

Investigation of job satisfaction levels of physical education and sports teachers in Covid-19 pandemic

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ABSTRACT

Background: This study was conducted to determine the job satisfaction of Physical Education and Sports teachers in the distance education process caused by the Covid-19 pandemic according to some variables in the 2020-2021 academic year.

Aim: What kinds of variables were affected by physical education and sports teachers in the conduct of educational processes during Covid-19? Investigating job satisfaction according to some variables.

Methods: In order to collect data, in the first section, the personal information form was used. In the second section, to determine the job satisfaction levels of physical education and sports teachers the Minnesota Job Satisfaction Questionnaire (MSQ) developed by Weiss, Davis, England, and Lofquist and adapted into Turkish by Baycan was used. In the analysis of the data, descriptive statistics and non-parametric tests were used in the first stage. In the next step, Mann Whitney U test was used for comparisons of two groups, and Kruskal Wallis H test was used for comparing more than two groups. Cronbach's alpha coefficient of the MSQ was 0.83. As a result of the analysis, statistically, significant differences were found among physical education and sports teachers' variables such as age, gender, education level, as well as internal and external satisfaction dimensions.

Results: The result of the study showed that the job satisfaction of physical education and sports teachers in the distance education process was high level in the internal satisfaction dimension, and medium level in the external satisfaction dimension and total job satisfaction.

Conclusion: Based on the results obtained in this study, it is suggested that in the future, different studies related to distance education and job satisfaction of physical education teachers should be carried out, and studies examining their professional changes and different working styles are recommended.

Keywords: Covid-19 pandemic, physical education and sports teacher, job satisfaction

INTRODUCTION

The COVID-19 pandemic is the biggest global health crisis facing mankind since World War II.¹ COVID-19, which first appeared in China in December 2019, then spread rapidly to the world and began to have devastating effects on people.² It spread so rapidly that it affected more than 160 countries within a few weeks.³ According to the report of the World Health Organization, as of June 21, 2020, there were 8.7 million COVID-19 cases and 460,000 deaths, the number of which is increasing day by day.⁴ In particular, one of the first measures taken in Turkey with the emergence of the pandemic has been the closure of schools. Thus, in the Covid-19 pandemic, it was aimed to prevent carrier and contagiousness and to create social distance by ensuring that especially the young population stays at home.⁵ This pandemic process, which in this case applies to young people, also applies to the number of teachers with over a million in Turkey.⁶ The teaching profession has a different place from other professions in all societies due to its efforts to develop the talents and potential of individuals and its role in transferring cultural heritage to future generations.⁷ In addition to being a profession that provides financial income, the teaching profession is a profession that is respected, loved, taken as an example, mentioned, and reflected in the lifestyle for those who practice this profession. It is of great importance that the people who perform this valuable profession are satisfied with their job and life.⁸

Due to the working conditions required by the teaching profession, teachers spend most of their time

working with their students or alone in educational activities.⁹ Considering that teachers spend 70% of their day working and will continue their profession for about 20-25 years, it is a necessary condition for teachers to be satisfied with their life and job both physically and psychologically.¹⁰ Studies in the literature indicate that high levels of stress resulting from a negative work environment lead to low job satisfaction.^{12,13}

Job satisfaction has become the subject of research in many different disciplines. Therefore, this concept has been defined by many researchers from different perspectives.

According to Arısoy, job satisfaction is an employee's general attitude towards his/her job.¹⁴ Doğan and Newstrom define job satisfaction as all of the positive or negative attitudes that occur in the mind of an employee according to his/her expectations about his/her job and the level of meeting these expectations.^{15,16} According to Akbaş, job satisfaction is the positive feelings an employee feels towards his/her job as a result of evaluating their experiences in the work environment.¹⁷ According to another definition, job satisfaction is the degree of positive or negative emotions felt by the employee towards the job.¹⁸

¹⁹ Job satisfaction is the sense of success that an employee has with his job. This concept is often perceived directly in relation to productivity and personal well-being. In short, job satisfaction emphasizes doing a job well, enjoying the job well, and getting the rewards of the efforts. Job satisfaction is also the main factor that leads to

development and rise, and it is the achievement of other goals that lead to a feeling of satisfaction.

Employees' needs, adaptability and the support they receive from the work environment determine their job satisfaction.²⁰ The important thing in creating a sense of job satisfaction is the perceptions of employees about how much of their requests or expectations are provided to them by their businesses.²¹

Job satisfaction in line with the information given above; it can be expressed as an emotional reaction to the work life arising from the attitude of employees towards their jobs. In general, it is not a different concept than satisfaction, but it is about satisfying demands and needs. What is important here is that the working environment in which people spend most of their lives has a dominant effect on the individual's job satisfaction and quality of life.

Teachers' satisfaction with their work is an issue that closely concerns all stakeholders in education. Therefore, teachers' job satisfaction is extremely important for the development of both themselves and the institutions they work in.^{22,23,24} In the literature, there are many studies on job satisfaction, but there are not many studies on job satisfaction for teachers during the pandemic process. Therefore, in this study, it was aimed to determine the job satisfaction of Physical Education and Sports Teachers according to some variables in the distance education process caused by the Covid-19 pandemic. In this context, it can be said that this study will contribute to the field and shed light on future research.

MATERIAL & METHODS

The study was conducted in the 2020-2021 academic year. The sample group was composed of Physical Education and Sports teachers (106 female, 172 male) who work in the West (Aegean Region) of Turkey. The data were sent to the participants in the digital environment via Google Forms and they were provided to participate in the research voluntarily. A total of 290 teachers were reached, 12 forms that were inaccurate among the returned forms were not evaluated, and as a result, the total of forms to be included in the analysis was 278. Informed consent forms were obtained from the volunteer participants who agreed to participate in the research. The research was carried out by adhering to the ethical principles stated in the Helsinki Declaration.

The short version of the Minnesota Job Satisfaction Questionnaire (MSQ) was used as a data collection tool. This measurement instrument was developed by Weiss, Davis, England, and Lofquist and adapted to Turkish by conducting a validity and reliability study by Baycan.^{25,26} The lowest possible score from the measurement tool is 20 and the highest score is 100. 12 items of the scale measure job satisfaction due to internal factors (1,2,3,4,7,8,9,10,11,15,16,20) and 8 items measure job satisfaction based on external factors (5,6,12,13,14,17,18,19).

SPSS 25.0 (IBM SPSS Statistics for Windows, Version 25.0. Armonk, NY: IBM Corp.) package program was used in the analysis of the data obtained. First, the frequency, percentage, and reliability coefficient were calculated. Mann-Whitney U test was applied to binary variables and the Kruskal Wallis H test was applied to more

than two variables. The reliability of the scale was determined by the Cronbach's Alpha coefficient. The level of statistical significance was set at 0.05.

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RESULTS

In this section, descriptive information about the participants and the findings of their job satisfaction levels are included.

Table 1: Demographic Characteristics of the Participants

Demographic Variables		f	%
Age (year)	23-30	43	15.5
	31-38	75	27.0
	39-46	109	39.2
	47 and upper	51	18.3
	Total	278	100
Gender	Female	106	38.1
	Male	172	61.9
	Total	278	100
Experience (year)	1-5	34	12.2
	6-10	83	29.9
	11-15	45	16.2
	16-20	49	17.6
	21 and upper	67	24.1
	Total	278	100
Education institution	Middle school	180	64.7
	Lycee	98	35.3
	Total	278	100

Table 2: Average and Standard Deviation Results of Physical Education and Sports Teachers' Job Satisfaction Levels

Variables	N	\bar{x}	Standard Deviation	Min	Max
Internal satisfaction	280	3.4789	.70494	1.67	5.00
External satisfaction	280	3.1607	.72753	1.13	5.00
Minnesota job satisfaction	280	3.3516	.70494	1.55	4.90

* Very low (1.00-1.80), Low (1.81-2.60), Middle (2.61-3.40), High (3.41-4.20), Very high (4.21-5.00).

Table 2 shows that when the perception scores of the physical education and sports teachers towards job satisfaction are evaluated between 1 and 5 points, the level of internal satisfaction ($\bar{x} = 3.47$) is high, external satisfaction ($\bar{x} = 3.16$) and total job satisfaction ($\bar{x} = 3.35$) is moderate.

Table 3 shows the results of the Kruskal Wallis H test conducted to determine whether there is a significant difference between the physical education and sports teachers' job satisfaction and the age variable. The result of the analysis indicated that there was a statistically significant difference in internal satisfaction and external satisfaction sub-dimensions ($p < 0.05$). Post Hoc analysis conducted for the purpose of determining the difference revealed that the job satisfaction of the teachers in the "23-30" group was higher than the teachers "age 47 and above" in terms of both internal and external satisfaction.

Table 4 indicates the results of the Kruskal Wallis H test conducted to determine whether there is a significant difference between the job satisfaction of physical education and sports teachers and the gender variable. According to this result, a statistically significant difference was found in the internal satisfaction sub-dimension and the total score of job satisfaction ($p < 0.05$). According to these results, it can be said that female teachers have higher job satisfaction than male teachers.

Table 3: Kruskal Wallis H Test Results for Job Satisfaction and Differences Between Age Groups

Variables	Age Groups	N	Mean Rank	Chi-Square	df	p	Post Hoc
Internal satisfaction	(1)23-30	43	169.38	8.012	3	.046	1>4
	(2)31-38	75	133.35				
	(3)39-46	109	139.77				
	(4)47 and upper	51	122.77				
External satisfaction	(1)23-30	43	157.94	8.605	3	.035	1>4
	(2)31-38	75	136.80				
	(3)39-46	109	145.18				
	(4)47 and upper	51	115.77				
Minnesota job satisfaction	(1)23-30	43	166.10	7.356	3	.061	-
	(2)31-38	75	135.11				
	(3)39-46	109	141.19				
	(4)47 and upper	51	119.92				

p<0.05

Table 4: Mann Whitney U Test Results for Job Satisfaction and Differences Between Gender Variable

Variables	Gender	N	Mean Rank	Sum of Ranks	U	z	p
Internal satisfaction	Female	105	159.05	16700.	6925.	-3.258	.001
	Male	173	126.76	21803.			
External satisfaction	Female	105	146.85	15419.50	8205.	-1.277	.202
	Male	173	134.21	23083.50			
Minnesota job satisfaction	Female	105	154.90	16265.	7360.	-2.583	.010
	Male	173	129.29	22238.			

p<0.05

Table 5: Kruskal Wallis H Test Results for Job Satisfaction and Differences Between Experience Variable

Variables	Experience (year)	N	Mean Rank	Chi-Square	df	p
Internal satisfaction	1-5	34	164.46	5.480	4	.242
	6-10	83	144.05			
	11-15	45	138.97			
	16-20	49	128.76			
	21 and upper	67	129.41			
External satisfaction	1-5	34	171.09	7.034	4	.134
	6-10	83	141.52			
	11-15	45	136.70			
	16-20	49	129.41			
	21 and upper	67	130.22			
Minnesota job satisfaction	1-5	34	153.94	3.234	4	.520
	6-10	83	145.96			
	11-15	45	140.14			
	16-20	49	133.13			
	21 and upper	67	128.39			

p<0.05

Table 5 shows that there is no statistically significant difference in the internal satisfaction and external satisfaction sub-dimensions and the job satisfaction total score according to the result of the Kruskal Wallis H test

performed between the job satisfaction and the experience variable of physical education and sports teachers (p>0.05).

Table 6: Mann Whitney U Test Results for job satisfaction and differences between education institution variable

Variables	Education Institution	N	Mean Rank	Sum of Ranks	U	z	p
Internal satisfaction	Middle	180	138.	24983.	8693.	-.058	.954
	Lycee	98	139.	13520.			
External satisfaction	Middle	180	139.	25054.	8695.	-.054	.957
	Lycee	98	138.64	13448.50			
Minnesota job satisfaction	Middle	180	138.46	24922.00	8632.	-.154	.877
	Lycee	98	140.01	13581.00			

p<0.05

Table 6 indicates that there is no statistically significant difference in internal satisfaction, external satisfaction sub-dimensions and job satisfaction total score according to the results of the Mann-Whitney U test conducted between the job satisfaction of physical education and sports teachers and the educational institution variable (p>0.05).

opportunities provided by information technologies. A study has revealed that the factors of gender, marital status, income, having children and home facilities affect knowledge workers who work from home. There are also differences between workers at home and those working in the workplace in terms of job satisfaction and quality of life.²⁷ Working from home has positive effects on job satisfaction and quality of life, but after a certain level and time it can turn negative. Accordingly, as the work from home increases, the positive effects on employees decrease.²⁸

DISCUSSION

The number of people working via the internet away from the workplace is gradually increasing thanks to the

In this study, the job satisfaction of physical education and sports teachers was discussed in terms of some demographic variables. As a result of the analysis made between job satisfaction and gender variable, a significant difference was found in the internal satisfaction sub-dimension and the total score of job satisfaction. In the studies, it was concluded that there was a significant difference according to the gender variable, and these results were similar to our study.^{29,30,31,11} On the other hand, no significant differences were found in the gender variable in other studies.^{32,33,34,35,36} These results are not similar to our study.

As a result of the analysis conducted for the job satisfaction of physical education and sports teachers and the age variable, a statistically significant difference was found in the internal satisfaction and external satisfaction sub-dimensions ($p < 0.05$). Şahin and Sarıkaya found in their studies that there is a significant difference according to the age variable, and these results support our study.^{32,33} There are also studies in the literature where there is no significant difference according to the age variable.^{37,38,8,29}

The result of the Kruskal Wallis H test conducted between the physical education and sports teachers' job satisfaction and the experience variable showed that there was no statistically significant difference in the internal satisfaction, external satisfaction sub-dimensions and the job satisfaction total score ($p > 0.05$). A study conducted by Torun showed a significant difference between job satisfaction and seniority periods in favor of teachers with seniority of 16-20 years and more than 21 years according to the seniority variable of teachers, therefore this result does not support our study.²⁹ This difference shows that the higher the seniority of the teachers, the higher their job satisfaction. There are studies in the literature that determine that there is a difference according to the seniority variable.^{34,33} In addition, there are researches that reveal that job satisfaction is not a significant difference according to seniority.^{38,39,40,36}

No statistically significant difference was found in the internal satisfaction, external satisfaction sub-dimensions and job satisfaction total score, according to the results of the Mann-Whitney U test conducted between the Job Satisfaction of Physical Education and Sports Teachers and the educational institution variable. Ünal found in his study that there was no significant difference between teachers' job satisfaction and the education level they worked at, and this result supports our study.⁴¹ In the research carried out by Torun, it was determined that the job satisfaction of the teachers participating in the study differs according to the education level variable.²⁹

CONCLUSION

The most important issue for employees in the Covid-19 pandemic process is to stay away from the virus and live a safe and healthy life. Although working from home provides motivation as it creates a healthy environment, the satisfaction it will awaken in teachers in terms of job satisfaction is a matter of curiosity.⁴² Therefore, although there are relationships between job satisfaction, attitude, teacher influence and learning,^{43,45} there are very few studies on job satisfaction of physical education teachers. In terms of bringing clarity to the subject, conducting

different studies on distance education and job satisfaction of physical education teachers in the future and conducting research examining different working styles and professional changes may provide a more detailed perspective on the subject.^{42,44}

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