

JOB SATISFACTION FOR PHYSICAL EDUCATION TEACHERS AND ITS RELATIONSHIP TO JOB PERFORMANCE AND ORGANIZATIONAL COMMITMENT

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Abstract. *Purpose:* this study was to investigate the relation and correlation between job satisfaction, job performance, and organizational commitment among physical education teachers. *Material:* The participants were 100 physical education teachers' male and female from secondary schools. Job satisfaction, job performance, and organizational commitment were measured through a questionnaire has 05 axes. *Results:* The findings indicated that there was a strongly positive relationship between job satisfaction and job performance, and the same relationship between job satisfaction and organizational commitment. *Conclusion:* there is a need to create an appropriate environment to ensure the success of the professors of physical education as well as providing incentives and promotions through clear standards.

Key words: job satisfaction, job performance, organizational commitment, physical education teacher.

Introduction

Physical education teachers, commonly known as Phys Ed or P.E. teachers are responsible for the education of primary and secondary school students in physical activity and psychomotor learning. The physical education class was once little more than an organized recess; however, physical education teachers now engage students in much more than game play. Recent developments have steered the physical education curriculum towards the goal of overall wellness and teachers now incorporate health and nutrition topics into their classes (Shorfi, 2012).

About job satisfaction there has been a lot of researches since 1930. In this study, it is stated that job satisfaction of employees is 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.

Researchers agree that job performance can be defined on a micro level as actions and behavior of an employee that contribute to the goals of the organization (Campbell, 1990; Murphy, 1989). A wealth of literature speaks to issues surrounding the structure underlying job performance (i.e., those categories of behaviors that are valued by supervisors). A review of this literature indicates that for some time the only behaviors that received attention in the research literature and by organizations were those behaviors associated with the production of a good or the provision of a service, namely task performance. Some researchers propose that employees do not spend all of their time at work performing activities that are strictly related to task performance (e.g., Borman & Motowidlo, 1993; Katz & Kahn, 1978; Organ, 1988). For example, employees help coworkers or volunteer to engage in activities that benefit the organization. These behaviors also contribute to the organization in positive ways and have been given a variety of names (e.g., organizational citizenship behavior, contextual performance, extra-role behaviors).

Organizational commitment is the power of individual's identification with and participation in the organization. Components of such kind of commitment are defined as having strong belief in and adoption of the objectives and values of the organization, willingness to put forth extra effort for the benefit of the organization and being eager and willing to continue organizational membership. In other words, organizational commitment is the strong belief of the employee in the organizational objectives and values, adoption of these objectives and values by the same, intense desire to exert extra effort for organizational objectives and strong wish to stay within and remain a member of the organization (Mowday, Steers & Porter, 1979). Sense of organizational commitment is thought to positively affect organizational performance and, in this framework, it is suggested to decrease undesired results such as tardiness, absenteeism and quitting and to make positive contributions to the product and service quality (Dogan & Kilic, 2007). Employees committed to their organizations are believed to work more and make more self-sacrifice for the achievement of organizational objectives. Organizational commitment issue has been studied from many aspects and this concept has been addressed in the three components of affective commitment, continuance commitment and normative commitment (Meyer & Allen, 1988). Present study also addressed organizational commitment in these three dimensions (Goleman, 2000).

The purpose of this study is study of job satisfactions among teacher of physical educations and its relationship to job performance and organizational commitment.

The task of this study is to answer the following question: What is the relationship between the level of job satisfaction for teachers and physical education, and their performance and their commitment to the organization?

Material and Methods

Participant: we have been relying on a random sample using equation the entrance of the American Association for Education to determine the appropriate minimum sample size. The application got the 135 participants, but after the distribution of questionnaires retrieved 107 of which 7 were invalid. It was determined the final size of the sample to 100 participants.95 were male physical education teachers and 5 were female physical education teachers from secondary schools (Jijel city).

Research Design: based on the nature of the data to be collected, the most appropriate and effective tool to achieve the objectives of the study are "questionnaire", the questionnaire covered four main axes:

- The axe of Socio-demographic characteristics (8 items).
- The axe of Job satisfaction (25 items).
- The axe of job performance (14 items).
- The axe of organizational commitment (15 items).

Statistical Analysis. The preparation of the questionnaire was relied on Questions enclosed formula. Items 2, 3, and 4 in the questionnaire are in the form of five option Likert type scale. Cranach alpha reliability and Validity were done (table 1).

Table 1. Cranach alpha reliability and Validity of questionnaire

Axes	items	Reliability of axe
Job satisfaction	25	0,990
job performance	15	0,985
organizational commitment	14	0,989
General rate of reliability	54	0,995

Results

Socio-demographic characteristics

The socio-demographic characteristics of the respondents are summarized in Table 2. Among the 100 respondents, 95 were males and 05% were females. They represent a young age group under 31 years with an age range of 31-40 years, another age range of 41-50 years, and last age group over 51years.the single participants made up 48% while 52% were the married participants. Majority of the respondents had license qualification. Majority of the respondents had permanent work 84% while 15% and 1% had trainee and temporary work, respectively. Majority of the respondents had monthly salary between 32000 and 42000 DA.

72% of respondents had direct registration while others had transfer.

Table2.Socio-demographic characteristics

variable	Variable categories	number	percentage
Gender	male	95	95%
	Female	05	05%
Age (years)	Under 30	55	55%
	31-40	33	33%
	41-50	08	08%
	Over 51	04	04%
Social status	Single	48	48%
	Married	52	52%
	Other	0	0%
Qualification	License	75	75%
	Master	16	16%
	Majister	01	01%
	other	08	08%
Work Experience(years)	Under 5	57	57%

	5-10	28	28%
	Over 11	15	15%
type of work	Permanent	84	84%
	Trainee	15	15%
	temporary	01	01%
monthly salary (DA; Algerian dinar)	Under 32000	13	13%
	32000-42000	67	67%
	Over 42000	20	20%
how to register in Physical Education and Sports Department	direct registration	72	72%
	transfer	28	28%

Determination of the relationship between job satisfaction and job performance to physical education teachers.

As shown in Table 3, there is positive relationship ($r = 0.932$, $p < 0.01$), between type and circumstances of work and job performance. And there is positive relationship ($r = 0.932$, $p < 0.01$), between salary and job performance. and the same results ($r = 0.888$, $p < 0.01$), ($r = 0.887$, $p < 0.01$), ($r = 0.916$, $p < 0.01$), between relationship with colleagues and job performance, incentives (motives) and job performance, and relationship with superior and job performance, respectively.

Table 3. Results Pearson correlation coefficient between Job satisfaction dimensions and job performance

Job satisfaction dimensions	job performance
type and Circumstances of work	0,932
salary	0,829
Relationship with colleagues	0,888
Incentives (motives)	0,887
Relationship with superiors (bosses)	0,916

Sig. at 0.01 level (2-tailed)

As for the nature of the relationship between job satisfaction in general and job performance table 4 shows that there is a positive and significant ($r = 0.936$, $p < 0.01$).

Table 4. Pearson correlation coefficient between job satisfaction in general and job performance

Variables	job performance
Job satisfaction	0.936

Sig. at 0.01 level (2-tailed)

This topic has strong positive relationship because the performance is affected by the satisfaction of the professors for their job. So it can predict the level of job satisfaction by performance of teachers.

Determination of the relationship between job satisfaction and organizational commitment to physical education teachers.

As shown in Table 5, all measured dimensions of job satisfactions has a positive relationship with organizational commitment, ($r = 0.960$, $r = 0.885$, $r = 0.95$, $r = 0.934$, and $r = 0.961$, $p < 0.01$, type and Circumstances of work, salary, Relationship with colleagues, Incentives (motives), and Relationship with superiors (bosses), respectively. if one of dimensions of job satisfaction increases, organizational commitment also will increase.

In table 6 there is positive relationship between job satisfaction in general and organizational commitment ($r = 0.980$ $p < 0.01$), that mean very strong positive relationship.

Table 5. Results Pearson correlation coefficient between Job satisfaction dimensions and organizational commitment

Job satisfaction dimensions	organizational commitment
type and Circumstances of work	0,960
salary	0,885
Relationship with colleagues	0,925
Incentives (motives)	0,934

Relationship with superiors (bosses)	0,961
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Sig. at 0.01 level (2-tailed)

Table 6. Pearson correlation coefficient between job satisfaction in general and organizational commitment

Variables	organizational commitment
Job satisfaction	0.980

Sig. at 0.01 level (2-tailed)

Discussion

Many studies have confirmed that job satisfaction is one of the important factors that maintain a high level of performance. Some researchers have pointed out that the low levels of job satisfaction may lead to lower productivity, associated apathy and loss of interest..., as well as, the low level of organizational commitment, because this relationship affect the quality of education and student achievement levels. Job satisfaction has a clear impact on the level of Organizational commitment to physical education teachers (Narimawati, 2007; Reyes, 1989; Iermakova, 2014; Podstawski et al., 2014; Radchenko, 2015; Nowak et al., 2016).

Other studies, analyzing the dependences between fit and unfit P.E. teachers and the performance of their students did not reveal significant differences (Bischof, Plowman, & Lindenman, 1988). Still other studies revealed that P.E. teachers consider their lessons successful if students are occupied, happy, and well-behaved (Placek, 1983), without giving as much priority to aspects of teaching such as developing a lifelong positive attitude towards physical activity (Hickson & Fishburne, 2002).

This result is consistent with Salama (1999), where the study concluded that there is a correlation between the degree of organizational commitment to the members of the faculty and the degree of job satisfaction. It also noted the results of the study of the El-Dakhil (1995) to the existence of a positive relationship between job satisfaction and organizational commitment in a sample study by members of the teachers at the University of Riyadh in Saudi Arabia.

Finally, it can be concluded that there is a positive relationship between job satisfaction and job performance, and the same relationship between job satisfaction and organizational commitment.

Based on our findings, we recommend that engaging teachers of physical education in the decision-making within the organization, need to create an appropriate environment to ensure the success of the professors of physical education. And providing incentives and promotions through clear standards.

Conflict of interests

The authors declare, that there are no potential conflicts of interest in respect to research, authorship, and/ or publication of this article.

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