

**RELATIONSHIP OF FEMINIST IDENTITY AND WORK
PLACE EXPLOITATION AMONG PHYSICAL AND NON
PHYSICAL EDUCATIONIST**

A dissertation submitted to the

Lovely Professional University

In partial fulfillment of the requirements for the

Award of

Master of Philosophy

In

Physical Education

By

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DECLARATION

I do hereby declare that the dissertation entitled “*Relationship of Feminist Identity and Work Place Exploitation among Physical and Non Physical Educationists.*” Submitted in partial fulfillment of the requirements for the award of the degree of master of philosophy is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that Mr. Kuldeep Singh has completed his dissertation entitled *“Relationship of Feminist Identity and Work Place Exploitation among Physical and Non Physical Educationists”* under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has ever been submitted for any other degree or diploma to any other university.

The dissertation is fit for the submission and the partial fulfillment of the requirements for the award of M. Phil degree.

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ABSTRACT

The purpose of the present study was to find out the relationship between feminist identity and work place exploitation among physical and non physical educationists. Hundred (100) female teachers, which fifty (50) physical educationists and fifty (50) were non physical educationists were selected. The samples were selected through random sampling technique. samples were selected from physical and non physical colleges of Punjab. The level of feminist identity was measured by questionnaire of Feminist Identity Test developed by Dr. S.K. Bawa (2013), whereas the level of work place exploitation was measured by questionnaire of Work Place Exploitation Scale developed by Dr. Ramandeep Kaur and Meena Jhamat (2008). After the collection of data, the Pearson's Product Moment Correlation was used to find out the relationship between feminist identity and work place exploitation among physical and non physical educationists. The level of significance was 0.05. On the basis of results, all the hypotheses were accepted. The findings shown that negative correctional between feminist identity and work place exploitation of physical educationists, and again negative correctional was found between feminist identity and work place exploitation of non physical educationists.

Keywords: Feminist Identity, Work Place Exploitation, Physical Educationists and Non Physical Educationists.

ACKNOWLEDGEMENT

I wish to express my sincere appreciation to Dr Neelam K. Sharma COD of Department of Physical Education, Lovely Professional University, Phagwara, Punjab for providing her valuable guidance, timely suggestion, language corrections and encouragement in each step of the study and throughout the writing of this dissertation. Without her timely guidance, this study would not have been completed.

I further express my sincere thanks to all the subjects without whom co-operation this study would not be complete. I thankful to library staff of the institute for their co-operation in conducting of this study.

I also much thankful to my parents for their constant inspiration to get things done and their pride in my accomplishments which has always been a source of inspiration and motivation for me.

Investigator

Kuldeep Singh

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CHAPTER – I

INTRODUCTION

FEMINIST IDENTITY

Identity of one's own self is a personal process as it depicts the set of characteristics by which an individual is recognizable to others. It includes combination of values, beliefs and roles which makes the worth of an individual. The world is compared with other and uniqueness is looked into, to name it as identity. People belong to different groups of society yet people have an identity to relate with a particular group to which people belong. Social or cultural identity is developed on the basis of social roles a person plays. Psychologists believe that, self-psychology in relation to self-esteem, self-concept, and self-knowledge are the areas to build up the identity of a self. Identity is determined by exploration and commitments regarding personal or social traits of an individual. As far feminist identity is concerned, advocacy of equal rights for women and man and commitment to improve the position of women in society has given a direction to women to determine her identity. Women development only is achieved if identity is determined. It is as significant as one's personal identity. It includes all the attributes like behavioural, emotional and mental to characterize a woman as a unique individual. A woman plays a variety of roles like wife, mother, sister, friend but identity as women is yet to be determined. The studies conducted by Basu (1989), Karlekar (1989), Gauri (2006) have highlighted that in patriarchal families, the girl child from her infancy to adulthood enjoys a relational identity. Women are known as wife of, daughter of, mother of etc., but there is no identity of her. In matriarchal families, children derive their identity through the mother. As the identity refers to the capacity of self reflection and awareness of self, it needs to be assessed. On the basis of different criteria to assess feminist identity, the main five dimensions were explored to construct the items for a test viz, accepting stereo type roles, actively committing women's role and so social change, revealing anger or guilt against oppression of women, preference of socializing with women in relation to relationships and religion, and acts describing feminist behaviour. Kang (2011) stated that "identity is a term which is used to explain an individual's explanation of him and herself as a distinct existence". Identity consciousness opens a path on everyday life of women and it plays an imperative role in their life satisfaction. Women feel fantastic if woman have a strong sense of self. The woman has a weak identity or inferior complex then it leads insecurity, lack of self confidence among them. Identity is bound up with women's values. Woman's attitude and way of thinking about the values make them different and

unique. A woman who has strong identification towards work and family will imply those values with a religion this will be significant for her. Identity is not a universal term in fact it is an obscure construction which is produced along the axes of gender race, class, education and cultural content. Kristin (2004) stated that “identity hinges on a combination of acts, social categories of cultural, history and stories that state and shape the self through recursive and self-reflexive processes”. Feminism has changed aspects of western society ranging from culture to law. The feminist political activist has discussed the matters of women’s rights, contract and property. The feminist political activist also considers women’s rights on bodily integrity and matters of reproductive rights, protection from domestic violence and sexual harassment on workplaces. The feminist political activist also protects their rights from other discriminations such as maternity level and equal pay. Lerner (1993) stated that “feminism is a collection of social principles and political movements and morality which are considered with issues of gender difference. Its emphasis on equality for women starts movements for women’s rights.” It is encouraged by the liberation of women. Feminist identity has multiple elements. Collins (2004) stated that “conceptualized female identity is consisted of multiple elements divided in two ways: a whole with a multiple parts and a collection of multiple parts.” First one is integrated identity, where all the elements are connected to each other and the second is contextual identity where elements depend on situational variables. Traditional categories of vocation, relationships, religions and sexual orientation are included in multiple identities. In this way his research linked its singular identity and traditional element core construction. The elements that make up their own identities must be allowed to identity of individuals. Feminism is a collection of social theories, political movements and moral philosophies that are concerned with issues of gender difference that advocate equality for women and campaign for women's rights and interests. It is largely motivated by the liberation of women. Feminism has altered aspects of western society, ranging from culture to law. Feminist political activists have been concerned with issues such as a woman's right of contract and property, a women's right to bodily integrity and autonomy, especially on matters such as reproductive rights, protection from domestic violence, against sexual harassment and rape for workplace rights, including maternity leave and equal pay and against other forms of discriminations.

Feminism has a broad purpose of advancement of women’s status on a social and political level. Mainstream feminism has become as a social movement which taken its origins from the campaigns of the late 19th and early 20th centuries on the condition of

women's suffrage. This movement basically based on the civil rights and struggles of the mid 20th century. Tong (1989) stated that "feminism is considered as a political movement, which is based on gender equality, but it also has many other approaches which put light on other philosophical or theoretical notions for the source of inequality and different ways to stop it." The difference between economic structures of men and women is also focussed on the absence of women in specific careers or social roles and the biasing between boys and girls in the educational system. Radical feminism expresses the oppression of women in body, sex, reproduction and representation in pornography or other forms of media. To add on, there is also some other multiple approaches to express feminism beliefs. To put an effect on political and social change. Activists feminist's work in various actions groups and provides help to the survivors of domestic violence and sexual abuse and hold public protests to improve the condition of women in many work places. Collins (2001) stated that "academic feminists are concerned with exploring and understanding the oppression of women and the advancement of knowledge about sources." The types of activist and academic are not mutually exclusive, but overlapping was there. Each feminist has amazing ways to express beliefs and differentiate the academic commitments. Women consider feminism as a set of value as a set of beliefs that might or might not affect other areas of identity. Feminism has a contextual view with the added element to understand it wholly. It is interconnected and interactive with other identical elements for those who consider feminism as an underling.

Feminist movement history is divided into three ways. First one is related mainly to women's suffrage movements of 19th and early 19th centuries that are concerned with women's rights to vote. The second wave considers the ideas and actions of women's liberation movement that starts in the 1960's it stands for legal and cultural equality of women. The third wave is based on the failures of the second wave, it also refers with continuation of this wave begins in the 1990's. A various subtype of feminist ideology has developed over the years with are categorized as liberal feminism and sex positive feminism, anarcha feminism, black feminism, marxists feminism, cultural feminism and many more.

With the rise of feminism in whole over the world, a new generation of Indian has also come forth. Women have developed themselves and got progress in various fields. Women have also gotten the freedom over reproductive rights. Modern India feminists are struggling for: individual autonomy, rights, freedom, tolerance and diversity. Women also fought with domestic violence, gender rigidness, and non-objectification. Some famous

female social workers like as Medha Patkar, Madha Kishwar and Brinda Karat and some politicians recommend women's rights in post independent India.

WORK PLACE EXPLOITATION

In the modern era work place exploitation has become a major problem. Work place exploitation is not only faced in India but all over the world. Every country is trying hard to overcome work place exploitation. Exploitation refers to the use of persons as a resource, with small or no thought of their comfort. Exploitation takes some forms like physical exploitation, economic exploitation, sexual exploitation, emotional exploitation and social exploitation. Exploitation takes action of utilizing something in an unfair or cruel way. Exploitation involves economics, political economy, and sociology, exploitation involve a persistent social relationship in which certain persons are being misbehaved or wrongly used for the advantage of others.

Work place exploitation refers to certain conditions in which the employers or the superior takes advantage of his higher position and deprives inferior or subordinates of the proper workable conditions. Work place exploitation makes them lose their morality. Work place exploitation involves circumstances in which some people are being misbehaved and wrongly used for the advantage of the employer. In this situation, the employer may use the employees for his personal and economic benefit. The work place exploitation includes different forms such as, professional degradation, physical, emotional, economic, sexual and social exploitation. Professionals are exploited by not only their employers, but by their Co-workers also. Workers are exploited both morally and physically. Workers have to face verbal abuse, physical harassment, and economic, social and emotional exploitation. Hatch and Marry (1998) highlighted the common problems to all workers like attitude of employer, relationship with other workers and personal security. Overworking without some relaxation, no adequate health, environment or equipment that helps the employee to get his work done, easily is also the manifestation of exploitation. Lacey (2012) found that "inadequate equipment and shortages of different facilities have been a source of excessive physical work which results in low morale and dissatisfaction." Sometimes reports of direct or indirect physical exploitation have also come to limelight. Antagonistic working environment affects both male and female workers. Low pay, sexual harassment, poor health conditions are the main negative features to which they suffer in the professional field. Lebergott (2005) discusses many such conditions that workers have to face at the workplace. No doubt,

exploitation is seen in both the sexes' male and female, but it is easy to exploit women than men. The problems of work place exploitation are not only in India but it exists throughout the world. Sonalkar (2003) stated that "Working women are exposed to many crisis and exploitation which push back women largely into the sphere of household works."

Physical exploitation, economic exploitation, sexual exploitation, emotional exploitation and social exploitation are some forms of exploitation. Physical exploitation also reduces one's physical fitness and gives poor health, environment and physical tortures. This type of exploitation gives birth to inconducive environment that affects one's health badly. Physical exploitation also is seen in workplaces where workers' physical appearance is tortured by the higher authorities. Physical exploitation also indicates exploitation of services in the domestic domain by the employer in which physical appearance is necessary whether workers have sufficient time or not. Economic exploitation refers in which a person's labour is exploited by giving her less wages as worker deserves according to workload. Economic exploitation means when one's services are being used, without paying proportionately to his work. When subordinates are compelled to work for over time without proper monetary compensation it is considered, economic exploitation. In other words, it also means that inadequate pay packages according to one's work when this type of scence arises at workplaces then it defined as economic exploitation. Workers are compelled to work for long periods of time without paying for their overtime. Economic exploitation is also called utilization of another person or group for selfish purposes because in these cases, employees get low salary packages and no other type of incentive is given to employees such as medical facilities, bonus and rewards. Sexual harassment is also reflected in capitalist society. Stanko (1988) stated that "sexual exploitation is unnecessary sexual concentration." Sexual exploitation includes all unwanted and offensive behaviours, whether physical or verbal. In such behaviours person's liberty and dignity are violated by higher authorities. Such cases express embarrassing attention, unwanted physical contact and demands for sexual favours of physical assault. Sexual harassment is used for getting favours and profits in the form of various vulgar activities. Emotional exploitation refers, where a person tries to misbehave with others and do not care about other's emotions, also emergeson scene, that is called emotional exploitation. In such cases, aggressive body language, curvy look and offensive actions are used to hurt others. Emotional exploitation also amounts to rejecting, isolating, and degrading. Social exploitation is an attempt to damage others social reputation. Social exploitation is used to degrade a person from a certain dignified place in a society. In these cases a person is compelled to stay away from social activities and social rights. The main

motive of this is only to stake that person's dignity and make him feel isolated. Professional degradation is also done in work place by assigning useless and impossible tasks. Sometimes these tasks are also inferior according to their reputation, but this is done only to defame a worker. Social exploitation refers to social relations where others' characteristics are used just to fulfil their own ends because there is a fundamentally asymmetric power relationship between workers and bosses. Although trade unions are there to have that type of situations, but these are also doing nothing for the welfares of workers.

According to a survey conducted by Madheswaran and Ravi (2013) "India, the 7th largest and second most populous democratic country in the world". Over 1.27 billion people, 614.4 million are female and 655.8 million are male. In India, women are facing different problems in work places and equal rights. Kidnapping, rape, dowry-related crimes, sexual harassment is increased gradually. In these days women related issues like irrespective of their class, caste and educational status, are not safe and also to torture, harassing and exploiting the women in different forms in present society. The crimes against women in India are growing at an alarming rate.

PHYSICAL EDUCATION

The aim of today's education is not only the mental enhancement of an individual; it also deals with all-round development of a person through the involvement of physical activities. A person is considered best individual if a person is physically as well as mentally fit, healthy and sharp. Therefore, physical education is accepted as a pivotal part of a total education. Basically, physical education is misconcepted as merely physical activities or just a physical training. Here it is very important to rectify this misconception regarding physical education. The term physical education made of two separate words physical and education. The word physical means well-being and activeness of the body. It is also related to bodily characteristics such as strength, speed, endurance and health coordination. It also considers as well-being, free from diseases and good circulatory system of the body. Physical includes the body functions, like digestive function, circulatory function of muscular function of the body. In other words, this word deals with fitness components and bodily effectiveness of any individual that also be said as physical appearance. The term education means a process in which knowledge of an individual is shaped and understood thoroughly. Education is a term which prepares individuals for life. It will not be wrong to say about education that it turns a beast into an individual. Education is also a systematic instruction for any particular task. It also be said that education is a training to learn and to apply that learning in real life. Now a

combined meaning of these two words would be that set of instructions and training which is necessary for the development of physical power and skills. A thorough study of various explanations of physical education is important. Physical education gives educational experiences and training to a student's good health status as well as achievement in other areas of academic performance. In US, federal legislation, it is recommended that all children should have right to participate in physical education activities that are related to the development of body. Therefore, special people should be recognised and their requirements should also be addressed. Physically and mentally challenged students to create special conditions in physical education classrooms.

Physical education has very wide scope that has its roots in physiology, movement and psychology and sport. It is also known as physical training regarding physique of the human body in many countries. The various aspects of physical education are introduced as motor behaviour, biomechanics, sociology, health, fitness and teaching and coaching so far. Aims and objectives of physical education are emphasized as a profession and career choices. It is a course, taught in schools to consider development of physical education and fitness among students. It also focuses the ability to perform and enjoy the day to day physical activities with zeal. Development of skills is also taught through this subject. A balanced physical education program provides an opportunity to each student, to inculcate a person into a physically educated person who learns adequate skills to perform a variety of physical activities. A person has knowledge about the benefits of involvement in physical activities and its role in a healthy lifestyle if a person is involved in physical education program. This program is designed for all the students with special consideration to help students in all the aspects of training. The Physical education program also deals with less skilled and disabled students with special attention and care. Activity is a baseline of the program which offers opportunities for repetition and refinement of physical skills. Every individual is encouraged to continue because activities are success oriented. This education also prepares students to participate in activities which students perform in adulthood. If restrictions are there to team sports, then this program have little value for many of the students. Increment in age reduces the participation in sports activities. Less than five percent of adults above the age of 30 take participation in sports activities. The assessment practices must support and guide the instruction of physical education and learning of every student. The process of collection of evidence in which students' interference about learning is checked and their progress towards certain goals is also discussed. This process needs consistency with goal and will guide teaching as well as discuss student learning. It is approved in the 1999 Legislature that

physical education is a part of the certificate of Initial Mastery which is known as CIM. The state board of education adopted revised physical education common curriculum goals and content standards in 2001. A student of tenth grade who earns a CIM must demonstrate skills in physical education. It starts at 2003-2004. These standards are measurable so both teacher and student should know about the way of progress. The legislation also calls for the assessment and performance standards which are determined by the school.

Many people think that physical education is just a fun subject, merely to score good marks in exam and has no use in our daily life and it does not give any job opportunities. For the same reason parents do not want their children to be involved in physical education. But in reality, physical education is the only subject that offers the complete development of mind as well as the body of the person. Physical education leads to the healthy and happy life of the person therefore it is considered the most important subject. Usually people do not pay much attention towards physical education because it has low job opportunities. Students want to follow a subject which gives them high paying jobs. Moreover, it is considered to be the easiest subject in the course. People do not look at the bright side. Physical education gives them complete knowledge about their body and how to maintain it. It gives the chance to develop the body completely and to train the mind to stay happy.

Significance of the Study

Workplace harassment against women is increasing day by day. According to a survey conducted by Madheswaran and Ravi in 2013, it is estimated that crime committed at work place against women during: 2005 to 2009. Sexual Harassment in 2005 to 2009 is 9984, 9966, 10950, 12214 respectively, Rape in 2005 to 2009 are 18359, 19384, 20773, 21467 respectively, Madheswaran and Ravi (2013). The above mentioned statistics illustrate that harassment cases against women are increasing. Women population is half of the total population in India. So the nation development is upon both gender's life styles. Work place exploitation in physical education and sports take unique dimensions because of the power relationship established with male physical educationists and coaches. Review of literature also confirms workplace exploitation in sports at many levels. The prevalence appears to be higher in elite sports. Feminist identity explores the nature of oppression through the sports. Over male power are seen to be the primary cause of women's oppression and inequality in physical education. Keeping in mind the above mentioned fact the investigation made an

attempt to find out the responsible factors for the work place exploitation and its relation with feminist identity.

Statement of the problem

Review of literature shows that more women have been entered in work force. Simanlensioly numbers of workplace harassment are increasing day by day. Keeping all in mind, an attempt to examine the relationship of feminist identity and workplace exploitation among physical and non physical educationists.

Objectives of the study

1. To find out the relationship of feminist identity and workplace exploitation of physical educationists.
2. To find out the relationship of feminist identity and workplace exploitation of non physical educationists.

Hypotheses

1. There exist negative relationship between feminist identity and work place exploitation of physical educationists.
2. There exist negative relationship between feminist identity and work place exploitation of non physical educationists.

Delimitations of the study

1. The present Study will be delimit to female physical and non physical educationists only.
2. The Relationship will be analysis only on two component ie. Work place Exploitation and feminist identity only.
3. All the test items are delimited to the standardized questionnaire only.
4. The samples will be delimited to age group of 30 to 60.
5. Further the study is delimited to the sample of Punjab only.
6. The non physical education domain will be Hindi, Punjabi, English, History, Political Science.

Limitations

The present study was limited to the factors below:

1. The data were collected by questionnaire method and the researcher was dependent on the responses given by the subjects.
2. All the female subjects were working in different condition and there mental condition is not under the control of the investigation.

Operational Definitions of the Terms

Work Place Exploitation

It is an improper behaviour in the form of words, a gesture which create an intimidating among working women.

Feminist Identity

Feminism identity is an identity of women physical educationist which is based on their stereotype role, actively committing women, revealing of socializing and act describing feminist behaviour.

Physical Educationists

Physical educationists are female physical education teachers who are working in different colleges of Punjab and teach a range of different sports and curricula and provide young people with an opportunity to develop and improve their social and physical skills.

Non-Physical Educationists

Non physical educationists are female teachers who are working as a teacher in different domains of education like education, mathematics, Punjabi, Hindi, English, and science in different colleges of Punjab.

CHAPTER-II

REVIEW OF RELATED LITRATURE

Review of related literature intended to help the researcher to have a thorough understanding and insight into the work already undertaken and key areas to be explored further. It gives the direction to carry out the research in a particular way and enables to define the limits of the study. Review of literature helps the researcher to avoid accidental duplication. The review of related literature provides the knowledge about research methodology which was used by the researcher. With the help of the related literature investigator get necessary information about tools and instruments. Review of related literature provides the benefits of the review of related literature is to provide the knowledge about the statistical method. Review of the related literature gives necessary information about the recommendations of previous investigators. Careful review of related literature is compulsory for the planning of any research. Any researcher cannot conduct a quality research without the help of review of related literature. So review of related literature is necessary for any research.

Ansoleaga, Rubio and Mauro (2015) studied on workplace violence in Latin America. The objectives of the study was to describe and analyze scientific evidence published on workplace violence in studies in Latin American countries between 2009 and 2014. It was a descriptive and quantitative study. A search was made on the basis of academic search complete (EBSCOhost) Academic Source Premier, PSICODOC, Scielo.org, JSTOR and SCOPUS. And indexed empirical studies were considered. The researcher worked with 46 selected articles. The studies showed a higher amount of psychological violence at work, with a potential risk in women and health professionals. Also, the analytical categories were the most reported behaviors that express violence, health implications and facilitators.

Henrion (2014) wrote an article on domestic violence. This article was based on murders and manslaughters. Since the notification of the French National Survey of crime against women in 2000, the fight against brutality has made a balance progress. Apprehension of the event has notably perk up countrywide the study of homicide committed by the partner against their spouse has been declared annually since 2006. This article showed that domestic violence caused the death of 166 women.

Simon (2014) wrote an article on violence against women. Article shown that each year within France, 201,000 women became victims of physical and sexual violence committed by their companions or Ex-Colleagues. In the meantime, 83,000 are martyr of defilement or pushed rape by a known or unknown assailant. Article shown that this type of violence affects women's health badly. The encounter of this cruelty on the physical and general feature of life of feminine sufferer is noticeable.

Henderson (2013) studied on nurses and workplace violence and female that experienced of verbal and physical abuse at work. The Objective of the study was to describe works of those nurses those are affected by work place violence. The qualitative study was conducted in two nations: Canada and England. 49 subjects were participated in this study. 49 nurses are selected from 4 different clinical areas. Interview method was used for data collection. All the subjects were interviewed in focus group and individually. The results were found that violence against nurses has become serious problem; abuse against nurses has significant impact on nurses' working ability. The applications of this study are not only for nurses, it is shown that professionals' working ability affected by violence.

Cichocka et. al. (2013) studied on threats to feminist identity and reactions to gender discrimination. The aim of this study was to observe the conditions that helpful for women as a target to gender discrimination. 93 young female professional and bachelor students, from the gender studies program, are selected as a sample. All the sample self indentified as a feminists. The results were found that conditional reactions to discrimination, female got less discrimination when the target on gender relations was held. Investigator observed no threat under these conditions. Being conventional is less effected by prejudice suggestion for the women's liberation movements are discussed.

Madeswaran and Ravi (2013) wrote an article on different forms of women exploitation. This article discusses the different forms of women exploitation in India and also discuss about the Local Laws to protect the women. This article provides the knowledge about sexual exploitation, social exploitation and emotional exploitation of women.

Chang (2011) studied on identity, gender, and subjective well-being. The objective of this study was to observe the relationship between gender identity and subjective well-being. Study was conducted at Taiwan. The study discussed about individual's perception about women's gender roles in labour market. The results were found that family, politics are strongly linked with the social category and the steps taken to equalize the ideas of feminine

originality. Rational with Akerlof and Kranton's (2000) as selfhood model, found that an individual's profits and losses in gender identity lead increase and decrease in the level of happiness.

Houvouras and carters (2008) studied on studied on the f word: college students' definitions of feminist. The article highlights the difference between feminine principles and shortage of identifying neuter by examining 270 female and male college student's definition of feminine. The Researcher found the little differences and little similarities between the definitions of feminists and non feminists. The results were found that a feminist is one who actively promotes gender equality in society. According to the non feminist definition, a feminist is one who promotes female superiority and discrimination based on gender. All the results are defined as a wider level of female recognition and movement accumulation.

Abowitz (2008) studied on the campus f word: feminist self-identification among undergraduates. Womanish selfhood excluding undergraduates the total number put them as feminism in USA campuses in current? Results from classified survey render to sample of undergraduates at a primarily liberal arts institution determine the tenacity. Feminine enigma among Gen Y undergraduates. In short, womanize has become the premises F word. Besides, low grade of ascetic recognition among the third wave (Post-Baby Boom) womanize, it can be assumed that some feminine do, some do not consider themselves as womanize by investigating valuables like maternal education, labour force participation. Difference in function built correctly classifies 85% or the sample offender, particularly the gender difference.

Mills et. al (2008) wrote a paper on sexual slavery without borders: trafficking for commercial sexual exploitation in India. It is rapture for women and children. Around 800,000 women and children are trafficked each year across international border. India is recognized as one of the Asian countries where trafficking for financial, sexual exploitation has reached the peak. Although state to state in India is also common. India is a big supplier of trafficking women and children in the Gulf state and South East Asia. Besides this woman and girls are trafficked for the same from Nepal and Bangladesh.

Rabinerson et. al (2008) wrote an article on sexual harassment in medical organizations. Sensual vexation is common in medical institutions. The affected groups are medical students and nurses. At a wider level sexual harassment means an outrageous act with associated individual. In Israel it is known as the literal sense. Currently the courts

adopted a global approach in their ruling. The obligation includes bringing awareness among the employers for reducing violence in the medical field.

Janice et. al (2007) investigated on women's feminist identification and role expectations for intimate sexual relationships. Women's feminine is linked with the progressing framework of outcomes, assuming the connected relation to unbiased and expected for commitment and sexual partnership. Non-feminist passive acceptance was linked with egalitarian expectations and marriage roles are also discussed. It was quilted. Related to pessimistic sexual determination specially initiating genital conformation and enticing in safe sexual practices. The negative institutions were not importantly or positive for women with stronger feminine identity. When the confrontation of passive acceptance was under control, the relation between egalitarian and resolution drop to non-significant rational to non feminist nature perplexed as a third common factor.

Oksana (2007) explored the relations between women's patterns of feminist identity development and their subjective well-being. The result of this study shows that women fall into three groups, like traditional value, moderate value and feminist value, according to their feminist identity. The study analyzed that women having feminist and moderate value scored higher status in various aspects rather than women who have traditionally valued.

Johnson (2006) studied on the formation of identity of the feminine self and identity in cervantine literature. The investigation predicts that identity is achieved through social communication not by innate. It starts from beginning years and keep on going. An individual has own sense how to deal with others. Identity is a complete process about the owns comments others, narrators comments. Cervantes allow number of female champion to live with liberty. The Female holds a better position in society is by beauty. Cervantes provides liberty of women in the text. Use of voice and level of liberty is correlated for the character.

Kendra and Susan (2006) examined on the relations among feminist identity development, gender-role orientation and psychological well-being. The investigation reveals that the aids of expressions and subjective experiments are linked positively.

Campanili et. al (2006) studied on gender differences in work place bullying. The objective was to describe the gender differences in victims of workplace bullying. Observed in an Italian survey. 243 subjects, in which 124 were male and 119 were female, were investigated at the Centre for Occupational stress and Harassment of the Clinica del Lavoro

Luigi Devoto (University of Milan and IRCCS Foundation). The results were found that the women who suffered most in bullying cases are of 34-44 age group after this age cases of suffering are less among women, but in men this risk can be even after 55 year of age.

Morgan and Lisa (2005) conducted studies on vegetarianism, dietary, restraint and feminist identity. Results were found that semi-vegetarian control their diets. Full vegetarians were not motivated by weight. Female identity has no relation between dietary control and vegetarianism.

Pines and Meyer (2005) studied on stopping the exploitation of workers. In this study two types of pressures, economic pressure and socio-political pressure, are analyzed to reduced worker exploitation. Six ways are told with examples of successful and unsuccessful applications of pressure. In this study researcher found their conclusions: economic pressure, in which brand owners lead to improve workplace conditions than socio-political pressure; Retailers can also improve the workplace condition by resisting price pressure.

Peltola et. al (2004) studied on feminist mystique: feminist identity in three generations of women. The researcher claims that most of companion U.S female is less inclined to recognize as feminism. Yet it has impartial gender approach By the two national surveys, want to represent that the current generation is unlike the previous disciples to recognize as female. The Baby Bust female are less relevant to older ones. Once background virtue and mindset allied to female recognition are under control. Search suggests the disliking is not due to disfavour to feminism, but match the decline in time of Baby Bust women's movement. The researcher found important differences in followers relate to female credentials. It is noticed that alliance of political principles and gender view of feminism is stronger in Baby Boom women's movement of the second wave was stronger than older and younger ones.

Collins (2004) conducted studies of feminist identity. The Objective of the study was to find out how self identified women and adult conceptualize their identity. The subjects were graduate students, administrators and staff members. The study adds the information about feminist identity in different steps. Finding of the study suggests that feminism is not only an ideology, but it is also an essential part of the identity, for those women who identify themselves as feminists.

Hercus (1999) wrote an article on emotion, feminist action and identity. Based on interview method the study found the positive relationship between emotion, feminist action and identity. The result was found that emotion, feminist action is affected by identity.

Ann (1996) examined the women's feminist identity development. The results were found that so many factors responsible for the development of feminist identity. Many subjects show the relationship between socially constructed nature and feminist identity by providing a definition of feminist.

Fitzgerald (1993) wrote an article on sexual harassment, violence against women in the workplace. Sexual vexation has been a component of the workplace since the women entered the workplace. However wide ranging studies do not prevail. Surveys represent 1 of every 2 women assaulted in academic or working lives. The data also show vexation lowers, horrifying and physical assault can result in intellectual, health related problems. The article provides a clear sketch of occurrence, results of sensual vexation and social policy implemented for investigation, obligation and prime prohibition.

Rodriguez and Vazquez (1993) studied on women and violence: an everyday fact. The purpose of the study to pin down the number and circulating of violence against women in outskirts and urban population in the state of Jalisco, Mexico. It was a cross-sectional study. 1,163 rural women and 427 urban women were randomly selected as a sample. The results were found that 44.2 percent rural and 56.7 percent urban women faced the violence. The initiator was husband of more than 60 per cent in both areas.

CHAPTER-III

METHOD AND PROCEDURE

This chapter provides the knowledge about the design of the study in detail, sample size, sample area, sampling technique, tools and Statistical technique. After finding out the research problem and hypothesis, there is a need to give a practical shape to the research. Every researcher needs a well planned research design for giving the practical shape of any research. Research design describes about the researcher what will do and how will do. Research design is a way which is followed by every researcher to find out the solution of the problem. Research design helps the researcher in the collection and analyzing of data. The quality of any research project totally depends on the design of the study. Good research design saves the time and needless efforts of the investigator. Good research design includes a method of research, sampling technique, tools for data collection and procedure for data collection. In simple words research design is the blueprint of the whole research work. In the present research, following research design has been adopted.

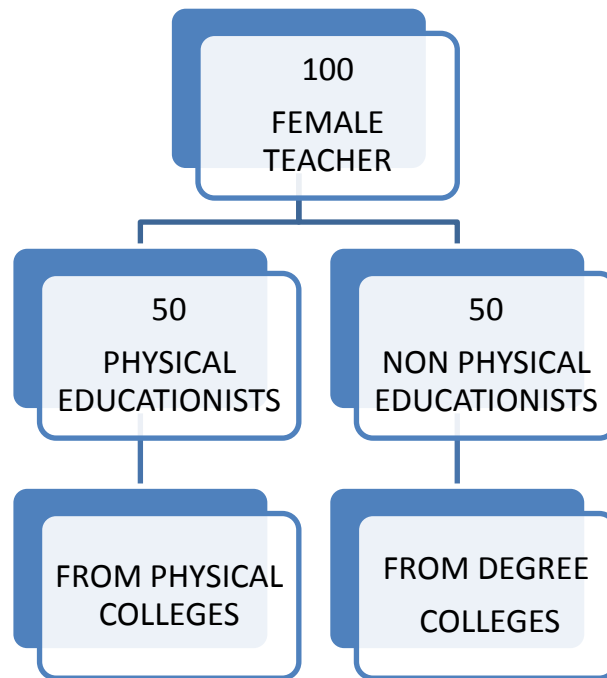
Design of the Study

The present study was descriptive in nature and providing information and opinion about the relationship of feminist identity and work place exploitation among physical educationists and non physical educationists women of Punjab. In this study one-time interaction with the participants has been done.

Sampling Design

In this present investigation hundred (100) physical and non physical female teachers were taken as a sample for this study. These hundred (100) subjects were taken from different colleges of Punjab. In which fifty (50) from physical education and fifty (50) were from non physical education domains. The selection of subjects was done on the basis of random sampling technique.

Distributions of sample are as follows-



Procedure for Data Collection

The present study was conducted on female teachers of physical education and non physical education. The Subjects were taken from different colleges of Punjab. The purpose of the study was clearly discussed with the subjects and authority of the colleges and had been convinced that the data of the study will be kept confidential. Standardized questionnaires were used to find out the relationship between feminist identity and work place exploitation. The researchers had informed all the teachers about the nature of the study and assure them that this data will not be used for any other purpose

Selection of Variables

On the basis of available literature and in consultation with the expert of the concern field and considering the feasibility, following variables were selected.

- a) Feminist identity
- b) Work place exploitation

Tools for Data Collection

1. Questionnaire of Feminist Identity Test

This scale was developed by Dr. S. K. Bawa and Neeraj Sharma (2013)

2. Questionnaire of Work Place Exploitation Scale

This scale was developed by Dr. Ramandeep Kaur and Meena Jhamat (2008)

Feminist Identity Questionnaire:- This scale was developed by Dr. S. K. Bawa and Neeraj Sharma (2013)

Purpose - To measure the level of feminist identity of female teacher of physical education and non physical education.

Validity- To find out what the test measures, it was sent to 14 experts. After modifications and deletion, 73 items were retained in the second form of the test. Construct and face validity was determined for all the dimensions of the test. The coefficients of correlation to determine internal consistency were found for each dimension. For sub-test 3 and 4, the value of co-relation was too low. Thus a few items from these sub tests were modified again and a few were replaced too. As such in the final form 64 items were retained out of which 33 are positive and 31 are negative items. Again the test was administered to 500 women of the age group 20 to 60 years to develop age norms.

Reliability- Test re-test method was used to determine reliability of the test. Reliability coefficient has been found to be .87 and its index is .93. When the split half method was employed for determining its reliability, the coefficient of reliability has been found to be .67, and its index of reliability is .818.

Scoring- In this scale statement in two forms i.e. is positive and negative. 33 statements are in positive form and 31 in negative form. Each statement has three options, i.e. agree, indifferent and disagree. All the positive items are scored as 3 for agree, 2 for indifferent, 1 for disagree. All the negative items are scored as 1 for agree, 2 for indifferent and 3 for disagree. To make the scoring easier, the nature of items i.e., positive or negative in the test booklet, is (for positive/negative) has been prefixed before the serial number of the items. All scores are to be added, which will be the Raw Score of the subject.

Scoring System

Type of item	Agree	Indifferent	Disagree
Positive	3	2	1
Negative	1	2	3

Work Place Exploitation Questionnaire:- Developed by Dr. Ramandeep Kaur and Meena Jhamat (2008)

Purpose - To measure the level of work place exploitation of female teachers of physical education and non physical education.

Reliability- The reliability of a scale pertaining to the work place exploitation scale was calculated by the split half method. Items of the scale were divided into two groups, i.e. odd items and even items and score on these items were calculated for each individual. To find out the reliability of whole scale, Karl Pearson correlation formula was used. The reliability coefficient of the scale was found to be 0.87. Cronbach alpha of scale on work place exploitation was found to be 0.75 with the help of statistical package for social sciences (SPSS Version 17.1). The results are significant at 01 level of significance.

Validity- The scale of work place exploitation was given to different experts to check the face validity and content validity. The experts were from different fields like education, psychology, law, commerce, business management and economics. The content validity index of scale is 0.93.

Scoring- It's scoring, as described above; it is five point scale with assigning a scale value to each five responses, i.e. always, often, occasional, very rare and never. In this scale statement in two forms i.e. is positive and negative. 42 statements are in positive form and 4 in negative form. In positive form of statement, score was given as 5 for always, 4 for often, 3 for occasional, 2 for very rare and 1 for never. In negative form of statement, score was given as 1 for always, 2 for very often, 3 for occasionally 4 for very rare 5 for never. They summed up scores of respondent fall in between 46 to 230. Thus, score was given statistical treatment with the use of computers.

Scoring System

Type of item	Always	Very Often	Occasionally	Very Rarely	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Statistical Technique

The raw data was arranged in tabulated form for the further statistical treatment. Collected data were analyzed with the help of Pearson's Product Moment Correlation. It was used to determine whether there is a significant relationship between feminist identity and work place exploitation. In this study, the investigator needed to find out the relationship between feminists identity and work place exploitation. The results were tested at 0.05 level of confidence. On the bases of findings, results were made.

CHAPTER – IV

RESULTS AND DISCUSSION

The chapter of analysis and interpretation of the results is the soul and the heart of the study. The results are the mirror of the study and reflect the investigator's views about the study. The data present study was a meaningless heap of numbers without results and discussion. The relationship between variables, which leads to fulfilment of the objectives of the study, was achieved with the logical organization of results prepared by the investigator. To avoid making conclusions from invalid data, the final analysis must be anticipated in detail. The problem has to analyze in detail to see which type of data is compulsory for its solution and to be assured that which method will give a definite answer.

Once the data have been collected, the next step was to reduce them into statistical analysis because the data as such have no meaning unless it was analyzed and interpreted by sophisticated statistical techniques in order to arrive at certain reliable and valid conclusions.

Analysis of data, thus involves the breaking of the complex factors into simple parts and putting them in new arrangements for the purpose of interpretation. The analysis and interpretation of data, findings and discussion of findings have been described as follows.

Table: 4.1

RELATIONSHIP OF FEMINIST IDENTITY AND WORK PLACE EXPLOITATION OF FEMALE TEACHERS OF PHYSICAL EDUCATION

Group	Variable	N	Mean	Std Deviation	Df	Correlation
Physical Educationists	Feminist Identity	50	144.08	9.64649	49	-0.458
	Work Place Exploitation	50	103.32	34.27109		

Tabulated value at df 49= 0.304

*** significant at 0.05 level**

The table 4.1 shows the correlation of feminist identity and work place exploitation of female teachers of physical education. The mean score of feminist identity and work place exploitation which was 144.08 and 103.32 respectively, and standard deviation was 9.64649 and 34.27109 respectively. When statistical technique, correlation was applied it was found

that r value was -0.458 , which is less than the table value of 0.304 , which shows negative correlation and insignificant relationship between feminist identity and work place exploitation of female teachers of physical education.

As shown in table no. 4.1 the obtained value of r that was -0.458 was lower than the tabular value, which was 0.304 for the selected degree of freedom (df 48) and level of significance $[0.05]$ which indicates that feminist identity and work place exploitation are insignificant relation.

Therefore hypothesis 1 which states that there will be no significant relationship between feminist identity and work place exploitation of physical educationists is accepted.

Figure 4.1

Graph Showing the Mean Value of Feminist Identity and Work Place Exploitation of Female Teachers of Physical Education

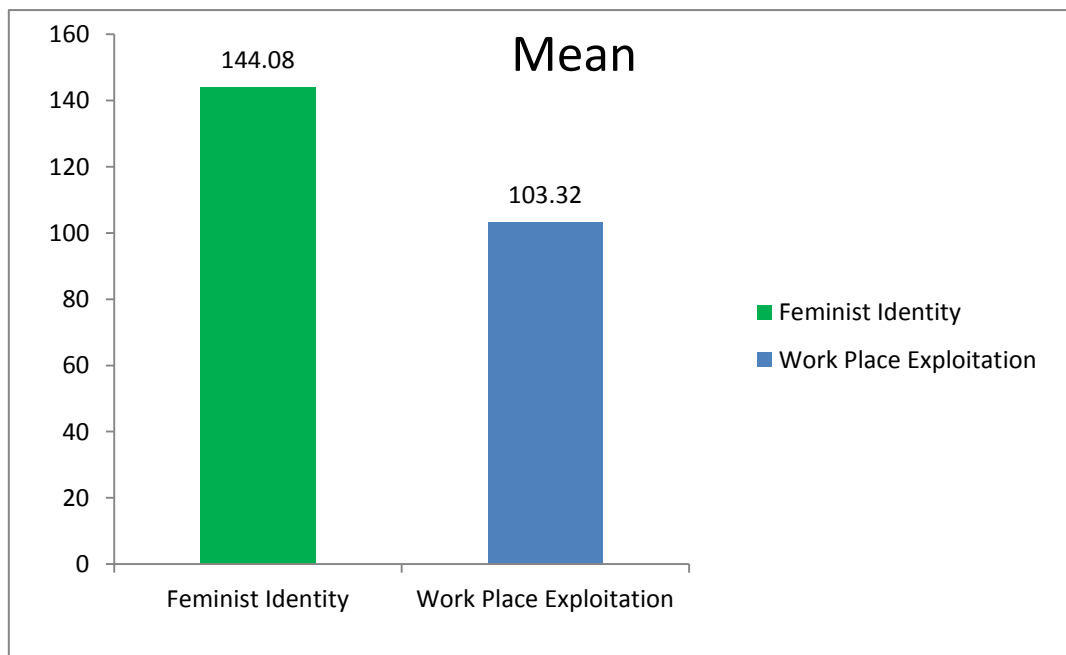


Figure 4.1 shows the mean score of feminist identity and work place exploitation of female teachers of physical education which was 144.08 and 103.32 respectively.

Table: 4.2

**RELATIONSHIP OF FEMINIST IDENTITY AND WORK PLACE EXPLOITATION
OF FEMALE TEACHERS OF NON PHYSICAL EDUCATION**

Group	Variable	N	Mean	Std Deviation	Df	Correlation
Non Physical Educationists	Feminist Identity	50	147.58	8.028241	49	-0.130
	Work Place Exploitation	50	79.84	22.36648		

Tabulated value at df 49= 0.304

*** significant at 0.05 level**

The table 4.2 shows the correlation of feminist identity and work place exploitation of female teachers of non physical education. The mean score of feminist identity and work place exploitation, which was 147.58 and 79.84, and standard deviation, was 8.028241 and 22.36648 respectively. The value of r is -130 which shows negative correlation and insignificant relationship between feminist identity and work place exploitation of female teachers of non physical education.

As shown table no. 4.2 the obtained value of r that was -130 was lower than the tabular value, which was 0.304 for the selected degree of freedom (df 48) and level of significance [0.05] which indicates that feminist identity and work place exploitation are insignificant relation.

Therefore hypothesis 2 which states that there will be no significant relationship between feminist identity and work place exploitation of non physical educationists is accepted.

Figure 4.2

Graph Showing the Mean Value of Feminist Identity and Work Place Exploitation of Female Teachers of Non Physical Education

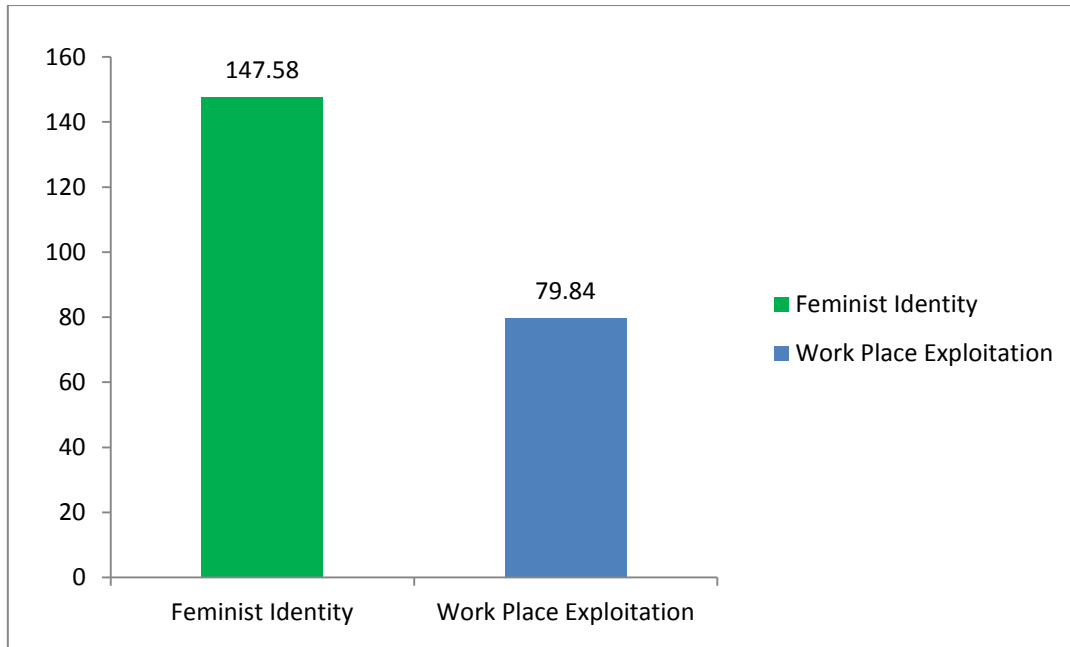


Figure 4.2 shows the mean score of feminist identity and work place exploitation of female teachers of non physical education which was 147.58 and 79.84 respectively.

Discussion

The scholar examined the relationship of feminist identity and work place exploitation among physical and non physical educationist. In order to test hypotheses for establishing relationships Pearson's' Product Moment Correlation was computed with the help of the SPSS 17.0 version. The data were analyzed in accordance with the objectives and hypotheses of the study. Table 4.1 shows the mean value of feminist identity and work place exploitation is 144.8, 103.32 respectively, of physical educationists. The first objective of the study was to find out the relationship of feminist identity and work place exploitation of physical educationists. So for testing hypothesis Pearson product moment correlation was computed. After analyzing the data table 4.1 shows negative correlation and insignificant relationship between feminist identity and work place exploitation of female teachers of physical education. Table 4.2 shows the mean value of feminist identity and work place exploitation is 147.58, 79.84 respectively, of non physical educationists. The second objective of the study was to find out the relationship of feminist identity and work place exploitation of non

physical educationists. After analyzed, Table 4.2 shows the negative correlation between feminist identity and work place exploitation of physical educationists. The present study focuses on the concept of intersectionality, which is being used within the wider social sciences by feminists to theorize the relationship between work place harassment. Although research within the field of feminism has not been addressed with its relationship as far. In this research an attempts have been made to respond the omission, but negative correlation has been observed. The researcher observed that it may be due to the modernization of the Indian culture and participation of women in every field of the society. Despite the fact that female literacy and education enrollment rates have been rising and parents of rural and urban India are increasingly willing to invest in educating their daughters.

Discussion of Hypotheses

As per the findings of the study and on the basis of an elaborated discussion of these findings, the hypotheses set earlier to be tested are discussed below:

1. The first hypothesis that there will be an insignificant relationship between feminist identity and work place exploitation of physical educationists was accepted, as the findings of the study revealed an insignificant relationship between feminist identity and work place exploitation of physical educationists.
2. The second hypothesis that there will be an insignificant relationship between feminist identity and work place exploitation of non physical educationists was accepted, as the findings of the study revealed an insignificant relationship between feminist identity and work place exploitation of non physical educationists.

CHAPTER – V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

FEMINISM IDENTITY

Identity of one's own self is a personal as it depicts the set of characteristics by which an individual is recognizable to others. It includes combination of values, beliefs and roles which makes the worth of an individual. The worth is compared with other and uniqueness is looked into, to name it as an identity. Identity is determined by exploration and commitments regarding personal or social traits of an individual. As far feminist identity is concerned, advocacy of equal rights for women and man and commitment to improve the position of women in society has given a direction to women to determine her identity. It includes all the attributes like behavioural, emotional and mental to characterize a woman as a unique individual. On the basis of different criteria to assess feminist identity, the main five dimensions were explored to construct the items for a test viz, accepting stereotype roles, actively committing women's role and so social change, revealing anger or guilt against oppression of women, preference of socializing with women in relation to relationships and religion, and acts describing feminist behaviour. Kang (2011) stated that "identity is a term which is used to explain an individual's explanation of him and herself as a distinct existence".

WORKPLACE EXPLOITATION

Exploitation refers to the use of persons as a resource, with small or no thought of their comfort. Exploitation takes action of utilizing something in an unfair or cruel way. Exploitation involves economics, political economy, and sociology, exploitation involve a persistent social relationship in which certain persons are being misbehaved or wrongly used for the advantage of others. Work place exploitation refers to certain conditions in which the employers or the superior takes advantage of his higher position and deprives inferior or subordinates of the proper workable conditions. Work place exploitation makes them lose their morality. Work place exploitation involves circumstances in which some people are being misbehaved and wrongly used for the advantage of the employer. In this situation, the employer may use the employees for his personal benefit. The work place exploitation

includes different forms such as, physical exploitation, emotional exploitation, economic exploitation, sexual exploitation and social exploitation.

PHYSICAL EDUCATION

Physical education is accepted as a pivotal part of a total education. The term physical education made of two separate words physical and education. The word physical means well-being and activeness of the body. It is also related to bodily characteristics such as strength, speed, endurance and health coordination. The term education means a process in which knowledge of an individual is shaped and understood thoroughly. Education is a term which prepares individuals for life. Education is also a systematic instruction for any particular task. It also be said that education is a training to learn and to apply that learning in real life. Now a combined meaning of these two words would be that set of instructions and training which is necessary for the development of physical power and skills. Physical education gives educational experiences and training to a student's good health status as well as achievement in other areas of academic performance. Physical education has very wide scope that has its roots in physiology, movement and psychology and sport. The various aspects of physical education are introduced as motor behaviour, biomechanics, sociology, health, fitness and teaching and coaching so far.

Significance of the Study

Workplace harassment against women is increasing day by day. According a survey conducted by Madeswaran and Ravi in 2013 inculcate that crime committed at work place against women during: 2005 to 2009. Sexual Harassment in 2005 to 2009 is 9984, 9966, 10950, 12214 respectively, Rape in 2005 to 2009 are 18359, 19384, 20773, 21467 respectively, Madeswaran and Ravi (2013). The above mentioned statistics illustrate that harassment cases against women are increasing. Women population is half of the total population in India. So the nation development is upon both gender's life styles. Work place exploitation in physical education and sports take unique dimensions because of the power relationship establish with male physical educationists and coaches. Review of literature also conform workplace exploitation in sports at many levels. The prevalence appears to be higher in elite sports. Feminist identity explores the nature of oppression through the sports. Over male power are seen to be the primary cause of women's oppression and inequality in physical education. Keeping in mind the above mentioned fact the investigation made an

attempt to find out the responsible factors for the work place exploitation and its relation with feminist identity.

Statement of the problem

Review of literature shows that more women have been entered in work force. Simanlensioly numbers of workplace harassment are increasing day by day. Keeping all in mind, an attempt to examine the relationship of feminist identity and workplace exploitation among physical and non physical educations.

Objectives of the study

1. To find out the relationship of feminist identity and workplace exploitation of physical educationists.
2. To find out the relationship of feminist identity and workplace exploitation of non physical educationists.

Hypotheses

1. There will be no significant relationship between feminist identity and work place exploitation of physical educationists.
2. There will be no significant relationship between feminist identity and work place exploitation of non physical educationists.

Delimitations of the study

1. The present Study will be delimit to female physical and non physical educationists only.
2. The Relationship will be analysis only on two component ie. Work place Exploitation and feminist identity only.
3. All the test items are delimited to the standardized questionnaire only.
4. The samples will be delimited to age group of 30 to 60.
5. Further the study is delimited to the sample of Punjab only.
6. The non physical education domain will be Hindi, Punjabi, English, History, Political Science.

Limitations

Every study has certain limitations. There is no study without certain restrictive condition or weakness. The present study too had a number of limitations. Among the numerous advantages and conveniences while pursuing the study, there were a few challenges that hindered the study. The present study was limited to the factors below:

1. The data were collected by questionnaire method and the researcher was dependent on the responses given by the subjects.
2. All the female subjects were working in different condition and there mental condition is not under the control of the investigation.

Operational Definitions of the Terms

Work Place Exploitation

It is an improper behaviour in the form of words, a gesture which create an intimidating among working women.

Feminist Identity

Feminism identity is an identity of women physical educationist which is based on their stereotype role, actively committing women, revealing of socializing and act describing feminist behaviour.

Physical Educationists

Physical educationists are female physical education teachers who are working in different colleges of Punjab and teach a range of different sports and curricula and provide young people with an opportunity to develop and improve their social and physical skills.

Non-Physical Educationists

Non physical educationists are female teachers who are working as a teacher in different domains of education like education, mathematics, Punjabi, Hindi, English, and science in different colleges of Punjab.

Sampling Design

In this present investigation hundred (100) physical and non physical female teachers were taken as a sample for this study. These hundred (100) subjects were taken from different colleges of Punjab. In which fifty (50) from physical education and fifty (50) were from non physical education domains. The selection of subjects was done on the basis of random sampling technique. For the purpose of the study the selection of samples was in Punjab.

Selection of Variables

On the basis of available literature and in consultation with the expert of the concern field and considering the feasibility, following variables were selected.

- a) Feminist identity
- b) Work place exploitation

Tools for Data Collection

1. Questionnaire of Feminist Identity Test

This scale was developed by Dr. S. K. Bawa and Neeraj Sharma (2013)

2. Questionnaire of Work Place Exploitation Scale

This scale was developed by Dr. Ramandeep Kaur and Meena Jhamat (2008)

Statistical Technique

The raw data was arranged in tabulated form for the further statistical treatment. Collected data were analyzed with the help of Pearson's Product Moment Correlation. It was used to determine whether there is a significant relationship between feminist identity and work place exploitation. In this study, the investigator needed to find out the relationship between feminists identity and work place exploitation. The results were tested at 0.05 level of confidence. On the bases of findings, results were made.

Conclusions

The final step of research demands critical and logical thinking in summarizing the findings of the study and compares them with the hypotheses formulated in the beginning. The researcher should not draw conclusions which are inconsistent among themselves or with

external realities. Conclusions are essential as investigation. They provide a finishing touch and review to the whole critical work. In the light of the interpretation of data, the researcher has to use all care and caution on formulating conclusions and generalizations. The researcher had undertaken the study as, “Relationship of feminist identity and work place exploitation among physical and non physical educationists”. Therefore, after applying the statistical technique the following conclusions were derived.

Variable namely feminist identity and work place exploitation was negative correlation and insignificant relationship of female teachers of physical education. Feminist identity and work place exploitation was insignificant relationship of female teachers of non physical education.

Suggestions

Research is a continuous process. When one problem is solved, another crops up and when the new problem is solved, it in turn, tends to indicate still more problems arise which needs scientific exploration. Moreover, after completing own piece of work, every investigator feels tempted to suggest new problems for research. Research is never ending process. Research is a continual process. After completing his research investigator knows about more areas which further research is needed and naturally feels motivated to indicate areas which may be taken up for research by other investigators. The investigator proposed following suggestions for further research:-

1. The similar study can be conducted by increasing of subjects.
2. The similar study can be conducted on any other field where women should be involved.

Recommendations

The results of the present study can be used by college authorities to keep check on this issue and for the better future of colleges and teachers.

Result of the Study

The researcher had undertaken the study as, “Relationship of feminist identity and work place exploitation among physical and non physical educationists.” Therefore, after applying the statistical technique the following results were derived.

1. Insignificant relationship has been found in feminist identity and work place exploitation of female teachers of physical education.
2. Insignificant relationship has been found in feminist identity and work place exploitation of female teachers of non physical education.


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APENDIX-A

Questionnaire of Feminist Identity Test



Consumable Booklet
of
FIT-BSSN
(English Version)

Dr. (Mrs.) S.K. Bawa (Patiala)
Neeraj Sharma (Rajpura)

Fill in these entries : Date :

Name _____ Father's Name _____

Dath of Birth _____ Qualification _____

Marital Status : Unmarried Married Divorce Widow

Working Not Working

If Working : Designation _____ Institution _____

Experience in Year _____

Belong to Area : Urban Rural

INSTRUCTIONS

On the following pages there are 64 statements regarding Female Identity. We want to know your option/view on these statements. Read each statement carefully and decide your view/opinion on it on three point alternatives, i.e. **Agree, Indifferent, Disagree**. Put a mark in the appropriate which is close to your view/opinion.

Answer to all 64 statements. Your answers will be kept confidential.

Scoring Table

Page	Raw Score			z-Score	Grade	Level of Feminist Identity
	2	3	4			
Score						
Total Score						

MANASVI

UG-1, Nirmal Heights Market, Mathura Road, AGRA-282 007

2 | Consumable Booklet of FIT-B55N

Sr.No.	STATEMENT	Agree	Indifferent	Disagree	Score
1.	There is no need of reservation for women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
2.	I consider myself very important, being a part of women's community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	I want to work to improve the status of women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	I find a lot of gender discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Men are very supportive to women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
6.	Women around me never give me strength.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
7.	I do not see men as enemy of women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
8.	I spend my leisure time with women friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I like being a woman when men offer their seat in a crowded bus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Men and women do not have equal rights in every respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	I feel angry on the treatment meted out with women in this society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I wish to have equal status with men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	<i>If my husband is offered a job in another state, it will be my social obligation to move in support of his career.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
14.	<i>While choosing a career, gender influences the choices.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
15.	Most women feel satisfied being a wife and a mother.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
16.	Many problems or any type of discrimination are caused by men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
17.	Men have the privileges in the society because they are men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
18.	I like to speak on any issues related to women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	If I am to write a poem, it will be about women's issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	If I am to paint a picture, it will probably depict the problems related to women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Boys get more love and affection in my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
22.	Outdoor work is problematic for women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
23.	My family members are against free mixing of working women with their male colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>

Total Score Page 2

Sr.No.	STATEMENT	Agree	Indifferent	Disagree	Score
24.	Women are the main cause of domestic violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
25.	My family members have full faith in my decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I have a lot of aspirations that I cannot fulfill being a woman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
27.	I like to visit religious places regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I like to read the books related to Goddesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I have adjustment problems with my male colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
30.	There is always a stress within women group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
31.	I have a very congenial relation with my father/brother/husband.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	I have no say at my home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
33.	It is my social obligation to perform all the family roles being a women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
34.	I take permission of my husband/father/brother for spending money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
35.	I like to sit in a group of women and enjoy gossiping/backbiting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	Making home neat & clean and managing it, is only my duty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
37.	Woman must follow her counterpart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
38.	Woman must be homely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
39.	A woman must be aware of all the family rituals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
40.	I have a keen interest to make Women Club for their welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	I like organizing Kitties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	I like to move at the places where more women are there than men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	I feel comfortable while working with women as compared to men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	I feel hesitation while interacting with men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="text"/>
45.	As women are becoming more independent still there is a need for social change regarding feminism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>


Total Score Page 3

Sr.No.	STATEMENT	Agree	Indifferent	Disagree	Score
46.	In my life, I have a dream to work for the betterment of women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47.	I am enthusiastic to open a women cell for helping the deprived/disadvantaged women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	A woman cannot meet the requirements of life without the help of a man.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>
49.	I consider male dominated society as the main reason of women exploitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>
50.	I feel angry when I see a well educated women being totally dependent on men's decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
51.	There must be strict laws against women exploitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
52.	I feel pride in identifying myself as feminist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
53.	I have a commitment to work for equality for women in social, economic and political concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
54.	Women are not expected to do adventurous jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>
55.	I fear to handle the outdoor work in home/office and seek help of male member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>
56.	I like to read women oriented magazines/journals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57.	I actively participate against the issues like female foeticide, dowry and domestic violence etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
58.	If I am to organise a debate I will raise the issues related to women oppression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
59.	I feel angry when girls are considered just a possession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
60.	To be a feminist is considered a weakness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>
61.	Birth of a woman is a sin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>
62.	Wearing traditional outfits give a woman more social acceptance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>
63.	I am bothered about the contradictory expectations people have from my role in home and office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64.	Women must have more patience as compared to men for maintaining peace at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="text"/>

Total Score Page 4

APENDIX-B

Questionnaire of Work Place Exploitation Scale

 <p style="font-size: small;">T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</p> <p>Dr. (Mrs.) Ramandeep Kaur (Phagwara) Meena Jhamat (Phagwara)</p>	<p>Consumable Booklet of WPES-KRJM (English Version)</p>																								
<p><i>Please fill in the following Informations—</i> Date <input type="text"/></p> <p>Name _____</p> <p>Father's Name _____</p> <p>Date of Birth <input type="text"/> Area : Rural <input type="checkbox"/> Urban <input type="checkbox"/></p> <p>Qualifications : Academic _____ Professional _____</p> <p>Designation _____ Experience in Yrs. _____ Type of Family : Joint <input type="checkbox"/> Single <input type="checkbox"/></p> <p>Marital Status : Married <input type="checkbox"/> Unmarried <input type="checkbox"/> Gender : Male <input type="checkbox"/> Female <input type="checkbox"/></p> <p>Institution _____ Place _____</p>																									
<p>INSTRUCTIONS</p> <p>On the following pages 46 statements regarding work place exploitation of professionals have been given. Kindly read each statement carefully and decide your response based on your personal experiences on the given Five-point alternative responses, viz., Always (A), Very Often (VO), Occasionally (O), Very Rare (VR) and Never (N) and put a mark <input type="checkbox"/> in the appropriate cell of alternative which is close to your answer.</p> <p>Kindly reply to all the 46 statements.</p> <p style="text-align: center;"><i>Be assured that your response will be kept confidential.</i></p>																									
<p>Scoring Table</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Page</th> <th colspan="3">Raw Score</th> <th rowspan="2">z-Score</th> <th rowspan="2">Grade</th> <th rowspan="2">Interpretation</th> </tr> <tr> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Page	Raw Score			z-Score	Grade	Interpretation	2	3	4	Score							Total						
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	2	3	4																						
Score																									
Total																									
<p>Estd. 1971 www.npcindia.com ☎: (0562) 2601080</p> <p>NATIONAL PSYCHOLOGICAL CORPORATION</p> <p>UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007</p>																									

Sr. No.	STATEMENT	Always	Very Often	Occasio-nally	Very Rare	Never	Score
1.	I have to compromise on my economic status-as I am not getting proper salary according to my capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I have to face frequent cuts in my salary with undue excuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	I am asked to work for extra time without any extra monetary benefits for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	My salary cheques are often withheld to harass me in case of minor mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I am compelled to work overtime without any prior information or plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I do not receive any incentives for good job done by me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	I am getting my due increments well in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	I am threaten to get off from my job without any prior notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	My minor errors are often overemphasized by my seniors and employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	I am asked to work below dignity of my assigned status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	My colleagues/employer comments on my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I have to face arrogance of my boss that is affecting my efficiency in work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	My character is being put on question to disturb my mental peace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	My employer/seniors frequently criticize, humiliate or undermine my self esteem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	My employers gives me negative face expressions with curvy smile to discourage me in the presence of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	I am misguided by my colleagues so that my work gets complicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 2

Sr. No.	STATEMENT	Always	Very Often	Occasionally	Very Rare	Never	Score
17.	My seniors/employer do not listen to me and pass sarcastic remarks instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	I am considered inferior to other staff even though I am doing good job than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	I am rewarded with appreciation for my outstanding work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
20.	The benefits of my projects and hard work is transferred to others during the time of promotion, increments and other perks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	I am often asked to remain quiet though I am right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	My opinions are not given weightage in meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Uncongenial atmosphere is created for me at my work place by my unfriendly group, trying to influence my employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	My social dignity is being attacked time and again in my workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	I always enjoy social respect at my work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
26.	I am being deprived of my genuine social rights at my work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	I am kept socially isolated at my work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I have to compromise on my family life by staying away from my home because of frequent office tours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Sometime I am humiliated by my employer in the presence of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	I am being put in an embarrassing situation where I have to compromise my dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	I face objectionable comments by my colleagues at my work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	I am asked to undertake such task for which my consciousness does not allow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 3

Sr. No.	STATEMENT	Always	Very Often	Occasionally	Very Rare	Never	Score
33.	I feel victim of unwanted offensive physical behaviour in office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	I am purposely asked to perform my duties on such odd hours which arouses my fear of being sexually abused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	I feel comfortable while staying alone with my employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	I witness harassment at the workplace in the form of stared at.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	When the outside guest comes to my employer, I am asked to serve in a way which is against my grace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	I am often being prey to molestation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	In my workplace I am being deliberately touched which amounts to sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	I have to perform even under worse health conditions at workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	Sometime the nature of the job leads to the deterioration of my health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	I am not given leave easily even during sickness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	My health is put on stake due to unhealthy environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	Sometime I am asked to under take heavy physical work which is not the part of my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	I take permission before leaving the office, after finishing my assignment even in odd hours during sickness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46.	Longworking hours and lack of staff are reason of excessive workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 4

APPENDICES-III

LIST OF PHYSICAL COLLEGES

Gursewak Singh Government College of physical Education, Patiala

National College of Physical Education, Chupki (Patiala)

Akal College of Physical Education, Gursagar, Mastuana Sahib, Distt. Sangrur

Gobind National College, Narangwal, Distt. Ludhiana

D.A.V. College, Abohar, Distt. Ferozpur

Mata Gurdev Kaur Memorial Shahi Sports College, Jhakroudi

Malwa College of Physical Education, Goniana Road, Bhatinda

G H G Khalsa college gurusar sudhar, Ludhiana

Saint Soldier College Of Education, Behind N.I.T. (R.E.C.) Bye Pass Jalandhar

Shaheed Kanshi Ram College of Physical Education, Bhagomajra, Distt.Ropar

Khalsa College of Physical Education V.P.O. Heir. Distt. Amritsar