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A comparative study on job satisfaction among physical education teachers and coaches in government and private institutions

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Abstract

Job satisfaction plays a vital role in determining the effectiveness, retention, and overall well-being of professionals in the education and coaching sectors. This study investigates job satisfaction among four distinct professional groups: Government Physical Education Teachers, Government Coaches, Private Coaches, and Private Physical Education Teachers. A total of 700 professionals were assessed using Richard Bellingham's (2004) Job Satisfaction Survey, which categorizes job satisfaction based on dichotomous response scoring. Descriptive analysis, one-way ANOVA, and Bonferroni post hoc tests were conducted to evaluate the variations in job satisfaction. Results indicate significant differences among the groups, with Government Physical Education Teachers reporting the highest levels of satisfaction and Private Physical Education Teachers the lowest. These findings emphasize the influence of institutional affiliation and professional roles on job satisfaction and underscore the need for supportive work environments in private-sector education and sports organizations.

Keywords: Job satisfaction, physical education teachers, sports coaches, government vs. private sector, Bellingham job satisfaction survey, ANOVA, post hoc test, occupational well-being

1. Introduction

Job satisfaction is a multidimensional psychological construct that refers to an individual's affective and cognitive evaluation of their work and work environment (Spector, 1997) ^[8]. It directly influences work performance, organizational commitment, turnover intentions, and overall employee morale (Judge *et al.*, 2001) ^[5]. Within the educational and sports coaching professions, job satisfaction is critical not only for individual productivity but also for student-athlete development, institutional growth, and professional longevity.

In recent decades, the expansion of the private education sector in India has introduced significant disparities in job conditions for physical educators and sports coaches. Government professionals benefit from job stability, standardized pay scales, benefits, and regulated workloads. In contrast, private professionals often face challenges such as contractual employment, lack of tenure, excessive performance evaluations, and limited support systems (Bhui *et al.*, 2012; Gupta & Jain, 2014) ^[2, 3].

Moreover, the nature of professional roles—teaching versus coaching—also influences satisfaction levels. Teachers generally work within predictable structures and academic calendars, while coaches manage athlete development, competitive events, parental pressure, and injury risks under tighter timelines and greater scrutiny (Seth & Sharma, 2018) ^[9].

This study seeks to compare job satisfaction levels among Government and Private Physical Education Teachers and Coaches, employing a validated instrument to draw reliable inferences.

2. Methodology

2.1 Research Design: A quantitative, descriptive-comparative research design was adopted to assess and compare job satisfaction across four occupational groups. This approach enables identification of statistically significant patterns and differences in job satisfaction based on employment and role types.

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2.2 Participants

The sample included 700 respondents, evenly divided into:

- Government Physical Education Teachers (n = 175)
- Government Coaches (n = 175)
- Private Coaches (n = 175)
- Private Physical Education Teachers (n = 175)

Participants were selected using stratified random sampling to ensure representation across institutional types and professional roles. Inclusion criteria required a minimum of two years of continuous professional experience.

2.3 Instrumentation

The instrument used was the Job Satisfaction Survey developed by Richard Bellingham (2004) ^[1]. This 30-item instrument uses dichotomous (yes/no) questions to evaluate different dimensions of job satisfaction including organizational support, professional growth, compensation, and workplace climate.

Scoring Guidelines

- **50-60 points:** Great Job
- **40-49 points:** Good Job
- **30-39 points:** OK Job
- **20-29 points:** Bad Job
- **1-19 points:** Depressing Job

Each "yes" response was scored as 2 points, and "no" as 0. The survey has been validated in both corporate and educational environments and is considered effective for evaluating overall job satisfaction (Bellingham, 2004) ^[1].

2.4 Data Collection Procedure

Data collection was conducted via both physical distribution and digital forms, with confidentiality maintained throughout. All respondents provided informed consent. Ethical clearance was obtained in accordance with institutional guidelines.

Table 3: Bonferroni Post Hoc Test for Job Satisfaction

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.
Gov. PE Teachers	Gov. Coaches	4.14	.62	.000
	Private Coaches	9.97	.62	.000
	Private PE Teachers	15.28	.62	.000
Gov. Coaches	Private Coaches	5.83	.62	.000
	Private PE Teachers	11.14	.62	.000
Private Coaches	Private PE Teachers	5.31	.62	.000

The results reveal that all pairwise group differences are statistically significant, with Government PE Teachers showing the greatest satisfaction and Private PE Teachers the least.

4. Discussion of Findings

The findings of this study underscore the pivotal role of employment type and professional designation in determining job satisfaction. The highest satisfaction was reported by Government Physical Education Teachers, while the lowest was reported by Private Physical Education Teachers.

Key Observations

- **Public vs. Private Sector:** The private sector often lacks structured salary progression, institutional support, and tenure security, leading to decreased satisfaction (Bhui *et al.*, 2012; Kumar *et al.*, 2019) ^[2, 6].

2.5 Data Analysis

Analysis was performed using SPSS Version 26.0:

- Descriptive statistics (Mean, Standard Deviation)
- One-way ANOVA to assess group differences
- Bonferroni post hoc tests for pairwise comparisons

A significance level of $p < .05$ was set for all inferential tests.

3. Results and Analysis

3.1 Descriptive Statistics

Table 1: Descriptive Statistics for Job Satisfaction

Group	N	Mean	Std. Deviation
Government PE Teachers	175	48.31	5.21
Government Coaches	175	44.17	5.77
Private Coaches	175	38.34	6.17
Private PE Teachers	175	33.03	5.99

The results indicate that Government PE Teachers exhibit the highest job satisfaction, with a mean score placing them in the "Good to Great" range. Conversely, Private PE Teachers report the lowest satisfaction, falling into the "OK to Bad" range.

3.2 ANOVA Results

Table 2: ANOVA for Job Satisfaction

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23462.554	3	7820.851	232.775	.000
Within Groups	23384.480	696	33.598		
Total	46847.034	699			

The F-value of 232.775 with a p-value of .000 confirms that there are statistically significant differences in job satisfaction among the four professional groups.

3.3 Post Hoc Analysis

- **Teaching vs. Coaching Roles:** Coaches may receive more visibility and incentives, particularly in sports-focused institutions, compared to classroom teachers who may face monotonous tasks and large student loads (Seth & Sharma, 2018) ^[9].
- **Institutional Climate:** Government institutions are more likely to offer benefits such as leave entitlements, pension schemes, and professional development opportunities, all of which contribute positively to job satisfaction (Maslach & Leiter, 2016) ^[7].

These patterns are in line with Herzberg's Two-Factor Theory (1959) ^[4], which differentiates between hygiene factors (job security, pay) and motivators (recognition, responsibility). Government roles score higher on both, thus enhancing satisfaction.

5. Conclusion

This study concludes that job satisfaction among physical education professionals significantly varies by employment sector and professional role. Government-employed professionals, especially teachers, enjoy better job satisfaction due to structured benefits and institutional support. In contrast, private-sector professionals, particularly teachers, experience reduced satisfaction due to lack of security and fewer growth opportunities.

Conflict of Interest: Authors declare no conflict of interest

Recommendations

- Private institutions should introduce job security mechanisms, periodic appraisals, and professional development programs.
- Policy frameworks must promote parity in compensation and benefits across sectors.
- Further research can examine gender differences, regional disparities, and longitudinal changes in satisfaction.

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