balance. Such an individual will be able to interpret new situations effectively, in more meaningful and purposeful manner and can be said to be a "Physically Educated Person".

Today, teaching in Physical Education has become a demanding profession which requires exceptional skills. Physical education teachers have to play a very vital role and their work involves a number of duties such as planning, teaching, evaluative, administrative and various unclassified ones. 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 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. 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.

Comprehensive development of students and the job satisfaction of a physical education teacher have a crucial role for national development. The youths wishing to be physical education teachers can make a good career in this field, if they have interest, attitude, perception, study and vocational skill. According to Charlse Boosar, an ideal physical education teacher is supposed to have a chain of multiple social, spiritual, ethical and emotional values and qualities such as moral character, leadership, honesty, ingenuity, attractiveness, personality, absence of physical ugliness, best dynamic power, dynamic skill, high intelligence, erudition, best social rational competence, interest in learning, cooperative attitude, oral and written expression ability, co-ordination of activities etc. The physical education teacher having the above virtues should get job satisfaction.

Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standard of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives arises to feelings of satisfaction, the individual has job satisfaction. Under such circumstances it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained.

Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviours such as organizational citizenship ( Organ & Ryan,1995),

absenteeism, (Wegge et. al., 2007). and turnover (Saari & Judge, 2004). Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors (Mount, Ilies, & Johnson, (2006). Aamodt, (2009) defines job satisfaction as the attitude an employee has toward his job Edwards, et al. (2008) refers to job satisfaction as an evaluative judgment about the degree of pleasure an employee derives from his or her job that consists of both the affective and cognitive components Job satisfaction is described as the feelings of employees resulting from the assessment of their job. It can be negative, positive, or moderate. (Moser and Galais (2007) highlighted that employee's ability and opportunities aid to improve their satisfaction of the job level.

Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. Many investigations on job satisfaction in govt. and private school teachers of physical education were conducted by Indian reserchers. They concluded that government secondary school physical education teachers have significantly better satisfaction with their job than private secondary school physical education teachers ( Singh, Sharma, and Kaur, 2006; Thakur, Chaurasia, Kumar & Thakur, 2012; Bhardwaj, 2012; Gupta and Gehlawat, 2013; Kumar, 2014; Mishra & Pandey, 2014; Malik, 2014; Sharma and Rana(2014).

The Job Satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with job. Katzell remarks that the term job satisfaction has been used in a variety of ways inter changeably with job morale, vocational satisfaction and job attitude by various authors.

The purpose of study was to assess and compare the job satisfaction between male and female physical education teachers of Uttar Pradesh.

## **2. METHODOLOGY**

### **2.1 Selection of Subjects**

Sixty Five ( Males= 42, Females=23) physical education teachers from colleges and universities located in urban region of Varanasi district were selected as the sample for the study and all were also asked to participate in this study .

### **2.2 Description of Questionnaire**

The MSQ was used to measure job satisfaction. It is a gender neutral instrument that can be administered to either groups or to individuals. The instrument utilizes 20- dimension Likert-type scale format and samples both intrinsic and extrinsic\_reinforcement dimensions with a total of 100 items. Internal consistency reliability of the MSQ as estimated by the Hoyt's analysis-of-variance method show reliability coefficients for 83 percent of the groups at .80 or larger and only 2.5 percent lower than .70. The coefficient for each dimension ranged from .96 to .75. and a coefficient of .95 was obtained for the group on the MSQ.

### **2.3 Statistical Analysis**

To assess the job satisfaction between male and female physical education teachers, the mean, standard deviation , percentage, rank order and t-ratio were computed for each dimension of MSQ. The significance level was set at .05 level.

### 3. RESULTS

To find out the significant differences between male and female physical education teachers, the mean, standard deviation, percentage, rank order and t-ratio were computed for each dimension of MSQ and data pertaining to this, has been presented in Table 1 to 3

**TABLE 1**  
**DEMOGRAPHIC CHARACTERISTICS OF TEACHERS (TOTAL N=65)**

S.NO.	Variables	Items	N	Percent
1	Gender	Male	42	64.62
		Female	23	35.38
2	Age (Years)	Younger Than 35	02	3.08
		36 - 45	35	53.84
		46 - 55	17	26.15
		Older than 55	11	16.92
3	Degree Status	Master	03	04.62
		Doctorate	62	95.38
4	Year of Experience	1 - 6	01	01.55
		7 - 10	35	53.44
		11 - 15	18	27.69
		16 and above	11	16.92
5	Institution Location	Rural	00	00.00
		Urban	65	100.00
6	Institution Size	400 Student or Less	65	100.00
		401 - 800 Students	00	00.00
		More than 1000 Students	00	00.00

It is evident from Table 1 that in case of gender, there were more males than females, and for age, over 70 percent of the respondents were between 36 and 55 years. As far as education was concerned in the universities and the colleges, the majority of the respondents held a doctorate degree, and a little of them held the Master degree in the universities and colleges. The largest number of respondents had been a physical education teacher in universities and colleges for 7-10 years, and over 70 percent of physical education teachers had been in their jobs fifteen years or less. The table also shows that the hundred percent of physical education teacher were from urban universities and colleges. Finally, the all the institutions ranged in size from 400 students or less than 400.

**TABLE 2**  
**RANK ORDER OF COACHES OF DIFFERENT GAMES AND SPORTS ON MSQ**  
**DIMENSIONS**

<b>Dimensions</b>	<b>N</b>	<b>Mean</b>	<b>Rank Order</b>
Policies	65	3.38	3
Compensation	65	3.02	3
Responsibility	65	3.01	3
Coworker	65	2.95	2
Creativity	65	2.93	2
Advancement	65	2.92	2
Supervision (HR)*	65	2.86	2
Achievement	65	2.85	2
Supervision (Technical)	65	2.85	2
Recognition	65	2.84	2
Ability	65	2.83	2
Variety	65	2.80	2
Activity	65	2.79	2
Independence	65	2.75	2
Working Conditions	65	2.74	2
Status	65	2.73	2
Authority	65	2.68	2
Security	65	2.54	2
Moral Value	65	2.40	2
Social Service	65	2.37	2

From table 2, it is clearly evident that the three top ranking dimensions were policies, compensation, and responsibility. The physical education teachers were “Satisfied” (3.01-3.38) about rewarded to institution system, pay in contrast to the amount of work and freedom to implement one’s judgment on the job that did not go against their conscience. In the rest of the dimensions of job satisfaction, physical education teachers were “Slightly Satisfied” (2.37-2.95).

**TABLE 3**  
**SIGNIFICANCE OF DIFFERENCES BETWEEN MEAN SCORES OF MALE AND FEMALE TEACHERS ON TWENTY DIMENSIONS ON JOB SATISFACTION**

Dimensions	Mean		MD	$\sigma$ DM	t-ratio
	Male (N=42)	Female (N=23)			
Ability Utilization	13.07	14.09	1.02	0.66	1.55
Achievement	14.05	14.35	0.70	0.59	1.12
Activity	14.55	14.30	0.24	0.61	0.40
Advancement	13.81	14.17	0.36	0.66	0.56
Authority	14.29	14.35	0.06	0.58	0.11
Policies	14.31	14.78	0.47	0.64	0.73
Compensation	13.17	13.91	0.75	0.64	1.16
Coworker	13.69	14.17	0.48	0.72	0.68
Creativity	13.38	13.74	0.36	0.59	0.61
Independence	12.86	12.87	0.01	0.66	0.02
Moral Value	13.64	13.43	0.21	0.60	0.35
Recognition	14.45	13.39	1.02	0.63	1.68
Responsibility	13.69	13.96	0.27	0.57	0.47
Security	14.38	13.91	0.47	0.70	0.67
Social Service	12.69	14.04	0.35	0.60	<b>2.24*</b>
Social Status	13.24	13.74	0.50	0.60	0.84
Supervision (HR)*	13.83	15.48	1.65	0.65	<b>2.54*</b>
Supervision (Technical)	14.00	13.26	0.74	0.60	1.23
Variety	13.71	14.78	1.07	0.71	1.51
Working Conditions	13.83	12.78	1.05	0.55	1.90

\*Significance at .05 level  
 $t_{.05}(63) = 2.00$

It is evident from table 3, that the statistically significant differences were found between the male and female teachers on social service and supervision (HR) dimensions of job satisfaction, as the obtained t-values of 2.24 and 2.54 respectively were higher than the required t-value of  $t_{.05}(63) = 2.00$ . But, there were no statistically significant difference between the male and female teachers in rest of the seventeen dimensions of job satisfaction i.e. Ability utilization, Achievement, Activity, Advancement, Authority, Company Policies and practices, Compensation, Co-worker, Creativity, Independence, Moral Value, Recognition, Responsibility, Security, Social Status, Supervision (Technical), Variety, and Working Conditions, as the obtained t-values of 1.55, 1.12, 0.40, 0.56, 0.11, 0.73, 1.16, 0.68, 0.61, 0.02, 0.35, 1.68, 0.47, 0.67, 0.84, 1.23, 1.51, and 1.90 respectively were less than the required t-value to be significant.

#### 4. DISCUSSION

Satisfaction is the most important perspective in life of an individual. If the person is satisfied with his/her work or profession he/she may be able to proceed smoothly with his teaching and as a result person can achieve greater heights in life. In the same way satisfaction is necessary in every profession. Whether, it is physical education or general education. But when we are dealing with these professions a bit certain differences arises. In some cases in spite of getting equal salary and having equal status, most of the teachers seems to be unsatisfied with their profession. There could be various reasons for their un-satisfaction towards their job. In case of physical education teacher in spite of having good. Knowledge or command over the subject. He/she cannot feel comfortable, the most important reason seems to be the lack of facilities such as in some college students wants to play but they do not have grounds to play, do not have sufficient equipment.

#### 5. CONCLUSIONS

The results of study revealed that

1. Majority of physical education teacher were from urban universities and colleges..
2. Majority of Males than females physical education teachers , respondents were between 36 years and 55 years of age.
3. Majority of Males than females physical education teachers held a doctorate degree with 7 to 10 years experience.
4. The physical education teachers were “Satisfied” (3.01-3.38) in top ranking dimension i.e. policies, compensation , and responsibility
5. The Physical education teachers were “Slightly Satisfied” (2.37-2.95). in the rest of the dimensions of job satisfaction
6. Statistically significant differences were found between the male and female teachers on social service and supervision (HR) dimensions of job satisfaction
7. Male and female physical education teachers did not differ significantly in rest of the seventeen dimensions of job satisfaction

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