CHAPTER I

INTRODUCTION

1-1 Education

Education in broader sense is an experience which has formative effect on the character, mind and physical abilities of an individual. Being an important activity, its meaning has been changing through the age due to change in social and physical condition.

In the Word of Mahatma Gandhi, "by education I mean all round development of individual and drawing out of the best in child and man, body, mind and spirit". He has also rightly said that, "education is an integrated and indivisible process beginning with conception and end with death".

Education is a unique and great investment in human capital for the present and future. It is an important factor for the progress and all-round development of a nation. It plays a vital and crucial role in economic and social development and national integration of the country. Gandhiji said, "Illiteracy is the highest sin, washing it out from the face of the earth would be a pious deed". It implies that literacy and education are the foundation for the upliftment of people of nation. It is not only the knowledge of reading, writing and arithmetic but also help in the development of national integration, environment conservation, women empowerment, human resources, moral values and character.

Education is considered as a necessity in the present age of science and technology. In the past when the life was simple, education was considered as a luxury.
It was available only to few fortunate persons. It was not education for masses. But, now it occupy an important place in life. It is education for masses. It is not neglected aspect today.

The destiny of India is now being changed in her classrooms. In the present age of science and technology it is education that determine the level of prosperity, welfare and security of people. The quality and number of persons coming out of schools and colleges will depend upon the success in the great enterprises of national reconstruction, whose principle objective is to raise the standard of living of the people. In order to realise this, it has become very necessary to understand the role of education in the total programme of national development. In order to relate education to national development, it has become quite urgent that the programme of educational development should be implemented with full determination and vigour.

The task of education development is neither unique nor it is quite new, but its magnitude, gravity and urgency have increased immensely. Education has acquired new meaning in the modern world.

Education is the potential instrument for bringing about social transformation and for making democracy a success. Although India is an avowed democratic country. Universalisation of education which is the prerequisite of democracy has not yet been achieved. Although universal education is an important condition of democracy, many steps have to be taken in this connection.

Framer of Indian constitution laid down in article 45 of State Policy, "the state should endeavour to provide within a period of ten years from the commencement of
constitution for free and compulsory education for all children until they complete the age of fourteen years.

This target was to be achieved by 1960, but it is pity that even after 50 years of commencement of our constitution, we have not achieved this target due to various socio-economic, political and cultural reasons.

The population of India is increasing day by day and about half of it is below the age of eighteen years. As a result of this fact, the complexity of the problem of educational reconstitution at the national level require a rapid action in evolving an appropriate educational policy. Education policy cannot be considered or planned in vacuum. In developing country like India, education should be used as a powerful instrument of social, economic and political change. Therefore education has to be related to social, political, socio-economic, philosophical and cultural aspects of life.

Geographical, demographic and socio-economic factors have a direct-bearing on India's educational system. Such a large country, with such wide linguistic and geographical variations can hardly have a centralized education system. Rapid population growth require a continuous expansion of educational facilities just to maintain existing education level. A corollary to unequal socio-economic situation is that a disproportionate importance is attached to technical and higher education with comparative neglect of mass educational programme particularly in elementary education and adult literacy.

India is transiting from a society in which education was a privilege of a small prosperous mass to one in which it could be made available to the common masses of all
cadre. The immense resources needed for this programme can be generated only if education is related to productivity. An expansion in education leads to an increase in national income which in turn may provide means for a large investments in education. Education and productivity thus constitute a rising spiral, where different part sustain and supports one another.

So the most important and urgent reform needed in education is to relate it to the needs and aspiration of life.

The education in India is in a state of constraint because its importance has been realized only after independence. Before independence the importance of education was not realised adequately. Education was not considered the matter of vital importance for the country.

Education endeavour to help man in the following way:

i) It help man to grow to full stature,

ii) To enable him to realise his nature both mentally and spiritually, and

iii) Provide adequate opportunity of mental growth.

Broadly speaking education adheres to two processes:

i) Spelling out its goal and ideals, and

ii) Thinking out the means and measures to attain these goals.

Realisation of these goals and ideals of education by employing appropriate mechanical means and measures depend upon the operational process of educational administration which sustain, vitalises and protects educational activities. In present age education has become tremendously complex, heterogeneous and competitive. To meet
the requirement of such education, educational administration has to be a dynamic
discipline in terms of theoretical postulate.

1-2 Physical Educational

The term physical education is the junction of two words: Physical and education. The
word physical refer to the body and education refers to the development of a whole some
personality of an individual to become an honourable and acceptable member of society.

Hence physical education aims at achieving educational objectives through physical
activities.

A number of author have attempted to define physical education in their own
ways. A few of these definition are presented below.

According to Barrow (1979) physical education is defined as an education
through which many of educational and physical objectives are achieved by means of big
muscle-play activities.

Bally and field (1926) have defined the term physical education as a process
through which favourable adaptation and learning --- organic, neuromuscular,
intellectual, cultural, emotional and aesthetic result from and proceed through related and
fairly vigorous physical activities.

Bucher (1960) has remarked that physical education is an integral part of the total
educational process and is a field of endeavour which has its aims of development of
physically, mentally, emotionally and socially fit citizen through the medium of physical
activities selected with a view to realising the out comes.

Physical education is vital phase of education and integral part of total education
process. The aim of physical education coincide with that of total education process because both these intend to achieve the all round development of the individual.

The origin of physical education can be traced in back in the primitive period. If we put a short sight on the theory of evolution in nature and types of activities which are essential part of modern physical education: Our pre human ancestors lived an arboreal life. They climbed, leaped and jumped, but with the pressure of circumstances they came down of trees and preferred living on the earth that may be due to bulk and weight of body or the geographical condition. But the innate tendency to climb, to leap, to jump, to walk, to hop, to run from one place to another on the open ground for chase or for escape remained and is still predominant. His hunger and own safety are the same but his ability to think and manual dexterity gave him the mastery over his environment which he needed to form a stable society.

The primary need of man was food and at that time he had to go in search of food. He obtained it by hunting, fishing and by gathering fruits from the trees. The search for food was not an easy task, but it was a vigorous form of physical exercise.

All the activities unnumbered about demand and needed hard physical exertion. They developed strength, stamina, courage and resourcefulness. They developed strong and healthy body capable of over coming ill health and disease without medical treatment internal or external.

In the modern age, man is leading toward total automation and is gradually making least efforts with his body. Biology emphasises that this should not be continued, other wise man will forfeit his body and become lump of brain. The biological evidences
indicate that man’s development has brought an inheritance of structure and function that require care and attention by the individual and society to devise way and means of meeting artificial condition imposed by civilization. If we want to stand the hazards of changing environment we must run, jump, leap, climb, swim and engage in play and sports activities that have engrossed human beings since the earliest times. These are the basic modes of biological behaviours. Rousseau, the great naturalist believed that the body needs to be vigorous in order to obey the soul, a good servant ought to be robust. The weaker the body more it command, the stronger it is the better it obey.

Physical education is an integral part of total education process. It occupy a more dominant role in both education and life. It may be defined as an education through human movements where by many educational objectives can be harnessed through big muscle activities, i.e. sports, games, gymnastic, dances and fitness activities. Physical education can be viewed as body of knowledge, a disciplined programme of activities or a profession. However, regardless of the view point, its central focus is human movement involving motor skills such as sports, games, gymnastics etc. when human movement is combined with the universal human live of play. The combination forms one of the most powerful educational media. Therefore physical education is an integral part of educational curriculum because it help in realising the objectives of education in early form. Fundamentally physical education is concerned with individual’s situation, reaction and modification. The modification and adjustment takes place in an individual only by learning and performing physical activities. The way of learning and performing physical activities make this process a unique process. This process involves both
theoretical and practical aspect of educational process. In physical education participant learns to move in symbolic relationship. Physical education is concerned largely with situation and responses, characterised by muscular activity. It is true that rational muscular exercises among other effects, promotes growth and develops strength and integral muscles, improve muscle and muscle tone and increase the power and vigour of the organic system for the body. But it would be a nave system of physical education indeed if it could be conducted without involving the individuals situation calling for mental and emotional responses, without resultant modification in habits, attitudes, appreciations of skill.

During the first decade of twentieth century physical education was based on Swedish gymnastic, games and sports. The education curriculum was introduced in Britain. The British authority in India took similar steps in the European schools. In 1903, The missionary school (The St. Joseph High School) in South India at Bellary was equipped with parallel bars, Roman rings, valuting horse, Indian clubs, dumbbells and climbing ropes. After school hours all students assembled for P.T. exercises which were conducted by a specialist instructor. In addition Football, Hockey and Cricket was popular. The curriculum was adopted for training of the mind as well as the body. In 1912 the education department of Government of India allotted a non-recurring grant of Rs.25 lakhs to promote physical education in the country. A class was held in Poona to train the teachers of simple P.T. exercises and games in their respective schools. In the end of 1920 the well organised government school had a good lay-out for physical education. Out door games received a good encouragement along with foot-ball, hockey,
cricket and tennis. Several clubs were formed.

After First World War a great need was felt to trained teachers of physical education to fulfil the demand. The young men's Christian association at Madras took the lead and established the first college of physical education. The first college of physical education in India was established in 1920 at Madras by national Council of young men's Christian association of India, Burma and Ceylon. It was known as the college of physical education. Its founder was Mr. H.C. Buck. In 1932 this college gained international status. In 1949 the institution started co-education and offered three type of courses; diploma, certificate on higher grade and lower grade. This college had spacious building and nearly 70 acres of ground.

Government college of physical education Hyderabad was established in 1931. Mr. Fred Wederas remained principal till 1945. This college took the great initiative to trained the physical education teachers.

Government College of physical education Calcutta was established in 1932. Mr. James Buchaman was first Principal. In 1952 college was shifted to Banipur and in 1957 it became co-educational.

Government College of physical education Lucknow was established in 1932 under Private missionary management at Lucknow. The College was the Unit of Lucknow Christian College and under the control of the Board of Governors.

Shri Hanuman Vyayam Prasark Mandal Amravati was formed by two Vadiya brothers. Since its foundation the Mandal has played an important role in promoting the physical education in India. The Mandal's team has given demonstration in various parts
of the country and also in Europe and in the middle-east. In 1936 the team gave a
display of the Indian system of physical culture at the Olympic games at Berlin.

After independence lots of institute were opened to trained the physical education
teachers. These institute work under the supervision of NCET. Some of these institute
are as follows:

1. Government College of physical education, domulguda, Hyderabad.
4. Tirhut College of Physical Education, Muzafarpur.
5. Arya Vyam College, Itola district Baroda.
6. C.P. college of Physical Education, Rajpipla.
8. Department of Physical Education Kurukshetra university Kurukshetra.
10. Y.M.C.A. College of Physical Education Banglore.
11. K.V. College of Physical Education Chikballapur.
13. LNCP Shivpur.
15. B.P. College, Nehru Nagar, Sholapur.
At present there are more than 75 Institutes in India who are providing training to Physical Education teachers.

1-3 Place of Teacher in Educational Process

In ancient time, gift of education was regarded as the best gift in the society. Teacher commanded unique respect and regard because the educational system right from the Vedic period aimed at the character building, social efficiency and spread of national culture and happiness.

Education today no doubt is supposed to be child centred, yet the place of teacher in education can not be over looked because he remain as a guide for the students to shape his future and success of education depend mostly on his power of guidance and on his teaching method.

In the present day, system of high sophistication and specialization, one can hardly make a statement which may not be questioned. But to say, that in the education process an effective teacher occupy a place of tremendous significance and accepted by
all as true. Importance of teacher in the educational process is unquestionable. However, the entire edifice of education is shaky if the teacher is week and ineffective. An effective teacher is amongst the foremost factors contributing to the educational upliftment which we are trying to achieve.

Various committees and commissions have given the various recommendations, guidelines and methods for bringing about qualitative improvement in education. As a result, workers in the field of education have endeavoured to develop better curriculum, text-books, playing fields, equipment, apparatus and teaching aids etc. Considerable efforts have been made to devise better means of assessing student's achievement and techniques of teaching. But all these things is of no use and developmental target are beyond to remain unachieved unless the schools are staffed with effective and potential teachers. It is the effective teachers who influence and shape the competence and character of the new generation (students.)

In our country, there is an unprecedented high demand for the effective teachers to lead the attitude of the school children on the path of enrichment and progress. The existing social, political and economic condition in the country is a great challenge to the teachers among other thinking persons, to rise the occasion and fulfil the country's expectation in an effective manner.

As Aptly Observed by Kundu (1981) "Although, schools may have excellent material resources in the form of equipments and apparatus, buildings, text-books, playgrounds and although curricula may be appropriately adopted to community requirement. If the teachers are misfit or are indifferent to their responsibilities, the
whole programme of education is likely to be ineffective and largely wasted."

Imported Physical facilities, teaching techniques etc no doubt, supplement the teacher's efficiency but these cannot be substituted for an effective teacher. The importance of effective teacher in the educational process is, indeed indisputable.

Teacher turn the base mental of the child into gold. It is his teaching skill, his personal influence, his character, his dynamism and his life force that turn them to truly human. "Books may learn child but teacher educate them".

No system of education can rise above the level of its teachers. It is for this reason that teachers have been described as the builder of nation. While opening the 11th conference of Indian Association of teacher education, Shriman Narayan (1968) reiterated that the teachers are the real architect of the nation. The greatness of the country does not depend on the lofty building, gigantic projects and large armies. The ultimate test of nation's greatness is the quality of his citizen. If the nation possess young men of sterling character and unimpeachable patriotism, nation is bound to make rapid progress on all around and it is therefore, the sacred of education to the young in order to make them right type of citizen. Teacher can play a very vital role in shaping the future of country by paying attention to the young men introduced to their care.

The education commission (1964-66) has very aptly observed that the future of nation is shaped in the class room. It is teacher that mould the most-precious material of the land viz. boys and girls in their most impressionable period of development in the required shape.

The University Commission 1948 emphasised the importance of the teacher and
his responsibility. The commission was categorical about the need for improving his status, salaries, service conditions and about providing facilities for the pursuit of knowledge and performing his duty satisfactorily. In creative work like teaching, job satisfaction remain the sine-qua-non and play a very significant role in attracting and retraining the right type of person in the profession.

The Good teacher is cordial, co-operative and honestly enthusiast, but he always remain dignified and calm in his contact with the students. He knows the justification for trying to use students to further his own interest, pampering outstanding students, cultivating a clique of pets. His treatment to students is courteous on fair showing neither prejudice nor partially. The Good teacher invite, encourage and stimulate children to behave, participate and learn. He realise the need of Modern discipline, which emphasizes self control and self direction, one of the most difficult thing a child must master.

True teacher are always devoted to students and are responsible for the inculcation of civic and social duties in pupil. Teacher take utmost care and interest with regard to the progressive and harmonious development of the physical, mental, intellectual and spiritual powers and all faculties of pupil. As a spiritual and intellectual father, the teacher leads students from darkness of ignorance to the light of knowledge which is concealed.

Education can broadly be defined as a process of teaching and learning where teacher occupy a position of paramount importance. The role of teacher influencing the future of our advancing national development.
The framer of second five year plan observed, at all time the teachers are pivot in the system of education. It is especially the case in a period of basic change and orientation, sound syllabi will not serve any useful purpose unless, there are teachers who are fully alive to the profession and its accompanying responsibilities. Teachers play an important part in shaping and moulding the habits, tastes, manners and above all the character of the students.

1-4 Factor affecting Teaching Behaviours

According to D.N. Mutha and Pramod Kumar (1990), information manual regarding the teacher effectiveness consist of following eleven factors which affect the teaching behaviour.

1. Information sources.
2. Motivation,
3. Disciplinarian,
4. Advisor and guide,
5. Relationship with pupil, follow teachers, principals and parents,
6. Teaching skill,
7. co-curricular activities,
8. Professional Knowledge,
9. General appearance and habit in relation to classroom,
10. Classroom management, and
11. Personality characteristic.
Physical education is an integral part of total education process which is concerned with growth, development and education of children through the medium of big muscular activities. It is education of child by means of Physical activities. The aim of physical education is the development of physically, mentally and socially fit citizen through the Physical activities. Through well directed Physical Education Programme children develop skill for worth use of leisure time, engage in activities conducive to healthful living, develop socially and contribute to their physical and mental health. The ultimate aim of education is to develop all round personality of individual. Physical activities under the discipline of physical education also contribute in achieving this end.

Physical education in the present scientific age, has acquired scientific dimension. Now it has become an organised and institutionalised discipline involving much more than motor behaviour. Now physical education is an instrument of raising the health and fitness standard of the society. Physical education develop physical strength, skill for vocational pursuit, character and provide opportunities for leisure time. It is an active partner in the field of education. Physical education is the discipline in academic sense and a profession which contribute to the welfare of the society. Its values and services has widely been accepted and acclaimed.

Physical education teachers (P.E.T.) are playing vital role in the progress and promotion of physical education as a whole in achieving the aim of education. Physical education teachers are playing diverse as well as specialised role as a teacher, official, organiser and administrator. Teacher of physical education has the responsibilities to
help the students to develop skills, master knowledge and acquire attitude and social qualities that help the person to become all that he or she is capable of. Physical education teacher play a double role, not only, he does acquire knowledge from various sources and disciplines to enrich his mind but he make use of that knowledge to develop his policies and practices so as to make a teaching learning a healthy as well as smooth process.

Physical Education teachers are as good as any other scholars in their field of knowledge. Sports Science have ultimately emerging from the physical education. Physical education teachers are not a biologist yet but he knows something of biological principles as they affect human movements. The rise of sports science such as psychology, sports psychology, sports sociology, kinesiology, bio-mechanic and anatomy is a recent phenomenon which has emanated out of man's craze and quest for setting new standards. Conducting physical education classes at school and college level is a new dimension in the progress of education but identifying, selecting and grooming genetically endowed and talented peoples to achieve excellence in sports competition demands not only scientific outlook but also application of systematic and collaborative efforts with the scientist in order to cope with the shifting emphasis in the changing world.

In the modern scientific age, the responsibilities of Physical Education teacher have increased manifold. The expectation of society and nation toward physical education teacher are very high in the sense that they are only teacher who can protect and save general fitness of sedentary people in the machine age. The physical education
teachers have not been given due place and recognition. Consequently, they faces a lot of problems while carrying out their responsibilities. Bad working condition, ill maintained playground, lack of facilities create impediments in their efficient and smooth functioning. These causes tremendous stress on them while they perform their duties.

In the world of strives and struggles, tension and tantrium, Physical Education preaches the message of relaxation and recreation. No other profession provides more succour and solace to the ailing humanity than the Physical Education. But physical education as a profession faces new challenges with the rapid changes taking place in the society. The way the profession meets these challenges affects teachers, students and community. The world is brought together by the rapid communication responses instantaneously to natural disasters, wars, political and social upheavals and a multiplicity of crises. Many problems of social and political sphere are tackled by the teacher in the classroom and in play area frequently. Some problems like drug addiction, alcohol abuse, students unrest, crime and poverty, discrimination against women and minority groups, austerely budget are common problems being faced by Physical Education teachers.

1-6 Variables of Study

The researcher has used the following variables for the proposed study which are discussed as below:

1. Work Motivation
2. Job Satisfaction
3. Sports facilities
1-6.1 Work Motivation

i) Motivation

Historically, the word "motivation" comes from the Latin word "movers" which means to move. Thus we can say that in its literal meaning, motivation is the process of arousing movement in the organism. The movement is produced and regulated through the release of energy within the tissues.

1. H.W. Bernard "Motivation refers to all those phenomenon which are involved in the stimulation of action towards those goals."

2. Atkinson defined motivation as the "arousal of tendency to act to produce one or more effects."

3. Maslow has advanced the theory of hierarchy of needs ranging from basic physiological need to self-actualisation. According to him "Motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organismic state of affairs,"

4. D.O. Hebb, the term motivation refers:
   i) To existence of an organised phase of sequence.
   ii) To its direction and contents and
   iii) To its persistence in given direction or stability of contents.

ii) Motivation in Sports and Physical Education

Motivation has been considered an important variable from sports performances point of view. Its role in training as well as in competition is well established through empirical studies. The expert observer are able to differentiate between motivated behaviour from
behaviour which lacks motivation. Motivation energises behaviour, a force that reflects in outcome of an effort. Butt (1976) asserts, "two people engaged in the sports activity may behave in a similar fashion oftenly, but each man behave differently under the stress of winning or loosing and may have different feelings." When talking about his participation in sports the difference between two lies in degree or the extent to which each has been motivated.

Cratty (1968) stated that motives can be defined as factors or conditions which influence conditions or objects that are selected for attention. They reflect the intensity with which a person is engaged in activity. However, motivation is a complex phenomenon because the laws that deal with motivation do not operate in a uniform manner because of the individual differences among people. In the vast field of human environment the situation and internal factors of the individual appears to interact to produce motivated behaviour in the individual. Sports motivation needs for the best results varies with the individual but each individual has tolerance level beyond which performance declines, which indicate that individual are some time inclined to put too much pressure on themselves. Oxendine (1968) sums up motivation as "an aid to learning". High level motivation is advantages for gross motor performance but may interfere with fine motor co-ordination.

One of the important question in research studies revolves around what conditions and incentive are likely to produce intrinsic motivation in contrast to extrinsic motivation. It is generally believed that people who are intrinsically motivated do better in sports competition, business, education and industry than those who depend on out
side sources of motivation. However, sometime it is important to use external sources of motivation to alter intrinsic feelings of individual. However, reward on one hand may be perceived as controlling behaviour and on the other hand they may provide feedback to the sportsman. However, the danger of external reward is that they might undermine intrinsic motivation of an individual.

Alderman and Wood (1976) discovered the strength of various incentives systems of young Hockey Players. These include affiliation, stress, excellence, success, aggression, power and independence. Alderman (1978) reported that his motivational system was consistent when his inventory was employed on several thousand athletes. According to Jagdish Kaur (1994) in her study on assessment of motivation for sports participation and performance of Panjabi athletes. She developed the inventory relating to motivation for sports performance and motivation for sports participation. Through factor analysis she has identified the items from a vast proof of motivational data which are instrumental in sports performance.

iii) Function of Motivation

Psychologists have analysed the motivated behaviour of an organism and observed the following function of motivated behaviour; (1) Motives energize and sustain behaviour; (2) Motives direct and regulate our behaviour; and (3) Behaviour is selected.

Motives energize the behaviour of organism and arouse him for action. The energy can be physiological as well as psychological in nature. Motives not only energize the behaviour but they sustain our interest and behaviour for longer period in the activity. According to Hebb, efficiency and adequacy are increased in Motivated state of
behaviour.

Motivated state is often described as guided, directed and goal oriented. Motivated behaviour moves in a specific direction. The behaviour of the organism is purposeful and persistent. The direction of motivated behaviour is, no doubt, very complex because of the structure, the situation and the action sequences which determine the behaviour.

Under motivated condition, the behaviour of the organism does not move in haphazard way. It is directed toward a selective goal which the individual sets for himself. For example, the student who is motivated to secure high grade in the examination, concentrates on his studies by selecting appropriate means to reach his goal. The motive is terminated by the achievement of the goal.

iv) Motivation to Work

A large number of researches have been carried out on the influence of motivational factors of work. For example the influence of social environment on the behaviour of worker was studied. The result has stimulated the management of many organisations to re-evaluate traditional methods of utilising the human resources. They have probably been responsible, at least in a part, for marked changes in the philosophy of personal administrations.

Individual cannot satisfy his needs both physiological and psychological by himself. This is true especially when most of individuals time is spent after work in particular sphere of socialization. He need a group, an organisation to meet his needs. Obviously, the organisation also need him. They are mutually depended on each other to
achieve motivation.

Maslow (1954), a clinical psychologist say, "man is wanter. He always wants or need some things, he is never satisfied, the things he wanted most yesterday may not be the things of want today." Further there is an overlapping arrangement. The work activity and work situation are the main dimension of work motivation which are discussed below;

(a) Interesting Work Activity
Opportunity to use skill and knowledge at one's best, helps to make work activity interesting. The production of satisfaction through successful activity: aptitude leads to success, success result in satisfaction, satisfaction produce interest in the activity and interest result in more activity cited by super (1957, p.10)

(b) Satisfying Work Situation
The worker's satisfaction in work is greatly affected by the physical condition in which the work in done, the way in which the flow of work is organised and equipment materials with which the work is done.

First step of Motivation to work consist of physiological needs viz. Food, water, shelter etc. The next step is the safety and security. Then come companionship and love from the associates, colleagues, friends and husband or wife who become motivators. In the work situation this is the dimension which should be tapped most heavily.

Work motivation could perhaps be defined in term of set of independent/dependent valuables relationship that explain the direction, aptitude and persistence of an individual behaviour holding constant effect of aptitude, skill and understanding of the
task and the constraints operating in the environment.

v) Factors Affecting Motivation to Work

Motivation is also influenced by variable like organisational structure i.e. whether the organisation is tall or flat in structure, automated or semi-automated; monetary incentives like-pay, wages, bonus etc. benefits like-housing, social security, contributory provident fund, gratuities, medical aids, education of children, co-operation loans, and advances and psychological incentives like-utilization of creative energies, satisfaction of doing the work, recognition, freedom to plan one's own work, friendly and helpful supervision and for any organisation work motivation will vary according to individual's status.

1-6.2 Job-Satisfaction

i) Concept of Job-Satisfaction

Job-satisfaction is a generalised feeling of fulfilment of a employee's economic and social needs and aspirations in life which he seeks to obtain through the exercise of his ability and aptitude in accordance with his interest via the median of an organisation. Job satisfaction is the total body feeling that an individual has about his job. This total body feeling involve effect, weighing up the sum total of influence on the job, the nature of job itself, pay, promotional aspects, nature of supervision etc. When sum total of influences give rise to satisfaction, then only individual is satisfied. Work form an important part of human activity. Work is a potent source of need gratification of all types such as physical, security, social and ego needs. Work is a social reality and social expectation to which men seem to confirm. This urge to work seems to be deep rooted in most men and work is viewed much more than a means of seeking economic gratification. Most men
gratify their need by working on a job. Work not only provides status to individual but also binds him to the society. Work occupies so much of men's life span, that the satisfaction or dissatisfaction with it could affect the individual considerably in all walks of life.

However, what makes a job satisfying or dissatisfying does not depend only on the nature of job, but on the expectations that individual have from their job. When a man satisfy from his work not only does he alone but also the employees gets benefit. Community profits on the part of individual and the well being of society in general is improved. Job satisfaction has three aspects viz.; (i) Job aspect (ii) Personal aspect (iii) inter personal aspect. Job-satisfaction is important to the employee, worker and the community.

Job-satisfaction and life satisfaction are often found to be closely related. One point is clear about job-satisfaction that it is dynamic. One cannot establish high job-satisfaction once and then forget it for several years. It usually lead to qualitative and quantitative improvement in performance. Satisfaction in job induces motivation and generates interest in work. When work became interesting it gives personal pleasure to worker and this has tremendous psychological satisfaction.

A comprehensive approach to the understanding of job satisfaction requires the consideration of factors such as wages, supervision, relationship of employment conditions to work, advancement opportunities etc. Apart from such factors as employee's age, health status, temporary desire and level aspiration, family relation and social status have to be taken in to consideration in order to have a complete
understanding of the term job-satisfactions.

To define job satisfaction is a difficult task, because there are various definitions depicting different dimensions, but one frequently used is that job satisfaction is favourableness or unfavourableness with which the employees view their work. It results when there is an agreement between job characteristics and wants of an employee. It expresses the amount of congruence between one's expectations as compared to rewards.

Vroom (1964) define job satisfaction as "the positive orientation of an individual toward all aspects of work situation. So the job satisfaction is the resultant of an employee's general attitude towards his job".

Locke (1976) define job satisfaction as "a pleasurable or positive emotional state resulting from appraisal of one's job experience." He further considered that job satisfaction is attributes of individual, not of any collective, depend upon the individual's values.

Laviangia (1977) stated a job satisfaction is the extent to which an individual's needs are satisfied and the extent to which the individual perceives the satisfaction from his total job situation.

Crites (1969) distinguished between job-satisfaction, vocational satisfaction and morals. He observed, "if it is some specific aspect of job, such as duties and task or working condition, then the concept which is defined would be job attitude. If it is the over all job in which the individual is presently employed. Then the concept would be job-satisfaction. If it is type of work in which the individual has been trained or has gained experience in several jobs (Two or more), then the concept would be vocational
satisfaction. If the referent includes the work group or employing organisation, as well as job or vocational satisfaction, then the concept would be morale”.

On the basis of above assumption Crites (1969) defined job-satisfaction as "an effective state which is a function of the workers present job on the one hand and his frame of reference and his adaptation level on the other".

According to Hoppock (1935) job satisfaction as "the combination of psychological and environmental condition or circumstances that causes a person truthful to say satisfied to job."

After summing all these definitions we come to the conclusion that it would be rewarding, therefore, to identifying the type of attitude and personality characteristic that are conducive for driving satisfaction in the teaching profession.

Further more, both the lay public and educators agree that the "Goodness" of educational programme to large extent depend upon the quality of teaching. To maintain the quality of teaching, the teachers should keep his lamp burning in order to light other lamps. To allow this process to take place, cogenial school atmosphere or environment is very essential. Without this kind of environment educational activities on the part of teacher may not become successful. If the teacher is satisfied with his job as well as environmental factors he will perform his duties perfectly. From the above discussion it became clear that job-satisfaction is the result of various attitude the employees hold towards his job related factors and also life in general.

ii) Dimension of Job Satisfaction

The dimension of job, according to Rao (1986) are as follows:
Work: Includes intrinsic interest, variety, opportunity for learning, difficulty, chances of success etc.

Pay: Includes amount, fairness or equity, method of payment etc.

Promotion: Includes opportunities and fairness of basis for growth in the job.

Recognition: Includes praise of accomplishment, credit for work done, criticism etc.

Benefit: Such as pension, annual leave, paid vacation, gratuities etc.

Working Condition: Extra teaching classes, rest, location etc.

Supervision: Includes supervisory style and influence, human relation etc.

Co-Workers: Includes competence, helpfulness, friendliness etc.

Management Policy: Includes concern for employees, human relation etc.

In the opinion of Cambell (1984) the process theories of job satisfaction consider the above dimension of a job not only casually relevant but also how that combine to determine overall job-satisfaction.

Contrary to the process theories, content theory try to identify the specific need or values which are most conducive to job-satisfaction. According to these theories job satisfaction result from the perception that one's job fulfil or allows the fulfilment of one's important job-values and the degree to which the value are congruent to one's needs.

Combining the most defensible aspects of each theories of job satisfaction, job satisfaction may be hypothesised to result from the appraisal of one's job as attaining or allowing the attainment of one's important job values, provided these values are congruent with fulfilment of one's basic needs. These needs are of two separable but
interdependent types: physical and psychological needs, especially needs for growth.

Growth is made possible mainly by the nature of work itself. Job satisfaction result from the attainment of the following values or conditions conducive to job satisfaction:

1. Mentally challenging work with the individual can opt. successfully.
2. The personal interest in the work itself.
3. Work which is not too physically tiring.
4. Rewards for performance which are just in comparison with the individual’s personal aspirations.
5. Work condition which are compatible with the individual’s physical needs and which facilitate the accomplishment of his work goal.
6. High self esteem on the part of employee.
7. Condition (including individual) in the work place which help the employee to attain the job values such as interest in work, pay, and promotion etc. and which minimises role conflict and role ambiguity.

It is commonly believed that job satisfaction results from the interaction between job factors and job environment. The workers possess values and needs and jobs are instrumental in providing fulfilment or reinforcement to a greater or lesser extent to their needs.

Alexander R. heron (1946) points out, why men work? Scientists, inventors, teachers, ministers, nurses, social workers and such enthusiast are usually not working as they do work merely to "make a living". We do admit it, that they are unusual people some time impractical idealists, some time a little bit queer.
iii) Needs of Job-Satisfaction

However, while engaged in work, man seeks the satisfaction under these major needs:

(a) Human Relation

One of the major needs by which satisfaction is sought in the work, is human relations. It includes recognition as a person, fair treatment and status.

- **Recognition as a person**: It means preserving one’s integrity. This in turn require independence, fair treatment and opportunity for self expression. Common need of modern man is to find life and work situation in which he can retain sufficient independence to preserve his own integrity and to be himself. The extent to which independence or autonomy is needed varies from occupation to occupation and from one work situation to another.

- **Fair Treatment**: People like fair treatment and being judged impartially. Fair treatment also means consideration of the needs of individual and loyalty in return of loyalty.

- **Status**: Status is also need of the man. Prestige derived from status leads one to a higher degree of satisfaction in one’s occupation. This is true for any level of work or occupation.

(b) Work

We often come across the term, "work", "occupation" and "job". These terms are often used loosely and more or less interchangeably. Shartle define these term with their precise and distinctive meaning as follows:

> An occupation is a group of similar jobs in several establishment.
A job is a group of similar position in one plant, business, institution or other work place.

Work-activity is an attempt to denote the content of work or job as contrasted with the work situation, the context in which the work is performed and the people with whom it is done. The work activities may be same in two jobs, but the work situation is different.

The individual can not satisfy his need both physiological and psychological by himself. He need the society or organisation to meet his needs. To use his skill and knowledge for getting the pleasurable result make the work activity interesting. Successful activities result in satisfaction. Satisfaction produce interest in that particular activity and interest result in more activity.

(c) Livelihood

Earning a livelihood refers to two points at a time, the present and future. Wages, salary, fees etc. largely determine the present standard of living, but the future prospect of earning is also important and bring economic security to the individual. The absolute level of earning must be sufficient enough to maintain adequate standard of living which characterize human motivation. These needs operate in such a way that when one set is maximally satisfied, the next higher set takeover as individual's prime motivation. These needs are emergent and have "ladder like" arrangement. In the job satisfaction these present and future dimension should be taken into consideration.
iv) Factors of Job Satisfaction

There are number of factors which affect the job satisfaction of individual. Pestonjee (1981) has suggested that job satisfaction is the summation of employee's feeling in four important areas. Two of these areas encompasses factors directly connected with the job (intrinsic factors) and other two areas includes factors (extrinsic factors) not directly connected with the job but which are presumed to have a bearing on job-satisfaction. These four areas with their related factors are as follows:

1. **Job**: Nature of work, hours of work, fellow workers, opportunities on the job etc.

2. **Management**: Supervisory treatment, participation, reward and punishment, praises and blames etc.

3. **Social relation**: Neighbours, friends and associates, attitude toward people in community etc.

4. **Personal adjustment**: Emotionality, health, home and living conditions etc.

The first two areas together are termed as on-the-job factors and the later two are known as off-the-job factors.

(a) On-the-job-factors

Pestonjee (1981) arrived at the following factors in on-the-job area of satisfactions.

1. **Supervisory treatment/considerations**

Important aspects such as ‘sympathetic treatment’, ‘respect for skill and abilities’, ‘opinion seeking’, ‘external help to workers’, ‘promotion policy’, ‘supervisor’s behaviour’ etc. are included in supervisory treatment/consideration.
2. Equity regarding work load and pay

As emphasised by numerous investigators salary is certainly an important factors in job satisfaction. It is one of the fundamental factors in an individual's attitude toward his work.

3. Supportive Function

The items constituting this factors relate to the workers relation with their supervision and their interpersonal relations. In contrast to first factor, this factor is chiefly restricted to the interpersonal relationship with the supervisor.

4. Interest in work

If a worker finds his work satisfying, he will be dissatisfied when deprived of this work.

5. Rules and regulations

Item cover such aspects as over time, rules and regulations. Includes also statement like, "Do you have to work with some such people whom you don't like much?"

6. Intrinsic satisfaction

It includes such aspects as the proper selection of job, nature of work etc. It also include such aspects also as whether the worker consider his job respectable and worth doing, whether the job is simple or difficult one.

7. Regard for organisation

This dimension include such aspects as relation to the overall management, cadre, nature of supervision and also the organisation environment.

8. Working conditions

Includes such aspects as tools, material and work equipment, reward for good work and
promotion opportunities. This dimension also includes reward and punishment policy of the company. Rewards and punishment may be in the form of material as well as psychological. A worker getting a word of praise or a pat on the back from the head for good work feels rewarded; likewise a worker who is reprimanded feels punished even though such a verbal action may not accompany any physical or material loss.

9. **Co-operation of workers**

Interaction with number of groups can lead to satisfaction as well as dissatisfaction. Walker and Guest (1952) observed that congenial work associate and opportunities for social interaction were very important for job-satisfaction.

10. **Supervisor's Nature Towards subordinates**

This factors refer to the supervision's attitude towards growth and development of subordinates as perceived by the subordinates.

**(b) Off-the-Job Factors**

People in an organisation as observed by Dubin (1951), are not just a bunch of individuals huddled together in a mass. They form groups that are social unites. Historically, the emphasis upon social organization at the work group level as anticipated in the social philosophy of Dinkheim (1893). Whatever a worker does or feel regarding his company is not only the product of what goes on in the company, rather, his attitude and belief are also affected by factors away from the organisation known off-the-job factors. Dissatisfaction arising from off-the-job factors are frequently related to job conditions. On the basis of factor analysis some eleven factors emerged in off-the-job aspects of job satisfaction (Cited by Pestonjee, 1981):
1. **Relation with family**

This item are mostly related with interpersonal relationship with family members and relatives.

2. **Emotionality-Neuroticism**

It includes such aspects as withdrawal, neurotic anxiety, tiredness etc. In an investigation on female employees by Kornhauser and Sharp (1932) it was found that out of 25 most neurotic, 16 were more dissatisfied than the average and out of 25 most stable, only 3 were dissatisfied.

3. **The perception of people in the society**

This item indicating the feelings about society and social binding.

4. **Anxiety about health**

Items grouped under this dimension are concerned about personal health and health of family members.

5. **Sociability**

This factor indicate about the ease with which a person can interact with other people in the society and is able to maintain his interpersonal relationship in the society.

6. **Intra-Psychic Factors-Extraversion Introversion Dimension**

This is a personality trait. This factor affect the way of working of an individual. It may also be conceived as determining the likes and dislikes of individual worker for some jobs.

7. **Neighbourhood**

This can be explained as a dimension which is a constituent of interpersonal relation with
the surrounding and social ecology of the place.

8. Intrapsychic

It manly relate with empathy and temperament of the individual.

9. Trust

It can be conceived as a general indicator of interpersonal trust both in the society and job surroundings.

10. Isolation

It can be conceived as a dimension of the more elaborate construct of alienation. This dimension is indicative of the combined effect of isolation, self-estrangement and social isolation.

11. Living condition

This factor reflect the worker's feeling about the environment where he lives. It include home environment as well as neighbourhood.

In summary, it clearly appears that job satisfaction is not only the result of aspects related to the work (on-the-job) but also a product of (off-the-job) environment.

1-6.3 Sports Facilities

Melville de mellow write about the sports in his book entitled, "reaching for excellence" as under, "some one once said that sports is a way of life." There can be little doubt that this was so, a long time ago. Why it is not so today? There are many reasons for this and perhaps the principle reason is that sports no longer guarantees gainful employment and unless a person is in the top bracket and the game is cricket, football or hockey. In that order, there is a very little hope of making a living out of sports. In our country today, by
and large, the job givers require diplomas, not athletic experts or high jumpers. They prefer specialists in technology to specialize in penalty corners. The portion of sports today, are also few and for between. "In my day and age," one believed that "The game is greater than the player." No longer is this the case. Player today creates the area of glamorous that attract the crowds who pay money to watch. Today, sports is big business and it will not be long before there will be a packer circus for almost every competitive discipline.

So the old jingle that once confidently asserted that, "he writes not, that you won or lost, but how you play the game," is no longer legal tender. More sportsman and their promoters are likely to follow the credo of mark Spitz, who claimed out of the Munich Olympic pool, to pick up his seventh gold medal and tell the world that:

"Swimming is not every thing,
Winning , is "

There is a reason for the shift of attitudes. Today, success of any kind is linked with national pride-esteem and superiority of Physical and Moral. And so, while the 'way of life' of a sportsman has largely disappeared from our land, it has not been replaced by the new attitudes prevalent in other part of the world. How then do we produce champions who can find a place in the 'sun'?

A question arises that with the change in attitude to sports by the rest of the world and the money and expertise that the west pour into national sports in their reach of excellence will India with its low priority for sports, ever catch up with the rest of the world? The efforts in this regard have been made from time to time especially from the day India get independence.
It was envisaged that games and sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average students as well as those who excel in this department. Where playing fields and other facilities of sports and physical education do not exist they should be provided on a priority basis. Playground and sports facilities plays an important role in improving the status of sports in the country.

Under the constitution of India, sports is a state subject. Physical Education, which is a part of education, is in the concurrent list. To evolve a mutually agreed approach and to device some common programme in the field of physical education and sports, it is necessary to arrive at a consensus with the state Government and state sports councils. Such a consensus was arrived at in November 1974 and certain guidelines with regard to policy and programme to be followed were issued in 1975.

The Government recognises the right of every citizen to participate in and enjoy games, sports and recreational activities. The aim and objective of sports policy are three-fold. The first is to inculcate sports and health consciousness amongst the masses for regular participation in games and sports and to make the nation healthy and strong. The second objective is to raise the standard of games and sports and in the process to earn place of pride in international sports competitions. Thirdly, the policy recognizes the need to provide all necessary facilities and infrastructure which are essential for creating sports consciousness and promotion of the standard of performance in games and sports.

In India the central Government's role in the field of sports and games has been
confined generally to providing co-ordination and consultancy services to the state and laying down guidelines to the national sports federations and to use powers of persuasion for their improved functioning in the matter of competitions, coaching and selections. The central Government has also serving as a clearing house of information.

The Central Government has set up a advisory bodies to advise it on the sports and physical education matters. There is All India Council of sports to advise Government on all matter relating to sports and games in the country. There is disparity in expenditure on sports and physical education at the Centre and State level. The central expenditure on physical education and sports is less than 1.2 percent of the expenditure on education. A more or less similar position obtains in the state. Total expenditure in physical education and sports in the country work out to less than 4 paisa per head in a year, which is perhaps lowest in the world. Smaller counties both developed and developing with the same or longer input in sports, health and physical education programme give a much better account of themselves in international competitions than India because their per capita expenditure on sports is much larger than in India and they concentrate on few selected sports and games unlike India which spreads its meagre allocation thinly on many sports whether Indians are skilled or not in those discipline.

It is felt that level of physical education facilities goes a long way in determining the success of sports persons in different games as well as in athletics. Hence it seems worthwhile that exact status of physical education facilities at different level should be determined so as to take adequate steps for making necessary improvement for achieving the desired objectives of physical education programme.
The present investigation was motivated by the situation. There has been few research studies related to the problem of job-satisfaction and work motivation of teachers at high schools level.

It could be said without any fear of contradiction that if an occupation is chosen, it must be in the expectation of achieving a satisfying state of affairs. This is also true in case of teachers, but the question is that, after an occupation is chosen and researcher has spend considerable time on it. Does he has the same expectation of satisfaction? In response to this question the source of satisfaction from element with in job to be taken considerably. However, it has been observed that physical and mental health is associated with job-satisfaction and work motivation. It show the paucity of research in the area so far as our country is concerned. It was also felt that stray attempts in the field do not lead to any tangible results. In a systematic attempt to tackle the problem of job-satisfaction and work motivation among physical education teachers is to made, priority could be given to measuring the degree of job-satisfaction and work motivation in relation to sports facility which might be followed by anlaysis of the causes of the job-satisfaction and work motivation of physical education teachers of high schools.

In view of the importance of work motivation and job-satisfaction of teachers, the problem of study taken by investigator was stated as under:

"WORK MOTIVATION AND JOB-SATISFACTION OF PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS OF HIMACHAL PRADESH IN RELATION TO EXISTING SPORTS FACILITIES"
1-8 Need and Significance of the Study

The only sound logic of the existence of school is its capacity to educate the youth, either it is the classroom education or play ground training. The better the education provided, better the school justifies itself. Job-satisfaction and work motivation of the teachers are two important factors which influences the achievement index. Job-satisfaction among teachers is one of those problems which the administrator faces when he engages in a plan to achieve higher school effectiveness.

Job-satisfaction improves the performance as well as the effectiveness of an individual, irrespective of the nature of work. It is believed that competent people in any profession generally enjoy job-satisfaction. Between job-satisfaction and professional efficiency there exist positive correlation (Blair, et al. 1963) have observed.

The friendly, enthusiastic, secure, and well adjusted teacher can contribute to the well being of his pupil. On the other hand, the irritable, depressed, hostile, tired and neurotic teacher can create tensions which are disturbing the pupil and which may permanently alter their outlook of life.

Teachers needs are same as those of other people i.e. food, shelter, security, recognition, new experience and independence. They become tense and dissatisfied when their needs are not fulfilled.

The efficiency of teaching profession and its contribution to national development in general and educational improvement in particular, will depend largely on its social status and morale.

Teachers, at large, now a day have been loosing faith in their profession and have
been making themselves casual workers concerned with their livelihood only. Those who are worried about the loosening down of the standards in education may look for the remedy in job-satisfaction in the teaching profession, which appears to be contributing sustainably to the phenomenon. In this regard Mukerji (1960) observed, “it is no wonder that most of our teachers are teachers not because it is their chosen calling, but because they could not secure employment elsewhere”.

The work of teaching should be sufficiently inspiring and amply challenging so that a teacher is stimulated to put in his best. The teachers should feel enjoying and not disliking his job, when a teacher cherishes these feeling he arrives at a state of mind which enjoy full job-satisfaction and work motivation.

Intensive and continuous efforts are necessary to raise the economic, social and professional status of teachers and to feed back talented young persons into the profession.

It further states:

The future of education and consequently of the nation is at stake and the price must be paid.

This is a study of two segregated groups i.e. job-satisfaction and work motivation of physical education teachers working at high school level and attempt to determine the characteristic and impact of job-satisfaction and work motivation of teachers. The description and analysis of such teachers, might be reasonably expected to provide useful aid to the teachers, educators, educational administrators and researchers for their respective purposes.
1-9 Objectives of the Study

1. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Dependence' component of Work Motivation.

2. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Dependence' component of Work Motivation.

3. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Dependence' component of Work Motivation.

4. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Organisational Orientation' component of Work Motivation.

5. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Organisational Orientation' component of Work Motivation.

6. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Organisational Orientation' component of Work Motivation.

7. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Work Group Relation' component of Work Motivation.
8. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Work Group Relation' component of Work Motivation.

9. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Work Group Relation' component of Work Motivation.

10. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Psychological Work Incentives' component of Work Motivation.

11. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Psychological Work Incentives' component of Work Motivation.

12. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Psychological Work Incentives' component of Work Motivation.

13. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Material Incentives' component of Work Motivation.

14. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Material Incentives' component of Work Motivation.

15. To compare the two groups of physical education teachers teaching in high
schools having average and low levels of sports facilities with respect to ‘Material Incentives’ component of Work Motivation.

16. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Job Situation’ component of Work Motivation.

17. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Job Situation’ component of Work Motivation.

18. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Job Situation’ component of Work Motivation.

19. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Total Score’ of Work Motivation.

20. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Total Score’ of Work Motivation.

21. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Total Score’ of Work Motivation.

22. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Work
and Work Condition’ component of Job Satisfaction.

23. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Work and Work Condition’ component of Job Satisfaction.

24. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Work and Work Condition’ component of Job Satisfaction.

25. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Salary, Security & Promotional Policies’ component of Job Satisfaction.

26. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Salary, Security & Promotional Policies’ component of Job Satisfaction.

27. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Salary, Security & Promotional Policies’ component of Job Satisfaction.

28. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Institutional Plan & Policies’ component of Job Satisfaction.

29. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Institutional Plan & Policies’ component of Job Satisfaction.
30. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Institutional Plan & Policies' component of Job Satisfaction.

31. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Authority, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

32. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Authority, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

33. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Authority, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

34. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Total Score' of Job Satisfaction.

35. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Total Score' of Job Satisfaction.

36. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Total Score' of Job Satisfaction.
Score’ of Job Satisfaction.

1-10 Hypothesis

1. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Dependence’ component of Work Motivation.

2. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Dependence’ component of Work Motivation.

3. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Dependence’ component of Work Motivation.

4. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Organisational Orientation’ component of Work Motivation.

5. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Organisational Orientation’ component of Work Motivation.

6. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Organisational Orientation’ component of Work Motivation.

7. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the
8. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Work Group Relation’ component of Work Motivation.

9. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Work Group Relation’ component of Work Motivation.

10. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Psychological Work Incentives’ component of Work Motivation.

11. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Psychological Work Incentives’ component of Work Motivation.

12. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Psychological Work Incentives’ component of Work Motivation.

13. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Material Incentives’ component of Work Motivation.

14. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Material Incentives’ component of Work Motivation.
15. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Material Incentives' component of Work Motivation.

16. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Job Situation' component of Work Motivation.

17. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Job Situation' component of Work Motivation.

18. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Job Situation' component of Work Motivation.

19. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Total Score' of Work Motivation.

20. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Total Score' of Work Motivation.

21. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Total Score' of Work Motivation.

22. The two groups of physical education teachers teaching in high schools having
high and average levels of sports facilities do not differ significantly on the
'Work and Work Condition' component of Job Satisfaction.

23. The two groups of physical education teachers teaching in high schools having
high and low levels of sports facilities do not differ significantly on the 'Work
and Work Condition' component of Job Satisfaction.

24. The two groups of physical education teachers teaching in high schools having
average and low levels of sports facilities do not differ significantly on the 'Work
and Work Condition' component of Job Satisfaction.

25. The two groups of physical education teachers teaching in high schools having
high and average levels of sports facilities do not differ significantly on the
'Salary, Security and Promotional Policies' component of Job Satisfaction.

26. The two groups of physical education teachers teaching in high schools having
high and low levels of sports facilities do not differ significantly on the 'Salary,
Security and Promotional Policies' component of Job Satisfaction.

27. The two groups of physical education teachers teaching in high schools having
average and low levels of sports facilities do not differ significantly on the 'Salary,
Security and Promotional Policies' component of Job Satisfaction.

28. The two groups of physical education teachers teaching in high schools having
high and average levels of sports facilities do not differ significantly on the
'Institutional Plan and Policies' component of Job Satisfaction.

29. The two groups of physical education teachers teaching in high schools having
high and low levels of sports facilities do not differ significantly on the
30. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Institutional Plan and Policies’ component of Job Satisfaction.

31. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Authorities, Co-Workers, Its Competence & Functioning’ component of Job Satisfaction.

32. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Authorities, Co-Workers, Its Competence & Functioning’ component of Job Satisfaction.

33. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Authorities, Co-Workers, Its Competence & Functioning’ component of Job Satisfaction.

34. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Total Score’ of Job Satisfaction.

35. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Total Score’ of Job Satisfaction.
36. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Total Score' of Job Satisfaction.

1-11 Delimitations of the Study

The study has been delimited to the following points:

1. Due to the paucity of time and resources, the investigator has taken up only two variable i.e. work motivation and job-satisfaction.

2. Physical education teachers of government high school in Himachal Pradesh have been taken for the study.

3. The investigator have taken 25 teachers from each district i.e. twelve Districts of Himachal Pradesh randomly comprising of total 300 subjects.

1-12 Operational Definitions of Related Terms

1. Work Motivation

Work motivation could be defined in term and a persistence of any individual behaviour holding constant effect of aptitude, skill, understanding of task and the constraints operating in the environment.

2. Job Satisfaction

Job satisfaction is a positive or pleasurable emotional state resulting from the appraisal of one’s experience. Job satisfaction is related but distinguishable form morale and job involvement. Since job is not a entity or a physical theory, but a complex of interrelationship of like roles, responsibility, interaction, incentives and rewards.
3. Sports Facilities

Sports facilities refer to permanent type of structure requiring either indoor or outdoor space. Such as Gymnasium, swimming pool and playgrounds are the examples of sports facilities.