



ISSN: 2456-0057
IJPNPE 2018; 3(2): 689-691
© 2018 IJPNPE
www.journalofsports.com
Received: 16-05-2018
Accepted: 18-06-2018

Elroy Pinto
Goa Multi Faculty College,
Dharbandora, South Goa, India

A Comparative Study of Job Satisfaction between Physical Education Teachers and Coaches

Elroy Pinto

Abstract

The purpose of this study was to compare the Job Satisfaction between Physical Education Teachers and Sports Coaches. For the purpose of this study a total of 100 subjects (N=100) were chosen, Physical Education Teachers (n=50) and Subject teachers (n=50). The subjects were chosen using Quota sampling technique. Occupational Stress was measured using Job Satisfaction Scale by Scott Macdonald and Peter Mac Intyre (1997) which consisted of 10 questions. Independent sample 't' test was used to compare the Job Satisfaction between Physical Education Teachers and Sports Coaches. The results showed that there is no significant difference between Physical Education Teachers and Subject Teachers in terms of Job Satisfaction. The higher job satisfaction of Physical Education Teachers compared to Subject Teachers can be attributed to the respect and pay scale that they receive.

Keywords: Occupational stress, subject teachers, physical education teachers

1. Introduction

Teacher job satisfaction is a multifaceted construct that is crucial to teacher commitment, teacher retention, and school effectiveness. Teacher satisfaction is also an essential link in the chain of education reform. Teacher satisfaction influences job performance, and eventually student performance. The purpose of this study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female physical education teachers working at different levels in Finnish schools. In addition, a profile of satisfied and dissatisfied physical education teachers was constructed. The Expanded Karasek's Job Strain Model was used as the theoretical foundation of this study. This study is a part of a wider research project called Research on Physical Education Curriculum (N. Johansson, 2004) [4]. Teachers are the moderator of future of any country as they are the best source of nutrition to the student's personality. Nothing can be given easily and in a required way if we are not satisfied. There are numerous factors such as Administration, Economic, Personal, Social and others which affect the level of Satisfaction in job. Attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching. In addition, demographic factors and teacher specific and school specific characteristics also affect job satisfaction. At present job satisfaction has been an important issue. People are interested to work in the organization as well as the services where they get more satisfaction. It is human behavior. But in reality how far such job satisfaction is ensured in different jobs.

Teacher job satisfaction has also been the subject of considerable literature (Dinham & Scott, 1996; 1998; 2000; McCormick, 1997a; 1997b; Woods & Weasmer, 2004). The relationship of job satisfaction to job stress and other factors such as responsiveness of teachers has been studied in various contexts (De Nobile, 2003; McCormick, 1997; Woods & Weasmer, 2004). 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 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).

Saatchi (1972) assumes job satisfaction as the degree of a pleasure to know that employees

Correspondence
Elroy Pinto
Goa Multi Faculty College,
Dharbandora, South Goa, India

satisfy their needs, the total amount of the positive impact that people have about their jobs, For example, when a person's job satisfaction has said, is that the person likes his job and his feelings toward it are positive (Durrani and Lavasani, 1989).

2. Materials and methods

2.1 Method

For the present study descriptive comparative method was used. It was used to assess the Job Satisfaction of Physical Education Teachers and sports coaches and to compare between the two groups.

2.2 Sampling Technique

For the present study the researcher used Quota sampling technique to select the sample from the population because the entire population for the study could not be identified. The Quota sampling was used so as to ensure that both government teachers and private teachers and coaches are included in the study.

2.3 Population

All the teachers that are currently teaching in schools, higher secondary's and colleges and the coaches currently training and who fall in the age group of 25 to 62 years. Who have minimum B.P.Ed degree or NIS certificate course.

2.4 Sample

From the population 100 subjects were chosen for the present study. 50 Physical Education Teachers and 50 coaches. The subjects were selected as given in the table below.

Table 1: Distribution of Sample

Coaches		Physical Education	
Government	Private	Government	Private
25	25	25	25

2.5 Tools used for data collection

The job satisfaction scale developed by Scott Macdonald and

Peter MacIntyre (1997) was used to measure job satisfaction among the physical education teachers and coaches. The scale can be used on wide range of occupational groups. It consists of 10 questions.

2.6 Procedure

To enhance the cooperation of the subjects the researcher personally met the subjects, explained the purpose of investigation and gave a clear instruction regarding the method for answering the questions. The researcher distributed the questionnaire booklet for marking the responses. The researcher in person in a face to face relationship administered the entire questionnaire. The subjects went through the instructions, read each statement carefully and indicated their responses. All the filled in questionnaires were collected from the subjects and scoring was done according to the scoring key. Usually an individual took 15 to 20 minutes in completing the test.

2.7 Statistical tools

To evaluate the score of job satisfaction descriptive statistics were used. The "independent sample t test" was applied to find out the significant differences between subject teachers and physical education teachers. To test the hypotheses, the level of significance was set at 0.05.

3. Results

Table 2: Descriptive statistics of job satisfaction between Physical Education Teachers and Coaches

	Type of Profession	N	Mean	Std. Deviation	Std. Error Mean
Score	Physical Education Teachers	50	34.50	10.721	1.516
	Coaches	50	32.70	10.420	1.474

Table 2 shows the descriptive statistics of job satisfaction between Physical Education Teachers and coaches. Physical Education Teachers have higher job satisfaction than the coaches.

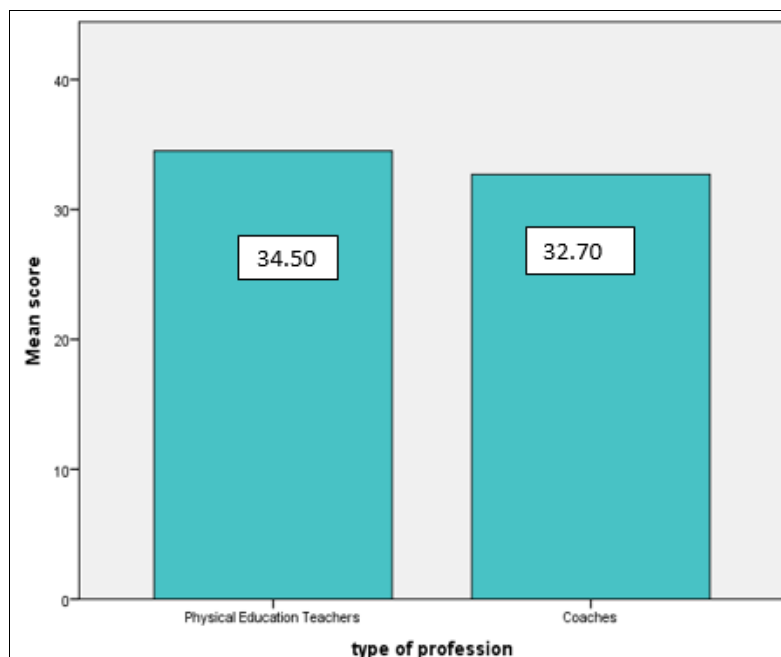


Fig 1: Graph of Mean of job satisfaction between Physical Education Teachers and coaches

The above graph shows the Mean of job satisfaction of Physical Education teachers and coaches. It can be seen that the mean score of Physical Education teachers is 34.50 which

is higher than coaches who have a mean score of 32.70. Both of them show average job satisfaction.

Testing of Hypothesis

Table 3: Comparison of Job Satisfaction between Physical Education Teachers and Coaches

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference
score	Equal variances assumed	.025	.874	.851	98	.397	1.800	2.114
	Equal variances not assumed			.851	97.921	.397	1.800	2.114

Table 3 shows the statistical analysis for Job Satisfaction using independent sample t test. Since the significant value is greater than 0.05 equal variance is assumed. The calculated t value (.851) for df 98 shows that there is no significant difference in job satisfaction between Physical Education Teachers and coaches at 0.05 significance level ($p=.397$). Hence the null hypothesis failed to be rejected the research hypothesis is rejected.

Discussion and Conclusion

From the findings it was observed that the Physical Education Teachers possess higher job satisfaction than the coaches. But there is no significant difference between the both. It can be seen that both the groups possess average job satisfaction according to the scale. We also see from the literature that due to a lot of competition nowadays there has been an increase in stress ultimately leading to decrease in job satisfaction among all the professionals in the sports field. Hence it is necessary on the part of the authorities to provide the right conditions for the sports and physical education professionals to work in.

References

1. Pugno M *et al.* Job performance and Job satisfaction: an integrated survey. Dipartimento di Economia. Università degli Studi di Trento, 2009.
2. Tajnia J *et al.* Job Satisfaction of Physical Education Teachers in East Azerbaijan Province, Iran. Bulletin of Environment, Pharmacology and Life Sciences. 2014; 2:57-62.
3. Pitch C, Chapman D, Mangione T, Jenigs S. Gener, work and mental distress in an industrial labour force: an expansion of Karate's job strain model. In G. P. Keita & J.J. Hurrel (eds.) Job stress in a changing workforce. Washington, American psychological Association, 1994, 39-54.
4. Johansson N. Job satisfaction among physical education professionals in Finland. Athens: Pre Olympic congress, 2004.
5. Deepiksha B. Analysis of job satisfaction among female teachers of secondary school of Meerut, International Journal of Research in Management. 2015; 4(5).