

PREDICTING THE OCCUPATIONAL JOB SATISFACTION LEVELS OF PHYSICAL EDUCATION AND SPORT TEACHER

Abstract

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The purpose of this study is to predict the professional job satisfaction levels of physical education and sport teachers in the province of Denizli. The participants of this study consisted of 59 physical education and sport teachers working both in state and private high schools in Denizli. Physical education and sport teachers' professional job satisfaction is examined depending on the variables of gender, seniority, school working period and age. In this study, the Minnesota Job Satisfaction Scale used as the data collection tool developed by Weiss, David, England and Lofquist (1967). The mean scores of job satisfaction are considered an indicator of professional satisfaction. In addition, school working period, seniority and age variables are used to determine the predictors of professional job satisfaction. To analyze the research questions, the parametric tests such as t-test and stepwise regression analysis techniques are utilized. The results showed that there is no gender difference on the professional job satisfaction. In addition, stepwise regression analysis indicated that the only school working period is significant and valid predictors of the professional job satisfaction. On the other hand, seniority and age are not significant and valid predictor of the professional job satisfaction. The implications of these results and suggestions for future researches are discussed.

Keywords: Job Satisfaction, professional satisfaction, physical education teacher

BEDEN E ĞİTİM VE SPOR Ö ĞRETMENLERİNİN MESLEK DOYUM DÜZEYLERİNİN YORDANMASI

Özet

Bu araştırmanın amacı, Denizli ili merkez ilçede görev yapan beden eğitimi ve spor öğretmenlerinin mesleki doyumlarının yordamaktır. Çalışmada, özel ve devlete ait ortaöğretim okullarında görev yapan 59 beden eğitimi öğretmeni katılımcı olarak yer almıştır. Beden eğitimi öğretmenlerinin mesleki doyumlarının cinsiyet, mesleki kıdem, okul görev süresi ve yaşı değişkenlerine bağlı olarak incelenmiştir. Çalışmada veri toplama aracı olarak Weiss, David, England ve Lofquist (1967) tarafından geliştirilen Minnesota Doyum Ölçeği kullanılmıştır. Mesleki doyum puanlarının ortalaması mesleki doyumun bir göstergesi olarak ele alınmış ve öğretmenlerin mesleki doyumlarının yordayan değişkenleri belirlemek amacıyla de mesleki kıdemleri, okul görev süreleri, meslek yaşı ve yaşı değişkenleri yordayıcı değişken olarak kullanılmıştır. Araştırma sorularının analiz etmek amacıyla iki bağımsız örneklemli t-testi ve amaçlı regresyon teknikleri gibi parametrik testlerden yararlanılmıştır. Beden eğitimi ve spor öğretmenlerinin mesleki doyum düzeylerinin cinsiyetlerine göre farklılık göstermediği, mesleki doyum düzeylerinin okulda görev yaptıkları okulda geçen sürenin anlamlı bir yordayıcı olduğu, mesleki kıdem ve yaşlarının ise istatistiksel olarak anlamlı yordayıcılar olmadığı belirlenmiştir. Sonuçlar tartışılmış ve sonuçlara bağlı öneriler geliştirilmiştir.

Anahtar Kelimeler: Doyumu, mesleki doyum, beden eğitimi öğretmeni

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INTRODUCTION

In today's business pace of life that occupy the largest part of our lives exactly overlapping and have been replaced by a state with our lives tempo and. People spend their days by doing most of the work and work-related plans. This situation causes a great stress on people necessarily. People spends most of the day at job that's why, happiness of his life depends on the satisfaction of his job.

According to Baaran (1998), some people accept to work in an organization to need their requirements. Worker has the ability to integrate the objectives of the organization with its own purpose. As much as the worker gets the level of integration, his level of tendency rises to strive for organizational goals. Because of this reason there is a strong connection between satisfaction of job and working life. The quality of work is effected by the satisfaction and dissatisfaction from work and it is not limited to just the individual with many other factors.

Job satisfaction can be described as the workers' pleasant or unpleasant of their jobs (Davis, 1998). Positive attitude towards work is equivalent to job satisfaction. From this point of view, feeling a high job satisfaction at his profession and in his workplace represents that this person loves his job and his work indicates a positive value (Yüksel, 2009). Together with this fact, studies on job satisfaction shows that factors such as clarity of tasks, job involvement, monetary award, the nature of work effect the job satisfaction (Currivan and Douglas, 1999; Gilmore et al, 1999; Ting, 1997).

Işkan (2004) commends teaching profession as a job which affects adversely his mental health and professional life due to

METHOD

Research Model

In this study "survey model" is used. Survey model is an approach which aims to

unique and intense stressful situations. The teachers, who has to work face to face with people, are supposed to prepare the individuals to technological society which, changes constantly and fast, and deal with various problems (Akçamete, Kaner and Sucuo lu, 2001).

Therefore, in terms of both individual and business organizations seriously threatens the lives of professional dissatisfaction appears to be a problem. As a result of professional dissatisfaction, mentally and physically depletion of energy is released. The major cause of professional dissatisfaction is considered as not to be able to remove the stress causes with the sources that the individual has (Maslach, 2003; Budak and Sürgevil, 2005; Özdemir et al, 2003).

In modern societies, the general educational system, as well as physical education and sports activities in other areas of social life, the individual's physical, mental, social and moral provides significant contributions to their development (Yetim, 1998). Hence the aim of this study is to try to comment the levels of occupational burnout of physical education teachers who work in the province of Denizli. According to specified purpose, the following research questions have been submitted.

a) What is the level of professional satisfaction of the physical education teachers who work in central district of Denizli?

b) Is there a difference in physical education teachers' professional satisfaction levels, according to their sex?

c) Is their professional satisfaction level predicted by physical education teachers' at the school to make the task durations, occupational experience, and age?

describe the situation that we currently have or had in the past (Karasar, 1999). This research can be identified as a descriptive study.

Data Collection Tool

59 Physical Education and Sports Teachers answered Minnesota Satisfaction Questionnaire-Short Form (Minnesota Satisfaction Questionnaire) which is likert-type and consists 20 questions to measure their job satisfaction.

Weiss, David, England and Lofquist (1967) developed Minnesota Satisfaction Questionnaire to measure job satisfaction and the first time it was translated into Turkish by a scale consisting of 20 questions by Oran (1989). In each question, there are five choices that identifies the degree of satisfaction of the person. These choices are I'm not glad at all, I'm not glad, I am not certain, I'm glad and I'm very glad. The evaluation of these choices 1,2,3,4 and 5 points are given respectively. The maximum score is 100 points, the lowest score is 20 points and 60 points refers to the neutral mid-point satisfaction. Scores around 20 point show the lack of satisfaction level and scores approaching 100 points show the rise of satisfaction level. MİDO was translated by Deniz ve Güliz Gökçora as Özyurt (2004) reported. Internal consistency of cronbach alpha coefficient

was found 0.90 in a domestic reaserch (Yıldırım, 1996) and it ranged from 0,82 to 0,92 in a foreign research. (Erdwins, Buffardi, Casper and O'Brien, 2001).

The survey consists of 20 questions. In order to interpret the data healthy, five point likert scales degrees by using the formula (number of options - 1 / number of options) the gap width is determined from 1 to 5 is 0,80 is (5-1 = 4, 4/5 = 0.80). In this case, the average of the scores obtained from measurement scale was evaluate as following 4,20 - 5,00 ; "very satisfied", 3,40 - 4,19;" satisfied ", 2,60 . 3,39; " Undecided", 1,80 -2,59 ; "not satisfied" and 1,00 . 1,79 "not at all satisfied". According to evaluation results were interpreted (Özmaden 2004; Gökda 1996).

Research Group

The study group is consist of 59 Physical Education and Sports Teachers who work in primary and secondary education in central district of Denizli in the 2011-2012 academic year.

The related descriptive statistics of period of office, school work time and age of Physical Education and Sports Teachers are given in Table 1.

Table 1. Descriptive Statistics Of Period Of Office, School Work Time And Age of Physical Education and Sports Teachers

variables	N	Lowest	Highest	\bar{X}	Sd
School work time	59	1	19	6.78	4.50
Period of office	59	1	27	14.08	7.10
Age	59	24	51	37.42	6.93
Level of professional satisfaction	59	1.40	4.60	3.60	0.64

Data Analysis

Professional satisfaction as the dependent variable in the study, levels of physical education teachers, the school term of office, profession and age of the variables used as independent variables. Job satisfaction has been considered as an indicator of professional satisfaction mean

scores and the school in order to determine the predictors of teachers' professional satisfaction of their term of office, has been used as predictor variables of age and years of occupation. Research questions with the aim of analyzing the parametric tests such as t-test and multiple regression techniques were used.

RESULTS

Physical education and sports teachers who work in the central district of Denizli information regarding the professional satisfaction levels are shown in Table 2.

Table 2. Teachers' Professional Satisfaction Levels of Physical Education and Sports

Statements	n	\bar{X}	SS	Satisfaction Level (SL)
1. Being able to keep busy all the time	59	3,51	0,99	Satisfied
2. The chance to work alone on the job	59	3,46	1,12	Satisfied
3. The chance to do different things fom time to time	59	3,81	0,82	Satisfied
4. The chance to be %omebody+in the community	59	3,80	0,78	Satisfied
5. The way my boss handless his/her workers	59	3,49	0,82	Satisfied
6. The competence of my supervisor in making decisions	59	3,41	0,85	Satisfied
7. Being able to do things that donq go against my conscience	59	3,90	1,11	Satisfied
Statements	n	\bar{X}	SS	Satisfaction Level (SL)
8. The way my job provides for steady employment	59	3,88	1,04	Satisfied
9. The chance to do things for other people	59	4,00	1,07	Satisfied
10. The chance to tell people what to do	59	3,86	1,17	Satisfied
11. The chance to do something that makes use of my abilities.	59	3,76	1,14	Satisfied
12. The way company policies are put into practice	59	3,42	1,12	Satisfied
13. The pay and the amount of work I do	59	3,07	1,05	Undecided
14. The chances for advancement on this job	59	2,95	0,10	Undecided
15. The freedom to use my own judgment	59	3,86	0,86	Satisfied
16. The chance to try my own methods of doing the job.	59	3,66	1,03	Satisfied
17. The working conditions.	59	3,53	1,12	Satisfied
18. The way my co-workers get along with each other	59	3,63	1,07	Satisfied
19. The praise I get for doing a good job	59	3,03	1,14	Undecided
20. The feeling of accomplishment I get from the job.	59	3,88	1,16	Satisfied
Total	59	3,59	0,64	Satisfied

According to the above definitions of physical education teachers' professional satisfaction levels are high enough to be seen. The most professional satisfaction of teachers "have the chance to make things for others" at least in the " the possibility of promotion in the work" options appears to

be effective. Overall satisfaction level obtained from the scale was "satisfied". the two independent-sample t-test was applied in order to determine whether there is a significant difference between the teachers' professional satisfaction level and gender. The results were given in Table 3.

Table 3. Analysis Of Teachers' Professional Burnout Levels By Gender

		N	\bar{X}	sd	t	p
Gender	Male	32	3,48	0,61	1.51	0.14
	Female	27	3,73	0,67		

As shown in Table 3, there is no significant difference between female and male physical education teachers' professional satisfaction levels. ($t_{57} = 1.51$, $p > 0.05$). It can be also said that, physical education teachers' professional satisfaction levels didn't differ according to gender, it can be argued that they have similar levels of professional satisfaction.

The mean scores of professional satisfaction was considered as an indicator

of the job satisfaction. For the purpose of determine the variables of job satisfaction period of office, school work time and age were used as predictor variables.

Stepwise regression analysis was used in order to understand the job satisfaction levels predicted or not predicted by period of office, school work time and age and results were shown in table 4.

Table 4. The Results Of The Stepwise Regression Analysis

	R	R ²	R ² De i imi	F	β	p
School work time	0,313	0,098	0,098	6.20	0,31	0,016
Period of office	0,317	0,101	0,003	3.13	-0,59	0,051
Age	0,332	0,110	0,009	2.27	0,31	0,091

As can be seen in Table 4, physical education teachers, schools were predicted rate of 0.098 professional satisfaction level of the periods in which they work. In the second stage of vocational school with the mandate issued by the rate of 0.101 professional satisfaction level of the two variables are taken into account and the terms of office of the third stage and vocational school teachers in the age when the procedure for calculating the ratio reaches a level of 0.110 were determined. In

other words, the school physical education teachers' professional satisfaction levels and their term of office, professional years and the age of the connection between the $p < 0.05$ level was significant. According to the data in Table 4, on the level of professional satisfaction of teachers at the school in which they work most of the time at the moment to be effective, it is understood that the variable followed by the variable age and term of office of the profession.

DISCUSSION

In order to determine the levels of professional satisfaction of physical education and sports teachers who work in the central district of Denizli, professional satisfaction were high (SL = 3.59). The most effective proposition which has importance for professional satisfaction of physical education teachers was "has a chance to make things for others". The fee paid to the possibility of promotion and appreciation of the work done in suggesting physical education teachers stated that they were undecided. Within these three propositions "to the possibility of promotion within the business" proposition was found to be the lowest level of participation (SL = 2.95). Different results have been obtained in

literature research regarding the relationship between wages and job satisfaction (Öztürk, 2002; Sahin, 2001). A study which was carried out by Ashegbeyeri (1988) indicated that there was no effect on the level of wages on job satisfaction of administrators. Similar to Ashegbeyeri (1988), Ashton (1989), Thanogasai (1989) and Price (1962) also indicated that there was no significant relationship with the proposed wage job satisfaction. On the contrary, Aute (1988) and Chung (1989), concluded that there was a positive effect on wage level of job satisfaction. Physical education teachers' wages, although they are unstable in terms of recognition, and promoted to be possible satisfaction scores are high, the price charged, promotions, job satisfaction does

not affect the possibility and reveals to be admired. Alike our study, results of Gökta (2007) 'Job Satisfaction Scale' which was carried out on the physical education teachers concluded that levels of professional satisfaction was high.

In the evaluation of physical education teachers' job satisfaction questionnaire it was found that they had a high level of satisfaction (SL = 4.00). Contribution throughout the survey questions indicated that satisfaction levels were also generally positive. From this point of view, the findings in this study are similar to the above-mentioned studies.. Elements that make a positive impact on physical education teachers' job satisfaction of doing something for others to be captured in the form of the opportunity to explain their profession.

Depending on gender variable there was no significant difference between the levels of professional satisfaction. Male and female physical education teachers had similar professional satisfaction levels. Similar to the study which was carried out with physical education teachers by Akşner (2005) and Çelik (2010) and the study of Esen (2001) carried out with instructors concluded that there was no significant difference between genders. Based on above results, nowadays, female and male have similar working conditions that's why there was no difference in their professional satisfaction.

In this study, it was understood that the most effective factor was the time of working at their school, and respectively

period of office of the profession and age. According to Çelik's (2010) study, a level of professional satisfaction was directly proportional with the time of working. In the study of Can and Koçak (1999), it was indicated that regardless of seniority, physical education teachers loved their profession. Dolunay (2002) concluded that total work time of physical education teachers was proportional with job satisfaction and sense of personal accomplishment Gökta (2007), found that levels of physical education teachers' professional satisfaction was "very satisfied" between the ages 25-30. Similar to the findings of this study, Suyunç (1998), Can and Koçak (2003) found that satisfaction levels of profession had paralleled with age and seniority level variables.

Physical education is an integral part of the education system. Performance in healthy individuals which are transferred to the formation of society is closely related to physical education teachers to students. Increasing job satisfaction of physical education teachers increases their output and also it provides growing healthy individuals which society needs.

In the light of this study, it can be said that there are other factors which effect physical education teachers' job satisfaction. Therefore, it is needed to be made other studies to define them. In this respect, new studies can be carried out with different variables such as organizational culture in schools, institutionalization of school, style of leadership of school managers to determine the job satisfaction.

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