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PREDICTABILITY OF PROFESSIONAL LEARNING COMMUNITY DIMENSIONS TOWARD JOB SATISFACTION OF IRAQIS' PHYSICAL EDUCATION TEACHERS

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ABSTRACT

Iraq country establishes primitive schools in ottoman age. Unfortunately, these schools were limited on academic subject. However physical education applied in Iraqis' schools officially since 1924. Iraq's Ministry of Education worked to enhanced physical education teachers' skills regularly. Unluckily, Iraqis' warfare and global economic sanctions which lasting more than three decades had been effected passively on these programs and teachers' skills, knowledge and psychological state. Post 2003 Iraq's education powers recommended using professional learning community (PLC) to improve teachers' skills and satisfaction in work place. Studies' result showing Iraq's teachers having negative perception toward professional learning community (PLC), and there was positive relationship between PLC and job satisfaction, furthermore study revealed that dimensions of PLC such shared and supportive leadership and sharing personal practice is predictors toward teachers' job satisfaction. Study also suggests applying PLC appropriately owing to it effect on teachers' skills and job satisfaction.
Keywords: Professional learning community, teachers' job satisfaction, physical education teachers.

1. INTRODUCTION

Iraq country was first country in Arabian Gulf region that took serious paces to establish systematical education system. Historically, the first schools which evolved during the Ottoman age and these schools taught different subjects. But unfortunately these schools were too few and only the wealth families used to send their children to attend. On the other hand, the poor families normally send their children to AL-Kutab. In fact, during the Ottoman reign, AL Kutab was limited on teaching reading, writing and Quran. At the time schools were not involve on physical education class (AL-Haderai, 2015).

Nevertheless, the application of physical education in schools started in 1924; while the first scientific curriculum for physical education appeared in 1935 (Klial, 2010). Meanwhile, the Iraqis' institution for training and development which follows the ministry of education trend initiated an improved PA teacher by engaging them in training programs. The aim was to enhance their skills for high achievement in school-sport level (AL-Rawy, 1997; Klial, 2010).

Unfortunately, Iraq experienced war and economic sanctions over three decades. This crisis made government changed their priorities and cut down the allocated budget of education. Consequently these procedures affected PA teachers leading to their exclusion from this program hence, after 1990, the institution of training and development in education ministry was closed owing to lack of funding (UNICEF, 2014; AL-Hamady, 2013). Furthermore teacher's salary was cut-down too; as a result most descent coerces teachers were pushed to work after schools hours

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and some of them had to quit their job. Economic sanctions also debarred teachers form communicate with other teachers to get advance knowledge, access to books and this begot feeling of aversion and dissatisfaction. The events driven teachers to do low performance, hence those showing withdrawal behaviors from teaching (UNICEF, 2014; Mona, 2010; Klial, 2010).

As a matter of fact satisfaction feeling do crucial role in teachers' productivity, owing to its positive relation with teachers commitment and motivation (Hoy & Miskel, 1996). Loadman (1996) further discovered that high quality of teaching and keeping students active in doing their class requirements associated positively with teachers' satisfaction.

Several scholars (e.g., Bakre & Witherenor, 1977; Sargent & Hannum, 2005) equally noticed that feeling of teachers' job satisfaction associated positively with the level of teachers' motivation. This means, when the feeling of satisfaction is higher the motivation will be high toward fulfillment of educational goals. On the other hand, Rune, Rnune and Kari (2012) maintained that when teachers are dissatisfied they normally reveal an impatient respond, high feeling of stress, absence and subsequent withdrawal behavior. Invariably, Ferudm and Onuer (2015) claimed that teachers with higher feeling of satisfaction reflect patient with student, high commitment and noteworthy performance.

After 2003, the new Iraqis' government planned to upgrade the educational system, improve living standard of teachers through salary increment and skills acquisition (Unicef, 2014; Hamady, 2013). PLC applied in Iraqis' schools according to reform plans. The application aimed to improve teachers' skills, experiences and knowledge through build social and trusty environment which encourage teachers to voice his opinion, sharing leadership and peers their experience and work collaboratively to tone down obstacles (Hord, 1997). The PLC used widely in developed countries and Iraqis' policymakers conveyed PLC to the Iraqis' schools with the objective of improving them (Mohammad, 2011). Sallam, Jaff and Mohammad (2008) argued that PLC will influence on schools environment and teachers' skills, thus teachers, performance will be similar to developed countries.

However, studies which examined physical education performance had demonstrated that those teachers displayed weak performance and were having dissatisfaction feeling (Mona, 2011; Qudsia, 2012). Accordingly, the studies were found to involve big portion of physical education teachers from different parts of Iraqi country (Mona, 2011; Qudsia, 2012; Waheed, Bilal, & Saif, 2014).

Although, PLC aimed to establish collaborative team work to tame obstacles, it further gives the teachers a sense of belonging which in turn raised performance and sense of satisfaction (Sai & Sriaj, 2015). Apply PLC motivates teachers to act as team to select education goals, hence move to achieve it (Hord, 1997). Locke (1979) goal sitting theory maintained that map reasonable and achievable goals ensure the success to fulfill it, and this success enhances self-satisfaction. Also Maslow's theory (1954) confirmed that social ambience and positive feeling of affiliation motivate individuals to achieve high goals; as well as achieve given goals and sense affiliation strengthen feeling of satisfaction too.

Eaker, Dufour, and Dufour (2002) maintained that PLC provides good access to knowledge, satisfaction and experiences; thereby enhancing the teachers' performance. To this effect, the application of PLC in schools is stressed. On the contrary, Hargreave (2003) explained that the old style of schools' management did encouraged teachers to work in full isolation which debarred them from fertile source of knowledge and experience. Meanwhile, collaboration among teachers in working or deliberating over different educational issues jointly in contrast to isolation which generate dissatisfaction feeling. Annenberg institution (2012) on the other hand, asserted that applying PLC in schools was conducted to erect positive climate in schools. The climate spurred teachers to explain their personal experiences as well as give and receive feedback from colleagues. On the other hand, teachers normally obtained positive support if they get obstacles or fail in daily works; in turn, this co-operation promotes teachers' satisfaction feelings.

Pervie and Baker (1997) found out that dissatisfaction feeling grow from poor job condition and scarcity of co-operation. Lock (1997), William and Raver (2012) argued that reform job condition and set jobs' goals collaborate with work team as well as instrumental in promoting job satisfaction sense. Owing to study evidences which revealed that PA Teachers in Iraq did low performance, dissatisfied and uncommitted behaviors inside school (Mona, 2011; Qudsia, 2012; Waheed and Bilal & Saif, 2014, Haydar, 2015). The current study will focus on schools that take initiative to apply PLC in schools in order to predict level of satisfaction through dimensions of PLC.

2. METHODS AND MATERIALS

2.1 Research Design

The current study used survey research design in order to collect data from huge sample from various regions. Ary, Jacobs, Sorensen, walker (2014) and Creswell (2013) had illustrated that survey research is an instrumental tool in collecting data from huge sample. Further this study used correlational research design to examine the direction and strength of the relationship among variables of study. Ary, Jacobs, Sorensen and walker (2014) elucidated that correlational research design provides precise information regarding direction and strength of relationship among variables.

2.2 Population and Sample of the Study

This study has selected three provinces in Iraq that upheld initiative to apply PLC in schools and studies. While studies of Al-Rakapy (2003) and AL-kaway (2005) revealed that the provinces got low rank in terms of assessment outcomes of physical education (PE) class. For this reason, the current study selected these provinces and identified PE teachers who teach in these schools using PLC. These provinces were Bassra, Nesserite, Maysan and Diwaniya. The sample population was obtained from the directors who supervised the application of PE class in these schools. The current study also utilized cluster sample technique in choosing the required number of sample from each the provinces. Olsen and George (2004) maintained that cluster sample technique befits when individuals living in groups are in various places. Hence, the names of sample in each province were listed before the selection of the required sample number randomly via quota sampling method. Below table involves population and number of sample. The sample number selected according to table which provided from by Krejcie and Morgan (1958).

Province	Number of Secondary schools	Required samples
BASSRA	107	86
NASSERITE	88	73
MAYSAN	72	63
DIWANIYA	57	52
TOTAL	324	274

2.3 Instrument

This study used two standard questionnaires. With a view to identify PE teachers' perception regarding PLC, this study used professional learning community- revised (PLCA-R) developed by Oliver et al (2009). PLC- R questionnaire consist of five dimensions and include52 items. This questionnaire adopted 5likert scale to assess respondent's answer. These dimensions were i) sharing and supportive leadership, ii) sharing value and vision, iii) sharing personal practice, iv) collective learning and practice and v) supportive condition.

The second questionnaire was teachers' satisfaction scale (TSS) which had been used to measure teachers' job satisfaction. Ho and Au (2006) improved this questionnaire in accordance with the Locke theory (1976). Therefore, the questionnaire has five items measure teachers' job satisfaction.

2.4 Pilot Study

Upon identification of the questionnaire that fits the study's aims. It was translated to Arabic language via the used of double-translation technique; and this technique stipulated on translating these questionnaires from the language it was originally written, into the new language by two experts. The first expert translates it from the original language to new language, whilst the other expert did back-translation in order to return the new version to original language then collate both the old and the new versions and double checked their consistency and originally (Susan, 2000). In line with this technique, the researcher got approval of two experts in English language translation from Iraq to translate the questionnaire. The selection of the experts was randomly made. The first expert translated the questionnaires to Arabic version while second expert translated Arabic version to English. After checking the two English versions it was found that there was no difference in meaning. Subsequently, the researcher used the Arabic version in the present study.

To check the reliability of the Arabic version, thirteen PA teachers were selected to conduct the pilot study. The result of Cronbach Alpha was (.96) for professional learning community and (0.88) for teachers' job satisfaction were achieved. Nunall (1978); George and Mallery (2003) maintained that permissible grade of Cronbach Alpha should be (0.70) and more. Hence, the questionnaires were found suitable for the current study and were used amicably.

2.5 Data Analysis

After completion of the data collection, researcher uploaded the data into SPSS v.20 software for obtaining a descriptive statistic of teachers' level of PLC and job satisfaction. Person moment correlation was employed to examine the strength and direction of the relationship between PLC and teachers' job satisfaction. Finally, stepwise regression employed to identify predictability of teachers' satisfaction via dimensions of PLC.

3. RESULTS

Table 1: Descriptive statistic for PLC and teachers' job satisfaction

Variables	N	Minimum	Maximum	Mean	Std	Level of mean
PLC	265	1	4.48	2.44	0.75	Low
Job satisfaction	265	1	5	3	0.91	Moderate

As regards to the level of PLC and job satisfaction in PAT colleges in Iraq, the result in Table 1 indicated that PE teachers bearing negative perception toward PLC according to mean value (2.33) was low; and it also showed that most teachers' responses revealed (neither agree nor disagree) and strong disagree.

On the other hand, the results also showed that the teachers with moderate level of job satisfaction are in accordance with mean value (3) which signified that most teachers choose (neither agree nor disagree). In contrast, Lockes' theory (1970) and Maslow's theory (1945) stressed that productivity is associated with positive or high satisfaction and not moderated level of satisfaction.

Table 2: Relationship between professional learning community and teachers' job satisfaction

	Teachers' job satisfaction
Professional learning community (plc)	0.562**
Sig. p (2 tails)	0.0001
N	265

The aforementioned result displayed the positive relationship between PLC and job satisfaction $r=0.56$, $p<0.05$. Since the significant level ($p=0.0001$) is smaller than (0.05) then the relationship between PLC and job satisfaction is considered significant.

In order to identify which dimensions of PLC are predictors of PE teachers' job satisfaction in Iraqi environment; the current research used stepwise regression analysis, seeing that stepwise regression is an instrumental mean in examining which independent variables has contributed significantly in bringing about a change in independent variable (Tabachinik & Fidell, 2007; Pallant, 2007). What is more stepwise regression being the best mean to disclose fit model from all probable subset model (Pallant, 2007).

Table 3: Stepwise regression to ward teachers' job satisfaction

| Model	ß	R	R^2	Adjusted R	F change	Sig. F change
PLC-SSL	0.325	0.561	0.314	0.312	120.519	0.000
PLC-SPP	0.243	0.581	0.338	0.333	9.45	0.002

Yi = 1.333 Const + .417 PLC- SSL + .471 PLC-SPP
Yi = Teachers' job satisfaction

Results manifest there are two dimensions from PLC is a positive predictor toward teachers' job satisfaction, it was sharing and supportive leadership (PLC-SSL) and sharing personal practice (PLC-SPP). Those explain 24.3% variance in teachers' job satisfaction. The significant predictors for teachers' job satisfaction were R2 = 31.4; 33.8 respectively.

Based on the stepwise regression result, this study formulated an equation and the best fit model for PE teachers' job satisfaction as shown in Figure (1) The equation for PE teachers' job satisfaction is:

Figure 1: Model of PE teachers' job satisfaction
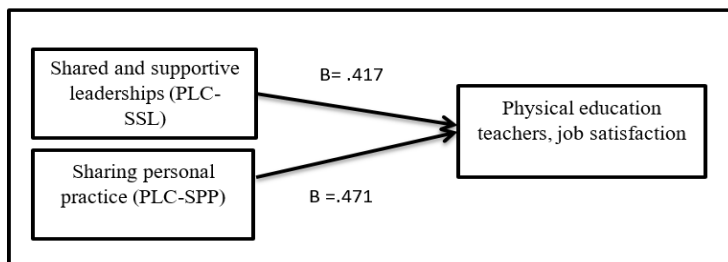
4. DISCUSSION

Current study unveiled low level perception toward apply PLC and is prevalent among Iraqis' PE teachers. This result is consistent with AL-Jassany (2012) study conducted in Iraqi and the sample of this study includes teachers from different academic disciplines. However, the result of AL-

Jassany (2012) had demonstrated that Iraqis' teachers had negative propensity toward apply PLC; according to this study improper management of PLC begot the thoughts. Psychologically, when a person holds negative propensity toward certain issue, his dealing with this issue will be restricted by a huge degree (Baldwin, 2012).

Wenginsky (2010) maintained that PLC encompass activities boost teachers' and experiences; applying PLC in developed countries proved this fact, whilst avoid apply PLC debar teachers from rich source of knowledge. Hence teaches will not meet student needs. Unfortunately, Iraqis teachers experience isolation inside school, and teachers lack of time to make any sort of sharing experience within school time (Tama, 2011). Alsudany (2000) noticed that PLC inter Iraqis' schools is employed in the absence of modification for Iraqis' schools environment. This brought about stumble in practicing PLC in schools that may made teachers to hold negative inclination toward PLC.

Hanger, Chatzisarant (2005), Capul and Rpbert (2006) mentioned that Social relationship among teachers motivate them to posit their question, received feedback and get assessment from their colleagues. These actions refine teachers' skills. PE teachers in Iraqis' schools often excluded from these collaboration work due to principles, administration and teachers whom teach academic subjects thought PE class is not important like others academic subjects, consequently such teachers do not receive feedback and assessment about their performance, hence the sense of low-confidence and unwillingness to work collaboratively will be in higher degree (AL-Dawan, 2011). Hlami (2012) demonstrated that Iraqis' plans to develop teachers' skill and the schools' conditions never change after applying PLC. Further educational policy put many requirements for teachers' performance. These conditions shed more stress on teachers and may beget negative thoughts among teachers toward PLC.

The present study also illustrated that teachers' job satisfaction do not reach high level. However, applying PE class is needed for teachers with high level of satisfaction due to the involvement of many activities. This class carry out in open area and need teachers' attention to control the students; however, satisfaction effective variable since it associated with productivity and high commitment, therefore those teachers with high satisfaction will be more enthusiasm to do PE class effectively (Yildirim, 2015; Mohammad, 2013). These results agree with the explanations of Lock (1976), Vroom (1964) and Maslow (1954) who confirmed on the high sense of satisfaction breed high quality of performance to achieve goals of job.

Abd AL-Wahad (2011) found that polices and poor job condition account of teachers' low level of satisfaction. AL-Azwy conducted his study in (2012), the result showed that job condition and polices still hinder establish positive climate in Iraq school. Nevertheless, the feeling of satisfaction influenced by daily workers' observation for the job conditions, consistent with this fact poor job condition begot dissatisfaction feeling (Lock, 1976). Omer (2011) noticed that Iraqis' schools do not have sufficient place and court to carry out PE class, the number of student are very high. Furthermore, the allocated time for PE too is limited in comparison with class goals which generate feeling of stress. Nevertheless, high stress predictors for low satisfaction and performance. Al-Hajaj (2011) and Abd (2011) confirmed the existent of huge gap between requirements which emerge from reform projects and actual situation, then this influence wrongly on teachers' vision toward PLC. This mismanagement may effect on PE teachers' job satisfaction oppositely.

Present study firstly manifested that that teachers' perception toward PLC and job satisfaction do not attain the level of ambition. Hence this study manifested the presence of positive significant relationship between PLC and job satisfaction. Hord (1997) mentioned that to implement PLC in schools, there is a need for new plans, culture and conditions. In other words, the used old style of management in schools will not be a helpful element to manage PLC and the used old regulation and polices in Iraqis' school will impede implement PLC (Noory, 2004). Herzberge, Maunsher and Synderman (1995) further argued that individuals' performance effected

with huge degree with polices and regulations. Also, Iraqis' regulation has not changed to concur with the PLC requirement and this generates discontent feeling among teachers (Mohammad, 2011). In the studies of Ingeraoll (2003) and Pophan (2004), it was explained that employees' performance and satisfaction influence by legislations in order to implement these legislations in work environment; uncalculated plans and polices bring forth anxiety and dissatisfaction.

Schools' administration impact on teachers' satisfaction and productivity via its methods generate positive environment to motivate teachers to work enthusiastically (Hyasman, 2007; Jyoti, 2013). Amran and AL-Najeed (2009) noticed that hastiness to apply reforms bred huge gap between actual situation in Iraq's schools and new wanted plan; this state contributed in generate unpropitious environment to make transformation to PLC model; these environment burden teachers with requirement in absence of sufficient ground to achieve these requirement this state raised unwillingness and displeasure feeling.

Hord (1997) emphasized on covey personal teaching experience among teachers to refine teachers' skills and experiences. This Practice need a selected time and place during school days to carry it out. Iraqis' schools did not prepare time and place for this essential practice hence, this factor affect the conveyance of the experience brought about resentment feeling for teachers. These evidences confirm positive relationship between job conditions which emerge through apply PLC. From the other hand job condition associated state of individuals' satisfaction. This explain the change in teachers' feeling of satisfaction when PLC is applied in Iraq's school, evidences demonstrated that plans and job condition did not paralleled the demand of apply PLC; this may impact on level of teachers' satisfaction reversely. This reasons demonstrated that poor schools' and jobs' conditions bring about disaffection feeling toward PLC and job condition, as a result teachers' perception regard two variables were not favorable level.

Present study revealed that there were two factors from PLC predict Iraqis' PE teachers' job satisfaction and these factors were sharing and supportive leadership and sharing personal practice. The first factor was sharing and supportive leadership; Style of leadership effect on management of school, further those do effective role in enhance social relationship inside school; these leaders do boost teachers' satisfaction (Trputthara & Tayiam, 2014).

Sergiovanni (1967), Hoy and Miskel (2001) elucidated that job conditions and leadership character have high influence on employees' satisfaction. Sometime polices which govern work wear out workers and raise feeling of dissatisfaction, nevertheless leadership style can reduce downside of these polices when applying it and support workers' satisfaction (Snipes, Sswald, Latour, & Aemenakis, 2005). Webby and Vullia (2009) found out that teachers' knowledge, experiences and inclination to work enhance through engage teachers in joint activities with their equal; therefore, the study suggested the establishment of joint work among colleague, sharing them with leadership and administration in school discussions and decisions contribute in reinforce teachers, knowledge, satisfaction and confidence. Plus, sharing teachers with leadership give leaders mean to abreast on teachers' needs and problem, ergo that leadership will solve these issues faster, accordingly this will generate positive climate promote teachers' satisfaction and experience (House, 1971). Cohen and wills (1985) mentioned that when one put sharing and supportive leadership to good use, then the sense of anxiety will lessen and encourage cooperation among school staff. It could also revive employees' satisfaction (Ratfferty & Griffin, 2006).

Sharing personal practice is the second factor that affects teachers' job satisfaction. Hord (1997) explained that this dimension has some practical role to impart knowledge, experience and teaching skills among teachers; sharing in this practices reinforce teachers' knowledge, skills, confidence and willingness to work. This success and practice is associated with an established positive social climate in schools (Hord, 1997). This social climate will grant teachers affiliation, recognition beside fundamental skills (Hord, 1997). These feeling promote satisfaction and motivation toward work according to Maslow's theory (1979).

Establish propitious social climate for learning and encourage collaboration work rest with leadership and administration of schools. These factors will ensure impart knowledge among teachers, eventually teachers in like these climates get high degree of satisfaction (Kim & Loodman, 1994; Syptak, Marsland, & Ulmer, 1999). Carroll, Rosson, Dunlap and Isenhour (2005) confirmed that sharing personal practice in the field of teaching do upgrade teachers' skills and performance. Erk, Dufour and Dufour (2002) also stated that collaborative work among teachers promote psychological satisfaction toward teamwork and job.

These evidences showed the deep influence of leadership and style of schools' management on collaboration work among teachers and satisfaction. The current study also revealed that PE teachers need support from leadership and allow them to share in school issues, beside allocate time for practice sharing knowledge and experiences with their colleague in schools; since these actions promote teachers' satisfaction and performance.

5. CONCLUSION

Within the limits and limitation of the study following conclusions are made:

- The present study revealed negative perception which holds by PE teachers toward applying PLC and job satisfaction. Inapt preparations for implement PLC impact oppositely on job conditions, that poor job conditions in turn bring feeling of satisfaction down.
- Improve job condition is common denominator for implement PLC and job satisfaction as per current study result which revealed there was positive significant relationship between PLC and job satisfaction.
- Besides that, current result shows that there were two dimensions which are predictors for PE teachers' satisfaction. These dimensions are sharing and supportive leadership apart from sharing personal practice.

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