ABSTRACT

It is advocated that the routine exercise programme prepared and conducted under the able guidance of an expert can go a long way in helping the individual for harmonious development of one’s health and fitness. Thus, the physical education teachers have to play a vital role in grooming up the young children. In modern technological age the responsibilities of physical education teachers have increased manifolds. Similarly, it is the coach who can make or mar the performance of athletes who are being trained under him. A good coach besides imparting training also inspires his disciples to put greater efforts in attaining the set target of peak performance in a chosen sport.

Health and physical fitness have become a core concern of the present day society. Sedentary life style and lack of physical activity have severely affected the growth and development process causing lopsided development of youth. It has posed a challenge to the physical education teachers and coaches for a ensuring health and physical fitness of individuals of the society. The expectations of the society and the nation with regard to physical education teachers and coaches are very high as they are the true experts who can develop and protect the general health, fitness and performance of individuals of the society. It is evidenced that in proportion to the expectations of the society, the physical education teachers and coaches have not been given due place and recognition. They face a lot of problems while carrying out
their responsibilities. Poor working conditions, ill equipped infrastructure, heavy work load, lack of administrative backing and improper facilities create impediments in their smooth and efficient functioning. They are forced to work under acute stressful environmental conditions.

The review of related studies reveals that although lots of investigators have tried to explore the influence of psychological variables such as achievement motivation, locus of control, psychological well being, self-concept and adjustment etc. But to the best of knowledge of the present researcher job involvement and job satisfaction have not been studied in the context of physical education teachers and coaches. Thus, the present investigator has made a humble effort to study job involvement in relation to job satisfaction among various levels of physical education personnel with certain demographic characteristics.

Job involvement and job satisfaction of physical education teachers and coaches have been considered as an important area of investigation by the researcher with a view that job involvement and job satisfaction improve the performance as well as effectiveness of an individual irrespective of the nature of work. It is believed that any professional who is involved with the job generally enjoy job satisfaction. The physical education teachers and coaches can contribute to the well-being of his trainees. On the basis of earlier evidence it may be inferred that studies on job satisfaction of physical education teachers and coaches are rather scanty. However, investigator has not come across a single study of job involvement among physical education
teachers and coaches. Therefore, the present investigator considers job involvement and job satisfaction as the important variables to be studied in the present investigation.

The followings are the objectives of the present study:

To determine the relationship between job involvement and job satisfaction scores among various levels of physical education personnel - School teachers, college teachers, teachers of residential institutions, teachers of non-residential institutions, coaches of residential institutions, coaches of non-residential institutions, temporary teachers, permanent teachers, temporary coaches, permanent coaches, married teachers, unmarried teachers, married coaches, unmarried coaches.

To examine the difference between school teachers and college teacher, teachers of residential institutions and coaches of residential institutions, teachers of non-residential institutions and coaches of non-residential institutions, temporary teachers and temporary coaches, permanent teachers and permanent coaches, married teachers and married coaches, unmarried teachers and unmarried coaches in the relationship scores of job involvement and job satisfaction.

The sample of the present study consisted of 200 physical education personnel (physical education teachers= 100, coaches= 100). It was drawn from various schools, colleges and Sports Directorate of Uttar Pradesh.

The Job Involvement Scale developed and standardized by Singh (1984) was administered to gauge the job
involvement of the subjects. The scale consists of 54 items. Each statement of the scale has four response alternatives, namely, strongly agree, agree, disagree, and strongly disagree. Out of fifty four items of the scale, 35 items were true keyed and remaining 19 items were false keyed. The possible scores of each items ranged from one to four. Since the scale consists both true keyed and false keyed items, therefore, two different patterns of scoring have to be adopted. The scores ranged in ascending order for the false keyed items and in descending order for true keyed items. The reliability of the scale was found to be .83

The **Job Satisfaction Questionnaire** developed by Chadha (1997) was used to measure the job satisfaction of the subjects. The questionnaire consisted of 97 items. Each statement has five response alternatives, namely, strongly agree, agree, undecided, disagree, strongly disagree. Out of 97 items, 58 items were true keyed and remaining items were false keyed. The possible scores of each items ranged from one to five. Since the scale contains both true keyed and false keyed items, therefore, two different patterns of scoring have to be adopted. The scores ranged in ascending order for the false keyed items and in descending order for true keyed items. The reliability of the questionnaire was found to be .89

In order to collect the data regarding job involvement and job satisfaction with the demographic characteristics of the subjects the investigator adopted two different means. In most of the cases the researcher personally contacted the subjects at work place of the subjects. The purpose of the study was explained to them and they were requested to
provide their candid responses on each item of the questionnaires. Where the personal rapport was not feasible due to very long distances, the questionnaires were mailed to the subjects along with instructions. The subjects were requested to record their fair and unbiased responses on the questionnaires and return them back by post on the given address of the researcher.

Keeping in view the objectives of the present study and the nature of data the **Pearson Product Moment Correlation** statistical technique and **Z-test** were considered appropriate to determine the relationship of job involvement and job satisfaction in relation to certain demographic variables, and to examine the significance of difference between the comparison groups in the relationship scores of job involvement and job satisfaction.

**The main significant findings of the present study were:**

Significant positive relationships were found to exist between job involvement and job satisfaction scores among college teachers ($r=.509, p<01$), teachers of residential institutions ($r=.554, p<01$), teachers of non-residential institutions ($r=.385, p<01$), coaches of non-residential institutions ($r=.450, p<01$), temporary teachers ($r=.582, p<01$), permanent teachers ($r=.337, p<01$), temporary coaches ($r=.454, p<01$), married teachers ($r=.340, p<01$) and unmarried teachers ($r=.513, p<01$).

College teachers scored significantly higher than the school teachers in the relationship scores of job involvement
and job satisfaction ($Z=2.50$, $p<.05$). Teachers of residential institutions scored significantly higher than the coaches of residential institutions ($Z=2.61$, $p<.01$) in the relationship scores of job involvement and job satisfaction.