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Investigation of Job Satisfaction, Organizational Commitment and Self-Esteem of Physical Education Teachers According to the Gender

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ABSTRACT

The aim of this study was to investigate physical education teachers' of job satisfaction, organizational commitment and self-esteem levels, reveal the relationship between the genders and to examine the relationship between them. Research on 213 physical education teachers (137 male and 76 female) participated voluntarily. The average age of participants is 36.1312.11. In the study, "Rosenberg Self-Esteem Scale", "Job Satisfaction Scale" and "Organizational Commitment Scale" is used. The data was analyzed in SPSS 18 package program by descriptive statistic techniques, independent variables t-test and Pearson's correlation test. According to survey data, the average scores of self-esteem levels between male and female physical education teachers was found a statistically significant difference ($p<.05$). When job satisfaction dimensions are examined, promotion and advancement, superior-subordinate relationship, personality, status, intelligence and abilities, rewards and encouragement, to participate in decisions, working together, the physical conditions and communication scores, among men and women physical education teachers significant differences were found ($p<.05$). Looking at the dimensions of organizational commitment were found affective and normative commitment in average scores, among men and women physical education teachers significant differences ($p<.05$). As a result, there is an important relationship between the gender and job satisfaction, organizational commitment and self-esteem of the physical education teachers.

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Keywords:
Job satisfaction, organizational commitment, self-esteem, physical education teachers

Introduction

Social and cultural environment in which people live are affected by a number of emotions and values. There are also countless areas providing satisfaction. Job satisfaction, organizational commitment and self-esteem are some of them.

Today in Turkey, teaching in Physical Education has become a demanding profession which requires exceptional skills. Physical education in schools is particularly recognized as an important tool for providing physical activity for millions of children and adolescents. Physical education teaches have to play a very vital role and their work involves a number of duties such as planning, teaching, evaluative, administrative and various unclassified ones. Physical education teachers are considered schools' valuable human resources and important pillar of education. Considering the lack of specialized physical education teachers, imprecision in employing experts, and most importantly the dynamic, emerging nature of physical education as a science, the necessity for motivating teachers has become increasingly evident (Siedentop, 1991).

Physical education teachers have lots of difficulties in Turkey, because they have lots of different responsibilities such as coaching the school football, volleyball and handball teams.In addition, they are

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supposed to be a coach for the school sports teams, guide for the school journeys and a leader for the celebrations (Şirin, Duman & Karakuş, 2011). However Physical education teachers should be a model for the students with their behaviors and life style (Siedentop, 1991).

People who are trying to achieve their goals, barriers created by the internal and external environment of the organization can create complex feelings and thoughts on employees. At the same time, in this case can also affect job satisfaction, self-esteem and organizational commitment. The high self-esteem enables that people to be secure in his own life, to find success and happiness, to overcome the frustrations and change of their life (Judge & Bono, 2001).

About job satisfaction has been a lot of research since 1930. In this study, it is stated that job satisfaction of employees are associated with psychological and physical health. Job satisfaction has been defined by Locke (1976), as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Similarly, Schultz (1982) stated that job satisfaction is essentially the psychological nature of people toward their work. In addition, Spector (2003) indicates that the job satisfaction expressed feelings about the work of the employees. Building on Locke's conceptualization, Hulin and Judge (2003) noted that job satisfaction includes multidimensional psychological responses to one's job and that such responses have cognitive (evaluative),affective (or emotional) and behavioral components. According to these definitions, people have attitude with high job satisfaction positively, low job satisfaction negatively against their work.

According to Yousef (2000), there are ten sub-dimensions of job satisfaction; promotion and advancement, superior-subordinate relationship, personality, status, intelligence and abilities, rewards and encouragement, to participate in decisions, working together, the physical conditions and communication.

Another concept which is very important is self-esteem. James (1890) defined self-esteem as a sense of one's own worth, deriving it from the ratio of what we can do and what we would like to be able to do. What we would like to do is relative to our values and goals. This definition shows well what is involved in self-esteem—that is, assessment and measurement of our own worth by comparing how we are to what we would like to be. Self-esteem is not formed once and for all; it is constantly being formed by how we assess ourselves in various circumstances, with family, at work, in leisure time and among friends (Carr, 2004).

According to Branden (1969), self-esteem is representing the person's self-confidence and feeling of satisfaction about him. In fact, self-esteem which is how people think and feel about them. A person with self-esteem believes that can cope with problems in his life and feels valuable themself. Has a positive attitude about himself and his capabilities. People orient themselves towards various types of goals in order to experience the sense of achievement (Toros, 2001).On the contrary, people with low self-esteem doubt their own ability and have unrealistic expectations about him. Also, people's ideas about their value is affected by many of the opinions of other people and mercilessly criticized himself. For these people, nothing is satisfying enough.

Organizational commitment is a function of individual characteristics like age, seniority and education with conditional factors like climate, job satisfaction and organizational characteristics (Morrow, 1983). At the same time, it is effort for employees to stay in the organization and to accept the values and goals of the organization (Sagie, 1998). Organizational commitment is an attitude of the employees' loyalty to the organization (Luthans, 2005). According to Buchanan (1974), organizational commitment is a responsibility felt by an employee in order to identify with the norms and purposes of the organization. When most of the studies are analyzed, the relations of organizational commitment with demographic characteristics and job satisfaction organizational variables draw attention (Kacmar, Carlson & Brymer, 1999).

According to Mowday, Steers and Porter (1979) organizational commitment is a multidimensional structure and it is the relative strength of an individual's identification with an involvement in a particular organization and is characterized by at least three factors: the first one is a willingness to exert considerable effort on behalf of the organization; the second one is a strong belief in and acceptance of an organization's goals and values; the third one is a strong desire to maintain membership in the organization (Savery & Syme, 1996).

Allen and Meyer (1990) identify three types of commitment; affective commitment, continuance commitment and normative commitment.Employees are theorized to experience this force in the form of

three bases, or mindsets: affective, normative, and continuance, which reflect emotionalties, perceived obligation and perceived sunk costs in relation to a target, respectively.

The aim of this study was to investigatephysical education teachers' of job satisfaction, organizational commitment and self-esteem levels, reveal the relationship between the genders and to examine the relationship between them.

Methods

Participants

213 physical education teachers (137 male and 76 female) as a voluntarily in Ankara, Aydın, Mersin and Eskişehir, attended the research that selected by simple random sampling method. All of the participants are working in state schools. The average age of participants is 36.13±12.11.

Measures

Job satisfaction scale. To measure the job satisfaction of the participants used the scale developed by Smith, Kendall and Hulin, (1969). The Turkish adaptation and validity-reliability study of the scale was performed by İncir (1990). The scale consists of 42 items and 10 subscales; promotion and advancement, superior-subordinate relationship, personality, status, intelligence and abilities, rewards and encouragement, to participate in decisions, working together, the physical conditions and communication. The scale is a 5 point likert scale, which responses ranges from 1 = strongly disagree to 5= strongly agree.

Rosenberg's self esteem scale (RSES). To measure the self-esteem of the participants used the scale developed by Rosenberg (1965). The Turkish adaptation and validity-reliability study of the scale was performed by Çuhadaroğlu (1986). In the study, the first 10 items that measure the self-esteem of this scale was used. The scale is a 4 point likert scale, which responses ranges from 1= strongly agree to 5= strongly disagree. According to the answers given to each item, participants may receive points between 0 and 6 (Self-esteem is high 0-1, moderate 2-4, low 5-6).

Organizational commitment questionnaire (OCQ). To measure the organizational commitment of the participants used the scale developed by Meyer and Allen (1984, 1997). The Turkish adaptation and validity-reliability study of the scale was performed by Baysal and Paksoy (1999). The reliability coefficient was 0.81. The scale consists of 18 items and 3 subscales; affective, normative and continuance commitment.

Data Analysis

The data was analyzed in SPSS 18.00 package program by descriptive statistic techniques, independent variables t-test and Pearson's correlation test.

Results

The results of the study are as follows. According to the answers given by physical education teachers, there are differences between job satisfaction, self-esteem and organizational commitment.

Table 1. The differences analysis between self-esteem and gender

	Gender	N	Mean	Std. Deviation	t	p
Self-Esteem	Male	137	2.56	.23	2.322	.034
	Female	76	1.38	.52		

*p<.05

Table 1 shows that, physical education teachers between male and female, found a significant difference in mean scores of self-esteem. This difference is due to the level of males self-esteem is higher than females.

Table 2. The differences analysis between job satisfaction sub-dimensions and gender

Factors	Gender	N	Mean	Std. Deviation	t	p
Promotion and advancement	Male	137	3.60	.74	2.954	.020
	Female	76	3.31	.59		
Superior-subordinate relationship	Male	137	3.77	.72	3.850	.000
	Female	76	3.41	.45		
Personality	Male	137	3.55	.61	2.950	.022
	Female	76	3.24	.60		
Status	Male	137	3.89	.76	3.845	.000
	Female	76	3.40	.61		
Intelligence and abilities	Male	137	3.87	.14	3.763	.000
	Female	76	3.28	.28		
Rewards and encouragement	Male	137	3.64	.21	2.832	.021
	Female	76	3.42	.66		
Participate in decisions	Male	137	3.76	.33	2.761	.027
	Female	76	3.41	.90		
Working together	Male	137	3.97	.54	3.799	.000
	Female	76	3.39	.61		
Physical conditions	Male	137	3.46	.89	2.802	.026
	Female	76	3.19	.30		
Communication	Male	137	3.56	.24	2.830	.025
	Female	76	3.39	.64		

*p<.05

Table 2 shows that, looking at the sub-dimensions of job satisfaction, promotion and advancement, superior-subordinate relationship, personality, status, intelligence and abilities, rewards and encouragement, to participate in decisions, working together, the physical conditions and communication, it was a significant difference between male and female physical education teachers. This difference is due to the level of male's job satisfaction is higher than females.

Table 3. The differences analysis between organizational commitment sub-dimensions and gender

Factors	Gender	N	Mean	Std. Deviation	t	p
Affective Commitment	Male	137	3.16	.66	2.368	.021
	Female	76	3.12	.55		
Continuance Commitment	Male	137	3.78	.77	3.661	.000
	Female	76	3.22	.72		
Normative Commitment	Male	137	3.55	.53	2.207	.020
	Female	76	3.41	.19		

*p<.05

Table 3 shows that, looking at the sub-dimensions of organizational commitment, affective, continuance and normative commitment; it was a significant difference between male and female physical education teachers. This difference is due to the level of male's organizational commitment is higher than females.

Table 4. The correlation between job satisfaction, organizational commitment and self-esteem for female physical education and sports teachers

Correlation		Self-esteem	Organizational Commitment		
			Affective Commitment	Continuance Commitment	Normative Commitment
	Self-esteem		.246	.233	.222
Job Satisfaction	Promotion and advancement	.230	.112	.218	.151
	Superior-subordinate	.099	.104	.201	.092
	Personality	.267	.083	.118	.262
	Status	.215	.100	.222	.018
	Intelligence and abilities	.088	.041	.032	.055
	Rewards and encouragement	.191	.030	.208	.132
	Participate in decisions	.287	.282	.241	.144
	Working together	.279	.241	.069	.100
	Physical conditions	.043	.005	.081	.107
	Communication	.239	.260	.108	.071

*p<.05

In Table 4, it was found a statistically significant positive relationship between the self-esteem scores of female physical education teachers and from the dimensions of organizational commitment to affective (r=.246), continuance (r=.233) and normative (r=.222) commitment scores.

However looking at Table 4, it was found a statistically significant positive relationship between the self-esteem scores of female physical education teachers and the dimensions of job satisfaction to promotion and advancement (r=.230), personality (r=.267), status (r=.215), rewards and encouragement (r=.191), participate in decisions (r=.287), working together (r=.279) and communication (r=.239) scores.

In addition in Table 4, it was found a statistically significant positive relationship between from the dimensions of organizational commitment to affective commitmentscores and from the dimensions of job satisfaction to participate in decisions (r=.282), working together (r=.241) and communication (r=.260) scores.

Moreover in Table 4, it was found a statistically significant positive relationship between from the dimensions of organizational commitment to continuance commitmentscores and from the dimensions of job satisfaction to promotion and advancement (r=.218), superior-subordinate relationship (r=.201), status (r=.222), rewards and encouragement (r=.208) and participate in decisions (r=.241) scores.

The latest in Table 4, it was found a statistically significant positive relationship between from the dimensions of organizational commitment to normative commitmentscores and from the dimensions of job satisfaction to personality (r=.262) scores.

Table 5. The correlation between job satisfaction, organizational commitment and self-esteem for male physical education and sports teachers

	Correlation	Self-esteem	Organizational Commitment		
			Affective Commitment	Continuance Commitment	Normative Commitment
	Self-esteem		.108	.271	.262
Job Satisfaction	Promotion and advancement	.108	.108	.276	.103
	Superior-subordinate relationship	.101	.127	.115	.103
	Personality	.248	.246	.102	.291
	Status	.112	.118	.267	.058
	Intelligence and abilities	.096	.245	.267	.256
	Rewards and encouragement	.190	.231	.257	.252
	Participate in decisions	.108	.112	.118	.104
	Working together	.270	.255	.074	.106
	Physical conditions	.288	.296	.270	.237
	Communication	.121	.102	.117	.089

*p<.05

In Table 5, it was found a statistically significant positive relationship between the self-esteem scores of male physical education teachers and from the dimensions of organizational commitment to affective (r=.108), continuance (r=.271) and normative (r=.262) commitment scores.

However looking at Table 5, it was found a statistically significant positive relationship between the self-esteem scores of male physical education teachers and the dimensions of job satisfaction to promotion and advancement (r=.108), personality (r=.248), status (r=.112), rewards and encouragement (r=.190), participate in decisions (r=.108), working together (r=.270) and communication (r=.121) scores.

In addition in Table 5, it was found a statistically significant positive relationship between from the dimensions of organizational commitment to affective commitmentscores and from the dimensions of job satisfaction to participate in decisions (r=.112), working together (r=.255) and communication (r=.102) scores.

Moreover in Table 5, it was found a statistically significant positive relationship between from the dimensions of organizational commitment to continuance commitmentscores and from the dimensions of job satisfaction to promotion and advancement (r=.276), superior-subordinate relationship (r=.115), status (r=.267), rewards and encouragement (r=.257) and participate in decisions (r=.118) scores.

Finally, in Table 5, it was found a statistically significant positive relationship between from the dimensions of organizational commitment to normative commitmentscores and from the dimensions of job satisfaction to personality (r=.291) scores.

Discussion and Conclusion

The aim of this study was to investigatephysical education teachers' of job satisfaction, organizational commitment and self-esteem levels reveal the relationship between the genders and to examine the relationship between them.

As a result of the study, it was found a significant difference between male and female of physical education teachers self-esteem mean scores. These differences are due to male physical education teachers' levels of self-esteem higher than female teachers' levels.

Job satisfaction among the workers is an important and essential variable for the functioning of any organization, the term job satisfaction, job attitude and ethical moral are often used synonymously as reflected by affective orientation on the part of an individual towards his job (Smith, 1977).A lot of studies about job satisfaction, on the differences between men and women, are inconsistent and contradictory. De Mato (2001) has concluded that women's get less satisfaction of their works. This result is in line with our research. Siu (2002) indicates that gender has no effect on job satisfaction. Scandura and Lankau (1997) indicates that the job satisfaction of women who have flexible working hours, higher than others.

In a study conducted by Singh, Sharma and Kaur (2009), was to investigate the job satisfaction of employees from different types of physical education teachers in schools. Working in similar state schools, job satisfaction among physical education teachers was found significant difference. However, it wasn't found significant difference between physical education teachers working in private schools and public schools.

In another survey conducted by Mousavi, Yarmohammadi, Nosrat and Tarasi (2012), the relationship between emotional intelligence and job satisfaction levels of physical education teachers were investigated. As a result, it was found that the physical education teacher needs different activity to develop their job satisfaction and emotional intelligence. Kayastha and Kayastha (2012) have investigated the level of job satisfaction and occupational stress levels of physical education teachers. When they completed the study, they found a significant difference between job satisfaction and job stress.

According to this research, looking at the sub-dimensions of job satisfaction, promotion and advancement, superior-subordinate relationship, personality, status, intelligence and abilities, rewards and encouragement, to participate in decisions, working together, the physical conditions and communication, it was a significant difference between male and female physical education teachers. This difference is due to the level of male's job satisfaction is higher than females.

Men of the level of job satisfaction why it is higher than for women explained as follows. Women may not be sufficiently motivated to participate in different activities in order to increase their job satisfaction. And, there may not be enough activity options in the work environment.

According to this research, looking at the sub-dimensions of Organizational Commitment, affective, continuance and normative commitment, there were significant differences between male and female physical education teachers. This differences are due to the level of male's Organizational Commitment is higher than females. The reason for this is said to be men taking more responsibility and sociable. Organizational commitment is a multidimensional construct that refers to "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday *et al.*, 1979).

Teacher organizational commitment is highly related to school effectiveness as it is negatively associated with turnover and absenteeism and positively correlated with job performance, all of which are linked to organizational effectiveness (Dee, Henkin& Singleton, 2006). Teacher organizational commitment has been studied thoroughly throughout the years because of its effect on a number of significant organizational outputs, such as intention to leave and absenteeism (negative effect), retention, performance and person-organization fit (positive effect) (e.g. Khasawneh, Omari & Abu-Tineh, 2012; Nir, 2002; Sezgin, 2009).

According to the results of several studies has known women's organizational commitment to higher than men's (İnce & Gül, 2005; Aydın, A., Sarıer, S. & Uysal, 2011; Kul, Güçlü, Bozkurt & Öçalan, 2013). Aydın *et.al*. (2011) stated that male teachers can adopt the norms and values of the organization easier than females. On the other hand, female teachers have a tendency of organizational commitment so as to carry on their acquisition.

When we look at the results of our study, it is seen that man has higher self-esteem compared to women.High self-esteem are presumed to be psychologically happy and healthy (Branden, 1994; Taylor & Brown, 1988) whereas those with low self-esteem are believed to be psychologically distressed and perhaps even depressed (Tennen& Affleck, 1993). Self-esteem begins to develop from a very young age and develop a multi-dimensional with increasing age. Self-esteem, at the same time, is also associated support from family and friends (Turner, 1999). In a study conducted by Knox, Funk, Elliot and Bush (2000), boys and girls high school students were not significant differences between the levels of self-esteem.

In a survey conducted by Howell, Roy, Bellenger, Danny, Wilcox and James (1987) found that job satisfaction is positively associated with high self-esteem due to lower perceived stress. People with high self-esteem, are more successful coping with stressful effects and prevent them. In a survey conducted by McEwen (1998) indicates that self-esteem is relates inversely to conflict with colleagues. In another survey about self-esteem byJudge and Bono (2001) and Judge, Heller and Mount (2002), stated that there was a relationship between self-esteem and job satisfaction.

Researchers, self-esteem, job satisfaction and organizational commitment on their research, they can also work in private school physical education teachers and coaches. Therefore, it should be defined self-esteem, job satisfaction and organizational commitment and should be done a lot of research to determine all aspects their impact on gender.

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