

Murat ÖZŞAKER¹

Levent İLHAN²

Hüseyin KIRIMOĞLU³

EVALUATION OF JOB SATISFACTION LEVELS OF PHYSICAL EDUCATION AND SPORTS TEACHERS IN TERMS OF SOME VARIABLES⁴

ABSTRACT

The aim of the present research was to investigate job satisfaction levels of Physical Education and Sports Teachers in terms of various variables. For the data collection; "Minnesota Satisfaction Inventory" -developed by Weiss, David, England and Lofquist (1967) and Turkish validity and reliability tests performed by Baycan (1985)- and personal information form were used. 96 Physical Education and Sports Teachers who worked at state schools and private schools participated voluntarily in the research. For the statistical comparisons; "Independent-Samples T Test" and "Kruskal-Wallis" test were used during the analysis. As a conclusion of the research, it was seen that job satisfaction levels of the Physical Education and Sports Teachers did not differ in terms of sex, age, marital status and having on-job training variables. Yet, it was found out that those who worked at private schools and those who followed professional publications experienced significantly higher job satisfaction levels compared to those who worked at state schools and those who did not follow professional publications.

Key Words: Physical Education and Sports Teachers, Job Satisfaction, Minnesota Satisfaction Inventory, Primary Schools

BEDEN EĞİTİMİ VE SPOR ÖĞRETMENLERİNİN İŞ DOYUM DÜZEYLERİNİN FARKLI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

ÖZET

Bu araştırmanın amacı; Beden Eğitimi ve Spor Öğretmenlerinin iş doyum düzeylerinin farklı değişkenler açısından incelenmesidir. Araştırma verilerinin toplanmasında Weiss, David, England ve Lofquist (1967) tarafından geliştirilen ve Türkçe geçerlik ve güvenilirlik çalışmaları Baycan (1985) tarafından yapılan "Minnesota Satisfaction inventory" ve kişisel bilgi formu kullanılmıştır. Araştırmaya devlet ve özel ilköğretim okullarında görev yapan 96 Beden Eğitimi ve Spor Öğretmeni gönüllü olarak katılmışlardır. Verilerin analizinde araştırmanın amaçları doğrultusunda yapılan karşılaştırmalarda "Independent-Samples T Test" ile "Kruskal-Wallis" testlerine başvurulmuştur. Araştırmanın sonucunda Beden Eğitimi ve Spor Öğretmenlerinin iş doyum düzeylerinin cinsiyet, yaş, medeni durum ve hizmet içi eğitim alma değişkenlerine göre farklılaşmadığı görülmüştür. Bunun yanında görev yaptıkları okul türüne göre özel okullarda çalışanların ve mesleki yayınları takip edenlerin iş doyum düzeylerinin, devlet okullarında çalışanlardan ve mesleki yayınları takip etmeyenlerden anlamlı biçimde daha yüksek olduğu görülmüştür.

Anahtar kelimeler: Beden Eğitimi ve Spor Öğretimi, İş doyum, İlköğretim Okulları

¹ Celal Bayar University, Physical Education and Sports Department, Manisa /Turkey

² Gazi University, Physical Education and Sports Department, Ankara /Turkey

³ Mustafa Kemal University, Physical Education and Sports Department, Hatay / Turkey

⁴ This article was presented in 4th Annual International Conference Physical Education Sport and Health, Pitesti, 18– 19 November 2011.

INTRODUCTION

The fact that a society that is healthier, happier and productive is related to its workers' higher level of satisfaction because working life makes up one third of one's life. All of the workers demand that working conditions be better and economical, psychological and social needs about working life be met. Workers get satisfied as long as their needs are met by the institution for which they work.

Job satisfaction is the perception that one's work-related values are met by the job and that these values are consistent with the job (Akcemete et al. 2001, Basaran, 2000, Hellriegel and Slocum, 1992). Job satisfaction, one of the most important elements that make individuals happy and productive, is the satisfaction feeling created by the contributions of the job to the individual (Davis 1988, Luthans 1995, Muchinsky 2000, Musal et al. 1995, Ozgen et al. 2002).

Job satisfaction plays an important role in increasing commitment of the qualified workers for the organization and making them love their jobs (Miner 1992, Vecchio 1991) and is one of the basic elements for the individuals to be successful, happy and productive (Cam et al. 2005). It is noted that individuals with higher job satisfaction have higher organizational commitment.

Job satisfaction -described as an emotion felt by the fact that job and achievements match up with personal values and needs or as an emotion facilitated by the fact that job and achievements match up with personal values and needs (Avci and Karatepe 2000, Barutcugil 2004, Vural, 2004)- is of much importance for teaching as well as other professions.

Teachers occupy an important place in achieving the educational objectives.

Therefore, that the necessary conditions be set up and negative factors that affect their duties negatively be detected is highly important for the teachers to perform better; which increases the quality of education. It is necessary that teachers who play an important role in education should have high job satisfaction so that educational quality can be acceptable.

It is closely related to the job satisfaction of the teachers that they can perform their tasks and responsibilities charged in a successful way. It is thought that teachers who get satisfied with their jobs will have better psychological health. If their psychological conditions are better, it will be felt on their jobs, too and they will carry out their jobs voluntarily and in a productive way.

The employees want that their work have an meaning either for themselves or for others. Many employees are satisfied with thinking that they are doing an important job. It can be a job satisfaction reason if a job is interesting and gives the person opportunity to learn, and brings responsibility. As people do jobs which allow them use their talents, the jobs that require multi-faceted, and require special qualifications and if they receive feedbacks from their environment that they are successful they receive job satisfaction (Organ and Bateman, 1991; Robbins, 1998).

Physical education and sports teachers are one of the indispensable elements in general education. It needs struggle in order to be a successful physical education and sports teacher. In addition to being a trainer, the coaches are leaders that are taken as models by children (Leblanc and Dickson, 2005).

It is closely related to the job satisfaction of the physical education and sports

teacher that they can perform their tasks and responsibilities charged in a successful way. It is thought that coaches who get satisfied with their jobs will have better psychological health. If their psychological conditions are better, it will be felt on their jobs, too and they will carry out their jobs voluntarily and in a productive way.

When the effect of one's happiness and peace at work (job satisfaction) on organizational performance and productivity had been noticed, many researches were made (Fairbrother and Warn 2002, Friday and Friday 2003, Goris 2006, Graham and Messner 1998, Lund 2003, Rossberg et al. 2004, Tietjen and Myers 1998, Uppal 2005). Although descriptive and experimental researches are based on different professional groups and variables, the questions for which

answers are sought aim at increasing job satisfaction of the workers, discovering job dissatisfaction and eliminating this dissatisfaction.

For Thoms (2002); job satisfaction may be associated with both worker's state and personal traits. It is seen that some people tend job satisfaction and –in the general sense- life satisfaction more. However, properties of the work may affect job satisfaction, too.

Physical Education and Sports Teachers, our sample group, are different from other teaching branches and have personal traits made up of some sportive dynamics. In this sense, the aim of the research was to investigate job satisfaction levels of the Physical Education and Sports Teachers who worked in Izmir Province, one of Turkey's biggest metropolitan cities in terms of different variables.

MATERIALS AND METHODS

Participants:

The population of the research was made up of Physical Education and Sports Teachers who worked at state schools and private schools under the Directorate of National Education in Izmir Province. The sample was consisted of 100 volunteer Physical Education and Sports Teachers selected using random-sampling. 4 teachers were dropped out of the study because of data loss and the research was conducted with 96 teachers. Questionnaire forms were distributed to those who wanted to participate and they were asked whether there was something unclear and explanations were made upon their request. There was no time-limit for filling in the questionnaire forms.

Instruments:

Survey method was preferred as the

data collection tool and "Minnesota Satisfaction Inventory" -developed by Weiss, David, England and Lofquist (1967) and Turkish validity and reliability tests performed by Baycan (1985)- and socio-demographic data collection form were used. The inventory is consisted of 20 questions and there are five options that measure one's job satisfaction degree. These options are "I am not satisfied at all", "I am not satisfied", "I am undecided", "I am satisfied" and "I am fully satisfied". Points are 1, 2, 3, 4 and 5 respectively. Highest score of the inventory is 100 and the lowest score is 20; if the score is 60 it is considered as neutral satisfaction. Scores that are close to 20 means lower job satisfaction whereas scores that are close to 100 means higher job satisfaction. Croanbach Alpha internal consistency coefficient is .90. Foreign researches

report that Croanbach Alpha internal consistency coefficient ranged from .82 to .92 (Erdwins et.al. 2001). Croanbach Alpha internal consistency coefficient in the present research was .91.

Analysis of the Data:

For the data analysis; “Independent-Samples T Test” and “Kruskal-Wallis” test were used.

FINDINGS

Table 1. Comparison of the job satisfaction levels of the physical education and sports teachers in terms of sex variable.

SEX	N	\bar{X}	S	SD	t	p
FEMALE	45	85.11	9.08	94	0.2285	0.8197
MALE	51	84.61	11.94			

It was found out that mean job satisfaction score of female physical education and sport teachers was 85.11±9.08 whereas job satisfaction score of male physical education and sport

teachers was 84.61±11.94. There was not significant difference between job satisfaction levels of the male and female teachers in terms of sex variable ($p>0.05$).

Table 2. Comparison of the job satisfaction levels of the physical education and sports teachers in terms of marital status variable.

MARITAL STATUS	N	\bar{X}	S	SD	t	p
MARRIED	64	84.25	10.88	94	0.7717	0.4423
SINGLE	32	86.03	10.18			

It was found out that mean job satisfaction score of married physical education and sport teachers was 84.25±10.88 whereas job satisfaction score of single physical education and

sport teachers was 86.03±10.18. There was not significant difference between job satisfaction levels of married and single teachers in terms of marital status variable ($p>0.05$).

Table 3. Comparison of the job satisfaction levels of the physical education and sports teachers in terms of on job training variable.

ON-JOB TRAINING	N	\bar{X}	S	SD	t	p
YES	79	84.97	10.21	94	0.2567	0.7980
NO	17	84.24	12.51			

It was found out that mean job satisfaction score of physical education and sport teachers who got on-job training was 84.97±10.21 whereas job satisfaction score of physical education and sport teachers who did not get on-job training

was 84.24±12.51. There was not significant difference between job satisfaction levels of teachers who got on-job training and those who did not get on-job training ($p>0.05$).

Table 4. Comparison of the job satisfaction levels of the physical education and sports teachers in terms of following professional publications.

FOLLOWING ROFESSIONAL PUBLICATIONS	N	\bar{X}	S	SD	t	p
YES	44	86.98	9.04	94	1.9928	0.0492*
PARTLY / NO	52	83.04	10.14			

It was found out that mean job satisfaction score of physical education and sport teachers who followed professional publications was 86.98±9.04 whereas job satisfaction score of physical education and sport teachers who did not follow professional publications was 83.04±10.14. There was a significant difference between the groups on behalf of those who followed professional publications ($p < 0.05$).

Table 5. Comparison of the job satisfaction levels of the physical education and sports teachers in terms of school type variable.

SCHOOL TYPE	N	\bar{X}	S	SD	t	p
STATE SCHOOL	39	80.67	12.24	94	3.2301	0.0017**
PRIVATE SCHOOL	57	87.70	8.47			

It was found out that mean job satisfaction score of physical education and sport teachers who worked at state schools was 80.67±12.24 whereas job satisfaction score of physical education and sport teachers who worked at private schools was 87.70±8.47. There was a significant difference between job satisfaction scores of the groups on behalf of those who worked at private schools in terms of school type ($p < 0.01$).

Table 6. Comparison of the job satisfaction levels of the physical education and sports teachers in terms of age variable.

Age	N	Mean rank	SD	X^2	P
<=30	19	57.88	3	6.953	0.73
31-40	45	52.62			
41-50	22	36.32			
>51	10	52.09			

According to the Kruskal-Wallis test by which age groups and job satisfaction levels of the physical education and sport teachers were compared; job satisfaction levels of research group did not differ in terms of age variable ($p > 0.05$).

Discussion and Conclusion

The aim of the research was to investigate job satisfaction levels of Physical Education and Sports Teachers in terms of various variables.

In light of the study findings; the most striking fact of the study was that job satisfaction level was over 80; which indicated that physical education and sports teachers of the study had high job

satisfaction levels. Alike our study, results of Göktaş (2007) 'Job Satisfaction Scale' which was carried out on the physical education teachers concluded that levels of professional satisfaction was high.

When we analyzed the findings according to the variables, it may be said that job satisfaction scores of male Physical Education and Sports Teachers were higher than female teachers. Yet, it was not statistically significant. The study of Eldred (2010) and Velez (1993) reported that sex variable did not affect job satisfaction level.

According to Papin (2005), male and female teachers may have different views about job satisfaction. Although they get the same salary, female teachers are hierarchically at lower positions (Shultz and Shultz 1990); which is the same even in developed countries (Tezcan 1992). Female teachers who quantitatively constitute an important part of the profession prefer the teaching profession due to part time working and longer holidays (Ozdemir and Yalin 2000); which may be the factors that reduce their career wishes and job satisfaction. And also, the social role of motherhood that requires time for home and children may be influential on job satisfaction. This issue is liable to cultural changes.

It was found out that mean job satisfaction scores of the participant single physical education and sports teachers were higher than those married. Yet, it was not statistically significant. Marital status is accepted as an affecting factor on job satisfaction level. It is thought that marriage increase job satisfaction because it brings an organized life style (Yildiz et al..2003). However, it did not support our research-findings.

According to Eker (2006), career

opportunity and professional development opportunities are very limited. Institutional sources are not reserved for teacher development. In addition, on-job training activities are continued in a traditional way. The majority of our participants got on-job training and job satisfaction levels of them was found –even if just a bit- to be higher than those who did not get on-job training. Yet, “on-job training variable” is not an effective factor on job satisfaction.

According to Oshagbemi (2000); as the workers grow older they become more satisfied with their jobs. Different age groups were investigated in our study. So, as the age of the participants advanced their job satisfaction decreased and job satisfaction tended to increase at the age of ≥ 50 . However, job satisfaction levels of the physical education and sports teachers did not differ significantly in terms of age groups.

As the result of some scientific studies; it was noted that there was not correlation between age variable and job satisfaction of the teachers (Castillo 1999, Greenreese et al. 1991) whereas there were studies that reported that job satisfaction levels of young teachers were significantly higher (Shead 2010). Göktaş (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.

It was found out that job satisfaction levels of physical education and sport teachers who followed professional publications was significantly higher than those who did not follow professional publications. In our study-group, the rate

of the physical education and sport teachers who regularly followed professional publications was less than half (45 %). It may be regarded as an expected result that those who followed professional publications had higher job satisfaction levels. These teachers may be considered as having a tendency to continually develop themselves, to increase professional experience and to be open to innovations. These results concurred with the findings of some of the researches conducted in Türkiye (Akiner 2005, Minibas 1990).

The fact that teachers who worked at private schools had higher job satisfaction levels may result from the comfortable working settings. It has long been discussed in the physical education and sport discipline that many state schools do

not have indoor sport halls and suffer from insufficient sportive equipment. On the other hand; indoor sport halls, rich equipment, encouragement of school sports as a rivalry and advertisement element in private schools may be possible reasons for higher job satisfaction levels of those who work there.

As a conclusion; it was noted that job satisfaction levels of physical education and sport teachers did not differ in terms of sex, age, marital status and on-job training variables. Yet, those who worked at private schools and those who followed professional publications experienced significantly higher job satisfaction levels compared to those who worked at state schools and those who did not follow professional publications.

REFERANCES

1. Akcamete, G., Kaner, S., Sucuoglu, B. (2001). Öğretmenlerde iş doyumunu ve kişilik, Nobel Yayınları, Ankara. [In Turkish]
2. Akiner, B. (2005). Özel ve devlet okullarında çalışan beden eğitimi öğretmenlerinin iş doyumunun analizi, Yayınlanmamış Yüksek Lisans Tezi, Celal Bayar Üniversitesi, SBE, Manisa. [In Turkish]
3. Avcı, T. & Karatepe, O.M. (2000). Hizmet sektöründe işletmenin sınır birimlerinde çalışan işgörenlerin iş tatmini belirleyen değişkenlere yönelik ampirik bir değerlendirme, Sekizinci Ulusal Yönetim ve Organizasyon Kongresi, Erciyes Üniversitesi, 25-27 Mayıs. [In Turkish]
4. Barutcuğil, I. (2004). Stratejik insan kaynakları yönetimi. Kariyer Yayıncılık, İstanbul. [In Turkish]
5. Basaran, İ.E. (2000). Örgütsel davranış: İnsanın üretim gücü, Feryal Matbaası, Ankara. [In Turkish]
6. Baycan, A. (1985). Farklı Gruplarda Çalışan Gruplarda İş Doyumunun Bazı Yönlerinin Analizi. Boğaziçi Üniversitesi Ddoktora Tezi, İstanbul. [In Turkish]
7. Castillo, J.X. (1999). Job Satisfaction of Ohio Agricultural Education Teachers, Journal of Agricultural Education. 4: 2.
8. Can S., Koçak E. (2003). Erzurum İlinde Görev Yapmakta Olan Beden Eğitimi Öğretmenlerinin İş Doyum Düzeylerinin Belirlenmesi, Beden Eğitimi ve Spor Bilimleri Dergisi, 5(2):25-27. [In Turkish]
9. Cam, O., Gumus, A., Akgun, E., Bilge, A., Keskin, G. (2005). Bir ruh sağlığı ve hastanesinde çalışan hekim ve hemşirelerin klinik ortamların değerlendirilmeleri ile iş doyumları arasındaki ilişkinin incelenmesi, Anadolu Psikiyatri Dergisi, 3:2, Ankara. [In Turkish]
10. Davis, K. (1988). Human Behavior in Business Firms. Journal of Faculty of Business Administration, no:199 İstanbul.
11. Eker, G. (2006). Örgütsel adalet algısı boyutları ve iş doyum üzerine etkileri, Dokuz Eylül Üniversitesi, SBE, Yüksek Lisans Tezi, İzmir. [In Turkish]
12. Eldred, J.A. (2010). A study to determine the relationship between the perceived leadership styles of school principals and teacher job satisfaction at selected elementary schools. Unpublished Doctoral Dissertation. Capella University.
13. Erdwins, C.J., Buffardi, L.C., Casper, W.J., O'Brien, A.S. (2001). The relationship of women's role strain to social support, role satisfaction, and self-efficacy, Family Relations, 50 (3), 230-238.
14. Fairbrother, K, & Warn, J. (2002). Workplace dimension, stress and job satisfaction. J Manag Psychol, 18:8-21.
15. Friday, S.S. & Friday, E. (2003). Racioethnic perceptions of job characteristics and job satisfaction. J Manage Develop, 22:426-442.
16. Goris, J.S. (2006). Effects of satisfaction with

communication on the relationship between individual-job congruence and job performance/satisfaction. *J Manage Develop*, 26:737-752.

17. Gökteş, Z. (2007). Balıkesir İlindeki Beden Eğitimi Öğretmenlerinin İş Doyumu ve Bazı Değişkenlerle Olan İlişkinin İncelenmesi, *Nigde University Journal of Physical Education and Sport Science* 1(1):13-26. [In Turkish]

18. Graham, W. & Messner E.P. (1998). Principals and satisfaction. *Int Educ Manage*,12:196-202.

19. Greenreese, S., Johnson, D.J.,Campbell, W.A. (1991). Teacher job satisfaction and teacher job stress–school size, age and teaching experience. *Education*, 112 (2): 247-252.

20. Hellriegel, D. & Slocum,V.W.(1992). *Organizational behavior*. (Sixth Edition).St. Paul. West Pub Co.

21. Leblanc J, Dickson L (2005). *Children and Sport*.Bagirgan Publications. Ankara.

22. Lund, D.B. (2003). Organizational culture and job satisfaction *Business Indust Market*, 18:219-236.

23. Luthans, F. (1995). *Organizational behavior*. USA: McGraw-Hill Book Company

24. Miner, J. (1992). *Industrial-organizational psychology*, New York, McGraw –Hill

25. Minibas, J.(1990). Özel ve devlet ilkokullarında görev yapan öğretmenlerin iş tatmini düzeyi ve bu düzeyin frustrasyon karşısında gösterilen tepki tipi ve agresyon yönü ile ilişkisi, *Yayınlanmamış Yüksek Lisans Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul*. [In Turkish]

26. Muchinsky, P.M. (2000). *Psychology applied to work*. Belmont, CA, Wadsworth.

27. Musal, B., Ergin, S., Elci, O.C. (1993). Uzman hekimlerde meslek doyumunu, *Toplum ve hekim*, 3:10, İstanbul. [In Turkish]

28. Organ, D.W., Bateman, T.S. (1991). *Organizational Behavior*. 4th ed. Homewood Irwin Inc.

29. Oshagbemi, T. (2000). Is Length of Service Related to the Level of Job Satisfaction?, *International Journal of Social Economics*, 27 (3), 213–226.

30. Ozdemir, S., Yalin, H. (2000). Öğretmenlik mesleğine giriş, *Nobel Yayınları*, Ankara. [In Turkish]

31. Ozgen, H., Ozturk, A., Yalcin, A. (2002) İnsan kaynakları yönetimi, *Nobel Yayınevi*, Ankara. [In Turkish]

32. Papin, L.M. (2005). Teacher retention and

satisfaction among inner-city educators, Unpublished Doctorate Thesis, Arizona State University.

33. Robbins, S.P. (1998). *Organizational Behavior*.Prentice Hall International Inc.

34. Rossberg, J.I., Eiring, Q., Friis, S. (2004). Work environment and job satisfaction. *Soc Psychiatry Psychiatr Epidemiol*.39:576-580

35. Schultz,D.P. & Schultz,S.E. (1990). *Psychology and industry today: An introduction to industrial and organizational psychology*, New York, Macmillan

36. Shead, L.M. (2010). An investigation of the relationship between teachers rating of their principals leadership style and teachers job satisfaction in public education. Unpublished Doctorate Thesis. Our Lady Of The Lake University. San Antonio, Texas.

37. Suyunç, H. (1998). İlk ve Orta Dereceli Okullarda Görevli Beden Eğitimi Branş Öğretmenlerinin İş Tatmin Düzeyleri, *Çanakkale Onsekiz Mart Üniversitesi SBE, Yüksek Lisans Tezi*. [In Turkish]

38. Tezcan, M. (1992). Eğitim sosyolojisi, *Zirve Yayınları*, Ankara. [In Turkish]

39. Thoms, P., Dose, C., Scott, K. (2002). Relationships between accountability, job satisfaction and trust, *Human Resource Development Quarterly*,13:3, Wiley Periodicals

40. Tietjen, M.A. & Myers ,R.M. (1998). Motivation and job satisfaction. *Manage Dec*, 36:226-231.

41. Uppal, S. (2005). Disability, workplace characteristics and job satisfaction. *Int J Manpower*, 26:336-349.

42. Vecchio, R.P. (1991). *Organizational behavior*, The Dryden Pres, Sounders College Publishing.

43. Velez, David Padilla (1993). Job satisfaction of vocational teachers in Puerto Rico. Unpublished Doctorate Thesis. The Ohio State University

44. Vural, B. (2004). Yetkin-ideal-vizyoner öğretmen, *Hayat Yayınları*, İstanbul. [In Turkish]

45. Weiss,D.J., Davis R.V.,England, G.U., Loftguist, L.H. (1967). Manuel for the minnesota satisfaction questionnaire Minnesota studies in locational rehabilitation XXII, Minneapolis Un. of Minnesota, Industrial Relations Center, Word Addestment Project

46. Yıldız,N., Yolsal,N., Ay, P., Kiyani, A. (2003). İstanbul tıp fakültesinde çalışan hekimlerde iş doyumunu, *İstanbul Tıp Fakültesi Mecmuası*. 66:1, İstanbul.