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Social Capital's Effect on Physical Education and Teachers' Job Satisfaction

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Abstract

This study tested the impact of physical education (PE) teachers' social capital on job satisfaction and explained levels of social capital for job satisfaction. Study participants were 210 PE teachers. The research methodology used the correlational survey model, and the instruments administered were the Social Capital Scale,and the Minnesota Job Satisfaction Scale. For conducting scales' confirmatory factor analyses and structural equation modeling, SPSS 23.0 and AMOS 17.0 software were used. The model's goodness fit index was: RMSEA = 0.081; SRMR = 0.082; CMIN\DF = 2.523; GFI = 0.922; CFI = 0.923; AGFI = 0.843; NFI = 0.913; Chi squared = 2832.001; df = 976 and p = 0.000. According to these results, the model fit index reached an acceptable and desired level. The effect of social capital on job satisfaction and the rate of explaining job satisfaction were tested. In relation to the study's first hypothesis, it was revealed that PE teachers' social capital level and job satisfaction were positively and significantly affected. In regard to the second hypothesis, there was a significant relationship between social capital levels and PE teachers' job satisfaction. The study's most significant finding was that social capital significantly predicted PE teachers' job satisfaction.

Keywords: physical education teacher, social capital, job satisfaction

1. Introduction

Capital, an economic term, is now used to express various meanings in many areas. As used by Marx for the first time, capital meant components with direct economic value. Marx stated that capital shows production time's residual value. But now, many scientific, environmental, organizational, technological, cultural, human, and social factors that contribute to economic growth and development are accepted as capital. The concept of capital, which first had a physical meaning, has transformed in recent times into new concepts of human, social, and cultural capital, including into a broad production factor with non-physical values (Akman & Abaslı, 2017).

Sociologists have expanded the concept of capital to explain that human behavior is created in social contexts rather than being removed from them (Bourdieu, 1986; Portes, 1998). Thus, social capital refers to ties and communication among employees, their objectives, norms, and mutual trust (Özan, Özdemir, & Yaraş, 2017). In other words, social capital refers to the unity of norms dominated by sincerity that promotes coordination and cooperation among people (Fukuyama, 1999). Accordingly, social capital theory states that teachers can significantly impact their practices' effectiveness in achieving social integration within a school (Siciliano, 2016; Little, 1982).

Indeed, teachers conduct cognitive activities in schools (educational organizations). This situation increases social capital's importance. School organizations' input and output are both human capital and, simultaneously, have relations with such factors as trust, relationship networks, norms, interest, and participation, all of which contribute to formation of social capital. For this reason, school organizations have great opportunities both to learn elements of social capital and to understand elements of activity related to social capital (Namalır, 2015).

Job satisfaction is defined as an individual's job or work related to his/her life as a situation that results in a satisfactory feeling. Job satisfaction is an emotional reaction to the job situation. It is therefore not visible, but understandable. Job satisfaction is usually determined by how much outcomes meet or exceed an employee's expectations (Judge, Bono, & Locke, 2000). Job satisfaction can also be defined as positive or negative evaluation decisions about people's work. Hence, we conceptualize job satisfaction as an affective reaction to

one's work.

Nevertheless, no definition of *teacher* job satisfaction has been generally agreed upon. As an ambiguous term, it has been studied both as an overall construct and as satisfaction with different circumstances. A problem with measuring teachers' satisfaction with different circumstances and letting those measures indicate overall job satisfaction is that different circumstances may be important to different teachers. Therefore, such measures overlook the impact of different circumstances on overall job satisfaction, which depends on how important each circumstance is to individual teachers. Therefore, satisfaction with concrete circumstances should not be used as a measure of teachers' overall job satisfaction, especially because several studies indicate that job satisfaction is one of the most important factors influencing teachers' relations to students, their enthusiasm, and their retention. Moreover, studies in different cultures show that measures of teacher burnout predict teachers' motivation and job satisfaction (Skaalvik & Skaalvik, 2010).

Physical education (PE) teachers are an important part of education, at least partially because expectations of PE classes and teachers are increasing day by day. A teacher who knows him/herself in realizing these expectations, who can empathize in interpersonal relationships, and who can motivate him/herself will be more successful. Teachers who cannot meet these expectations will not like their jobs, not be efficient, and not be satisfied (Türkçapar, 2012).

Therefore, this study examined effects of social capital that promote PE teachers' job satisfaction and cooperation—important factors in organizational function and success. Hypotheses developed to test the effect of social capital on job satisfaction and the rate of explaining job satisfaction are presented below.

H1: PE teachers' social capital levels affect job satisfaction positively and significantly.

H2: PE teachers' social capital levels significantly explain their job satisfaction.

2. Method

2.1 Model of Study

This study used a relational survey model that aims to determine the presence and degree of interchange between two or more variables (Ayra, 2015). In this study, the effect of the level of social capital on PE teachers' job satisfaction and the level of explaining job satisfaction were emphasized.

2.2 Participants

The study group comprised 210 working PE teachers. The number of participants needed to determine the significance of difference in the covariance matrix and sensitive assay for structural equation modeling (SEM) was 200 (Bayram, 2010), so this research was suitable for statistical analysis.

Participants' demographic characteristics were as follows.

Table 1. Number of PE teacher participants

GENDER	%	(F)
FEMALE	40	84
MALE	60	126

Table 2. PE teachers' years of working experience

YEARS	%	(F)
10 OR LESS	30	63
11–20	53	111
21 OR OVER	17	36

Table 3. PE teachers' ages by group

AGE	%	(F)
30 OR UNDER	10	21
31–40	60	126
41 OR OVER	30	63

2.3 Data Analysis

The scale used in demographics and research participants for confirmatory factor analysis (CFA) and model of the software package (SPSS 23.0 and AMOS 17.0) were utilized. The maximum likelihood estimates of the CFA method was used to estimate model parameters.

The following were considered: the root mean square of approximate error in evaluation of model goodness of fit (RMSEA), the root mean square of standardized residue (SRM), goodness of fit index (GFI), comparative fit index (CFI), revised goodness index (AGF), standardized conformity index (NFI), chi-square/degrees of freedom (X 2 / df = CM / DF), and significance level (p) fit index.

The following show the best fit index: RMSEA value of 0 to 0.08; 0–0.10 SRM value; 0.90–1.00 GF value; 0.90–1.00 CF value; 0.85–1.00 of AGF value; 0.90–1.00 NF value; X2/sd (CM/DF) value of 0–3; a *p* value from 0:01 to 0:05 (Schermelleh-Engel, & Moosbrugger, 2003). The lower limit of the agent's factor loading in CFA was accepted at 0.30.

CFA and SEM for evaluation of normality and the critical rate were based is less than 10.

2.4 Instruments and Confirmatory Factor Analysis

2.4.1 Social Capital Scale

The Social Capital Scale was developed using dimensions from studies of Göksel, Aydıntan, Bingöl (2010, p. 87). The scale consists of four subscales (personal information, social capital, implicit knowledge-sharing behavior, internal and external audit centeredness), three main dimensions (structural, cognitive, and relational), and 26 items.

The Cronbach's alpha reliability coefficient of the entire Social Capital Scale was 0.94. Its items were rated on a 5-point Likert-type scale: always (5), usually (4), occasional (3), very rarely (2), and never (1). As a result of analysis, the Cronbach's alpha reliability coefficient was 0.88 in the structural dimension, 0.86 in the cognitive dimension, and 0.95 in the relational dimension. Figure 1 displays the CFA scale diagram.

As a result of CFA, considering evaluation of normality, the total critical ratio for multivariate Mardia values was 35.043. Since the critical ratio was not greater than 10, all 26 items were included in the analysis.

Considering results of CFA of the Social Capital Scale: Compliance values of RMSEA = 0.078; SRM = 0.072; X2/sd (CMIN/DF) = 2.898; GFI = 0.935; CFU = 0.9521 AGFI = 0.872 and NFI = 0.923. This result shows that the model's fit values were acceptable (Figure 1).

2.4.2 Minnesota Job Satisfaction Questionnaire

This scale, originally developed by Weiss, Davis, England, and Lofguist (1967), was adapted to Turkish by Baycan (1985). It consists of 20 items on internal, external, and general levels of satisfaction. The Cronbach's alpha reliability coefficient of the scale was 0.77.

Results of data analysis showed the Cronbach's alpha reliability coefficient to be 0.85 in the internal satisfaction dimension, 0.86 in the external satisfaction dimension, and 0.89 at the overall satisfaction level. Figure 2 shows the CFA diagram of the scale.

The result of CFA, considering evaluation of normality, showed a total c. r. of 25.102 in multivariate values. Since the c. r. was not greater than 10, all items were included in the next step of analysis.

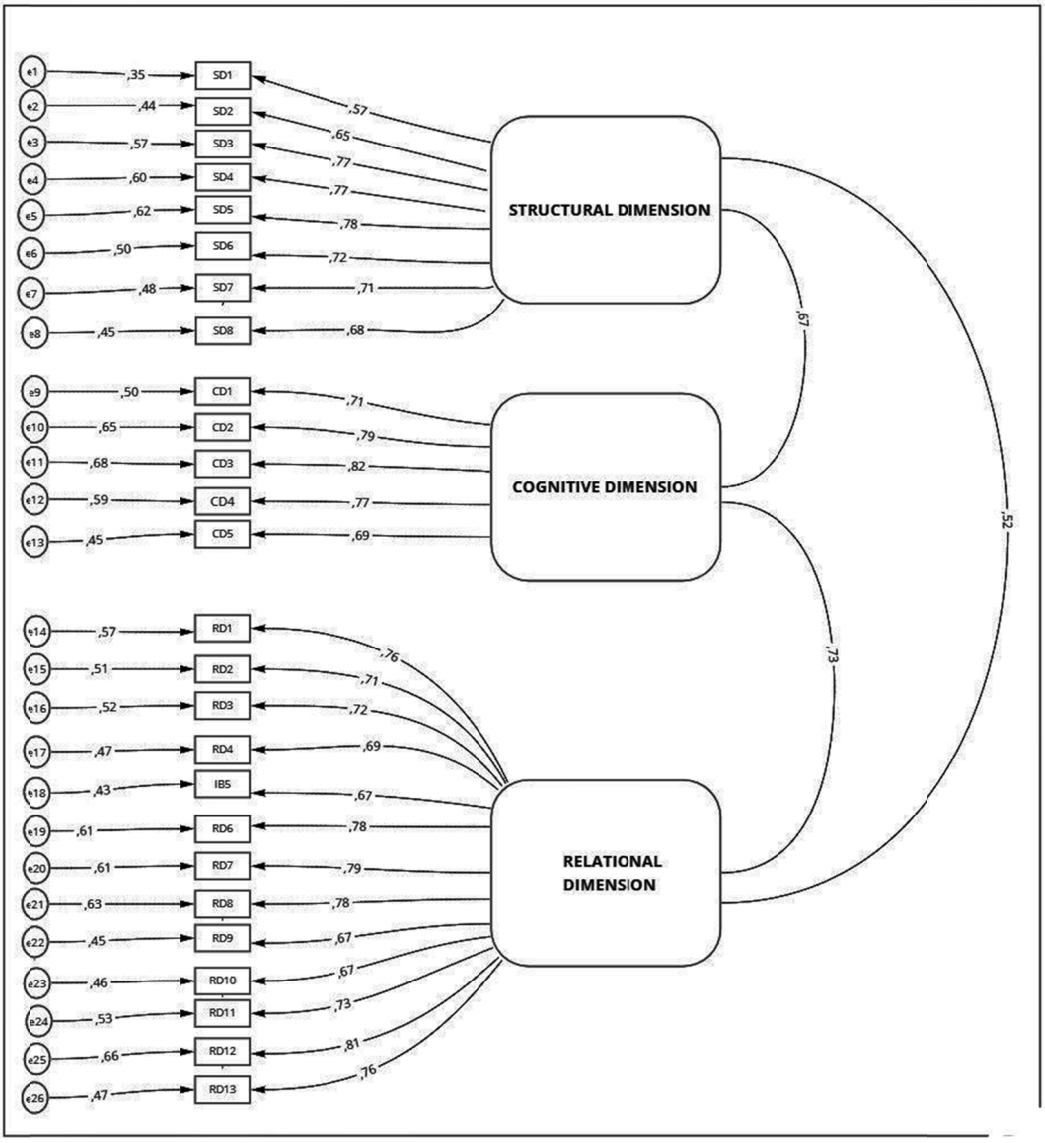

Figure 1. Confirmatory factor analysis diagram of the social capital scale

CFA results of the Minnesota Satisfaction Questionnaire Scale, consisting of 20 items, showed the scale's fit values as follows: RMSEA = 0.081; SRM = 0.094; CM/DF = 2.85; GFI = 0.902; CFU = 0.910; AGFI = 0.875; and NFI = 0.904 (Figure 2).

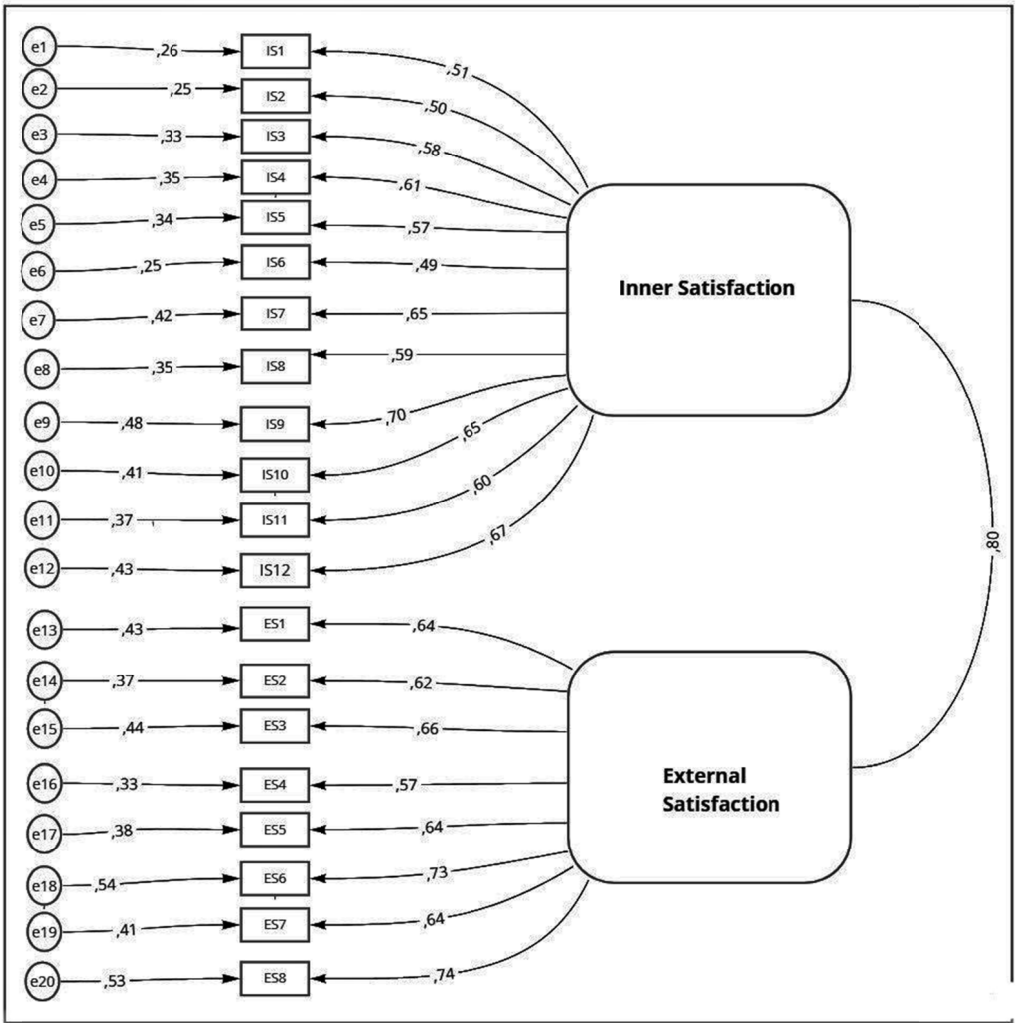

Figure 2. Confirmatory factor analysis diagram of the Minnesota job satisfaction scale

3. Results of Research

In the study, a model showing the effect of social capital on job satisfaction and explaining job satisfaction was tested by considering the study's hypotheses. The model's fit values were as follows: RMSEA = .081; SRMR = .082; CMIN\DF = 2.523; GFI = .922; CFI = .923; AGFI = .843; NFI = .913; Chi squared = 2832.001; df = 976; and p = 0.000. This result shows that the model's fit values were acceptable (Figure 3).

The Social Capital Scale's three latent variables (structural, cognitive, and relational dimensions) had 26 observed variables. The structural dimension variable had 0.69, the cognitive dimension 0.92, and the relational dimension 0.79 for correlation (correlation, effect) coefficients. Observed variables in the structural dimension latent variable were from 0.78 to 0.57. Observed variables in the cognitive dimension latent variable were from 0.82 to 0.69. Observed variables in the relational dimension latent variable had a correlation coefficient from 0.81 to 0.67 (Figure 3).

The Minnesota Job Satisfaction Scale's two latent variables (inner and external satisfaction) had 20 observed variables. The latent variable of inner satisfaction was 0.84 and of external satisfaction 0.94; correlation coefficients for latent variables were: inner satisfaction, 0.86 and external satisfaction, 0.94.

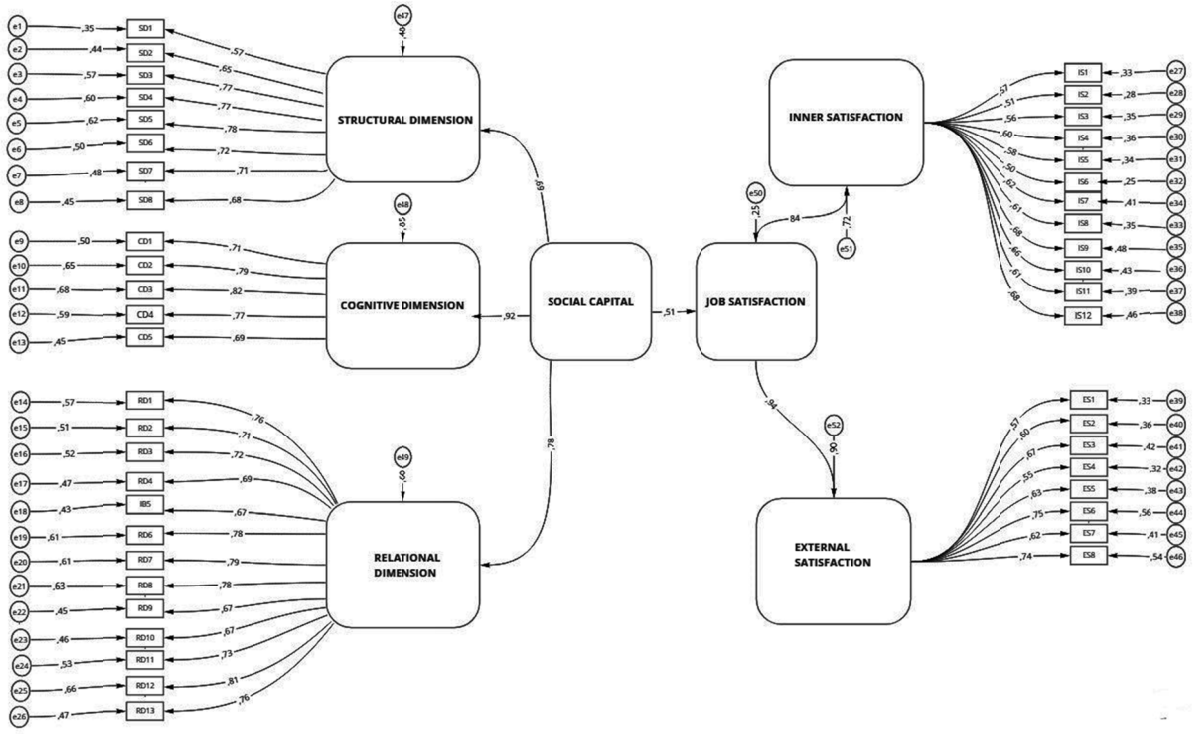

Figure 3. Model of structural equation

Variables observed in the latent variable of inner satisfaction were 0.68 to 0.51, while observed variables in the external satisfaction variable had correlation coefficients ranging from 0.75 to 0.55 (Figure 3). When the effect of social capital on job satisfaction was examined, it was found to affect at the level of 0.51 significantly and positively. This result confirms the hypothesis that "PE teachers' social capital levels affect job satisfaction positively and significantly."

4. Discussion and Conclusion

In this study, the effect of social capital on job satisfaction and the rate of explaining job satisfaction were tested. In relation to the study's first hypothesis, it was revealed that PE teachers' social capital levels and job satisfaction were positively and significantly affected.

In relation to the study's second hypothesis, a significant relationship was found between PE teachers' social capital levels and job satisfaction. Results of both hypotheses are similar to the following studies.

In schools' organizational structure, one indicator of high-quality life is existence of a high level of social capital (Fowler, 1999). Social capital is one factor that increases the quality and success of schools' educational outcomes (Ortiz, 2001). Leana and Pil (2006) revealed a significant relationship between social capital and the quality of teachers' courses. Duran's (2013) study examining the relationship between teachers' job satisfaction and the level of social capital concluded that the level of social capital was effective in the level of teachers' job satisfaction. Similarly, Chazon (2009) concluded that teachers' job satisfaction primarily depends on levels of social capital and that this capital is *motivated* by teachers to *mobilize* themselves to achieve innovations within the school and to achieve goals in common with other employees. A high level of social capital indicates greater satisfaction and quality of life in the workplace. Indeed, rather than characteristics of employees, organizations, and the business environment, social capital is a good predictor of job satisfaction and quality of life (Requena, 2003).

The finding that social capital affects job satisfaction in this way aligns with the study in which Flap and Völker (2001) ask the question of how much job satisfaction can be explained as social capital income. Rostami, Hematali, Farmani, Saraei (2013) concluded that individuals' job satisfaction depends to a great extent on the structural, cognitive, and relational dimensions of social capital and that a positive relationship exists between these dimensions and job satisfaction.

Although social capital is important for PE teachers, leaders can also use this effect in schools. A school administrator concerned with development of social capital and using it as a healing tool can achieve much in a school (Kahraman, 2016).

This study's results showed that social capital significantly affected and explained job satisfaction. In other words, social capital was found to significantly predict job satisfaction. According to this result, a positive or negative change in the social capital levels of school administrators and all teachers, including PE teachers, will send their job satisfaction in the same direction. In schools, initiatives to increase levels of administrators and teachers' social capital will also effectively increase their job satisfaction levels.

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