

## **A COMPARATIVE STUDY OF JOB SATISFACTION COMPONENT INSTITUTIONAL PLAN AND POLICIES ON SPORTS SPECIALISTS OF COLLEGE LEVEL**

**Mr. Anil kumar**  
Research scholar  
SGGU GODHRA (GUJARAT)

**Dr. Punit Vajubhai Teraiya**  
Department of Physical Education Director of Physical Education  
GOVT. ARTS COLLEGE, DHANPUR, DAHOD, (GUJARAT)

### **Abstract**

The objective of this study was to compare the job satisfaction component institutional plan and policies selected college lecturers of physical education. For this study total forty (40) subjects were selected from govt. and aided college of DBRA university Agra. All subjects were college level asst. professors and professors. The data was collected randomly. Sure that the data was reliable because each subjects was given sufficient time for fill questionnaire. To compare the selected lecturers of govt. and govt. aided colleges, level of significance for the independent “t” test was set at 0.05. After data analysis, significant difference was found among govt. and govt. aided college’s lecturers.

**Keywords:** Institutional plan and policies, job satisfaction scale.

### **Introduction:**

Job satisfaction is among the factors that are most frequently researched in relation to organizational culture, behavior, and other workplace phenomena, such as job design and supervision. All things considered, an individual's feelings toward their position are referred to as job satisfaction. Studies have however demonstrated that the nature of the work, the opportunities provided, and a host of other internal and external factors, such as an individual's values, principles, personality, and expectations, all have an impact on job satisfaction, which is a complex issue. Many different elements have been identified and studied in an effort to investigate and improve job happiness. Job satisfaction is one of the elements that is most frequently examined in organizational culture, behavior, and other workplace phenomena, such as job design and supervision. Education policy encompasses not only the set of laws and regulations that dictate the operations of educational institutions but also the guiding principles and policy decisions that affect the field of education. Depending on the level, the local, state, and federal governments may jointly manage education.

Numerous organizations and goals serve as the conduits for the delivery of education. These educational institutions include, among others, adult education centers, elementary and

secondary schools, two- and four-year colleges and universities, graduate and professional schools, adult education centers, and job-training programs. These institutions' educational objectives have an impact on educational policy. The education that people pursue at all ages may also be impacted by these educational regulations.

College size, class size, college choice, college privatization, policies in college tracking, teacher selection, education and certification, teacher pay, teaching methods, curricular content, graduation requirements, college-infrastructure investment, and the values that colleges are expected to uphold and model are a few examples of topics up for debate in education policies.

Problems in higher education are also addressed by issues in education policy. In community colleges and universities, the Institute examines the obstacles faced by instructors and students. Undocumented pupils, sex education, and government grant aids are all involved in these problems.

Providing knowledge and direction for the distribution of resources within the educational system is the main goal of educational planning. This covers funding, teacher preparation and remuneration, curriculum selection, building and classroom construction and maintenance, and all legislative activities related to the wide topic of education for sustainability. Such distributions will presumably follow a cost-effectiveness logic. In an effort to guarantee a good fit between the two, efforts have also been made to plan the interface between the workplace and the educational system. Some argue that the emphasis on external efficiency when assigning students to jobs is a clear obstacle to the sustainable thinking ingrained in modern education, since the promotion of a job-oriented mindset—one that prioritizes earning money and accumulating possessions—reinforces the dominant western economic model. Nonetheless, educational planning can be rationally defined by the instruments it employs, regardless of the focus and goal of contemporary education.

### **Hypothesis:**

It was assumed no significant difference will be exists in between aided and govt. college physical education lecturers of DBRA University Agra in institutional plan and policies dimension of Job satisfaction.

### **Methodology:**

The subjects for this study were selected from colleges of Agra University Uttar Pradesh. Total 40 (20 from govt. and 20 from govt. aided college) lecturers were selected as a subjects. The variables selected for the study were comparisons of institutional plan and policies. Job satisfaction scale developed by dr. Meera dixit (1993) was used to gathered the data of institutional plan and policies component of job satisfaction. The data was collected for S.D, Mean and t value. To analyze the data independent t test was applied at 0.05 level of significance.

**Results and finding:**

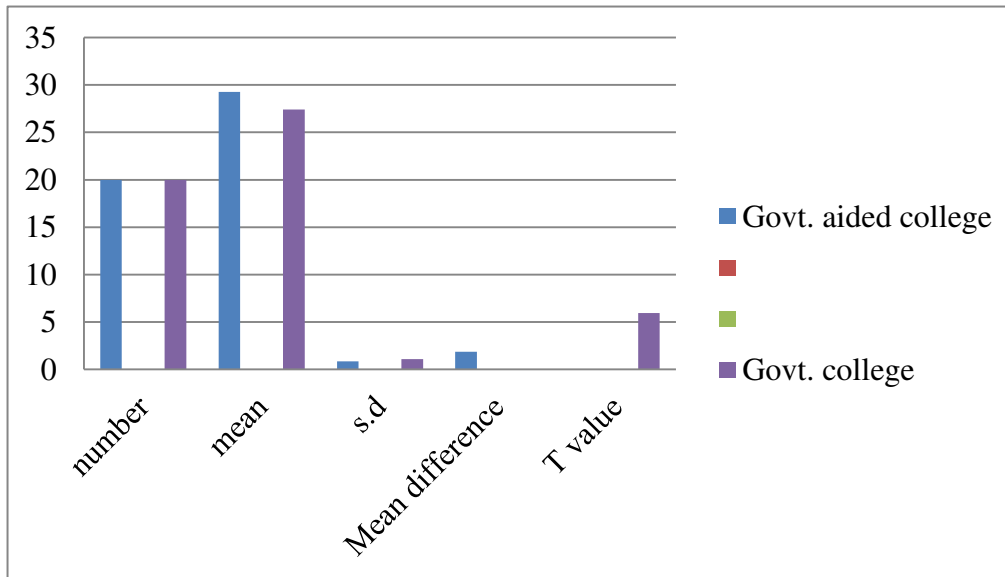
**Comparison of Institutional Plan and Policies of Physical Education Lecturers of College Level**

College	Number	Mean	S.D	Mean difference	T value
Govt. aided college	20	29.25	.85	1.85	5.96
Govt. college	20	27.40	1.09		

\*Significance at 0.05 level

Table 1 reveals that there was significant difference found between govt. aided and govt. college physical education teachers in compare to institutional plan and policies as the calculated t- value 5.96 is found higher than the tabulated t- value 2.021 so the null hypothesis is rejected at 0.05level of significance.

**Graphical representation of institutional plan and policies of physical education professionals of aided govt. and Govt. College**



**Discussion and finding:**

The results of the study have revealed significant difference between the aided college teachers and government college teachers in institutional plan and policies. There may be the reason behind this both colleges are different type institutions. Aided college is management type institutions so Management provides extra funds apart from government funds for sport equipment, sports college competition and support for lecturers welfare programmed. But due to the policy and plan by the state government of government colleges, government lecturers do not get the facilities those lecturers of aided college.

## Conclusions:

On the basis of the above finding, it may be concluded that there is significant difference seen in comparison of institutional plan and policies of physical education lecturers of college level of Agra University. It can also be concluded that some other factors may be responsible for the results like: small sample size and insincere response of the subject.

## References:

1. "Education Policy". [www.rand.org](http://www.rand.org). Retrieved 2022-06-07.
2. Acker, S. (1995). Chapter 3: Gender and teachers' work. *Review of Research in Education*, 21(1), 99–162.
3. Allen, M. B. (2005). *Eight questions on teacher recruitment and retention: What does the research say?* Denver, CO: Education Commission of the States (NJ3).
4. Allodi, M. W., & Fischbein, S. (2012). Teachers' perceptions of their work environment in Swedish junior high schools. *Research in Comparative and International Education*, 7(3), 376–393.
5. American Psychiatric Association. (2000). *Practice guidelines for the treatment of patients with eating disorders* (2nd ed). Washington, DC: Author.
6. Ball, S. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18/2, 215–228.
7. Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
8. Coggins, C. (2017). *How to be heard: 10 lessons teachers need to advocate for their students and profession*. San Francisco, CA: Jossey-Bass.
9. Dixit, M. (1971). *Technical Handbook for Job Satisfaction*. agra: National Psychological Corporation, P.2.
10. Hoppock, R. (1935). *Job Satisfaction*, Harper and Brothers, New York, p. 47.
11. Jump up to:<sup>a b c</sup> Kessinger, T. A. (2011). "Efforts toward educational reform in the united states since 1958: A review of seven major initiatives". *American Educational History Journal*. 38 (2): 263–276.
12. Kaliski, B.S. (2007), *Encyclopedia of Business and Finance*, Second edition, Thompson Gale, Detroit, p. 446
13. Locke, (1976), A. P., & Weiss, H. M. (2001). *Organizational behavior: Affect in the Workplace*. *Annual Review of Psychology*, 53, 279-307, p. 282.
14. Locke, E.A. (1965) *The Relationship of Task Success to Task Liking and Satisfaction*. *Journal of Applied Psychology*,49, 379-385.
15. Roumell, Elizabeth Anne; Salajan, Florin D.; Todoran, Corina (July 2020). "A Survey of U.S. Education Policy Regarding the Education of Adults". *Educational Policy*. 34 (5): 785–815. doi:10.1177/0895904818802416. ISSN 0895-9048. S2CID 150146152.
16. Scott, C. et al 2001. I love teaching but.., *International patterns of Discontent*, *Educ. Pol. Anal. Arch.*, 9(28): 66-71.
17. Singh and Sharma, T.R. (1986). *Job satisfaction scale*. National Psychological Corporation, Kacheri Ghat, Agara, INDIA.
18. Stephen P. Robbins, Mary Coulter. (2004). *Management*, Eight edition, Pearson Prentice Hall.
19. Van Den Berg, R. (2000). *Teachers Meanings Regarding Educational Practice*. *Rev. Education. Res.*, 72: 577-625.
20. Verma, J.P. (2013). *Data Analysis in Management with SPSS Software*. Springer India.