

The Relationship among Teaching Efficacy, Job Satisfaction and Job Burnout of College Physical Education Teachers in Henan Province

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Abstract

College physical education teachers play a pivotal role in the lifelong health education of students, serving as educators and promoters of sports culture. In the teaching process of college PE teachers, the teaching environment and classroom management are considered to be the important factors that affect the teaching effectiveness of teachers[1]. However, local and overseas studies indicate that these educators are susceptible to job burnout, which can significantly impact their well-being and the quality of physical education. This is exacerbated by the challenging working conditions and high intensity of their roles. The causes of job burnout among college physical education teachers may stem from their personality traits, job-related challenges, and a lack of confidence in their teaching efficacy. Through school incentives, teachers' self-efficacy can be effectively improved, and the corresponding school organizations will be healthier, reduce job burnout and improve teaching quality[2]. To address job burnout, it is essential to not only focus on job satisfaction but also enhance teaching efficacy and psychological motivation. This study investigates the relationship between teaching efficacy, job satisfaction, and job burnout among these educators. By objectively assessing these factors, the study provides a comprehensive understanding of their emotional experiences and occupational status. The findings shed light on the challenges faced by these educators, offering insights into potential solutions for addressing psychological issues and job burnout. Using a descriptive-comparative-correlational approach, the study evaluates how college physical education teachers perceive their teaching efficacy, job satisfaction, and job burnout, determining the relationships among these constructs. The survey method collects data on these aspects. The results show high levels of job satisfaction and teaching efficacy, with minimal cases of job burnout. However, discrepancies in assessments must be further investigated and resolved to optimize the program for students, as proposed by this study.

Keywords

Teaching efficacy; Job burnout; Job satisfaction; School leadership; School management; Teacher well-being.

1. Introduction

In the research on the vocational problems of physical education teachers in colleges and universities, only a few previous studies have measured both teaching efficacy and job burnout. This study further studied the relationship between teaching efficacy and job satisfaction on job burnout. The high level of job burnout of physical education teachers in colleges and universities may be partly due to their own personality characteristics, which are not conducive to teaching management, as well as unexpected challenges in the job, leading to inexperience and cynicism. At the same time, in China's current environment, although the society has

endowed university teachers with a high social status, their sense of teaching efficacy is not particularly high[3]. Studies have shown that teaching efficacy and job satisfaction are positively correlated, significantly correlated. Therefore, to deal with the current job burnout of college teachers, it is not enough to just discuss job satisfaction, but also to improve their teaching efficacy and psychological motivation. In order to verify the feasibility of this measure, it is necessary to study the job burnout of university teachers and determine the influence and relationship between teaching efficacy and job satisfaction on job burnout[4]. On this basis, the measures to enhance the teaching efficacy and job satisfaction of physical education in colleges and universities are put forward, and to further prevent and manage the job burnout of physical education teachers in colleges and universities.

To promote the rapid development of higher education, the foothold lies in teachers[5]. This study explored the influence of teaching efficacy and job satisfaction of physical education teachers in colleges and universities on job burnout after the epidemic of the novel coronavirus pneumonia (COVID-19) stabilized. The results of this study not only help researchers pay attention to the problems faced by physical education teachers in colleges and universities in the teaching process, but also help researchers find more ways to help teachers solve the psychological problems caused by their own factors and external factors such as job burnout and professional identity.

2. Summary of Findings

1. Profile of Respondents

Sex. Out of 260 respondents, 157 (60%) were female, while 103 (40%) were male.

Age. Out of 260 respondents, 104 (40%) were aged 31 to 40 years old, 74 (28%) were 41 to 50 years old, 43 (17%) were 51 years old and above and 39 (15%) were aged 25 to 30 years old.

Educational Background. Out of 260 respondents, 191 (73%) are Master's Degree holders, 40 (15%) are Doctorate Degree holders, while 29 (11%) are Bachelor's Degree holders.

Teaching Experience. Out of 260 respondents, 74 (28%) have 6 to 10 years of experience, 73 (28%) have 11 to 20 years of experience, 52 (20%) have 0 to 5 years of experience, 44 have 21 to 30 years of experience and 17 (7%) have 30 or more years of experience.

Working Hours per day. Out of 260 respondents, 98 (38%) work 5 to six hours a day, 90 (35%) work 7 to 8 hours a day, 44 (17%) work 9 or more hours a day and 28 (11%) work 4 hours or less per day.

2. Assessment of teacher respondents of job satisfaction in terms of:

Personal Teaching Efficacy. It is implied that respondents' assessment on their job satisfaction in terms of personal teaching efficacy is at an excellent level, although some specific facets can still be developed to its peak. This is shown by a high ranking among the indicators, which reads, "I can fully prepare lessons well in advance of class, complete the teaching plan well, and grasp the teaching progress reasonably as required by the syllabus," interpreted strongly agree, while the indicators that read, "In class, I can correctly and skillfully explain the demonstration action technology, observe the students' learning situation, and master the teaching progress, so that most students learn to move and keep up with the teaching rhythm," and, "If students can not complete the difficulty of the action, I can carry out a reasonable analysis and explanation to help them complete." This shows that teachers can prepare for their lessons well, as well as discuss and support students in learning. However, their weakest point appears to be the delivery and phase of their discussion wherein students may have been lost at times.

General Teaching Efficacy. It is implied that respondents' assessment on their job satisfaction in terms of general teaching efficacy is at an excellent level, although some specific facets can still be developed to its peak. The indicators highlight the role of physical education in student

development in colleges and universities and the encouragement to participate and be evaluated in such activities. However, these same students may further need to be given more feedback and provided role models for their practice outside of their respective teachers.

Classroom Management. It is implied that respondents' assessment on their job satisfaction in terms of classroom management is at an excellent level, although some specific facets can still be developed to its peak. According to the indicators, respect is well-fostered in classes, which may be brought about by the existence of policies being implemented and the students seeing their teachers as role models. Given the aforementioned, there also exist a spirit of fairness among the participants. However, there may be minor issues or difficulties of establishing authority and expressing tolerance.

3. Significant difference in the self-assessment of teacher respondents on their teaching efficacy when their profile is taken as test factors

It is implied that there are same assessments of respondents irrespective of age group, their sex, educational background, teaching experience and working hours per day.

4. Assessment of teacher respondents of job satisfaction in terms of:

Self-actualization. The results implied that respondents have a very high level of assessment of their job satisfaction in terms of self-actualization. It is also shown that teachers are willing to adjust themselves for the sake of their students, given they see their students' progress as their own – a result of their profound understanding of the latter's need of learning. Although they are also engaged in exploring further topics, collaboration and recognition from society may be further improved.

School Management. The results implied that respondents have a high level of assessment of their job satisfaction in terms of school management. It also shows that teachers are well-supported with facilities, equipment and their education. It was even recognized that the administration of schools give time to listen to the teachers' suggestions. However, teaching culture may be an issue that is not as great as the culture as an employee as it was observable that indicators that garnered low ratings talk about ample time for rest, appreciation of function and the general environment among teachers.

Working Conditions. The results implied that respondents have a high level of assessment of their job satisfaction in terms of working conditions. It is also observable that although relationships with students, parents, administrators and colleagues were great, the system being employed, such as those in wages, evaluation and scheduling may eventually be cause for concern.

Career Development. The results implied that respondents have a high level of assessment of their job satisfaction in terms of career development. It is also shown that opportunities for job advancement are available, including promotions and skills refresher and development activities. Teachers are also provided with chances to establish industry links, reflecting how their institutions have invested for quality education even among their academic staff. However, opportunities for research and international engagements, as well as civic or non-academic activities may be lacking.

5. Significant difference in the self-assessment of teacher respondents on their job satisfaction when their profile is taken as a test factor

It is implied that there are same assessments of respondents irrespective of age group, their sex, educational background, teaching experience and working hours per day.

6. Assessment of the teacher respondents of job burnout among the physical education teachers in terms of:

Emotional burnout. The results implied that respondents have a very low level of assessment of their job burnout in terms of emotional burnout. The same results also revealed that the teachers can handle their tasks well and have no trouble in dealing with any potential issues

that their jobs may cause. They also are not bothered when it comes to their own advancements in their work and tasks.

Deindividualization. The results implied that respondents have a very low level of assessment of their job burnout in terms of deindividualization. It can be observed that the teachers have no problem being part of a group, and fitting in with these groups. They are not bothered of any potential misdealings and are not afraid to be heard.

Low Personal Achievement. The results implied that respondents have a very low level of assessment of their job burnout in terms of low personal achievement. The respondents show that they are properly recognized in their jobs through support of the administrators, respect and job security. With this, they see teaching as a good profession for themselves, even in the long-run.

7. Significant difference in the self-assessment of teacher respondents on the dimensions of job burnout when their profile is taken as test factors

It is implied that there are same assessments of respondents irrespective of age group, their sex, educational background, teaching experience and working hours per day.

8. Significant relationship among teaching efficacy, job satisfaction, and job burnout among physical education teachers in colleges and universities

The result of correlation between the variables suggests that there is a high positive correlation among teaching efficacy, job satisfaction, and job burnout among physical education teachers in colleges and universities.

3. Conclusions

Looking into the results and analyses of this study, the following conclusions can be inferred:

1. This study's respondents were mostly female and are aged 31 to 40 years-old. The majority of these responders are Master's Degree holders. Most also either have 6 to 10 years or 11 to 20 years of teaching experience. Finally, more than half work either 5 to 6 hours a day or 7 to 8 hours per day.

2. According to the findings of this study, there is an excellent level job satisfaction among teacher respondents. These is the same case in terms of personal teaching efficacy, general teaching efficacy and classroom management. This means that the teacher-respondents are very satisfied with how they have been performing their respective tasks as educators.

3. There are no significant differences on the perspective of respondents irrespective of age group, their sex, educational background, teaching experience and working hours per day in terms of their teaching efficacy.

4. The respondents showed a very high level of job satisfaction in terms of self-actualization and a high level of job satisfaction in terms of school management, working conditions and career development. This means that teachers have excellent confidence in themselves due to recognition from the school, although their satisfaction in terms of the other facets may still be improved in terms of career development, personal development and other similar opportunities.

5. There are no significant differences on the perspective of respondents irrespective of age group, their sex, educational background, teaching experience and working hours per day in terms of their job satisfaction.

6. The respondents showed a very low level of assessment in their job burnout status in terms of emotional burnout, deindividualization and low personal achievement. This means that the respondents, generally, are not afflicted with job burnout, and if ever there are cases, these are very minimal and isolated cases.

7. There are no significant differences on the perspective of respondents irrespective of age group, their sex, educational background, teaching experience and working hours per day in terms of their perceived job burnout.

8. The result of correlation between the variables suggests that there is a high positive correlation among teaching efficacy, job satisfaction, and job burnout among physical education teachers in colleges and universities.

4. Recommendations

The results obtained from this study showed that job satisfaction and teaching efficacy are already at a very high level, and job burnout cases are very minimal. Before it can be deemed at an optimal level and the program can be maximized for the students, there are a number of gaps and differences in assessments that need to be further investigated. As a result, the author of this work suggests the following:

1. Creation of collaborative and cooperative exchanges between teachers and administrators regarding policies and regulations in delivering their job functions and performances;
2. Establishment of grievance group focusing on potential cases of job burnout within the institution;
3. Promotion of group effort and co-existence among teachers in fostering a culture of respect and deference among them;
4. Establishment of team building activities with teachers and administrators to open communication among them;
5. Scope enlargement of the study that would also look into cases of co-academic and administrators, as well as teachers in other departments.

College physical education teachers are responsible for the lifetime health education of their students, acting as educators and mentors for the discipline's healthy development. As educators of college students' healthy body and mind, as well as disseminators of sports culture, they play a critical and irreplaceable role in the efficient growth of college sports work as well as the nurturing and promotion of students' general quality. Due to the lengthy time spent in front of a computer screen while teaching online, teachers' lack of communication with coworkers and students, and a lack of a welcoming learning environment. Teachers' burnout is on the rise as a result of the long-term accumulation of their workload. Given classes going back to in-campus method, and with the rising enrollment of students in academic institutions, it is essential to, again, raise the level of teacher performance.

Based on the responses in this study, the current policy has similarly nominal flaws, implying that it requires the same level of changes. This approach must include all variables that may be present in teachers' job performance and satisfaction; thus, new perspectives and strategies must be proposed. With such ideas in mind, this proposal follows the following objectives:

1. To create a more well-versed and inclusive job efficacy and satisfaction evaluation metrics;
2. To establish proper understanding of burnout in the academic workplace;
3. To provide a program that would champion teachers' needs and foster their development and shed light to their grievances;
4. To nurture a collaborative community of teachers and administrators co-existing as fellow members of the institution, and not as individuals who are working in the school.

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