



## Investigation of Physical Education and sports teachers' job satisfaction levels

*Investigación de los niveles de satisfacción laboral de los profesores de Educación Física y deportes*

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### Abstract

**Objectives:** The aim of this study is to examine the job satisfaction levels of physical education and sport teachers according to various variables.

**Methodology:** In this study, which employs a quantitative research method, the survey model was adopted. The population of the study comprises physical education and sports teachers, while the sample consists of physical education and sports teachers working in schools affiliated with the Kütahya Provincial Directorate of National Education. The sample group, which was determined by probabilistic simple random sampling method, consists of a total of 472 participants, 244 women and 228 men. 'Job Satisfaction Scale' was used to determine the job satisfaction levels of the participants. Independent sample t-test and one-way analysis of variance (One-Way ANOVA) were utilized to analyze the collected data. Considering the homogeneity assumption of the data, Welch values were evaluated, and the Tukey test, a type of Post Hoc test, was employed as a secondary-level analysis method.

**Results:** Job satisfaction levels of physical education and sport teachers differ according to gender, marital status, staff status and working time variables.

**Conclusions:** It was observed that female teachers, married teachers and permanent teachers had higher levels of job satisfaction, and new teachers had higher levels of motivation. On the other hand, contracted teachers and teachers working for a long time were found to have low job satisfaction. In order to increase teachers' job satisfaction, supportive policies specific to gender, marital status and working status should be developed.

### Keywords

Job satisfaction; Physical Education; teacher; recreation; sport.

### Resumen

**Objetivos:** El objetivo de este estudio es examinar los niveles de satisfacción laboral de los profesores de educación física y deporte en función de diversas variables.

**Metodología:** En este estudio, que emplea un método de investigación cuantitativo, se adoptó el modelo de encuesta. La población del estudio está compuesta por profesores de educación física y deportes, mientras que la muestra está formada por profesores de educación física y deportes que trabajan en escuelas afiliadas a la Dirección Provincial de Educación Nacional de Kütahya. El grupo de la muestra, que se determinó mediante el método de muestreo aleatorio simple probabilístico, consta de un total de 472 participantes, 244 mujeres y 228 hombres. Se utilizó la "Escala de Satisfacción Laboral" para determinar los niveles de satisfacción laboral de los participantes. Para analizar los datos recogidos se utilizaron la prueba t de muestras independientes y el análisis de varianza unidireccional (ANOVA unidireccional). Teniendo en cuenta el supuesto de homogeneidad de los datos, se evaluaron los valores de Welch y se empleó la prueba de Tukey, un tipo de prueba Post Hoc, como método de análisis de nivel secundario.

**Resultados:** Los niveles de satisfacción laboral de los profesores de educación física y deporte difieren en función de las variables sexo, estado civil, situación personal y tiempo de trabajo.

**Conclusiones:** Se observó que las profesoras, los profesores casados y los profesores permanentes tenían mayores niveles de satisfacción laboral, y los nuevos profesores tenían mayores niveles de motivación. Por otro lado, se observó que los profesores contratados y los que llevaban mucho tiempo trabajando tenían un bajo nivel de satisfacción laboral. Para aumentar la satisfacción laboral de los profesores, habría que desarrollar políticas de apoyo específicas en función del sexo, el estado civil y la situación laboral.

### Palabras clave

Satisfacción laboral; Educación Física; profesor; ocio; deporte.

## Introduction

The concept of job satisfaction is regarded not merely as a fleeting feeling tied to work life, but as a broader construct that significantly influences an individual's motivation, productivity, and quality of social life reflected in daily experiences. This is particularly crucial in demanding professions that require both physical and psychological dedication, such as physical education and sports teaching. In such fields, professional contentment plays a key role in supporting student development, fostering a healthier future, and promoting the positive impact of sports on people's lives (Aksoy, 2019; Khan & Khan, 2018). The topic is widely explored within organisational research. Locke (1976) described it as a set of positive emotional reactions stemming from how one evaluates their job and related experiences. This definition indicates that it is not solely an emotional condition, but rather a multidimensional framework involving cognitive assessments of one's occupation (Krekel, Ward & Neve, 2019). While it encompasses elements like enjoyment, fulfillment, and motivation (Ak, Güler, & Çavuşoğlu, 2022), it remains a foundational factor influencing both workplace performance and overall well-being. When individuals experience a high level of engagement and fulfillment, they tend to show greater dedication, enhanced efficiency, and reduced inclination to quit (Cerci & Dumludag, 2019; Karaaslan, Uslu, & Esen, 2020).

The teaching profession, as a field that directly contributes to the personal development of individuals and has a high social responsibility, makes the issue of job satisfaction even more important (Algi, 2023). This situation is even more evident for physical education and sports teachers. In the processes of supporting the physical and psychological development of students, spreading the benefits of sports to the society and promoting healthy lifestyles, job satisfaction of physical education and sport teachers plays a central role in the successful performance of their profession. Physical education and sport teachers are not only responsible for the acquisition of movement skills; they also play an important role in transferring social values such as discipline, teamwork, fair play and healthy living habits. In addition, they support students' self-confidence, strengthen their stress coping mechanisms and guide them to adopt an active lifestyle by utilising the unifying and developing power of sport. For this reason, in-depth examination of the factors affecting the job satisfaction levels of physical education and sports teachers stands out as a great necessity in terms of both increasing the professional motivation of teachers and improving the quality of the education they provide (Karataş-Öztürk, 2022).

The main purpose of this study is to understand the job satisfaction levels of physical education and sport teachers and to reveal various factors affecting these levels. In this context, the study aims to contribute to the welfare of teachers and indirectly improve the quality of the education system.

## Method

The survey model was used in this research. The survey model is a research method that aims to describe an existing situation or phenomenon by observing it as it is and without any intervention. In this context, the individual or object, which is the subject of the research, is defined only under its current conditions (Karasar, 2020).

### Participants

The study's population includes physical education and sports teachers, while the sample group was chosen from those working in schools under the Kütahya Provincial Directorate of National Education. Using a probabilistic simple random sampling method, the sample comprises 472 physical education and sports teachers in total 244 female and 228 male participants.

### Procedure

The data of the study were collected after obtaining the necessary permissions from Kütahya Provincial Directorate of National Education. The institutions where physical education and sports teachers work were visited, and the scales were filled in. Before the application of the scales, the participants were informed, and their voluntary consent was obtained.



## Data Collection Tool

The data collection tool used in the study consists of two parts. The first part consists of statements about the demographic information of the participants. In the second part, the 'Minnesota Job Satisfaction Scale', which was developed by Weiss et al. in 1967 and adapted into Turkish by Baycan in 1985, was used to evaluate the job satisfaction level of employees. This scale consists of 20 items in total. The scale, which has a five-point Likert-type structure, aims to measure job satisfaction in two basic dimensions: intrinsic satisfaction and extrinsic satisfaction. Responses are evaluated on a scale ranging from 1 (not at all satisfied) to 5 (very satisfied). The overall satisfaction score is calculated from the arithmetic means of the total scores obtained from the scale items. Intrinsic satisfaction includes satisfaction factors related to the nature of the job; these factors include success, recognition, the job itself, responsibility, promotion. Among the scale items, the average of the scores of items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20 determines the intrinsic satisfaction score. External satisfaction includes factors related to the work environment; these factors consist of organisational policy, management style, supervision, relations with colleagues, working conditions and wages. In the scale, items 5, 6, 12, 13, 14, 17, 18 and 19 are taken into account in the calculation of the external satisfaction score. In the Turkish adaptation study of the scale, Cronbach's alpha value was found to be 0.77 (Baycan, 1985). The reliability and validity of the Job Satisfaction Scale (JSS) have been tested in many studies. The findings obtained from these studies revealed that the scale has a structure that can reliably and validly measure teachers' job satisfaction levels (Annakkaya, 2022; Erdem, Meriç & Bayat, 2024).

## Data analysis

The data collected from participants were initially transferred to the Excel program, and individuals with incomplete information were excluded from the study. After editing, the data were imported into the SPSS 23.0 software, where the Kolmogorov-Smirnov normality test was conducted. Although the test results indicated that the data did not follow a normal distribution, the data were accepted as having a normal distribution based on skewness and kurtosis values being within the range of -2 to +2 (George & Mallery, 2010). Consequently, independent sample t-test and one-way analysis of variance (One-Way ANOVA) were applied to analyze the data. For instances where the data failed to meet the homogeneity assumption, Welch values were prioritized and further assessed using the Tukey test, one of the Post Hoc tests, as a secondary-level analysis method (Tukey, 1949). The study's findings were interpreted using a significance level of  $p < 0.05$ .

Table 1. Skewness and Kurtosis Values

	N	Skewness	Kurtosis
Gender	472	-.068	-.504
Marital Status	472	.462	-.794
Staff Status	472	.499	-.758
Duty Period (Years)	472	-.013	-.610
Intrinsic Satisfaction	472	-.146	-.338
Extrinsic Satisfaction	472	-.430	-.187
General Satisfaction	472	-.253	-.264

## Results

As part of the research objective, the participants' attitudes toward the job satisfaction of physical education and sports teachers were analyzed based on different variables, and the results of the data analysis were reported.

Table 2. T-Test Results Related to Gender Variable

Dimension	Gender	N	Mean	SS	t	P value
Intrinsic Satisfaction	Male	228	24.9	5.93	-.804	.022*
	Female	244	26.3	6.01		
Extrinsic Satisfaction	Male	228	40.2	8.64	-.259	.016*
	Female	244	42.4	8.53		
General Satisfaction	Male	228	65.1	13.6	-.510	.024*
	Female	244	68.8	13.8		

$p < 0.05$ .\*



When examining Table 2, it is evident that there is a statistically significant difference in the internal satisfaction, external satisfaction, and general satisfaction scores of the participants based on the gender variable ( $p < .05$ ). An analysis of the average scores reveals that female physical education and sports teachers tend to score higher in these dimensions compared to their male counterparts.

Table 3. T-Test Results Related to Marital Status Variable

Dimension	Marital Status	N	Mean	SS	t	P value
Intrinsic Satisfaction	Married	289	26.9	5.86	-1.038	.017*
	Single	183	23.5	6.13		
Extrinsic Satisfaction	Married	289	38.3	8.78	-.040	.021*
	Single	183	40.3	8.27		
General Satisfaction	Married	289	65.2	13.8	-.475	.035*
	Single	183	63.9	13.6		

$p < 0.05^*$ .

When analysing Table 3, it is observed that marital status significantly influences intrinsic satisfaction, extrinsic satisfaction, and overall satisfaction scores among participants ( $p < .05$ ). The mean scores reveal that married participants outperform single participants in intrinsic satisfaction and general satisfaction dimensions, whereas single participants demonstrate higher mean scores in the extrinsic satisfaction sub-dimension.

Table 4. T-Test Results Regarding the Participants' Staff Status Variable

Dimension	Staff Status	N	Mean	SS	t	P value
Intrinsic Satisfaction	Contracted	293	24.7	5.88	-1.900	.058
	Staff	179	25.8	6.06		
Extrinsic Satisfaction	Contracted	293	39.4	8.93	-3.022	.003*
	Staff	179	41.8	7.75		
General Satisfaction	Contracted	293	64.1	14.1	-2.708	.007*
	Staff	179	67.7	12.8		

$p < 0.05^*$ .

When reviewing Table 4, it becomes apparent that there is no statistically significant difference in intrinsic satisfaction scores based on the staff status variable ( $p > .05$ ). However, a statistically significant difference is observed in the extrinsic satisfaction and overall satisfaction scores ( $p < .05$ ). Upon analysing the mean scores, it is clear that participants employed as permanent staff demonstrate higher average scores in both the general satisfaction and external satisfaction dimensions compared to those working under contract.

Table 5. T-Test Results Regarding the Variable of Participants' Duty Period (Years)

Dimension	Duty Period (Years)	N	Mean	SS	F	P value	Difference
Intrinsic Satisfaction	1-5	60	26.5	5.95	2.031	.109	
	6-10	167	25.0	6.15			
	11-15	133	25.4	5.98			
	Over 15 years	112	24.2	5.59			
Extrinsic Satisfaction	1-5	60	42.9	7.48	2.650	.038*	a-d
	6-10	167	40.2	8.46			
	11-15	133	40.3	8.87			
	Over 15 years	112	39.1	8.76			
General Satisfaction	1-5	60	69.5	12.6	2.623	.043*	a-b a-c a-d
	6-10	167	65.2	13.7			
	11-15	133	65.8	14.1			
	Over 15 years	112	63.4	13.6			

$p < 0.05^*$ , 1-5 (a). 6-10 (b). 11-15 (c). Over 15 years (d).

Upon examining Table 5, it is found that while no statistically significant difference exists in intrinsic satisfaction scores based on the working time (years) variable of the participants ( $p > .05$ ), a significant difference is observed in extrinsic satisfaction and general satisfaction scores ( $p < .05$ ). According to the second-level test (Tukey), a distinction is identified between participants with a working period of 1-5 years and those with over 15 years in the extrinsic satisfaction sub-dimension. In terms of general satisfaction, differences emerge between participants with 1-5 years of working experience and those with

6-10 years, 11-15 years, and over 15 years. The notable differences are in favor of participants with 1-5 years of working experience.

## Discussion

In this study, job satisfaction levels of physical education and sport teachers were analysed in terms of various demographic variables (gender, marital status, staff status and working time). The findings of the study revealed that teachers' job satisfaction levels differed according to some demographic characteristics.

The analyses conducted according to the gender variable reveal that female physical education and sport teachers have higher intrinsic, extrinsic and general job satisfaction than male teachers. This finding is consistent with various studies in both Turkish and international literature. In the Turkish literature, it is pointed out that female teachers tend to find more meaning in their jobs and to be more satisfied with social relationships (Demirtaş, 2022). In a study conducted in Istanbul, it was found that gender made a significant difference on job satisfaction and female teachers had higher levels of job satisfaction (Ak, Güler, & Çavuşoğlu, 2022). In the international literature, it is stated that female physical education teachers face gender stereotypes and role conflicts, but these difficulties do not completely negatively affect their job satisfaction and contribute to the development of resilience (Lockyer & Robinson, 2025). However, there are also studies questioning the effect of gender on job satisfaction and reaching different results (Hackman & Oldham, 1976). This shows that the relationship between job satisfaction and gender may be more complex and various socio-cultural, institutional or individual factors may affect this relationship. Therefore, comprehensive and multifaceted research on job satisfaction and gender may contribute to a better understanding of this dynamic relationship.

When analyzed in terms of marital status, it was seen that married teachers had higher intrinsic and general job satisfaction than single teachers. In extrinsic satisfaction, single teachers have a higher average. The fact that married individuals seek more stability and support in their jobs may positively affect their intrinsic satisfaction. On the other hand, the fact that single teachers attach more importance to social relations and freedom in the work environment may have increased their extrinsic satisfaction. These findings show that the effect of marital status on job satisfaction is multidimensional. The effect of marital status on job satisfaction has been addressed by various studies in both Turkish and international literature. In the Turkish literature, it has been reported that married teachers have higher intrinsic and overall job satisfaction, which may be related to factors such as family support and work-life balance. On the other hand, it was stated that single teachers had higher extrinsic job satisfaction, which may be related to extrinsic factors such as social environment and individual freedom (Şahin, 2013). In the international literature, it is emphasized that the higher job satisfaction of married teachers is related to the emotional support and stability arising from marriage. However, some studies suggest that the effect of marital status on job satisfaction may vary depending on cultural and individual differences (Qi, Hoque & Razak, 2024). These findings reveal that the effect of marital status on job satisfaction is multidimensional and may vary in different contexts.

In the analyses conducted according to the tenure status variable, it was found that the external and general job satisfaction of staff teachers was significantly higher than that of contracted teachers. This result can be interpreted as the factors such as job security, better working conditions and social rights brought by tenure status have a positive effect on extrinsic satisfaction. No significant difference was found in intrinsic satisfaction according to tenure status. This shows that intrinsic factors such as the nature of work, responsibilities and achievement can be perceived similarly regardless of tenure status.

The findings obtained according to the working time variable showed that the extrinsic and general job satisfaction of teachers with 1-5 years of working experience were higher than those with longer working experience. This result can be explained by the fact that new teachers have higher motivation and energy, are less worn out and adapt to the organization more easily. On the other hand, factors such as professional burnout and limited opportunities for advancement may negatively affect job satisfaction in teachers who have been working for many years. No significant difference was found in intrinsic satisfaction according to the duration of employment. This finding suggests that intrinsic satisfaction may be more related to an individual's personality traits and professional values rather than external factors



that change over time. It has been stated that job satisfaction in teachers who work longer may be negatively affected by factors such as professional burnout and monotony (Güner, 2007; Filiz, 2014; Şen, 2008). Similarly, in the international literature, it has been emphasized that beginning teachers have higher job satisfaction and that this is related to professional development opportunities and motivation to achieve career goals. However, it is suggested that the low job satisfaction of long-term teachers may be related to factors such as workload and limited career advancement opportunities (Sahito & Vaisanen, 2020). In the study conducted by Vidodo et al. (2025), it is stated that motivation is an effective factor on job satisfaction.

## Conclusions and Recommendation

This study reveals that physical education and sport teachers' job satisfaction shows significant differences depending on demographic variables such as gender, marital status, tenure status and working time. The finding that female teachers have higher job satisfaction than male teachers shows that intrinsic and extrinsic motivation factors can be associated with gender. In terms of marital status, married teachers have higher intrinsic and general job satisfaction, emphasizing the importance of work-life balance and family support. The fact that tenured teachers have higher extrinsic and general job satisfaction emphasizes the effect of advantages such as job security and social rights on job satisfaction. The findings related to the working time variable show that teachers who are new to the profession have higher motivation and job satisfaction, while factors such as professional burnout negatively affect the job satisfaction of teachers who have been working longer.

In line with these findings, several suggestions can be made. First, supportive policies that take into account gender and marital status-specific needs should be developed to increase teachers' job satisfaction. Professional development opportunities for female teachers can be increased; work-life balance programs for married teachers can be implemented. Making arrangements to increase the job security of contracted teachers can increase job satisfaction in this group. In addition, strategies to reduce professional burnout and monotony can be implemented to increase the motivation of teachers who work for a long time. Finally, it would be useful for future research on teachers' job satisfaction to better reveal the complexity of this dynamic relationship by providing more comprehensive data in different socio-cultural and institutional contexts. In this direction, it is important to develop holistic approaches that take into account the needs of individuals and increase job satisfaction.

## Study Limitations and Future Directions

This study covers only a limited sample group consisting of physical education and sport teachers working in a specific geographical region. This situation limits the generalizability of the findings. In addition, the study was conducted with a quantitative research design and consists of data based on the perceptions of the participants. In this context, the results obtained were not supported by in-depth qualitative analysis. In future studies, comparative analysis of teachers working in different socio-cultural contexts and the use of qualitative data collection methods may provide a more comprehensive and in-depth perspective on the subject.

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