Chapter 5
CONCLUSION AND FINDINGS

The present study has been conducted with a primary objective of finding the sources of job (work) satisfaction of Physical Education professionals. Despite being one of the most researched area in organizational psychology and organizational behaviour, the causes and consequences of Physical Education professionals work satisfaction are not very clear in the job satisfaction literature. The reason for this may be assigned to the low preference to job satisfaction research in the occupational group. The scholars in the field of organizational behaviour and psychology have developed many theories and models of job satisfaction and it is generally assumed that they would be universally applicable to the human resources in the Physical Education sector as well. The sources that account for work satisfaction of individuals in Physical Education sector may be peculiar in themselves. The primary aim of the Physical Education professionals is assumed to be service to society and nation, keeping generation of profits or revenues secondary. Factors causing job satisfaction in such a service group may be different from those working in industrial or other settings. The determinants focused on in various job satisfaction theories may not be suitable for planning for job designing, working conditions and other policy decisions in sector organizations due to its peculiarity.

The present study, therefore explores the correlates and predictors of job satisfaction amongst Physical Education professionals and tests Herzberg's two-factor theory in respect of this occupational group, Besides examining the extent of the overall job satisfaction as an end in itself, the study searches for the situational, dispositional, and other personal causes of job satisfaction amongst these professionals. The study also attempts to investigate the association of the dispositional, and other personal factors not only with overall job satisfaction but also with its intrinsic and extrinsic components and their importance. Lastly, it explores the significant difference among the groups of Physical Education professionals in terms of overall job satisfaction, intrinsic and extrinsic satisfaction, intrinsic and extrinsic importance and other key
variables. This chapter presents major findings and conclusions of the study, followed by the discussion and recommendations

5.1 MAIN FINDINGS, CONCLUSION AND ACCEPTANCE / REJECTION OF HYPOTHESIS

The study results in the following findings:

1. In general, the Physical Education professionals are moderately satisfied on work. The mean overall job satisfaction score of 3.75 on a five-point scale indicates moderate satisfaction amongst respondents. There is still scope in the Physical Education sector organizations to improve the overall job satisfaction amongst Physical Education professionals as the moderate amount of satisfaction also indicates that they are dissatisfied somewhere on some aspects of the work.

2. The mean intrinsic satisfaction score of 1.48 and mean extrinsic score of 1.68 on a 13-point scale (where negative score shows satisfaction, zero indicates neutral, and positive score means dissatisfaction) shows that the Physical Education professionals slightly dissatisfied on both the intrinsic factors and extrinsic factors. The amount of dissatisfaction is higher for extrinsic factors and comparatively lower for intrinsic factors. It shows that comparatively the Physical Education professionals are less dissatisfied on the intrinsic factors.

3. The Physical Education professionals give high importance to both the intrinsic and extrinsic factors. The mean intrinsic factors' importance score is 6.11 and mean extrinsic factors' score is 5.76 on a seven-point scale, comparatively its intrinsic factors, which are assigned more importance than extrinsic factors.

4. a) Among all factors, the Physical Education professionals are most dissatisfied on the 'opportunity for personal growth and development'. They are most satisfied and least dissatisfied on 'responsibility'. Both the factors are incidentally intrinsic by nature.
b) Among all job factors, the most important factor for Physical Education professionals is 'responsibility'.

5) a) Among extrinsic factors, the Physical Education professionals are most dissatisfied on 'pay' very closely followed by 'opportunity to earn additional income'. They are least dissatisfied and most satisfied on 'rules and procedures'.

b) Among extrinsic factors, the most important factor is 'job security' and the least important is 'opportunity for additional income'.

6. The mean core self-evaluation score is 3.71 on a five-point scale, which indicates that most professionals are moderately high on their predisposition to be satisfied on work. This shows that personality-wise most of the professionals in the sample are positive, upbeat, and inclined toward satisfaction in life and at job.

7. The mean locus of control score of 10.75 indicates that most Physical Education professionals are situation specific i.e., neither internal nor external. However, they learn more towards external locus of control.

8. Most of the alumni of department of Physical Education are in the profession by their own choice as shown by their mean score of 3.75 on a five-point scale.

9. Majority of the Physical Education professionals strongly agreed that their primary motive to join the Physical Education profession is social status of sportmen. Its mean score of 4.09 on a five-point scale is the highest among all reasons. Service to the nation / state, self-development, and job security are the other reasons for joining the profession with the mean scores of 3.93, 3.91, and 3.67 respectively. However, the mean score of compensation package is 2.60 showing that compensation package, as a reason to join the Physical Education profession, is denied by most of the respondents.

10. Overall job satisfaction is most strongly and significantly correlated with the predisposition of the Physical Education profession to be satisfied on work.
The correlation between predisposition and overall job satisfaction is .432, which shows that the respondents with positive personalities or positive frame of mind are more overall satisfied on their work, and the respondents with negative personality or mindset are more dissatisfied on their work. The correlation is higher than the correlation of overall job satisfaction with the satisfaction on intrinsic or extrinsic job factors.

11. Significant relationships are also there between predisposition and intrinsic and extrinsic satisfaction. Predisposition is associated with intrinsic satisfaction with a correlation coefficient of -.194. With extrinsic satisfaction, the correlation coefficient of predisposition is -.208. The negative correlation coefficients show that the professionals whose personalities are positive (or in other words, respondents view everything with a positive attitude) are less dissatisfied and more satisfied on both the intrinsic and extrinsic factors. Physical Education professionals with negative bent of mind are more dissatisfied and less satisfied on both the intrinsic and extrinsic factors. The correlation coefficients also show that the relationship is stronger for extrinsic satisfaction than intrinsic satisfaction.

12. The correlations of overall job satisfaction with intrinsic satisfaction and extrinsic satisfaction are -.356 and -.329 respectively. The relationships are significant and negative showing that the Physical Education professionals who are more satisfied (or less satisfaction, and vice versa. The association of overall job satisfaction, however, is stronger for intrinsic satisfaction.

13. The coefficient of determination is highest for predisposition (.187), followed by intrinsic satisfaction (.127) and extrinsic satisfaction (.108). This implies that the extent of overall job satisfaction varies more with changes in predisposition than the intrinsic or extrinsic factors.

14. Intrinsic factors' importance is significantly correlated with overall job satisfaction with the correlation coefficient of .175. It shows that the Physical Education professionals who give more importance to intrinsic factors are
more satisfied on their job. Extrinsic factors' importance is not significantly related with overall job satisfaction.

15. Intrinsic factors' importance is significantly correlated with both intrinsic satisfaction ($r = .140$) and extrinsic satisfaction ($r = .200$). Physical Education professionals who place more importance to intrinsic factors are also more dissatisfied on intrinsic as well as extrinsic factors on their work, and vice versa. As shown by the correlation coefficients, the relationship is comparatively stronger for extrinsic satisfaction.

16. Extrinsic factors' importance is also significantly associated with both intrinsic satisfaction ($r = .249$) and extrinsic satisfaction ($r = .396$) but the affect is give more importance to extrinsic factors at work are more dissatisfied on intrinsic and extrinsic factors and the Physical Education professionals who give less importance to extrinsic factors are less dissatisfied on intrinsic and extrinsic factors.

17. Comparing the correlation coefficients of intrinsic factors' importance and extrinsic factors' importance with intrinsic and extrinsic satisfaction shows that the correlation is stronger for the relationship of extrinsic factor importance and extrinsic satisfaction.

18. The correlation coefficient for the relationship and locus of control is -.210, which shows that respondents who believe more in their self for the causation on their lives are more satisfied on work than those who believe chance, fate or other external factors.

19. Locus of control, though related significantly with overall job satisfaction, is not significantly correlated with intrinsic satisfaction, extrinsic satisfaction, or importance of intrinsic and extrinsic factors.

20. Physical Education professionals who have selected their professions by their own choice, are more satisfied from their work as indicated by the significant correlation coefficients of -.215 between overall job and self-choice of profession.
21. There is also a significant relationship between self-choice of profession and intrinsic satisfaction \((r = .098)\) Physical Education professionals who have selected their profession by their own choice, are comparatively more satisfied and less dissatisfied or intrinsic factors than those who have not. Relationship of self-choice of profession and extrinsic satisfaction, on the other hand, is not statistically significant.

22. The correlations of intrinsic factors' importance with predisposition \((r = .224)\), locus of control \((r = -.228)\), self-choice of profession \((r = .226)\), implies that the Physical Education professionals, whose personalities are positive and disposed toward satisfaction, who are with internal locus of control, who selected the professions by themselves give more importance to intrinsic factors. The correlations of extrinsic factors' importance with these variables are not found statistically significant.

23. Satisfaction on all individual job factors have been found significantly and negatively correlated with overall job satisfaction. This means that dissatisfaction on these individual factors is significantly associated with low levels of overall job satisfaction. This relationship is strongest for self esteem \((r = -.334)\) closely followed by prestige and status in organization \((r = -.332)\), recognition \((r = -.322)\) and personal growth and development \((r = -.280)\), and weakest for help to other people \((r = -.108)\), among all job factors. Incidentally, all these factors are from intrinsic factors category. Among the extrinsic factors, the strongest relationship of overall job satisfaction is with prestige and status outside organization \((r = -.251)\) followed by authority \((r = -.236)\), pay \((r = -.223)\) and fringe benefits \((r = -.216)\) and weakest for additional income \((r = -.154)\).

24. Reason wise, overall job satisfaction is significantly correlated with serve the nation \((r = .273)\), self-development \((r = .178)\) or social status \((r = .090)\) motives. Physical Education professionals in the profession for service to nation, self-development or social status motives are more satisfied with their work. The correlations is strongest for service to nation motive.
25. Compensation package as a reason to join the Physical Education profession also significant but negatively correlates with overall job satisfaction \( (r = - .142) \). This shows that the Physical Education professionals who joined the profession for compensation package are less satisfied on their work.

26. Job security as a motive is not significantly correlated with overall job satisfaction.

27. Intrinsic satisfaction has been found significantly correlated with only Service to the nation / state among the reasons to join the Physical Education profession. The correlation coefficient of -.142 shows that those who have joined the profession for Service to the nation / state motive are less dissatisfied on intrinsic factors and the Physical Education professionals who have not joined the profession for Service to the nation / state reason are more dissatisfied on intrinsic factors.

28. Extrinsic satisfaction is significantly correlated with job security \( (r = - .121) \) and Service to the nation / state \( (r = - .096) \) as the reasons to join the profession Physical Education professionals who have opted for this profession for job security and social service motives are less dissatisfied on extrinsic factors.

29. People in the profession for social status, self-development or Service to the nation / state motive give more importance to intrinsic factors as indicated by the significant correlations of intrinsic factors' importance with social status \( (r = .148) \), self development \( (r = .0147) \) and Service to the nation / state \( (r = .124) \) as the reasons to join the said profession.

30. Extrinsic factors' importance is significantly correlated with social status \( (r = .133) \), job security \( (r = .096) \) or self-development \( (r = .091) \) motives. Though the correlations are very weak, they show that extrinsic factors are given more importance by the Physical Education professionals who have selected the profession for social status, job security or self-development motives.

31. Age is significantly correlated with overall job satisfaction \( (r = .263) \) and extrinsic satisfaction \( (r = -.127) \) but not with intrinsic satisfaction or
importance of intrinsic or extrinsic job factors. As the age increases, overall job satisfaction amongst Physical Education professionals increase and dissatisfaction on extrinsic factors decreases.

32. No significant correlation has been found between gender and overall job satisfaction, intrinsic satisfaction, extrinsic satisfaction, intrinsic factors' importance or extrinsic factors' importance. This shows that gender of people does not affect their job satisfaction or importance of intrinsic or extrinsic factors.

33. Level of education is significantly and positively correlated with overall job satisfaction \( (r = .244) \). It is not significantly correlated with intrinsic or extrinsic satisfaction or importance. The finding shows that overall job satisfaction is higher amongst the Physical Education professionals who are professionally more educated.

34. Significant correlations are there between income and overall job satisfaction \( (r = .242) \), extrinsic satisfaction \( (r = -.096) \) and intrinsic factors' importance \( (r = .128) \). The correlations indicate that Physical Education professionals who are earning higher income are more satisfied with their work in general more importance and less dissatisfied on extrinsic factors in particular. They also give more importance to the intrinsic factors.

35. Sector of occupation is not significantly correlated with overall job satisfaction and extrinsic satisfaction, though it is found significantly correlated with intrinsic satisfaction \( (r = .186) \). Physical Education professionals working in public sector are more satisfied and those working in private sector are more dissatisfied on intrinsic factors of work.

36. Determinant of recruitment is also not significantly associated with overall job satisfaction \( (r = .107) \), it shows that Physical Education professionals recruitment on basis of academic performance are more dissatisfied on intrinsic aspects of their work while those recruited on sports related achievement are more satisfied on intrinsic factors.
37. Duration of work experience is significantly related with overall job satisfaction \((r = .226)\) and extrinsic satisfaction \((r = -.115)\). This shows that as the tenure increase the Physical Education professionals become more satisfied overall from their work and less dissatisfied on extrinsic factors. The duration, however, is not significantly correlated with intrinsic satisfaction or intrinsic importance of extrinsic importance.

38. Number of subordinates is significantly correlated with overall job satisfaction \((r = .232)\), intrinsic satisfaction \((r = .095)\), extrinsic satisfaction \((r = -.115)\) and intrinsic factors' importance \((r = .106)\) but not with extrinsic factors' importance. Physical Education professionals with more subordinates are more satisfied on their work, are less dissatisfied on the intrinsic and extrinsic factors and give more importance to intrinsic factors. Among the intrinsic and extrinsic satisfaction, the correlation is higher for extrinsic satisfaction.

39. Significant correlations are found between overall job satisfaction and marital status \((r = .197)\), as well as extrinsic satisfaction and marital status \((r = -.123)\). This indicates that married professionals are more overall satisfied from their work and are less dissatisfied on extrinsic factors. No significant correlation is there between marital status and intrinsic satisfaction or importance given to intrinsic or extrinsic factors.

40. Spouse work status is significantly correlated with overall job satisfaction \((r = .180)\) and extrinsic factors' importance \((r = -.099)\) but not with intrinsic or extrinsic satisfaction or intrinsic factors' importance. The Physical Education professionals whose spouses also work are more overall satisfied at work and give less importance to extrinsic job factors.

41. Number of dependents has not been found significantly correlated with any of the overall job satisfaction, intrinsic satisfaction, extrinsic satisfaction, or importance scores of intrinsic and extrinsic factors.

42. Family occupation is significantly associated with overall job satisfaction \((r = .199)\) but not with intrinsic satisfaction, extrinsic satisfaction, or importance
scores of intrinsic and extrinsic factors. Physical Education professionals who are from sports families are more satisfied from their work compared to those who are not from of sports background families nor related to sports.

43. Material possessions or assets have been found significantly correlated with overall job satisfaction (r = .097). This shows that the Physical Education professionals with more material possessions are more overall satisfied on work, less dissatisfied on extrinsic factors and give more impotence to intrinsic factors.

44. Results also show that only intrinsic satisfaction predicts overall job satisfaction and not the satisfaction on extrinsic factors. Although both intrinsic and extrinsic factors significantly correlates with overall job satisfaction, only intrinsic satisfaction appears to regress on overall job satisfaction in the multiple regression analysis. Therefore, the primary hypothesis that the Herzberg's theory is relevant in explaining variations in job satisfaction of Physical Education professionals is proved true. The overall job satisfaction of working Physical Education professionals determined by their satisfaction on intrinsic factors and not on extrinsic factors.

45. Predisposition of Physical Education professionals is also found regressing on their overall job satisfaction of working Physical Education professionals is also true. The impact of predisposition on overall job satisfaction is higher than the impact of intrinsic satisfaction as seen in their standardization beta score of .32 (or 32%) and -.27 or (27%) respectively. This is major finding of the study, which implies that the personality is the most important factor in deciding the amount of job satisfaction in case of Physical Education professionals. Whether a professional is with positive mindset or with negative mindset influences his/her satisfaction at work. Physical Education professionals who have positive personality or who views himself, others and the whole world with a positive attitude is more satisfied at work whereas a Physical Education professionals with negative personality or who views everything with a negative attitude is more dissatisfied at work.
46. The hypothesis that locus of control affects the overall job satisfaction amongst Physical Education professionals is supported by the study. Its contribution to overall job satisfaction is, however, the smallest (7.8%), if compared with the effects of intrinsic factors (27%), predisposition (32%) or self-choice of profession (9.6%) on overall job satisfaction.

47. Self-choice of profession is also found predicting the overall job satisfaction amongst working Physical Education professionals. Thus, the hypothesis that self-choice of profession affects overall job satisfaction amongst working Physical Education professionals is also proved true in the study.

48. Four variables, namely predisposition, intrinsic satisfaction, locus of control and self-choice of profession determine 30% variation in overall job satisfaction amongst Physical Education professionals. The regression equation has been stated as "Overall job satisfaction = 1.941 + .428 (predisposition) - .151 (intrinsic satisfaction) + .047 (self-choice of profession) - .009 (locus of control)".

49. When included the intrinsic factors' importance and personal factors among the independent variables, the variation improves to 37.7%, with the increase of 7.7% in the prediction of overall job satisfaction. The combination of resulting predictors of overall job satisfaction included predisposition (Beta = .324), intrinsic satisfaction (Beta = -.291), intrinsic factors' importance (Beta = .105), age (Beta = .162), level of education (Beta = .134), gender (Beta = -.093), family occupation (Beta = .090). Predisposition and intrinsic satisfaction again appear as the most important predictors of overall job satisfaction.

50. Significant differences are there on overall job satisfaction in the groups of Physical Education professionals on the basis of level of education, occupational pattern adopted marital status and family occupation. These differences show that post-graduates senior teachers and Physical Education professionals belonging to families of sports background are more satisfied on work than their counterparts.
51. Overall job satisfaction is also significantly different among groups on the basis of age, income, number of dependents, number of subordinates, tenure and designation. Among them, the effects of age and income are the strongest.

52. No significant difference is found in overall job satisfaction amongst Physical Education professionals on the basis of their gender, sector of occupation, and determinant for recruitments.

53. Intrinsic satisfaction is significantly different among the groups of Physical Education professionals for different sectors and determinant for recruitment. The difference indicate that Physical Education professionals working in public sector, having sports related achievement are more satisfied on intrinsic factors in comparison to those who are working in private sector, academic performance or who are not members of any spiritual group.

54. For rest of the personal variables, such as gender, level of education, marital status, spouse's work status and family occupation, no significant difference have been located amongst the groups of Physical Education professionals.

55. Extrinsic satisfaction is significantly different in different age, designation tenure and number of dependants. No significant difference in the extrinsic satisfaction is there among the groups of Physical Education professionals on the basis of gender, level of education, spouse work status, and family occupation.

56. Intrinsic factors of work are more important for the Physical Education professionals who are post-graduates, senior teachers, possessing sports related achievement, than their counterparts. Significant difference have also been found in intrinsic factors' importance among different income groups. Physical Education professionals who are earning 'above Rs. 30,000' give more importance to the intrinsic factors than those who are earning 'less than Rs. 15,000'. No other significant difference is found amongst the Physical Education professionals in the intrinsic factors' importance.
5.2 DISCUSSION

Focusing on intrinsic and extrinsic satisfaction, the results show that Physical Education professions are slightly dissatisfied on both the dimensions of job satisfaction. Comparatively, they are more satisfied with intrinsic factors and more dissatisfied with extrinsic factors. Responsibility, which they value the most, is also the factor on which they are most satisfied. However, the Physical Education professionals are most dissatisfied on personal growth and development, recognition, and participation, all of which are higher order factors. These are the factors, which they give highest importance and, therefore, need immediate attention to be improved. Results also show that the Physical Education professions highly value ‘help to other persons’ and ‘challenge in job’, and are in fact, less dissatisfied on them. Guse, Eliason, and Gottlieb (2000) also reported that help to other persons is an important factor for the Physical Education professions, and those who value it more are more satisfied from their work. Among extrinsic factors, the Physical Education professions are least dissatisfied on ‘rules and procedures’ and ‘opportunity to work closely with others’, both of which are assigned moderate importance by the subjects. Job security, working conditions, and advancement are the factors which are highly important to the Physical Education professionals and on which their dissatisfaction is also very high. Dissatisfaction amongst Physical Education professionals is also high on ‘pay’ and ‘opportunity to earn additional income’, though the factors are moderately important to them.

Considering the both the importance and dissatisfaction score, it may be recommended that ‘opportunity for self development and growth’ and ‘participation’ in the intrinsic category and ‘job security’, ‘working conditions’, and ‘pay’ in the extrinsic category should be given priority by the organizations to reduce job dissatisfaction among the Physical Education professions. The findings that Physical Education professions are moderately satisfied or are slightly dissatisfied on intrinsic and extrinsic factors or they value both intrinsic and extrinsic factors are not surprising considering that most people are driven by a combination of intrinsic and extrinsic job values and most do not experience satisfaction at extremes of high and low or only intrinsic and extrinsic. Rather, in general, people experience a mix of feelings in between these continuums.
Correlation of job satisfaction appears highest with dispositions indicating the importance of dispositional factors or personality of Physical Education professionals in their job satisfaction. Similar correlations have also been found by Judge et. al., (1998) and Rode (2004). Physical Education professionals high on predisposition, which shows their positive personality and higher propensity to be satisfied, have more satisfaction at their work. On the other hand, Physical Education professionals low on predisposition, which indicates more negative personality and lower inclination to be satisfied in general, are more dissatisfied on their work. Results show that predisposition is important not only from the overall job satisfaction's point of view, but the Physical Education professionals who are high on dispositions also fell less dissatisfied on intrinsic and extrinsic factors. However, the relationship of dispositions is stronger for extrinsic satisfaction than intrinsic satisfaction. Judge et. al., (1998) proposed that those high on their disposition, as measured by core self-evaluations, start at a higher platform and see more intrinsic value in the work they do than those low in core self-evaluation, and therefore are more satisfied. Somewhat similar are the findings in the present study. Physical Education professionals high on predisposition give more importance to intrinsic factors and they are less dissatisfied on both the intrinsic and extrinsic factors. Those high on predisposition are satisfied may be because their (positive) personality and genetics place from them at a higher platform to make the appraisals of the situational factors with more positive outlook than compared to those on low predispositions. Their mindset, in general, is with positive frame, which helps them in viewing the things more positively and optimistically. Moreover, as suggested by Judge et. al., (1998), the focus of such individuals is not limited to the external job factors. Rather, they become more internal in their approach, at least implicitly, and view their work as providing more variety, challenge, and intrinsic value to them. They view themselves and their work important and intrinsic work. The understandings of dispositions are personality, therefore, helps in understanding overall job satisfaction and also the individuals' reactions on intrinsic and extrinsic factors, at least in the case of Physical Education professionals.

Results also demonstrate that out of the intrinsic and extrinsic satisfaction, the overall job satisfaction is more strongly related to intrinsic job satisfaction, though extrinsic satisfaction is also significantly correlated with it. This indicates that satisfaction of
intrinsic factors is more important for high overall job satisfaction but satisfaction of extrinsic factors should not be ignored to keep Physical Education professionals away from dissatisfaction. Results also show that the Physical Education professions who give more importance to intrinsic factor are more satisfied at their work. Considering individual job factors, overall job satisfaction of Physical Education professions is correlated most strongly with self-esteem, prestige and status in organization, recognition, personal growth and development, personal accomplishment, access to important information, and ability utilization in the intrinsic factors. Among extrinsic factors, overall job satisfaction is more strongly correlated with prestige and status outside organization, pay, authority, and fringe benefits.

Adding motives to join the profession to the analysis showed that overall job satisfaction is most strongly and significantly correlated with Service to the nation / state motive followed by the motive of self-development and growth, compensation package, and social status. Interestingly, Majority of the Physical Education professionals agreed that they joined the profession for self-development motive. They also expressed their high discontent on self-development and growth. All of these indicate a major discrepancy in the particular job factor and suggest that the recruiting organizations must devote some efforts to improve the satisfaction on the factor.

As found in other studies also (Mitchell, Smyser, and Weed, 1975; Kasperon, 1982) locus of control is found significantly correlated with overall job satisfaction. Physical Education professionals with internal locus of control (believing more in their self than chance) are more satisfied with their work. Studies have also established that those who believe in their internal forces/self, positively appreciate autonomy, empowerment, and rewards and like to make their decisions themselves. It appears in the correlation analysis that those with internal locus of control assign more importance to the intrinsic factors and are more predisposed toward overall job satisfaction, both of which further significantly and positively associate with overall job satisfaction. All of these may explain, to some extent, the relationship of internal locus of control with high overall job satisfaction. This is also confirmed from the results that the Physical Education professionals who make their job choice by self tend to be more satisfied on work. A probable reason for this may be the significant
association of predisposition and self-choice of profession. Though the causal links cannot be established from the correlations, it appears that the Physical Education professionals who made the choice of profession by themselves are also more predisposed for satisfaction on their work.

Self-choice of profession also correlates significantly with overall job satisfaction and intrinsic satisfaction but not with extrinsic satisfaction. Physical Education professionals in the profession also give more importance to intrinsic factors though the choice is also significantly related with importance of extrinsic factors. It may be interpreted from these findings that the Physical Education professionals in the profession by their own choice give more importance to intrinsic factors and are more satisfied on intrinsic factors as well as overall, though for them extrinsic factors are also important for them.

Collectively, the results of correlation analysis indicates that the Physical Education professionals who enter in profession with Service to the nation / state or self-development motives, made the choice of profession by themselves, personality-wise are more positive, are with internal for events and outcomes, give more importance to intrinsic factors, and are more satisfied intrinsic factors tend to more satisfied at work.

Results of the present study reconfirm many significant demographic correlates satisfaction, established in previous studies by Quinn and Stains (1974), (1980), Daftuar (1982), Bir (2000) and others. Significant relationship has found between job satisfaction and age, level of education, income, area or work, duration of work, number of subordinates, marital status, spouse work status, family occupation, assets, the strongest relationship being with age. However, overall job satisfaction of Physical Education professionals is not associated with gender, sector, size of organization and number of dependents. Intrinsic satisfaction tends to significantly relate to the sector, size of organization, number of subordinates, strongest relation being with sector of occupation. It is not correlated significantly with gender, education, income, area of work, membership in family occupation, and material possessions. Extrinsic satisfaction also significantly correlates to age, income, area of work, duration of work experience, number of subordinates, marital status, assets, but
not with gender, education, sector, size of organization, spouse work status, number of dependents, and family occupation.

If individually discussed, the correlation analysis implies that as age increases the level of overall job satisfaction increases and level of extrinsic dissatisfaction decreases. The person becomes more internal in his/her focus. Gender does not relate with any of the satisfaction, but only with locus of control and self-choice of profession. Female Physical Education professionals are more external in their locus of control and made the choice of profession themselves. Education related to overall job satisfaction only and not to intrinsic or extrinsic satisfaction. Those who are more educated professionally are also more internal in their locus of control. Income level is associated with overall job satisfaction and extrinsic satisfaction as well as intrinsic factors’ importance, predisposition, locus of control. Those earning more are satisfied with their work as Physical Education professionals, less dissatisfied on extrinsic factors, assign more importance to intrinsic factors, more disposed towards satisfaction. Sector of occupation is associated only with intrinsic satisfaction as those working in private sector are more dissatisfied on intrinsic factors than those in public sector who are less dissatisfied on intrinsic factors. Similar are the relationship for size of organization.

Married Physical Education professions are more satisfied on their work and less dissatisfied on extrinsic factors and they are also more internal. Spouse's work status also influences overall job satisfaction and predisposition positively but not the intrinsic or extrinsic satisfaction. Number of dependents is not related to satisfaction or importance scores. Family occupation appears to be connected with overall job satisfaction, predisposition, and spirituality. Physical Education professionals from sports related and family background are more satisfied on their work.

Significant relationships are also found between material possessions and overall and extrinsic job satisfaction, importance of intrinsic factors, predisposition and locus of control. Physical Education professionals with more material possessions of assets, such as house, cars, computers, air conditioners, and others, are more satisfied, less
dissatisfied on extrinsic factors, assign more importance to intrinsic aspects of work, high on dispositions and more internal in locus.

The study primarily tested the significance and applicability of Herzberg's theory of job satisfaction in Physical Education professionals and the results supported the theory. It is found in the analysis that only motivators or intrinsic factors regress on overall job satisfaction though both intrinsic and extrinsic satisfactions significantly correlate with overall job satisfaction. Many permutations and combinations, have been examined for investigating the impact of intrinsic and extrinsic factors on overall job satisfaction and establish the causal relationships between them. Only intrinsic factors emerged every time as the contributor or overall job satisfaction and not the extrinsic factors. Controlling for other variables studied, the analysis showed that intrinsic factors cause approximately 27 - 29% variation in overall job satisfaction, which is a significant amount of variability. Though, the research evidence on Herzberg's theory is generally mixed, but the theory is usually proved valid and supported in case of managers, accountants, scientists, and other professionals (Rao, 1989; Joshi and Sharma, 1997). Thus, despite finding significant relationships between overall job satisfaction and intrinsic and extrinsic satisfactions, causality is established only for intrinsic factors. The organization are, thus, advised to focus more on intrinsic factors for promoting overall job satisfaction, though extrinsic factors should also not be ignored to ensure healthy and satisfying work environment.

Multiple regression analysis also exhibits certain other important findings. First, predisposition is the highest predictor of job satisfaction of Physical Education professionals, controlling the impact of other factors examined in the present study. Other studies in the dispositional direction of job satisfaction have found that dispositions of a person may affect up to 30% of the work satisfaction (Arvey et. al., 1989; Arvey et. al., 1991). The variation dispositional factors account for in overall job satisfaction, in the present study, is around 32%, which is in conformity with the results of other research on dispositional sources of job satisfaction, primarily conducted in west. This might be indicating the uniformity of the dispositional sources of job satisfaction in different work cultures. Physical Education professions, in general, are found higher in their core self-evaluations. Research has shown that
those high in self-evaluation are more likely to assess their job satisfaction at a higher level than those with lower levels (Judge, Locke, Durham, and Klugger, 1998; Judge, Bono, and Locke, 2000; Judge and Bono, 2001b; Rode, 2004). Predisposition, as hypothesized, significantly affects job satisfaction of Physical Education professionals. The findings of the study, regarding contributions of intrinsic satisfaction and dispositions of Physical Education professionals in their job satisfaction, is also similar to the results of judge and Hulin (1993) which suggested that intrinsic factors affect job satisfaction, but scarcely more strongly than the disposition of the employees.

The results also partially support the hypothesis about the impact of self-choice of profession and locus of control. Regression analysis shows that they both regress on overall job satisfaction by contributing around 10% and 8% respectively to the variability of overall job satisfaction. However, this finding should be used with caution as not only these two are significant only at a more liberal level of significance but these two are significant only at a more liberal level of significance but these two are significant only at a more liberal level of significance but these two are also not as persisting contributors as the intrinsic factors, and predisposition. When controlling for the effects of intrinsic factors importance along with predisposition and intrinsic satisfaction, locus of control did no appear to affect overall job satisfaction. Similarly, controlling for personal and demographic factors with other key variables shows that both self-choice of profession and locus of control do not regress on overall job satisfaction. When examined for the collective effect of all variables, intrinsic factors' importance, age, gender, level of education and family occupation appeared as the additional factors, which significantly regress on overall job satisfaction.

Though relationships between overall job satisfaction, intrinsic satisfaction, extrinsic satisfaction, and other personal and demographic variables have been established by the correlation analysis, the comparison of means helped in locating many significant, relevant, and interesting differences among the groups of Physical Education professionals. Results show that male and female Physical Education professionals are not significantly different on any of the overall job satisfaction, intrinsic
satisfaction, extrinsic satisfaction, importance assigned to intrinsic or extrinsic factors and predisposition. Voydanoff (1980) also found that similar job characteristics are required by men and women to be satisfied with their jobs. Gender wise, the respondents are significantly different only on their locus of control and self-choice of profession as the females are more external in their locus of control and strongly agreed their self-choice of profession.

Graduate (MBBS) Physical Education professionals are less satisfied than post graduate Physical Education professionals but do not differ on intrinsic or extrinsic satisfaction, extrinsic factors' importance, predisposition, and self-choice of profession. However, post-graduate Physical Education professionals give more importance to intrinsic factors, are more internal in their locus of control compared to only graduate Physical Education professionals.

Contrary to the finding of many studies (Reddy, 1981; Bogg and Cooper, 1995; Hossain, 2000), comparison of means in the present study shows no significant difference among the private and public sector Physical Education professionals except on intrinsic satisfaction. As expected, private sector Physical Education professionals are less satisfied on intrinsic factors than public sector Physical Education professionals. Otherwise, there is no significant difference in the two sectors in terms of other variables.

Comparing married and unmarried Physical Education professionals suggested that married Physical Education professionals are more job satisfied and are less dissatisfied on extrinsic factors. They are also more internal in their locus of control in comparison to unmarried Physical Education professionals. When examined for the effect of spouse's work status, it is found that Physical Education professionals whose spouses are working are significantly high on overall job satisfaction and predisposition than those whose spouses are not working. No other significant difference is there between the two groups of the Physical Education professionals. Family occupation also exerts important influences on overall job satisfaction. Results of the pioneering study on job satisfaction conducted by Hoppock (1935) also indicated strong family influences on job satisfaction. Later, Herzberg, Mausne,
Perterson, and Capwell (1957) also suggested that a satisfied worker, in general, is more flexible, better adjusted person who come from a superior family environment. In conformity with these propositions, the present study also found that Physical Education professionals from sport related families are more satisfied than others. The two are not significantly different on any other variable except that Physical Education professionals from sports related families are high on predisposition (showing their positive personalities).

Further, significant differences are there between different age groups of Physical Education professionals, which show that with the increase in age the overall job satisfaction also rises. Quinn and Shepard (1974) also reported that older workers in general are more satisfied than younger workers. Also, Physical Education professionals with the age of 46 years and above are less dissatisfied on extrinsic factors as compared to professionals between 35 to 45 years of age. Moreover, Physical Education professionals with the age of 46 years and above are significantly more internal in their locus of control than the Physical Education professionals between 35 to 45 years of age, who, in turn, are more internal in their locus of control than Physical Education professionals of less than 35 years of age.

Comparison of groups of Physical Education professions according to income differences indicates that all income groups are significantly different on overall job satisfaction and locus of control. As the income increases, the overall job satisfaction increases indicating the importance of income in overall job satisfaction. Similarly, the Physical Education professionals become more internal and believe more in self as their income level rises. Income, as proved many studies, is an important source of satisfaction (Weaver, 1980; Dubey et. al., 1983) and internal locus of control is associated with higher overall job satisfaction (Mitchell, Smyser, and Weed, 1975; Kaspersn, 1982). The internal locus of control might be contributing to the higher overall job satisfaction among Physical Education professionals with the increase in income. However, the income groups are not different in their intrinsic satisfaction, extrinsic satisfaction, extrinsic factors’ importance, predispositions and self-choice of profession. Physical Education professions earning less than Rs. 15000 assign less
important to intrinsic factors than those Physical Education professionals who are earning more than Rs. 30000 per month.

When examined for significant differences in different designations of Physical Education professions, the results indicated that Physical Education professionals in teaching are significantly less satisfied than administrators. Similarly, people in totally different profession are less satisfied than Physical Education professionals working in other streams. In other categories, there are no significant differences. The reasons for this may be partly attributed to the comparatively higher expectations of teaching community.

Investigating differences on the basis of duration of work shows that those who have worked fifteen years and more are significantly more satisfied, have more faith in themselves than the Physical Education professionals who have worked less than five years, and the Physical Education professions whose work tenure is between 5 to 14 years. They are also significantly less dissatisfied on extrinsic factors than those with work experience of 5 to 14 years. The reason for such findings may be located in the mid career crisis faced by many people and social reference theory in which people compare their input and outputs with those in similar profession or organizations or even with those at the same ladder in other professions.

Number of subordinates also found significantly correlated with overall job satisfaction. When examined further for differences in groups, the results showed that Physical Education professionals with less than four subordinates and with five to ten subordinates are less satisfied on work in comparison to those who are assisted by more than 10 subordinates. Physical Education professionals with less than four subordinates also differ significantly form those who have more than ten subordinates under their subordination in terms of their extrinsic satisfaction, predisposition, and locus of control. They also differ from those with 5 to 10 subordinates on spirituality. Physical Education professionals assisted by less than four subordinates are more dissatisfied on extrinsic factors, less predisposed toward satisfaction, more external in their locus of control.
Another comparison on the basis of number of dependents shows that there are significant differences among the groups in their overall job satisfaction. Further examination indicates that the Physical Education professionals with one to two dependents are more satisfied than those with no dependents and are less satisfied on work than those with three or more dependents to look after.

Thus, the results of the present study confirm its major hypothesis about the validity of the Herzberg's two-factor theory of job satisfaction and the impact of predisposition, locus of control, self-choice of profession on job satisfaction of Physical Education professions. The study also indicates the importance of various job factors and relationships of several personal and demographical characteristics of the individuals with their job satisfaction. It also measures the extent job satisfaction amongst Physical Education professionals and indicates several significant differences among the groups of Physical Education professionals on their overall job satisfaction and other key variables. Results of the study also highlight the relevance of predisposition in enhancing job satisfaction amongst Physical Education professionals. Further research in this direction may be helpful in formulating the more precise conclusions about their impact on job satisfaction and the process involved therein, as the present study may be considered as only initiating a spark in this direction. Nevertheless, the study has uncovered the situational and dispositional sources of job satisfaction amongst the Physical Education professionals and examined their effect on the occupational attitude of the Physical Education professions.

The study provides deeper insights into situational, personality and demographic sources of job satisfaction amongst Physical Education professionals that may be of immense use for management in efficiently planning, maintaining, and managing Physical Education professionals in the required sector. It is anticipated that this knowledge will help the managers in required sector, in devising human resource policies and procedures, and to improve the morale of their employees. The organizational problems associated with low job satisfaction cannot be solved unless the sources of cause of job satisfaction are clear. Even if everything is running perfect in an organization, the knowledge about sources of job satisfaction definitely helps in
long-term perspective to further enhance and maintain satisfaction among its human resources. The present study, thus, makes a contribution in empowering the managers and those concerned with the subject for better and effective decision making on matters relating to their human resources. The study also contributes to the job satisfaction research by showing that the personality or disposition of an individual is an important contributor to and predictor of job satisfaction. Impact of self-choice of job on job satisfaction are the other significant contributions of the study in the field of job satisfaction research. The results may also be relevant in comparing job satisfaction and its sources amongst different occupational groups at the societal and cross-cultural levels.

5.3 SUGGESTIONS / RECOMMENDATIONS

Employees' job satisfaction is important to understand, monitor, and manage. The present study has successfully established the relevance of the situational and dispositional sources of job satisfaction amongst Physical Education professionals. The intrinsic job factors have emerged as an important source of their job satisfaction while it has also been proved that job satisfaction depends a lot on the personality of the Physical Education professionals. On the basis of the present literature and the results of the study, the following suggestions have been made to the recruiting organizations and administrators for sustaining and improving job satisfaction amongst the Physical Education professionals. The suggestions may also help the organizations and managers in the other areas in managing the job satisfaction of their valuable human resource.

1. Matching people with jobs, that are congruent with their interests, is recommended as a strategy that may be applied to reduce dissatisfaction and improve satisfaction at work. The more people find that they are able to fulfill their interests on the job, the more satisfied they will be with those jobs. Work values play a vital role here. For instance, it has been found in the present study that those who entered the profession with high intrinsic work values/motives, such as Service to the nation / state of self-development, are more satisfied at their work and those preferred extrinsic work values, like
compensation package, are less satisfied at their work. Therefore, at the time of recruitment itself, it should be considered by the organizations to select only those individuals whose interests and motives are in congruence with the nature of the work.

2. The dispositional sources of job satisfaction may also be used by the organizations in promoting the base of satisfied employees by carefully selecting and recruitment their prospective employees. It is suggested to the organizations to avoid potentially dissatisfied people while hiring them for work, and prefer the persons with positive dispositions or personality characteristics. Consideration of personality factors during the selection process may help the organizations in avoiding the possibly dissatisfied employees. Scientifically developed measures should be applied for this. By applying the knowledge of dispositional sources on the one hand and environmental influences on the other, the managers may develop a 'dual-step' strategy to improve the job satisfaction of their Physical Education professionals. For this, understanding the personalities of employees is important for managers. Effective managers recognize the various ways that personality and situation interact to determine attitude and behaviour at work. An understanding of employees' dispositions and the situations in which they perform best, enables a manager to help workers perform at a high level and feel satisfied and happy about the work they are doing.

3. The locus of control (i.e., belief in him/her self or fate) of the Physical Education professionals should also be considered while selecting him/her for work in the organization. Physical Education professionals with internal locus of control should be preferred as they tend to be more confident, better performers, more responsible, less anxious and more conducive to be satisfied at work.

4. It is recommended on the basis of the results that self-choice of profession of the Physical Education professionals may also be given some consideration
while recruiting and selecting them to work in the respective organizations. However, more research is required in this direction.

5. As far as possible, new members should be placed in the work groups whose members are satisfied with their jobs. It is found in the study that the young Physical Education professionals are the most dissatisfied ones on the job. Placing them with those satisfied on work would help the newcomers to build positive attitudes for the work and organization and help the organization to lessen the dissatisfaction among its young, enthusiastic and energetic human resources. Research has also shown that when employees' expectations are not met it leads to dissatisfaction. New entrants usually have unrealistic expectations from the work or job. Thus, it is important to ensure at the entry level itself that employees have realistic expectations. For this, honest description of negative aspects of the work, or realistic job previews may be given to them.

6. Further it has been found during the study that most of the organizations lack in the measurement of job attitudes. It is recommended, therefore, that the managers and organizations in the Physical Education sector should conduct job satisfaction surveys on regular basis and involve the employees in the purpose, design, administration, and interpretation of survey result. The recommendation of these surveys should be implemented on priority basis. Discussion, interviews, and examination of existing human resource data could also be used as the alternative techniques to diagnose the job satisfaction among Physical Education professionals. Conducting such studies is not sufficient unless the management improves its own behaviour, reward system or job facets as indicated deficient by such studies and this should not be taken lightly. Conducting surveys often increases the expectations of the employees. Failure on the part of management to initiate changes or improvements as suggested by the studies may actually further enhance job dissatisfaction. Management must accept job satisfaction studies as a powerful diagnostic tool to identify the morale problems in the organization and take appropriate actions and steps to improve job satisfaction for the benefits of organization.
7. Research studies, including the present study, have shown that some employees are prone to satisfaction and some to dissatisfaction due to their predispositions or personality factors. The dispositions account for a considerable 30% variability in overall job satisfaction. Rest of variability in job satisfaction may be influenced by situational or environmental factors, many of which are under control of management. The results have shown that the Physical Education professionals are moderately satisfied on their work, which indicates that there is a scope for improving overall job satisfaction amongst them. It is, therefore, suggested to the Physical Education managers to initiate steps for improving the situational factors to enhance the Physical Education professionals' overall job satisfaction.

8. The present study has also disclosed that the Physical Education professionals are slightly dissatisfied on intrinsic and extrinsic aspects of their work, showing the need to improve these two areas particularly. Thus, it is suggested that the Physical Education professionals should be given the opportunities to improve their intrinsic satisfaction. Efforts should particularly concentrate in this direction on personal growth and development, recognition, participation, and use of abilities. Similarly, the extrinsic factors must also be taken care of to not let the dissatisfaction grow amongst the Physical Education professionals. The specific area in the extrinsic factors, which require improvements, include the working conditions, income, fringe benefits, job security, advancement, and authority. Moreover, on further analysis only intrinsic factors have been found predicting overall job satisfaction. Therefore, it is also suggested that the managers should focus more on the intrinsic factors for ensuring long-term improvement in job satisfaction and performance of Physical Education professionals.

10. Matching job with individuals may prove a good strategy for enhancing the satisfaction amongst Physical Education professionals. Much of the steps in this direction would, however, depend upon the particular needs and preferences of employees, and resources of the organization. After discussions with the employees, the managers should devise specific methods through
which the intrinsic and extrinsic satisfaction could be improved in the organization. These may include specific training program for skill diversity, empowering Physical Education professionals, utilizing specific skills, providing higher quality equipments, labs, libraries, research, and other facilities, performance evaluations, or even skill based promotions and rewards. Intrinsic or extrinsic, whatever is initiated by the organizations, it should also improve the 'just' perception of the employees about it, to facilitate the improvement in their job satisfaction.

11. The traditional techniques of job designing are recommended one more time. Indeed, it has been observed during the study that many organizations are practicing the techniques of job enlargement, job rotation, and job enrichment. Job empowerment is the buzz-word today in business organizations and it is showing significant improvement in satisfaction and performance there. The same may also be applied in organizations.

12. Management should be aware about the important needs of their employees to initiate effective changes in intrinsic and extrinsic factors. This may not be possible for all individual employees, but knowing the needs important for most of their employees may help in devising ways to improve satisfaction level of employees, and in long run that would be fruitful for the organization. For example, it has been found in the present study that Physical Education professionals give high importance to responsibility, help to other people, self esteem, personal growth and development, and use of abilities among the intrinsic factors, and job security, working conditions, prestige and status outside organization, work closely with others, and pay among the extrinsic factors. The importance they assign to intrinsic factors is relatively higher than extrinsic factors, though both the factors are given high importance by the Physical Education professionals. The importance of factors may also differ in different groups of Physical Education professionals. This information may be used in devising training and reward programmes by the management. Non-financial rewards such as recognition, verbal or formal, are particularly important here. Most people respond favourably to recognition and there are
several methods of communicating recognition that involve little cost or time but that may have considerable impact on satisfaction and motivation of employees performing with excellence.

All these suggestions may not be acted upon unless the mangers (and manger in other sectors too) perceive the importance of the employees. As the organizations (or for that matter, almost all organizations) are not in the business of job satisfaction, it becomes difficult for managers to see the importance of understanding and enhancing employees attitudes and feelings about their work. It is, therefore recommended to the organizations to understand the employees. Once it is recognized that employees' satisfaction actually influences the satisfaction of organizational performance and effectiveness, the concern for Physical Education professionals' work satisfaction would obviously be generated among the organizations.