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EXAMINATION OF COLLEAGUE, SCHOOL ADMINISTRATION AND JOB SATISFACTION RELATIONS OF PHYSICAL EDUCATION AND SPORTS TEACHERS

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ABSTRACT

This research was conducted for the purpose of identifying the colleague relations of physical education and sports teachers, support of school administration and job satisfaction levels for their professions in terms of certain variables. The population of the research, which was made by using general survey model, consisted of regular physical education and sports teachers working in Malatya city center. As for the sampling, it consisted of 80 volunteer physical education and sports teachers, randomly selected from the population. Colleague relations, support of school administration and job satisfaction scales were used as data collection tools in

the research. Arithmetic average, t-test and one-way analysis of variance was used in analysis of the data. As a result of the research, based on the answers given by teachers to the scale, it was determined that general arithmetic averages of colleague relations, support of school administration and job satisfaction for their professions are at medium level. Also, it was identified that no statistically significant difference was present between the age, education level, marital status, seniority and the school they work and colleague relations, support of school administration and job satisfaction scores.

Key Words: Physical Education and Sports Teaching, Colleague Relations, Support of School Administration, Job Satisfaction.

INTRODUCTION

It is being reported that job satisfaction is a considerably old concept found in the organizational behavior literature (Sabuncuoglu and Tuz, 2008). When some of the definitions about job satisfaction are looked at; it is generally defined as fulfilment of the job related expectations of employees by directors, these expectations being in compliance with requirements, expression of the pleasure or satisfaction employees receive from the job (Ayan, Kocacik and Karakus, 2009). Job satisfaction is also a mixture of emotional, cognitive and behavioral components, like other attitudes (Eser, 2010). Job satisfaction is not a different concept from the general meaning of satisfaction and is reported to be related with meeting the requirements (Avsaroglu, Deniz and Karaman, 2005). As mentioned above, due to definitions about job satisfaction consisting of many elements, it is seen that no clear definition by consensus of researchers is available (Bozkurt and Bozkurt, 2008).

One of the most important factors affecting the work environment is colleague relations (Basaran, 2008). Job satisfaction of employees who have good relations with their colleagues, support team spirit, have colleagues with same world views are reported to be high (Bozkurt and Bozkurt, 2008; Yilmaz, 2007).

Also, it is observed that an opinion on these employees experiencing human relations at highest level, have technical competence, open to cooperation, create more quality products in the work environment by embracing their jobs more was presented (Bingol, 2003). It is reported that employees with no such environments may feel socially alone, their motivations may decrease and stress levels may increase to face negative situations such as not liking their jobs (Bozkurt and Bozkurt, 2008). Employees who are in high quality relationship with their administrators may tend to feel higher job satisfaction (Ozutku, 2007). Communication can be defined as transferring knowledge, emotion and opinions by carrying out the elements of communication process (Sabuncuoglu and Tuz, 2008). The element of communication is an issue which requires overemphasizing by organizations (Eser, 2010).

In this context, opinions are delivered on communication being the basic foundation for organizations to live and realize their objectives (Elma and Demir, 2000). Therefore, administrators should create the psychological environment to ensure realization of two-way communication in work environments (Sabuncuoglu and Tuz, 2008). Employees being able to

easily reach administrators provides important hints about the adequacy of communication in the organization. Administrators keeping the communication channels open and enable functioning of communication process will enable beginning of open and effective communication process (Yuksel, 2005).

It can be said that administrators, as an important motivation tool in work environments, appreciating the employees due to the jobs they do, may be an important indicator that the job performance is not without consideration and administrators supporting the performance. The researches indicate that appreciation is one of the elements affecting job satisfaction of employees and is one of the primary elements leading to achievement (Eser, 2010). Job satisfaction of an employee who is appreciated at appropriate place and time will be affected by this (Basaran, 2008; Bozkurt and Bozkurt, 2008).

MATERIAL AND METHOD

The research was conducted for the purpose of identifying the colleague relations of physical education and sports teachers, support of school administration and job satisfaction levels for their professions in terms of certain variables. General survey model was used. The population of the research consists of 260 regular physical education and sports teachers working in Malatya city center in 2012-2013 education year (Directorate of National Education, 2012). As for the sampling, it consisted of 80 volunteer physical education and sports teachers, randomly selected from the population. In descriptive researches, when the circumstance of number necessary to reach being minimum 20% in large populations is considered (Arli and Nazik, 2001), it can be said that the number in the sampling represents the population. Job satisfaction (Oranje, 2001; Magill, 2002), colleague relations (Oranje, 2001) and support of school administration (Magill, 2002) scales, which were adapted to Turkish by Ozgun (2005), were used for the purpose of collecting necessary data for the research (Cited by Eser, 2010). The scales aimed to identify the job satisfaction, colleague relations and support of school administration level in five point Likert type by ranking as (5) Completely Agree, (4) Agree, (3) Not Sure, (2) Disagree and (1) Completely Disagree. The answers given by the athletes participating in the research according to demographic variables were calculated by a statistical software suite. Descriptive statistics, frequency, percent, standard deviation,

arithmetic average, t-test, one-way variance analysis were used in the research. Statistical significance level was considered as Alpha (α) and error level as $p < 0.05$. Results obtained from distributions were made into a table and solutions were offered by interpreting the findings.

Choice range and general evaluation of scale items used in the research were identified by calculation as below (Sarigoz, 2014).

$$SA = \frac{EYD - EDD}{SS} = \frac{5 - 1}{5} = 0,8$$

CR:	Choice Range	1.00 - 1.79:	Low Level
MaxV:	Maximum Value	1.80 - 2.59:	Below Medium Level
MinV:	Minimum Value	2.60 - 3.39:	Medium Level
NoC:	Number of Choices	3.40 - 4.19:	Above Medium Level
		4.20 - 5.00:	High Level

FINDINGS

In this section, the statistical findings on data obtained from physical education and sports teachers in the research were given.

Table 1. Descriptive findings on colleague relations, support of school administration and job satisfaction status of teachers

Components	N	\bar{y}	Ss
Colleague Relations		2.92	.57
Support of School Administration	80	2.73	1.00
Job Satisfaction Status		2.91	.32

It was determined that arithmetic averages of colleague relations (2.92), support of school administration (2.73) and job satisfaction (2.91) perceptions of teachers participating in the survey were at medium level with scores close to each other.

Table 2. Descriptive findings on marital status variable of teachers

Components	Marital Status	N	%	\bar{y}	t-	p
Colleague Relations	Married	17	21.3	2.87	-.431	.668
	Single	63	78.8	2.93		
	Total	80	100	2.92		
Support of School Administration	Married	17	21.3	2.72	-.06	.953
	Single	63	78.8	2.73		
	Total	80	100	2.72		
Job Satisfaction Status	Married	17	21.3	3.00	1.14	.258
	Single	63	78.8	2.89		
	Total	80	100	2.91		

It was identified that there is no statistically significant difference ($p>.05$) according to marital status variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of married and single teachers from colleague relations, support of school administration and job satisfaction are equal to each other.

Table 3. Descriptive findings on education status variable of teachers

Components	Educational Status	N	%	\bar{y}	t-	p
Colleague Relations	Bachelor's	70	87.5	2.90	-.514	.609
	Postgraduate	10	12.5	3.00		
	Total	80	100	2.92		
Support of School Administration	Bachelor's	70	87.5	2,74	.119	.906
	Postgraduate	10	12.5	2,70		
	Total	80	100	2.72		
Job Satisfaction Status	Bachelor's	70	87.5	2.90	-1.262	.211
	Postgraduate	10	12.5	3.04		
	Total	80	100	2.91		

When Table 3 is examined, it was identified that there is no statistically significant difference ($p>.05$) according to education status variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of teachers with bachelor's and postgraduate education levels from colleague relations, support of school administration and job satisfaction are at scores close to each other.

Table 4. Descriptive findings on age variable of teachers

	Age Status	N	\bar{x}	Ss	Source of variance	Sum of Squares	Sd	Mean Square	F	p
Colleague Relations	26-30 age	6	3.19	.79	Between Groups	.571	3	.190	.701	.554
	31-35 age	47	2.87	.48	Within Groups	20.649	76	.272		
	36-40 age	19	2.92	.40	Total	21.221	79			
	41 and longer	8	2.97	.72						
	Total	80	2.92	.51						p>0.05
Support of School Administration	26-30 age	6	2.83	.91	Between Groups	1.299	3	.433	.415	.743
	31-35 age	47	2.77	1.12	Within Groups	79.236	76	1.043		
	36-40 age	19	2.75	.85	Total	80.535	79			
	41 and longer	8	2.35	.71						
	Total	80	2.72	1.00						p>0.05
Job Satisfaction Status	26-30 age	6	2.98	.24	Between Groups	.461	3	.154	1.455	.233
	31-35 age	47	2.88	.32	Within Groups	8.018	76	.105		
	36-40 age	19	3.03	.27	Total	8.478	79			
	41 and longer	8	2.81	.47						
	Total	80	2.91	.32						p>0.05

It was identified that there is no statistically significant difference ($p>.05$) according to age variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of teachers of all age groups from colleague relations, support of school administration and job satisfaction are at scores close to each other.

Table 5. Descriptive findings on years of working variable of teachers

Years of working	N	\bar{y}	Ss	Source of variance	Sum of Squares	Sd	Mean Square	F	p	
Colleague Relations	1-5 years	7	2.82	.55	Between Groups	1.991	4	.498	1.942	.112
	6-10 years	38	3.00	.46		Within Groups	19.230	75		
	11-15 years	24	2.79	.54	Total	21.221	79			
	16-20 years	9	3.66	.58						
	21 and longer	2	2.92	.23						
	Total	80	2.92	.51						p>0.05
Support of School Administration	1-5 years	7	2.72	1.16	Between Groups	4.204	4	1.051	1.033	.396
	6-10 years	38	2.93	1.06		Within Groups	76.331	75		
	11-15 years	24	2.54	.97	Total	80.357	79			
	16-20 years	9	2.34	.69						
	21 and longer	2	3.00	.40						
	Total	80	2.72	1.00						p>0.05
Job Satisfaction Status	1-5 years	7	2.94	.35	Between Groups	.121	4	.030	.272	.895
	6-10 years	38	2.91	.29		Within Groups	8.357	75		
	11-15 years	24	2.94	.33	Total	8.478	79			
	16-20 years	9	2.83	.42						
	21 and longer	2	3.04	.53						
	Total	80	2.91	.32						p>0.05

It was identified that there is no statistically significant difference ($p>.05$) according to years of working in the profession variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of teachers in groups showing the years of seniority from colleague relations, support of school administration and job satisfaction are at scores close to each other.

DISCUSSION AND CONCLUSION

General arithmetic averages of colleague relations, support of school administration and job satisfaction perceptions of physical education and sports teachers participating in this research were identified to be positively medium level. The profession of teaching is reported to be seen as an advantageous by people with half a day working hours, considerably good personal rights, longer vacation days compared to other professions and food breaks included in salary (Eser, 2010).

It was identified that no statistically significant difference between the colleague relations, support of school administration and job satisfaction levels of teachers participating in research in terms of marital status. It is seen in the literature that some of the relevant researches reached similar results as this finding of the research (Bilge, Akman and Kalecioglu, 2007; Gunduz, 2008; Sulu, 2007; Yigit, 2007). Also, when the perception scores between groups on colleague relations, support of school administration and job satisfaction levels of physical education and sports teachers according to marital status are looked at, it was identified that they have a medium level average in similar scores. This perception is seen to be changing between these components in other researches made on this subject (Altinkiliç, 2008; Canbay, 2007; Eser, 2010; Girgin, 2009).

Intergroup perception scores of participants according to colleague relations, support of school administration and job satisfaction levels were identified to have a medium level average. However, no statistically significant difference was identified between the groups and education variable. Bilir (2007) and Gergin (2006), in the studies they conducted, have reported that there is no statistically significant difference between the colleague relations, support of school administration and job satisfaction levels and education variable of participants.

It was identified that no statistically significant difference between the colleague relations, support of school administration and job satisfaction levels of teachers participating in research according to age variable. It is seen in the literature that no significant relationship between age groups of the teachers and general job satisfaction levels (Koc, Yazicioglu and Hatipoglu, 2009; Sahin and Dursun, 2009; Yigit, 2007). When the perception scores on colleague relations, support of school administration and job satisfaction levels of physical education and sports teachers according to age variable are looked at, it was identified that they

have a medium level satisfaction. It was determined that in colleague relations and school support components, teachers in the age range of 26 to 30, and in job satisfaction component, teachers in the age range of 36 to 40, are more in arithmetic scores compared to teachers in other age groups. When the results of relevant researches are looked at, similar results to this finding of the research are seen (Altinkilic, 2008; Bilir, 2007; Eser, 2010; Gunbayi and Toprak, 2010). However, Karaca (2007) and Sulu (2007), in the researches they made, report that job satisfaction in the profession decreases as age progresses.

In the study, when the perception scores between groups on colleague relations, support of school administration and job satisfaction levels of physical education and sports teachers according to years of working variable are looked at, it was identified that they have a medium level satisfaction. When the groups are examined, physical education teachers performing this profession for 15 years and more were identified to have more arithmetic score compared to other teachers. No statistically significant difference was identified in colleague relations, support of school administration and job satisfaction levels of teachers according to seniority year variable. Altinkilic (2008) is seen in his research to have reached results close to this finding of this research. However, Eser (2010) reported in his research that teachers with less seniority experience more satisfaction compared to teachers with more seniority.

In conclusion; in this research made for the purpose of identifying the colleague relations of physical education and sports teachers, support of school administration and job satisfaction they feel about their professions in terms of certain variables; based on the answers provided by teacher to the scale, it was identified that perception scores between the components had a medium level average with scores close to each other. No statistically significant difference was identified between the colleague relations, support of school administration and job satisfaction levels of teachers according to age, education level, marital status and years of working in the profession.

RECOMMENDATIONS

For internalization of sport by individuals as a profession or a leisure activity, sports education should be provided at early ages. In this context, physical education and sports teachers should receive high support from other branch teachers and school administration against negative circumstances they may face during physical education in the school environments during being able to get students adopt a habit of sports that may affect their future lives or train amateur and professional athletes. In this context, seminars should be given at provincial and district directorates of national education or at schools to create an awareness regarding the subject. Physical education and sports teachers should be informed about how to deal with the problems they may encounter while performing their professions.

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