

Job Satisfaction, Job Stress, And Coping Mechanism of Physical Education Teachers

Siyuan Li^{1, *}

¹ Music Education, Christian University, Philippines

* Corresponding author: Siyuan Li (Email: 506351256@qq.com)

Abstract: To explore the relationship between job pressure and job satisfaction of college physical education teachers, and to provide reference for targeted intervention. **METHODS:** An exploratory factor analysis was used to organize the questionnaire on the basis of physical education teachers' work pressure and job satisfaction, and a questionnaire survey was conducted on 313 physical education teachers in Hunan Province. **RESULTS:** Physical education teachers' job stress score 3.46 ± 1.14 , job satisfaction score 3.69 ± 1.05 ; the relationship between college physical education teachers' job stress and job satisfaction is roughly showing a first increase and then decrease. It is also proposed to provide professional job training for physical education teachers to improve their professional skills and work efficiency. Formulate personalized career development plans to provide physical education teachers with better development opportunities and platforms. Provide physical education teachers with mental health support and counseling services to help them effectively relieve work pressure and anxiety. Establish a scientific and fair performance evaluation and reward system to provide PE teachers with effective coping mechanisms such as incentives and recognition.

Keywords: Physical education teachers; job stress; job satisfaction; coping mechanisms.

1. Introduction

As the global economy continues to grow and competition intensifies, work pressure has become a common problem faced by many people. In China, due to the large population and fierce competition in the workplace, work pressure has become a major burden in many people's daily lives. Especially for a group of professionals like physical education teachers, who are responsible for students' mental health education and counseling, work pressure is even more normalized. Physical education teachers not only have to undertake work related to students' mental health, but also need to undertake more administrative work and teaching tasks, which makes them often face greater work pressure and challenges at work.¹

At the same time, with the rapid development of society, the work content and tasks of physical education teachers have also changed considerably. In addition to traditional students' mental health education and teaching tasks, teachers also need to take on more administrative work and teaching tasks, such as students' attendance, thesis guidance, internship management, etc., which makes their work pressure even more enormous.² Work pressure not only affects physical education teachers' physical and mental health, but also negatively affects their job satisfaction and career development. If physical education teachers do not have appropriate methods and strategies to alleviate and cope with work stress, it will lead to low work efficiency and lack of job satisfaction, which in turn will affect students' studies and life.³

Therefore, it is of great practical significance to study the effects of job stress on physical education teachers' job satisfaction and its mechanisms in order to improve the quality and efficiency of physical education teachers' work and enhance their career development and sense of self-worth.

2. Research Methodology

2.1. Sample selection and data collection

Considering that physical education teachers will have a variety of training meetings, such occasions to participate in the crowd is exactly in line with the characteristics of the research object, therefore, in Hunan Province, physical education teacher training organizations in the middle of a meeting breaks issued paper questionnaires 320, of which 313 valid questionnaires.

2.2. Mathematical statistics

This study of the results of the questionnaire for statistical and mathematical, using the use of SPSS21.0 software for data post-processing. Among them, correlation analysis such as multiple regression analysis was adopted to analyze the relationship between physical education teachers' job stress, job satisfaction, and teachers' own self-efficacy. AMOS21.0 software was used to verify the structural validity of the conceptual construct model. The contemporary Bootstrap method is a more agreeable method to test the mediating effect (Wang Mengcheng, 2014). The root of Bootstrap method is to analyze the correlation of $a \cdot b$. On the one hand, the Sobel test is taken, in the Sobel test the data requirements are higher, the sample size needs to be large and meet the normal distribution,⁴ so the efficiency of this method of testing is lower. On the other hand, the original sample sampling test method.⁵ Nowadays, due to the efficiency of Bootstrap sampling method, so it is a more mainstream test method, and the sampling method of the mediating effect of the sampling distribution law has no restrictions. Bootstrap sampling method based on the original sample for repeated sampling, and through the 95% Confidence Interval (CI) on the coefficient of the mediating effect of the significance of the test.⁶

3. Analysis of Results

3.1. Descriptive analysis of variables

As it can be seen in Table 1, Physical Education Teachers'

Job Stress Score 3.46 ± 1.14 , Job Satisfaction Score 3.69 ± 1.05 and Self-Efficacy Score 3.27 ± 1.29 i.e. all are moderately high. The largest range fluctuation was in self-efficacy and the smallest range fluctuation was in job satisfaction.

Table 1. Descriptive analysis of variables

	Sample size	Minimum value	Maximum value	Mean	Standard Deviation
work pressure	313	1.00	5.00	3.46	1.14
Job satisfaction	313	1.00	5.00	3.69	1.05

3.2. Regression model fitting

Regression models were fitted with job stress as the independent variable and job satisfaction as the dependent variable, and the results are shown in Table 2. All models were found to be significant less than 0.001. The cubic curve fit was the best with an R-squared of 0.488 and the equation: $Y = 3.18 - 1.71 * x + 0.96 * x^2 - 0.12 * x^3$. Scatter plots were plotted using SPSS 21.0 and a fit the line as. The results show

that there is a tendency of three curves between job stress and job satisfaction. However, the range at the first curve is narrow, which can be ignored according to the actual situation. The graph of the remaining interval range shows the relationship of first growth and then decrease, that is, with the growth of work pressure, job satisfaction grows; when work pressure reaches the neighborhood of 4.3, job satisfaction is the largest; when work pressure continues to grow, job satisfaction gradually decreases.

Table 2. Regression model fit

Equation	model					Parameter evaluation			
	R ²	F	df1	df2	P	B	b1	b2	b3
linearly	0.463	267.697	1	311	.000	1.526	0.625		
logarithms	0.464	268.914	1	311	.000	1.642	1.749		
twice indirect	0.473	139.364	2	310	.000	0.582	1.341	-0.116	
third indirect	0.488	98.127	3	309	.000	3.178	-1.713	0.96	-0.117
complex model	0.473	279.679	1	311	.000	1.623	1.247		
exponents model	0.473	279.679	1	311	.000	1.623	0.221		

3.3. Confidence and Convergence Tests

In order to test the convergent validity and discriminant validity of the model, the author conducted a validation factor analysis using AMOS. From the results of the analysis, it is shown that the factor carrying loadings are more than the academically recognized standard of 0.65, which can be used as a representative of latent variables. And the combination reliability CR were all greater than the standard of 0.7; the average method extraction AVE were all greater than the

standard of 0.5, indicating that the scale has good convergent validity.⁷

3.4. Model fitness test

The model was tested for fitness using AMOS24 and the results are shown in Table 3. The results show that the absolute fitness index, value-added fitness index and parsimony fitness index exceeded the thresholds, indicating that the research model has good explanatory power.⁸

Table 3. Model fitness test values

	X ² /df	SRMR	RMSEA	GFI	AGFI	IFI	CFI	TLI
test value	1.128	.0258	0.02	0.996	0.917	0.996	0.996	0.996
reference value	<3	<0.08	<0.08	>0.9	>0.9	>0.9	>0.9	>0.9

4. Conclusion

After the investigation and study of physical education teachers' work pressure in Hunan, it was found that the overall trend between physical education teachers' work pressure and job satisfaction showed a phenomenon of first increasing and then decreasing. This may be due to the fact that the current university education is increasingly emphasizing the importance of physical education teachers' work, while the policy support also gives physical education teachers more space for development, but the increase in working hours and the expectations of students and parents also bring great work pressure, which affects the state of physical education

teachers' job satisfaction. Policy-wise, China has provided a lot of support to the work of physical education teachers. For example, the Ministry of Education has issued the Outline of Planning for the Work of Students in Ordinary Colleges and Universities (2017-2025), which explicitly states that it is necessary to strengthen the construction of the physical education teachers' team and work system, improve the training mechanism for physical education teachers, and improve the professionalism and competence of physical education teachers. In addition, schools also support the work of physical education teachers by strengthening their training, improving their treatment, and improving their working environment. In addition, the current work of physical

education teachers is no longer limited to the traditional ideological and political education and psychological counseling of students, but involves a wider range of fields, including career planning, practical education, social practice, employment guidance and so on. With the rapid development of society and economy, the needs and expectations of students are also increasing and changing. Physical education teachers need to constantly update their knowledge and improve their abilities in order to better adapt to and meet the needs of students. As a result, physical education teachers are faced with greater work challenges and pressures, and must continue to improve their own qualities and abilities in order to better fulfill their work tasks and achieve personal career development. It is worth noting that the changing trends of PE teachers' work pressure and job satisfaction are also closely related to school management, cultural atmosphere, work environment and other factors. Schools should provide PE teachers with better working conditions and development opportunities, and establish a sound evaluation system and incentive mechanism to provide a strong guarantee for PE teachers' career development and job satisfaction. At the same time, schools should also strengthen communication and exchange with PE teachers, understand their work needs and difficulties, and provide them with necessary support.

5. Recommendations

Physical education teachers have important job responsibilities as key personnel in the education and development of students. However, due to the special nature of their work, physical education teachers often face high work pressure and changing work demands, which may affect their job satisfaction and job satisfaction. Therefore, an in-depth study of physical education teachers' working conditions and influencing factors is important for the development of more scientific and effective management and training programs for physical education teachers to improve the quality of education. In future studies, consideration could be given to conducting a cross-school study not only on PE teachers in a particular school, but also on PE teachers in multiple schools, in order to compare the status of job stress and job satisfaction and their impacts on PE teachers in different schools and in different cultural contexts. such as job support and communication efficacy, in order to have a more comprehensive understanding of physical education teachers' work situation and influencing factors. At the same time, some personal factor variables, such as personal traits, mental health status, etc., can be added to explore the effects of these factors on physical education teachers' work status and job effectiveness. A mixed-methods research design, such as using in-depth interviews to obtain individual physical education teachers' work experiences and emotional responses, and then analyzing and interpreting the data from the questionnaire survey in order to more accurately reflect physical education teachers' work status and influencing factors.

A series of effective intervention strategies can be formulated to improve the professional development and educational quality of physical education teachers in response to the current stage of the survey on their work pressure and job satisfaction situation. ① Provide PE teachers with specialized job training to improve their professional skills and work efficiency. For example, special job skills training courses can be offered to develop PE teachers' tutoring skills

and psychological counseling abilities to help them better cope with students' various problems and needs. In addition, management and leadership training can be provided to PE teachers to improve their management and teamwork skills.

② Formulate personalized career development plans to provide PE teachers with better development opportunities and platforms. For example, help physical education teachers set career development goals and provide them with corresponding training and development opportunities, such as further study and learning, and participation in academic conferences at home and abroad, in order to improve their academic level and professional knowledge. In addition, career development files of physical education teachers can be established to track and evaluate their work performance and career development. (iii) Provide physical education teachers with mental health support and counseling services to help them effectively relieve work pressure and anxiety. For example, mental health lectures, psychological counseling services, and the establishment of psychological support teams. Meanwhile, it can also strengthen the communication and support among physical education teachers and establish a good working atmosphere and cooperative relationship. ④ Establish a scientific and fair performance evaluation and reward system to provide effective incentives and recognition for physical education teachers. For example, a recognition and reward mechanism should be set up to recognize and reward outstanding performance of physical education teachers in order to encourage their job satisfaction and innovative spirit. A scientific performance evaluation mechanism should also be established to objectively assess the performance of physical education teachers in order to identify problems and improve their work in a timely manner. Through effective interventions and strategies, they can be helped to better cope with work pressure and improve their work efficiency and satisfaction, thus promoting their career development and improving the quality of education.

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