



P-ISSN: 2394-1685

E-ISSN: 2394-1693

Impact Factor (ISRA); 5.38

IJPESH 2020; 7(5): 133-137

© 2020 IJPESH

www.kheljournal.com

Received: 07-09-2020

Accepted: 20-09-2020

Ayash Amin Shaiek

Ex-Research Scholar,
CCSU Meerut, Uttar Pradesh,
India

Akib Amin Sheikh

Research Scholar, CCSU Meerut,
Uttar Pradesh, India

Corresponding Author:

Ayash Amin Shaiek

Ex-Research Scholar,
CCSU Meerut, Uttar Pradesh,
India

An analytical study job satisfaction among Rehbar-e-Khel and physical education teacher

Ayash Amin Shaiek and Akib Amin Sheikh

Abstract

The study was intended to explore the level Job Satisfaction of Rehbar-e-Khel and physical education teachers. The rationale of the study was replicated in nature. 400 respondents were selected with due representation of nature of job. Whole data was selected by using Random Sampling Technique (RST). Job Satisfaction Scale (JSC) developed by Asha Hinger, Uma Mittal, Vinita Mathur and Mansi Parnami was used for data collection. The data was subjected to statistical treatment by using descriptive as well as inferential statistics. The results revealed that there exists significant differences between Rehbar-e-Khel and physical education teachers on their level of Job satisfaction. Further, Physical education teachers were seen with high level of job satisfaction as compared Rehbar-e-Khel teachers.

Keywords: Job satisfaction, Rehbar-e-Khel teachers, physical education teachers

1. Introduction

Physical Education Teachers (PTs) acts as a backbone in entire education system. Entire education system is on their shoulders. In the contemporary world, teaching of Physical Education has become a challenging profession which requires exceptional skills. In context to same, physical education teachers have to play a very vital role and their work involves a number of duties such as planning, maintaining the standard of discipline, organising co-curricular activities, teaching, evaluation, administrative and various unclassified ones. A physical education teacher requires a greater variety of talents than any other teaching profession. 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. Dinham and Scott, (2002) ^[7] argue that the effects of this trend include reduced ability to meet students' needs, significant incidences of psychological disorders leading to absenteeism and stress-related illnesses. Farber, Troman and Woods, (2000) ^[20] most importantly, though teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries including India. Job satisfaction has been considered to be a function of the perceived relationship between that one wants from one's job and what he perceives it is offering. Factors, if present, contribute to job satisfaction and if absent; contribute to job dissatisfaction, and vice-versa. Herzberg *et al.* (1959) ^[9] developed two factor theory of job satisfaction and concluded that there were certain conditions of employment that, if present, acted as job satisfiers (motivators) and other conditions that acted as job dissatisfiers (hygiene factors). The two factor theory of Herzberg *et al.* (1959) ^[9] is more feasible on the adaptation of Rehbar-e-Khel teachers in union territory of Jammu and Kashmir. The initial six years of teachers are ruined due to so-called political development. As the teachers under this scheme (of Rehbar-e-Khel) are engaged on minimum remuneration without having any legal induction, subsequently it adversely affects not only the quality of education system but the level of satisfaction of Rehbar-e-Khel teachers.

The dignity of the labour has no any weightage in this scheme of teaching. Besides, meagre number of the research studies has been conducted on the permanent and temporary engagement of the teachers; diversified results ad opinion has been reported. Some studies report that impact of locality is significant and some studies argued insignificant like; Troman, G. and Woods, P. (2000) ^[20], Spector P. E, (2003) ^[18], Sergiovanni, T.J. (2003) ^[16], Arti, B. (2014) ^[3], Barbara & Nasser (1997) ^[5], Aruldoss, J. (1981) ^[4], Arora, G.L. & Chopra, R.K. (2004) ^[2], Nanada, A. K. (2012) ^[14] and Thoker, A. A. (2019) ^[19]. Accordingly, the investigator feels it pertinent to explore the below listed research problem:

1.2 Statement of the research problem: The statement of the research problem is as under:

“An Analytical Study of Job Satisfaction among Rehbar-e-Khel and Physical Education Teachers”

1.3 Operational Definition: The operational definitions of terms and variables are as under:

- 1) **Job satisfaction:** Job satisfaction in this study refers the dominant set of score obtained by respondents on Job satisfaction scale developed by Asha Hinger, Uma Mittal, Vinita Mathur and Mansi Parnami (2014).
- 2) **Rehbar-e-Khel Teachers:** Rehbar-e-Khel Teachers in this study refers those teachers who are engaged as Rehbar-e-Khel Teachers under the scheme operated by Ministry of Youth Service and Sports Department, Government of Union Territory of Jammu and Kashmir. Besides, it is imperative to mention here that these Rehbar-e-Khel Teachers are working under substantive capacity for the stipulated period of time.
- 3) **Physical education teachers:** Physical education teachers in the present study refers those teachers who are working as Physical Teachers recruited by Jammu and Kashmir Service Selection Board under permanent capacity and are serving under CSR.

1.4 Objectives of the study: The objectives of the present study are as under:

- To explore the level of Job satisfaction of Rehbar-e-Khel and Physical Education Teachers.

1.5 Hypothesis: Based of the richness background of the knowledge, following hypothesis has been framed for the

present study:

- There exists significant difference between Rehbar-e-Khel and Physical Education Teachers on their level of Job satisfaction.

1.6 Delimitations of the study: The present study will be confined to the following aspects:

- a) The present study was delimited four Districts viz. Anantnag, Kulgam, Pulwama, Srinagar and Shopian of Kashmir Division of Union Territory of Jammu and Kashmir.
- b) The presents study was delimited to 400 respondents of selected area.
- c) The presents study was delimited to physical education teachers and Rehbar-e-Khel teachers of south Kashmir of union territory of Jammu and Kashmir

1.7 Methodology: The intention behind the present study was to explore the job satisfaction of the respondent in current setting. The investigator found it suitable to go through Descriptive Survey Method (DSM). The parameters involved in methodology and procedure are as under:

1.7.1 Sample: The sample for the present study consists of 400 respondents with due representation of nature of the job. The selection lists of the respondents were downloaded from the official websites of the recruiting authority. Subsequently these listed were converted into sampling farms and the Yeats table procedure was used for drawing the sample. Accordingly, all the respondents were selected by using Random Sampling Technique (RST): The below mentioned table indicates the precise explanation of sample:

Table 1.1: Showing the selection of sample with dichotomy representation.

Category	ReK	PT
Srinagar	50	50
Anantnag	50	50
Shopian	30	30
Pulwama	30	30
Kulgam	40	40
Total= 400		

Index:

- ReK= Rehbar-e- Khel Teachers
- PET= Physical Education Teachers

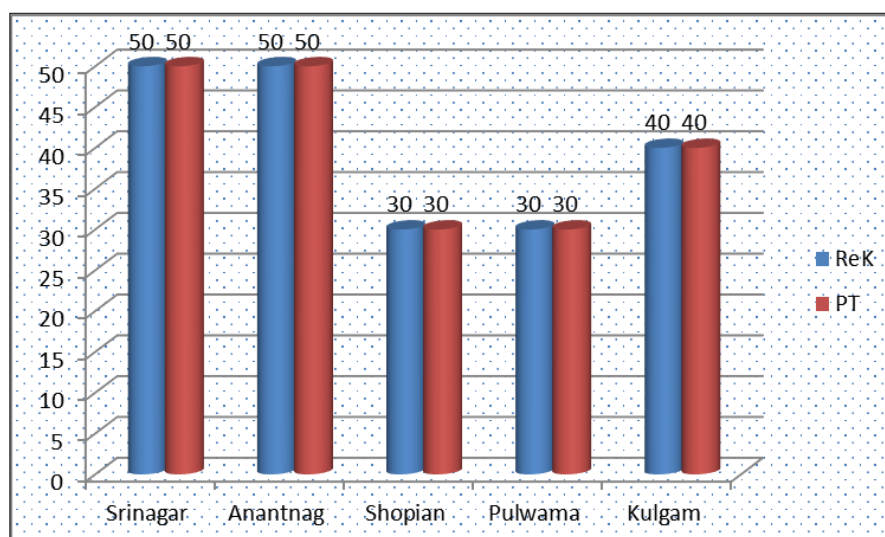


Fig 1.1

Index

- **ReK**= Rehbar-e- Khel Teachers
- **PET**= Physical Education Teachers

1.7.2 Instrument used: Job Satisfaction Scale (JSC) developed by Asha Hinger, Uma Mittal, Vinita Mathur and Mansi Parnami was used for data collection.

1.8 Analysis and interpretation of the data: The collected data was put to suitable statistical treatment by using Mean,

SD and 't' value. The detailed procedure of statistical treatment is analysed as under:

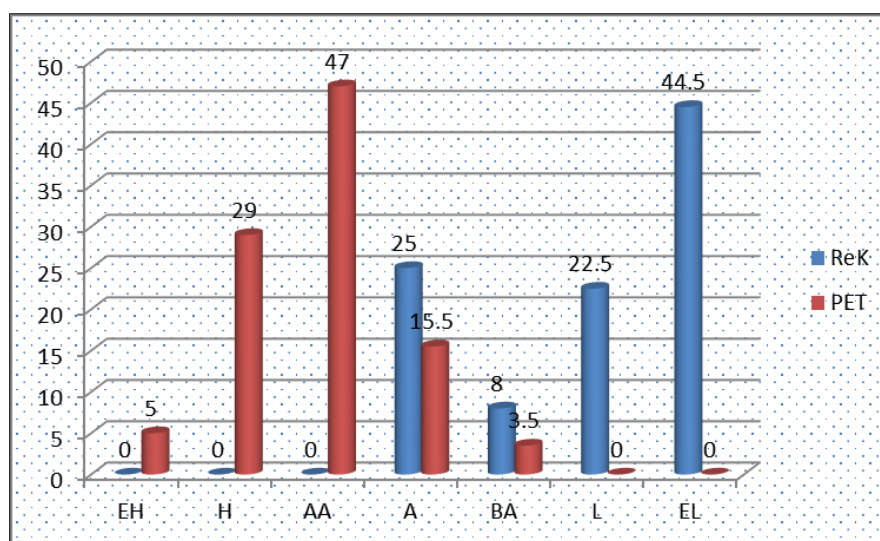
1.8.1 SET-I: Analysis and interpretation on the basis of descriptive analysis: In this SET-I the investigator has made analysis and interpretation of the collected data by using frequency distribution and percentage. However, the data has been analysed and interpreted as per the norms of the scale. The detailed procedure is reported as under:

Table 1.2: Showing the frequency and percentage analysis of the respondents on various levels of the Job Satisfaction (JS). (N=200 each).

Levels	ReK		PET	
	Frequency	Percentage	Frequency	Percentage
EH	0.00	0.00	10.00	5.00
H	0.00	0.00	58.00	29.00
AA	0.00	0.00	94.00	47.00
A	50.00	25.00	31.00	15.50
BA	16.00	8.00	07.00	3.50
L	45.00	22.5	0.00	0.00
EL	89.00	44.5	0.00	0.00
Total	200	100	200	100

Index

- ReK= Rehbar-e- Khel Teachers
- PT= Physical Education Teachers
- EH= Extreme high level
- H= High level
- AA= Above average level
- A= Average level
- BA= Below Average
- L= Low level
- EL= Extreme low level

**Index**

- ReK= Rehbar-e- Khel Teachers
- PT= Physical Education Teachers
- EH= Extreme high level
- H= High level
- AA= Above average level
- A= Average level
- BA= Below Average
- L= Low level
- EL= Extreme low level

Fig 1.2: Showing the frequency and percentage analysis of the respondents on various levels of the Job Satisfaction (JS).

Interpretation 1.2: The momentary look on the table 4.2 (Please refer Fig. 4.2) provides the descriptive analysis by calculating frequency and percentage analysis of physical

education and Rehbar-e-Khel teachers on various levels of Job Satisfaction (JS). The results indicate that among professional students 0.00% (F=0.00) were seen with high

extreme level of Job Satisfaction (JS). Besides, the results indicate that 0.00% (F=0.00) Rehbar-e-Khel teachers were seen with high level of Job Satisfaction (JS). Meanwhile, from the above observed results 0.00% (F=0.00) Rehbar-e-Khel teachers were seen with above average of Job Satisfaction (JS). The results designate that 15.50 (F=31) Rehbar-e-Khel teachers were seen with average level of Job Satisfaction (JS). In addition to this, it was found that 3.50 (F=0.00) Rehbar-e-Khel teachers were seen with below average of Job Satisfaction (JS). Meanwhile, 22.5 (F=45.00) Rehbar-e-Khel teachers were grasped with low level of Job Satisfaction (JS). In the meantime, 44.5 (F=89.00) Rehbar-e-Khel teachers were realized with extreme low level of Job Satisfaction (JS). Coming towards their counterparts, physical education teachers 0.00% (F=00.00) were seen with high level of Job Satisfaction (JS). Besides, the results indicate that 22.5% (F=45) physical education teachers were seen with high level of Job Satisfaction (JS). Meanwhile, from the above observed results 44.5% (F=89.00) physical education teachers were seen with above average of Job Satisfaction (JS). The results designate that 25.00 (F=50.00) physical education teachers were seen with average level of Job Satisfaction (JS). In addition to this, it was found that 8.00

(F=16.00) physical education teachers were understood with below average of Job Satisfaction (JS). Meanwhile, 0.00 (F=0.00) physical education teachers were seen with low level of Job Satisfaction (JS). In the meantime, 0.00 (F=0.00) physical education teachers were realized with extreme low level of Job Satisfaction (JS).

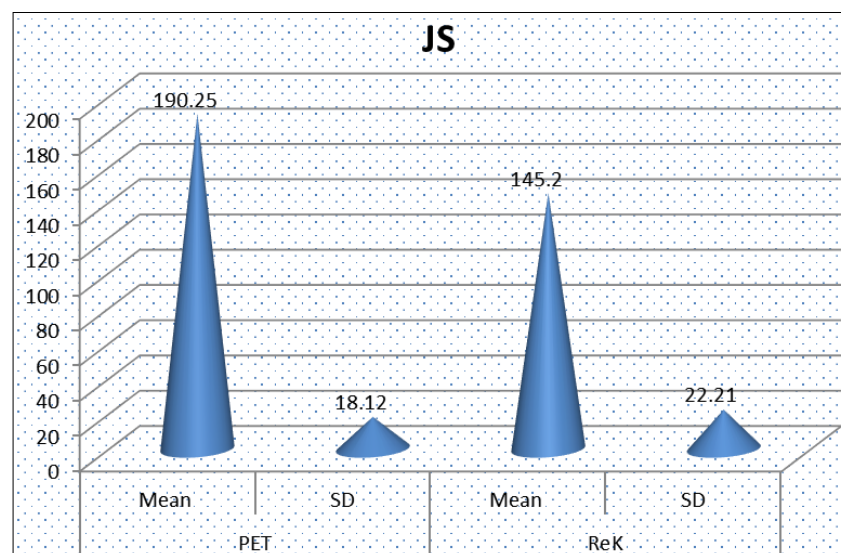
1.8.2 SET-II: Analysis and interpretation on the basis of comparative analysis: In this SET-II the investigator has made analysis and interpretation of the collected data by using mean, standard deviation and 't' value. The detailed procedure is reported as under:

Table 1.3: Showing significance of difference between mean scores of Rehbar-e-Khel and physical education teacher's on their composite level of job satisfaction. (N=200 each)

Category	PET		ReK		't' value
Job satisfaction	Mean	SD	Mean	SD	
	190.25	18.12	145.20	22.21	20.29@ @

Index

- **ReK**= Rehbar-e- Khel Teachers
- **PET**= Physical Education Teachers 2.02
- **@ @**= Significant at 0.01 level of significance.



Index

- **JS**= Job Satisfaction
- **ReK**= Rehbar-e- Khel Teachers
- **PET**= Physical Education Teachers

Fig 1.3: Showing the graphical illustration of Rehbar-e-Khel and physical education teacher's on their composite level of job satisfaction.

Interpretation: 1.3: The perusal of the table 1.3 (Please refer fig. 1.5) gives information about the mean significance difference between Rehbar-e- Khel and physical education teachers on their level of Job satisfaction. As per the obtained results the mean value of physical education teachers was reported higher than the mean value of Rehbar-e- Khel teachers. Besides, when the both group of respondents were comparatively analysed with the help of independent 't' value, the obtained 't' value was reported high than table

value at 0.01 level of confidence. Thus from the above reported results it can be inferred at three exists significant difference between Rehbar-e- Khel and physical education teachers on their level of Job satisfaction. Further, Physical education teachers were seen with high level of job satisfaction as compared Rehbar-e-Khel teachers. The results may attribute to this fact that non-availability of dignity of the labour in the profession of Rehbar-e-Khel teachers. Accordingly, the status of the hypothesis is reported as under:

Speculated Hypothesis	Status
There exists significant difference between Rehbar-e-Khel and Physical Education Teachers on their level of Job satisfaction.	Accepted

- **Research evidence:** Indeed significant difference has been reported between Rehbar-e-Khel and physical education teachers on their level of Job satisfaction. Least research has been done on the basis of comparative

analysis of the Rehbar-e- Khel and physical education teachers on their level of Job satisfaction. Despite that results has supported by host of the researchers like; "Nanada, A. K. (2012)^[14], Thoker, A. A. (2019)^[19], Jain,

A. K. (2002)^[10], Sharma, A. L. (2008)^[17]”

- Nanada, A. K. (2012)^[14], found that contractual teachers were seen with low level of job satisfaction than permanent teachers. Thoker, A. A. (2019)^[19] found that Rehbar -e-taleem teachers hold on level of job satisfaction and professional ethics as compared to general line teachers. Jain, A. K. (2002)^[10] found that contractual teachers hold low level of professional commitment and job satisfaction as compared to pavement teachers. Sharma, A. L. (2008)^[17] found that Rehbar -e-taleem teachers report on level of job satisfaction and professional ethics as compared to general line teachers of Paunch district.

2. Conclusion

The study was intended to explore the level of job satisfaction of Rehbar-e- Khel and Physical Education Teachers, keeping in view significant difference has been reported between Rehbar-e- Khel and physical education teachers on their level of Job satisfaction. Further, Physical Education Teachers were seen with high level of job satisfaction as compared Rehbar-e-Khel Teachers. The rationale of the study is replicated in nature. The results may attribute to this fact that non-availability of dignity of the labour in the profession of Rehbar-e-Khel teachers.

3. Conflict of interests

During the entire research process the investigator has not declared any conflict of interest has been declared.

4. References

1. Aloni N. The Fundamental Commitments of Educators. Ethics and Education. 2006; 3(2):149-159.
2. Arora GL, Chopra RK. Professional Ethics for Teachers, in J. S. Rajput (Ed), Encyclopaedia of Indian Education. New Delhi: NCERT, 2004, L-Z.
3. Arti B. Relating Occupational Self Efficacy to Team Effectiveness. European Journal of Business and Management. 2014; 4(1):23-27.
4. Aruldoss J. Professional Ethics of College Teachers. Third Survey of Research in Education, NCERT, 1981.
5. Barbara, Nasser. Predicting Teacher Commitment. Journal of Teaching and Teacher Education. 1997; 13(4):429-438.
6. Baugh SG, Roberts RM. Professional and Organizational Commitment among Engineers, Journal of Engineering Management IEE Transaction. 1994; 41(2):108-114.
7. Dinham S, Scott C. A Three Domain Model of Teacher and School Executive Satisfaction. Journal of educational administration. 1998; 36(10):362-378.
8. Farber BA. Crisis in Education: Stress and Burnout in the American Teacher, JosseyBass, San Francisco. Graham, J.B. 1985. Serious about keeping good teachers? Help them reclaim lost teaching time. American School Board Journal. 1991; 17:35-36.
9. Herberg F, Mausner B, Snyderman B. The Motivation to work, John Wiley & Sons, New York. Johnson, E.D. 1967. An Analysis of Factors Related to Teacher Satisfaction and Dissatisfaction. Auburn University, Dissertation Abstracts. 1959; 27:4076A.
10. Jain AK. Job Satisfaction and professional commitment of physical education Teachers In Relation To Their length of service. International Journal of management. 2002; 12(10):22-24.
11. Lata S. Comparison of Performance of Women Teachers Working in Govt. and Private Schools. J Psych. Res. 1982; 4:68-79.
12. Litt MD, Turk DC. Sources of Stress and Dissatisfaction in Experienced High School Teachers. J Educat. Res. 1985, 178-185.
13. Locke EA. The Nature and Causes of Job Satisfaction. Handbook of Industrial and Organisational Psychology. 1969, 297-300.
14. Nanada AK. Job Satisfaction of Teachers In Relation To Their Demographic Profile. International Journal of management. 2012; 12(10):22-24.
15. Pal KG. A Study of Job Stress, Job Satisfaction and Adjustment of Physical Education Teachers as related to their Job Placement. International Journal of Physical Education and Sports. 2001; 12(10):14-21.
16. Sergiovanni TJ. Investigation of Factors which Affect Job Satisfaction and Job Dissatisfaction of Teachers. Dissertation Abstracts. 1966; 28:2966A.
17. Sharma AL. Job Satisfaction and professional commitment of Teachers In Relation To Their Demographic Profile. International Journal of management. 2008; 12(10):22-24.
18. Spector PE. Industrial and organizational psychology: Research and practice. New York: John, 2003.
19. Thoker AA. Job Satisfaction of Rebar-e-Taleem and general line Teachers. Journal of Current science. 2019; 12(10):22-24.
20. Troman G, Woods P. Careers under Stress: Teacher Adaptations at a time of Intensive Reform. J Educat. Change. 2000; 1:253-275.
21. Van Den Berg R. Teachers Meanings Regarding Educational. International Journal of Creative teachings. 2000; 10(12):20-27.