

Relationship between Job Satisfaction Levels and Work-Family Conflicts of Physical Education Teachers

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Received: April 18, 2017

Accepted: May 18, 2017

Online Published: June 5, 2017

doi:10.5539/jel.v6n3p312

URL: <http://doi.org/10.5539/jel.v6n3p312>

Abstract

Study aims to examine the relationship between perceived job satisfaction levels and work-family conflicts of the physical education teachers. Research group consists of 154 volunteer physical education teachers that work full time in governmental institutions in Kirsehir city and its counties. To acquire the job satisfaction datum; the Minnesota job satisfaction Scale, developed by Weiss, Dawis, England and Lofquist (1967) and adapted to Turkish version by Baycan (1985), was used. For acquiring the work-family conflict datum the Work-Family Conflict Scale, developed by Netemeyer et al. (1996) and adapted to Turkish by Efeoglu (2006), was used. While there was no meaningful difference determined between groups in the job satisfaction levels of physical education teachers according to gender and working year in the institution variance there was a meaningful difference determined between groups according to age and working year variance. When work-family conflict levels of teachers are considered while there was no meaningful difference found between groups according to gender variance there was a meaningful difference determined between groups according to age and working year in that institution variances. As a result, there was no meaningful relationship found between job satisfaction levels and work-family conflict levels of physical education teachers.

Keywords: physical education, teacher, job satisfaction, work-family conflict

1. Introduction

Teachers, who are the basics of education, have big importance in terms of both their roles in education-teaching activities and for the future of the country. At the same time since teachers are in the decisive status in education-teaching activities and they are the people that educate the children and pioneering their future they have big importance in society (Tetik, Polat, & Ercengiz, 2012).

Some of the changes that have happened over the past decade have put teachers and schools against each other. The changing roles of teachers with the new program have played an important role in the process of change in demand and expectation of the parents. All these changes and anticipations have considerably influenced teachers' daily activities (Balet & Kelchtermans, 2009, p. 1150). These changes and adaptation process increase the diversity of the roles currently available and limit teachers in terms of time and energy. Greenhaus and Beutell (1985) suggested that the lack of time and energy, which is required to be given for one role and given to other role, lead to a work-family conflict.

Since the work-family conflict affects the whole life of an individual, it is a matter that should be emphasized in educational organizations as well as in all organizations. Work-family conflict, exhaustion and related psychological disturbances and physical complaints can cause dissatisfaction in work and private life. If the input and output of educational organizations are considered to be consisted of human, it is possible that the work-family conflict, which the teachers are going to have, will possible to reflect on the students. The investigation of the work-family conflict in the teachers who constitute the basis of educational organizations is also important in terms of teacher qualifications (Keles, 2010).

1.1 Job Satisfaction

If a person spends an important part of his day in his job and continues this for at least 20-25 years, it is important both for his organic and psychological existence to be satisfied with his job so that he can be happy in his life. Job satisfaction, as a sub-habitat, is a concept that directly affects the life satisfaction of individuals. Human development, satisfying enrichment; enrichment is an activity that is considered as a priority throughout history. Developing characteristics of the individual such as skills, talents, and relationships in the work environment; is an important factor to find his life meaningful and valuable. Not to be satisfied, being unhappy, being desperated and being reluctant in work life may affect teachers' whole life. This may cause the individual to feel insecure by affecting his/her environment, family and friendship relations negatively and may harm his physical and psychological health (Keser, 2005). Pleasure felt towards work shows job satisfaction and displeasure felt towards work shows work dissatisfaction (Ozdemir, 2006, p. 70). Teacher's job satisfaction refers to the emotional relationship with the teaching role. This situation is a function of the relationship between what a teacher wants from teaching and what he perceives (Zembylas & Papanastasiou, 2005). The main factor contributing to teachers' job satisfaction is their working with children. Teachers' warm, sincere and personal relationship development with learners is an intellectual and challenging task of teaching, autonomy and independence of the teaching profession contributes to satisfaction (Shann, 1998). On the other hand, numerous factors such as; monotony of daily routines, lack of motivation and discipline of some of the students, lack of support and discretion of colleagues and managers, turns teachers' job satisfaction feelings upside-down and lead to negative perceptions about their self-confidence (Hargreaves, 1994; Little, 1996; Nias, 1996).

There are many theories suggested about examination of job satisfaction. Theories about job satisfaction are evaluated according to motivation and performance relations. Theories related to motivation and job satisfaction are called the theories of coverage theories, theories related to performance and job satisfaction are called expectation theories (Lawler III, 1994, p. 84). According to coverage theories; Job satisfaction theories based on the needs of the individual are based on motivation theories (Brief, 1998, p. 20). However, because of the complexity of human behaviors, any of the motivation theories can not explain motivation and job satisfaction in a unity by only itself (Toker, 2007, p. 94). Each of Maslow's Hierarchy of needs Theory, Herzberg's Dual Factor Theory, McClelland's Success Needs Theory, and Alderfer's ERG Theory are coverage theory and they are the first studies that have examined job satisfaction (Brief, 1998, p. 20). On the other hand, in Maslow's theory of needs and in Herzberg's dual-factor theory, the requirements that affect human behavior were emphasized and the assumption of existence of requirements accepted as a theory that redirects behaviors. However, it has been argued that the existence of necessities should not be enough to initiate behavior, and there must also be an expectation that this behavior will reach its goal in order for the person to behave (Andrir, 1990, p. 11). Expectation theories consist of Victor Vroom's Expectation Theory, Lawler and Porter's Consequential Conditioning Theory, J. Stacy Adams's Equality Theory, and Locke's Theory of Purpose. The coverage theories, describing job satisfaction, examine the satisfaction of needs to define job satisfaction and the acquired internal and external factors. Expectation theories examine the interaction of values, expectations and needs in order to define job satisfaction (Köröglu, 2012).

Inner satisfaction consists of; success, recognition or appreciation, work itself, responsibility for work, change of duty due to promotion and promotion, and so on. The internal satisfaction score is obtained by dividing the scores 12 acquired from these dimension's articles. External satisfaction consists of business environment elements such as business policy and management, supervision style, manager, work and subordinates, working conditions, wages (Weiss et al., 1967).

1.2 Work-Family Conflicts

Teachers are generally considered to have more of the average stress experienced by people working in other professions. It is because in teaching and education services; Student-teacher, school-family conflicts, disciplinary problems of students, overcrowded classes and inadequate physical conditions, excess bureaucratic work, low wages, difficulties of promotion, criticism of the society, lack of support of the society, pressures on social and political forces and insufficient participation in the decision-making process in institutions. These problems lead to the emergence of stress, anxiety and exhaustion, which leads to results such as low work performance, desire to leave work and with physical and mental health deterioration it reflects to education environment, students, families and all society (Celep, 2003).

All of these changes cause conflicts between business and family roles due to the lack of time and energy of the people. In this context, the work-family conflict also has an important share in the literature on work and family (Byron, 2005). The work-family conflict, which is defined as preventing the family's responsibilities related to

the family, is also referred to as the negative transfer to the family role from the job role (Frone, Russell, & Cooper, 1992). The work-family conflict is also confronted with the work-family role tension, family business role dispute, and the impact of work on the family and the family. All these definitions are consistent with the definition of work-family conflict (Voydanoff, 1988).

In the literature, the weighted view is that work and living spaces interact with each other, but the Separation Theory defends the opposite. According to this model, working and non-working areas are separated by precise lines and there is no relation between the two (Savci, 1999). So the happiness/dissatisfaction in the workplace and out of workplace fields separated clearly from each other and does not affect the family life. Likewise, things they experience in family do not reflect on work life. On the other hand, there are 5 different theories in the literature that mention the interaction of work and family life. These theories are; Rational Perspective, Compensation Theory, Contribution Theory, Overflow Theory and Conflict Theory.

According to the theory of rational perspective, which is also called rational theory, there is a conflict when the time to separate work and family from each other increases (Toraman, 2009). In other words, according to this model, the basic reason for the work-family life conflicts of the employees is limited with time (Efeoglu & Ozgen, 2007). According to the contribution theory, individual and organizational pragmatism affect each other's overall life satisfaction level effectively (Efeoglu & Ozgen, 2007). In other words, there is positive/negative contribution of working and non-working living spaces to each other.

According to the theory of overflow or scatter, the attitudes, behaviors and experiences in a field are transferred to other field with similar manner (Toraman, 2009). Two-way overflow can be seen, positive and negative. If the negative emotions in business life are more dominant than the positive emotions, there is a negative overflow of private life. On the contrary, if the positive emotions are more dominant, the effects on the private life will also be positive (Evans & Bartolome, 1984). The theory of overflow is closely related to the importance of one's work. Those who engage in great importance to work and career think that working life is very influential on private life (Evans & Bartolome, 1984). The theory of compensation recognizes that there is an opposing relationship between work and family life. People try to compensate for the lack of space they hear in other areas (Zedeck & Mosier, 1990). According to conflict theory, which is the basis of this work, a work-family conflict arises when a field's demands are incompatible with the demands of the other field, and this non-compliance can affect both the quality of work and family life negatively (Adams, King L., & King D., 1996).

Since the physical education teachers fulfill their duties both in the physical and spiritual aspect, and at the same time they deal with school's sportive activities in their spare time; if less conflict they have between their families and their job then there will be much job satisfaction. In this context it is thought that in terms of busyness and wasting away situations of physical education teachers they were chosen for the study group when it is compared with other branch teachers.

When these things are considered the main purpose of the study is to determine whether the levels of job satisfaction and work-family conflict levels differ according to gender, age and years of employment in the workplace and if there is a relationship or not between job satisfaction and work-family conflicts among physical education teachers.

2. Methodology of Research

2.1 Research Model

In this research a descriptive qualified survey model was used. Descriptive researches aim to identify the interested situation. The survey model is based on putting forward the existing situation in an existing manner and with an objective approach (Karasar, 1999). In the frame of this model, job satisfaction levels and work-family conflict levels of the physical teachers, who work in Kirşehir province and counties, were determined that if there is a difference or not variances related to personal qualifications. Finally, the relationship with job satisfaction and work-family conflict levels were examined.

2.2 Sample of Research

There were 154 volunteer physical education teachers participate to the study from Kirşehir and its counties. 89 of teachers are male (57.8%) and 65 of them are female (42.2%). From participants 21 people are between (13.6%) 31-35 years old, 48 people are between (31.2%) 36-40 years old, 66 people are between (42.9%) 41-45 years old, 19 people are between (12.3%) 46-50 years old. 72 of the participants worked at institution between (46.8%) 1-3 years, 46 of them worked between (29.9%) 4-7 years, 13 of them worked between (8.4%) 8-11 years and 23 of them worked (14.9%) 12-15 years at the institution.

2.3 Instrument and Procedures

In the research as a data collecting tool; the survey technique was used. In the first part of the study, there are 3 questions to reflect the participants' demographic information (gender, age and working years in the institution). In the second part of the study, the Minnesota Job Satisfaction Scale was used to assess job satisfaction levels of physical education teachers employed in public institutions in Kayseri province and it was developed by Weiss, Dawis, England and Lofquist in 1967. Scale is a five-point Likert-type and scored between 1-5. The general internal consistency factor of the scale is (Cronbach Alpha = 0.83). The evaluation is done like this; 1 point, I am not satisfied at all; 2 points, Undecided; 3 points, I am satisfied; 4 points, I am satisfied so much; 5 points. There is no adverse question on the scale. The Minnesota Job satisfaction Scale is composed of 20 articles that have characteristics for the determination such as; internal, external and general satisfaction levels. In the third part of the study, the Work-Family Conflict scale, developed by Netemeyer et al. (1996) and applied by Efeoglu (2006) in Turkish, was used. The scale has two dimensions; family-work and work-family. There are 10 articles in the questionnaire, 5 for family-work conflict and 5 for work-family conflict. In the survey family-work conflicts of articles 1 to 5; Articles 6-10 are for work-family conflict. The general internal consistency factor of the scale is (Cronbach Alpha = 0.85). Coherence factor of sub-dimensions is for family-work dimension 0.80, for work-family dimension 0.73. For each statement there is a five attendance grading in the form (1 = I never agree, 5 = I totally agree).

2.4 Data Analysis

Datum collected through Job satisfaction and Work-Family Conflict scales were analyzed through the statistical package program (SPSS) and the results were interpreted. Descriptive statistics including; arithmetic mean, standard deviation, frequency and percentage distributions are presented in order to provide an idea of demographic information and other group questions. Correlation (r-statistic) test was applied to determine the relationship between the Job satisfaction and the Work-Family Conflict of the physical education teachers. In order to determine the relationship between Job satisfaction and Work-Family Conflicts with some demographic variables, firstly the normality of distributions (Kolmogorov-Smirnov) was examined and according to the result Mann Whitney-U and Kruskal Wallis Test were applied. The results were evaluated at 95% confidence interval and meaningfulness at $p < 0.05$ level.

3. Results of Research

Table 1. Comparison of job satisfaction levels of the physical education teachers according to gender variance

Gender	n	c	S.s	U	P
Male	89	3.28	0.54		
Female	65	3.27	0.59	3031.00	0.89
Total	154				

$p > 0.05$.

Table 2. Comparison of the job satisfaction levels of the physical education teachers according to age variance

Age	n	\bar{X}	Sd	X ²	P
31-35	21	3.62			
36-40	48	3.32			
41-45	66	3.28	3	8.13	0.04*
46-50	19	3.03			

$p < 0.05$.

Table 3. Comparison of the job satisfaction levels of the physical education teachers according to working period variance

Working Period	N	\bar{X}	Sd	X ²	P
1-3	72	3.32			
4-7	46	3.25			
8-11	13	3.06	3	2.93	0.40
12-15	23	3.23			

p > 0.05.

Table 4. Comparison of the work-family conflict levels of the physical education teachers according to gender variance

	Gender	N	\bar{X}	S.s	U	P
Family-Work Sub Dimension	Male	89	2.96	0.96	2871.50	0.48
	Female	65	2.83	0.90		
Work-Family Sub Dimension	Male	89	2.87	0.86	2705.50	0.20
	Female	65	2.64	0.89		
Work-Family General Point	Male	89	2.92	0.83	2732.00	0.23
	Female	65	2.73	0.80		

p > 0.05.

Table 5. Comparison between the work-family conflict levels of physical education teachers according to age variance

	Age	n	\bar{X}	Sd	X ²	P
Family-Work Sub Dimension	31-35	21	2.60			
	36-40	48	2.93			
	41-45	66	2.75	3	10.78	0.01*
	46-50	19	3.46			
Work-Family Sub Dimension	31-35	21	2.20			
	36-40	48	2.77			
	41-45	66	2.75	3	4.81	0.18
	46-50	19	3.09			
Work-Family General Point	31-35	21	2.40			
	36-40	48	2.85			
	41-45	66	2.75	3	9.90	0.01*
	46-50	19	3.27			

**p < 0.01.

Table 6. Comparison of the work-family conflict levels of physical education teachers according to working period in institution variance

	Working Period	n	\bar{X}	Sd	X ²	P
Family-Work Sub Dimension	1-3	72	2.73	3	11.61	0.00*
	4-7	46	3.15			
	8-11	13	3.09			
	12-15	23	3.56			
Work-Family Sub Dimension	1-3	72	2.62	3	10.46	0.01*
	4-7	46	2.92			
	8-11	13	3.15			
	12-15	23	3.52			
Work-Family General Point	1-3	72	2.67	3	13.37	0.00*
	4-7	46	3.03			
	8-11	13	3.12			
	12-15	23	3.54			

**p < 0.01.

Table 7. Relationship between job satisfaction and work-family conflict levels of physical education teachers

		Job satisfaction	Work-Family Conflict
Job satisfaction	R	1	-0.12
	P		0.11
	N	154	154

p > 0.05.

4. Discussion and Conclusion

The study aims to examine the relationship between perceived job satisfaction levels and work-family conflicts of the physical education teachers.

According to Table 1, the level of job satisfaction of the physical education teachers who participated in the study did not show any meaningful difference between the groups according to the gender variance.

In the Table 1, according to gender variance, job satisfaction levels of physical education teachers that participated to the study there was no meaningful difference coincided in the point averages of male ($\bar{X} = 3.28$) and females ($\bar{X} = 3.27$) between groups.

According to Deregözlü (2016), there was no clear change in gender and general job satisfaction, external satisfaction and internal satisfaction levels in the conducted study. According to Bilir's (2007) study, it was determined that the average of job satisfaction scores of female teachers ($\bar{X} = 48.35$) was at average level and male teachers' work satisfaction average point was ($\bar{X} = 48.26$) and job satisfaction was at the average level. In the analysis result there was no meaningful difference between the two groups according to the acquired (p) value. According to Sezer (2015), there was no meaningful difference between males and females when t-test results were considered according to the gender variance in the managerial performance and job satisfaction performance scale of primary school teachers. The results of all these studies are similar to those of our study. Although these studies show similar results with our study; there also dissimilar results existed. According to Yigit (2007); the difference between gender and job satisfaction scores of special education teachers was found meaningful at p < .05 level. This result shows that female teachers have higher job satisfaction than male teachers.

According to Table 2, the level of job satisfaction of the physical education teachers, participating in the study, was found meaningfully different among the groups according to the age variance. According to the Mann

Whitney-U test, for the determination of difference between two groups, it was determined that there was a difference between the teachers in the age range of 31-35 and the teachers in the age range of 46-50. According to these results, it is understood that job satisfaction levels decrease as age progresses.

According to Sezer (2015), the difference between the Manager Performance scale and the age of the teachers shows that when the age increases, the job satisfaction is at the higher level, but there was not a meaningful difference found. A meaningful difference was observed when we look at job satisfaction scale and age variance. According to Yavuz and Karadeniz (2009) as the age progresses, the adaptation towards the work of the individual increases and the job satisfaction increases. According to Dündar (2011), there is a statistically meaningful difference in age-related job satisfaction. In some of the conducted studies, it is seen that job satisfaction decreases with age. In research of Kiliç, Tanrikulu and Uğur (2013) they found that the external and general job satisfaction was at the highest level in the 20-25 age group and lowest in the 31-35 age group. These conducted studies support our study.

When the studies, conducted in the literature related with the subject, are considered in Günbayi and Toprak's study (2010) it was found that low-age teachers in the study had less job satisfaction than high-age teachers; Dinham and Scott (1996) found that the study did not provide more satisfaction after the age's progression.

In Demirsoy's (2009) study about One Way Anova test it was found that the age variance did not make a meaningful difference on the job satisfaction of the physical education teachers. According to Dündar (2011), there is a statistically meaningful difference found in age-related job satisfaction. These studies do not support our study.

According to Table 3, in the point averages 1-3 ($\bar{X} = 3.32$), 4-7 ($\bar{X} = 3.25$), 8-11 ($\bar{X} = 3.06$), 12-15 ($\bar{X} = 3.23$) there was no meaningful difference found among the groups according to working period variance of job satisfaction level of the physical education teachers participated in the study.

ANOVA test, done by Sezer (2015), was used to determine whether teachers differ according to vocational seniority variance. There was a meaningful difference in manager performance and job satisfaction performance scale results. Again in the study of Adilogullari et al. (2016), it can be assumed that the managerial support of the manager increases the organizational commitment, which indirectly increases the job satisfaction of the teachers. Sahin (1999), Izgar (2008), Akkan (2008), Adigüzel and others (2011) and Sat (2011) found that there was a meaningful relationship between the general job satisfaction score averages and the teachers' working period in the teaching profession. While these studies show parallelism with our study; Eves (2008) found that research findings on school managers did not show any difference in job satisfaction compared to the period of vocation. The majority of the teachers have reached the view that, no matter how many years of seniority, they have a respectable profession, and in the analyses of Demirsoy (2009) there was no meaningful difference found between the years of working in the professions of the physical education teachers and their job satisfaction. These studies do not show parallelism with our study.

According to Table 4, in the sub-dimensions of work-family conflict levels of the physical education teachers in the general point averages and according to gender variance for point averages of male ($\bar{X} = 2.92$) and females ($\bar{X} = 2.73$) there were no meaningful differences found. In the conducted study by Byron (2005), it has shown that gender has no effect on the work-family conflict or has a low effect, and in the other study, there was no meaningful difference found in family-work conflict experienced by female and male teachers. This situation may occur due to the sharing of family responsibilities as much as the women in the result of the expansion of gender roles in society (Karapinar, Ilsev, & Ergeneli, 2006). We can say that these studies are in quality of supporting our work.

When the conducted studies in the literature related to subject are considered, in terms of the work-family conflict, the perceptions of male and female teachers who participated in the research differed only in the dimension of family-work conflict, in the study done by Ozkul (2014) it was determined that there is no difference in meaning. In the study conducted by Keles Ay (2010), according to the results of structured t test, it was found that the female teachers' work-family conflict was more than the male teachers' work-family conflict. There are also some studies they consider gender as a work-family conflict in the literature as a matter of concern to women, and suggest that women experience more work-family conflicts than men (Guttek, Searle, & Klepa, 1991; Cinamon & Rich, 2002; Livingston, Burley, & Springer, 2000; Lo, 2003). These studies are not in the quality of supporting our study.

According to Table 5, there was a meaningful difference found in the family-work sub dimension of the work-family conflict levels of the physical education teachers participating in the study and between the groups

according to the age variance in the general score averages. According to the Mann Whitney-U test; to determine the difference between the two groups, it was determined that the difference was between the teachers in the age range of 31-35 ($\bar{X} = 2.40$) and the teachers in the age range of 46-50 ($\bar{X} = 3.27$). According to these results, it is understood that the level of work-family conflict increases with age.

According to the results of the study in the literature related to the subject, depending on the analysis of Keles Ay (2010), it is seen that there was no meaningful difference shown in teachers' work-family conflict [$F(4-503) = 1.811, p > .05$] and famil-work conflict [$F(4-503) = 2.014, p > .05$] in terms of their ages. This study supports our study.

According to Table 6, there was a meaningful difference found between the groups according to the variables of work-family conflict levels of the physical education teachers in both sub dimensions of the work-family conflict levels and in the general point average. According to the Mann Whitney-U test, which was used to determine the difference between two groups, there was a difference found in two sub-dimensions and in the general point averages among the teachers with 1-3 years ($\bar{X} = 2.67$) working period and 12-15 years ($\bar{X} = 3.24$) working period. According to these results, as the duration of institutional work increases, it is understood that the level of work-family conflict increases.

When the conducted studies in the literature related to the subject were considered, in terms of the work-family conflict, the perceptions of the teachers participating in the research differ only in the dimension of family-work conflict, in the work done by Ozkul (2014), the statistical significance between teacher perceptions was determined that there was no difference. As a result of analyses in terms of dimension of family-work conflict, it was determined that teachers with 6-10 years seniority ($\bar{X} = 10.83$) had higher arithmetic average than teachers with 21 years seniority ($\bar{X} = 9.02$). This study is in the quality of supporting our study.

According to Table 7 negative correlations were not found between job satisfaction and work-family conflict ($p > 0.05$). When the study, conducted by Sis Atabay (2012), considered in relation to the job satisfaction of the work-family conflict, it is seen that there is no meaningful relationship between job satisfaction, time-based work-family conflict and stress-based work-family conflict. Again, in the study conducted by Ozdevecioğlu and Cakmak Doruk (2009) considered in relation to the job satisfaction of the work-family conflict, it is seen that there is no meaningful relationship between job satisfaction. In the study conducted by Efeoglu and Ozgen (2007) there was no statistically meaningful relationship found between the family-job conflict variable and the job satisfaction variable, which is the second sub-dimension of the work-family life conflict variable. This study does support our study. In spite of everything, when we consider the work done in the literature about the subject, it is seen in Ozkul's (2014) study that there are rare conflicts observed between teachers' work and family reasons such as having a fixed income of teachers, having social security, having a holiday in summer and weekends, comfortable working conditions. Ulucan et al. (2004) found that there is a negative correlation between occupational exhaustion and job satisfaction, and as vocational exhaustion increases, job satisfaction decreases, also decrease in job satisfaction lead to increase of work-family conflict. According to Lu et al. (2006), in the research result, work-family conflict and family-work conflict were found to be negatively related to job satisfaction. As a result of the research conducted by Anderson et al. (2002), it is concluded that work-family conflict and family-work conflict are positively related to each other and that it is negatively related with job satisfaction. Besides, it was found that in the result of the research done with 205 participants by Lenaghan, Buda and Eisner (2007) there was an inverse correlation found between work-family conflict and job satisfaction. All of these studies do not support our study.

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