



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2021; 6(2): 14-17

© 2021 Yoga

www.theyogicjournal.com

Received: 11-05-2021

Accepted: 13-06-2021

Olfa Tounsi

ECOTIDI UR 16ES10, Higher
Institute of Education and
Continuing Training (Virtual
University), Tunis, Tunisia

Aftaab Amhad Jaan

Research Scholar, JS University
Firozabad, Uttar Pradesh, India

Fairouz Azaiez

High Institute of Sport and
Physical Education, University
of Sfax, Sfax, Tunisia

Mourad Bahloul

Higher Institute of Business
Administration, University of
Sfax, Tunisia

Physical education teachers job satisfaction

Olfa Tounsi, Aftaab Amhad Jaan, Fairouz Azaiez and Mourad Bahloul

Abstract

The objective of the study is to highlight the degree of professional satisfaction perceived by physical education teachers in the region of Sfax and in the region of Indian Kashmir. Indeed, the factors contributing to teacher's professional satisfaction are multiple (Gaziel & Wasserstein, 2005). An Austrian questionnaire was used. It was translated into French and English by the Luxembourg Ministry of Education (2004), intended for N = 220 secondary and primary school physical education teachers. Results showed that teachers are satisfied with the teaching activity. Teachers enjoy teaching and find their work interesting. However, the teaching population is dissatisfied with the working environment in terms of material conditions and teaching means which are made available to them. In general, they are happy with their relationship with management, but half want better communication and more support from their line managers. They are satisfied with the collaboration and support between most of their colleagues. Teachers say they are generally proud and satisfied with their profession. The implications and limitations of this research as well as directions for future research are discussed.

Keywords: professional satisfaction- physical education teachers- secondary and primary school

Introduction

The teaching profession is specified as cellular work in a school form. In this way, each teacher works in his class to accomplish most of his tasks (Maroy, 2005) ^[16]. Moreover, the teaching profession is a relational profession which can be understood as a set of social relationships between teachers and students, parents, colleagues, management, etc. (Lison & De ketele, 2007) ^[14]. In fact, within the framework of educational and classroom activities, the teacher produces an incentive work for the students in order to enroll them in the learning project (Hélou & Lantheaume, 2005) ^[9]. Consequently, the teacher plays a big role in the educational process, of which he must assert his qualification in front of all these actors.

The teacher has become primarily responsible for the academic success of the students over time. It is therefore important to satisfy the teacher in the accomplishment of his task (Prolux, 1996) ^[21]. Overall, according to Pierce *et al.* (2004) ^[19] job satisfaction is a positive result of an emotional state that an employee feels towards his company. Locke (1976) ^[15] defines it as a pleasant or positive emotional state resulting from a person's assessment of his job or his work experiences. As the teacher is the most important factor then, any effort to improve the quality of teaching must take his concerns into account.

As well, studies on job satisfaction suggest considering work as a complex good, with different facets, each of which provides a certain level of satisfaction to the individual, but which can also produce dissatisfaction in the professional's entourage and in society (Davoine, 2006) ^[4]. Consequently, the aspects of work contributing to the professional satisfaction of teachers are multiple (Gaziel & Wasserstein, 2005) ^[7].

Indeed, teaching profession is influenced by multiple social, demographic, economic, cultural and socio-political changes which contribute to making it more complex and that this complexity generates unfavorable repercussions on the quality of education and the working conditions of teachers (Gilbert, 2012) ^[8]. Also, it has been observed that the difficulty of the teaching task leads to discouragement (Hélou & Lantheaume, 2008) ^[10]. Thereafter, it should be ensured that the teacher is psychologically "willing" to engage strategically in the pursuit of educational goals and that not exclude of course the physical education teacher.

Corresponding Author:

Aftaab Amhad Jaan

Research scholar, JS University
Firozabad, Uttar Pradesh, India

Once the teacher is satisfied with his work, he will then be willing to devote more time and energy to his work to offer his students the best training and pedagogical approach, providing the younger generation with the possibility of optimal development (Gaziel & Wasserstein-Warnet, 2005) [7]. So, it is necessary that teachers are satisfied with the various aspects of their work (for example having a good relationship with colleagues, management, etc.) to have a better performance and subsequently a better quality of teaching. This study allows to highlight the degree of professional satisfaction perceived by Tunisian teachers of the region of Sfax and Indian physical education teachers in the region of Kashmir.

Method

Participants

This study population is made up of 220 secondary and primary school physical education teachers from the region of Sfax and from the region of Kashmir. Teachers age varied between 28 years and 60 years (mean=44; SD=7.57).

Dependent Variable Measures

Teachers professional satisfaction served as the dependent variable of this study. It was measured using the Austrian questionnaire "Qualität in Schulen" (Büssing & al., 1999) [2],

Satisfaction with work environment

Table 1: Satisfaction with work environment

Item 1: Satisfaction with work environment		Strongly Disagree	Disagree	Agree	Strongly Agree
1	My school / institution has good teaching resources (teaching resources)	46.1	20.1	17.4	16.4
8	In my school / institution, the conditions materials are very good	30	40.6	12	17.4
15	My school / institution is well organized in terms of furniture (chairs, tables, etc.)	34.3	29.5	23.2	13
22	In my school / institution, the classes / premises are individualized, bright and welcoming	26.6	44.9	18.4	10.1
29	In my school I can't complain about a lack of space	12.6	12.6	40.8	34.1

More than 60% of teachers consider that the working environment in which they work is insufficient, whether in terms of didactic tools, material conditions (chairs, tables,

translated into French and in English by the Luxembourg Ministry of Education (2004). The questionnaire is made up of 37 items which are subdivided into seven dimensions (1-Satisfaction with work environment, 2-Satisfaction with administration, 3-Satisfaction with the relationship with parents, 4-Satisfaction with the relationship with students, 5-Satisfaction with teaching activity, 6-Satisfaction with colleagues, 7-General satisfaction with the teaching profession). The responses to each item are made on a 4-point Likert-type scale ranging from 1 (Strongly disagree) to 4 (Strongly agree).

Procedure

Three hundred and thirty-five (n = 335) questionnaires were sent and two hundred and forty-six (n = 207) questionnaires were received for processing, hence the return rate is 61.79%, which can be considered satisfactory.

Results

Using IBM SPSS 21 software, the professional satisfaction teacher scale has good internal consistency (Alpha = .761) and good temporal stability (r = test and re-test = .608).

Teachers items responses were calculated in proceeding to percentage. Results of each item are presented in the next tables.

etc.) or even in terms of logistics. On the other hand, more than 70% of teachers have a satisfactory spatial environment work (table 1).

Satisfaction with administration

Table 2: Satisfaction with administration

Satisfaction with administration		Strongly Disagree	Disagree	Agree	Strongly Agree
2	Communication between management and staff is working well	3	39.5	55.1	2.4
9	My line manager respects my point of view	5.4	60.8	30.8	3
16	My line manager gives me a lot of responsibilities	15.4	39.4	43.2	2
23	My supervisor does not appreciate that I participate in decision-making	95	1.4	0.9	1.6
36	My line manager tries to support me and lighten my work	10.5	40.7	35.3	13.5

More than 90% of teachers perceive that their supervisor appreciates their participation in decision-making. Therefore, more than 55% perceive that communication between

administration and the staff works is well. In all, teachers are moderately satisfied with this professional satisfaction aspect (table 2).

Satisfaction with the relationship with parents

Table 3: Satisfaction with the relationship with parents

Satisfaction with the relationship with parents		Strongly Disagree	Disagree	Agree	Strongly Agree
3	Parents of students do not sufficiently recognize our efforts	50	40	7	3
10	In the event of a problem, I am often taken as a scapegoat by parents	92	7	0.3	0.7
17	Parents often think their children are not being treated well	88	10.4	0.6	0.0
24	I have the feeling that the authority of teachers decreases in the minds of parents	32.7	42.2	15	10.01

All teachers consider that the parents sufficiently recognize their efforts and are not taken as a scapegoat in the event of a problem (table 3). Indeed, three quarters of teachers believe

that the authority of teachers does not diminish in the minds of parents.

Satisfaction with the relationship with students

Table 4: Satisfaction with the relationship with students

Satisfaction with the relationship with students		Strongly Disagree	Disagree	Agree	Strongly Agree
4-	In general, I feel well accepted by my students	15.8	15.1	12	57
18-	I have good personal relationships with many students	39.8	30	20.2	10
25-	The relations with the students give me a lot of pleasure	14.3	33.6	21.6	30.5
30-	In this school / institution, there are too many difficult students	22.4	40.3	18.1	19.2
33-	My school / institution has more problem students than other schools in the region	29.8	38.3	23	9

More than 50% of teachers feel very well accepted by their students who give them pleasure. But, almost the half do not have a good relationship with them (table 4).

Satisfaction with teaching activity

Table 5: Satisfaction with teaching activity

Satisfaction with teaching activity		Strongly Disagree	Disagree	Agree	Strongly Agree
7	I manage to cope with the difficulties related to my work	3	54.1	33	20
11	I lack effective methods for dealing with difficult students	72.4	20.9	5.9	0.8
14	My work is very interesting and varied	3.5	10	52	34.5
21	I teach with pleasure in my school	0.6	28.9	59.9	10.6
28	My job here gives me enough opportunities to develop my abilities	15	64	27	12
37	I am satisfied with my work plan and my schedule	9.6	37	46.6	6.8

More than 60% teach with pleasure. Moreover, more than 50% manage to cope with difficulties related to their work. However, more than 60% find that their work does not give them enough opportunities to develop their abilities (table 5).

Satisfaction with colleagues

Table 6: Satisfaction with colleagues

Satisfaction with colleagues		Strongly Disagree	Disagree	Agree	Strongly Agree
5	I am not satisfied with the support between colleagues at my school	85.8	11.7	1.4	1.1
12	With most of my colleagues, I do not wish to have any private contact	59	15	25	1.0
19	There are only a few colleagues with whom I share the same opinions	35	20	2	43
26	I have several friends among my colleagues	3	55	27	15
31	In this school, there is a lack of exchanges between specialists	65.1	30.5	0.0	4.5
34	I have already received several good advice / suggestions from my colleagues	3.0	70	20	7.0
35	Regularly, I meet certain colleagues also outside of school time	18.3	36.6	25.5	19.6

More than 90% of teachers say they are satisfied with the collaboration and support between colleagues (table 6).

General satisfaction with the teaching profession

Table 7: General satisfaction with the teaching profession

General satisfaction with the teaching profession		Strongly Disagree	Disagree	Agree	Strongly Agree
6	My free activities and my hobbies give me more satisfaction than my job	39	26	19	16
13	Overall, the advantages of job dominate	28.5	15.4	19	37
20	I have often wondered if it would not be better to change schools	42.5	24.8	16.7	15.9
27	I think I can be proud of the work I have done in my school	35	12	20	33
32	As a speaker in this school I feel very recognized by people outside	29.8	33	20.4	16.8

Almost half of the teachers say they are sublime of the work accomplished and do not wish to move outside their establishments. However, more than half of teachers want more recognition from people outside (table 7).

Discussion and Conclusion

Physical education teachers are satisfied with the teaching activity. They enjoy teaching and find their work interesting and varied. These results seem to agree with the results of Berthelot (1991)^[1] who found a high level of satisfaction on the part of teachers with regard to their profession. On the other hand, Poulogiannopoulou (2013)^[20] has shown that teachers are dissatisfied with their activity. Thus, according to Gaziel & Wasserstein (2005)^[7], a teacher will be more

satisfied with his teaching activity when he perceives his vocation is valued.

Indeed, the factors influencing job satisfaction are diverse. Regarding the factors directly related to the context of the teaching work, the analysis of the results shows that teachers complain of an insufficiency in the didactic and material means and these results are in the same direction as those obtained in the studies of Khebbab (2006)^[11], Dyke & Deschenaux (2008)^[5] and Spruyt & Sawicki (2012)^[22]. However, these data do not agree with the results of the study by Lanners *et al.* (2009)^[12], who showed that the didactic means, material and logistical conditions are deemed satisfactory. Similarly, Daniel (2008)^[3] explained that the lack of material means of any kind can constitute an obstacle

for quality training, and contribute to the emergence of teacher dissatisfaction. Moreover, our survey reveals that despite half of teachers wanting more support from their supervisors, communication with administration works well, similar to the study by Payeur & David (1991) [18], Dyke & Deschenaux (2008) [5] who found that the vast majority of teachers are satisfied with their relationship with management. In this context, Gaziel (1987) [6] stated that the job satisfaction of teachers is influenced by the behavior of the supervisor (his style of authority, his flexibility, etc.).

Likewise, physical education teachers are generally satisfied with the teaching profession as our research indicates. As the research of Mazulescu (2008) showed a high level of job satisfaction in general. In contrast, the study by Leontari *et al.* (1996) [13] shows a low level of teacher satisfaction with their work. This could be explained that the professional satisfaction of teachers depends fundamentally on their perception of the profession (Gaziel & Wasserstein-Warnet, 2005) [7].

The teaching population is dissatisfied with the working environment in terms of material conditions and teaching means which are made available to them. In general, they are happy with their relationship with management, but half want better communication and more support from their line managers. In addition, their relationship with parents gives them satisfaction as they sufficiently recognize their efforts. As well, more than 60% of teachers feel well accepted by their students and that this relationship gives them a lot of pleasure. In addition, even the teachers do not manage to cope with the difficulties related to their work, but they are satisfied with their teaching activity. They are satisfied with the collaboration and support between most of their colleagues. Teachers say they are generally proud and satisfied with their profession, except that more than half want more recognition from people outside.

Indeed, this study has helped us enormously to know certain aspects of work contributing to the dissatisfaction of the teacher that must be improved in the future, so that, the teacher feels comfortable in practicing his profession and ensure a better quality of teaching. However, this does not prevent this work from containing certain limits in the choice of our study population which only contains teachers from Sfax region. In addition, the factors contributing to the teacher's job satisfaction are not limited to those used, certainly, there are other factors influencing the satisfaction such as satisfaction with salary and rewards, satisfaction with the relationship with the union, etc. Also, making comparisons of the level of professional satisfaction according to variables such as sex, age, experience, Specialty is recommended to be studied for future research.

References

- Berthelot M. Enseigner: qu'en disent les profs? conseil supérieur de l'éducation, Rapport d'une recherche menée auprès du personnel enseignant du primaire, du secondaire et du collège, Conseil supérieur de l'éducation, Direction des communications 1991.
- Büssing A, Bissels T, Fuchs V, Perrar KM. A dynamic model of work satisfaction: qualitative approaches, *Human Relations* 1999;8(52):999-1028.
- Daniel P. Salaires, conditions et satisfaction au travail, Document de travail du GRANEM n° 2008-06-006, Novembre 2008.
- Davoine L. Les déterminants de la satisfaction au travail en Europe: l'importance du contexte, n°76, Centre d'Etude de l'Emploi 2006.
- Dyke N, Deschenaux F. Enquête sur le corps professoral Québécois: faits saillants et questions, Fédération Québécoise des professeures et professeurs d'Université (FQPPU) 2008.
- Gaziel H. Le climat psychosocial de l'école et la satisfaction que les enseignants du second degré tirent de leur travail, *Le Travail humain* 1987;50(1):35-45.
- Gaziel H, Wasserstein-Warnet M. Les facteurs influençant la satisfaction du travail des enseignants dans des contextes organisationnels et socio-culturels différents, CERSE-Université de Caen, les sciences de l'éducation-Pour l'Ere nouvelle 2005/4, 2005;38:111-131.
- Gilbert MC. Essai de compréhension de la souffrance psychologique des enseignants: une lecture de psychodynamique du travail, département des fondements et pratiques en éducation, Université Laval 2012.
- Helou C, Lantheaume F. Violence à l'école et souffrance au travail des enseignants: l'échec du travail d'intéressement et les loupés de l'organisation du travail ? *La matière et l'esprit*, n°3, novembre, Université de Mons-Hainaut 2005, 25-47.
- Hélou C, Lantheaume F. Les difficultés au travail des enseignants: exception ou part constitutive du métier ?, Université de Lyon, Recherche et formation, 57 | 2008, 65-78.
- Khebbeb A. Stress et satisfaction au travail dans le métier d'enseignant universitaire, *Revus Sciences Humaines*, n°25, Juin 2006, 5-18.
- Lanners M, Lanners R. La satisfaction professionnelle des enseignants spécialisés, *Schweizerische Zeitschrift für Heilpädagogik* Jg 2009;15:9/09.
- Leontari A, Kiridis A, Gialamas V. Educational stress, *Psychological Issues* 1996;7(2):139-152.
- Lison C, De Ketele JM. De la satisfaction au moral professionnel des enseignants: étude de quelques déterminants, *Revue des sciences de l'éducation* 2007;33,n°1:179-207.
- Locke E. The nature and causes of job satisfaction, in Dunette M. (ED) *Handbook of industrial and organizational psychology*, Chicago, Rand Mc Nally 1976, 1297-1349.
- Maroy C. Les évolutions du travail enseignant en Europe. Facteurs de changement, incidences et résistances, *Les cahiers de recherche en éducation et formation*, n°42, juillet 2005.
- Mazulescu CA. La satisfaction professionnelle et les caractéristiques de l'emploi des enseignants Roumains, *Annals of the Oradea University. Fascicle of Economical Sciences* 2008.
- Payeur C, David H. Vieillesse et condition enseignante, CEQ 1991.
- Pierce JL, O'Driscoll MP, Coghlan AM. Work environment structure and psychological ownership: the mediating effects of control, *Journal of social psychology* 2004;144:507-534.
- Poulogiannopoulou P. Comment devient-on enseignant ? De l'expérience universitaire à la formation, Université Paris Descartes 2013.
- Prolux C. La motivation des enseignants au secondaire. MC Gill University, Montreal 1996.
- Spruyt E, Sawicki F. Des conditions de travail des enseignants, Rapport final, novembre, agence d'objectifs IRES, Université Lille Nord de France 2012.