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The Relationship between Physical Education Teacher's Self-efficacy and Job Satisfaction in Iraq Physical Education Colleges

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Abstract:

Physical education (PE) is one of the important subjects in developing students' psychomotor, cognitive and attitudes. However, previous studies in Iraq found that the implementation of PE subject was a low level, and in turn affected students' health and attitude. The low level of PE implementation was due to low level of teacher's self-efficacy, and consequently its effect teacher's job satisfaction and teacher's performance. Using cross sectional survey design, this study was conducted to determine the relationship between teacher's self-efficacy and teacher's job satisfaction among physical education teachers in Iraq Physical Education Colleges. A total of 274 PE teachers from four provinces were selected randomly using cluster sample technique. The result reveals that the level of self-efficacy and job satisfaction of PE teachers are at moderate level, which mean that PE teachers' self-efficacy an job satisfaction still not encouraging. Apart from that, the study also reveals that there is a positive relationship between PE teacher's self-efficacy and job satisfaction. This study recommends that in order to increase teachers job satisfaction, the Iraq Physical Education Colleges need to put into consideration of enhancing teacher's self-efficacy. Since the this study used solely quantitative approach, this study suggests to conduct qualitative study to get more insight about teachers need to enhance teacher's self-efficacy and job satisfaction in Iraq's environment.

Keywords: Physical education teachers, Teacher's self-efficacy, Teacher's job satisfaction

1. Introduction

Physical education (PE) class is an avenue for enhancing student's health, psychomotor skills, and social skills (Morgan, Kingstone & Sproule, 2005). Centers for Disease Control and Prevention (CDC, 2014) recommended physical education class will boost student's health and academic achievement. National Association for Sport and Physical Education (NASPE, 2003) stressed that PE class reinforce student's psychomotor skills, health and social skills. Despite the importance for PE class in developing students' healthy and physically strong, most Iraq's students did not engage in this class. The survey carried out by Global School Health Survey (GSHS, 2012) reported that approximately 70% of Iraq's student did not engaged in PE class in spite PE is a compulsory subject. One of the reasons for poor involvement among students in PE classes is PE teachers were not perform well (Faak, Hassan & Qusay, 2012; Saadary & Hussian, 2009; Nassion, 2009; Ali, 2006), and teachers were not doing well due to lack of self-efficacy in teaching PE classes (Saabary & Hessian, 2009). Bassams (2012) also found that teachers who were not performing well in teaching PE because lack of self-confidence or self-efficacy. Self-efficacy indicates to how much individuals beliefs in his abilities to cope with different level of daily teaching demand (Klassen et al., 2009). Bandura (2007; 1997) illustrated that self-efficacy refers to individuals beliefs about their ability to plan and execute their actions to achieve wanted goals. Individuals with high self-efficacy hold positive attitudes toward their abilities and for them, the difficulty is a challenge to cope with. While individuals with low self-efficacy regard themselves as unable to cope with challenges, and in turn not well perform. Goddard and Hoy (2000) asserted that high self-efficacy was a basic factor to success in conducting job. Atigan and Erozkon (2014) mentioned that achieving goals depend on individual's level of self-efficacy. Protheroe (2008) revealed that teachers with high self-efficacy keep teachers away from stress and anxiety as well as high resilience against difficulties, and contrary to those who are low self-efficacy. Those who are failing to cope with challenges will feel distress and finally not satisfied with their job. The feeling of dissatisfaction showed that there is a positive relationship between self-efficacy and job satisfaction (Sezgina & Erdogan, 2015). Hoy and Miskel (1991) mentioned that satisfied workers are also productive workers. Furthermore, job satisfaction will increase commitment to work and in turn produce fruitful product as planned (Sezgina & Erdogan, 2015; Sargent & Hannum, 2005). In spite of job satisfaction boost teacher's performance and

commitment, but in Iraq, the level of teachers' job satisfaction is still at low level, and it is necessary to remedy this problem (Waheed, Bailal & Saif, 2014). Previously, Mona (2011) found that a big portion of Iraq's teachers from different disciplines holding dissatisfaction feeling. Based on above issues, this study is conducted to determine; 1) the level of PE teachers' self-efficacy, 2) the level of teachers' job satisfaction (TJS), and 3) the relationship between teachers' self-efficacy and teachers' job satisfaction.

2. Literature Review

Bandura (1997) defined self-efficacy as set of individual beliefs about his abilities to plan and execute course of action to achieve his goals. Individuals with high self-efficacy hold positive feeling regarding his abilities, high persistence in conducting works, and in turn perform well. While individuals with low self-efficacy always failed to perform well. Bandura (1989) explained that the formulation of individuals behavior depend on three factors; environment, behavior and personality. Bandura (1986) explained that providing direct experiences, sharing knowledge with others, interaction among people combined with positive verbal persuasion will enhance sense of self-efficacy.

Job satisfaction is one of the most important topics that are related strongly to work productivity (Hoy & Miskel, 1991). Robbins (2005) agreed that the previous definition and the state of job satisfaction is a mix of the feelings of individuals and their attitude towards their own job, where the positive feeling is associated with a sense of satisfaction and the negative feelings is associated with dissatisfaction sense with one's job.

Malsow (1945) explained that fulfilling physiological needs, safety work environment, sense of belonging needs, self-esteem and recognition needs will promote sense of satisfaction. Herzberg (1959) used hygiene factor as term to refer to job condition, and mention that dissatisfaction feeling associated with this factor. Whereas satisfaction feeling linked with job's characteristics, and elucidated that raising feeling of job satisfaction not necessary lead to decrease feeling of dissatisfaction because each one correlated with different source. Lee and Robbins (1998) reported that risky and displeasing work environment will affect passively on workers effort. Woolfolk, Hoy and Davise (2006), and Woolfolk and Hoy (1990) argued that a feeling of job satisfaction is associated with favorable performance and positive interior motivations and self-efficacy. Gkolia, Belias, and Koustelios (2014) claimed that positive self-efficacy represents a key variable in creating a desirable result, and in consequence produce a positive feeling of job satisfaction. Studies conducted by Gkolia, Belias, and Koustelios (2014); Woolfolk, Hoy and Davise (2006); and Woolfolk and Hoy (1990) revealed that there were positive relationship between self-efficacy and job satisfaction.

3. Methodology

In order to achieve the objective of the study, this study was conducted using cross sectional survey and correlational design. This design is more appropriate whenever the study use standardized questionnaire and many respondents involved (Ary, Jacobs, Sorensen & Walker, 2014; Creswell, 2013). Apart from that, correlational research design was utilized to identify direct and strength of the relationship among variables (Ary, Jacobs, Sorensen and Walker, 2014). A total of 274 PE teachers from four provinces in Iraq were selected randomly using cluster sampling technique because the teachers were living in different geographic places. Olsen and George (2004) have argued that the use of cluster sampling technique is necessary when individuals are living in groups or cluster within different geographical places. Researchers contact with director of PE which is responsible for PE teaches and class in those provinces and select population number in each province. This director provide researcher with a list of teachers name. Table (1) shows the population and chosen sample. This number of sample was identified based on the sampling table provided by Krejcie and Morgan (1970).

Provinces	BASSRA	NASSERITE	MAYSAN	DIWANIYA	TOTAL
Number of population	107	88	72	57	324
Number of samples	86	73	63	52	274

Table 1: Number of teachers in Four Provinces of Southern Iraq and chosen sample

To measure teachers' self-efficacy and teachers job satisfaction, this study utilized two establish standardized questionnaires to collect data from PE teachers. PE Teachers' Self-Efficacy (PETPAS) developed by Martin and Kulinna (2003) was used to measure PE teacher's self-efficacy. PETPAS consists of four dimensions (student, space, time and institution), and each dimension compose of four items. The total number of item 16 items. To measure teacher's job satisfaction, this study utilized Teaching Satisfaction Scale (TSS) developed by Ho and Au (2006). This questionnaire composes of five items. Both questionnaires use five-point Likert type scale, ranging from 1 = strongly disagree to 5 strongly agree. Since these questionnaires were originally in English and Iraq teachers were more comfortable with Arabic language, so the first step taken is translating the questionnaire from English to Arabic language using back translation technique as proposed by Brislin (1970). Two teachers who are fluent for both languages were ask to translate the questionnaires. First expert translate it from English to Arabic, while the second expert back Arabic version to English.

Before actual data collection done, the researcher conducted a pilot study using a sample size of 30 physical education teachers to check for the internal consistency of the questionnaire. The result of the Cronbach's alpha coefficient was used in the interpretation of the questionnaire reliability. The result of reliability was .90 for self-efficacy questionnaire and .88 for job satisfaction. The reliability of the questionnaires were found to be at acceptable level as recommended by Nunnally (1978) who established that .7 is an acceptable grade for reliability.

Questionnaires	Cronbach Alpha
Teacher's self-efficacy	.90
Teacher's job satisfaction	.88

Table 2: The Results of Pilot Study

Upon finish this procedure, researcher hand in the questionnaires to the director of sport activity and physical education and the director distributed the questionnaire to PE teachers. After two weeks, researcher collected the questionnaires. In determining the level of teachers' self-efficacy the level of teachers' job satisfaction, mean was used. Table 3 shows the category of mean for determining the level of teachers' self-efficacy the level of teachers' job satisfaction.

Category of Mean	Description
1.00 – 1.80	Very low level
1.81 – 2.60	Low level
2.61 – 3.40	Moderate level
3.41 – 4.20	High level
4.21 – 5.00	Very high level

Table 3: Category of Mean to Identify the Level of Teachers' Self-Efficacy, and Job Satisfaction

To determine the relationship between teachers' self-efficacy and teachers' job satisfaction, Pearson Product Moment Correlation Coefficient was utilized because both independent and dependent variable were using interval data and collected from the same respondents.

4. Findings

A total of 274 PE teachers were involved in this study. There were 20 respondents were omitted from this study due to extreme data, and only 254 data were usable for further analyses. Of 254 respondents, there were 198 male teachers and 56 female teachers. Of the 254 respondents, teacher aged below 30 years were 64, between 30 - 39 years old were 89, between 40 - 49 years old were 63, and 50 years and above were 38. The data showed that teachers with Master's degree in Physical Education were 42, Bachelor's Degree in Physical Education was 163, and Diploma in Physical Education was 49.

Table 4 shows descriptive data for teacher's self-efficacy and teacher's job satisfaction. The data demonstrated that the mean value for teacher's self-efficacy was 3.4 and the mean for teacher's job satisfaction was 3.2, and these values indicated that teacher's self-efficacy and teacher's job satisfaction were at moderate level.

Variables	Mean	Std. Deviation	Interpretation
Teachers' Self-Efficacy	3.4	.25	Moderate Level
Teachers' Job Satisfaction	3.2	.29	Moderate Level

Table 4: Mean and Standard Deviation for Teacher's Self-Efficacy and Teacher's Job Satisfaction

The Pearson Product Moment Correlation Coefficient was employed to identify the relationship between teachers' self-efficacy and teachers' job satisfaction. Table 5 shows there was positive significant correlation ($r(254) = .141, p < .05$). Since the calculated level of significant ($p = .05$) is equal to critical level of the test (.05), then the relationship between teachers' self-efficacy and teachers' job satisfaction is significantly exist.

Independent Variable	Dependent Variable: Teachers' Job satisfaction
Teachers' Self-Efficacy	.141*
Sig. (p) (2 tails)	.05
N	254

Table 5: Relationship between Teachers' Self-Efficacy and Teachers' Job Satisfaction

5. Discussion

The result of the study demonstrated that both teachers' self-efficacy and teachers' job satisfaction were at moderate level. This level illustrated that PE teachers were not efficacious and satisfied with their job. Bandura (1997) argued that individuals with low self-efficacy always having problems to handle challenges due to not confident with their abilities in teaching. When they are not able to handle with challenges, then they feel stress and finally their satisfaction level decrease. Achurra and Villordon (2013) claimed that teacher's behaviors affect broadly by their level of self-efficacy. Bandura (1997) argued that possessing low self-efficacy associated mainly with mastery experience, vicarious experience, verbal persuasion and emotional state. In Iraq, the low level of PE teachers self-efficacy is due to PE teachers does not have sufficient training after graduation and mastery experience (Sabah, 2013). Additionally, lack of support from the members and administrators make them used old and limited teaching strategies (Fallah, 2012). Sabah (2013) also noticed that Iraq's professional developmental programs were conducted for the sake of doing programs and never

considers the needs of teachers. Previously, Ali (2006) also found that professional developmental programs were focus only on preparing lesson plan and did not touch on the teaching methodologies and strategies to be used by teachers in teaching. Ali (2006) also noticed that the professional developmental programs never use this avenue as a place for sharing experiences among them. Sabah (2015) and Al-Jubory(2010) illustrated that administrations and supervisors do not use verbal persuasion to enhance emotional state of PE teachers. Apart from that, Hana (2015) noticed that Iraq's PE teachers felt they were not as important as other teachers due many negative comments posed to them by administrators and other teachers. These kind of negative comments minimize teacher's efforts as Bandura (1997) claimed that verbal persuasion affected teacher's behaviors. This evidences showed that Iraq's environment is not helping to uplift teacher's self-efficacy, but may use reversely and impair teacher's sense of self-efficacy. Therefore to boost PE teachers' self-efficacy in Iraq, it is important to put into consideration the important of mastery experience, vicarious experience, positive verbal persuasion and emotional state.

Regarding teachers' job satisfaction, Hoy and Miskel (1991) mentioned that a happy worker is also a productive worker. But since the level of teachers' job satisfaction level is not at encouraging level, it is fair to claim that the low performance of PE teachers is due to low level of their job satisfaction. Locke (1976) explained that, job satisfaction is reaction toward work environment faced by someone. Abd Al-Wahed (2011) in his study found that poor job condition affected job satisfaction. Al-Azawy (2012) found that lack of equipment in teaching, low salary, job security and poor job condition was the main reasons behind dissatisfaction feeling. Ali (2013) commented that inadequacies of facilities make teachers dissatisfied with their daily works. Al-Hajaj (2011) stated there was a lot duties added to teachers' role after reform conducted in 2003, and this roles need new style of management and regulations, but regretfully no support from administrators, and finally teachers feel unhappy. Apart from that PE teacher's job satisfaction level also affected by students' involvement in PE classes. Muhmoud (2014) mentioned that Iraq's students not eager to engage in PE class as result of their impact by the social vision that PE is not important as others academic subjects. This preconceived dampen student's motivation to engage in PE class, hence that effect on teacher's satisfaction passively. Marianne and David (2013) asserted that students' involvement in class will effect teacher's job satisfaction. Due to the important of teachers' job satisfaction, school administrators and principals need to uplift teachers' job satisfaction by redesign job condition and support for teachers.

In relation to the relationship between teachers' self-efficacy and teachers' job satisfaction, this found that there was positive correlation between self-efficacy and job satisfaction. This positive correlation demonstrates that any increase in teachers' self-efficacy will lead to increase to teachers' job satisfaction. Printquart, Juang, and Sillbereisen (2003) asserted that people with high self-efficacy also satisfied with their job. Lent et al. (2011) elucidated that holding positive self-efficacy give a big boost to personal motivation and sense of willingness, and this sense make persons active in pursuing their goals until success. This achievement increase sense of competence, success and satisfaction. Bandura (1997) argued that individual's self-efficacy will increase when ever they have experiences, proper training and guidance. Cetin (2011) explained that when individual belief in his capabilities to accomplish task, motivation will increase, hence job satisfaction will grow. Capara, Barbarane, Brogogin and Steca (2003) found that individuals with high self-efficacy possessed high determination to control their environment and utilize their skills and abilities to cope the challenges, and whenever the challenges successfully overcome, it will make individuals more satisfied. Judge, Thoresen, Bono and Pathion (2001) explained that job satisfaction growth with accomplish achievement, and accomplishing achievement is due to the belief of the ability to overcome the challengers. In short the result of this study is in line with self-efficacy theory (Bandura, 1997) and previous studies conducted by Judge, Thoresen, Bono and Pathion (2001), Capara, Barbarane, Brogogin and Steca (2003), and Printquart, Juang, and Sillbereisen (2003). It means that enhancing teachers' self-efficacy will increase teacher's job satisfaction.

6. Recommendations

Reinforcement self-efficacy and job satisfaction are essential factors for elevating teachers performance. Elevating PE teachers will effect directly on student health, movement, and cognitive abilities. Since there was scarcity in studies around teacher's self-efficacy and job satisfaction, further studies need to be done whether to support the finding of this study or otherwise by using other approaches, research design, questionnaires and statistical analysis such as Structural Equation Modeling (SEM).

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