

## Job Satisfaction of Physical Education & Sports Teachers in Fiji

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### Abstract

Job satisfaction is a set of optimistic or pessimistic feelings and emotions employees have about their jobs. Satisfaction refers to a group of behaviours that employees exhibit concerning their jobs. The current study looked at the differences between gender (male and female physical education and sports teachers) and school location (urban and rural) in job satisfaction—the Santhappan. S (1987) satisfaction questionnaire was used to collect data for the descriptive study. The information was gathered from 100 physical education and sports teachers in Fiji. The descriptive and inferential analysis yielded the conclusions; the hypotheses were tested using the Independent T-Test and correlation in SPSS. Teachers were usually content with their jobs. Male teachers were happier than their female counterparts. There was no significant difference in work satisfaction between urban and rural teachers; experienced teachers were more satisfied than inexperienced teachers.

**Keywords:** Experienced and inexperienced teachers, Urban and rural teachers, Job satisfaction

### Introduction

Over the past few years, job satisfaction has garnered a great deal of attention from professionals in the fields of management, social psychology, and operational research. In the vibrant and competitive academic professions, there are many different meanings of the idea of job satisfaction. Fisher and Hannah noted that job satisfaction is a form of emotional compatibility with employment and working situations, which essentially implies that if a person's chosen career gives maximal enjoyment, then that person has been content with their decision as long back as 1931. Hoppock (1935) defined job satisfaction as the subjective reflections of employees on their working situations in his PhD thesis Job Satisfaction. The degree to which one is happy with one's job is reflected in how one is satisfied with the work itself. A person's self-esteem and enthusiasm for their work will soar if they adhere

to this standard of job satisfaction (Pazim, 2021). One of the most frequently accepted metrics of employee well-being is job satisfaction (Zhang et al., 2014).

Concerning its conception, discussion continues over whether job satisfaction should be treated as a global entity or a collection of characteristics or qualities (Schleicher et al., 2010). Although many writers contend that work satisfaction is multifaceted, no one strategy can be regarded as superior to the others (Toropova et al., 2021). Teachers play a crucial role in disseminating information in educational institutions. Therefore, it's no surprise that their work happiness is a popular topic. (Zaheerahmad & Nihalani, 2019). In order to encourage educators to take responsibility for their work and hold them more accountable, job satisfaction is critical to all fields, but it is imperative in education. Evan (1997), In his article, Evan points out that two essential

components of teacher work satisfaction have been identified: job comfort and job fulfilment. The former relates to how satisfied individuals are with their employment conditions and circumstances. At the same time, the latter refers to how individuals are confident with their achievements within significant job elements. Teacher workload, teacher collaboration, and student discipline were the essential characteristics of school working circumstances in enhancing teacher job satisfaction (Toropova et al., 2021). Job satisfaction refers to how a person may feel joyous or satisfied with their job. It also denotes an emotional response or an attitude towards one's job and its relation to the social and physical environment of the workplace. Conventional factors that contribute to one's job satisfaction include, but are not limited to, the nature of the work and its benefits, the terms and conditions of the work, the provision of pay, and the relationship with colleagues. Singh and Jain reveal that a pleasurable emotional response to one's job is a definite factor in job satisfaction. In addition, several studies have shown that physical education teachers are also expected to be emotionally healthy in their jobs to be successful and satisfied in their work. Therefore, this article must make an effort to identify the appropriate level of job satisfaction of physical education teachers and the factors that contribute to their level of job satisfaction.

Researchers agree that micro-level job performance can be characterised as the actions and behaviour of employees who contribute to the organisation's objectives (Tripathi et al., 2020; Brieger et al., 2020). A variety of literature deals with issues related to the structure of the underlying work performance (i.e. the types of actions that managers value). A review of this literature suggests that, for some time, the only activities that received attention from research literature and organisations were those associated with the production of a good or the provision of a service, namely the completion of a job. Some studies suggest that employees do not spend all their time performing activities that are strictly related to task performance (Seniwoliba A.J., 2013; Çetin & Aşkun, 2018). For instance, workers assist coworkers or volunteers in doing tasks that benefit the organisation. These

behaviours frequently help the organisation positively and have been dubbed organisational citizenship behaviour, interpersonal performance, and extra-role behaviour. (Han et al., 2022). Job satisfaction is a worker's sense of achievement and job success. It is generally directly linked to profitability and personal well-being. Job satisfaction involves making a career that one loves, doing well, and being rewarded for one's efforts. Job satisfaction also implies enthusiasm and enjoyment for one's work (Kouni et al., 2018). Job satisfaction is the key ingredient that leads to recognition, employment, advancement and the achievement of other goals that lead to a sense of fulfilment (Kaliski, 2007; Khan et al., 2021).

Job satisfaction displays a favourable attitude toward the task at hand. An individual will feel confident and excited about any task they undertake if they adhere to this concept of job satisfaction. Of course, the focus is on teacher work satisfaction in the sphere of education because instructors play the most crucial role in transmitting knowledge in schools (Amin, 2021). Furthermore, According to the research findings, school administrators' transformational leadership behaviours had higher associations with teachers' work happiness than interactional leadership behaviours. They were a significant predictor of job satisfaction. Negative connections were discovered between laissez-faire leadership and job happiness (Cansoy, 2019).

Moreover, Teachers have a critical part in the development of a nation. The integration of any country is inextricably linked to the quality of its education. Disintegration in the realm of education is disintegration in the growth of the country, which can be directly affected by the instructors' mental approach. Teachers' prospects are influenced by various factors, including job satisfaction, working environment, job security, motivation, and autonomy. (Jain, 2018).

Furthermore, the leadership of the institution also has a role in job satisfaction. The head of the institution should serve as a transformative leader to improve educational results via teacher job satisfaction (Kouni et al., 2018). As a result, it appears that while burnout and job satisfaction are linked, burnout may be more of a danger than job satisfaction; when stakeholders do not support

teachers, they leave for other jobs. (Madigan & Kim, 2021).

Job satisfaction depends on the level of intrinsic and extrinsic results and how the job holder experiences those results. Such tests have different values for different people. Some people may have favourable or unfavourable values with responsible and challenging jobs. For others, these work outcomes may have strong positive values. People differ in the importance they add to the consequences of their careers (Busque-Carrier et al., 2021). These discrepancies alone would account for different levels of job satisfaction for basically the same job tasks. Moreover, if the organisational and environmental factors of the employees, such as they are paid well for the job, there would be greater job satisfaction. (Rivaldo, 2021). In a study in Spain for primary and secondary school physical education teachers, it was evident that teacher satisfaction improves when education administrators provide complete support, high-performance expectations, appreciation for teaching effort, and collegiality among colleagues (Eirín-Nemiña et al., 2022).

The ministry of education has employed physical education and sports teachers in secondary schools in Fiji. Most of these teachers are physical education specialists. Some of them teach physical education and sports out of their interest or to make up the teaching load; therefore, job satisfaction becomes quest able. Job satisfaction is the happiness that one gets at work. Job satisfaction is one of the critical factors affecting not only the efficiency of workers but also work behaviour such as absenteeism, injuries, etc. Job satisfaction results from the employee's perception of how well a job provides those things that are considered essential. Job satisfaction is of critical importance to the success of any company. Satisfied employees are an organisation's greatest assets, and dissatisfied employees are the most significant liabilities.

## Hypotheses

1. There is no significant difference in the job satisfaction of male and female teachers.

2. There is no significant difference in job satisfaction of teachers teaching in rural and urban areas

3. There is no significant difference in job satisfaction among experienced and inexperienced teachers

## Methodology

### Method

The research style adopted in this analysis is a descriptive survey method, and studies were performed in secondary schools in Fiji for physical education and sports teachers. Participants. The total sample consists of 100 Fijian physical education and sports teachers selected at random from 22 to 50 years of age for this research work. This sample consisted of 64 males and 36 females in the survey; 50 teachers had less than ten years of teaching experience and 50 teachers had more than ten years of teaching experience. In comparison, fifty-two teachers came from nuclear family backgrounds, and 48 teachers had an extended family.

### Tools

The Teacher Job Satisfaction scale modified by Santhappan (1987) was used to measure teachers' overall satisfaction with their work. The index consisted of five elements graded on a 5-point Likert scale ranging from 0 (very dissatisfied) to 4(very satisfied). the maximum score possible was one hundred twenty (120) and a minimum of zero (0)

### Procedure

Before the Teachers began answering the questionnaire's questions, they were given instructions. Thirty job satisfaction items were included in the questionnaire, including Demographics questions that assessed multiple factors such as level of experience, age, gender, and family type. Teachers were asked to complete the questionnaire individually, pacing a tick next to the response that best fits their situation.

### Statistical Techniques

Descriptive and inferential statistics were used to analyse the study data. Brief statistics were used to describe the respondents' demographic characteristics, and the mean was used to calculate each questionnaire component. The Independent T-Test was used to conduct inferential statistics using job satisfaction factors as dependent variables and some demographic variables as independent variables. Additionally, Pearson

Correlation Analysis was used to ascertain the relationship between job satisfaction factors. The level of significance was set to 0.05. Both mathematical operations were carried out with the assistance of the SPSS software (v.23).

### Data Analysis and Interpretation

Table 1: Descriptive analysis of Respondents

		Frequency	Percent
Gender	Male	36	36
	Female	64	64
Experience	Inexperienced 1-10(	50	50
	Over 10 Experienced	50	50
Location	Urban	52	48
	Rural	48	52

Source: Primary Data author's collection

As shown in the table above (Table 1), 64 per cent of the respondents were males, 52 per cent of the urban population was studied, and 48 per cent of the teachers were from rural areas of Fiji. Teachers with experience were divided into two groups: those with 0 to 10 years of experience and those with more than ten years of experience. Teachers

with more than ten years of experience were considered experienced teachers for this study.

#### Independent T-Test

This test is used to measure the association between the gender and the job satisfaction

Table 2: Gender Variation

Gender	N	Mean	Std. Deviation	T Value	Sig Value	Remarks
Male	36	90.47	18.96	-4.684	0.001	Hypothesis rejected
Female	64	65.53	28.56			

Table 2 shows the differences in job satisfaction among Male and female physical education and sports teachers. It was found that there was a significant difference between the two groups of teachers' (t, = -4.684 and p=0.001). Using a = 0.05 as the level of significance criterion, the results are

statistically significant because 0.001 is less than 0.05. In other words, we can reject the hypothesis that there is no significant difference in job satisfaction among male and female teachers and accept the alternative hypothesis that there is a

substantial difference between male and female physical education teachers in job satisfaction,

Table 3: Urban vs Rural

Location			N	Mean	Std. Deviation	T Value	Sig Value	Remarks
Urban			52	51.21	15.53	-17.16	0.000	Hypothesis
Rural			48	99.75	12.39			Rejected

Table 3 shows the differences in job satisfaction among physical education and sports teachers from rural and urban areas of Fiji. There was a significant difference between the two groups of teachers' (t, = -17.16 and p =0.000). Using a = 0.05 as the level of significance criterion, the results are statistically significant because 0.000 is less than

0.05. In other words, we can reject the null hypothesis. There is no significant difference in job satisfaction between rural and urban. Accept the alternative hypothesis, which states a significant difference between rural and urban teachers' job satisfaction. teachers from rural areas are more satisfied.

Table 4: Differences in job satisfaction

Teaching Experience	N	Mean	Std. Deviation	T Value	Sig Value	Remarks
Inexperience	50	51.14	15.77	-15.02	0.00	Hypothesis
Experienced	50	97.88	15.33			Rejected

Table 4 shows the differences in job satisfaction among experienced and inexperienced physical education and sports teachers. There was a significant difference between the two groups of teachers' (t, = -15.02 and p =0.000). Using a = 0.05 as the level of significance criterion, the results are statistically significant because 0.001 is less than 0.05. In other words, we can reject the null hypothesis, which states no significant difference in job satisfaction among male and female

teachers and accept the alternative hypothesis that there is a significant difference between male and female physical education teachers in job satisfaction. The experienced teachers were more satisfied with the job than the inexperienced teachers. For this study, the experience of teachers taken as teachers who have taught for more than ten years.

Table 5 Correlations

Satisfaction		Gender	Experience	Location
	Pearson Correlation	0.428	0.835	0.866

	Sig. (2-tailed)	0.00	0.00	0.00
	N	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 displays the correlation between gender, experience location and job satisfaction of physical education and sports teachers of Fiji. The result shows that there is a positive correlation between gender and satisfaction,  $r = 0.428$ ,  $n = 100$ ,  $p < 0.05$ , two-tailed. relationship between years of teaching experience and job satisfaction. There exist a positive relationship experience and satisfaction with  $r = 0.835$ ,  $n = 100$ ,  $P < 0.05$ . Furthermore, the result shows a positive correlation between location  $r$  and experience,  $r = 0.835$ ,  $n = 100$ ,  $p < 0.05$ .

## Discussion

According to the information obtained from the study, it must be said that physical education and sports (PE&S) teachers' job satisfaction level is relatively good. Based on the results shown in Table (2), PE&S teachers with mean scores of 78.01 and 65 % of job satisfaction lie in moderate to a good level, men with a mean score of 90.47 and a percentage of 75 and women with a mean score of 65.53 and percentage of 54. It shows that female teachers are less satisfied with their jobs than male teachers, which might be because of professional job security and social prestige, moulding the young minds, getting appreciation from others, and reaching students' problems. In a study done by Achanta & Reddy (2014), a comparison of male and female teachers' job satisfaction was carried out. The finding showed that Male teachers got a high mean score compared to female teachers in their job satisfaction scores which is similar to the result of the researcher. However, job satisfaction between male and female secondary school teachers in all public sector secondary school teachers working in district Lahore, Pakistan, Female teachers were more satisfied with the work and supervision aspects of the job as compared to male teachers (Iqbal et al., 2013; Iqbal & Akhtar, 2012).

The respondents found satisfaction when they reach the students' problems in new situations, are

successfully managing the classes, students' active participation in the classes, innovative teaching techniques, and systematic plan of work. Furthermore, creativity, an innovative approach to teaching, participation in cultural activities, and co-curricular and social welfare activities broaden their minds and satisfy them (Alam, 2013). Women find it difficult because, according to Fijian culture, they cannot participate in such activities due to homebound activities and commitments to their families. Additionally, males have more excellent and closer relations with colleagues, parents, students, higher authorities or any person confined to school, and their involvement in such activities gives them personal satisfaction. Research has shown that women prefer social status to earnings (Rahman et al., 2012). A high level of job satisfaction impacts the efficiency and quality of the tasks performed. In the case of physical education, teachers are related to a higher commitment to passing on knowledge and skills and instilling enthusiasm throughout their pupils (Rutkowska & Zalech, 2015).

There is a significant difference in job satisfaction of physical education and sports teachers teaching in rural and urban; teachers teaching in rural areas have a higher mean. Rural teachers are more satisfied in the workplace. Schools in large rural centres are places where teachers face many challenges that range from poverty, violence, cultural diversity, and many languages. Successful teaching in these low-income, rural multicultural schools is different from teaching in urban settings. However, teachers take this as a challenge and are satisfied more with the work (Najar & Dar 2017). The teachers in rural areas are delighted with their jobs because they can inspire them to modern-day needs, have high expectations, and provide students with supportive environments that bolster their confidence. The research states that these teachers need to be able to communicate with the parents, modify the curriculum where needed, and have the skills and the time to talk with students about life and its

problems. However, some research does not coincide with the researcher's results. There is No difference among male high school teachers both of urban and rural backgrounds. However, rural females differ significantly in comparison to urban female teachers. (Garbyal & Kaur, 2019). Some Teachers find no difference in the mean for job satisfaction of urban and rural schools as the schools in both urban and rural have similar facilities (Azhar et al.,2011). A study conducted in an international school in Fiji classified two approaches to departing and staying in a remote area. Participants identified managerial approaches, unfavourable leadership, and restricted social networking as the most significant problems; it was suggested that to retain a skilful professional in rural schools, the leaders must change their style so that teachers have greater job satisfaction (Dos Santos, 2019).

Experienced Physical Education teachers report higher levels of job satisfaction than their less experienced counterparts, suggesting that they are the ones most sought after for teaching positions for various reasons cited in the research. (Prasanna et al., 2020). The reasons attributed to making choices about the experience with the employee desire for empowerment are that they show the comprehensive level of maturity, coaching, and guidance is not so pressing—the pressure to perform drives these individuals with solid willpower to survive in the challenging most environments. (Gill, Sharma, Mathur, & Bhutani, 2012). The craze for maximum satisfaction drives experienced teachers and result-oriented teachers to exert every ounce of energy for the best results though they may get a little bit stressed (Gesinde & Adejumo, 2014). The benefit of experience for job satisfaction is that people gain hands-on experience of the task. Doing a particular thing for the second time or many times could be pleasant as the task will be conducted with confidence. Suppose one chooses between an expert and a novice, basically an experienced hand or a new person. In that case, people will opt for a professional person because the confidence, skill developed over the years, professionalism, conduct in pressure times and mannerisms of problem-solving would be an outright advantage (Dhandapani, 2019). Hence, an experienced teacher in the classroom is equivalent to the

enshrined attributes and, with more outstanding care and caution desired. The skilled individual is delighted with their work as stipulated by the research results with timely results.

## Conclusion

The study sought to identify the level of job satisfaction felt by physical education teachers based on gender, school location, and gender. The obtained results allowed for visualising physical education teachers' job satisfaction among verbal, physical education is an integral part of general education. Physical education teachers provide a variety of games and sports as an alternative to student unrest around the world. According to the findings of this study, male teachers are more satisfied with their jobs than female teachers. Female teachers' dissatisfaction is understandable given their work commitments to other subjects, as they are not all physical education specialists. Because most male teachers participate in sports, they are more satisfied with their jobs as physical education and sports teachers. Teachers were typically dissatisfied with their advancement, pay, human relations management, and working conditions. Stephen and Fish's findings back up such observations (2010). They discovered that most physical education and sports teachers were satisfied with their jobs, but excessive demands and a lack of administrative support contributed to job dissatisfaction. It is more important for the principal to be aware of the significance of their supervisory styles in terms of teachers' enjoyment of their work and to use a positive critical approach, such as constructive criticism and genuine encouragement. Teachers should be encouraged to connect rather than disengage in an environment of confidence, trust, and cooperation. Efforts should be directed toward improving the job quality of talented teachers and retaining those already in the field. Teachers are less satisfied with advancement, compensation, human relations supervision, and working conditions. However, because they are passionate about teaching physical education and sports, they are happy in any situation where they are doing their job.

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