



EXAMINATION OF THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB STRESS OF PHYSICAL EDUCATION TEACHERS

Pınar Karacan Doğan, Yakup Akyel, İsa Doğan

Abstract: The aim of this study is to examine the relationship between the job satisfaction and job stress of Physical Education teachers working in the Western Black Sea Region of Turkey. This research also investigates whether there is a significant change between job satisfaction and job stress in terms of the demographic features of these teachers. The study was carried out in 2015-2016 academic year with 236 Physical Education teachers who were working in the Western Black Sea Region. The datas of this research gathered through personal information form, Minnesota Job Satisfaction Scale and Job Stress Scale. In the analysis of the data, descriptive statistics, difference tests and correlation coefficient were calculated. The results of this study indicate that the job satisfaction and job stress of Physical Education teachers are in a moderate level, and their points of satisfaction and stress vary regarding some demographic features. As a result of the this study, it has been determined that there is only a low level negative correlation between the job satisfaction and the job stresses of the Physical Education teachers.

Keywords: Physical Education Teacher, Job Satisfaction, Job Stress.

1. Introduction

Workers presence during working hours at the working place is not enough for success; moreover, the workers' mind should be present at the working place. In other words, seeing the worker as a machine from a mechanical perspective results with failure of the worker in his/her life. Furthermore, it is a well-known fact that the people who loves his/her job is always more successful than the others. It is also expected that the people who are happy who love his/her job and who can take responsibility are more probable to be productive and promoter. In this the 'job satisfaction' of the workers comes into prominence (Keskin, 2005).

The term 'job satisfaction' firstly appeared in 1920s but researchers focused on its importance in 1930s and 1940s. After given years the studies about job satisfaction accelerated fast. Because of the fact that, job satisfaction and life satisfaction are strongly related and the physical and the mental health of the people are affected directly from this fact, the mentioned studies got more and more importance later on (Dikmen, 1995; Ergin, 1997; Judge & Wanatabe, 1993). Davis (1988) defines it as the gladness of workers at workplace. Job satisfaction appears in the situation when the workers see their job important for themselves and contains all the internal and external, positive and negative reactions of them towards their job (Fisher, 2001). Luthans (1992) defines job satisfaction as a case that the person considers his/her job or job experience as a positive and pleasing situation. Şimşek (1998) who draws attention to the relation between job satisfaction and happiness defines it as all the pecuniary advantages and the happiness that a person feels during his work with his/her colleagues. After examining all the definition above we can say that job satisfaction of the workers are strongly related with their happiness and their positive feelings towards their work.

Educational organizations are organizations that providing services for people ant experiencing intense informal relationships. To carry out the tasks important for community by educational organizations, the human concept which is the basis of these organizations has to be managed well. Because teaching

Received: 6 January 2018, accepted 25 March 2018.

Cite as: Karacan Doğan, P.; Akyel, Y.; & Doğan, I. (2018). Examination of the relationship between job satisfaction and job stress of physical education teachers. *Acta Didactica Napocensia*, 11(1), 1-11, DOI: 10.24193/adn.11.1.1.

is a discipline that develops and feeds values, attitudes and personal behaviors whether educate human (Şahin, Cengiz & Abakay, 2013).

High job satisfaction level of teacher will end with a successful academic term and the quality of the education will increase as a result. As long as teachers have satisfaction at work, they will carry out all their work much more easily and they will take more responsibility (Bektaş, 2003). Nonetheless, teachers with low job satisfaction level will not feel happy with going to school and carrying out lectures. As a result, not only they feel bad but also the quality of the education will decrease together with it (Vural, 2004).

There are many factors which affect the job satisfaction level of teacher such as age, seniority, education level, gender, marital status, salary, the attitude of school principal, physical structure, colleagues (Saygı, Tolon & Tekoğul, 2011; Yavuz & Karadeniz, 2009; Xiaofu & Qiwen, 2007). Today, the field of study for teachers is multifaceted and they don't just deal with educational matter. At the same time, they take responsibility about lesson plans and school society. Furthermore, they deal with student and parental affairs (Pillay, Goddard & Wilss, 2005).

The level of the stress in work place affects job satisfaction negatively (Manthei, Gilmore, Tuck & Adair, 1996). In a research done by Tellenback, Brenner Löfgren (1983) it is stated that teachers feel high levels of stress for their job and this causes a dissatisfaction among them. According to the study done by Brewer and McMahan-Landers (2003) there is a perfect negative relation between stress sources and job satisfaction. It is cleared that job stress affects the workers' attitudes and behaviors negatively and this causes economic and personal loses both for the organization and the worker (Jex, 1998). This study focuses on 'job stress' that affects job satisfactions of teachers.

Because of frequent changes in education policies, economical problems, work load, the incuriousness of parents and students and the problems faced because of school principal's teachers face with exhaustion, dissatisfaction and inadequacy (Celep, 2003).

This research was carried out with the aim of examining the relationship between job satisfaction and job stress levels of Physical Education teachers working in Western Black Sea Region of Turkey.

2. Methodology

2.1. Model of the Research

In this study, the stress and satisfaction levels of some Physical Education (PE) teachers working in Western Black Sea Region in Turkey was studied and it was also determined that whether job satisfaction and job stress showed a meaningful change according to the demographic characteristics of PE teachers. In this perspective, this study is a sample of relational screening models of general screening models.

2.2. Population and Samples

The population of this study is all of the PE teachers worked in Western Black Sea Region of Turkey during the 2015-2016 academic year. So the research is applied in 7 provinces (Bartın, Bolu, Düzce, Karabük, Kastamonu, Sinop and Zonguldak) in Western Black Sea Region (N=489). During sampling process firstly, the number, enough to represent the region, is determined. Calculations are done in the direction of Equation 1, defined by Büyükoztürk et al. (2014).

$$n = \frac{384,16}{1 + \frac{384,16}{489}} = 215$$

Equation 1. *The result of guesses on the sampling size in continuous variables.*

As shown in Equation 1 the minimum number of the samples which represents the population is calculated as 215. After specifying the sample size, among the sampling methods random sampling model is chosen and randomly chosen 236 PE teachers are included in this study.

2.3. Data Collection

The data from PE teachers are collected via personal information form, Minnesota job satisfaction scale and job stress scale. The personal information form included information on the demographic characteristics of the PE teachers.

2.3.1. Minnesota Job Satisfaction Scale

The job satisfaction scale designed by Weiss, Davis and England (1967) and adapted by Oran (1989) to Turkish is used in this study. The Likert style scale is two-dimensional and there are 20 items totally. All the items in the scale are positive. The high score from the scale show that teacher has a high Job satisfaction level.

The validity and reliability studies of Minnesota job satisfaction scale has been carried out many times during the process of adapting to Turkish. Yıldırım (1996) calculated reliability co-efficiency as 0,76 and internal consistency index as 0,90 by test retest method. Sat (2011) calculated internal consistency Cronbach alfa index as 0,87., In the construct validity study carried out with factor analysis, it is seen that two-dimensional factors consist of 65 % of the total openness.

With this research, the job satisfactions of some PE teacher in Western Black Sea Region is studied. In order to calculate the reliability of the answers of 236 teachers, Cronbach alfa index is calculated and internal satisfaction index is found 0,864 and external satisfaction index is found as 0,797. For all the items in Minnesota satisfaction scale the reliability index is found 0,848.

2.3.2. Job Stress Scale

As a part of this study in order to determine the job stress levels of the PE teachers, the job stress scale of House and Rizzo (1972) which is adapted to Turkish by Turunç and Erkuş (2010) was used. There are seven items in one dimension in the scale and it is also a Likert type scale. The high scores from the scale shows that the jobs stress of the teachers are also very high.

On the validity study of the job stress scale confirmatory factor analysis is done and It is seen that the items in the scale focuses on one item and the factor load index changes between 0,69 and 0,85. The Cronbach alfa reliability index of the scale is determined as 0,89 (Turunç & Erkuş, 2010). In another study carried out by Tekingündüz et al. (2014), Cronbach Alfa reliability index is determined as 0,82.

In this study, the cronbach alpha reliability coefficient was calculated to determine the reliability of the answers given by 236 PE teachers to the job stress scale. The result of the calculation it is calculated as 0,728.

2.4. Data Analysis

In order to specify the job satisfaction and job stress levels of the PE teachers some descriptive statistics are carried out during this study. Afterwards, in order to determine if there is a normal distribution according to their demographic features of the teachers or not, the skewness and flatness indexes are calculated and the histogram graphics are examined. T test was used in unrelated measurements because of the fact that the stress and satisfaction level are normally distributed according to genders and marital status of the teachers. After that for variables with more than two categories, the homogeneity of variances is tested through Levene test before comparing the variables. In the comparison with homogenous variances one-way variance analysis (One Way ANOVA) and in heterogeneous variables Kruskal Wallis test is carried out. In comparison with differences post hoc LSD test a Mann Whitney U tests are applied. In difference tests, meaningful index was defined as

$p < 0,05$. Pearson Correlation index was used in this study in order to determine the correlation between job stress and job satisfaction levels of PE teachers.

3. Results

Table 1. Descriptive statistics about job satisfactions of PE teacher

| Scale | Number of items | N | Minimum | Maximum | \bar{X} | SS |
|--------------------------|-----------------|-----|---------|---------|-----------|-------|
| Intrinsic satisfaction | 12 | 236 | 24,00 | 60,00 | 42,81 | 8,39 |
| Extrinsic satisfaction | 2 | 236 | 12,00 | 40,00 | 24,05 | 5,28 |
| Job satisfaction (total) | 20 | 236 | 37,00 | 100,00 | 66,86 | 11,45 |

According to the Table 1, it is seen that the general job satisfaction of the teachers was found moderate with a rate of 66,86 ($\bar{X}=3,34$) over 100. Regarding the sub dimensions of the scale, the intrinsic satisfaction points that the participants have for their job range between 24,00 and 60,00, and the average of them is 42,81 over 60. In other words, it was determined that the intrinsic job satisfaction of PE teachers was determined over average ($\bar{X} = 3,57$ over 5). The extrinsic satisfaction points of the participants ranged from 12,00 to 40,00 and the average was found to be $\bar{X}=3,01$ over 5. That is, it is ascertained that the extrinsic satisfaction points that the participants have for their job was moderate in a general sense.

Table 2. The results of difference tests on the intrinsic satisfaction of PE teachers in terms of their demographic features

| Variables | Categories | N | $\bar{X} \pm SS$ | Difference test | Sig. Difference |
|--|-------------------|-----|------------------|--|--------------------------|
| Gender | Female | 86 | 43,00±8,59 | $t_{(234)}=0,264^{**}$ $p=0,792$ | --- |
| | Male | 150 | 42,70±8,31 | | |
| Age | 23-25 | 22 | 38,64±9,66 | $F_{(3,232)}=2,356^{***}$ $p=0,073$ | --- |
| | 26-35 | 92 | 42,74±8,20 | | |
| | 36-50 | 98 | 43,85±7,99 | | |
| | 51-65 | 24 | 42,67±8,82 | | |
| Marital Status | Married | 159 | 43,53±7,90 | $t_{(234)}=1,901$ $p=0,059$ | --- |
| | Single | 77 | 41,32±9,20 | | |
| The number of individuals living in households including him/herself | 1,00 | 27 | 44,15±9,60 | $X^2=12,267$ $p=0,007$ | 4 and more>2, 3 |
| | 2,00 | 55 | 42,45±7,62 | | |
| | 3,00 | 101 | 41,09±8,66 | | |
| | 4 and more | 53 | 45,77±7,21 | | |
| The number of individual wage earners in the household | 1,00 | 48 | 43,96±9,78 | $F_{(2,233)}=6,768$ $p=0,001$ | 3 and more < others |
| | 2,00 | 150 | 43,57±7,96 | | |
| | 3 and more | 38 | 38,34±6,80 | | |
| Length of service | 0-5 years | 55 | 41,64±10,06 | $X^2=8,083$ $p=0,044$ | 20 years and over>others |
| | 5-10 years | 69 | 42,59±7,60 | | |
| | 10-20 years | 85 | 42,35±7,92 | | |
| | 20 years and over | 27 | 47,19±7,04 | | |
| Monthly salary | 2000-3000 | 48 | 45,00±8,59 | $F_{(2,233)}=8,554$ $p=0,000$ | 4000 TL and over<others |
| | 3000-4000 | 105 | 44,13±7,92 | | |
| | 4000 and over | 83 | 39,87±8,15 | | |

* Kruskal-Wallis test, ** unrelated samples t-test, *** one-way variance analysis

It is seen in the table 2 that there is no any significant change in the intrinsic satisfaction of PE teachers regarding their genders ($t_{(234)}=0,264$; $p>0,05$), ages ($F_{(3,232)}=2,356$; $p>0,05$), and marital status ($t_{(234)}=1,901$; $p>0,05$).

It is found that there is a significant change in the intrinsic satisfaction of the participants in terms of the number of individuals living in household ($X^2=12,267$; $p<0,05$). It was revealed through Mann Whitney U Test that the intrinsic satisfaction of the PE teachers who live with 4 or more individuals in their household (45,77±7,21) is higher than the other PE teachers'.

The intrinsic satisfaction of the participants in terms of the number of individual wage earners in the household changes significantly ($F_{(2,233)}=6,768$; $p<0,05$).

It is seen that the intrinsic satisfaction of the PE teachers in terms of their length of service displays a significant change ($X^2=8,083$; $p<0,05$). It was found with the help of Mann Whitney U test that the PE

teachers who have 20 years or more length of service ($47,19 \pm 7,04$) have higher intrinsic satisfaction when compared the other PE teachers.

The table shows that there is a significant change in the intrinsic satisfaction of the participants in terms of their salary ($F_{(2,233)}=8,554$; $p<0,05$). LSD test informed that the PE teachers who earns 4000 Turkish Liras (TL) or more ($39,87 \pm 8,15$) have lower intrinsic satisfaction.

Table 3. The results of difference tests on the extrinsic satisfaction of PE teachers in terms of their demographic features

| Variables | Categories | N | $\bar{X} \pm SS$ | Difference test | Sig. |
|--|-------------------|-----|------------------|--|----------|
| Gender | Female | 86 | $23,84 \pm 5,56$ | $t_{(234)}=0,460^{**}$ $p=0,646$ | --- |
| | Male | 150 | $24,17 \pm 5,13$ | | |
| Age | 23-25 | 22 | $25,00 \pm 5,91$ | $F_{(3,232)}=0,411^{***}$ $p=0,745$ | --- |
| | 26-35 | 92 | $24,20 \pm 5,15$ | | |
| | 36-50 | 98 | $23,84 \pm 5,12$ | | |
| | 51-65 | 24 | $23,46 \pm 5,99$ | | |
| Maritalstatus | Married | 159 | $24,04 \pm 5,35$ | $t_{(234)}=0,037$ $p=0,971$ | --- |
| | Single | 77 | $24,06 \pm 5,17$ | | |
| The number of individuals living in households | 1,00 | 27 | $26,96 \pm 5,42$ | $F_{(3,232)}=3,548$ $p=0,015$ | 1>others |
| | 2,00 | 55 | $23,24 \pm 5,13$ | | |
| | 3,00 | 101 | $23,60 \pm 5,07$ | | |
| | 4 and more | 53 | $24,25 \pm 5,39$ | | |
| The number of individual wage earners in the household | 1,00 | 48 | $24,92 \pm 6,07$ | $\chi^2=2,150$ $p=0,341$ | --- |
| | 2,00 | 150 | $24,05 \pm 5,29$ | | |
| | 3 or more | 38 | $22,95 \pm 3,92$ | | |
| Length of service | 0-5 years | 55 | $24,62 \pm 6,07$ | $F_{(3,232)}=0,895$ $p=0,445$ | --- |
| | 5-10 years | 69 | $23,29 \pm 5,04$ | | |
| | 10-20 years | 85 | $24,04 \pm 4,67$ | | |
| | 20 years and over | 27 | $24,85 \pm 5,99$ | | |
| Salary (monthly) | 2000-3000 | 48 | $25,08 \pm 6,04$ | $F_{(2,233)}=1,757$ $p=0,175$ | --- |
| | 3000-4000 | 105 | $24,15 \pm 5,41$ | | |
| | 4000 and over | 83 | $23,31 \pm 4,56$ | | |

*Kruskal-Wallis test, ** unrelated samples t-test, *** one-way variance analysis

As seen in table 3, it was found that there is no significant difference in extrinsic satisfaction of participants PE teachers they have for their jobs in terms of their genders, ages, marital status, the number of individual wage earners in the household, the length of service and monthly salary.

It was found that there is a significant difference in extrinsic satisfaction of PE teachers in terms of the number of individuals living in the household ($F_{(3,232)}=3,548$; $p<0,05$). LSD test revealed that the extrinsic satisfaction of teachers who live alone is higher ($26,96 \pm 5,42$) than the other PE teachers'.

Table 4. The results of difference tests on the job satisfaction of PE teachers in terms of their demographic features

| Variables | Categories | N | $\bar{X} \pm SS$ | Difference test | Sig. |
|--|------------------|-----|-------------------|--|--------------------------|
| Gender | Female | 86 | $66,84 \pm 12,16$ | $t_{(234)}=0,019^{**}$ $p=0,985$ | --- |
| | Male | 150 | $66,87 \pm 11,07$ | | |
| Age | 23-25 | 22 | $63,64 \pm 14,97$ | $F_{(3,232)}=0,782^{***}$ $p=0,505$ | --- |
| | 26-35 | 92 | $66,93 \pm 11,30$ | | |
| | 36-50 | 98 | $67,68 \pm 10,30$ | | |
| | 51-65 | 24 | $66,13 \pm 13,02$ | | |
| Maritalstatus | Married | 159 | $67,57 \pm 10,84$ | $t_{(234)}=1,371$ $p=0,172$ | --- |
| | Single | 77 | $65,39 \pm 12,58$ | | |
| The number of individuals living in households (including her/himself) | 1,00 | 27 | $71,11 \pm 13,55$ | $F_{(3,232)}=4,140$ $p=0,007$ | 4 and more 1>2 and 3 |
| | 2,00 | 55 | $65,69 \pm 9,46$ | | |
| | 3,00 | 101 | $64,69 \pm 11,80$ | | |
| | 4 or more | 53 | $70,02 \pm 10,50$ | | |
| The number of individual wage earners in the household | 1,00 | 48 | $68,88 \pm 14,57$ | $\chi^2=13,546$ $p=0,001$ | 3 and more < others |
| | 2,00 | 150 | $67,62 \pm 10,73$ | | |
| | 3 and more | 38 | $61,29 \pm 7,77$ | | |
| Length of service | 0-5 years | 55 | $66,25 \pm 14,75$ | $\chi^2=6,683$ $p=0,083$ | --- |
| | 5-10 years | 69 | $65,88 \pm 9,29$ | | |
| | 10-20 years | 85 | $66,39 \pm 10,50$ | | |
| | 20 years or over | 27 | $72,04 \pm 10,97$ | | |
| Salary (Monthly) | 2000-3000 | 48 | $70,08 \pm 12,69$ | $F_{(2,233)}=7,377$ $p=0,001$ | 4000 TL and over <others |
| | 3000-4000 | 105 | $68,29 \pm 10,96$ | | |
| | 4000 and over | 83 | $63,18 \pm 10,44$ | | |

*Kruskal-Wallis test, ** unrelated samples t-test, *** one-way variance analysis

Table 4 showed that there is no statistically significant relationship between the PE teachers' scores of the job satisfaction scale and their gender ($t_{(234)}=0,019$; $p>0,05$), age ($F_{(3,232)}=0,782$; $p>0,05$), marital status ($t_{(234)}=1,371$; $p>0,05$), experience ($X^2=6,683$; $p>0,05$).

A statistically significant relationship between the number of household members and the PE teachers' overall job satisfaction scores ($F_{(3,232)}=4,140$; $p<0,05$) was determined. At the end of the LSD test, it was found that the participants who were members of a house with 4 or more residents were found to have higher job satisfaction ($70,02\pm 10,50$) than others.

Additionally, the number of employed persons in teachers' houses and their job satisfaction showed a statistically significant difference ($X^2=13,546$; $p<0,05$). In order to determine the difference, Mann-Whitney U test was conducted and it was found out that teachers who are living in a house with 3 or more employed persons had lower job satisfaction ($61,29\pm 7,77$) compared to other PE teachers.

Finally, monthly income of the PE teachers and their overall job satisfaction showed a statistically significant relationship ($F_{(2,233)}=7,377$; $p<0,05$). This difference derived from the lower job satisfaction levels of teachers with 4000 TL or more monthly income.

Table 5. *The descriptive statistics of the PE teachers' job stress*

| Scale | Number of items | N | Lowest | Highest | \bar{X} | SS |
|------------|-----------------|-----|--------|---------|-----------|------|
| Job stress | 7 | 236 | 7,00 | 35,00 | 19,88 | 5,42 |

According to the table 5 the job stress levels of the participating PE teachers were varied between 7,00 and 35,00 and based on the calculated scores ($\bar{X}=2,84$) the job stress of the PE teachers were determined as moderate in general.

Table 6. *The results of the difference tests between PE teachers' job stress and their demographic features*

| Variables | Categories | N | $\bar{X} \pm SS$ | Difference test | Sig. |
|--|------------------|-----|------------------|--|---------------------------|
| Gender | Female | 86 | 19,24 \pm 4,70 | $t_{(234)}=1,371^{**}$ $p=0,172$ | --- |
| | Male | 150 | 20,25 \pm 5,77 | | |
| Age | 23-25 | 22 | 18,41 \pm 6,28 | $F_{(3,232)}=1,304^{***}$ $p=0,274$ | --- |
| | 26-35 | 92 | 19,83 \pm 5,44 | | |
| | 36-50 | 98 | 20,52 \pm 5,00 | | |
| | 51-65 | 24 | 18,83 \pm 6,04 | | |
| Marital status | Married | 159 | 20,57 \pm 5,55 | $t_{(234)}=1,901$ $p=0,059$ | --- |
| | Single | 77 | 18,45 \pm 4,85 | | |
| The number of individuals living in households (including her/himself) | 1,00 | 27 | 18,59 \pm 6,08 | $F_{(3,232)}=0,697$ $p=0,555$ | --- |
| | 2,00 | 55 | 20,24 \pm 5,22 | | |
| | 3,00 | 101 | 20,15 \pm 5,63 | | |
| | 4 or more | 53 | 19,66 \pm 4,87 | | |
| The number of individual wage earners in the household | 1,00 | 48 | 18,79 \pm 6,57 | $X^2=9,113$ $p=0,010$ | 3 and more > others |
| | 2,00 | 150 | 19,56 \pm 4,75 | | |
| | 3 and more | 38 | 22,53 \pm 5,62 | | |
| Length of service | 0-5 years | 55 | 17,73 \pm 4,64 | $F_{(3,232)}=0,697$ $p=0,044$ | 0-5 year <others |
| | 5-10 years | 69 | 19,86 \pm 5,53 | | |
| | 10-20 years | 85 | 21,36 \pm 5,20 | | |
| | 20 years or more | 27 | 19,67 \pm 6,00 | | |
| Salary (Monthly) | 2000-3000 | 48 | 17,85 \pm 5,45 | $F_{(2,233)}=13,306$ $p=0,000$ | 4000 TL and over > others |
| | 3000-4000 | 105 | 19,01 \pm 4,93 | | |
| | 4000 and over | 83 | 22,16 \pm 5,25 | | |

*Kruskal-Wallis test, ** unrelated samples t-test, *** one-way variance analysis

As it is obvious in Table 6 there is no statistically significant relationship between the job stress of the PE teachers and their gender ($t_{(234)}=1,371$; $p>0,05$), age ($F_{(3,232)}=1,304$; $p>0,05$), marital status ($t_{(234)}=1,901$; $p>0,05$), and the number of household members ($F_{(3,232)}=0,697$; $p>0,05$).

A statistically significant difference was found between job stress and the number of employed persons living in the PE teachers' houses ($X^2=9,113$; $p<0,05$). This difference derived from the higher level of the job stress ($22,53\pm 5,62$) in PE teachers living in houses with 3 or more employed persons compared to other PE teachers.

The participants' experience and their job stress levels showed a statistically significant relationship ($F_{(3,232)}=0,697$; $p<0,05$). At the end of the LSD test, it was found out that PE teachers with 0-5 years of experience had lower levels of job stress ($17,73\pm 4,64$) compared to other PE teachers.

The LSD test showed that teachers with 4000 TL or more monthly income ($22,16\pm 5,25$) had higher levels of job stress compared to other PE teachers and this situation created a significant difference ($F_{(2,233)}=13,306$; $p<0,05$).

Table 7. The results of the Pearson Correlation test between PE teachers' job satisfaction and their job stress

| Variables | Values | Intrinsic satisfaction | Extrinsic satisfaction | Job satisfaction | Job stress |
|------------------------|--------|------------------------|------------------------|------------------|------------|
| Intrinsic satisfaction | r | 1 | ,370** | ,904** | -,301** |
| | p | | ,000 | ,000 | ,000 |
| | N | 236 | 236 | 236 | 236 |
| Extrinsic satisfaction | r | ,370** | 1 | ,732** | -,065 |
| | p | ,000 | | ,000 | ,318 |
| | N | 236 | 236 | 236 | 236 |
| Job satisfaction | r | ,904** | ,732** | 1 | -,251** |
| | p | ,000 | ,000 | | ,000 |
| | N | 236 | 236 | 236 | 236 |
| Job stress | r | -,301** | -,065 | -,251** | 1 |
| | p | ,000 | ,318 | ,000 | |
| | N | 236 | 236 | 236 | 236 |

$p<0,05$ *; $p<0,01$ **

According to the data presented in Table 7, there is a highly positive relationship between the overall job satisfaction of the PE teachers and its sub-dimensions intrinsic satisfaction ($r=0,904$; $p<0,01$) and extrinsic satisfaction ($r=0,732$; $p<0,05$). In addition to this, a lower level positive relationship was found between the intrinsic satisfaction and the extrinsic satisfaction level ($r=0,370$; $p<0,01$).

A lower level negative relationship was determined between the job satisfaction and job stress of the PE teachers working in the Western Black Sea Region ($r=-0,251$; $p<0,01$). A negative and lower level relationship was found between the job stress and intrinsic satisfaction ($r=-0,301$; $p<0,01$). On the other hand, no significant relationship was found between the job stress levels of PE teachers and their extrinsic satisfaction ($r=0,065$; $p>0,05$).

4. Discussion and Conclusion

In the present study, the relationships between the job satisfaction and job stress level of the PE teachers working in the Western Black Sea region of Turkey have been investigated. Besides, it has been explored whether the job satisfaction and job stress of the PE teachers show significant difference or not regarding these PE teachers' demographic features. Then, initially the PE teachers have been listed with respect to the provinces of the region, and a total of 236 teachers have been interviewed in the 2015-2016 academic year.

The results of the study revealed that the job satisfaction level of the PE teachers was 3.34 out of 5. To put it another way, in general the job satisfaction of the teachers has been found to be close to the average level. In addition, it has been found that intrinsic job satisfaction was 3.57 out of 5, and extrinsic job satisfaction was 3.01 out of 5. It is seen that in general the intrinsic and extrinsic satisfaction of PE teachers are around the average level while their intrinsic satisfaction is higher than their extrinsic satisfaction. In the Korkmaz's (2012), study conducted with the participation of 150 PE teachers working in the rural areas of Ankara province, teachers' job satisfaction was found to be at a medium level. Similarly, Gülay (2006) found that PE teachers' job satisfaction was at medium level. Özben and Argun's (2005) study pointed out with the participation of 82 high school teachers revealed that job satisfaction of the teachers was at the medium level. The study carried out by Koruklu et al. (2013) in Aydın province with the participation of 526 secondary school teachers showed that teachers had medium level job satisfaction. Gürbüz's (2008) study involved 181 pre-school teachers working in Kars province, and demonstrated that 77.3 % of teachers had high level of job satisfaction.

Regarding the results of the studies determined with the participation of PE teachers, it was found that in general teachers had medium level of job satisfaction.

Intrinsic, extrinsic, and overall satisfaction of PE teachers regarding their gender showed no significant difference ($p>0,05$). These results are parallel to Ayyıldız and Şahin's (2017) results which is the level of job satisfaction of employees in the field of sports is high and there is no difference according to the gender variable. In the studies conducted in order to explore the job satisfaction of PE teachers in the literature (Akner, 2005; Çelik, 2010; Gülay, 2006; Öztürk, 2002; Tamcahan, 2012; Yüksel, 2009), since the gender difference was minimum, and they work in the same conditions (work hours, salary, etc.) and promotion opportunities, it can be said that gender does not impact on job satisfaction. Similarly, in other studies carried out with different branch teachers (Gençtürk & Memiş, 2010; Koruklu et al., 2013; Telef, 2011), it was revealed that teachers' gender did not affected their job satisfaction.

Intrinsic, extrinsic, and overall satisfaction of PE teachers regarding their age showed no significant difference ($p>0,05$). In the same vein, in a number of studies conducted on PE teachers, it was found that there was no significant difference in their job satisfaction with respect to teachers' age (Akner, 2005; Çelik, 2010; Korkmaz, 2012; Tamcahan, 2012; Yüksel, 2009). Likewise, in the studies applied on teachers with different branches in the literature, it was not found any significant difference in teachers' job satisfaction with respect to their age (Avşaroğlu, Deniz & Kahraman, 2005; Sulu, 2007; Şahin & Dursun, 2009).

Intrinsic, extrinsic, and overall satisfaction of PE teachers regarding their marital status showed no significant difference ($p>0,05$). Relatedly, other studies carried out with the participation of PE teachers revealed that there was no significant difference in teachers' job satisfaction regarding their marital status (Akner, 2005; Çelik, 2010; Korkmaz, 2012). Likewise, the studies in different fields showed that marital status did not impact on job satisfaction (Girgin, 2009; Gürbüz, 2008; Sulu, 2007).

It was found that intrinsic, extrinsic, and overall satisfaction of PE teachers regarding the number of people living in their home showed significant difference ($p>0,05$). It was revealed that intrinsic satisfaction and job satisfaction showed significant difference by the number of people earning money in household ($p<0,05$) while extrinsic satisfaction showed no significant difference ($p>0,05$).

It was found that while intrinsic satisfaction of PE teachers showed significant difference with respect to their seniority ($p<0,05$), their extrinsic and job satisfaction did not show any difference ($p>0,05$). In Akner's (2005) study applied on PE teachers revealed that teachers' job satisfaction showed significant difference regarding their seniority in that teachers' job satisfaction with low seniority was higher than that of other teachers had. A similar finding was found by Mavi (2008) who carried out a study with the participation of PE teachers teaching in Kütahya province in that the teachers with 16-20-year teaching experience had lower job satisfaction. With respect to these results mentioned, as their teaching experience increases, teachers' satisfaction decreases. This can be stem from the changes in system such as teaching manner, student profile, teaching programmers, and etc.

It was determined that teachers' intrinsic satisfaction and job satisfaction regarding their salary showed significant difference ($p<0,05$) while their extrinsic satisfaction showed no significant difference ($p>0,05$). Some studies conducted on PE teachers revealed that teachers with higher salary had lower job satisfaction (Akner, 2005; Çelik, 2010).

It was found that the stress level of the PE teachers participated in this study regarding their work was 2.84 out of 5, and their overall job stress was at the average level. Beside of this while PE teachers' job stress level showed significant difference according to the number of people earning money in teachers' household, teachers' length of service, and teachers' monthly income ($p<0,05$), additionally no significant difference was found with respect to the PE teachers' province, gender, age, marital status, and the number of people living in teachers' household ($p>0,05$).

The study of Günbayı and Tokel (2012) on primary school teachers, it was found that there was negative correlation between teachers' job satisfaction and their job stress. Besides the field of education, in the studies carried out in other fields, it was found that there was negative correlation

between workers' job satisfaction and their job stress (Tekingündüz, Top & Seçkin, 2014; Yüksel, 2003).

As a result of the present study, it was determined that there were high positive correlations between PE teachers' job satisfaction and their intrinsic and extrinsic satisfaction. PE teachers' job satisfaction had higher correlation with their intrinsic satisfaction than their extrinsic satisfaction. In addition, there was low level negative correlation between PE teachers' job stress and their job satisfaction.

References

- [1] Akıner, B. (2005). *Özel okullarda ve resmi okullarda görev yapan beden eğitimi öğretmenlerinin iş doyum düzeylerinin araştırılması (Manisa merkez örneği)*. Yüksek Lisans Tezi, Celal Bayar Üniversitesi Sağlık Bilimleri Enstitüsü, Manisa.
- [2] Avşaroğlu, S., Deniz, E. M., & Kahraman, A. (2005). Teknik öğretmenlerde yaşam doyumunu iş doyumuna ve mesleki tükenmişlik düzeylerinin incelenmesi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (14), 115-129.
- [3] Ayyıldız, E., & Şahin M. Y. (2017, Kasım). *Yerel ve özel sektördeki spor tesisi çalışanların iş tatmini düzeylerinin incelenmesi*. 15. Uluslararası Spor Bilimleri Kongresi'nde sunulmuş bildiri. Spor Bilimleri Derneği, Antalya.
- [4] Bektaş, H. (2003). *İş doyum düzeyleri farklı olan öğretmenlerin psikolojik belirtilerinin karşılaştırılması*. Yüksek Lisans Tezi, Atatürk Üniversitesi, Sosyal Bilimler Enstitüsü, Erzurum.
- [5] Brewer, E. W., & McMahan-Landers, J. (2003). The relationship between job satisfaction among industrial and technical teacher educators. *Journal of Industrial Teacher Education*, 20(1).
- [6] Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel Araştırma Yöntemleri*. Ankara: Pegem Akademi.
- [7] Çelik, B. (2010). *Özel okullarda ve resmi okullarda görev yapan beden eğitimi öğretmenlerinin iş doyum düzeylerinin araştırılması*. Yüksek Lisans Tezi, Gazi Üniversitesi, Ankara.
- [8] Davis, K. (1988). *İşletmede İnsan Davranışı* (Kemal T., çev.). İstanbul: İ.Ü. İşletme Fakültesi.
- [9] Dikmen, A. A. (1995). *Kamu çalışanlarında iş doyumunu ve yaşam doyumunu*, Yüksek Lisans Tezi, Ankara Üniversitesi, Ankara.
- [10] Ergin, C. (1997). Bir iş doyumunu ölçümü olarak "İş betimlemesi ölçeği": uyarılma, geçerlik ve güvenilirlik çalışması. *Türk Psikoloji Dergisi*, 12(39), 25-36.
- [11] Fisher, R. T. (2001). Role stress, type a behavior pattern and external auditor job satisfaction and performance. *Behavioral Research in Accounting*, 13(1), 143-170.
- [12] Gençtürk, A., & Memiş, A. (2010). İlköğretim okulu öğretmenlerinin öz-yeterlik algıları ve iş doyumlarının demografik faktörler açısından incelenmesi. *Elementary Education Online*, 9(3), 1037-1054.
- [13] Girgin, G. (2009). Öğretmenlerin iş doyumuna etki eden faktörlerin incelenmesi, *NEWWSA*, 4(4), 1297- 1307.
- [14] Gülay, H. E. (2006). *Beden eğitimi öğretmenlerinin iş doyum düzeylerinin araştırılması (Kocaeli ili örneği)*. Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.
- [15] Günbayı, İ., & Tokel, A. (2012). İlköğretim okulu öğretmenlerinin iş doyumunu ve iş stresi düzeylerinin karşılaştırmalı analizi. *ODÜ Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 5(3), 77-95.
- [16] Gürbüz, Z. (2008). *Kars ilinde görevli okul öncesi öğretmenlerinin iş tatmin düzeyleri ve mesleki tükenmişlik düzeylerinin incelenmesi*. Yüksek lisans tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.

- [17] House, R. J., & Rizzo, J. R. (1972). Role conflict and ambiguity as critical variables in model of organizational behavior. *Organizational Behavior and Human Performance*, 7(3), 467-505.
- [18] Jex, S. M. (1998). *Stress and Job Performance: Theory, research, and implications for managerial practice*. US: Sage Publications.
- [19] Judge, T. A., & Wanatabe, S. (1993). *Another Look at the Job Satisfaction Life satisfaction*. US: Sage Publications.
- [20] Keskin, H. (2005). Güçlendirmeye iş tatmini, iş stresi ve örgütsel bağlılık arasındaki ilişkiler: bir alan çalışması. *Gebze İleri Teknoloji Enstitüsü E. Bülteni*, 10, 54-56.
- [21] Korkmaz, Ö. (2012). *Kırsal kesimde görev yapmakta olan beden eğitimi öğretmenlerinin iş doyum düzeylerinin değerlendirilmesi (Ankara ili örneği)*. Yüksek Lisans Tezi, Erciyes Üniversitesi Sağlık bilimleri Enstitüsü, Kayseri.
- [22] Koruklu, N., Feyzioğlu, B., Özenoğlu Kiremit, H., & Aladağ, E. (2013). Öğretmenlerin iş doyum düzeylerinin bazı değişkenlere göre incelenmesi. *Mehmet Akif Üniversitesi Eğitim Fakültesi Dergisi*, (25), 119-137.
- [23] Luthans, F. (1992). *Organizational Behavior*. New York: McGraw-Hill.
- [24] Manthei, R., Gilmore, A., Tuck, B., & Adair, V. (1996). Teacher stress in intermediate schools. *Educational Research*, 38(1), 3-19.
- [25] Mavi, L. (2008). *Kütahya ilinde görev yapan beden eğitimi ve spor öğretmenlerinin iş doyum düzeylerinin belirlenmesi*. Yüksek Lisans Tezi, Dumlupınar Üniversitesi Sosyal Bilimler Enstitüsü, Kütahya.
- [26] Oran, B. (1989). *Job satisfaction of a group of academical staff in Marmara*, Yüksek Lisans Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- [27] Özben, Ş., & Argun, Y. (2005). Sosyo-demografik özelliklere göre ilköğretim öğretmenlerinin iş doyum ve tükenmişlik düzeylerinin incelenmesi. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 18, 27-37.
- [28] Öztürk, G. (2002). *Beden eğitimi öğretmenlerinde iş doyum*. Yüksek Lisans Tezi, Marmara Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.
- [29] Pillay, H., Goddard, R., & Wilss, L. (2005). Well-being, burnout and competence. *Implications for Productivity and Management Review*. 14(2), 157-168.
- [30] Sat, S. (2011). *Örgütsel ve bireysel özellikler açısından iş doyum ile tükenmişlik düzeyi arasındaki ilişki: Alanya'da banka çalışanları üzerinde bir inceleme*. Yüksek lisans Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- [31] Saygı, H., Tolon, T., & Tekoğul, H. (2011). Job satisfaction among academic staff in fisheries faculties at Turkish universities. *Social Behavior and Personality: An International Journal*, 39, 1395-1402.
- [32] Sulu, H. (2007). *Resmi ve özel ilköğretim okullarında çalışan öğretmenlerin iş tatmin düzeyleri ile denetim odağı arasındaki ilişkinin incelenmesi*. Yüksek Lisans Tezi, İstanbul Üniversitesi, İstanbul.
- [33] Şahin, H., & Dursun, A. (2009). Okul Öncesi öğretmenlerinin iş doyumları: Burdur örneği. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 9(18), 160-174.
- [34] Şahin, M.Y., Cengiz, R., & Abakay, U. (2013). The investigation of the ethical leadership roles of school administrators and organizational commitment of physical education teachers. *International Journal of Academic Research*, 5(4).
- [35] Şimşek, M. Ş., Akyemci, T., & Çelik, A. (1998). *Davranış bilimlerine giriş ve örgütlerde davranış*. Ankara: Nobel Yayıncılık.

- [36] Tamcahan, F. (2012). *Beden eğitimi öğretmenlerinin iş doyum düzeylerinin tespiti (Düzce örneği)*. Yüksek Lisans Tezi, Sakarya Üniversitesi, Sakarya.
- [37] Tekingündüz, S., Top, M., & Seçkin, M. (2014). İş tatmini, performans, iş stresi ve işten ayrılma niyeti arasındaki ilişkilerin incelenmesi: hastane örneği. *Verimlilik Dergisi*, 4, 27-38.
- [38] Telef, B. B. (2011). Öğretmenlerin öz-yeterlikleri, iş doyumları, yaşam doyumları ve tükenmişliklerinin incelenmesi. *İlköğretim Online*, 10(1), 91-108.
- [39] Tellenback, S., Brener, S. O., & Löfgren, H. (1983). Teacher stress: Exploratory model building. *Journal of Occupational Psychology*, 56(1), 19-33.
- [40] Turunç, Ö., & Erkuş, A. (2010). İş-aile yaşam çatışmasının iş tatmini ve örgütsel bağlılık üzerine etkileri: İş stresinin aracılık rolü. *Selçuk Üniversitesi İİBF Sosyal ve Ekonomik Araştırmalar Dergisi*, 13(19), 415-440.
- [41] Xiaofu, P., & Qiwen, Q. (2007). An analysis of the relation between secondary school organizational climate and teacher job satisfaction. *Chinese Education&Society*, 40(5), 65-77.
- [42] Vural, B. (2004). *Yetkin-ideal-vizyoner öğretmen*. İstanbul: Hayat.
- [43] Weiss, D. J, Dawis, R.V., & England, G.W. (1967). Manuel for the Minnesota Satisfaction Questionnaire. *Minnesota studies in vocational rehabilitation*.
- [44] Yavuz, C., & Karadeniz, C.B. (2009). Sınıf öğretmenlerinin motivasyonunun iş tatmini üzerine etkisi. *Uluslararası Sosyal Araştırmalar Dergisi*, 2(9), 507-519.
- [45] Yıldırım, F. (1996). *Banka çalışanlarında algılanan rol çatışması ve belirsizliği ve iş doyumunu ile tükenmişlik arasındaki ilişki*. Yüksek Lisans Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- [46] Yüksel, İ. (2003). İş stresi, işe bağlılık ve iş doyumunu arasındaki ilişkinin analizi (Teknisyenlere yönelik bir uygulama). *İktisadi ve İdari Bilimler Dergisi*, 17, 213-224.

Authors

Pınar Karacan Doğan, Gazi University, Ankara, Turkey, e-mail: pinarkaracan@gmail.com

Yakup Akyel, Ahi Evran University, Kırşehir, Turkey, e-mail: yakyel@ahievran.edu.tr

İsa Doğan, Karabuk University, Karabuk, Turkey, e-mail: isadogan33@gmail.com