



# Evaluating the relationship between physical education teachers' social physique anxiety levels and job satisfaction\*

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## Abstract

The aim of the current study is to investigate the relationship between physical education teachers' social physique anxiety levels and job satisfaction. The participants of the study included 168 physical education teachers working in cities of Kırşehir and Konya. The data collection instruments included "Social Physique Anxiety Inventory" developed by Hart, Leary, and Rejeski (1989) and "Minnesota Job Satisfaction Scale" developed by Davis, Weiss, England, and Lofquist (1967). Based on the findings obtained through the study, it was determined that while there was not any significant difference in the total scores of social physique anxiety and in the sub-dimensions according to the variable of gender, job satisfaction scores of physical education female teachers were significantly higher than those of physical education male teachers. While no correlation was found to exist between the sub-dimensions of negative evaluation and physical appearance comfort, a negative correlation was found between total scores of social physique anxiety and the scores of job satisfaction.

**Keywords:** Physical education, teachers, social physique anxiety, job satisfaction.

## Beden Eğitimi Öğretmenlerinin Sosyal Fizik Kaygı ile İş Doyum Düzeyleri Arasındaki İlişki

### Özet

Bu çalışmanın amacı, beden eğitimi öğretmenlerinin sosyal fizik kaygı düzeyleri ve iş doyumları arasındaki ilişkinin incelenmesidir. Araştırmanın çalışma grubunu Kırşehir ve Konya illerinde çalışan 168 beden eğitimi öğretmeni oluşturmuştur. Araştırmada veri toplama aracı olarak Hart, Leary ve Rejeski (1989) tarafından geliştirilen "Sosyal Fizik Kaygı Envanteri" ve Davis, Weiss, England ve Lofquist (1967) tarafından geliştirilen "Minnesota İş Doyum Ölçeği" kullanılmıştır. Araştırma sonucunda elde edilen bulgulara göre, sosyal fizik kaygı toplam puanları ve alt boyutlarında cinsiyet değişkenine göre anlamlı bir fark bulunmazken, bayan beden eğitimi öğretmenlerinin iş doyum puanları erkeklere oranla anlamlı derecede yüksek olduğu belirlenmiştir. Olumsuz değerlendirilme ve fiziksel görünüm rahatlığı alt boyutuyla iş doyumunu arasında bir korelasyon belirlenmezken sosyal fizik kaygı toplam puanlarıyla iş doyum puanları arasında negatif yönlü bir ilişki bulunmuştur.

**Anahtar Kelimeler:** Beden eğitimi, öğretmen, sosyal fizik kaygı, iş doyum.

## INTRODUCTION

It is acknowledged that social physique anxiety, one of the concepts related to individuals' concerns about their physical appearance, exists in situations where they think that they are insufficient in establishing the expected image in the eyes of others, based on self-presentation that claims people have a natural motivation to make a positive

impression in the eyes of others and on impression management theories (38,24). In general terms, social physique anxiety, considered as a social psychological variable, refers to individuals' concerns that others will have critical feelings towards their physical appearance (26) and individuals' efforts to control their images and behavior in the eyes of other people (38).

Psychological characteristics such as individuals' concerns about physical appearance and satisfaction with their own bodies, and the relationship of these characteristics with some variables have been often investigated by researchers in recent years. Social physique anxiety is stated to be related to concepts such as satisfaction with bodies (12), eating attitudes (23), avoiding behavior related to health (33), low self-esteem (34), physical education teachers' self-efficacy (33), participation in physical activities (2), and body image (19,27). According to studies conducted, individuals that are satisfied with their physical images have increasing self-confidence and self-respect (7,46,47) and these individuals both view them valuable and have an decreasing number of complaints on health and depression (18,46). People generally prefer physical activities and exercises to shape their bodies and have an ideal body structure (1). Many studies indicate that most people increase the exercise programs that they follow in order to overcome their social physique anxieties (35).

Within the scope of the survey conducted on teacher qualifications by the Turkish Ministry of National Education, it is stated that teachers are expected to be energetic and lively as a sub-indicator of ensuring personal development qualification. In order for teachers to realize this efficacy, they are expected to pay attention to personal care and health, and know and apply strategies of coping with stress (39). On the other hand, teachers are expected to view themselves physically well, have a high level of physical self-perception and be healthy (43). Teachers have to be physically active in physical education classes to teach motoric behavior that constitutes the basis of various branches of sports and the techniques of these branches of sports in higher grades. While the verbal explanation of the movements which constitute the subject of the class are not sufficient, teachers' movement or demonstrating the techniques in person help them gain students' trust and motivate these students (33), thus affecting the efficiency of the class and students' learning. Physical education teachers who are away from competencies of physical appearance and performance, have a high level of social physique anxiety and a low physical self-perception may prefer to be passive in their classes not to face their colleagues' and students' negative evaluations. This attitude may affect these teachers' job satisfaction adversely.

Job satisfaction is defined as an individual's general attitude towards his/her work (45). Job satisfaction or dissatisfaction is an emotional state existing as a result of an individual assessment of work. It is widely acknowledged that an individual's job satisfaction has an important effect on his/her work life. This effect will be reflected directly or indirectly in the institutions where individuals work and in their work. That the happiness employees find in their jobs have positive effects on their performances and efficiency has been clearly established by research findings (13).

Considering the written sources on teachers' job satisfaction, it is seen that the relationship between psychological characteristics such as organizational commitment (31), burnout (21), stress (4), mental health (50), self-efficacy (20), motivation (49), leadership behavior (51), professional self-esteem (6), emotional intelligence (30), and communication (16) and job satisfaction is the subject of research. However, there is not any study conducted on the effect of levels of social physique anxiety on the job satisfaction of physical education teachers that are expected to be models in physical appearance and leading healthy lives. Accordingly, the current study investigated the relationship between the levels of social physique anxiety and job satisfaction.

## MATERIAL & METHOD

The study benefited from correlational survey model in order to determine the relationship between physical education teachers' levels of social physique anxiety and job satisfaction. The target population of the study included a total of 168 physical education teachers, 95 (56.5%) of whom were male physical education teachers and 73 (43.5%) of whom were female physical teachers, with the mean age,  $mean_{age}=34.27 \pm 5.32$  and years of working experience,  $mean_{experience}=9.50 \pm 5.24$ . In order to determine physical education teachers' levels of social physique anxiety, the "Social Physique Anxiety Inventory" developed by Hart, Leary, and Rejeski (1989) (26) and adapted into Turkish by Ballı and Aşçı (2006) (5) was used as a data collection instrument. The statements in the inventory are responded through using 5-point Likert scale. The inventory is composed of two sub-dimensions, namely, "physical appearance comfort" and "the expectation of being evaluated negatively". The lowest possible score on the inventory is 12, while the highest is 60. As the score on the inventory

increases, so does the level of physical appearance anxiety of a person. The internal reliability coefficient of the inventory calculated on the sample of this study was found to be .79. In order to determine teachers' levels of job satisfaction, the "Minnesota Job Satisfaction Scale" developed by Dawis, Waiss, England, and Lofquist (1967) (15) was used as a data collection instrument. The scale was adapted into Turkish by Oran (1989) (40). The scale is composed of 20 items in 5-point Likert Style. The highest possible score that can be obtained on the scale is 100, while the lowest is 20; the mid-point score, 60, refers to neutral satisfaction. The internal reliability coefficient of the inventory calculated on the sample of this study was found to be 0.83. The t-test and simple correlation techniques of SPSS 16.0 software were used in data analysis.

## RESULTS

The social physique anxiety and job satisfaction scores of the physical education teachers that participated in the study are provided in Table 1.

As indicated in Table 1, it was determined that male and female physical education teachers had very close average scores in social physique anxiety inventory and its sub-dimensions, physical appearance comfort and fear of negative evaluation. It was also seen that female physical education teachers scored higher on the job satisfaction scale (79.5±12.8) than the male teachers (70.5±11.6). The

results of the t-test related to the scores of job satisfaction and social physique anxiety based on the gender variable are provided in Table 2.

As can be seen in Table 2, there is not any statistically significant difference considering the scores that male and female physical education teachers obtained from the social physique anxiety inventory. It was determined that the average scores of fear of negative evaluation and physical appearance comfort that are the sub-dimensions of social physique inventory were very close to each other and did not differ as a parallel finding. The gender variable was found to be significantly effect on job satisfaction. It was also observed that female physical education teachers had a higher level of job satisfaction than male teachers ( $p < 0.05$ ). The results of the correlation related to the scores of job satisfaction and social physique anxiety are provided in Table 3.

As indicated in Table 3, a negative significant correlation was determined between the physical education teachers' scores in social physique anxiety inventory and job satisfaction scale ( $r = -.189, p < 0.05$ ). No correlation was determined between the average scores of job satisfaction scale and the average scores of fear of negative evaluation and physical appearance comfort that are sub-dimensions of social physique anxiety inventory ( $r = -.170, p > 0.05$ ;  $r = -.090, p > 0.05$ ).

**Table 1.** Descriptive statistics on teachers' job satisfaction and social physique anxiety levels.

Gender	FNE	PAC	SPA	JB
	Mean ± Sd	Mean ± Sd	Mean ± Sd	Mean ± Sd
Female (n=73)	19.08±6.01	13.75±3.31	29.41±8.12	79.54±12.88
Male (n=95)	19.31±8.43	13.05±3.36	29.27±8.91	70.41±11.69
Total (n=168)	19.19±7.55	13.40±3.20	29.34±8.03	74.97±10.13

FNE- Fear of negative evaluation, PAC- Physical appearance comfort, SPA- Social physique anxiety, JS - Job satisfaction

**Table 2.** The results of the t-test related to the scores of job satisfaction and social physique anxiety based on the gender variable.

Variables	Gender	n	Mean	sd	t	p
FNE	Female	73	19.08	6.01	.208	.886
	Male	95	19.31	8.43		
PAC	Female	73	13.75	3.31	-1.334	.183
	Male	95	13.05	3.36		
SPA	Female	73	29.41	8.91	-.108	.106
	Male	95	29.27	8.12		
JB	Female	73	79.54	12.88	-4.719	.000*
	Male	95	70.41	11.69		

\*  $p < 0.05$

**Table 3.** The results of the correlation analysis between the scores of job satisfaction and social physique anxiety.

	FNE	PAC	SPA
Job Satisfaction	-.170	-.090	-.189*

\* p&lt;0.05

## DISCUSSION

The current study was aimed at investigating the relationship between physical education teachers' social physique anxiety levels and job satisfaction. The findings of the study reveal that physical education teachers' social physique anxiety scores were at medium level. In their study conducted on physical education teachers, Koparan, Öztürk, and Korkmaz (33) determined that these teachers had medium-level social physique anxiety scores. Much lower social physique anxiety scores were reported in other studies whose participants included university students and that focused on the issue of social physical anxiety (9,32,41). These low scores can be associated with the age variable. It can be stated that the usual changes in physical appearance due to aging increase social physique anxiety scores.

According to the results of the t-test conducted to determine whether there was any statistically significant difference between female and male teachers' total scores of social physique anxiety and their sub-scale scores, it was determined that there was not any statistically significant difference between the total values of social physique anxiety inventory and sub-scale values. Although females are reported in some studies to have a higher level of social physique anxiety compared to males (8,24), there are other research findings indicating that males have physical appearance anxieties similar to females' (33,38,44). Nowadays, since the ideal male body is composed of the complex combination of body shape, weight and muscular structure, males are claimed to be more various anxieties of body image compared to females (11). Similarly, as put forward by Cash (10), the ratio of males that are not satisfied with their bodies increased significantly from 1972 to 1996 and reached to 45 per cent from 25.

In the current study, it was found that physical education teachers' job satisfaction values were at an acceptable level values, that female physical education teachers had higher satisfaction values compared to male teachers, and that this difference was statistically significant. This difference might be attributed to factors related to the nature of work

such as organizational environments, interpersonal relations, and regional differences in working conditions and individual factors such as age, experience and personality traits. It is observed that the results of the studies that investigate the differences in job satisfaction between female and male workers are not consistent. In our country, in some studies whose participants included physical education teachers, it was reported that the gender variable had a significant impact on job satisfaction (28,48). However, some other studies reported that gender did not affect job satisfaction (22, 29,42).

A negative and statistically significant relationship was determined between physical education teachers' social physique anxiety scores and job satisfaction scores. This result indicates that as physical education teachers' anxiety about their physical appearance decreases, their job satisfaction increases. Locke reports that job satisfaction has an effect on life satisfaction and physical health (37). Another study reported that a positive correlation existed between job satisfaction and health. Taking into consideration the individual and organizational outcomes of job satisfaction and the fact that job satisfaction plays a predisposing and important role in reaching the objectives set by organizations and contributes to raising physically and psychologically healthy and happy individuals, it is an important and desired situation that physical education teachers that are the practitioners of physical education classes fundamentally based on physical activities have a low level of anxiety over their physical appearances. Beyond today's ideal female body stressing being slim and thin (25), males want to both decrease body fat index and increase body muscle mass in order to gain today's ideal male body composed of the complex combination of body shape, weight and muscular structure (11). Therefore, as revealed by many research findings, it is seen that most people increase the exercise programs that they follow in order to overcome their social physique anxieties (35).

Consequently, this study revealed that physical education teachers' social physique anxieties affected their job satisfaction. The study is limited considering the fewer number of participants

compared to the number of participants available in psychosocial studies. Accordingly, conducting studies that take into consideration different independent variables such as physical activity level, body mass index, age, and professional experience with a larger number of participants may increase the effectiveness and the generalizability of the results obtained.

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