

Analysis and Comparison between Job Satisfaction of Faculty Members of Physical Education and Sport Science in State and Private Universities in Iran

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Abstract. The purpose of the current survey is the comparison of social capital and job satisfaction between faculty members of Physical Education and Sport Science of State universities and private universities in Iran (N=520). The Statistical population of the survey are all faculty members of physical education and sport science in universities around the country in 2014 which according to Morgan table the sample size of 220 people were determined using the stratified-random method. To reach the proposed aims of the survey, Hertzberg's questionnaire with 42 questions was used. The validity of the questionnaire has been approved by 15 professors of Sports Management. The reliability of the questionnaire was tested in a preliminary study with 30 respondents in which it was calculated 0.92 according to Cronbach Alpha method. Data were analyzed using methods of descriptive and inferential statistics including Kolmogorov-Smirnov, Single sample T-student test, homogeneity test, regression and Factor Analysis, T2 Hotelling test and computer softwares like AMOS and SPSS. The research demonstrates that six factors of job security with the factor loading of 0.82, job physical conditions with the factor loading of 0.73, promotion opportunities with the factor loading of 0.72, salary with the factor loading of 0.75, management methods with the factor loading of 0.65 and satisfaction with nature of work with the factor loading of 0.35, respectively, play a role in the job satisfaction of the faculty members of Physical Education and Sport Science (PESS) in Iran. The level of the job satisfaction amongst faculty members of Physical Education and Sport Science in State universities and private universities is satisfactory. The difference in the averages of job satisfaction in each group is meaningful ($F=3372.027$ and $P=0.001$). Job satisfaction amongst faculty members of Physical Education and Sport Science in State universities is slightly higher than private universities.

Keywords: Job Satisfaction, faculty member, Physical Education and Sport Science

* Physical Education and Sport Science

1 INTRODUCTION

Faculty members, as the most valuable asset in a society play a significant role in the training of specialists. Their efforts, eventually result in a valuable outcome, which is the growth of the community. Study about the experiences of the developed countries shows that the quality of the life of the faculty members plays a critical role in the improvement of the universities (Arasteh, 2003). One of the important factors that increases the efficiency of the faculty members is job satisfaction. Job satisfaction is a pleasant state which is obtained from job evaluation or personal experiences. Job satisfaction increases the efficiency in an

organization so as a result individuals make more commitment to the organization, Physical and mental health of employees is being guaranteed, hope grows among staff and encourages employees to learn more skills(Moghimi, 1998). Ignoring employees, satisfaction will cause recess and gradual downfall for the organization(Fakhimi,2000). Considering faculty members' opinions and views about effective factors in job satisfaction can lead us to meet their expectations. Different studies show that job satisfaction is related to a variety of alternatives of which the important ones include environmental factors, nature of work, management and leadership, salary, promotion opportunities and job security(Shepherd et al, 2001).

Undoubtedly universities have a key role in comprehensive development of any society. The importance of the School of Physical Education as one of the factors affecting the health of the society is significantly more than other components as graduates of Physical Education Colleges are directly related with different classes of society, including school students, university students, youth, the elderly and the general workforce. Faculty members of Physical Education expand youth skills by discovering them and training their physical and mental talents which is a base for nurturing sporting champions and public sport talents. Taking into account the expectations of faculty members of Physical Education and Sport Science and increasing their job satisfaction will have a positive impact on the quality of scientific achievements of PESS students.

Assadi et al (2002) compared the job satisfaction of managers, staff and faculty members of Physical Education and Sports Sciences and announced that Faculty members job satisfaction is higher than other employees but the salary was not satisfactory. Khosravi study (2004) showed that faculty members have a high level of job satisfaction in Alzahra University in Iran. Jafarzadeh and Fattahi (2005) realized that satisfaction with salary is not enough in both State and private universities and dissatisfaction with salary in private universities is higher than the other. Forughi et al (2008) study on factors affecting job satisfaction of faculty members of the State medical university in Kermanshah in Iran announced that Faculty members are very interested in their job. Their job satisfaction will increase more if attention is paid to salary increase and facilities. Teymuri et al (2008) study on job satisfaction of faculty members of the medical university in Isfahan, Iran,- expressed that organizational factors, environmental factors, nature of work and personal factors are the main parameters of job satisfaction. Faculty members' job satisfaction was high but they were less satisfied with the physical conditions of work and the salary. Chalabianlu and Talebi(2011) expressed that faculty members of private universities have more stress and less satisfaction than faculty members of State universities. This was particularly noticeable in relation to regulations, disarrangement of tasks, salary and facilities. Hadavi (2011) stated a high level of job satisfaction with the faculty of Physical Education College of State universities in Tehran. Rafiee (2012) announced a desirable job satisfaction level at faculty of State Medical Sciences university in Araak prioritizing factors affecting job satisfaction in three main aspects of job security, environmental conditions and salary . Susan M. D. (2004) study on factors affecting job satisfaction of faculty members, showed that facilities, communication with authorities and job security have a strong correlation with job satisfaction. Lang (2009) study showed the positive and significant correlation between communication with authorities, salary , facilities and job satisfaction. Yamaguchi (2013) study showed that desirable job satisfaction is obtained through factors such as a secure future for the job and facilities.

Exploring previous researchers and their theoretical concepts proves our assertion that several studies have been conducted about different aspects of job satisfaction in various domains and different results have been obtained for components of job satisfaction in various

organizations. Considering no research has been carried out scientifically regarding measuring job satisfaction and its components amongst faculty members of PESS, the current study intends:

1. To determine the level of job satisfaction of faculty members of physical education colleges of State universities and private universities in Iran
2. To determine how different components and factors affect job satisfaction.
3. To compare job satisfaction between faculty members of Physical Education Colleges of state universities and private universities in Iran.

2 RESEARCH METHODOLOGY

This study was implemented using descriptive survey method which also had Fieldwork conducted. Statistical population of this study included all of the faculty members of Iran's physical education college in 2014 (N=520). On the basis of Morgan table, 220 people were stratified-randomly selected for research samples. To achieve the research goals, Herzberg job satisfaction questionnaire was used. The questionnaire was consist of 42 questions and 6 components about satisfaction with nature of work (questions 1-6), satisfaction with promotion opportunities (questions 28-33), satisfaction with physical environment of work (questions 34-39), satisfaction with salary (questions 40-42). Responses rated using five-level Likert scale from 1 for highly dissatisfied to 5 for highly satisfied. Its validity has been approved by 15 professors of sports management and its Reliability was tested in a preliminary study with 30 respondents in which it was calculated 0.92 according to Cronbach Alpha method. Data were analyzed using methods of descriptive statistics such as mean, frequency distribution table, graphs and percentages of inferential statistics methods including Kolmogorov- Smirnov, Single sample T-student test, linear regression, factor analysis and structural equations model, test of homogeneity , T2 Hotelling test and computer softwares like AMOS and SPSS.

3 RESULTS

Table 1 shows the demographic percentage of the respondents.

Table 1. Demographic data

Gender	Male	78%
	Female	22%
Level of Education	Masters	25%
	PHD	75%
Employment Status	full time	67%
	contract	33%
Position	Instructor	37.3%
	Assistant	46.4%
	Associate	13.6%
	Professor	2.7%
Teaching experience	6 to 10 years	67%
	Other records	33%
University	State	75%
	private	25%

Table 2. Results of factor analysis, Bartlett's test and KMO Job Satisfaction Questionnaire

Bartlett's test			KMO Index
p-value	df	χ^2	
0.001	861	4605.646	0.88

Table 2 shows that KMO coefficient is greater than 0/7 so the sample size is appropriate for factor analysis. Considering the value of bartlett test is less than 0.05, data has meaningful correlations to create a logical basis for evaluating factors relevant to job satisfaction. In an other word factor analysis is adequate to describe the factor model of the job satisfaction .

Table 3. Results of factor analysis of job satisfaction questionnaire

Components	rank	Questions	coefficient	t-value
satisfaction with nature of the work	1s	I feel a sense of responsibility to students and enjoy it.	0.77	6.25
	2s	I enjoy teaching and working at University	0.34	5.93
	3s	students treat me with respect	0.40	7.17
	4s	I enjoy the research activities	0.38	12.38
	5s	I feel I am independent enough at work	0.45	13.24
	6s	I enjoy doing administrative tasks	0.69	12.1
Satisfaction with Supervision and other faculty members	7s	Employees respect each other and work together as a team	0.74	1378
	8s	My manger is competent at overseeing the work	0.78	15.11
	9s	My existence at work is important for manager and colleagues	0.80	16.03
	10s	I am satisfied with working along with manger and colleagues	0.64	11
	11s	My point of view is appreciated regarding educational-administrative issues	0.32	4.8
	12s	distribution of responsibilities is fair	0.78	15.03
	13s	work assignments and expectations are fair	0.80	15.85
	14s	I receive warning in an appropriate way if I am not working well	0.77	14.76
	15s	manager does his best to get me trained and to improve my experiences	0.76	14.36
	16s	I feel the work I do is appreciated	0.83	16.78
	17s	rules and regulations overcome connections at work environment	0.82	7.04
	18s	I feel managers are competent and has been promoted on the basis of their competency	0.45	13.22
	19s	I feel I have this chance to criticize university and express my feedback	0.72	17.49
	20s	I feel I am appreciated properly	0.84	6.43
Satisfaction with Job Security	21s	I have benefit package like insurance and retirement	0.41	15.03
	22s	recruitment process is fair	0.78	13.18

	23s	I feel I have manager's support when I need it	0.72	15.61
	24s	I feel secured in terms of job stability	0.79	11.92
	25s	I am satisfied with the way I am judged	0.67	11.70
	26s	My authority and position in the organization are clear	0.77	14.75
	27s	I work at fairness-oriented environment	0.56	14.22
Satisfaction with Promotion opportunities	28s	I attend training workshops without any obstacles	0.72	9.68
	29s	I have the chance of attending seminars, conferences and Sabbatical leave because of my competency	0.64	9.29
	30s	I get the chance of promotion because of my competency	0.72	13.59
	31s	Facilities are available to conduct researches	0.71	14.65
	32s	regulations for promotion is clear in my career	0.79	3.28
	33s	I have the chance of getting scholarship or continuing my education	0.81	11.24
Satisfaction with environment	34s	I conveniently have access to audio and video facilities to teach students	0.58	9.79
	35s	I have a desirable environment for teaching	0.65	11.86
	36s	I enjoy my annual leave conveniently	0.62	11.98
	37s	I have an desirable office	0.73	9.79
	38s	I get personnel loan and use university's accommodation	0.71	9.21
	39s	I enjoy leisure facilities in my spare time along with my family	0.78	11.92
Satisfaction with Salary	40s	I am happy with the current salary	0.79	10.23
	41s	My salary covers my life costs	0.81	14.47
	42s	I am happy with their on time pay	0.83	15.37

Factor analysis of Table 3 shows that all the indexes of the job satisfaction have desirable T (greater than 1.96) and factor loading (greater than 0.3) and are considered to be adequate indexes so they remain in the table.

Table 4. Estimating of standard regression coefficient for job satisfaction components

correlation between variables	Estimate
job satisfaction- nature of the work factor	0.35
job satisfaction- Supervision factor	0.65
job satisfaction- Job Security factor	0.82
job satisfaction-Promotion opportunities factor	0.72
job satisfaction- environment factor	0.73
job satisfaction- Salary factor	0.71

Table 4 shows that the most impact belongs to the job satisfaction of faculty members of PESS job security with factor loadings of 0.82, job physical conditions with factor loadings of 0.73, salary with the factor loading of 0.71, management and leadership with factor loading of 0.65 and nature of work with the factor loadings of 0.35 .

Table 5. Components of the job satisfaction

The test :3						
Variables	Number	mean	t	df	Sig	mean deviation
satisfaction of nature of the work	220	4.186	37.841	219	0.001	1.186
Satisfaction of Supervision	220	3.448	10.157	219	0.001	0.448
Satisfaction of Job Security	220	3.436	10.138	219	0.001	0.436
Satisfaction of Promotion opportunities	220	3.290	5.518	219	0.001	0.290
Satisfaction of environment	220	3.240	4.788	219	0.001	0.240
Satisfaction of Salary	220	2.70	-4.724	219	0.001	-0.296
job satisfaction	220	3.38	11.45	219	0.001	0.38

Table 5 shows that all the components of the job satisfaction and job satisfaction itself have $P < 0.05$ and t a positive value and t is negative value for sub components. There is a meaningful statistical difference among job satisfaction mean , calculated mean, sub components and the test value. Therefore, the sub component of satisfaction with the nature of the work, management and leadership, job security, promotion opportunities, job physical conditions and job satisfaction among faculty members of PESS have desirable value but sub component of salary dose not .

Table 6. Job satisfaction mean between two groups of faculty members of PESS in private universities and state universities

faculty members	Number	mean	Standard deviation
State universities	142	3.92	0.485
private universities	78	2.57	0.570

Table 7. Result of homogeneity test for analyzing homogeneity of variance –covariance for two groups of faculty members of PESS in private universities and state universities

p-value	d.f	F	Box M
0.074	3.188 , 21	1.474	32.014

Table 7 shows that considering $F=1.474$ and $P\text{-value}=0.074$ which is grater than 0.05, the variance-covariance of faculty members of PESS in private and state universities is homogeneous so we can use T2-Hoteling to evaluate the difference of the job satisfaction mean between faculty members of PESS in private and state universities.

Table 8. T2 Hoteling for the comparison of the means of the job satisfaction points between faculty members of PESS in private and state universities

p-value	E.df	Hypothesis d.f	F	Hotelling trace value
0.001	213	6	3372.027	94.987

Table 8 shows that considering $F=3372.027$ and $P\text{-value}=0.001$ between job satisfaction means of two groups of faculty members of PESS in private and state universities, there is a meaningful statistical difference. We deduced from the results that faculty of PESS in state universities have higher job satisfaction compare to private universities.

4 Discussion and Conclusions

The objective of the current research was analyzing job satisfaction of faculty members of PESS in Iran. This study finds that job security, work physical conditions, promotion opportunities, salary, management and leadership and satisfaction with the nature of work, respectively, play a crucial role in job satisfaction of faculty members of PESS in Iran. Further more, data matches the findings of Teymori (2008), Rafiee (2012), Susan M.D (2004), Lang (2012) and Yamaguchi(2013). The current study finds that job security and work physical conditions are two significant factors in increasing- job satisfaction. Therefore, University authorities, in general, and Physical Education College authorities, in particular, should take necessary actions to create job security and desirable physical work conditions. It is consequently, recommended faculty members be familiar with their tasks and authorities, be fully prepared to fulfill their duties and to stay in harmony with job expectations so that they can avoid stress.

Universities should also look further to provide proper facilities to faculty members. Universities should consider decoration and architectural design in college buildings and create an appropriate atmosphere of professional and educational work for faculty members.

The next important factors on job satisfaction of faculty members of Physical Education and Sports Science are salary, management and leadership and satisfaction with the nature of their work. In order to strengthen the component of promotion opportunities it is advised that Physical Education Colleges should promote the faculty based on their practices, for example, participation in conferences and free training courses should be provided based on merit and without any discrimination. As a solution regarding strengthening the component of the salary it is advised that salaries be paid on time and any raise in the payments be realistic enough to cover expenses. The findings in this research show that university authorities can improve the component of the management and leadership by increasing trust and their relationship with the faculty; fair distribution of tasks; exact observation of rules and regulation; observation of meritocracy and continuous supervision. In this study it is shown that the component of the nature of the work has the lowest factor loadings. Regarding the nature of the work the most important dissatisfaction related to teaching and simultaneously working at university. Doing mandatory research, imposing time limitations and students' enquiries are cited as dissatisfaction factors To increase enjoyment of study and research in colleges it is recommended that major policies should be made by higher ranking authorities to keep circumstances less stressful so that faculty members can implement their research in a more tranquil atmosphere.

The study findings demonstrated that the job satisfaction among faculty members of PESS has a desirable level and also they match findings of Khosravi (2004), Forughi et al (2008), Teymori et al (2008), Hadavi et al (2011) and Rafiee (2012).

Considering the current research findings and also previously mentioned studies, it is believed that there is a potential to improve components of job satisfaction among faculty members of PESS and an increase their level of job satisfaction can be achieved by taking complementary actions. To reach this goal it is advised to implement better economic circumstances and appropriate life for faculty members of PESS

The final part of the research findings revealed that the difference in the averages of job satisfaction between faculty members of PESS in private universities and State universities is meaningful. Job satisfaction amongst faculty members of PESS in State universities is slightly higher than private universities. This conclusion matches the results of research done by

Asadi et al (2002), Jafarzadeh and Fattahi (2005), Teymori et al (2008), Chalabianlu and Talebi (2011).

The components of salary, job security and physical work conditions in job satisfaction indexes show a big difference between faculty members of PESS in private universities and State universities. These results clearly demonstrate the obvious differences in the type of organization and in the regulations governing - each university. Even if we assume that the regulations are the same in both types of universities, the way rules are implemented are still different so this difference in implementing rules and regulations in private universities is so stressful for faculty members that it leads to less job satisfaction. The findings reveal that faculty members are dissatisfied with pay and salaries and this dissatisfaction is higher in private universities. Regarding job security, data reveals that 25 years after establishing private universities in Iran, there is still not a clear definition for faculty members. This may be a reason for the faculty members' dissatisfaction with job security due to ambiguous expectations from those who are expected to simultaneously play various roles such as doing research, giving speeches, consulting students etc. It is evident that in educational environments imposing pressure on faculty members to do research and to publish articles without providing minimum proper facilities creates job dissatisfaction. There is a shortage in training facilities, sports facilities, office rooms, computers etc. for faculty members in private universities. For this reason authorities in private universities are advised to synchronize their regulations with State universities and they also need to schedule regular surveys on job satisfaction of faculty members and its components. Awareness of different aspects of job satisfaction will lead us to identify factors reducing job satisfaction which will help us to take correct action to improve job satisfaction of faculty members. Further more, this awareness increases our knowledge about job satisfaction and helps us to sustain it.

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