

Full Length Research Paper

Levels of job satisfaction of coaches providing education to mentally retarded children in Turkey

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The purpose of this research is to determine the levels of job satisfaction of sports coaches who are providing education to mentally retarded children and to examine as well as their job satisfaction according to different variables. Survey method was preferred as the data collection tool and "Minnesota Satisfaction Inventory" -developed by Weiss, Dawis, England, Lofquist and Turkish validity and reliability tests performed by Baycan and socio-demographic data collection form were used. Thirty four (34) female, 53 male, total of 87 coaches participated in the research on a voluntary basis from different branches (gymnastics, athletics, table tennis and swimming). For the data analysis; "independent-samples t test" and "one-way anova" test were used. As a result of the research, it is possible to say that the coaches have high levels of job satisfaction. In addition, it is also concluded that the levels of job satisfaction of coaches did not vary according to the variables of gender, age, marital status, primary profession, professional publications, professional experience and financial situation.

Key words: Coaching, job satisfaction, mentally retarded children, sports.

INTRODUCTION

The ultimate goal of science is social development. The fact that a society that is healthier, happier and productive is related to its workers' higher level of satisfaction because working life makes up one third of one's life. All of the workers demand that working conditions be better and economical, psychological and social needs about working life be met. Workers get satisfied as long as their needs are met by the institution for which they work.

Job satisfaction is the perception that one's work-related values are met by the job and that these values are consistent with the job (Akcemete et al., 2001; Basaran, 2000; Hellriegel and Slocum, 2007). Job satisfaction, one of the most important elements that make individuals happy and productive, is the satisfaction feeling created by the contributions of the job to the individual (Davis, 1988; Luthans, 1995; Mrayyan, 2005; Muchinsky, 2008; Ozgen et al., 2002).

According to Berry (1997), job satisfaction is a reaction of the individual's against the working environment. Job satisfaction plays an important role in increasing commitment of the qualified workers for the organization

and making them love their jobs (Miner, 1992; Vecchio, 1991) and is one of the basic elements for the individuals to be successful, happy and productive (Cam et al., 2005). It is noted that individuals with higher job satisfaction have higher organizational commitment.

Job satisfaction described as an emotion felt by the fact that job and achievements match up with personal values and needs or as an emotion facilitated by the fact that job and achievements match up with personal values and needs (Avci and Karatepe, 2000; Barutcugil, 2004; Vural, 2004) is of much importance for coaching as well as other professions.

Coaches are one of the indispensable elements in sports. It needs struggle in order to be a successful coach (Konter, 1996). In addition to being a trainer, the coaches are leaders that are taken as models by children (Leblanc and Dickson, 2005).

It is closely related to the job satisfaction of the coaches that they can perform their tasks and responsibilities charged in a successful way. It is thought that coaches who get satisfied with their jobs will have better psychological health. If their psychological

conditions are better, it will be felt on their jobs, too and they will carry out their jobs voluntarily and in a productive way.

When the effect of one's happiness and peace at work (job satisfaction) on organizational performance and productivity had been noticed, many researches were made (Fairbrother and Warn, 2002; Friday and Friday, 2003; Goris, 2006; Graham and Messner, 1998; Lund, 2003; Rossberg et al., 2004; Tietjen and Myers, 1998; Uppal, 2005). Although, descriptive and experimental researches are based on different professional groups and variables, the questions for which answers are sought aim at increasing job satisfaction of the workers, discovering job dissatisfaction and eliminating this dissatisfaction.

For Thoms et al. (2002), job satisfaction may be associated with both worker's state and personal traits. It is seen that some people tend job satisfaction and in the general sense- life satisfaction more. However, properties of the work may affect job satisfaction, too.

General development processes of the children with mental retardation may be different in comparison with their coevals who have normal development processes.

Children with mental retardation face numerous difficulties in life. The most important of these difficulties is the fact that they are not known enough and the belief that nothing can be done for them. Yet, this belief has lately been changing. Today, it is suggested that games, sports and movement activities are believed to be a human right. For the disabled people, sports have become recreative activities that help them to spend the leisure time in an entertaining way and that develop their performances. However; poor mental capacity, long learning process of the activities, easily forgetting the activities or problems in adaptive behaviors of these children result in some difficulties in sportive trainings; which in turn may affect the professional satisfaction of the trainers negatively.

The coaches of children with mental retardation need to carry many different characteristics. To be a coach for children with mental retardation may have certain challenges. First and foremost, it requires too much effort, and responsibility.

The purpose of this research is to determine the levels of job satisfaction of the sports coaches who are providing education to the mentally retarded children and to examine as well as their job satisfaction according to different variables.

MATERIALS AND METHODS

Participants

The universe was consisted of the coaches who prepare athletes for the sportive events organized by "Turkish Special Athletes Sports Federation" and "Representative Office of Special Olympics of Turkey". In Turkey the coaches that prepare the mental retarded children and bring them to the competitions are often consists of the

physical education teachers, classroom teachers or special education teachers who work on a volunteer basis. In addition, they can do coaching to children with mental retardation with their coaching certificates that they have receive from different federations that are not connected with the mental retarded sports federations in Turkey. Therefore, the numerical universe of study is not clear. However, the officials of the federation state that the number of coaches working with the children in question could be up to 140 to 150.34 female, 53 male total of 87 coaches participated in the research (Table 1), on a voluntary basis from different branches (Gymnastics, athletics, table tennis and swimming).The sample of the research had the necessary qualifications to represent the population.

The research model and the process

The research was conducted in screening model. Questionnaire forms were distributed to those who wanted to participate and they were asked whether there was something unclear and explanations were made upon their request. There was no time-limit for filling in the questionnaire forms.

Instruments

Survey method was preferred as the data collection tool and "Minnesota Satisfaction Inventory" -developed by Weiss et al. (1967) and Turkish validity and reliability tests performed by Baycan (1985); and socio-demographic data collection form were used. The inventory is consisted of 20 questions and there are five options that measure one's job satisfaction degree. These options are "I am not satisfied at all", "I am not satisfied", "I am undecided", "I am satisfied" and "I am fully satisfied". Points are 1, 2, 3, 4 and 5 respectively. Highest score of the inventory is 100 and the lowest score is 20; if the score is 60 it is considered as neutral satisfaction. Scores that are close to 20 means lower job satisfaction whereas scores that are close to 100 means higher job satisfaction. Croanbach Alpha internal consistency coefficient is 0.90. Foreign researches report that Croanbach Alpha internal consistency coefficient ranged from 0.82 to 0.92 (Erdwins et al., 2001). Croanbach Alpha internal consistency coefficient in the present research was 0.91.

Analysis of the data

The assessments have been made over the total score of the scale for the data analysis; "independent-samples t test" and "one-way anova" test were used.

DISCUSSION AND CONCLUSION

The purpose of this research is to determine the levels of job satisfaction of the sports coaches who are providing education to the mental retarded children and to examine as well as their job satisfaction according to different variables.

General job satisfaction mean score of coaches in the research group is 76.83 ± 13.57 , respectively. This score suggests that coaches have a high level of job satisfaction.

The researchers have the opinion that the job satisfaction is a multidimensional concept and it is influenced by situational circumstances (Bell and

Table 1. Characteristics of the research group in terms of independent variables.

Variable	Parameter	f	Percentage
Gender	Female	34	39
	Male	53	61
Age groups	24-30 years of age	26	30
	31-40 years of age	42	48
	41 and older	19	22
Marital status	Married	59	68
	Single	28	32
Economic status	Low	22	25
	Medium	46	53
	High	19	22
Primary professions	Classroom teaching	15	17
	Special education teaching	18	21
	Physical education and sport teaching	37	42
	Other professions	17	20
Professional experience	1-5 years	34	39
	6-10 years	28	32
	11≤ years	25	29
Following professional publication	Yes	52	60
	Partly/No	35	40

Table 2. Comparison of the job satisfaction levels of the coaches in terms of gender variable.

Gender	N	\bar{X}	S	sd	t	p
Female	34	79.62	14.33	85	1.547	0.125
Male	53	75.24	12.89			

Weaver, 1987; Bruce and Blackburn, 1992; Newstrom and Davis, 1993; Quarstein et al., 1992).

There are many challenges to do coaching for the children with mental retardation. However perhaps it may have crated the reasons for the coaches to have high satisfaction from their jobs due to the fact that they work for and contribute to the extraordinary development of those children. Because the sport can be very effective in the multi-dimensional development of mentally retarded children.

The employees want that their work have an meaning either for themselves or for others. Many employees are satisfied with thinking that they are doing an important job. It can be a job satisfaction reason if a job is interesting and gives the person opportunity to learn, and brings responsibility. As people do jobs which allow them

use their talents, the jobs that require multi-faceted, and require special qualifications and if they receive feedbacks from their environment that they are successful they receive job satisfaction (Organ and Bateman, 1991; Robbins, 1998).

When we analyzed the findings according to the variables, it may be said that job satisfaction scores of female coaches were higher than male coaches. Yet, it was not statistically significant (Table 2).

Oshagbemi (2000a) states that gender is not effective by itself alone on job satisfaction. The studies of Drakou et al. (2006), Eldred (2010) and Velez (1993) reported that sex variable did not affect job satisfaction level.

There are extreme disputes in the findings of the research that examined the relationship between job satisfaction and gender (Spector, 1997). In some

Table 3. Comparison of the job satisfaction levels of the coaches in terms of marital status variable.

Marital status	N	\bar{X}	S	sd	t	P
Married	59	77.25	12.37	85	0.437	0.662
Single	28	75.93	14.68			

Table 4. Comparison of the job satisfaction levels of the coaches in terms of following professional publication variable.

Following professional publication	N	\bar{X}	S	sd	t	P
Yes	52	78.65	12.43	85	1.532	0.129
Partly/No	35	74.11	15.08			

Table 5. Comparison of the job satisfaction levels of the coaches in terms of Primary Professions variable.

Primary professions	N	\bar{X}	S		
Classroom teaching	15	75.27	14.07		
Special education teaching	18	78.34	12.23		
Physical education and sport teaching	37	77.04	14.56		
Other professions	17	76.12	13.37		

Source of variation	Sum of squares	df	Mean square	F	P
Between groups	87.744	3	29.248		
Within groups	15,806.128	83		0.154	0.927
Total	15,893.872	86	190.435		

researches, the challenges that come from the home lives of woman and from the motherhood role of woman is shown among the reasons of low levels of job satisfaction of women and the social pressures and stress occurring as a result of those (Albrecht and Tosun, 1988; Giddes, 2000) which may be the factors that reduce their career wishes and job satisfaction. This issue is liable to cultural changes.

It was found out that mean job satisfaction scores of the participant married coaches were higher than those single (Table 3). Yet, it was not statistically significant. Marital status is accepted as an affecting factor on job satisfaction level. It is thought that marriage increase job satisfaction because it brings an organized life style (Yildiz et al., 2003) which was in accordance with our research findings.

Different age groups were investigated in this study. The job satisfaction level of the coaches with ages of 24 to 30 years is 77.62 ± 13.68 , those with 31 to 40 years is 76.19 ± 12.92 and those with over 41 years of age is 77.26 ± 14.11 . However, job satisfaction levels of the coaches did not differ significantly in terms of age groups (Table 7).

As the result of some scientific studies; it was noted

that there was no correlation between age variable and job satisfaction of the workers (Castillo et al., 1999; Green-Reese et al., 1991); whereas there were studies that reported that job satisfaction levels of workers were significantly higher (Hickson and Oshagbemi, 1999; Kalleberg and Loscocco, 1983; Lee and Wilbur, 1985; Shead, 2010; Wright and Hamilton, 1978).

According to Oshagbemi (2000b), as the workers grow older they become more satisfied with their jobs.

In this study, there was no proportional increase in job satisfaction due to increasing age. Because, 24 to 30 age group coaches have the highest level of job satisfaction. In other words, young coaches have level of job satisfaction.

This is a similar situation emerged in the "Professional experience" dimension. The job satisfaction of the new coaches who have between 1 to 5 years of coaching experience, were found to be higher than more experienced colleagues (Table 6).

According to the qualitative observations of the researcher, made during the research process the young coaches are interested in their athletes more closely. In addition, it is observed that young coaches are more encouraged.

Table 6. Comparison of the job satisfaction levels of the coaches in terms of professional experience variable.

Professional experience	N	\bar{X}	S
1-5 years	34	78.82	12.88
6-10 years	28	75.37	13.23
11≤ years	25	75.76	14.57

Source of variation	Sum of squares	df	Mean square	F	P
Between groups	222.951	2	111.475		
Within groups	15295.241	84		0.612	0.545
Total	15518.192	86	182.086		

Table 7. Comparison of the job satisfaction levels of the coaches in terms of age groups variable.

Age group	N	\bar{X}	S
24-30 years of age	26	77.62	13.68
31-40 years of age	42	76.19	12.92
41 and older	19	77.26	14.11

Source of variation	Sum of squares	df	Mean square	F	P
Between groups	36.904	2	18.452		
Within groups	15,106.200	84		0.103	0.903
Total	15,143.105	86	179.836		

Table 8. Comparison of the job satisfaction levels of the coaches in terms of economic status variable.

Economic status	N	\bar{X}	S
Low	22	75.73	14.9
Medium	46	76.41	14.22
High	19	79.11	11.69

Source of variation	Sum of squares	df	Mean square	F	P
Between groups	133.504	2	66.752		
Within groups	16,221.398	84		0.346	0.709
Total	16,354.901	86	193.112		

The more creative a person the more he/she is proud of the job he/she is doing and so the personal satisfaction demand shall be the greater. It may be because that the eager to prove themselves and efforts to train athletes at a very young age may be reflected positively on the job satisfaction of young coaches.

In the literature, it is stated that one of the most important factors that may affect job satisfaction is the economic status of employees (Chin et al., 2002; Kyriacou and Sutcliffe, 1979; Ozgen et al., 2002; Perkins, 1991).

According to some researchers, the correlation between job satisfaction and the economic level is very low (Brief, 1998).

Most of the coaches in research group see themselves having a medium economic level. It has been determined that as the economic levels of the coaches increased so did their job satisfaction also (Table 8).

It was found out that job satisfaction levels of coaches who followed professional publications was higher than those who did not follow professional publications (Table 4). In this study-group, the rate of the coaches who

regularly followed professional publications was by sixty percent. It may be regarded as an expected result that those who followed professional publications had higher job satisfaction levels. These coaches may be considered as having a tendency to continually develop themselves, to increase professional experience and to be open to innovations.

In the study group, the job satisfaction level of the coaches whose primary profession is special education teaching has been found to be higher than the others.

No significant difference was observed when the job satisfaction levels of primary occupation groups were compared (Table 5).

The reason of high job satisfaction scores of special education teachers can be because of the larger background they may have on the subject. In other words, it may be easier than the other coaches to train mentally retarded children to make sport for the people who are graduated from a training program in this field and have chosen this profession.

Sport activities are a mechanism that encloses the dynamics that can obviate many negative characteristics of the individuals and by means of this feature, it can be deemed as a rehabilitation instrument. It serves the community on a macro-scale, by serving all the development aspects of the individuals.

Of course, coaches are the most important factor in ensuring the developments in mentally retarded children. Being a coach for children with mental retardation is shown amongst the multi-dimensional and difficult jobs. It is important for the coaches work with gaining satisfaction in order to work more efficiently.

As a result of the research it is possible to say that the coaches have high levels of job satisfaction. In addition, it is also concluded that the levels of job satisfaction of coaches did not vary according to the variables of gender, age, marital status, primary profession, as of following professional publications, professional experience and financial situation.

In order to increase professional satisfaction of the trainers of the mentally retarded children, to create a more productive working-atmosphere and to make them happier with their jobs; both financial and emotional supports and resources given to the trainers should be extended. Trainers should follow publications related to their profession. Printed publications and visual broadcasting programs should be designed and should be given gratis. Their motivation should be high and working-conditions should continuously be improved.

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