Job Satisfaction and its Triggers among Tunisian High Institutes of Sport and Physical Education Teachers

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Abstract: *The objective of this study was to evaluate the influence of certain socio-professional background on job satisfaction of teachers in higher institutes of sport and physical education in Tunisia. 269 teachers male and female with mean ages (43, 21 ± 7,704) answered the questionnaire of Vallado et al. (2003). Our study has shown that socio-professional antecedents significantly affect teacher job satisfaction. Also, we found that these triggers are variable depending on age, gender, grade, seniority, marital situation etc… which indicate the positive correlation between individual characteristics and socio-professional triggers of teacher's satisfaction.*

Keywords: Job Satisfaction - Socio-Professional Triggers – Tunisian Teachers

1. Introduction

Job satisfaction is an attitude that individuals have about their jobs. Job satisfaction results from their perception of their jobs and the degree to which there is a good fit between the individual and the organization" (Ivancevich et al., 1997). It is one of the most researched constructs in business science and organizational behavior for various reasons. First, job satisfaction is relevant for scholars interested in the subjective evaluation of work conditions (e.g., job characteristics, Schjoedt, 2009).

Second, job satisfaction is relevant for managers and researchers interested in organizational outcomes, such as organizational commitment (Rutherford et al., 2009; Tsai and Huang, 2008; Yousef, 2002); extra-role behavior (Bowling, 2010), absenteeism (Tharenou, 1993), sabotage (Chen and Spector, 1992), turnover or intentions to quit the job (e.g., DeConinck and Stilwell, 2004; Rutherford et al., 2009). Third, job satisfaction is assumed to have major implications as it is a multidisciplinary and everlasting relevant construct covering all professions, work, jobs and contexts. Despite some controversy concerning this issue (Cropanzano and Wright, 2001), several studies recognize job satisfaction as a key factor influencing productivity (Judge et al., 2001; Ng et al., 2009; Schleicher et al., 2004). Job satisfaction is an attitude that relates to overall attitudes towards life, or life satisfaction (Ilies et al., 2009) as well as to service quality (Hartline and Ferrell, 1996).

Thousands of studies examine people's attitudes to their work experience, as well as to specific aspects of their jobs such as pay, supervision or autonomy (Spector, 1997). A person with a high level of job satisfaction invariably has positive attitudes toward his/her job; while a person dissatisfied has negative attitudes about his/her job. Conceptually, job satisfaction is a broad construct, regarding all or most of the characteristics of the job itself and the work environment, which employees find rewarding, fulfilling and satisfying, or frustrating and unsatisfying (Weiss, 2002). All these arguments converge on the general and shared assumption that global job satisfaction is associated with a complex set of interrelationships of tasks, roles, responsibilities, interactions, incentives and rewards (Bowling et al., 2008).

Although research on job satisfaction has been developed over several decades, we still have little understanding about the relationship between overall job satisfaction and satisfaction with specific characteristics (Jackson and Corr, 2002) and on how this relationship evolves across time (Bowling et al., 2008) in particular during organization restructuring (Probst, 2003). The interest in specific aspects of job satisfaction has even wider significance for managers, especially when organizations seek information conducive to improving critical aspects of the workplace (Spector, 1997) and when organizations undertake workplace restructuring (Howard and Frink, 1996; Probst, 2003).

Research mainly focuses on the investigation of the causes and consequences of job satisfaction regarding the stable or instable nature of job satisfaction. In general, findings suggest that, although situational factors influence it, job satisfaction shows at least some degree of stability across time due to the dispositional factors (Bowling et al., 2005, 2008; Bruk-Lee et al., 2009; Judge et al., 2002; Staw and Cohen- Charash, 2005). Although several studies investigate the dispositional approach to global job satisfaction, the dispositional approach to aspects of job satisfaction receives little attention (Bowling et al., 2008).

Specific measures of job satisfaction are useful to measure specific behavior (e.g., Snipes et al., 2005; Tsai and Huang, 2008), however, research regarding the specific impact of different aspects of job satisfaction is still in its infancy (Snipes et al., 2005; Rutherford et al., 2009; Skalli et al., 2008; Tsai and Huang, 2008). There are two issues that researchers have mainly addressed so far: the relationship between satisfaction with job aspects and overall job satisfaction (Jackson and Corr, 2002; Skalli et al., 2008) and the antecedents and consequences of specific job satisfaction

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aspects (Boles et al., 2007; Edwards et al., 2008; DeConinck, 2010).

Teacher job satisfaction has been the focus of considerable research (De Nobile, 2003; De Nobile & McCormick, 2005; Luthans, 2002). Research indicates that school teachers experience burnout, decreased job satisfaction (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005; Hakanen, Bakker, & Jokisaari, 2011; Hakanen, Bakker, & Schaufeli, 2006).

Other studies focused on certain job resources such as workload, students' behavior, parent–teacher relationship, cooperation with colleagues, support from the school leadership, and autonomy (Skaalvik & Skaalvik, 2007). In many empirical studies, teacher job satisfaction has been related to emotional exhaustion, job demands, control over one's work environment, school type, stress, tenure, competence, organizational culture, demographic variables (age, sex, class grade taught, subject taught, type of school, nationality, pay related factors) and social support (Badri & El Mourad, 2011; Chan, 2002; Van Houtte, 2006). Most of these studies provided linear, descriptive, and exploratory methods of analysis.

Several studies attempted to provide more structural models of teacher satisfaction in different contexts. Each such study examined a structural form of different constructs and predictors. These predictors included teacher experience, grade level taught, and teacher stress (Malik, Mueller, & Meinke, 1991); self-efficacy, gender, experience, and stress (Klassen & Chiu, 2010); positive affect and self-efficacy (Moe, Pazzaglia, & Ronconi, 2010); school context and burnout (Skaalvik & Skaalvik, 2009); motivation, feeling of belonging, and emotional exhaustion (Skaalvik & Skalvik, 2011); self-efficacy beliefs and student academic achievement (Caprara, Barbaranelli, Steca, & Malone, 2006); organizational values, teachers' feelings, sense of community, and discipline (Pang, 1996); and commitment, intention to stay, race, sex, and training (Culver, Wolfle, & Cross, 1992).

Teachers' job satisfaction, or teaching satisfaction (TS), represents a pleasurable emotional state resulting from the appraisal of a teachers' job as achieving or facilitating their job values (Ho & Au, 2006; Weiss, 2002). Teaching Satisfaction is an important indicator of teachers' psychological well-being, and it reflects the extent to which teachers like teaching (Hirschfield, 2000). Therefore, teaching satisfaction is one of the foci of research into the effect of emotional intelligence or emotional labor on teachers' work (Anari, 2012; Chuang & James, 2011; Kafetsios & Zampetakis, 2008; Kinman, Wray, & Strange, 2011; Platsidou, 2010; Wong et al., 2010; Zhang & Zhu, 2008).

Teaching is one of the most stressful professions. One quarter of teachers report teaching being a very stressful job (Johnson et al., 2005; Kyriacou, 2001). Organizational and social factors, such as lack of support, workload, and classroom management issues, are important causes of teachers' stress. In a study about the relation between teachers' self-efficacy and job satisfaction among 1.430 practicing teachers, Klassen and Chui (2010) found a direct relation between teachers' self-efficacy for classroom management and instructional strategies with job satisfaction. Teachers with high levels of stress from workload and student misbehaviour have more health and vocational problems, such as burnout, absenteeism and retention (Betoret, 2006; Jepson & Forrest, 2006; Kyriacou, 2001). Recent research has found that teachers experience an increasing number of work assignments and a more hectic workday, thereby resulting in less time for rest and recovery (Skaalvik & Skaalvik, 2009; Hargreaves, 2003; Lindqvist & Nordänger, 2006).

The increasing work load and the hectic workday cannot be easily separated because increasing work assignments result in less time for rest and recovery. We refer to the combined work load and hectic workday as time pressure, which is due to multiple causes such as an increasing demand for documentation and paperwork, more frequent meetings, more frequent communication with parents, the administration and scoring of achievement tests, frequent changes of the curriculum, and participation in a number of school development projects (Skaalvik & Skaalvik, 2010). Much more, Kitching (2009) and Morgan et al. (2010) indicate that the primary explanation for the high stress in the teaching profession is due to the emotional involvement of teachers with their students. They observe that organizational and social pressures, such as administration workload and classroom management issues, and the lack of supervision and team support have been extensively studied, but that interpersonal relationships between teachers and students have been largely ignored as a factor of significance to teachers' job satisfaction.

Finally, teachers with fewer years of teaching experience encounter different issues in their job from more experienced ones. This is partly revealed in findings relating teaching experience to job satisfaction, although the nature of this association differs across several studies (Crossman & Harris, 2006; van der Ploeg & Scholte, 2003). Less experienced teachers need to get familiar with the specific context of their school, and also have less job security than more experienced teachers (Elchardus et al., 2009). Also Teachers are dependent on their interactions with other school members to achieve their teaching goals (Bryk & Schneider, 2002). Research also indicates that a positive social climate and social support are positively related to teacher satisfaction and motivation (Day et al., 2006; Scheopner, 2010) and negatively related to burnout (Hakanen et al., 2006; Leung & Lee, 2006; Schaufeli & Bakker, 2004).

2. Method

This study was conducted in the current academic year 2013/14 among Tunisian teachers at the institutes of sport and physical education of Tunis, Sfax, Gafsa and kef. 269 teachers male and female with mean ages (43, 21 ± 7,704) participated in our study and answered the questionnaire of Job Satisfaction of Vallado et al. (2003).This questionnaire contains seven dimensions and thirty-seven items of various kinds concerning satisfaction with management, the Staff, colleagues, students and their parents, teaching and the profession itself.

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The level of satisfaction of each subject is the sum of all the scores of the 37 items. Satisfaction increases with the increase in its score.

We looked at this study to establish the relationship type cause-effect between socio-professional triggers and the manifestation of the job satisfaction among teachers at the higher institutes of sport and physical education in Tunisia. For better reasons, we evaluated the coefficients of the linear correlation of Bravais-Pearson from procedure 'Proc Corr of SAS library (SAS Institute, User's Guide, 1994).

3. Results

Our results show that job satisfaction among teachers of the institutes sport and physical education in Tunisia is heavily dependent on socio-professional antecedents. This positive correlation between job satisfaction and socio-professional triggers has been shown overall the dimensions of the questionnaire of Vallado et al. (2003) see table 1.

Table 1: Coefficients of linear Pearson correlation (r) between Socio-Professional Triggers and Job Satisfaction.

Socio-Professional Triggers						
Satisfaction						
	Institute	Age	Gender	Grade	Situation	Seniority
Direction	0,567**	0,789***	0,876**	0,645**	0,732**	0,665**
Staff	0,657**	0,874***	0,876***	0,632***	0,679***	0,589*
Colleagues	0,756**	0,798**	0,876**	0,634**	0,567**	0,591**
Students	0,875***	0,807**	0,845**	0,654**	0,666*	0,602**
Parents	0,403*	0,503**	0,767**	0,798**	0,783**	0,606**
Teaching	0,756***	0,873***	0,689**	0,734***	0,768**	0,876***¹
Job	0,765**	0,871**	0,756**	0,723**	0,689**	0,765**

*: Significant at $\alpha = 0.05$; **: Significant at $\alpha = 0.01$; ***: Significant at $\alpha = 0.001$.

The statistical data showed that Socio-professional triggers such as the workplace, age, gender, grade, marital situation and seniority of teachers significantly affect the satisfaction level of the teachers at the institutes of sport and physical education in Tunisia in their relation with direction, colleagues, students, parents, job and teaching task (Table 1).

4. Discussion

Job satisfaction is defined as the set of feelings that an individual feels towards his work (Weiss, 2002; Robbins et al., 2006). It consists of affective and cognitive components (Robbins and Judge, 2006). Satisfaction is a key concept in employee motivation and is in line with many other factors which are useful for the proper functioning of job such as performance, turnover and well-being (Tschan, 2009; Azaiez et al., 2013). Also, it doesn't depend only on professional triggers, but also on organizational and interpersonal factors. However, there exist individuals who are always predisposed to be dissatisfied and regardless of job conditions (Robbins et al., 2006).

Teachers' job satisfaction, or teaching satisfaction (TS), represents a pleasurable emotional state resulting from the appraisal of a teachers' job as achieving or facilitating their job values (Ho & Au, 2006; Weiss, 2002). Teaching Satisfaction is an important indicator of teachers' psychological well-being, and it reflects the extent to which teachers like teaching (Hirschfield, 2000). Therefore, teaching satisfaction is one of the foci of research into the effect of emotional intelligence or emotional labor on teachers' work (Anari, 2012; Kitching, 2009; Kafetsios &

Zampetakis, 2008; Kinman, Wray, & Strange, 2011; Platsidou, 2010; Wong et al., 2010; Zhang & Zhu, 2008). Teaching is one of the most stressful professions. One quarter of teachers report teaching being a very stressful job (Johnson et al., 2005; Kyriacou, 2001).

Our study has shown that socio-professional antecedents significantly affect Tunisian teacher's satisfaction at the higher institutes of sport and physical education. Their job satisfaction level varies from one institution to another. Indeed, those of the Institute of Kef seem to be better suited than their colleagues in other institutions especially those who teach at the institute of Tunis or Sfax. This is consistent with results reported by Robbins et al. (2005) who noted that workplace have an important impact on the employees.

Much more, our results showed that age and seniority of teachers greatly influence the level of job satisfaction among teachers above institutes. This is consistent with studies of (Meyer & Gagné, 2008) who reported that older workers often develop a sense of being at the end of working life and no longer have the perspective lead to enter a stage of opposition (Crossman & Harris, 2006; van der Ploeg & Scholte, 2003; Elchardus et al., 2009).

The grade is a key factor in the manifestation of convenience among teachers at the institutes of sport and physical education in Tunisia. Indeed, the lecturers who have the highest grade, showed the most signs of dissatisfaction in our study. This result can be explained by multiple causes such as an increasing demand for documentation and paperwork, more frequent meetings, more frequent communication with parents, the administration and scoring

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of achievement tests, frequent changes of the curriculum, and participation in a number of school development projects (Skaalvik & Skaalvik, 2010; Hargreaves, 2003; Lindqvist & Nordänger, 2006). Several studies have also shown that educational attainment is positively correlated with job dissatisfaction and intentions to leave (Lee- Kelley et al., 2007; Sousa-Poza and Henneberger, 2002). Indeed, the more education, the higher job dissatisfaction is also due to an increase in workload and organizational commitment (Lee-Kelly et al., 2007).

By studying the impact of gender we could demonstrate that this factor significantly affects the degree of satisfaction among teachers. It seems that women experience more dissatisfaction than men. These observations are consistent with the study of Kaiser (2002) who reported that working women still face problems of harassment and sexism. However, contrary to what is shown by (Huemer et al., 2008; and Lee- Kelly et al., 2009) who reported that job satisfaction is at the same level in both sexes.

Our study dismantled that marital stability increase the level of satisfaction among teachers. These results corroborate with (Day et al., 2007; Scheopner, 2010; Hakanen et al., 2006; Leung & Lee, 2006) who noted the positive impact of social climate and marriage on job satisfaction. However, some authors have reported conflicting observations justifying by family conflicts of various kinds that may often arise and negatively affect job satisfaction (Chen & Scannapieco, 2010). Furthermore, it has shown that marriage is negatively correlated with job dissatisfaction (Lee- Kelly et al., 2009; Sousa-Poza and Henneberger, 2002).

5. Conclusion

This study highlights that socio-professional triggers have an important affect on job satisfaction among Tunisian teachers at the institutes of sport and physical education. In addition, as it is shown that teaching is a stressful job, our study identified that not only the matter of sport and physical education is responsible of job dissatisfaction but especially almost the socio-professional triggers which affect teachers behaviour.

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