

## **Social status of physical education teachers**

**Mohammad Saeid KIANI<sup>1</sup>, Keivan Shabani MOGHADDAM<sup>2</sup>, Leila NAZARI<sup>2</sup>**

<sup>1</sup>Sport Management, Islamic Azad University of Kermanshah, IRAN

<sup>2</sup>Razi University, Kermanshah, IRAN

**Email:** [mohammadsaeidkiani@gmail.com](mailto:mohammadsaeidkiani@gmail.com)

*Type: Research Article (Received: 06.09.2019 – Corrected: ---- – Accepted: 26.09.2019)*

### **Abstract**

The aim of this study was to investigate the social status of physical education teachers in Hamedan province, Iran. Data gathering done by means of a researcher made questionnaire. After approving the validity by experts, the reliability approved by 11 professors through Chronbakh alpha equal to 0.87. Research society was all physical education teacher of Hamedan province consist of 800 people. The sample was estimated using Morgan table and the total number of 235 questionnaires returned and analyzed. After detecting the normal distribution of data using kolmogorov-smirnov test, independent t test and one way ANOVA were applied to test the hypothesis. A significant difference found among the mean of job interest and economic factor in samples compare to the society. In other words, teacher's interest was higher than the average and also, the economic factors are not the main reason to choose their job. Also, significant difference found between the mean of social status of chosen jobs in sample compare to the mean of society. it means that based on respondents ideas, the social status of jobs such as seller, barber, waiter and taxi driver is lower than physical education teacher and this status is higher for physician, employee and non- physical education teacher. Totally, no matter the social status of other jobs, the credibility and status of the job of physical education teachers recognized high by respondents.

**Keywords:** Social Status, Job, Teachers, Physical Education

## Introduction

Although teachers around the world share educational backgrounds, rights, and obligations, physical education (PE) teachers are often different. In many cases, the social status and rights and benefits of physical education teachers are not the same as those of other subjects (Stroot et al, 2006). Although compulsory education is compulsory, many people do not find it constructive or useful compared to other courses (Christodoulou, 2010). Physical education teachers are often regarded by some people as students and other teachers as having a fun, non-physical job, and just whistling. In many countries, physical education teachers are derided by others and are not widely respected. It can be said that the status of physical education in schools depends on the level of physical education teacher in his / her work (Zahner et al., 2005) and on the other hand, the status of physical education teachers can be related to the low position of physical education. Waddington (2000) stated in his research that physical education teachers are well aware of their low social status and know that they are considered inferior to other academic subjects.

The concept of social status is a multidimensional concept and relates to issues such as dignity, credibility, respect, independence, competence and professionalism (Hoyle, 2001). The social status of physical education teachers depends on the culture, history, and political conditions of society, and in some countries the profession is not widely credited. In many countries, elementary school teachers are not used to teach elementary school, but other teachers provide physical education lessons to students, and qualified physical education teachers begin their career only in middle school. This may be because the profession does not require any special training or skills, so people with an unrelated education also start teaching it. The social status of physical education teachers is affected by various factors. According to Christodoulos (2011) research, factors such as job interest, social status, athletic background, and economic factor are involved in achieving the social desirable status of physical education teachers. Although the social status of physical education teachers has been examined in a number of studies and many articles and articles have been published on the role and position of physical education teachers in student education, internal research has focused on the social status of physical education teachers. They are very small and there are not enough resources in this field. Yousefi and Moradikhah (2011) examined the relationship between effort-reward imbalance and burnout of physical education teachers (path analysis) in Kermanshah. The results of path analysis showed that there was a significant relationship between effort-reward imbalance and overwork commitment. There was also a significant relationship between effort-reward imbalance with emotional exhaustion and depersonalization of personality, but there was no significant relationship with individual achievement. There was also a significant relationship between work commitment and emotional exhaustion. As a result, the imbalance of effort and reward and overwork commitment can lead to emotional exhaustion and depersonalization. Heidarinejad and Moradipour (2011) investigated the relationship between job orientation of physical education teachers and the organizational climate of high schools in Ahvaz. The results showed that there is a positive and significant relationship between occupational attachment of high school teachers and organizational climate of high schools. Keshavarz et al. (2013) in a study compared the attitude of students and teachers of other courses to high school physical education teachers in Bandar Abbas. The findings of the study showed that the attitude of other teachers and students towards physical education teachers is undesirable. Researchers, citing previous research and findings on attitudes of students and teachers to other physical education teachers, stated that many factors influence their attitudes toward physical education teachers: Lack of classroom management; Lack of effective communication with

students, parents, and other teachers; Lack of control over some sports; Inadequate physical education of physical education teachers; Inadequate coverage of physical education teachers in schools; Students; unpleasant things in the physical education classroom; and excessive harshness of physical education teachers. Also, lack of direct and regular supervision leads to inadequate performance of physical education teachers in physical education classroom, which leads to less importance of physical education lessons compared to other courses and irregularities of physical education teacher. Also, the research showed a significant relationship between the attitude of teachers of other courses and students towards physical education teachers and with 95% confidence that the attitude of other teachers to physical education teachers in science and sport indexes was average and in research indexes. Educational, teaching, social, behavioral and ethical is undesirable. Also, other teachers' attitudes toward physical education teachers were generally unfavorable. In the present study, social status is defined as feeling restricted in socioeconomic status in a job or occupation and attempts to explain and examine the social status and its components (job interest, social status, economic factor, and athletic background). Educate teachers of physical education in Hamedan province.

## Method

The statistical population in the present study consisted of all physical education teachers of Hamedan province in 2014 which was about 800. Multistage cluster sampling was used and the cities of Hamadan, Malayer, Nahavand, Tuyserkan and Saman were randomly selected. The research instrument was a researcher-made questionnaire, the initial framework of which was the Christodoulos (2011) questionnaire. After translating to Farsi, a number of items were removed for cultural mismatch. The final questionnaire assessed the social status of physical education teachers, 4 components of job interest, social status, athletic background, and economic factor. After the face and content validity was confirmed by the professors, the reliability of the final version of the questionnaire was confirmed by conducting a pilot study involving 11 university professors with Cronbach's alpha coefficient of 0.87. The sample was estimated 367 using Morgan table and 254 questionnaires were returned after the questionnaires were submitted and followed up. Questionnaires were analyzed. To analyze the data using spss software, after determining the normality of the data distribution by Kalmogorov Smirnov test, descriptive statistics indices (mean, standard deviation and standard error) and inferential statistics (independent t-test and one-way analysis of variance). It was reported for each hypothesis.

## Findings

The sample size was 235 people. After executing the questionnaire, descriptive statistics indices such as number, lowest, maximum, mean, standard deviation, standard error of mean and distance estimation were reported for the variables under study.

The distribution of gender and age of participants is given in Tables 1 and 2.

**Table 1.** Gender distribution of gender strata

Percentage	Abundance	Levels	<b>Gender</b>
40	95	Man	
55	128	Female	
5	12	unanswered	

**Table 2.** Distribution of class frequency and age and variable age bars and bars (most teachers are 26 to 35 years old)

Percentage	Abundance	Extent	<b>Age</b>
6	14	<b>20-25</b>	
49	116	<b>26-35</b>	
32	76	<b>36-45</b>	
10	24	<b>46-65</b>	
2	5	unanswered	

77% of respondents were married, 22% were single and 1% (3) did not answer the question. Regarding the degree, 10% of the respondents had a post-diploma, 63% a bachelor's degree and 27% a master's degree. 3% of respondents were graduated before 1991, 19% were graduated between 1991-2001, 43% were graduated between 2001 and 2011 and 27% did not answer the question. Regarding the city of residence, 36% of respondents lived in Nahavand, 37% in Hamedan, 14% in Malayer, 7% in Tuyserkan and 7% in Saman.

To check the normality of the data distribution, the Kolmogorov-Smirnov test was used at the significant level of 0.05 (Table 3).

**Table 3.** Determination of Statistical Level for Calculation of Kalmogrov Smirnov Data

<b>Total score</b>	<b>Economic factor</b>	<b>Sports history</b>	<b>Social status</b>	<b>Job interest</b>	<b>Variables</b>	
					<b>Statistical indicators</b>	
235	235	235	235	235	<b>The statistical sample</b>	
3.1041	2.8012	3.006	3.0204	4377.3	<b>Average</b>	<b>Normal parameters</b>
0.41209	0.42165	0.64172	0.62866	0.49756	<b>The standard deviation</b>	
0.061	0.085	0.072	0.060	0.089	<b>Absolute</b>	<b>Maximum difference</b>
0.039	0.085	0.054	0.033	0.050	<b>Positive</b>	
-0.061	-0.055	-0.072	-0.060	-0.089	<b>Negative</b>	
0.061	.0.054	0.079	0.073	0.092	<b>Kalmogrov Smirnov</b>	
0.055	.0.099	0.061	0.051	0.06	<b>Significance level (bidirectional)</b>	

Confirmation	Confirmation	Confirmation	Confirmation	Confirmation	<b>Assume data is normal</b>
--------------	--------------	--------------	--------------	--------------	------------------------------

According to the findings in Table 3, since the significance level of the Kalmogorov-Smirnov test in all variables is greater than 0.05, we conclude that the distribution of scores is normal and normal. There was a significant difference between the mean components of job interest and economic factor of physical education teachers in the sample with the mean of community. This hypothesis was not significant for the component of social status and athletic background.

**Table 4.** Descriptive statistics indices and variable distance estimates

Mean deviation error	The standard deviation	Average	Number	Components
0.03	0.50	3.44	235	<b>Job interest</b>
0.04	0.63	3.02	235	<b>Social status</b>
0.04	0.64	3.00	235	<b>Sports history</b>
0.03	0.42	2.80	235	<b>Economic factor</b>
0.03	0.41	3.10	235	<b>Total score</b>

**As can be seen in Figure 1, the highest and the lowest averages are related to the component of job interest and economic factor, respectively**

**Table 5.** Inferential statistics indices used to calculate single-sample t-test

Result	The significance level	T test	df	The standard error of the differences	Averages difference	Average	Hypothesis
Zero redundancy	P <0.01	13.49	234	0.03	0.44	3.44	<b>Job interest</b>
Confirm zero assumption	P <0.05	0.50	234	0.04	.0.02	3.02	<b>Social status</b>
Confirm zero assumption	P <0.05	0.02	234	0.04	00	3.00	<b>Sports history</b>
Zero redundancy	P <0.01	-7.23	234	0.03	-0.2	2.80	<b>Economic factor</b>
Zero redundancy	P <0.01	3.87	234	0.03	0.1	3.10	<b>Total score</b>

According to the results of Table 5, the absolute value (t) of the components of job interest, economic factor, and total score is greater than the critical value of t with a degree of freedom

234 and significance level  $P < 0.01$ , with 99% confidence that the average The components of job interest and economic factor of physical education teachers in the sample were significantly different from the average of the population. As shown in Table 6, there was a significant difference between the mean of validity of the surveyed jobs (medical, teacher, taxi driver, salesperson, sandwich maker, hairdresser, government teacher) in the sample with the mean community.

**Table 6.** Descriptive statistics indices and longitudinal estimation of variable occupational validity

Mean deviation error	The standard deviation	Average	Number	jobs
0.80	12.20	93.36	232	medical
1.23	18.52	72.63	228	Employee
1.25	18.74	37.52	226	Taxi driver
1.27	18.94	46.28	223	the seller
1.24	18.90	37.66	231	Sandwich
1.38	20.74	39.61	228	hair stylist
1.39	21.07	63.25	231	Sports teacher
1.14	17.23	68.86	229	Non-sports teachers

**Table 7.** Inferential statistics indices used to calculate single-sample t-test

Result	The significance level	T test	df	Standard Error Differences	Averages difference	Average	Hypothesis
Zero redundancy	$P < 0.01$	54.1	231	0.80	43.4	93.36	medical
Zero redundancy	$P < 0.01$	18.5	227	1.23	22.6	72.63	Employee
Zero redundancy	$P < 0.01$	-10.0	225	1.25	-12.5	37.52	Taxi driver
Zero redundancy	$P < 0.01$	-2.9	222	1.27	-3.7	46.28	the seller
Zero redundancy	$P < 0.01$	-9.9	230	1.24	-12.3	37.66	Sandwich
Zero redundancy	$P < 0.01$	-7.6	227	1.38	-10.4	39.61	hair stylist
Zero	$P < 0.01$	9.6	230	1.39	13.2	63.25	Sports teacher

redundancy							
Zero redundancy	P <0.01	16.6	228	1.14	18.9	68.86	<b>Non-sports teachers</b>

According to the results of Table 7, since the absolute value (t) calculated for all jobs is greater than the critical value of t with the degree of freedom and the level of significance  $P < 0.01$ , the null hypothesis and research hypothesis are confirmed.

### Discussion and Conclusion

Low social status is not a new phenomenon (Hardman & Marshall, 2000), and in many countries, including Iran, sports teachers are regarded as a comfortable, low-cost, high-income job. In many other countries, there is not a very positive attitude towards physical education teachers. It is a common belief that physical education teachers should be trained to shoot the ball and nothing else, and that there is no real awareness that physical education teachers are professionals and that their profession should be respected. One of the reasons for the lack of credibility and value of the physical education discipline over time has been the inadequate teaching style of the old teachers. In addition to the lack of motivation, these individuals appear to lack the knowledge necessary to teach this lesson and to communicate with students. Although in the past there was a problem that people practicing sports (including coaches, teachers, and athletes) were less likely to study and did not have sufficient general knowledge (Freeman, 1987), today there are a number of Higher education and a variety of specialties are on the rise among these people. Understanding the position and social status of physical education teachers is very important and provides us with insights and insights on the importance of education and health (Fwu and Wang, 2002). Therefore, in this study, the social status of physical education teachers in Hamedan province was investigated. In the present study, according to the obtained data, there was a significant difference between the social status of teachers in the components of job interest, economic factor and total score with the mean of the community. In other words, the interest of teachers was above average and the economic factor and high benefits did not make them a teacher. The field evidence from the researcher and colleagues over the years of teacher experience is different from the above finding, with one of the issues regularly objected to by teachers being the relatively low pay. The justification that can be made for the above finding can be the employment and employment considerations involved in the type of teacher accountability, since a significant portion of job satisfaction depends on the actual wage paid to the individual. A job can be a source of satisfaction if it can meet some of your most important needs. Ganzach (2003) stated that wages are even influenced by the desired attitude toward the job. Some of the physical education teachers participating in the present study also stated that they were working for additional income.

There was no significant difference between the mean of the sample and the mean of the community regarding the components of sport history and social status. The results of the present study showed that most physical education teachers take care of their lifestyle. Almost all of the physical education teachers in the study were taking care of their nutrition and were well aware of the importance of a healthy diet; They were trying to encourage other people to participate in physical activity and exercise. Finally, almost all physical education teachers liked sports in general, and therefore watched sports competitions and competitions. Physical education teachers should be better aware of the illnesses and dangers of physical activity deficits than anyone else, and encourage others to do the same. The role of physical education



teachers is not just limited to schools, but they also have a duty to encourage others to lead a healthy lifestyle. According to the European Sports Charter (2001), physical education professionals should behave in a positive way for children and adolescents. Physical education teachers are expected to have behaviors that include physical activity, non-addiction, health, and healthy recreation (Kristonne et al, 2007). Also, physical education teachers in schools are well placed to promote a healthy and active lifestyle (McKenzie, 2007). Teachers are not only responsible for raising awareness and teaching sports skills to children and students, but also to guide them in a way that they love sports activities and persuade them to continue this activity throughout their lives.

The feeling of pride in a job comes from a variety of factors. According to Crossman and Harris (2006), the factors that influence this feeling are divided into three main categories: environmental (self-employment or work environment), psychological (personality and attitude), and demographic (age, gender). Teachers have traditionally been highly respected in most societies (Freeman, 1987), but the status of physical education teachers is relatively different. In the present study, the highest and lowest job credit ratings were, respectively, for medical and taxi drivers. The point to note is that in terms of physical education teachers, non-physical education teachers' job credit was higher than that of physical education teachers. Also, according to the results of the survey and according to the respondents, jobs such as salesperson, hairdresser, sandwich and taxi driver were less reputable than the sports teacher and the physician, staff and non-physical educator felt more honor and credit than the sports teacher. The unexpected result was that although physical education teachers are on the same footing as other staff and teachers (because they are paid by the government), their estimates and perceptions of their jobs were lower than those mentioned above, and even Employees in the present study also had higher validity than physical education teachers. It is important to note that, regardless of the other occupations surveyed in the study, high school teachers rated their job high (over 68%) alone.

Overall, the results showed that physical education teachers believed that they deserved a higher social status; they believed that physical education teachers were considered less valuable than many other occupations and that they did not enjoy the dignity and social status of other teachers. Given that physical education teachers spend many hours in the open air and often in the open environment, a lack of pride in their jobs and a lack of favorable social status can have a negative impact on their working lives.



## REFERENCES

- Christodoulou, D (2010) Health Awareness and Sporting Behaviors of Qualified Cypriot Physical Education Teachers. *Biomedical Human Kinetics*, 2, 54 – 57.
- Crossman, A. and Harris, P. (2006) Job Satisfaction of Secondary School Teachers. *Educational Management Administration & Leadership*, 34(1), 29–46.
- European Sports Charter & Code of Sports Ethics (2001) Council of Europe. Revised versions.
- Freeman, H. W. (1987). *Physical Education and Sport in a Changing Society* (third edition). Macmillan Publishing Company, New York.
- Fwu, B. and Wang, H. (2002) The Social Status of Teachers in Taiwan. *Comparative Education*, 38(2), 211-224.
- Ganzach, Y. (2003) Intelligence, Education, and Facets of Job Satisfaction. *Work and Occupations*, 30(1), 97-122.
- Hardman, K. and Marshall, J. (2000). The State and Status of Physical Education in Schools in International Context. *European Physical Education Review*, 6(3), 203–229.
- Heidari Nejad. S, Moradi Pour. M. (1390). "Relationship between job engagement of teachers of physical education and organizational climate of secondary schools in Ahvaz". *Sports Manager*, No. 8. (5-21). (Persian).
- Hoyle, E. (2001) Teaching: Prestige, Status and Esteem. *Educational Management and Administration*, 29(2), 139-152.
- Keshavarz. L, Jalali Farahani. M and Ansari. S M. (1392). "Comparing the attitude of students and teachers of other courses to high school students in Bandar Abbas". *Applied Research in Sport Management*, Volume 2, Issue 2, (75-84). (Persian).
- Kristonne, B. M., S. Gabor, B. Klara and S. Janos (2007) Physical Education, as a Subject and the PE Teacher According to the Opinion of Faculty Board. In Bendiner N. and Bognár J. (eds.) VI. Országos Sporttudományi Kongresszus 1. Budapest, MSTT. 292-300.
- McKenzie, L. T. (2007) The Preparation of Physical Educators: A Public Health Perspective. *Quest* (00336297), 59(4), 345-357.
- Stroot, S. and Bomna, K. (2006) Induction of Beginning Physical Educators into the School Setting. *Handbook of Physical Education*. SAGE publications.
- Waddington, I. (2000) Sport and Health: A Sociological Perspective. *Handbook of Sport Studies*. SAGE publications.
- Yousefi. B, Moradikhah. S. (1390). "The relationship between work-job rewards and job burnout of physical education teachers (path analysis)". *Physiology and Sports Management Research*, No. 7, (57-67). (Persian).
- Zahner, L., Stüssi, C., Schmid, J. & Dössegger (2005) Comparative Physical Education – Why, What and How? In Uwe P. and Markus G. (eds.) *International Comparison of Physical Education. Concepts – Problems – Prospects*. Oxford UK: Meyer and Meyer Sport. 630-656.