



Job Satisfaction of Physical Education Teachers in East Azerbaijan Province, Iran

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ABSTRACT

The goal of this research was to study the job satisfaction of Physical Education (henceforth PE) teachers in East Azerbaijan province, Iran. It was a descriptive-correlational research done in the field. From among the population (all the 1100 PE teachers in East Azerbaijan) 285 subjects were selected as the sample group by Morgan Table. Two demographic and job satisfaction questionnaires (JDI) of Visuki&Corum were used to measure the five components (satisfaction with work, superiors, colleagues, promotion and salary) through 41 five-value Likert scale questions. The content validity of the questionnaire was confirmed by sports management scholars and it has been used by foreign and domestic researchers. Cronbach's alpha was used to assess the reliability of the questionnaire which was equal to .92. To describe the data, descriptive statistics (mean, percentage, etc.) and for analysis (Spearman correlation coefficient, Mann-Whitney U test and Kruskal-Wallis) were used. The results showed that PE teachers' job satisfaction level was average to good and female PE teachers' job satisfaction was higher than that of men. Among components of job satisfaction, satisfaction with work was the highest and satisfaction with superiors was the lowest. The results also showed that there was a significant positive relationship between job satisfaction of teachers and other five components (satisfaction with work, superiors, colleagues, promotion and salary) but there was no meaningful difference between their job satisfaction and their demography (age, qualification, marital status and years of service) except their gender.

Keywords: job satisfaction, job satisfaction components, Physical Education (PE) teachers.

INTRODUCTION

Education is considered as the basic foundation for scientific and technological developments in the modern world. The civilization which the man of today is proud of is indeed the result of the accumulation of experiences and their transfer from one generation to another through education. A country that is unable to obtain the necessary features of a scientific community should look for the main reason in its educational system and certainly by removing the obstacles and problems in the society it will be able to achieve many advances in all areas [1]. Thus, due to the crucial importance of an educational system, its main elements, namely primary and secondary teachers in all academic courses, should be considered important. This is because if teachers, during their career, face with different mental and psychological disorders, they will surely lose satisfaction with their life and job and therefore the educational system will have serious problems in harmonizing its basic elements, i.e., teachers and students will not be able to achieve the defined goals of the system. Thus, satisfying teachers and making them interested in their job is especially important. In general, every organization attempts to understand the attitudes of its employees and if these attitudes are expressed clearly, organizations can obtain useful information to manage the human resources [2]. Job satisfaction is an organizational variable which has mostly been measured indifferent research projects and of course there are a number of reasons for that. First, organizations are interested to assess the current status of their employees' job satisfaction. Secondly, much research has been conducted in order to assess employees' job satisfaction [3].

Job satisfaction refers to the impression a person has of his career. There are many contributing factors and causes of job satisfaction that can be categorized as internal aspects (personality traits, feelings and emotions) and external aspects (organizational, social and cultural conditions and characteristics) [4]. Fisher & Hannah in another definition see job satisfaction as a psychological factor and define it as an emotional adaptation to job conditions i.e., if a job provides ideal conditions for the individual, he will be satisfied with his job, but if it does not, he will start to blame his job and if possible will leave it. Job

satisfaction causes an increase in the employee's productivity and organizational commitment; his physical and mental health is guaranteed; he is motivated; he is satisfied with life; and he learns new professional skills quickly. Research findings show that when members of an organization have job satisfaction, the rate of absence and delay from work and even desertion decreases [5].

There are other evidences that job satisfaction affects employees' physical health and longevity. Shafiee Sarvestani (1990), in examining the factors that increase the job satisfaction of Isfahan University professors, showed that good opportunities to improve and promote, providing job security, healthy organizational atmosphere, and good management are crucial factors in increasing job satisfaction[4]. Rajaei (1994), in a study titled "Job satisfaction of school administrators in Qomcity", concluded that the role of material needs was more than that of spiritual needs in increasing their job satisfaction. Mortazavi (1995) studied the relationship between the staffs' job satisfaction and their performance in prisons of Khorasan and he reported that among job satisfaction components, satisfaction with pay and satisfaction with superiors had the lowest and the highest mean respectively. Gohari Behbehani (1995), in studying professors' job satisfaction in Shiraz University of Medical Sciences, reported that despite all deficiencies they had high job satisfaction and significant differences were not observed between the sexes and different ranks. Pat (1998), in examining the relationship between job satisfaction and performance of school teachers in Torghabeh, observed that there was no significant relationship between satisfaction with pay and teacher performance but there was a meaningful relationship between job satisfaction, satisfaction with superiors and satisfaction with colleagues in one hand and teacher performance on the other [8]. Nourbakhsh (2004), in examining the relationship between organizational atmosphere and job satisfaction of high school PE teachers in Ahwas reported that employment status variables had a significant relationship with job satisfaction and job satisfaction of women teachers was higher than that of men and that there was no relationship between their marital status, years of service, and job satisfaction [7]. Khavari (2006), a faculty member of Yazd University, found that from among the five components of job satisfaction, the highest and lowest levels of satisfaction belonged to satisfaction with nature of work and satisfaction with promotion respectively. Sajjadi (2007), in examining the factors affecting job performance of Physical Education Organization experts, concluded that there was a significant relationship between job motivation, work experience and educational factors [11]. Nihophe (1997), in studying job satisfaction and organizational commitment of Jesueet University faculty members and employees, reported that job satisfaction was significantly related to age and gender [12]. Lyldahy & Singele (2002) showed that wage income is an important factor influencing job satisfaction. Gudal (2003) reported that low income has a dramatic effect on job satisfaction and; therefore, salary has a direct relationship with job satisfaction. Rochester (2003), to investigate the job satisfaction of teachers in public schools during the past 20 years, examined their job satisfaction 9 times and finally came to the conclusion that %57 of teachers were satisfied with their jobs very much.

Research findings suggest that teachers need to be attended and respected in order to be effective. Gerosmen & Zaki (2003), in studying the job satisfaction of the employees of Lylan Bank of America, found that age, sex, education, and owning a house had impact on their satisfaction [13]. Tsai & Wang (2004), in a research titled "Studying the intervening role of satisfaction with pay", reported that job satisfaction was positively related to gender and income level but not to level of education, work experience and marital status. Tarifa & Lekop (2005) reported that unfavorable environmental conditions decreased teachers' job satisfaction. Gross (2007) concluded that there was a close relation between employees' mood and job satisfaction and customers' satisfaction of the services [15]. Duman & Bulent (2009), in a study of job satisfaction of managers of Turkish amateur sports clubs, reported that there was a significant correlation between the managers' job satisfaction and their age, kind of work, education, the rank of their club. Ayyoub Oghli & Tulane (2009) studied the relationship between the North Cyprus University professors' job satisfaction and their academic rank. They reported that their development, colleagues, compensation and diversity were significantly associated with their rank [16].

In the studies conducted, there is an agreement that factors such as salaries and wages, amenities, friendship and cooperation between employees, directors' relations with ordinates, trust in managing board, providing job requirements, competencies and expertise of managers, administrative efficiency, adequate and accurate relations, social status and recognition of the value of work, job stability, labor relations, match of employees' with organizational goals, conditions and working environment, opportunities for growth and advancement, policy and management style of the organization, discipline in work, relations with colleagues, job security, job success and appreciation of the work influence the employees' working spirit and job satisfaction [10]. Some believe that there is a relationship between teachers' motivation and students' self-esteem; this is perhaps due to the fact that teachers not only teach, but also are regarded as role models [2].

Despite many years of research on job satisfaction in and out of the country, most researches belong to a decade ago. Due to the changes in values, norms, and beliefs on the importance of education, changes in the educational system and the fundamental transformation plans, the role of the teachers in educating students, development of communication systems and new technologies, and innovative teaching methods in recent years, it has become crucially important to address the critical role of teachers. On the other hand, PE teachers are considered schools' valuable human resources and important pillar of education. They play an important role in training the physical body of the students and generally they are responsible for the healthy generation and empowerment of the future generation of the Islamic society. Today, research has shown that expenditure in physical education and sports equals savings in health care costs and totally national expenses. It seems that many teachers are unhappy with their jobs and due to this, some spend part of their leisure time on a second job that would result in dangerous consequences and outcomes for students and society. With this in mind, it becomes clear that the success and efficacy of physical education teachers largely dependent on their job satisfaction; so, the main question of this research is to investigate the job satisfaction of PE teachers in East Azerbaijan province, Iran. It is expected from this study to display the current status of physical education teacher's job satisfaction (what is imagined and what is really there), the presence or absence of a relationship between job satisfaction and its components, as well as differences or lack of differences in the demographic characteristics of teachers. Therefore, it seems necessary to conduct an applied research that can explore PE teachers' job satisfaction in detail. It is hoped that using the results of the present research, educational planners, authorities of education and affiliated organizations, and school managers can, as well as learning more about physical education, solve some of the difficulties PE teachers are facing in their work and help them to increase their efficiency, effectiveness and job satisfaction.

MATERIALS AND METHODS

This research is descriptive-correlational and conducted in the field. From among the population (all the 1100 PE teachers in East Azerbaijan) 285 subjects were selected as the sample group by Morgan Table. The research tool was Job Satisfaction Questionnaire (JSA), designed by Visuki & Corum, which includes five indexes. It consists of Forty one questions with Likert scale of five values from 'completely disagree' to 'completely agree'. Questions related to any component of job satisfaction are respectively: 1. satisfaction with work (ten questions), 2. Satisfaction with superiors (ten questions), 3. Satisfaction with colleagues (ten questions), 4. Satisfaction with promotion (five questions), and 5. Satisfaction with salary and wages (six questions). The questionnaire possesses international standards and its validity and reliability have been repeatedly approved by researchers and experts within and outside the country. In addition, the content validity of the questionnaire has been confirmed by administration and sports management professors. Cronbach's alpha reliability was used to calculate the reliability which was equal to .92.

RESULTS

Table (1). Kolmogorov Smirnov test results to determine the distribution type

Variable	Z	P	Result
Job satisfaction	.705	.703	Normal
Satisfaction with work	1.464	.028	Abnormal
satisfaction with superiors	1.449	.030	Abnormal
Satisfaction with colleagues	.957	.001	Abnormal
Satisfaction with promotion	3.398	.000	Abnormal
Satisfaction with salary	3.180	.000	Abnormal

Based on the information shown in table [1].and according to Kolmogorov-Smirnov test, it was observed that the distribution of job satisfaction scores at the significance level of $p > .05$ is normal because the significant level is above .05; however, the distribution of scores of all job satisfaction components at $p < .05$ is abnormal because the significant level is lower than .05 and therefore non-parametric tests were used to answer the questions.

Table 2. The mean and percentage of job satisfaction scores based on PE teachers' gender

Sex of teachers	Men	Women	Total			
	Mean	Percent	Mean	Percent	Mean	Percent
Components Of job satisfaction						

Satisfaction with type of work	38	%76	34	%68	36	%72
Satisfaction with superiors	18	%36	26	%52	22	%44
Satisfaction with colleagues	36	%72	34	%68	35	%70
Satisfaction with promotion	16	%64	18	%72	17	%68
Satisfaction with salary and wages	14	%47	22	%73	18	%60
Job satisfaction (total)	122	%60	134	%66	128	%63

Based on the results displayed in Table 2, the total mean and percentage of PE teachers' job satisfaction are respectively 128 and 63%, of men (122, 60%) and of women (134, 66%), which indicates female physical education teachers are more satisfied with their jobs than men. According to Table 2, among the five components of job satisfaction, the highest and lowest degrees belong to satisfaction with work and satisfaction with superiors.

Table 3. Test results of the relationship between job satisfaction and its components

	Type of work	management	colleagues	promotion	Salary and wages	Statistical test
Job satisfaction	R= .197 Sig= .008	R= .189 Sig= .011	R= .542 Sig= .001	R=.276 Sig= .001	R= .304 Sig= .001	Spearman
	Significant	Significant	Significant	Significant	Significant	

Based on the data in Table 3, and according to Spearman's test, it was observed that there is a positive and significant relationship between physical education teachers' job satisfaction and its individual components.

Table 4. Test results investigating job satisfaction degree among different Ss based on their personal characteristics

Demography	Age	Gender	marital status	educational qualification	work experience
Variables					
Job Satisfaction	H= 12.516 Sig= .014	U= 2227 Sig= .001	U= 1645 Sig= .685	H= 3.724 Sig= .155	H= 9.652 Sig= .047
Statistical test	Kruskal-Wallis	U Mann-Whitney test	U Mann-Whitney test	Kruskal-Wallis	Kruskal-Wallis
Result	Significant	Significant	Insignificant	Insignificant	Significant

Based on the results in Table 4, and according to U Mann-Whitney test, there was a meaningful relationship between the teachers' job satisfaction and their gender, but not with their marital status. Based on Kruskal-Wallis test, there was not a significant relationship between teachers' job satisfaction and their educational qualification; however, their job satisfaction was correlated with their age and work experience significantly.

DISCUSSION AND CONCLUSION

According to the information obtained from the study, it must be said that PE teachers' job satisfaction level is relatively good. Based on the results shown in Table (2), PE teachers with mean scores of 128 and 63% of job satisfaction, lie in moderate to good level, men with mean score of 122 and percentage of 60% and women with mean score of 134 and percentage of 66%. It shows that men are less satisfied with their jobs than women which might be due to the managerial role of men in the family and their involvement in problems outside the family or because of economic pressures. This also may be due to the fact that money, having social status, and position are important for women. Previous research has shown that women even prefer social status to money. Therefore, taking male PE teachers' living problems and their social status into account can be an important factor in increasing their motivation, performance, and their interest in their job and hence increase their job satisfaction. Talebpour (2000), in a research titled "Comparative study of job satisfaction of administrators, professors, and staff of the faculties of Physical Education and Sport Sciences", reported that the level of job satisfaction in all three groups - managers, faculty members and staff - of the Physical Education faculties was moderate [6]. Nourbakhsh (2004), in examining the relationship between organizational atmosphere and job satisfaction among physical education teachers teaching at Ahwas high schools, reported that job satisfaction of female teachers was

more than that of men [7]. Rochester (2003), to investigate the job satisfaction of teachers in public schools during the past 20 years, examined their job satisfaction nine times. He concluded that 57 percent of teachers were well satisfied with their jobs. These findings suggest that teachers to be effective need to be seen and respected [13]. Results of this study are consistent with the results of the three researches reported above. Also, according to Table 2, from among the five components of job satisfaction, the highest and lowest level of satisfaction belonged to 'satisfaction with work' and 'satisfaction with superior' respectively. Jamshidi (2006), in examining the aspects of teachers' job satisfaction, reported that 'type of work' had the highest correlation with job satisfaction. Khavari's research results (2005), a faculty member of Yazd University, showed that from among the five components of job satisfaction, 'satisfaction with the nature of work' gained the highest importance which is consistent with the results of the present study [10]. Mortazavi (1994), in investigating and determining the level of job satisfaction characteristics and performance of Khorasan prison staff, reported that among the factors of job satisfaction, 'satisfaction with salary' and 'satisfaction with superiors' had the lowest and the highest means respectively which is inconsistent with the results of this study [7]. Based on Table 3, and according to Spearman's test, it was observed that there was a positive significant relationship between physical education teachers' job satisfaction and its individual components. Shafiee Sarvestani (1990), in studying the factors increasing the job satisfaction of Isfahan University professors, reported healthy management atmosphere and proper management are very important in job satisfaction [3]. Requena (2003) studied the effects of social cooperation on employees' job satisfaction and found that a remarkably strong correlation between social cooperation and the level of job satisfaction. Gudal (2003) maintains that low income has a dramatic effect on job dissatisfaction, and therefore, salary and wages have a direct relationship with job satisfaction. Findings of these three researches are similar to the results of this research [13]. Pat (1998), in examining the relationship between job satisfaction and performance of teachers in Torghabeh, reported that there is no significant relationship satisfaction with salary and their performance; however, he observed meaningful relationship between 'satisfaction with work', 'satisfaction with superiors', 'satisfaction with colleagues', and performance [8]. Pat's findings are in most cases similar to the results of the present research but are inconsistent in some cases. In general, it can be said that job satisfaction should concern authorities and officials of the Education Organization and school administrators more than ever and with this in mind that traditional look at sports classes as amusement for the students by families and community has changed at least in the last few years, necessary measures should be provided to improve the job satisfaction of physical education teachers. Based on the results in Table 4, and according to Whitney U-Man test, there was significant difference between teacher's job satisfaction and their demography (gender). Nourbakhsh (2004), in examining the relationship between organizational climate and job satisfaction among PE teachers in Ahwaz high schools, reported that job satisfaction among women was more than that among men, and there was no relationship between job satisfaction and their marital status [9]; findings which are in line with the results of the present research, but different from Tasay & Vang's (2004) findings which they obtained from their study on the role of satisfaction with pay as an intervening variable. Regarding the presence or absence of significant differences between other demographic characteristics and job satisfaction, according to Table [19] and the Kruskal Wallis test, it was found that the difference between job satisfaction of teachers and their demography (education) was not significant, but the difference was statistically significant with their (age and years of service). Grousman (2003), in a study on the job satisfaction of Lablan Bank of America employees, found that age, sex, education, and owning a house had impact on their job satisfaction [13]. Sajjadi (2007), in examining the factors affecting the performance of PE experts concluded that there was a significant relationship between job motivation and job experience [1]. Nourbakhsh on investigating the relationship between organizational climate and job satisfaction of high school physical education teachers in Ahwas concluded that there is no relationship between work experience and job satisfaction [9]. Tasay & Vang (2004), in a research studying the relation between satisfaction with pay and individual variables, reported that there was gender and income level were correlated [13]. Duman & Bolent (2009), in a study on the job satisfaction among Turkish amateur sports clubs executives, reported that there was significant relationship between type of work, age, education, club rank, and job satisfaction [16]. In general, it can be said that the results of this study are consistent with the results of Sajjadi, Gerosmen, Tsai & Vang, and Duman & Bolent, but inconsistent with Nourbakhsh's findings. In general, results of this research showed that PE teachers' job satisfaction level is average and there is large gap to reach a higher level. So the job satisfaction of teachers, especially male teachers should be attended more than before by administrators and authorities of the Education Organization. Among the components of job satisfaction, the greatest degree of satisfaction belonged to 'satisfaction with the type and nature of work'. This indicates that teachers are truly satisfied with their job which can be a major factor in achieving organizational goals. However, the lowest degree of satisfaction belonged to 'satisfaction with superiors

and management'. This means that physical education specialists working in the departments of education and school administrators should change their attitudes towards physical education course. It seems that in some cases people who are employed as experts in education departments do not possess the needed knowledge and experience. Even some school administrators are not serious enough in providing sports facilities and equipment and expending sports funds. School administrators do not have a good understanding of PE teachers' spirits. Despite the authorities' repeated insistence on the importance of sports at schools, the issue of sports has not yet found its place as a comprehensive practical course along with other courses. Therefore, it is necessary for education administrators to take them into account in evaluating school principals and administrators. Considering the fact that families and society have no longer a traditional and shallow look at sports and physical education at schools, education administrators need to take into account the factors affecting the teachers' job satisfaction; and with a knowledge about material and spiritual needs of both male and female teachers and understanding the methods and techniques of repairing deficiencies in school sports, they should take necessary measures to improve the PE teachers' job satisfaction.

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