

## AN ANALYSIS OF THE RELATION BETWEEN LEVELS OF LEISURE SATISFACTION AND JOB SATISFACTION OF PHYSICAL EDUCATION TEACHERS

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### Abstract

*In this study, it is aimed to examine the levels of leisure satisfaction and job satisfaction levels of physical education teachers. The screening model was used in the study. The study group consists of physical education teachers who work in Kırşehir province. Personal Information Form, Leisure Satisfaction Scale (LSL) and Minnesota Job Satisfaction Scale (MJSS) were applied to the participants. Participants' leisure satisfaction and job satisfaction levels were examined in terms of age, gender, educational status, type of school they were employed, and the presence of a sports hall in their schools. While it is seen that physical education teachers' gender, education status, status of school they were employed and age status variables on the leisure satisfaction levels are not effective but there is an effective variable in the presence of a sports hall in the school, it is also seen that the teachers' job satisfaction levels are not influenced by gender, education status, presence of a sports hall in the school, the type of school they were employed and the age factor. It was seen that physical education teachers had a positive moderate relation between levels of leisure satisfaction and job satisfaction levels and when the subscales of leisure satisfaction and job satisfaction scales were examined, it was seen that the highest relations are between middle level education, social, relaxation and psychological dimensions and internal satisfaction.*

**Key words:** physical education teacher, leisure, job satisfaction

### Introduction

It is very difficult to define the term "time" as it has a very abstract structure and everyone has a subjective assessment of their own. Many scientists related to the concept of time have made different definitions in the field they are interested in. While time for an economist is the most effective way to make money, it is a battle for a doctor to improve his time patient. History, philosophy and other fields of science have interpreted time differently. For this reason, there is no common opinion about the definition of time (Early, 2008: 3). Karaküçük (1997: 2) has defined time as "The time in which an act, a work or formation occurs; the abstract concept, the headless and infinite absolute that makes use of the events that occurs".

When summarized according to different definitions in various sources, time management is in fact synonymous with man's management of himself and his life. The time not used properly is the life going waste. Being able to manage the time ensures that life is organized. Perhaps if the time, maybe the only source given fairly to people, not used well, it will bear consequences such as people being stressed, unhappy, and unable to satisfy themselves (Özer, Gelen and Öcal, 2009: 235).

Leisure is defined as the time when the individual will deal with an activity he or she will choose for himself or herself free of all necessities or connections (Hacıoğlu, Gökdeniz and Dinç, 2003: 16). In today's society, working hours are decreasing and people's leisure is increasing. In particular, with the development of technology in the last century, factors such as the large increase in production and the change of working time rules have created a leisure opportunity for people to use more (Güngörmüş, Yetim and Çalık, 2006).

The formation of a quality culture, the cultivation of good citizens, a successful teaching process is closely related to the proper use of time (Tekin et al., 2006). The activity on leisure is based on volunteering and willingness. Activities on free time are activities that are carried out with the aim of resting, relaxing, increasing knowledge and etiquette, psychological, physiological and moral fulfillment, collective service, development of creativity, etc. (Güngörmüş, Yetim and Çalık, 2006).

In general, the concept of job satisfaction, which is defined as a reaction of employees' emotions to

their jobs, was first introduced in the 1920s, and its importance was understood in 1930-1940 (Sevimli and İşcan, 2005). If the result is not at the expected level and not as the individual expected, it is not possible to talk about effectiveness and satisfaction here. In this study, it is aimed to examine the leisure satisfaction and job satisfaction levels of physical education teachers. It is limited with the thoughts of Physical Education teachers in this scope.

## Method

The research was quantitative research and data were obtained by screening method. In browsing searches, the goal is to be described / identified in the way that it is in the past or present. (Karasar, 1984: 79). Within the scope of the study, the researchers tried to describe the levels of leisure satisfaction and job satisfaction of the physical education teachers. Besides, the relationship with some independent variables that are thought to be effective on these conditions has been investigated

### *The Aim of the Research*

This study is a descriptive study to determine the level of satisfaction and satisfaction levels of physical education teachers working in Kirsehir province and to determine whether these levels differ according to gender, age, educational status, type of school they work in and the presence of a sports hall in the school.

### *Research Population and Sampling*

The target universe of the research is the physical education teachers who work in the schools affiliated to the Ministry of National Education. The target universe is the abstract world that the researcher wants to achieve but is difficult to reach and reflects his ideal choice (Büyüköztürk, et al., 2009). Since this situation is easy in theory and difficult to implement, researchers have included the physical education teachers who are working in the schools attached to the Kirsehir Provincial Directorate of National Education to work within the scope of the accessible universe and the data obtained from this sample is considered as a fact. According to (Karasar, 1991: 110), the accessible universe is the concrete one, which is the realistic choice that the researcher can reach. With this situation, the speed of data collection process has been increased and the reliability of the obtained data has been increased.

According to the Ministry of Education Education Statistics (2015), 122 physical education teachers were working in Kirsehir in the academic year of 2014-2015. This random sample of 108 teachers who were selected from the reachable sample consisted the research sample. In order to generalize to accessible school, it is necessary to reach at least 93 teachers with .05 mistakes and .05 importance. The data obtained from the 108 physical education teachers in the research process are sufficient for generalizing to the accessible school. Table 1 shows the demographic data of the teachers in the sample.

**Table 1.** Data on Independent Variables

<b>Variables</b>	<b>Sub-Variables</b>	<b>N</b>	<b>%</b>
<b>Gender</b>	Female	24	22,2
	Male	84	77,8
<b>Age</b>	20-25	23	21,3
	26-30	23	21,3
	31-35	35	32,4
	36-40	18	16,7
	41-45	7	6,5
	46 and above	2	1,9
<b>Presence of a Sports Hall</b>	There is	19	17,6
	There isn't	89	82,4
<b>Education Status</b>	Undergraduate	95	88,0
	Graduate	13	12,0
<b>School of Duty</b>	Secondary School	71	65,7
	High school	37	34,3
<b>Total</b>		<b>108</b>	<b>100,0</b>

### Data Collection Tools

Three different quality measurement tools were used to collect data in the research process. The Personal Information Form was formed by considering the independent variables considered to be effective on teachers' leisure satisfaction and job satisfaction levels defined as dependent variables in the research process. This section contains information on teachers' gender, age, educational status, type of school they work in, the presence of a sports hall in the school. The "Leisure Satisfaction Scale", which was developed by Beard and Ragheb (1980) and adapted to Turkish by Karlı et al. (2008) and whose validity and reliability studies were conducted, was used to measure the levels of leisure satisfaction of physical education teachers and "Minnesota Job Satisfaction Scale" was used to measure job satisfaction levels.

### Data Collection Method and Data Analysis

Required permission for study has been obtained. Based on the principle of volunteering, 108 physical education teachers who work in the province of Kırşehir participated in the study and completed the questionnaires. Descriptive and relational analysis techniques were used together with the SPSS 20 package program in the analysis of the quantitative data obtained. Data was tested for normality with the Kolmogorov Smirnov test. The Mann Whitney U test was used to compare pairwise group variables that followed a non-normal distribution. Kruskal-Wallis H test was used for compare more than two variables. The correlation between job satisfaction and leisure satisfaction were analyzed by Spearman correlation coefficients. Significance was set  $p < .05$ .

## Results

**Table 2.** Normality Test Results of the Data

Scales	Kolmogorov-Smirnov		
	Statistic	sd	p
<b>Minnesota Job Satisfaction Scale</b>	,103	108	,006
<b>Leisure Satisfaction Scale</b>	,096	108	,015

Table 2 shows that the MJSS and LSS data were significant ( $p < .05$ ), but these results could be interpreted as the fact that the MJSS and LSS data were not normally distributed. The following statistical analyzes were used for the relational analysis process in the direction of these findings.

**Table 3.** Mann Whitney U Test Results of Binary Variables Related to Levels of Physical Education Teachers' Leisure Time Satisfaction

Variables	Sub-Variables	N	Mean Rank	Sum of Ranks	U	p
<b>Gender</b>	Female	24	53,54	1285,00	985,000	,865
	Male	84	54,77	4601,00		
<b>Education Status</b>	Undergraduate	95	54,72	5198,00	597,000	,846
	Graduate	13	52,92	688,00		
<b>Presence of a Sports Hall</b>	There is	19	68,00	1292,00	589,000	,038
	There isn't	89	51,62	4594,00		
<b>School of Duty</b>	Secondary School	71	52,41	3721,00	1165,000	,336
	High school	37	58,51	2165,00		

When the independent variables considered to be effective on the level of free time satisfaction of the physical education teachers are examined in Table 3, it is seen that gender ( $p > .05$ ), education status ( $p > .05$ ), type of school they work in ( $p > .05$ ) were not statistically significant, however, presence of a sports hall in the school ( $p < .05$ ) was significant. This finding suggests that gender, education status, type of school they work in are not effective on the teachers' leisure satisfaction levels, however presence of a sports hall is effective.

**Table 4.** Kruskal Wallis Test Results of Multiple Variables Related to Levels of Leisure Time Satisfaction of Physical Education Teachers

	<b>Variables</b>	<b>N</b>	<b>Mean Rank</b>	<b>Chi-Square</b>	<b>p</b>
<b>Age</b>	20-25	23	58,07	1,053	,958
	26-30	23	53,80		
	31-35	35	56,10		
	36-40	18	49,89		
	41-45	7	48,50		
	46 and above	2	56,00		

In Table 4, it was seen that the age variable ( $p > .05$ ) on teachers' leisure satisfaction levels was not an effective variable. This indicates that teachers' age status is not an effective factor in the level of leisure satisfaction.

**Table 5.** Mann Whitney U Test Results of Binary Variables Related to Physical Education Teachers' Job Satisfaction Levels

	<b>Variables</b>	<b>Sub-Variables</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>U</b>	<b>p</b>
<b>Gender</b>		Female	24	59,27	1422,50	893,500	,397
		Male	84	53,14	4463,50		
<b>Education Status</b>		Undergraduate	95	55,36	5259,00	536,000	,441
		Graduate	13	48,23	627,00		
<b>Presence of a Sports Hall</b>		There is	19	62,11	1180,00	701,000	,243
		There isn't	89	52,88	4706,00		
<b>School of Duty</b>		Secondary School	71	54,87	3896,00	1287,000	,864
		High School	37	53,78	1990,00		

When the independent variables considered to be effective on the job satisfaction levels of the physical education teachers are examined in Table 5, it was seen that gender ( $p > .05$ ), education status ( $p > .05$ ), the presence of a sports hall in the school ( $p > .05$ ), and the school they worked ( $p > .05$ ) were not statistically significant. This finding suggests that gender, education status, the presence of a sports hall in the school, and the type of school they worked were not effective on teachers' job satisfaction levels.

**Table 6.** Kruskal Wallis Test Results of Multiple Variables Related to Physical Education Teachers' Job Satisfaction Levels

	<b>Variables</b>	<b>N</b>	<b>Mean Rank</b>	<b>Chi-Square</b>	<b>p</b>
<b>Age</b>	20-25	23	51,63	1,299	,935
	26-30	23	59,78		
	31-35	35	52,01		
	36-40	18	55,97		
	41-45	7	52,64		
	46 and above	2	63,50		

In Table 6, it was seen that the age variable ( $p > .05$ ) did not make a statistically significant difference on the teachers' job satisfaction levels. This indicates that the age variable is not an effective factor on the job satisfaction levels of physical education teachers.

**Table 7.** Relationship between Levels of Leisure Time Satisfaction and Job Satisfaction of Physical Education Teachers

Variables	Leisure Satisfaction Level	
<b>Job Satisfaction Level</b>	r	,458(**)
	p	,000
	N	108

When examined in Table 7, it was found that there was a positive moderate relationship between the levels of leisure satisfaction and job satisfaction levels of physical education teachers ( $r = ,458$ ;  $p < .05$ ). This situation can be interpreted as the fact that the level of satisfaction of the physical education teachers' leisure affects the job satisfaction positively. Relationships between subscales of both scales are examined in Table 8.

**Table 8.** Correlation Coefficients Related to the Lower Dimensions of the Leisure Time Satisfaction Scale and the Job Satisfaction Scale

	Variables	Minnesota Job Satisfaction	
		Intrinsic Satisfaction	Extrinsic Satisfaction
<b>Leisure Satisfaction</b>	Education	r	,474(**)
		p	,000
		N	108
	Physiological	r	,332(**)
		p	,000
		N	108
	Aesthetic	r	,163
		p	,092
		N	108
	Relaxation	r	,440(**)
		p	,000
		N	108
Social	r	,458(**)	
	p	,000	
	N	108	
Psychological	r	,420(**)	
	p	,000	
	N	108	

When the subscales that constitute the scale of leisure satisfaction scale and job satisfaction were examined, it was seen that the highest associations are between middle level education ( $r = ,474$ ), social ( $r = ,458$ ), relaxation ( $r = ,440$ ) and psychological ( $r = ,420$ ) dimensions and intrinsic satisfaction. It can be said that satisfaction of free time education, social, relaxation and psychology is important especially in the providing the intrinsic satisfaction of physical education teachers. In the extrinsic satisfaction of the physical education teachers, leisure activities are at a low level.

## Discussion

It is observed that the level of leisure satisfaction of the physical education teachers has a positive effect on job satisfactions. It is seen that gender, education status, school status and age status are not effective on the free time satisfaction levels of physical education teachers, however, the presence of a sports hall in the school is effective. Kaçay et al (2017) and Ardahan and Yerlisu Lapa (2010) found that there was no difference in the level of leisure time satisfaction between male and female participants in terms of gender. Besides, in their study, Kara et al. (2011) found gender differences in favor of female teachers in the habits of how physical education teachers spend their free time. In the literature, Badric et al (2016) and Hacicaferoğlu et al. (2014) found that male students participated more in leisure time activities than female students, and in studies conducted by Balcı and İlhan (2006), it is seen that male students attained active participation in sports activities in their free time more than female students. Gümüş and Karakullukçu (2015) have found that married people have more favorable leisure satisfactions than single people, and that individuals do not show a meaningful relationship in terms of educational status in leisure satisfaction.

It is seen that the teachers' gender, educational status, the presence of a sports hall in the school, the type of the school, and the age factor are not effective on the job satisfaction levels of the

physical education teachers. Sağlam and Yılmaz (2017) reached the conclusion that the quality of life of the teachers changed according to the gender, but not according to the age factor. In his study, Soyer et al. (2009) found that gender, age factor, school type variable and teachers' education level were not effective variables in job satisfaction levels of physical education teachers in the study they conducted.

As a result, when the subscales that constitute the scale of job satisfaction and job satisfaction scale are examined; it has been found that satisfaction of free education, social, relaxation and psychology is important in obtaining the intrinsic satisfaction of physical education teachers. In the extrinsic satisfaction of Physical Education Teachers, leisure activities are at a low level.

In recent years, leisure time satisfaction and job satisfaction have been frequently investigated by researchers. As Lafargue (2010) said, the people's laziness rights and the usage of this right are related to the usage of their leisure time. Consequently, modern the people's work satisfaction and the usage situations of free time are the subject that are dwelled upon in the modern world of intensive work life. Although this study has been applied on the teachers of physical education, it has a quality that will be an example for other occupations, with the meaning that it contains. It can be carried out the similar studies on the different occupational groups and people who belong to different cultures by starting out the results of this study.

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## ANALIZA ODNOSA IZMEĐU ZADOVOLJSTVA U SLOBODNO VRIJEME I ZADOVOLJSTVA POSLOM UČITELJA TJELESNOG ODGOJA

### Sažetak

*U ovoj studiji, cilj je ispitati razinu zadovoljstva u slobodno vrijeme i razinu zadovoljstva poslom učitelja tjelesnog odgoja. U istraživanju je korišten model selekcije. Studijsku skupinu čine učitelji tjelesnog odgoja koji rade u provinciji Kırşehir. Polaznici su primijenili obrazac osobnih podataka, Scale Satisfaction Leisure (LSL) i Minnesota Job Satisfaction Scale (MJSS). Ispitivanje zadovoljstva i zadovoljstva poslom polaznika ispitivalo se prema dobi, spolu, odgojno-obrazovnom stanju, vrsti škola u kojoj su bili zaposleni i prisutnosti sportske dvorane u njihovim školama. Iako se vidi da su tjelesni odgoj i obrazovanje, status obrazovanja, statusu škole u kojoj su zaposleni i varijable statusa dobi ne utječe na zadovoljstvo u slobodnom vremenu, ali postoji učinkovita varijabla u prisustvu sportske dvorane u školi, također se vidi da razina zadovoljstva poslodavaca na radnom mjestu nije pod utjecajem spola, statusa obrazovanja, prisutnosti sportske dvorane u školi, vrsti škole koju su zaposleni i faktora dobi. Vidjelo se da nastavnici tjelesnog odgoja imaju pozitivan umjereni odnos između razina zadovoljstva u slobodno vrijeme i zadovoljstva poslom, te kada su ispitivane podskale zadovoljstva u slobodnom i sklonosti zadovoljstvu poslom, vidljivo je da su najviši odnosi među srednjom obrazovnom, socijalnom, opuštanjem, psihološkim dimenzijama i unutarnje zadovoljstvo.*

**Ključne riječi:** učitelj tjelesnog odgoja, slobodno vrijeme, zadovoljstvo poslom

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