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“NORTHERN KARNATAKA SECONDARY SCHOOL PHYSICAL EDUCATION WOMEN TEACHERS JOB SATISFACTION AND SELF CONCEPT”

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ABSTRACT:

The teaching profession is one of the helping professions in which practitioners are normally committed to giving their best for the welfare of those entrusted in their care. While the commitment is laudable, the consequences can be detrimental when the job demands overshadow the individual's coping resources, as well as the job rewards; thus leaving the practitioner feeling unhappy and unable to perform well (Hayward, 1991).

KEYWORDS: *teaching profession , job demands , practitioners.*

INTRODUCTION :

Today, Physical Education teachers are playing a very vital role and their work can be divided into five different categories of duties namely, planning, teaching, evaluative, and 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 in the machine age. The rise of sports science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology and Biomechanics has also put a Physical Education teacher in a

novel and sophisticated role. While teaching has traditionally been a respected occupation, the teachers have begun to suffer from lack of support, recognition and respect from public. Physical Education teachers feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, in adequate facilities/materials, clerical work and non congenial working conditions. In proportion to the expectations of the society, the Physical Education teachers are not given due place and recognition. This leads to stress and this dissatisfaction. The extent of job stress, however, depends largely upon background experiences, temperament and environmental conditions. The idea of a dream job is shattered when one becomes incapable of satisfactorily dealing with the

job challenges and expectations. Then there are emotional, behavioral, physiological, and other aspects to of the problem.

JOB SATISFACTION

Job Satisfaction is a very significant emotional and psychological requirement for a teacher to bring out the best in him. In the absence of this, they will not work at the level and ultimately the institution will suffer. No doubt, without getting good and reasonable salary, a teacher cannot be expected to have satisfaction over his job. Still, it has to be understood that salary alone will not give a complete contentment. In addition to the salary, designation, furniture, power and privacy also matter a great deal. Hence it has to be understood that not only economic factors but also other non-economic and psychological factors play a

greater role in determining the job- satisfaction level of the teacher.

Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines an individual's feelings and emotions about their job and how their job affects their personal lives. There is no one definition that sums up job satisfaction but there are many theories on what contributes positively or negatively to those feelings. Today's man is facing, as never before, the crisis of existing and adjustment. To survive and overcome this present crisis, the need of the hour is grooming up a courageous, bold, physically, mentally, emotionally, socially and intellectually strong individual. Physical Education is the agency, which fulfilling this social obligation very effectively by providing comprehensive and diverse physical education programmes.

SELF-CONCEPT

The self-concept as an organizer of behavior is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a set of attitudes, beliefs, values, variety of habits, abilities, out looks, ideas and feelings of a person. Consistency of behavior and continuity of identity are two of the chief properties of the self-concept. Wylie 1974, Brook over 1988 and Mishra 1989 indicates that self- concept is positively related with their school achievement. Self-concept is a factor which helps to study the human behavior and personality.

There are several different components of self-concept: physical, academic, social, and transpersonal. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate ourselves to other people and the transpersonal self-concept describes how we relate to the supernatural or unknown.

STATEMENT OF THE PROBLEM

The present study is carry out a focused on **"Job Satisfaction and Self Concept of Physical Education Women Teachers Working In Secondary School Of Northern Karnataka"**

SIGNIFICANT OF THE PRESENT STUDY

- The study may useful for physical education teachers of northern Karnataka state.
- The study would be help full to academicians, physical education teachers, coaches and trainers.
- The outcome of the study would help to develop the overall development of the women physical education teachers and physical education profession of northern Karnataka state.

OBJECTIVE OF THE PRESENT STUDY

- To assess the job satisfaction of secondary school physical education teachers in northern Karnataka
- To find out the self concept of secondary school physical education teachers.
- To assess the northern Karnataka secondary school physical education teachers.
- To know the how to school set ups are influence of our job.
- To find out the effect of variables such as job satisfaction and self concept secondary school physical education teachers.
- To assess the effect of background variables self concept, physical self-concept, social self-concept, temperamental self-concept, educational self-concept, moral self-concept, intellectual self-concept, of secondary school physical education teachers.

HYPOTHESES

- It was hypothesized that there may be significant influence of secondary school women's physical education teachers of northern Karnataka.
- It was hypothesized that there may be significant influence on secondary school physical education teacher's job satisfaction.
It was hypothesized that there may be significant influence on secondary school physical education teacher's self concept.
- It was hypothesized that there would not be significant difference of job satisfaction and self concept, secondary school physical education teachers of northern Karnataka.

LIMITATION

- The present study was limited to job satisfaction, self concept no others factors of secondary school women's physical education teachers.
- Data was collected by administering standardized scale and questionnaire on government, private, aided, secondary school physical education teachers on Northern Karnataka.
- The study was limited to the secondary school women's physical education teachers of northern Karnataka.

DELIMITATION

- The study was delimited to secondary school women's physical education teachers northern Karnataka.
- The study was delimited to government, private, aided, secondary school physical education teachers.
- The study was delimited to 150 subjects on secondary school physical education teachers northern Karnataka.
- The study was delimited to job satisfaction and self concept variables only
- The study was delimited to women's secondary school physical education teachers northern Karnataka

DEFINITION OF THE TERMS JOB SATISFACTION

According to field men and Arnold job satisfaction will be defined as the amount of the overall positive effort or (feelings) that individuals have towards their job.

SELF CONCEPT

According to Baumeister (1999) "The individuals belief about himself or herself including the persons attributes and who and what the self is"

METHODOLOGY

In the previous chapter we are seen that some of the related literature was presented. In this chapter we discuss about the methodology. This chapter describes the procedures adapted for the selection of subject. Variables, tools, data and statistical techniques and analyzing data.

The intention of the study was influence of school and teachers variables on job satisfaction, self concept for the secondary school women physical education teachers in Northern Karnataka. The study was adopted in descriptive method of research. The descriptive method is very widely used research method in education. Objective of the study it was required to select a subject of secondary school physical education teacher and the standardized tools for collecting the data.

SELECTION OF VARIABLES

• **Independent variables**

1. Organizational school setups

• **Dependent variable**

1. Job satisfaction
2. Self concept

SELECTION OF THE SUBJECT

The purpose examined of the study, 150 secondary school women physical education teachers working in different sectors like government 50, aided 50, private 50, were selected randomly from northern Karnataka. In this study designed division is data collected to samples in the northern Karnataka.

TABLE 3.1 SHOWS THE TYPES OF SCHOOL MANAGEMENT

SL No	Government	Aided	Private	Total
1	50	50	50	150

DATA COLLECTION

The study pertaining to “**Job Satisfaction and Self Concept of Physical Education Women Teachers Working In Secondary School Of Northern Karnataka**” was carried out in the background of research methods and exploratory methods, nature of school setups are also independent variables of the study. Therefore the sample was administered with the standardized scale and tools and questionnaire constructed by Meera Dixit (1993) Job Satisfaction scale, and self concept by Dr. R. K. Saraswat. Who are participating in northern Karnataka secondary school women physical education teachers.

Statistical Tools

1. To assess the significant difference in their psychological variable among the samples Sub group “t” test has used.
2. To know the nature of correlation of between independent and dependent Variables Pearson Product correlation formula has used.
3. To assess the interaction of each variable and its influence on other Variable ANOVA And MONOVA have applied

JOB SATISFACTION SCALE

Teachers job satisfaction scale (DJSS) by Meera Dixit (1993) was used to assess the secondary school physical education teachers. There were 52 items out of items deleted as they were not found to be discriminatory in item analysis. Distribution of the items has been shown in Table.

TABLE 3.2

Job Factors	Item No	No
Intrinsic aspect of the job	1,11,25,30,35,46 and 52	7
salary promotional avenues and service conditions	3,12,18,20,31,34,45,50	8
physical facilities	2,10,24,29,36,43,48,49,51	9
institutional plans and policies	4,13,26,38,40,47	6

satisfaction with authorities	5,14,21,27,32,41	6
satisfaction with social status and family welfare	8,9,17,19,23	5
rapport with students	7,15,22,28,33,39	6
relationship with co-workers	6,16,37,42,44	5
Total		52

Scoring Procedures of job satisfaction

Questionnaire has five point scales from one to five. For the response of,

S l no	Categories response	Keys
01	Strongly disagree	01
02	Agree	02
03	Undecided	03
04	Disagree	04
05	Strongly agree	05

SELF-CONCEPT

The self-concept questionnaire (SCQ) has been developed by Dr. R. K. Saraswat. The questionnaire was standardized on 1000 students (male and female) of 20 secondary schools of Delhi. The inventory contains 48 items. It provides six separate dimensions of self-concept i.e. physical, social, temperamental, educational, moral, and intellectual self-concept. It also gives a total self-concept score. The test was modified to suit visually challenged students. After modification the test contained 44 items in all.

SCORING:

The alternatives given in SCQ were arranged in such a way that the scoring system for all the items would remain the same i.e. 5,4,3,2, 1 whether the items were positive or negative. The summated score of all the items provides the total self-concept score of an individual. A high score on the questionnaire indicates a higher self-concept, while a low score shows lower self-concept.

ANALYSIS, INTERPRETATION OF DATA

Table: 4. 1 Summery statistics (n, mean and SD) of dimensions scores of job satisfaction of government, aided and unaided secondary school physical education teachers of northern Karnataka

Variables	Summery	Government	Aided	Unaided	Total
	n	50	50	50	150
Intrinsic aspect of the job	Mean	33.02	23.20	14.22	23.48
	SD	1.71	1.26	1.07	7.82
Salary promotional avenues and service conditions	Mean	33.52	23.40	18.46	25.13
	SD	1.82	1.82	0.81	6.48
Physical facilities	Mean	39.00	34.60	28.48	34.03
	SD	0.78	2.13	1.01	4.56
Institutional plans and policies	Mean	39.08	19.00	12.26	23.45
	SD	1.44	0.78	1.24	11.49
Satisfaction with authorities	Mean	25.00	22.70	14.24	20.65
	SD	1.63	1.69	0.77	4.85
Satisfaction with social	Mean	21.24	21.10	12.00	18.11

status and family welfare	SD	1.02	0.84	1.25	4.46
Rapport with students	Mean	26.30	23.60	18.46	22.79
	SD	1.73	0.81	0.99	3.49
Relationship with co-workers	Mean	16.12	18.00	14.40	16.17
	SD	1.55	1.11	2.08	2.19

The above table represents the Summery statistics (n, mean and SD) of dimensions scores of job satisfaction of government, aided and unaided secondary school physical education teachers of northern Karnataka. It clearly showed that,

- The total mean of dimension of job satisfaction i.e. intrinsic aspect of the job scores of secondary school physical education teachers of northern Karnataka is 23.48 ± 7.82 , in which, the government secondary school physical education teachers have higher intrinsic aspect of the job scores (33.02 ± 1.71) as compared to aided secondary school physical education (23.20 ± 1.26) followed by lesser intrinsic aspect of the job scores in unaided secondary school physical education (14.22 ± 1.07) of northern Karnataka.
- The total mean of dimension of job satisfaction i.e. salary promotional avenues and service conditions scores of secondary school physical education teachers of northern Karnataka is 25.13 ± 6.48 , in which, the government secondary school physical education teachers have higher salary promotional avenues and service conditions scores (33.52 ± 1.82) as compared to aided secondary school physical education (23.40 ± 1.82) followed by lesser salary promotional avenues and service conditions scores in unaided secondary school physical education (18.46 ± 0.81) of northern Karnataka.
- The total mean of dimension of job satisfaction i.e. physical facilities scores of secondary school physical education teachers of northern Karnataka is 34.03 ± 4.56 , in which, the government secondary school physical education teachers have higher physical facilities scores (39.00 ± 0.78) as compared to aided secondary school physical education (34.60 ± 2.13) followed by lesser physical facilities scores in unaided secondary school physical education (28.48 ± 1.01) of northern Karnataka.
- The total mean of dimension of job satisfaction i.e. institutional plans and policies scores of secondary school physical education teachers of northern Karnataka is 23.45 ± 11.49 , in which, the government secondary school physical education teachers have higher institutional plans and policies scores (39.08 ± 1.44) as compared to aided secondary school physical education (19.00 ± 0.78) followed by lesser institutional plans and policies scores in unaided secondary school physical education (12.26 ± 1.24) of northern Karnataka.
- The total mean of dimension of job satisfaction i.e. satisfaction with authorities scores of secondary school physical education teachers of northern Karnataka is 20.65 ± 4.85 , in which, the government secondary school physical education teachers have higher satisfaction with authorities scores (25.00 ± 1.69) as compared to aided secondary school physical education (22.70 ± 0.78) followed by lesser satisfaction with authorities scores in unaided secondary school physical education (14.24 ± 0.77) of northern Karnataka.
- The total mean of dimension of job satisfaction i.e. satisfaction with social status and family welfare scores of secondary school physical education teachers of northern Karnataka is 18.11 ± 4.46 , in which, the government secondary school physical education teachers have higher satisfaction with social status and family welfare scores (21.24 ± 1.02) as compared to aided secondary school physical education (21.10 ± 0.84) followed by lesser satisfaction with social status and family welfare scores in unaided secondary school physical education (12.00 ± 1.25) of northern Karnataka.
- The total mean of dimension of job satisfaction i.e. rapport with students scores of secondary school physical education teachers of northern Karnataka is 22.79 ± 3.49 , in which, the government secondary school physical education teachers have higher rapport with students scores

(26.30±1.73) as compared to aided secondary school physical education (23.60±0.81) followed by lesser rapport with students scores in unaided secondary school physical education (18.46±0.99) of northern Karnataka.

- The total mean of dimension of job satisfaction i.e. relationship with co-workers scores of secondary school physical education teachers of northern Karnataka is 16.17±2.19, in which, the government secondary school physical education teachers have higher relationship with co-workers scores (16.12±1.55) as compared to aided secondary school physical education (18.00±1.11) followed by lesser relationship with co-workers scores in unaided secondary school physical education (14.40±2.08) of northern Karnataka.

Table:4.2 Summery statistics (n, mean and SD) of dimensions scores of self concept of government, aided and unaided secondary school physical education teachers of northern Karnataka

Variables	Summery	Government	Aided	Unaided	Total
	n	50	50	50	150
Physical self concept	Mean	88.14	72.24	67.20	75.86
	SD	6.25	3.66	5.53	10.37
Social self concept	Mean	118.40	83.74	78.66	93.60
	SD	9.23	2.62	4.24	18.71
Temperamental self concept	Mean	65.90	68.52	56.20	63.54
	SD	2.93	4.78	3.08	6.46
Educational self concept	Mean	132.72	99.12	86.90	106.25
	SD	6.43	4.19	4.89	20.13
Moral self concept	Mean	120.80	107.00	108.32	112.04
	SD	6.40	8.45	9.60	10.31
Intellectual self concept	Mean	133.50	120.56	116.84	123.63
	SD	7.30	3.88	3.92	8.88

The above table represents the Summery statistics (n, mean and SD) of dimensions scores of self concept of government, aided and unaided secondary school physical education teachers of northern Karnataka. It clearly showed that,

- The total mean of dimension of self concept i.e. physical self concept scores of secondary school physical education teachers of northern Karnataka is 75.86±10.37, in which, the government secondary school physical education teachers have higher physical self concept scores (88.14±6.25) as compared to aided secondary school physical education (72.24±3.66) followed by lesser physical self concept scores in unaided secondary school physical education (67.20±5.53) of northern Karnataka.
- The total mean of dimension of self concept i.e. social self concept scores of secondary school physical education teachers of northern Karnataka is 93.60±18.71, in which, the government secondary school physical education teachers have higher social self concept scores (118.40±9.23) as compared to aided secondary school physical education (83.74±2.62) followed by lesser social self concept scores in unaided secondary school physical education (78.66±4.24) of northern Karnataka.
- The total mean of dimension of self concept i.e. temperamental self concept scores of secondary school physical education teachers of northern Karnataka is 63.54±6.46, in which, the aided secondary school physical education teachers have higher temperamental self concept scores (65.90±2.93) as compared to government secondary school physical education (83.74±2.62) followed by lesser temperamental self concept scores in unaided secondary school physical education (56.20±3.08) of northern Karnataka.

- The total mean of dimension of self concept i.e. educational self concept scores of secondary school physical education teachers of northern Karnataka is 106.25 ± 20.13 , in which, the government secondary school physical education teachers have higher educational self concept scores (132.72 ± 6.43) as compared to aided secondary school physical education (99.12 ± 4.19) followed by lesser educational self concept scores in unaided secondary school physical education (86.90 ± 4.89) of northern Karnataka.
- The total mean of dimension of self concept i.e. moral self concept scores of secondary school physical education teachers of northern Karnataka is 112.04 ± 10.31 , in which, the government secondary school physical education teachers have higher moral self concept scores (120.80 ± 6.40) as compared to aided secondary school physical education (107.00 ± 8.45) followed by lesser moral self concept scores in unaided secondary school physical education (108.32 ± 9.60) of northern Karnataka.
- The total mean of dimension of self concept i.e. intellectual self concept scores of secondary school physical education teachers of northern Karnataka is 123.63 ± 8.88 , in which, the government secondary school physical education teachers have higher intellectual self concept scores (133.50 ± 7.30) as compared to aided secondary school physical education (120.56 ± 3.88) followed by lesser intellectual self concept scores in unaided secondary school physical education (116.84 ± 3.92) of northern Karnataka.

Hypothesis: No significant difference between types of management (government, aided and unaided) with respect to job satisfaction scores of secondary school physical education teachers of northern Karnataka

To accomplish the above null hypothesis or assumption, the one factor analysis of variance test was applied and the results are presented in the table given below.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

Today, teaching in Physical Education has become a demanding profession which requires exceptional skills. Women Physical education teachers have to play a very vital role and their work

involves a number of duties such as planning, teaching, evaluative, and administrative and various unclassified ones. In the past decades the self concept of job satisfaction has produced considerable attention in the literature of health. Job satisfaction is also highly important variable in organizational studies. Job satisfaction also is the most commonly investigated dependent variable in industrial organizational psychology and is the ability to recognize and express emotions in you and to understand the emotions of others.

CONCLUSION

- The government secondary school physical education teachers have significant higher job satisfaction scores as compared to aided secondary school physical education teachers of northern Karnataka
- The government secondary school physical education teachers have significant higher job satisfaction scores as compared to unaided secondary school physical education teachers of northern Karnataka
- The aided secondary school physical education teachers have significant higher job satisfaction scores as compared to unaided secondary school physical education teachers of northern Karnataka

RECOMMENDATIONS

1. At the time of recruiting Physical Education teachers, in addition to giving weight age to their examination scores, personality evaluation should be made by means of psychological tests.

However, utmost care will have to be taken that the tests are administered by competent persons and are objective in nature.

2. Admissions to courses in Physical Education teacher training colleges should not be given on the basis of academic results and performance in sports alone but also on the basis of entrance test. Due weight age should also be given to socio-psychological variables of the candidates.
3. Refresher courses of short duration should be made compulsory for Physical Education teachers so as to refresh and update the knowledge, to acquaint them with the latest techniques, new rules and regulation of various games & sports and to inform them about the new schemes, projects and competitions.
4. Incentives should be provided to those Physical Education teachers who excel in their field so that a demonstrative effect is exerted on those teachers who have lagged behind in their work.

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