

## REVIEW ON: PHYSICAL EDUCATION TEACHERS' PROFESSIONAL SATISFACTION

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### ABSTRACT

*Education is basically important to train human mind, makes individuals a positive thinkers and to receive information about the past and what will happen in the future. Teaching is reverential job, the mother of all professions and a means of educating people. It requires the commitment of professionals. PE Teachers are those professionals who are accountable to teach students to acquire necessary knowledge, skills and attitudes in different areas. This literature review aimed to look different experiences on satisfaction of physical education teachers in their life career and to identify the influential variables.*

**Keywords:** physical education, profession, professional satisfaction, PE teachers.

### 1. Introduction

Professional satisfaction is a key for the successful accomplishment of work at hand and to bring intended out comes. Satisfied teachers could do for the enhancement of students' academic achievement. Satisfaction with the teaching component has important consequences. This means that the teachers are happy, dedicated and committed, and it also helps them to bring the best qualities to their schools, so that students, parents, and the society may benefit from the given services. (Ofoegbu, 2004 cited in Gedefaw, 2012). Supporting this, Gedefaw, (2012) also mentioned the significance of teachers' job satisfaction by influencing the teaching learning process and important implications for their effectiveness and their delivery of quality education. According to Seco (2002), teachers' job satisfaction is accepted as extremely important for the implementation of educational reform, for the sustainment of the teacher in life-long learning, for the excellence of the teaching-learning process, and for satisfaction with life in general. This literature review basically focuses on the overall concepts of physical education teacher's satisfaction and the determinant factors that affect the quality of education.

### 1.1. Theories and models of Job satisfaction

According to (Dinham and Scott, 1997, cited in Stephen Mabagala 2013), findings job satisfaction is directly connected and affected by different job motivators. In addition there has also been an attempt to describe work satisfaction as a reliant variable explained by diverse factors. Specifically, Maslow's Hierarchy of Needs Hypothesis remains suitable today for understanding human manners. According to the assumption, people have five sets of needs, which follow a particular order. The inferior rank desires that must be fulfilled are the physiological ones (fundamental needs-food, drink etc); security needs and belongingness (social respect status) come next, followed by esteem needs and at the top of the hierarchy the self-actualization needs lie. Herzberg (1968. cited in Stephen Mabagala 2013 ), in his Two Factor Theory, recommended two factors; motivators and hygiene, which manipulate people's behavior. In particular, satisfaction is a factor of motivation and dissatisfaction is a result of sanitation factors.

Many researchers have alienated the various factors of job satisfaction into two categories: extrinsic and intrinsic factors (Herzberg, 1959; Warr, 1987; Hauber & Bruininks, 1986; Hirschfeld, 2000; cited in Stephen Mabagala 2013 ). Based on the above inequity, the relation among the employee, the job itself, the content of the job, the responsibilities of the job, the recognition that the employee receives beginning his/ her profession and the opportunities for development and improvement has been described. According to ( Warr (1987, cited in Stephen Mabagala 2013), intrinsic factors are related to the total of diversity in job, opportunity to use abilities, sum of accountability and credit for work. In adding up, Warr (1987) suggested five factors describing the extrinsic factors; freedom of functioning method, physical working condition, hours of work, earnings and colleagues (Goetz, et al., 2012). Herzberg's Theory has been criticized because of the reality that even if a person could be to some extent satisfied, this does not mean that he/she is not overall satisfied with his/her job.

Hackman with Oldham (1975, 1976, cited in Stephen Mabagala 2013), recommended the Job Characteristics Model. The focal idea of this model is to build up those characteristics of job that give to the growth of high levels of motivation, satisfaction and performance. Specially, the

institute must spotlights on five characteristics of the job; a) Skill likeness, which is connected with the variety in the job and the special skills and talents for a specific task, b) Duty identity, that is connected to the exceptionality of the task, c) Task importance, which refers to the impact that job has on employees' life and on the lives of other people, d) Autonomy, which is connected with independence, maturity and the freedom given to the individual in planning and specifying the procedure to be used in carrying out a task, e) Feedback, which includes information about the efficiency of the performance and moral rewards after the achievement of a goal (Markaki, 2008). The above magnitudes have been linked with high levels of intrinsic motivators, high efficiency, high job satisfaction, and low level of turnover and absenteeism. This theory has been criticized because it investigated only positive motivated aspects in work, leaving out dimensions of job that present dysfunctions repeatedly (Hackman & Oldham, 1975). Vroom's expectancy theory (Vroom, 1964, cited in Andanje et al 2013), assumes that job satisfaction is connected with different job motivators. According to this theory, job satisfaction is powerfully related with the perceptions of the employees about how a product of a task is leading to various work outcomes (instrumentality) and the strong point of the willingness or a particular reward (valence). For instance, if an employee realizes that a good performance is rewarded, always resulting in a pay increase, then the instrumentality is high.

The model of Porter and Lawler (1968 in Andanje et al 2013), is associated with the fact that an individuals' motivation to performance is determined by the individual's skill to know the perception of what the required task is, the means he/she receives from his/her job and the way individuals organize their task. One of the most common criticisms of this model is that job satisfaction is the result of the performance and not precondition for the performance.

Moreover, another theory is the Theory of satisfaction based on the needs (McClelland, 1985 in Andanje et al 2013). The major aim of this theory is to explain the intensity of individual's satisfaction of diverse needs and values. The Social Exchange Theory (Thibaut & Kelly, 1959, cited in Daniel m. et al,) makes use of the concepts that are strongly connected to social associations leading to costs and rewards. The pleasures and satisfactions an individual enjoys from participating in a relationship are the rewards (salary, benefits, personal satisfaction, social

status and enhancement of esteem) (Thibaut and Kelley 1959). Expenses are connected to those aspects that influence performance of task negatively (anxiety, punishment experiences and difficulties of engagement in various actions and in one behavior) (Blau, 1964, cited in Daniel m.et al, In Smith et al. (1969 cited in Daniel m.et al,) numerous aspects of job happiness are suggested, such as the occupation itself, pay, opportunity for promotion, supervision and co-workers. Soon after, Locke (1976 cited in Mwangi P.2013 ), supplemented four others aspects of job satisfaction: recognition, working conditions, company and management.

Hence, it could be supported that there is verification that job satisfaction has been described and treated mostly as a multidimensional construct with different facets of latent factors than an overall measure.

## 1.2 Physical Education as a Teaching profession

Teaching is a profession but not simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. (Shukla S. 2014)

Physical Education as profession shows differences when compared to other academic professions in education since PE lessons mainly involve physical performances in both outdoor and indoor facilities (Ozbek, 2007, cited in Aikaterini Gkolia et al, 2014). In the course of PE and sports activities, teachers and students come together more often. This makes both PE teachers and students to smash some social barriers and be liberated with one another and may develop some bonds. For instance, during instruction, there is physical handling of the learners and shouting especially when demonstrating and assessing a skill. Furthermore, sports demand minimal clothing which can lead to unplanned intimate desires. Likewise, other than being classroom teachers, PE teachers, most frequently double as the sports coaches. This facet compels them to travel outside school with their students. This creates the teacher (coach/trainer)-learner relationship which most often is a multidimensional and continual relationship that flourishes within and outside the school

### 1.3 Professional Commitment and Job satisfaction

Numerals of earlier researchers have reported mixed result on the relationship between job satisfaction and professional commitment. For example, Curry, Wakefield, Price and Mueller (1986) found no significant relationship between job satisfaction and professional promise. Conversely, other researchers (Busch et al., 1998; Chiu-Yueh, 2000; Feinstein & Vondraek, 2006; Freund, 2005; Mannheim et al., 1997) found that job satisfaction was an important predictor of professional commitment. A few researchers argued that job satisfaction reflects immediate affective reactions to the job while commitment to the profession develops more gradually after the individual forms more inclusive valuations of the employ institute, its values, and expectations and one's own future in it. Thus, job satisfaction is seen as one of the determinants of professional commitment (Mannheim et al., 1997). It is therefore estimated that highly satisfied employees will be more committed to the profession. Advanced education is not immune to the problem of low job satisfaction; in fact, educational leaders have increased the number of research studies that try to identify factors that affect job satisfaction (Davis, 2001;

### 1.4 Determinants of Professional Satisfaction in Teaching PE

(Alexandra Folle et al, 2016, cited in Aikaterini Gkolia et al, 2014), conducted assessment of job satisfaction among Physical Education teachers and showed that the group evidenced homogeneity of outcomes in the following dimensions: job conditions ( $p=0.73\%$ ); social relations ( $p=0.29$ ); and job and life total space ( $p=0.29$ ). However, it was found that the teachers were satisfied in the overall assessment of job satisfaction ( $p<0.01$ ) and in the dimensions: autonomy at work ( $p<0.01$ ); career development ( $p<0.01$ ); job laws and norms ( $p<0.01$ ); job and life total space ( $p=0.03$ ), and job's social relevance ( $p<0.01$ ). On the other hand, a big portion of the teachers were not satisfied with remuneration ( $p<0.01$ ).

Mrgrioiu A and Eftimie .S (2013). mentioned the determinant factors and levels of professional satisfaction. Thus variables are salary, promotion criteria, working conditions, appreciation, colleagues, school policy etc. and could be presented as a complex phenomenon with many connotations for school actors.

Teachers find satisfactions in teaching activity: according to the belief of teachers, having vocation for didactic career, and the self-accomplishment need is the most important, then the financial aspects are not so important any longer. Mrgrioiu A. and Eftimie S.(2013). Additionally on the same study the subject or all investigated teachers have told that even if they do not have appropriate financial, social and even professional appreciation, they learn to teach with pleasure, with love for children and profession:

In pre-university Teachers` professional research Mrgrioiu A. and Eftimie S.(2013) interpersonal relationships are described by investigated subjects as “very good” or “good”, based on cooperation, respect, and support for / from pupils, parents, colleagues and managers. Then, some teachers are sadly declaring that “relationships with colleagues have deteriorated” and become “occasionally, short term relations” , “only professional and no friendship relations”. This indicates how relationship is important for once professional development.

Professional development is a means of professional satisfaction. As Thomas Meagher (2011) cite from Guskey’s (2003) The analysis of characteristics of effective professional development should have some standard measurement, and it is reasonable to defer to Guskey given his expertise in the field. The 21 characteristics or principles are as follows:

- 1.) Enhance teachers’ content and pedagogic knowledge;
- 2.) Provide educators with sufficient time and other resources;
- 3.) Promote collegiality and collaboration;
- 4.) Include procedures for evaluation;
- 5.) Align with other reform initiatives;
- 6.) Model high-quality instruction;
- 7.) Provide school or site based professional instruction;
- 8.) Build leadership capacity;
- 9.) Base programs on teachers’ identified needs;
- 10.) Incorporate analyses of student learning data;
- 11.) Focus on individual and organization improvement;
- 12.) Include follow-up support;



- 13.) Continuous and incorporated into job;
- 14.) Help accommodate diversity and promote equity;
- 15.) Base on best available research evidence;
- 16.) Incorporate a variety of forms;
- 17.) Provide opportunities for theoretical understanding;
- 18.) Driven by an image of effective teaching and learning;
- 19.) Provide for different phases of change;
- 20.) Promote continuous inquiry and reflection; and
- 21.) Involve families and other stakeholders.

### 1.5 Factors of Professional Dissatisfaction In PE

A dissatisfied teacher results poor accomplishment of task at hand, exposed to hopelessness and also lost to him and to the entire society. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession; it is suicidal if it occurs in the teaching profession. (Shukla S. 2014). Stanley P. W. (1999) stated that, job satisfaction may affect productivity indirectly through burnout, absenteeism, apathy, and turnover, all of which can lead to a lack of work continuity

#### Working Conditions

The reasons of professional dissatisfaction vary from one to another in terms of field of study. On his study, Buruk (2015) mentioned the reasons particular to physical education teachers. Thus are bad working conditions, ill-maintained playgrounds, paucity of funds and lack of facilities create impediments in their efficient and smooth functioning. Under these circumstances the Physical Education teachers in different educational institutions may feel insecure, dissatisfied and disappointed.

Work conditions like poor career structure and low wages, are among the main factors that contribute to teachers' job dissatisfaction and the intention to leave the teaching profession (Kyriacou C, Sutcliffe J. 1979). Teachers who no longer have positive feelings about their students and feel drained are experiencing the component of teacher burnout, i.e. depersonalization. (Rentzou K2013)

Athanasios et al (2004), tried to examine role conflict, role ambiguity and job satisfaction among Greek Physical Education Teachers, and the extent to which role conflict and role ambiguity predict job satisfaction. The result of their study identifies role conflict and role ambiguity as significant predictors of job satisfaction.

#### Societal Attitude and Support

Differently, the research finding of Mrgrioiu A. and Eftimie S (2013) showed that teachers' professional dissatisfaction is not due especially to their low financial motivation (salary and indirectly, low financial support that allow them to participate to scholar competitions and conferences), but to the fact that their colleagues, parents, managers do not appreciate their work. On the same study unfortunately, as many subjects have noticed, their professional results and their efforts are not correctly valued in school by pupils, parents, colleagues and principal. In teaching physical education or in other field of study, dissatisfaction occurs when expectations between the individual and the work that it carries do not align.

According to Mizanur and Solaiman, (2012) salary of teachers also mentioned as a means of dissatisfaction of teachers. His research shows that 58 teachers (38.7%) are strongly dissatisfied, along with 66 teachers (44%) are not satisfied regarding their salary and firings benefits.

Jabraeel Tajnia, et al (2014) tried to conduct a research on professional satisfaction of physical education teachers in Iran. To test the influential variables they include 285 sample physical education Teachers. The result 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.

As stated by Ansu (1984) cited in Nganzi, (2014) the role of PE teachers in most African schools is influenced by community attitudes and ideologies. According to his explanation, teachers are out looked as robot that ought to transfer knowledge and skills in the learner. If the goal is not realized, teacher are highly criticized and blamed for being inadequate. More over, in some other African countries teachers are supported by the society. For example parents and other



community member contribute to the responsibility of disciplining the student. They also create comfortable conditions like good land for school expansion, teachers also supported family financially, through Parent Teacher Associations, (Amanuel 2009).

#### Personal Factor

There are a lot of reasons which motivate individuals to PE teaching profession. A main reasoning that has a long history is that individuals are attracted to teaching because of their personal thinking about education (Ornstein & Levine, 2006 cited in Jennifer and Brenda, 2012). The professional success involves a number of personality traits of the individual, all taking its toll on his performance and productivity at work. People are temperamentally disposed to be more or less satisfied, despite the deviation between what an individual needs for and what is existed, and in spite of what is offered to him at the office. (Michaela 2014 )

When the psychology of the individual and character typologies emphasize features in a manner centered on individual differences/similarities and less on interaction with work, labor psychology has focused on the formative factors of performance, of adaptation at occupation. (Luca, 2003 cited on Mihaela 2014 ). In addition Mihaela (2014), showed that any profession, including teaching, can be successfully performed only when the person who exercises it corresponds to its demands, by his mental and physical qualities.

As mentioned by Golu, (1993), the state of psychological comfort at work depends not only on the right performance of tasks, but also on the behavioral profile. The professional interaction appears in this context as "the most important in terms of the trends of human personality to meet the motivation for self-accomplishment, to highlight and imposing the skills – creative potential."

In Addition ,G. Johns cited in Mrgrioiu A. and Eftimie S.(2013 ) considers that some people have a predisposition, because of their personality, to be more or less satisfied about their work, although there are comparable conditions for all. So, on one side, there are people which, independent of working conditions, get attached to their job, finding a vocation in their profession, declaring that are professionally satisfied, and, on the other side, there are people that never get the feeling that are doing what they like to do.

Job satisfaction as psychological aspect can be regarded not only as the attitudinal dominant, dependent on the organizational context, but as a personality trait. It can be defined as a positive emotional state resulting from the evaluation of the work done by one person, (Constantin, 2004 cited in Michaela, 2014). In addition Zamfir, (1993) cited in Mihaela, (2014) verifies that, psychosocial satisfaction a result of the fact that in professional activity man relates not only to the work itself, but also to peers, the group to which it belongs, to interact and work with partners.

Amanuel in his findings mentioned that job satisfaction is brought about by individual interest in the job. Amanuel (2009) quotes (Analou 1999) who believes that the level of satisfaction varies from person to person, particularly with respect from different individuals, cultural background, organizational settings, and environmental factors present. Personal factors include different personal characteristics, such as skills, personality, and education status. Therefore, job satisfaction is made up of various values, which an individual consciously or unconsciously needs to obtain from a given job. Different individuals perceive job satisfaction on a subjective perspective, for example, some people would consider being rewarded a strip, and others would find satisfaction from being stable in one region and also not transferred.

### Salary

On his work, Chang, et al. (2010) cited in Gedefaw,(2012) mentioned that the teachers' satisfaction with their salaries was a important predictor of their job satisfaction. An increment in the teachers' job satisfaction with their salaries was go behind by an increase in their report of their job satisfaction, and their intention to continue on the teaching profession. Similarly, according to Herzberg et al. (1959), salary was viewed as a maintenance or external factor that influences job satisfaction (cited in Gedefaw,2012)

The low and inequitable teacher salaries increasingly make conditions tricky to fulfill in their basic needs, and to cope with their financial obligations and their families expectations. Thus the

teachers become frustrated, and therefore dissatisfied with their careers (Akiri & Ogborugbo, 2009 cited in Gedefaw, 2012).

Most teachers build up high attitudes on a job depending on financial benefits it rewards. Teachers would feel highly motivated when their salaries are adequate and constant. If there is no sufficient financial support, it makes teachers to build up low attitudes at work, some look for optional jobs or work lazily. Likewise young, striving and competent people do not get attracted to professions that have insufficient payments. A high payment above all creates stability and obligation in the profession of teachers, and the opposite is true when the payments are not adequate. (Nganzi, 2014)

#### Gender

Biruk, (2015) Studied 200 physical education teachers (110 male and 90 Female) working in southern Ethiopia and found that male physical education teachers had better job satisfaction than female physical education teachers because male physical education teachers have better social interaction and doing any activate in the school and also better recognition than female physical education teachers based on this male rural physical education teachers had better job satisfaction than female physical education teachers.

Similarly, Mihaela, (2014) studied on 85 teachers (12 men and 73 women) .The study showed that job satisfaction of teachers is gender-related, associated with the residential environment which is job specific.

Biruk, (2015,) recommended that, concerned bodies such as the government, school principal or director have to arrange better time , minimizing teaching load and full fill facilities and give credit for rural female physical education teachers. Because, they are always loaded with societal and other family household tasks. So it is very important that minimize the burden from female physical education teacher and support with any aspects around at school area on the bases of their accomplishments. But the overall better job satisfaction of male physical education teachers may be recognized to the fact that they have better physical capacity to undertake higher workload than female teachers. They might be solely free to work in schools without much of the load of household duties..

Pushpam, A.M.L. (2003), conducts a research on the attitude towards PE teaching profession and job-satisfaction of women teachers in Coimbatore. To measure job-satisfaction of women teachers, job-satisfaction scale designed by the investigator was used. He took 725 sample teachers. The result showed that age, expertise, community, job of spouse and number of children having women teachers, indicate dissimilar job satisfaction. Similarly, Gill, (1990) cited in Biruk,(2015) studied on 406 teachers (234 males and 172 females) and she found that male Physical Education teachers were better adjusted and more original than female physical education teachers.

### Motivation

Motivated teachers are more likely to inspire students to learn in the classroom, to deserve the accomplishment of educational reforms and progressive legislation, and will result in feelings of satisfaction and fulfillment (Conboy & De Jesus, 2001:131 cited in Gedefaw ,201).

Sylvia & Hutchinson (1985) cited in Bishay (1996) concluded: “Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements.... Based upon our findings, schemes such as merit pay were predicted to be counterproductive.” They explain that the real job satisfaction is resulting from the satisfaction of higher-order needs, “social relations, esteem, and actualization” rather than lower-order needs.

If teachers are satisfied, they become dedicated and motivated to do what is expected of them . Motivated and satisfied teachers are the main contributors to a constructive academic setting, and therefore, this has a high premium among others for maintaining quality in the education system (Johnson, 2007, Weasmer and Woods 2004 cited in Gedefaw, 2012).

Intrinsic factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better accomplishments, and direct to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003 cited in Gedefaw ,2012) .

### Conclusion

The professional satisfaction of PE teachers’ could be influenced by various variables like: personality, gender, salary, promotion criteria, working conditions, pleasure, colleagues, school

policy etc. but not the same for all teachers and could be presented as a complex phenomenon with many connotations for school actors.

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