

## An Analysis of Job Satisfaction and Life Quality of Physical Education Teachers

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**Abstract:** This study aims at making an analysis of physical education teachers in terms of their job satisfaction and life quality. About 545 female and 632 male physical education teachers 1177 in total participated in the study on a voluntary basis. It was found as a conclusion of the study that job satisfaction of teachers did not vary depending on gender and length of service and their life quality did not vary according to the variables of gender, marital status and service of length. However, it was seen that the job satisfaction of physical education teachers varied according to the marital status variable. Furthermore, the study has also shown that there is an intermediate correlation between job satisfaction and life quality of physical education teachers.

**Key words:** Job satisfaction, life quality, minnesota, physical education, voluntary basis, teacher

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### INTRODUCTION

Working individuals today face various challenges in their professional lives. Such negative and challenging situations faced by teachers have a direct effect on their physiological and psychological conditions. Early studies on teachers have revealed that dissatisfaction of teachers in their professional lives result in reluctance to sustain their teaching process (Csikzentmihalyi and McCormack, 1986). Similar results were also achieved by some studies on special educators pointing to the fact that a high job satisfaction positively affects resuming the professional life (Stempien and Loeb, 2002).

However, it is also found that a high dissatisfaction of teachers in their professional lives motivates them to leave the realm of special education (Gersten *et al.*, 2001; Singh and Billingsley, 1996). It is reported that the number of qualified teachers is going down in some countries worldwide (Ingersoll, 2001; Loeb *et al.*, 2005). It is also known that 40% of teachers who start their career in teaching profession quit their jobs in the first 5 years in the United States (Chang, 2009; Skaalvik and Skaalvik, 2011). Job satisfaction is used as an important statistical tool to measure the effectiveness in school environment.

Furthermore, the school environment emerges as a factor which has an impact on not only the job satisfaction but also the mental health and life quality of individuals (Standage and Gillison, 2007). Life quality is defined by WHO as how individuals perceive their own

situations within the culture and values system in which they live and also contains physical functions, psychological conditions, social relations inside or outside their families, environmental interactions and beliefs of individuals (WHO, 1997). The number of both clinical studies and investigative researches conducted on life quality has increased in recent years. Life quality studies are heavily conducted in fields of health, psychology and social sciences (Moons *et al.*, 2006). This study aims at making an analysis of physical education teachers in terms of their job satisfaction and life quality.

### MATERIALS AND METHODS

The sample group of the study is composed of 1230 physical education teachers, 664 males and 566 females who volunteered to participate in the study. However, 57 questionnaires (from 25 females and 32 males) which were e-mailed to the sample group were extracted from the study as they were filled in an erroneous or incomplete manner. The sample group of the study is therefore composed of 1177 physical education teachers.

This study used a short version of the Minnesota Satisfaction Questionnaire (MSQ) consisting of only 20 items as it elaborately depicts the job satisfaction of physical education teachers, it is easy to answer in a very short period of time, evaluation of its implementation is practical and it has already been applied to teachers before.

The Minnesota satisfaction questionnaire was developed by Weiss *et al.* (1967). It was translated into Turkish by Baycan (1985) and its validity and reliability studies were carried out (Cronbach Alpha = 0.77). The questionnaire has two dimensions:

- Dimension of internal elements (items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20)
- Dimension of external elements (items 5, 6, 12, 13, 14, 17, 18 and 19)

The questionnaire is of quintet likert type and the minimum point to score in the questionnaire is 20 and the maximum being 100. In this study, the reliability coefficient of the Minnesota satisfaction questionnaire applied to the physical education teachers was found as Cronbach Alpha = 0.83.

The WHOQOL-BREF life quality questionnaire developed by WHO was used to measure the life quality of physical education teachers. The validity and reliability study of the questionnaire was conducted by Eser in Turkey and the internal coherence coefficient was calculated as Cronbach Alpha = 0.65. The WHOQOL-BREF life quality questionnaire consists of 27 questions and 4 sub-dimensions. The internal coherence coefficient for the WHOQOL-BREF life quality questionnaire was found to be Cronbach Alpha = 0.86 in this study.

In this study, data obtained through 1177 questionnaires which were filled in accurately and completely and descriptive statistical calculations were made for independent variables in the first section of measurement tools. Kolmogorov-Smirnov test was made to determine whether the variances are homogenous or not. After the homogeneity test, non-parametric tests such as Mann Whitney U-test for binary independent variables and Kruskal Wallis H-test for multiple independent variables were applied as the research data failed to provide parametric testing conditions. The Pearson correlation analysis was carried out to determine the level of correlation between the life satisfaction and life quality of physical education teachers.

## RESULTS AND DISCUSSION

Descriptive statistical analyses of physical education teachers can be shown in Table 1. An analysis of Table 1 shows that of all physical education teachers participating in the study, 545 teachers are female while 632 are males; 467 teachers are married while 710 are single and according to their length of service, 269 teachers are teaching for 1-3 years, 351 for 4-7 years, 288 for 8-11 years and 269 for 12 years and more.

Analyses of the Mann Whitney U-test conducted to determine whether the job satisfaction and life quality of physical education teachers vary according to the gender

Table 1: Descriptive statistical analyses of physical education teachers

Variables	N
<b>Gender</b>	
Female	545
Male	632
<b>Marital status</b>	
Married	467
Single	710
<b>Length of professional service (years)</b>	
1-3	269
4-7	351
8-11	288
>12	269

Table 2: Mann whitney U-test analyses of job satisfaction and life quality of physical education teachers according to the gender variable

Job satisfaction	Gender	N	$\bar{X}$	Ss	U	p-value
Internal Job Satisfaction Factor (IJSF)	Female	545	42.98	9.89	7865.00	0.221
	Male	632	42.81	7.60		
External Job Satisfaction Factor (EJSF)	Female	545	20.01	5.17	6403.50	0.001*
	Male	632	22.57	5.36		
<b>Life quality</b>						
Physical (Domain 1)	Female	545	15.21	3.09	7532.50	0.088
	Male	632	14.99	2.03		
Physiological (Domain 2)	Female	545	15.55	2.78	7667.00	0.130
	Male	632	15.21	2.21		
Social relationship (Domain 3)	Female	545	14.38	3.67	7810.50	0.186
	Male	632	15.22	2.24		
Environment (Domain 4)	Female	545	13.20	2.51	8085.50	0.365
	Male	632	13.63	2.02		

p<0.05\*

Table 3: Mann Whitney U-test analyses of job satisfaction and life quality of physical education teachers according to the marital status variable

Job satisfaction	Marital status	N	$\bar{X}$	Ss	U	p-value
IJSF	Single	467	40.75	8.86	8741.50	0.013*
	Married	710	43.61	7.67		
EJSF	Single	467	20.46	5.87	8275.00	0.002*
	Married	710	22.64	5.13		
<b>Life quality</b>						
Physical	Single	467	15.09	2.65	10272.50	0.623
	Married	710	15.02	2.13		
Physiological	Single	467	15.01	2.47	9753.00	0.240
	Married	710	15.37	2.27		
Social relationship	Single	467	13.78	2.74	6679.00	0.000*
	Married	710	15.52	2.40		
Environment	Single	467	13.36	2.39	9949.50	0.361
	Married	710	13.61	2.03		

variable can be shown in Table 2. Table 2 shows that job satisfaction and life quality of physical education teachers do not vary significantly according to the gender variable in IJSF or all domains life quality. However, in the sub-dimension of EJSF, it was found that it varies significantly according to the gender variable (p = 0.001). In other words, it was seen that male physical education teachers have higher job satisfaction ( $\bar{X} = 22.57 \pm 5.36$ ) in EJSF sub-dimension than female physical education teachers do. Analyses of the Mann Whitney U-test conducted to determine whether job satisfaction and life quality of physical education teachers vary significantly according to the marital status variable are shown in Table 3. An analysis of Table 3 shows that job satisfaction and life quality of physical education teachers vary significantly according to marital status variable in

Table 4: Mann Whitney U-test analyses of job satisfaction and life quality of physical education teachers according to the length of professional service variable

Sub-scales	Length of professional service (year)	N	$\bar{X}$	Ss	$\chi^2$	p-value
IJSF	1-3	269	45.26	8.68	3.816	0.282
	4-7	351	41.47	9.00		
	8-11	288	42.97	7.07		
	>12	269	43.84	8.01		
EJSF	1-3	269	20.10	3.38	5.152	0.161
	4-7	351	21.70	5.13		
	8-11	288	21.96	5.64		
	>12	269	23.09	5.69		
Physical	1-3	269	15.09	2.29	3.467	0.325
	4-7	351	14.99	2.62		
	8-11	288	15.21	2.09		
	>12	269	14.82	2.09		
Physiological	1-3	269	15.61	2.40	3.736	0.291
	4-7	351	15.39	2.25		
	8-11	288	15.32	2.52		
	>12	269	15.00	2.11		
Social relationship	1-3	269	14.17	3.69	2.915	0.405
	4-7	351	14.83	2.58		
	8-11	288	15.14	2.71		
	>12	269	15.42	2.14		
Environment	1-3	269	12.46	1.47	3.373	0.250
	4-7	351	13.47	1.94		
	8-11	288	13.88	2.29		
	>12	269	13.38	2.17		

IJSF, EJSF and physical sub-dimensions. It is seen that the married physical education teachers have higher arithmetic averages than single ones do in IJSF, EJSF and social relationship sub-dimensions. However, it is observed that the marital status of physical education teachers does not have a significant effect on life quality in physical, physiological and environment sub-dimensions.

Analyses of the Mann Whitney U-test conducted to determine whether job satisfaction and life quality of physical education teachers vary significantly according to the length of professional service variable are shown in Table 4.

Table 4 shows that physical education teachers do not significantly vary according to their length of service in terms of the average scores of IJSF, EJSF and all of life quality sub-dimensions. In other words, it was observed that the length of service of physical education teachers does not have any significant impact on their job satisfaction and life quality.

The Pearson Correlation test conducted to define the correlation between the job satisfaction and life quality of physical education teachers has been shown in Table 5. Table 5 shows that do observe that there is a moderately positive correlation among IJSF and physical ( $r = 0.377$ ), physiological (0.431), social relationship ( $r = 0.414$ ) and

Table 5: The Pearson correlation analysis of job satisfaction and life quality of physical education teachers

Sub-scales	1	2	3	4	5	6
IJSF	1					
EJSF	0.466**	1				
Physical	0.377**	0.015	1			
Physiological	0.431**	0.048	0.611**	1		
Social relationship	0.414**	0.232*	0.515**	0.567**	1	
Environment	0.401**	0.406**	0.505**	0.459**	0.427**	1

\* $p < 0.05$ , \*\* $p < 0.01$

environment ( $r = 0.401$ ) sub-dimensions in physical education teachers. It is also observed that there is a slightly positive correlation between EJSF and social relationship ( $r = 0.232$ ) and a moderately positive correlation between EJSF and environment ( $r = 0.406$ ) in physical education teachers. In other words, there is a correlation between sub-dimensions of job satisfaction and life quality. That is a high job satisfaction positively affects life quality. Besides the correlation between job satisfaction and life quality of in physical education teachers, one should examine their job satisfaction and life quality. To this end, this study aims at making an examination concerning the job satisfaction and life quality of physical education teachers. In the literature, many researches on various professional groups have shown that the gender variable does not make any significant difference on job satisfaction (Goktas, 2007; Brush *et al.*, 1987; Ekinci *et al.*, 2009; Loscocco, 1990). On the other hand, there are also some other studies indicating that job satisfaction varies according to the gender variable (Oshagbemi, 1987; Bilgic, 1998; Clork *et al.*, 1996; Chaplin, 1995).

In this study, it was found out that physical education teachers vary significantly only in the sub-dimension of job satisfaction external elements according to the gender variable. That is the gender of the physical education teacher does make a difference in the sub-dimension of job satisfaction external elements. It is observed that physical education teachers do not significantly vary in sub-dimensions of physical, physiological, social relationship and environment according to the gender variable.

In other words, all sub-dimensions of life quality display similar average points in terms of gender variable in physical education teachers which can be attributed to the fact that working conditions of physical education teachers are similar and more or less of similar quality. Although, the findings of this study and many other studies on different professional groups show that the marital status has a positive impact on job satisfaction,

there are also other researches indicating that the marital status does not affect job satisfaction (McMurray *et al.*, 2000; Belloch *et al.*, 2000; Sunter *et al.*, 2006). One can suggest that the difference between the results of this study and the literature stems from different professions, socio-cultural structures, working conditions and environmental factors.

It was found out that the physical, physiological and environment sub-dimensions of life quality do not vary significantly according to the marital status variable. It was seen that being married or single did not make a significant difference in physical, physiological and environment sub-scales for physical education teachers. However, it was figured out that the social relationship sub-dimension varied significantly in favor of married physical education teachers. The researcher can attribute such a variance to the fact that married teachers have a well-organized social life and undertake some responsibilities in marriage.

It was observed that physical education teacher did not vary significantly in terms of job satisfaction and life quality according to their length of professional service which is also supported by the study by Yuksel indicating that the length of service does not have a significant effect on job satisfaction. However, there are some other researches in the literature suggesting that job satisfaction increases as length of service goes up (Hickson and Oshagbemi, 1999; Kinman, 2001; Ozyurt *et al.*, 2006; Freeborn, 2001).

Concerning the correlation between life quality and job satisfaction of physical education teachers, there is a moderately positive correlation between the IJSF sub-dimension and the physical ( $r = 0.377$ ), physiological (0.431), social relationship ( $r = 0.414$ ) and environment ( $r = 0.401$ ) sub-dimensions. In other words, it can be suggested that the IJSF sub-dimension of job satisfaction has a moderately positive correlation with all sub-dimensions of life quality which means that high IJSF scores of teachers bring high scores for all sub-dimensions of life quality.

It is seen that there is a slightly positive correlation between EJSF and social relationship ( $r = 0.232$ ) whereas there is a moderately positive correlation between EJSF and environment ( $r = 0.406$ ) in physical education teachers. One can observe that there is a slightly positive correlation between EJSF and social relationship and a moderately positive correlation between EJSF and environment. This can be attributed to the fact that the EJSF and the sub-dimensions social relationship and environment contain the relationship of teachers with their environments and therefore these sub-dimensions are interconnected. As a conclusion, increased job satisfaction of teachers means increased life quality as well.

## CONCLUSION

It can be suggested as a conclusion that job satisfaction levels of physical education teachers are adequate. It was figured out that the job satisfaction level of physical education teachers did not vary significantly according to gender and length of service variables. In other words, it is seen that the participating physical education teachers are moderately satisfied with their jobs.

It was found out that life quality of physical education teachers did not vary significantly according to gender, marital status and length of service. In other words, it has been found that physical education teachers are satisfied with their life quality moderately. It was figured out that there was a moderately positive correlation between job satisfaction and life quality of physical education teachers. The researchers can suggest that increased life quality means increased job satisfaction for physical education teachers.

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