

A COMPARATIVE STUDY ON JOB SATISFACTIONS AMONG THE PHYSICAL EDUCATION PERSONNEL OF THE RURAL AND URBAN VIDYAJYOTI SCHOOLS OF TRIPURA

Mr. Laxmindar Debnath¹ Dr. Surjya Kanta Paul²

^{1,2}Faculty of Physical Education and Yoga, ICFAI University Tripura, Kamalghat, Mohanpur, West Tripura, Tripura, INDIA

¹ E-mail – laxmandb06@gmail.com

² E-mail – surjakantapaul@iutripura.edu.in

Abstract

The present research is examined to find out the job satisfactions among the physical education personnel (PEP) of the rural and urban Vidyajyoti schools of Tripura. For this study, the researcher has selected only those schools, which are under Vidyajyoti schools. 60 physical education personnel (PEP) were selected: 30 PEP from Vidyajyoti schools, which are located in rural areas, and 30 PEP from Vidyajyoti schools, which are located in urban areas of Tripura. To obtain the data, the researcher used a questionnaire on job satisfaction that was constructed and standardized by Dr. S. K. Paul under the name of S. K. Paul's Job Satisfaction Scale. This scale was administered to the physical education personnel of the rural and urban Vidyajyoti schools in Tripura. The obtained data was analyzed using descriptive statistics and inferential statistics (t-test). Descriptive statistics implied that the data was more or less normal. And a t-test revealed that there were significant differences in job satisfaction among the physical education personnel of Vidyajyoti and private schools in the west Tripura district of Tripura. So, the present study suggests that larger-scale studies are required for more generalization.

Keywords: Job Satisfactions, Rural area, Urban area, Vidyajyoti schools, Physical Education Personnel

Introduction

People can interpret physical education to mean physical exercise or plain boredom. It is important to impart understanding about the true purpose of physical education. The words "physical" and "education" are combined to form the term "physical education." 'Physical' has a body-related definition according to the dictionary; it can refer to any or all of a person's physical traits. Physical power, physical stamina, fitness, physical appeal, or physical health could be the criteria. The word "education" also refers to methodical training, instruction, or preparation for life or a specific task. The systematic instruction or training in physical activities or in programs of activities required for the growth and maintenance of the human body is the definition of physical education as a whole.

The National Education Policy 2020 strongly emphasizes including sports and physical education as part of the curriculum of an institution. It is recognized as a subject to be taught, and the physical

aspects are limited to physical education sessions. The idea is not much different from what already exists. The policy merely makes it mandatory for what was otherwise an option in many schools.

The National Education Policy (NEP) 2020 envisions sports as a component of the curriculum and lays emphasis on sports-integrated learning as well as adopting fitness as a lifelong attitude, according to Union Minister of Education and Skill Development Dharmendra Pradhan.

The Tripura government has approved the conversion of 100 current government high and upper secondary schools to the status of "Vidyajyoti School" in order to upgrade and improve them. These educational institutions will be outfitted with cutting edge resources to deliver top-notch instruction. By transforming 100 current high and upper secondary schools into cutting-edge facilities and top-notch instruction, the Project "Mission 100" of Vidyajyoti schools in Tripura aims to fortify and enhance the state's educational system. Over 1.2 lakh pupils from preschool to class XII would be served by the government under Project "Mission 100." Project Mission 100 of Vidyajyoti Schools in Tripura is launched by PM Modi.

The Vidyajyoti schools are anticipated to be associated with the CBSE, with an estimated project cost of Rs 500 crore.

The initiative is supported by three primary pillars:

1. Enhancing the infrastructure,
2. Sparking the intellect, and
3. Bringing up the next generation.

Mission 100 schools will give secondary school students tailored learning outcomes, a comprehensive education, and support in pursuing their professional goals. Through this project, the government hopes to give children in Tripura access to a cutting-edge educational system, therefore improving the state of education there.

The primary goal is to establish an exceptional institution where every effort is made to guarantee a child's holistic development and to enable them to realize their full potential in a setting of unwavering positivity. This will encourage academic brilliance, creativity, and a sense of duty to the state and the country.

Vidyajyoti is a combination of the terms "light" (Jyoti) and "correct knowledge" (Vidya), which signify "clarity" or "correct knowledge." The government believes that even a first-generation student from the poorest family can become a highly accomplished member of society if provided with modern facilities and a supportive environment. This belief is embodied in the creation of "Vidyajyoti Schools" under Mission 100. In order to foster creativity, academic brilliance, and a sense of responsibility to the state and the country, the goal is to establish an institution of such

excellence where no effort is spared to ensure the child's all-around development and to ensure that children can achieve their highest potential in an atmosphere of unconditional positive regard.

Urban regions are characterized by high population density, extensive infrastructure, and urbanization. These regions include towns, cities, and suburbs; the main components of these regions are the cities and their environs. Many urban areas make up metropolitan regions like Delhi, Bangalore, and Mumbai. The urban zone is the territory that surrounds a city. The majority of urban residents work in non-agricultural fields. Large-scale man-made buildings, such as houses, shops, highways, bridges, and railroads, can be seen in urban settings. When metropolitan regions combine, usually referring to neighboring cities, a megalopolis is created.

In stark contrast to metropolitan areas, rural regions are typically sparsely populated and encompass large tracts of undeveloped territory. According to the RBI, tier-3 to tier-6 cities with populations under 49,000 are considered rural regions. Approximately 70% of India's population is rural, and they contribute significantly to the country's economy through self-employment, agriculture, services, and building. Technological developments have led to a global trend of a large movement from rural to urban areas, boosting urban economic growth by decreasing the need for agricultural labor. Nevertheless, the majority of people on the planet still live in rural areas.

A grant of Rs. 146 crore for 58 schools in rural regions and Rs. 105.9 crore for 42 schools in urban areas has been sought for infrastructure improvement under the Vidyajyoti program.

The human resources needed for the efficient performance of sports activities, such as sports coaches, physical education teachers, physical instructors, sports rehabilitation specialists, and sports trainers, are referred to as physical education staff.

Every profession, without a doubt, has some elements that contribute to job satisfaction and, at the same time, some other elements that cause unhappiness. No occupation is more so than teaching. It is feasible to pinpoint that source of unhappiness. To raise the profession's holding power and boost teacher effectiveness through increased job satisfaction, efforts can be undertaken to either change the unsatisfactory conditions or lessen their intensity.

Job satisfaction is defined as enjoying the work at hand and accepting the pressure and aspirations associated with the task that provides one's living. Therefore, one may define job satisfaction as the mental attitude an employee has toward their work. Following the completion of one's obligations, one can experience job satisfaction. In terms of the corn, this employment satisfaction cannot be guaranteed. Only when a professional puts their all into their work will this be possible. Although this devotion may not result in financial rewards, it does earn him the respect of his friends and certain notable members of society.

Purpose of the study:

The main purpose of the study would be to compare the Job Satisfaction of Physical Education Personnel among the physical education personnel of the rural and urban Vidyajyoti schools of Tripura.

Objectives of the study:

The objectives were:

1. To find out the Job Satisfaction of the rural Vidyajyoti schools' Physical Education Personnel (PEP) of Tripura.
2. To find out the Job Satisfaction of the urban Vidyajyoti schools' Physical Education Personnel (PEP) of Tripura.
3. To compare the Job Satisfaction of Physical Education Personnel between the rural and urban Vidyajyoti schools of Tripura.

Hypothesis:

It was hypothesized that there would be a significant difference in job satisfaction among the physical education personnel (PEP) of the rural and urban Vidyajyoti schools of Tripura.

Delimitations of the study:

The present study would delimit:

1. Only the secondary and higher secondary schools of Tripura.
2. To physical education teachers and physical instructors in the schools of Tripura.
3. To the Vidyajyoti schools of Tripura.
4. The Job Satisfaction Scale for Physical Education Personnel (PEP), constructed and developed by Dr. S.K. Paul, was used in this study.

Significance of the study:

The present study would be significant:

1. The result of the present study would help to understand the present Job Satisfaction level among the physical education personnel (PEP) of the rural and urban Vidyajyoti Schools of Tripura.
2. The result of the present study would give feedback to the Vidyajyoti School authorities regarding the present job satisfaction level of physical education personnel.
3. The result of the present study would help the Vidyajyoti School authorities restructure the existing scale or system or adopt new ideas for upcoming sessions.

Scope of the study:

The scopes were:

1. A similar study can compare among private and government schools' physical education personnel.
2. This study can be done for private schools' physical education personnel.
3. This study can also be done for colleges and universities physical education personnel.

Methodology:

Sources of data:

For the present study, the data were selected from Vidyajyoti Schools of Tripura.

Selection of subject:

The subjects were selected for the present study in the following ways: a) 30 physical education personnel from rural Vidyajyoti Schools of Tripura, b) 30 physical education personnel from urban Vidyajyoti Schools of Tripura.

Sampling method:

For the present study, the subjects were selected by the purposive sampling method.

Collection of data:

For the present study, a standard questionnaire of Job satisfaction Scale for physical education personnel was used, which was constructed and developed by Dr. S. K. Paul.

Scoring of data:

The job satisfaction of the physical education personnel was measured by a standardized questionnaire. For each item, a score of '1' is assigned for a positive response and a score of '0' for a negative response. The sum of all the values gives the job satisfaction score for the subject. The total score varies from 0 to 60, showing the lowest job satisfaction to the highest job satisfaction of the subject.

Level of Significance:

At 0.05 of the level of significant was considered adequate for the purpose of this study. The purpose 't' value of the questionnaire was compared with tabulated 't' values at 58 degrees of freedom, which are 2.009.

Analysis of data:

The statistical analysis of data gathered for the comparison of job satisfaction of physical education personnel of the rural and urban Vidyajyoti schools of Tripura. The mean and standard deviation of both groups were found. These items were converted into a composite score. The researcher again calculated the mean and standard deviation from the composite score of the groups. Thus, the scholar found the mean difference in job satisfaction among physical education personnel of the rural and urban Vidyajyoti schools of Tripura, and the researcher further proceeded with statistical analysis by using SPSS version 20.

Table – 1

Comparison of Job Satisfaction between of physical education personnel of the rural and urban Vidyajyoti schools of Tripura

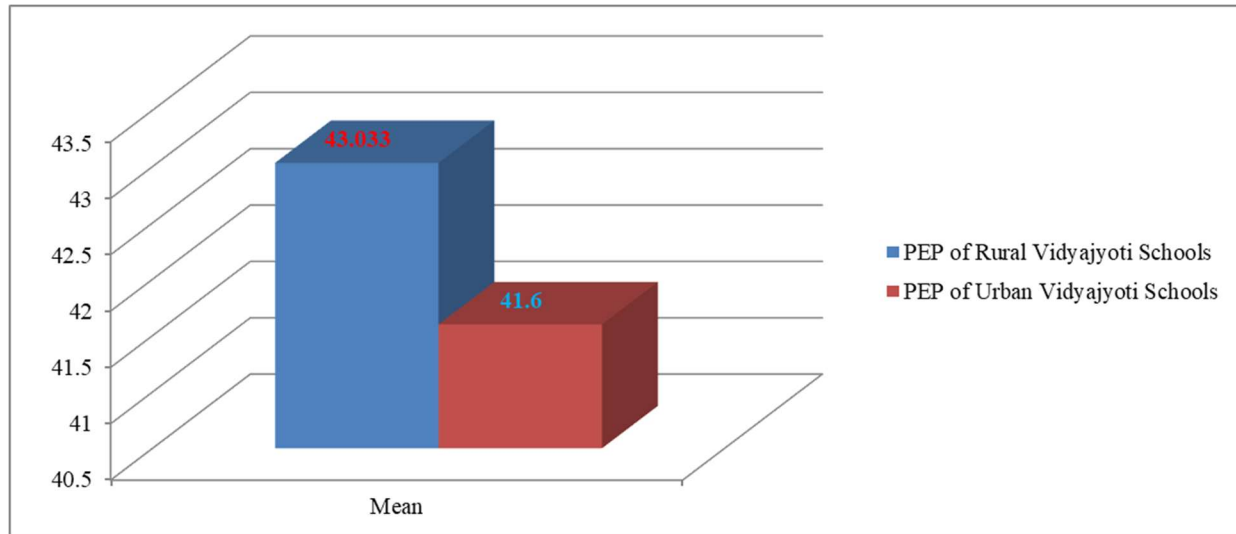
Group	Mean	Standard Deviation	Mean Difference	Standard Error	Calculated 't' value
Rural Vidyajyoti Schools	43.033	2.141	1.433	0.532	2.695
Urban Vidyajyoti Schools	41.600	1.976			

* At 0.05 level of significant, 58 degree of freedom is 2.009

From the above table, the mean of the Physical Education Personnel of Rural Vidyajyoti Schools is 43.033, and the mean of the physical education personnel of Urban Vidyajyoti Schools is 41.600, which is less than the mean of the Physical Education Personnel of Rural Vidyajyoti Schools of 1.433. To check for a significant difference among the Physical Education Personnel of the rural and urban Vidyajyoti schools of Tripura, the data was again analyzed by applying the t-test. Before applying the t-test, the standard deviation was calculated. The standard deviation of the Physical Education Personnel of Rural Vidyajyoti Schools is 2.141, and the Physical Education Personnel of Urban Vidyajyoti is 1.976. There was a significant difference in Job Satisfaction between rural and urban Vidyajyoti Schools' Physical Education Personnel because the value of calculated 't' = 2.695 is greater than the value of tabulated 't' = 2.009 at the 0.05 level of significant, so it is clarified that there was a significant difference in Job Satisfaction between Rural Vidyajyoti and Urban Schools' Physical Education Personnel of Tripura.

Graph – 1

Comparison (Mean) of Job Satisfaction between rural and urban Vidyajyoti schools Schools' physical education personnel of Tripura



Discussion of Result:

In the overall numerical and statistical analysis, there was a comparison of job satisfaction among the physical education personnel of Rural and Urban Vidyajyoti schools of Tripura. So, it was found that there is a significant difference. Therefore, the research hypothesis was accepted.

Summary:

For the Present study, the subjects were selected from Rural and Urban Vidyajyoti schools of Tripura. In order to fulfill the study, the researcher received 60 forms, of which 30 were from Rural Vidyajyoti schools' physical education personnel and 30 were from Urban Vidyajyoti schools' physical education personnel of Tripura. The subjects were selected by the purposive sampling method. For the present study, the researcher used a questionnaire of Job satisfaction, which was constructed and standardized by S. K. Paul and the name of S. K. Paul's Job Satisfaction Scale, was administered to the selected subjects. The data pertaining to the study was collected by administering the standardized Questionnaire.

The Questionnaire was personally distributed to various Vidyajyoti schools' physical education personnel of Tripura. In this study, out of 90 forms, 45 were sent to Rural Vidyajyoti schools' physical education personnel and another 45 were sent to Urban Vidyajyoti schools' physical education personnel, of which 30 were received from vidyajyoti schools physical education personnel and 30 were received from Urban Vidyajyoti schools' physical education personnel, of which 15 each were unreturned from both areas Vidyajyoti schools physical education personnel.

Conclusion:

With the limitations of the study and statistical analysis, the conclusion was drawn that there was a significant difference in job satisfaction among the Physical Education Personnel of Rural and Urban Vidyajyoti Schools of Tripura.

Suggestions:

1. A similar study may be conducted in other professions like coaches, teachers in general education, engineers, lawyers, etc.
2. A similar study may be conducted at the state level to get feedback from the professional training institutes.
3. A similar study may be conducted on separate men and women Physical education teachers.
4. Physical education teachers working in different government and private schools have different problems, and the authorities have to approach the problems from different angles.
5. A study may be conducted on physical education teachers' achievement and job satisfaction.

References:

1. Panchal, M., & Yajurvedi, N. (2018). Study on effect of job satisfaction on performance of teachers working in public higher secondary schools of Gurgaon region. *ZENITH International Journal of Multidisciplinary Research*, 8(8), 230-240.
2. Praharaj, L. (2017). Job Satisfaction a Comparative Analysis Private and Government School Teacher. *International Journal of Research and Development - A Management Review (IJRDMR)*, 6(2), 57-60.
3. Nazar, I.A., & Dar, W.A. (2017). A study on job satisfaction of rural and urban high school teachers. *International Journal of Multidisciplinary Education and Research*, 2(6), 7-9.
4. Kenioua, M., Bougherra, B., & Samir, B.F. (2016). Job satisfaction for physical education teachers and its relationship to job performance and organizational commitment. *Research Gate*, DOI: 10.15561/18189172.2016.0307.
5. Shafi, M., Memon, A.S., & Fatima, H. (2016). Job Satisfaction in College Teachers: A Survey Based Study of Government Colleges of District Hyderabad, Sindh, Pakistan. *Journal of Hotel & Business Management*, 5(1), 2-5.
6. Mishra, M.K. (2016). A study of job satisfaction and job stress among physical education teachers working in government, semi-government and private schools. *International Journal of Sports Sciences and Fitness*, 6(1), 93-99.

7. Afshar, H.S., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97-115.
8. Biswas, R.A. (2016). Emotional Intelligence and Job Satisfaction of Teacher- An Analysis. *The International Journal of Humanities & Social Studies*, 4(5), 118-122.
9. Emoja, M.M. (2016). Job satisfaction and teacher turnover intention in secondary schools in kakamega central district, Kenya. *International Journal of Education and Research*, 4(3), 85-100.
10. Hundito, B. (2015). Job satisfaction of physical education teachers working in Southern Ethiopia. *Abhinav National Monthly Refereed Journal of Research in Commerce & Management*, 4(10), 14-18.