

PSYCHOLOGY OF PHYSICAL CULTURE

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Slovenian Physical Education teachers' Satisfaction at work: analysis of some important factors which strongly influence job satisfaction

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Abstract

This study examined the current status of physical education (PE) teachers' satisfaction at work and the differences between the PE teachers in primary schools and secondary schools. The questionnaire *Satisfaction and position of PE in Slovenian schools* [Mujanović, Doupona Topič 2007] was made exclusively for this research and it was earlier tested in the pilot study (N=49). One hundred ninety-four male and 140 female Slovenian PE teachers participated in this study, 60.8 % ($n = 203$) of them were employed at primary schools and 39,2 % ($n = 131$) of them worked at secondary schools. The quantitative data were analyzed using the Independent samples T test, one-way and two-way ANOVA. The most important findings of this research are: 1) generally speaking PE teachers in Slovenia are satisfied (3.3; $p < 0.05$), the only dissatisfaction expressed referred to the class size normative (3.0 $p < 0.05$) there are some differences (4.2; $p < 0.05$) in satisfaction between PE teachers working in primary and secondary schools, 3) there are also some differences between male and female PE teachers (3.8; $p < .,05$).

Introduction

Job satisfaction refers to the degree of satisfaction a worker evinces for the work in which he or she is engaged. In the majority of organizations and circumstances, people will continue to work in the organization if they feel sufficiently satisfied. Otherwise, they will quit or switch work (when they have an opportunity) or behave badly, avoid responsibilities and work on minimal capacity [Fuming, Jiliang 2007].

Job satisfaction is a central concern to organizational behavior researchers and one of the most frequently studied topics in management. One major reason for the continuing interest in the job satisfaction is that positive and negative attitudes towards work may exert powerful effects upon many forms of organizational behavior. In factor, satisfaction at work is a very important issue in most of successful companies in private sector but it also becomes very important in public sector.

There is a general agreement in the literature that a job satisfaction is a multidimensional and complex

construct [Klecker, Loadman 1999; Dinham, Scott 2000; Koustelios 2005]. Concerning that fact, the satisfaction must be discussed in multidimensional and complex way. Koustelios and Tsigilis [2005] believe that when researching satisfaction and burnout it is necessary to use multivariate methods; most causes have multiple consequences and otherwise. The majority of researchers agree that a job satisfaction can be affected by many factors such as: working/material conditions, administration and supervision, promotional opportunities, pay and interpersonal relationships [Zhang, Wu 2001; Koustelios 2005].

The satisfaction of workers is often connected with a good organizational climate. There is obvious evidence that there are significant correlations between a school climate and some factors of a teacher's job satisfaction such as nature of the job, leadership, salaries, opportunities for advanced studies, promotion and physical conditions [Xiaofu, Qiwen 2007].

Individuals play an important role in a job satisfaction in two ways [Baron 1986]. First, their

personal characteristics can affect their feelings about their work and second their relations with others play a key role in enhancing a job satisfaction. Research findings indicated that many personal characteristics affect job satisfactions in different and complex ways. Among these personal characteristics are: gender, age, working experience, employment status, etc. [Koustelios 2005].

Dinham and Scott [2000] pointed out that the main source of satisfaction was found to lie within the domain of intrinsic rewards of teaching and was centered on pupil and teacher achievement, while dissatisfaction was found to be more extrinsic to the core of business of teaching and centered on societal factors, the employment and governments.

An increase of teachers' burdening, an increase of students/pupils inappropriate behavior, bad management, public criticism, a lack of autonomy and a decrease of teachers' possibility for creative work can be seen in schools in England [Hardman, Marshall 2000]. These factors cause worsening of a teacher's status and decreases popularity of the physical education as a school subject. In Australia and the United States we can witness similar findings [Armour, Yelling 2004]. All of these factors have powerful influence on a teacher's job dissatisfaction.

One of very important job satisfaction factors is a school size. Two hundred and twenty nine PE teachers from North Florida and South Georgia were included in the study, which found out that the satisfaction of PE teachers considerably decreases if the school size is large (over 1500 students) [Reese, Johnson 1988].

Greek PE teachers appear to be satisfied mainly with the job itself and supervision, and dissatisfied with their promotional opportunities, their salary and with their working conditions [Koustelios 2005]. Slovenian coaches are mostly satisfied with their work itself, but they are dissatisfied with the working conditions. Most of them believe that they work harder than PE teachers at schools but public evaluation puts them lower than PE teachers [Jošt *et al.* 2001]. Coaches also believe that they have poor possibilities for development, innovations, creativity and personal education [Jošt *et al.* 2001].

Satisfaction at work will reach an appropriate level when workers can satisfy all of their needs connected with the work itself. But we should not ignore the fact described above all it is and individual who can most contribute to creating good feelings.

The main purpose of this article is to determine the satisfaction of PE teachers in Slovenian schools.

Method

Participants

The **participants** of this study comprised of 334 PE teachers and they were all employed at primary or secondary schools in Slovenia. In order to obtain the representative sample the questionnaire was sent to 40% of all primary and secondary schools in Slovenia (172 primary and 52 secondary schools), three questionnaires to each school. The inquiry was performed in January and in the first half of February 2008. Questionnaires were answered by 334 teachers: 203 (60.8 %) from primary and 131 (39.2 %) from secondary schools. 191 male and 140 female PE teachers in our sample were mostly within the age interval 30 – 40 years (37%), almost one third of them were in the interval 40 – 50 years, one fifth of them were in the interval 50–60 years, 7.5 % were younger than 30 years and only 3 % were older than 60 years.

Instruments

The questionnaire was made for the purpose of this study and it was earlier tested in the pilot study (N=49). It includes 18 different variables divided into two groups: the first one measures satisfaction at work – working conditions (10 items) and the second one measures satisfaction at work – relationships (8 items). The questionnaire format is a simple one: for each area a list of adjectives or short phrases was presented, each numbered from 1 to 5. The respondents were instructed to encircle the number which most represents their extent of agreement with each item. The 5-point scale was chosen ranging from strongly disagree (1) to strongly agree (5).

Procedure and statistical methods

The method chosen to measure satisfaction was that of self-completed questionnaires. The participation in the study was voluntary. The participants were assured that their responses would be held in strict confidence and will only be used for academic purposes. The quantitative data were analyzed using the Statistical Package for the Social Sciences (version 16). One way, two ways ANOVA and the Independent samples T-test, were chosen as the most appropriate method for the purposes of this study. For the purpose of these analyses, three groups of subjects were formed based on the number of all employed workers at school (Group 1 = less than 50 employees; Group 2 = 50 – 100 employees and Group 3 = more than 100 employees). The participants were divided into two

groups that is: Group 1= primary school; Group 2= secondary school. Based on the gender and principal the participants were also divided into two groups: Group 1= male; Group 2 = female; group 1= PE teacher, Group 2 = non-PE teacher and based on employment status (Group 1= full time, employment for indefinite time; Group 2= part time, employment for defined period of time).

Reliability

By using the Cronbach- α coefficients it was found that the reliability coefficients for the Working conditions subscale (10 items) in the present study were 0.6981 and for the Relationships subscale (8 items) were 0.7346.

Results

The job satisfaction of PE teachers in Slovenia in general is on very high level, because 17 out of 18 items have scored higher than 3.3, (on the 5-point scale), the only dissatisfaction expressed referred to the class size normative ($M = 2.96$, $SD = 1.19$).

The results of the PE teachers' satisfaction regarding the school size (total number of employed workers at school) Were presented in Table 1.

The results presented in the table 1 showed us that PE teachers working in smaller schools (schools with less than 50 workers) were satisfied with seven different satisfaction variables (statistical significant difference). They were most satisfied with their possibilities for promotion, with their salaries, the class size normative, with other employees at school, with the coworkers in the staff room, with other PE teachers in school and with the management. Those who work in bigger schools (more than 100 workers) were satisfied only with their working conditions ($p < 0,01$).

The Independent sample T-test showed us that:

- PE teachers employed at primary schools were more satisfied than the PE teachers employed at secondary schools. Secondary school PE teachers were more satisfied only with the working time ($p < 0,01$) and the timetable ($p < 0,01$), primary school PE teachers were satisfied with their coworkers in the working group ($p < 0,01$), in the staff room ($p < 0,05$) and the other employees at school ($p < 0,001$). They were also satisfied with their status among other PE teachers ($p < 0,05$), with the pupils sport knowledge (0.01), and with safety on school ($p < 0,05$). The other items also indicate a higher level of primary school PE teacher's satisfaction, but the differences were not statistically significant.

- The PE teachers whose principal is a PE teacher were more satisfied with most of the items from the questionnaire than those whose principal is specialized in other fields. The difference was statistically significant concerning the satisfaction with the management/administration ($p < 0.001$), with other colleges (PE teachers) at school ($p < 0.05$) and with the working conditions ($p < 0.01$).
- The male PE teachers were more satisfied at work than the female PE teachers. The male representatives were more satisfied with 17 items, three of them were statistically significant: the satisfaction with management ($p < 0.05$), with other employees at school ($p < 0.01$) and with their status in the staff room ($p = 0.01$). The female PE teachers were more satisfied only with promotion, but the difference was not significant.
- There were no differences between PE teachers employed for indefinite time and PE teachers employed for defined period of time (and/or part time job).

Two way Anova was also carried out to find out if there was an interaction between gender (male/female) and type of school (primary/secondary) when investigating the satisfaction. Although we have found out that there are differences in satisfaction considering gender, and there are differences in satisfaction regarding the type of school, the interaction between those two factors has not been proved ($p > 0.05$).

Discussion

This study was designed to examine the level of job satisfaction and certain differences between some demographic and other factors relating to it of a sample of Slovenian PE teachers. PE teachers in Slovenia appear to be satisfied. They expressed satisfaction with 17 out of 18 variables. Only one item (the satisfaction with class size normative) is shown below 3.3 on the 5-point scale: **2.96**. These Slovenian results are very encouraging because in most of other studies [Xiaofu, Qiwen 2007; Koustelios 2005; Hardman, Marshall 2000] the researchers found out dissatisfaction in more than one variable. In all these listed studies dissatisfaction with working conditions was found: 81.2 % of Chinese physical education teachers are dissatisfied [Xiaofu, Qiwen 2007], Hardman and Marshall [2000] found out that globally 69 % of facilities for physical education is inadequate, Greek PE teachers estimated the working conditions with the mean 2.7 ($SD = 0,72$) on 5-point scale [Koustelios 2005]. Slovenian PE teachers estimated working conditions

Table 1. Descriptive statistics and one way ANOVA results

| Variable | Number of employees | N | M | SD | F | p (F) |
|--|---------------------------------|-----|------|-------|-------|---------|
| Satisfaction with management (administration) | Fewer than 50 (small schools) | 96 | 3.91 | .930 | 3.403 | .034 * |
| | 50 to 100 (medium size schools) | 192 | 3.63 | .994 | | |
| | More than 100 (large schools) | 46 | 3.50 | 1.169 | | |
| Satisfaction with coworkers in working group (other PE teachers on school) | Fewer than 50 (small schools) | 96 | 4.33 | .790 | 3.045 | .049 * |
| | 50 to 100 (medium size schools) | 192 | 4.20 | .872 | | |
| | More than 100 (large schools) | 46 | 3.96 | .893 | | |
| Satisfaction with coworkers in teachers staff room | Fewer than 50 (small schools) | 96 | 3.94 | .708 | 4.067 | .018 * |
| | 50 to 100 (medium size schools) | 192 | 3.70 | .656 | | |
| | More than 100 (large schools) | 46 | 3.83 | .608 | | |
| Satisfaction with other employees (technical workers) | Fewer than 50 (small schools) | 96 | 4.27 | .640 | 6.272 | .002 ** |
| | 50 to 100 (medium size schools) | 192 | 3.97 | .712 | | |
| | More than 100 (large schools) | 46 | 4.04 | .556 | | |
| Satisfaction with my status in the staff room | Fewer than 50 (small schools) | 96 | 4.06 | .629 | 1.544 | .215 |
| | 50 to 100 (medium size schools) | 192 | 3.92 | .674 | | |
| | More than 100 (large schools) | 46 | 3.96 | .698 | | |
| Satisfaction with my status among other PE teachers on school | Fewer than 50 (small schools) | 96 | 4.38 | .715 | 2.037 | .132 |
| | 50 to 100 (medium size schools) | 192 | 4.31 | .660 | | |
| | More than 100 (large schools) | 46 | 4.13 | .687 | | |
| Satisfaction with students' behavior and attitude to work | Fewer than 50 (small schools) | 96 | 4.04 | .710 | 1.360 | .258 |
| | 50 to 100 (medium size schools) | 192 | 3.98 | .748 | | |
| | More than 100 (large schools) | 46 | 3.83 | .709 | | |
| Satisfaction with students' sport knowledge | Fewer than 50 (small schools) | 96 | 3.63 | .743 | .536 | .586 |
| | 50 to 100 (medium size schools) | 192 | 3.61 | .715 | | |
| | More than 100 (large schools) | 46 | 3.50 | .587 | | |
| Satisfaction with work itself | Fewer than 50 (small schools) | 96 | 4.27 | .688 | .166 | .847 |
| | 50 to 100 (medium size schools) | 192 | 4.23 | .630 | | |
| | More than 100 (large schools) | 46 | 4.22 | .593 | | |
| Satisfaction with working conditions | Fewer than 50 (small schools) | 96 | 3.67 | 1.121 | 5.050 | .007 ** |
| | 50 to 100 (medium size schools) | 192 | 3.51 | 1.193 | | |
| | More than 100 (large schools) | 46 | 4.09 | .755 | | |
| Satisfaction with possibilities for extra education | Fewer than 50 (small schools) | 96 | 3.79 | .994 | 2.163 | .117 |
| | 50 to 100 (medium size schools) | 192 | 3.96 | .852 | | |
| | More than 100 (large schools) | 46 | 4.11 | .900 | | |
| Satisfaction with working time | Fewer than 50 (small schools) | 96 | 3.88 | .897 | .486 | .615 |
| | 50 to 100 (medium size schools) | 192 | 3.89 | .888 | | |
| | More than 100 (large schools) | 46 | 4.02 | .802 | | |
| Satisfaction with timetable | Fewer than 50 (small schools) | 96 | 3.78 | .931 | 2.426 | .090 |
| | 50 to 100 (medium size schools) | 192 | 3.72 | 1.010 | | |
| | More than 100 (large schools) | 46 | 4.07 | .772 | | |
| Satisfaction with class size normative | Fewer than 50 (small schools) | 96 | 3.28 | 1.149 | 5.631 | .004 ** |
| | 50 to 100 (medium size schools) | 192 | 2.79 | 1.223 | | |
| | More than 100 (large schools) | 46 | 3.02 | 1.000 | | |
| Satisfaction with salary | Fewer than 50 (small schools) | 96 | 3.49 | .768 | 3.890 | .021 * |
| | 50 to 100 (medium size schools) | 192 | 3.21 | .855 | | |
| | More than 100 (large schools) | 46 | 3.22 | .841 | | |
| Satisfaction with safety in school | Fewer than 50 (small schools) | 96 | 3.77 | .657 | 1.555 | .213 |
| | 50 to 100 (medium size schools) | 192 | 3.66 | .763 | | |
| | More than 100 (large schools) | 46 | 3.54 | .862 | | |
| Satisfaction with promotion | Fewer than 50 (small schools) | 96 | 3.96 | .882 | 4.330 | .014 * |
| | 50 to 100 (medium size schools) | 192 | 3.64 | 1.029 | | |
| | More than 100 (large schools) | 46 | 3.52 | 1.027 | | |
| Satisfaction with work of teachers' trade union | Fewer than 50 (small schools) | 96 | 3.46 | 1.151 | 1.267 | .283 |
| | 50 to 100 (medium size schools) | 192 | 3.24 | 1.032 | | |
| | More than 100 (large schools) | 46 | 3.37 | 1.218 | | |

(Remark: * p<0, 05; **p<0, 01; *** p<0, 001)

with 3.63 (SD=1,1) on the 5-point scale. The other variables showed similar levels of satisfaction.

The results of this study showed that there were gender differences about job satisfaction and also differences regarding the type of school. The male PE teachers were more satisfied than the female ones and the PE teachers who work at primary schools were more satisfied than their colleagues from secondary schools. Only two items were found where the secondary PE teachers expressed more satisfaction than the primary school PE teachers. Those are: the satisfaction with working time and the satisfaction with timetables (both $p < 0.01$). Greek male PE teachers were more satisfied with promotional opportunities than their female colleagues [Koustelios 2005].

There were some differences concerning job satisfaction comparing PE teachers working at schools where the principal was also a PE teacher with those working at schools where the principal was specialized in other areas. The satisfaction with management (4.27) was statistically higher at the schools where the principal was a PE teacher comparing to the other schools where the principal taught other subjects (3.62). There was also a huge difference referring to working conditions satisfaction ($p < 0.01$) and with other PE teachers in school ($p < 0.05$).

The results of this study found out no difference in any satisfaction items between PE teachers employed for indefinite time and PE teachers employed for defined period of time (and/or part time job).

In conclusion, the findings of this study suggest that Slovenian PE teachers experience a high level of job satisfaction. Most satisfied were the male physical education teachers, who work in small schools (fewer than 50 workers), who work in primary schools and on the schools where the principal is also a PE teacher. Future research should include factor analysis and bigger, more representative sample. PE teachers' job satisfaction should be also investigated through longitudinal study.

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Satysfakcja słoweńskich nauczycieli wychowania fizycznego w pracy: Analiza kilku istotnych czynników, które silnie wpływają na satysfakcję z pracy

Słowa kluczowe: nauczyciel wychowania fizycznego, satysfakcja z pracy

Streszczenie

Celem pracy było zbadanie zadowolenia z pracy czynnych nauczycieli wychowania fizycznego oraz wykazanie różnic między nauczycielami ze szkół podstawowych i średnich w Słowenii. Satysfakcja z pracy zawodowej jest podmiotem zainteresowania ze strony behawiorystów i jednym z najczęściej badanych problemów w dziedzinie zarządzania. Zadowolenie zawodowe w dużym stopniu oddziałuje na zachowanie pracowników oraz ich zaangażowanie, co staje się coraz ważniejsze, nie tylko w sektorze prywatnym, ale też państwowym. Na satysfakcję z pracy wpływ mają: warunki materialne, administracja i nadzór, możliwości awansu, płaca oraz relacja interpersonalne. Liczne badania wskazują, że

wpływ mają także cechy osobowe pracowników: płeć, wiek, doświadczenie zawodowe, status zatrudnienia.

Przeprowadzony ściśle na potrzeby pracy kwestionariusz został wcześniej przetestowany w badaniu pilotażowym (N=49). W badaniu uczestniczyło 94 nauczycieli i 140 nauczycielek, z których 60.8 % ($n = 203$) było zatrudnionych w szkołach podstawowych, a 39,2 % ($n = 131$) w szkołach średnich. Dane ilościowe zostały zanalizowane przy pomocy niezależnych

testów T, jedno oraz dwu-czynnikowej analizy wariancji ANOVA. Najważniejsze wyniki badań wskazują, że 1) ogólnie mówiąc nauczyciele w Słowenii są zadowoleni (3.3; $p < 0.05$), wyrażane niezadowolenie odnosiło się jedynie do wielkości klas (3.0 $p < 0.05$). Zaistniały także pewne różnice (4.2; $p < 0.05$) dotyczące satysfakcji z pracy między wuefistami pracującymi w szkołach podstawowych i średnich, 3) zróżnicowanie uzależnione było także od płci nauczycieli (3.8; $p < .05$).