

# Job Satisfaction and Work Stress of College Physical Education Teachers : Towards A Proposed Intervention Program

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## Abstract

**This study investigates the basic characteristics of job stress and job satisfaction of physical education teachers in colleges and universities in Shaanxi Province, China, and their relationships. It provides a research basis for reducing the work stress of physical education teachers, improving job satisfaction, promoting the cultivation of talents in colleges and universities, and strengthening the construction of the teaching force. This study used quantitative research design, questionnaire survey and random sampling method to select physical education teachers in 18 colleges and universities in Shaanxi Province as the research subjects.**

## Keywords

**Job Stress; Job Satisfaction; Physical Education Teachers; Shaanxi Province.**

## 1. Introduction

With the rapid development of science and technology, higher education in China has achieved leapfrog development, accompanied by a sharp increase in the number of college teaching faculty. The study will investigate the basic characteristics of work stress and job satisfaction among physical education teachers in colleges and universities in Shaanxi Province, China. To analyze the relationship between work stress and job satisfaction, as well as intervention programs to improve physical education teachers' job satisfaction. The research results will be used to provide a research basis for reducing the work pressure of physical education teachers, improving job satisfaction, promoting talent training in colleges and universities, and strengthening the construction of teaching staff. This study focuses on exploring the status quo of physical education teachers' work stress and job satisfaction, and at the same time exploring the relationship between physical education teachers' work stress and job satisfaction.

## 2. Results, Analysis, And Interpretation

### 2.1. Work stress level of physical education teacher respondents

This section provides respondents' assessment of their stress levels at work. It includes work-related factors, professional distress, professional investment, and time management.

The highest indicator is "There is hectic time to prepare for my lessons and responsibilities", which means that the teacher respondents are well prepared for the lesson prep process and also feel stressed. The lowest indicator is "The pace of the school day is too fast", which means that teacher respondents do not feel that the pace of school is fast, which is characteristic of school work. The overall composite mean is 2.87, which is interpreted as high level. It can be inferred that teacher respondents have a high level of stress in their Work -Related Factor in their work stress. The general PE teachers feel the pressure of too much workload, which is a workload factor, and this result is in line with the current work reality of PE teachers in colleges and universities, who are responsible for organizing extracurricular activities and competitions in addition to their teaching tasks, both the time and intensity of their work are relatively high.

**Table 1.** Assessment of respondents as regards their work stress in Terms of Work -Related Factor

Work -Related Factor	Mean	Qualitative Description	Interpretation
1. There is hectic time to prepare for my lessons and responsibilities.	3.17	Often	High Level
2. My personal priorities are being shortchanged due to time demands.	3.05	Often	High Level
3. I have too much work to do.	2.83	Often	High Level
4. My caseload class is too big.	2.99	Often	High Level
5. The pace of the school day is too fast.	2.34	Seldom	Low Level
6. There is too much administrative work in my job.	2.87	Often	High Level
Composite Mean	2.87	Often	High Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

**Table 2.** Assessment of respondents as regards their work stress in Terms of Professional Distress

Professional Distress	Mean	Qualitative Description	Interpretation
1. I lack promotion and or advancement opportunities.	2.78	Often	High Level
2. I am not progressing in my job as rapidly as I would like.	2.87	Often	High Level
3. I need more status and respect on my job.	2.90	Often	High Level
4. I lack recognition for extra work and/or good teaching I do.	2.87	Often	High Level
5. I receive an inadequate salary for the work I do.	2.71	Often	High Level
Composite Mean	2.82	Often	High Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

The highest indicator is "I need more status and respect on my job", which means that PE teachers have high expectations for their work progress. This is related to the heavy scientific research tasks in schools and the poor scientific research skills of PE teachers. The lowest indicator is "I receive an inadequate salary for the work I do", which means that the current salary level of PE teacher respondents does not meet the needs of PE teachers, but the salary in universities is increasing year by year. The overall composite mean is 2.82, which is interpreted as high level. It can be inferred that PE teacher respondents have a high stress level in their work stress Professional Distress.

**Table 3.** Assessment of respondents as regards their work stress in Terms of Professional Investment

Professional Investment	Mean	Qualitative Description	Interpretation
1.My personal opinions are not sufficiently aired.	2.83	Often	High Level
2.I lack control over decisions made about classroom/ school matters.	2.69	Often	High Level
3.I am not emotionally/ intellectually stimulated on the job.	2.45	Seldom	Low Level
4.I lack opportunities for professional improvements.	2.33	Seldom	Low Level
Composite Mean	2.57	Often	High Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

Table 3 shows the highest indicator is "My personal opinions are not sufficiently aired", which means that PE teacher respondents are not highly engaged in their careers and PE teachers' personal opinions are not highly recognized. The lowest indicator is "I lack opportunities for professional improvements", which means that PE teacher respondents have high expectations for professional development, but the school does not provide many opportunities for providing professional development for PE teachers. The overall composite mean is 2.57, which is interpreted as high level. It can be inferred that PE teacher respondents have high stress level in their work stress Professional Investment.

**Table 4.** Assessment of respondents as regards their work stress in Terms of Time Management

	Mean	Qualitative Description	Interpretation
1.There isn't enough time to get things done.	2.66	Often	High Level
2.I rush in my speech.	2.61	Often	High Level
3.I have to try doing more than one thing at a time	2.80	Often	High Level
4.I became impatient when if others do things slowly	2.90	Often	High Level
5.I have little time to relax and enjoy the time of day.	2.83	Often	High Level
6.I easily over commit myself.	2.50	Seldom	Low Level
7.I think about unrelated matters during conversation.	2.47	Seldom	Low Level
8.I feel uncomfortable wasting time.	2.48	Seldom	Low Level
Composite Mean	2.65	Often	High Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

Table 4 shows the highest indicator is "I became impatient when if others do things slowly", which means that PE teacher respondents do not like slow paced work and seek speed when it comes to handling things at work. The lowest indicator is "I think about unrelated matters during conversation", which means that PE teacher respondents pay more attention to wife red and exclude unrelated distractions in the process of thinking. The overall composite mean is 2.65, which is interpreted as high level. It can be inferred that PE teacher respondents have a high level of stress in their work stress Time Management.

The high time management stress among PE teachers' stress is mainly due to their high workload, limited time allocation, high demands, and the need to finish on time. PE teachers are required to complete their own teaching assignments and to do so within a specified time frame, which requires PE teachers to organize their time carefully and use it effectively to ensure the successful completion of their teaching assignments. In addition, PE teachers are expected to balance their personal lives and organize their lives to ensure that they have enough rest and time to attend to extracurricular matters. This requires PE teachers to make appropriate time arrangements within a limited amount of time in order to effectively complete their teaching tasks and personal lives, which is the reason for the high pressure of time management in PE teachers' stress.

**Table 5.** Summary Table on the Assessment of respondents as regards their work stress

work stress	Mean	Qualitative Description	Interpretation
Work -Related Factor	2.87	Often	High Level
Professional Distress	2.82	Often	High Level
Professional Investment	2.57	Often	High Level
Time Management	2.65	Often	High Level
Over-all Mean	2.73	Often	High Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

Table 5 shows the respondents' work stress is rated at a high level. The pressure between low scientific research ability and high research goals. The development of PE in colleges and universities cannot be achieved without the assistance of scientific research, but the school's insistence on requiring PE teachers to engage in scientific research not only wastes the strengths of PE teachers in teaching, but also has the tendency to "pull up the seedlings" to engage in scientific research.

PE teachers in colleges and universities have the problem of work pressure in addition to life pressure. PE teachers work outdoors for a long time making the working environment of PE teachers more harsh compared to other teachers' discipline environment, both schools and society do not pay much attention to PE teaching, in such a context it tends to make PE teachers more inferior, and invariably gives PE teachers heavier work pressure.

## 2.2. Job satisfaction level of physical education teacher respondents

This section provides respondents' assessment of their level of job satisfaction, including The work itself, Working environment, Relationships, Salary Welfare and Leadership management.

**Table 6.** Respondents' level of job satisfaction with respect to The work itself

The work itself	Mean	Qualitative Description	Interpretation
1. I feel that my work is very stable.	2.66	Often	High Level
2. I feel that the work pressure is within an acceptable range.	2.73	Often	High Level
3. I feel that the competition opportunity is fair.	2.55	Often	High Level
4. I feel that the work is challenging to a certain extent, and I can get a sense of accomplishment from it.	2.81	Often	High Level
5. I feel that I have strong autonomy in my work.	2.82	Often	High Level
6. I feel that I can reflect my ability and level in my work.	2.87	Often	High Level
7. I feel that the school provides more opportunities for training and further study.	2.42	Seldom	Low Level
Composite Mean	2.71	Often	High Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

Table 6 shows the highest indicator is "I feel that I can reflect my ability and level in my work", which means that the physical education teacher respondents show high satisfaction in their ability and level of self-work. The lowest indicator is "I feel that the school provides more opportunities for training and further study", which means that physical education teacher respondents desire more opportunities for training and further study from the school, and also implies that the school is providing help for PE teachers' professional development in The overall composite mean was 2.71. The overall composite mean is 2.71, which is interpreted as high level. It can be inferred that physical education teacher respondents have a high level of satisfaction with The work itself in their job satisfaction.

**Table 7.** Respondents' level of job satisfaction in terms of work environment

work environment	Mean	Qualitative Description	Interpretation
1. I feel that the school has a suitable natural environment.	2.53	Often	High Level
2. I feel that teachers are encouraged to further their studies.	2.46	Seldom	Low Level
3. I feel that the school has complete teaching and scientific research facilities.	2.27	Seldom	Low Level
4. I feel a strong academic atmosphere.	2.28	Seldom	Low Level
5. I feel that resources such as libraries, databases, and scientific research funds are sufficient.	2.32	Seldom	Low Level
6. I feel that the school's organizational environment is harmonious.	2.59	Often	High Level
Composite Mean	2.40	Seldom	Low Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

Table 7 shows the highest indicator is " I feel that the school's organizational environment is harmonious", which means that physical education teacher respondents believe that the school's organizational environment is harmonious and feel a high level of satisfaction in terms of organizational environment. The lowest indicator is "I feel that the school has complete teaching and scientific research facilities", which means that physical education teacher respondents feel dissatisfied with the school's teaching and research facilities, and PE teachers' work is mainly teaching, and the facilities for teaching have a direct impact on This means that PE teachers are dissatisfied with the teaching and research facilities in their schools. Other indicators of dissatisfaction include, academic atmosphere, library, research funding, and on-the-job learning. The overall combined mean is 2.40, which is interpreted as a low level. It can be inferred that physical education teacher respondents have a low level of satisfaction with the work environment in their job satisfaction.

**Table 8.** Respondents' level of job satisfaction in terms of People Relation

People Relation	Mean	Qualitative Description	Interpretation
1. I feel that I have smooth communication with my superiors.	2.82	Often	High Level
2. I feel that colleagues help each other and have a harmonious relationship.	3.09	Often	High Level
3. I feel respected, recognized and helped by my leadership.	2.91	Often	High Level
4. I feel that the administrative staff is well served.	2.54	Often	High Level
5. I feel that students are very cooperative with the work of teachers.	2.86	Often	High Level
Composite Mean	2.84	Often	High Level

Table 8 shows the highest indicator is " I feel that colleagues help each other and have a harmonious relationship", which means that physical education teacher respondents are satisfied with the relationship with their work colleagues. The lowest indicator is " I feel that the administrative staff is well served", which means that physical education teacher respondents' satisfaction with the service of the school's administrative service staff is not very high, indicating that the school's administrative service staff needs to improve the quality of service in their work. The overall composite mean is 2.84, which is interpreted as high level. It can be inferred that physical education teacher respondents have a high level of satisfaction with People Relation in their job satisfaction.

Table 9 shows the highest indicator is " I feel that the housing is in good condition", which means that the physical education teacher respondents are satisfied with the housing conditions provided by the school. The lowest indicator is " I feel that the school's incentives, rewards and punishments are fair and transparent and can be effectively implemented", which means that PE teacher respondents are not satisfied with the school's incentives and I feel that the school's incentives, rewards and punishments are fair and transparent and can be effectively implemented. Other indicators of dissatisfaction include benefits, salary levels, and pay distribution. The overall composite mean is 2.37, which is interpreted as a low level. It can be inferred that physical education teacher respondents have a low level of satisfaction with Salary Welfare in their job satisfaction.

**Table 9.** Respondents' level of job satisfaction in terms of Salary Welfare

Salary Welfare	Mean	Qualitative Description	Interpretation
1. I feel that the school's incentives, rewards and punishments are fair and transparent and can be effectively implemented.	2.20	Seldom	Low Level
2. I feel that the school's medical, materials and other welfare conditions are relatively good.	2.40	Seldom	Low Level
3. I feel that the housing is in good condition.	2.52	Often	High Level
4. I feel that the salary level is satisfactory to me.	2.43	Seldom	Low Level
5. I feel that the distribution of remuneration is fair and reasonable.	2.32	Seldom	Low Level
Composite Mean	2.37	Seldom	Low Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

There are many reasons why PE teachers are dissatisfied with their salaries and benefits, one of the main reasons being that PE teachers' jobs are often more difficult to grasp and the workload is often heavy, but the corresponding compensation is not generous enough. In addition, PE teachers often do not receive enough recognition for their work and do not have enough room for career development, all of which are reasons that affect PE teachers' dissatisfaction with their salaries and benefits.

**Table 10.** Respondents' level of job satisfaction in terms of leadership management

leadership management	Mean	Qualitative Description	Interpretation
1. I feel that the school leaders have strong leadership and management capabilities.	2.30	Seldom	Low Level
2. I feel that the rules and regulations are fair and reasonable.	2.36	Seldom	Low Level
3. I feel that the promotion mechanism for teacher titles is fair and reasonable.	2.33	Seldom	Low Level
4. I feel that the school's internal management system is relatively scientific.	2.33	Seldom	Low Level
5. I feel that faculty members can participate democratically in the internal management of the school.	2.13	Seldom	Low Level
Composite Mean	2.29	Seldom	Low Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

Table 10 shows the highest indicator is " I feel that the rules and regulations are fair and reasonable", which means that physical education teacher respondents feel less fair and reasonable about the rules and regulations of the school. The lowest indicator is " I feel that faculty members can participate democratically in the internal management of the school", which means that physical education teacher respondents are not satisfied with the democratic

participation in the school. All indicators in the leadership management show dissatisfaction. In the overall composite mean is 2.29 which is interpreted as low level. It can be inferred that physical education teacher respondents have a low level of satisfaction in their job satisfaction in leadership management.

**Table 11.** Summary of the level of job satisfaction of the respondents

job satisfaction	Mean	Qualitative Description	Interpretation
he work itself	2.71	Often	High Level
Working environment	2.40	Seldom	Low Level
People Relation	2.84	Often	High Level
Salary Welfare	2.37	Seldom	Low Level
Leadership Management	2.29	Seldom	Low Level
Over-all Mean	2.52	Often	High Level

Legend: 3.51-4.00 Always/Very High Level; 2.51-3.50 Often/High Level; 1.51-2.50 Seldom/Low Level; 1.00-1.50 Not at all/Very Low Level

Table 11 shows the job satisfaction dimensions of leadership and management satisfaction, compensation and benefits satisfaction, work environment satisfaction, and interpersonal relationship satisfaction indirectly influence burnout through career awareness, career will, and career emotion. The dimensions of PE teachers' job satisfaction in descending order of influence were: school management, work itself, continuing education, social support, compensation and benefits, and collegiality.

### 2.3. The relationship between work stress and job satisfaction of physical education teachers

**Table 12.** Relationship between PE teachers' work stress and job satisfaction

Variables		Computed r	sig	Decision H0	interpretation
Work stress	Job satisfaction	-0.459	0.000	Rejected	Significant

As shown in Table 12, the calculated r-value for work stress and job satisfaction of the respondents was -0.459 with a significance value of 0.000. since the significance value was less than the set significance level of 0.05, the original hypothesis that there is a significant correlation between work stress and job satisfaction was rejected. This means that work stress is significantly and negatively related to job satisfaction of PE teachers. This further suggests that job satisfaction of PE teachers is affected by work stress.

There is a certain interaction between work stress and job satisfaction; in general, the higher the work stress, the lower the job satisfaction, and vice versa. work stress is the burden a person faces in completing a particular job, and job satisfaction is the degree to which a person is satisfied with his or her job situation. When work stress is too high, workers will feel overworked and their energy and vitality will be greatly inhibited, thus affecting the efficiency of their work and thus reducing job satisfaction. When work stress is too low, workers will feel extremely bored, and their motivation and vitality will be greatly inhibited, thus affecting the efficiency of work and thus reducing job satisfaction. When work stress is appropriate, workers will feel challenging and they will be more motivated and energetic to do their work, which will increase their efficiency and thus increase job satisfaction. Therefore, there is a certain mutual



influence between work stress and job satisfaction, and companies should take active measures to regulate work stress in order to ensure workers' job satisfaction.

### 3. Summary of the Study Findings

#### 3.1. Level of performance of physical education teachers on job stress.

Respondents had high levels of work stress ratings. Among them, Work -Related Factor was at a high level of stress; Professional Distress was at a high level of stress; Professional Investment was at a high level of stress; and Time Management was at a high level of stress.

#### 3.2. The performance level of physical education teachers' job satisfaction.

Respondents' overall job satisfaction was rated at a high level. The satisfaction level of The work itself is high; the satisfaction level of the working environment is low; the satisfaction level of interpersonal relationship is high; the satisfaction level of Salary Welfare is low; the satisfaction level of leadership management is low.

#### 3.3. There is a significant relationship between job stress and job satisfaction

The calculated r-value of job stress and job satisfaction of the respondents is -0.459 and the significance value is 0.000. since the significance value is less than the set significance level of 0.05, the original hypothesis is rejected that there is a significant relationship between job stress and job satisfaction.

### 4. Conclusion

Based on the results of the presented study, the researcher drew the following conclusions.

3.1. Respondents had a high level of work stress and the indicators Work -Related Factor, Professional Distress, Professional Investment and Time Management. This indicates that they have high levels of work stress.

3.2. Physical education teacher respondents had a high level of evaluation of overall job satisfaction. Among them, satisfaction with The work itself and interpersonal relationship is high level; satisfaction with work environment, Salary Welfare and leadership management is low level. This indicates that the high level of job satisfaction of college physical education teachers is mainly reflected in the work itself and People Relation.

3.3. Physical education teachers' job satisfaction is influenced by job stress and the higher the job stress, the lower the job satisfaction.

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