

Job Satisfaction and Career Happiness of Physical Education Teachers in Vocational Colleges in Sichuan Province, China

Zunyi Ma^{1,2,*}, NORITA E. MANLY¹

¹ Graduate School, Adamson University, CO 1000, Philippines

² Sichuan Vocational College of Cultural Industry, Sichuan, China

* Corresponding author: Zunyi Ma (Email: mazunyi@scvcci.edu.cn)

Abstract: This dissertation explores the job satisfaction and career happiness of physical education teachers in vocational colleges within Sichuan Province, China. It investigates various factors contributing to job satisfaction, including work environment, wage compensation, benefits, fairness, and promotion criteria, as well as the challenges teachers face regarding workload and career progression. The research provided insights into how physical education teachers' job satisfaction and career happiness can be enhanced, with a focus on how improving teacher management programs could foster better working conditions. This, in turn, could lead to increased teacher retention and improved educational outcomes for students. Based on the research findings, the institution offers a low financial benefits and are not able to pay the teachers a salary that meets the responsibilities they have. Generally, the teachers feel that their current job position does not align with their skill set, the promotion system in the school is not transparent, and does not reflect the proper performances and merit of the employees. Differences in demographic profiles has proved to not affect the extent of satisfaction of the physical education teachers as all teachers feel the same way towards their department's work environment, fairness and promotion, workload, autonomy and decision-making, and job satisfaction. However, when it comes to wage, compensation and benefits, the teachers who earn more tend to be more satisfied with the wages and compensation more than the teachers who earn lesser than them. Moreover, the evaluation of the career happiness of the physical education teachers is at a high level, which suggests that the teachers are generally happy with their level of personal growth opportunities, work relationships, and attitude towards work. Hence, it could be inferred that respondents profile did not play crucial role in assessing satisfaction and career happiness but it could facilitate in social interactions that could be enriched by a supportive climate for collective sharing and foster a culture of attaining satisfaction and career fulfilment.

Keywords: Job Satisfaction; Career Happiness; Physical Education Teachers; Vocational Colleges.

1. Introduction

In today's time, the current generation is plagued by the two sister dilemmas of infectious diseases and obesity, which have a significant impact on the shortening of human life spans over time (Siedentop & Van der Mars, 2022). Both of these have been increasing over the years, with more chronic diseases arising coupled with the increased prevalence of increased weight and obesity. This implies that over time, humans are being subjected to higher prevalence of diseases that negatively impact their health and shorten life spans overall. This then has pushed nations around the world to emphasize the need to support healthier lifestyles, particularly through promoting physical activity (Siedentop & Van der Mars, 2022). One effective way that this can be done is through collaborative interventions with different parts of society, like through education, which is the main focus of this study.

With understanding this very need for physical education, it is without a doubt that the importance of physical education teachers is recognized as well. They play an important role in conveying the needed information for the youth to maintain and live healthier lifestyles that are physically active. In other terms, physical education teachers have the fundamental role of increasing and introducing physical literacy, which is important for all individuals, irrespective of their age, gender, and so on (Whitehead, 2020). The influence of physical

education teachers is important as they can impact and determine the participation of others in physical activity through their lives.

However, despite this great need for physical education teachers and their value for cultivating health awareness, there is an evident problem in the industry regarding their job satisfaction, career happiness, and overall well-being. Job dissatisfaction is related to lower performance and a higher workplace turnover in employees and a study by Richards et al. (2019) had found that there is a need for schools to increase teacher perceived mattering while reducing stress and emotional exhaustion in physical education teachers. In relation to this, Lee (2019) had also found that burnout in physical education teachers was associated with surface acting but not for genuine expression, which was also further related to turnover intention. This implies that physical education teachers are more likely to leave their workplace when experiencing burnout, indicating the important impact of emotional labor on the overall well-being and intention of teachers to leave their profession. Lastly, in China, physical education teachers that had controlled autonomous motivation were found to have higher emotional exhaustion, indicating the need to provide teachers with increased autonomous motivation (Abós et al., 2019).

From a personal standpoint, the researcher has a master's professional in sports humanities sociology with research direction in sports management and marketing. The

researcher join the Disha Pharmaceutical Group sales enterprises in January 2013 as regional sales manager. The researcher's working relationship with colleagues was very simple and everyone focused on their own work. However, the pressure of sales performance is high, and the performance pressure led to high personnel turnover. The researcher observed that giving a good job performance meant an increment in income, and that job performance is completely linked to income. However, due to the high work pressure, the researcher joined Sichuan Vocational College of Cultural Industry in November 2013 to work as a teacher. The researcher went from a part-time physical education teacher to a full-time physical education teacher, and has more than 10 years of experience as a physical education teacher. Working as a physical education teacher in school, the researcher experienced great autonomy, with moderate work pressure and fixed interpersonal relationship, but however, the researcher was faces with the test of outdoor environment, less opportunities for career promotion, less salary and benefits.

With the above mentioned information, it is understood that physical education teachers have an important role of promoting health and physical literacy with today's prevalent issues of increased obesity and infectious diseases. Although, there are also evident issues that concern their job satisfaction and career happiness that are caused by burnout and other related factors. Such is important to investigate and explore as this has also been linked to turnover or increased teachers leaving their profession in physical education. With fewer physical education teachers, health and physical literacy could then be compromised, which is concerning for national health as the public are sensitive to the effects of negative lifestyle choices and disease. By improving the work status and environment of physical education teachers, this would then create a positive influence on the health of students as well. This is suggested by the study of Cheung (2020), where students were observed to have higher physical activity when their teachers were also more active. This also suggests how factors related to teachers are crucial when trying to improve the health and lifestyle of students, adding value to the current study. There is a definite need to improve the engagement and learning of students on physical education and health, which can be done through first assessing and improving the working environment of teachers and sports instructors.

Hence, this places importance in the purpose of the study to investigate and assess the job satisfaction and career happiness of physical education teachers in vocational colleges in Chengdu. It has the goal of contributing to literature and references on this field and further include these data in its analysis and findings. Also, this study is relevant and timely to the needs of society for improved physical literacy and better lifestyle guidance. This then seeks to explore this further in different aspects such as in work environment, wage, compensation, and benefits, and fairness and promotion criteria for job satisfaction and work relationships, employee management, and attitude towards work for career happiness experienced by physical education teachers. Ultimately, this study aspires to propose employee management programs that can aid in positively changing and reforming the management of physical education teachers in their respective educational institutions to further emphasize their value in the community and improve their work satisfaction, well-being, and overall career happiness.

2. Statement of the Problem

The current study determined the job satisfaction and career happiness experienced by physical education teachers in vocational colleges in Chengdu, Sichuan Province in order to propose an improved management program for teachers.

More specifically, the study answered the following research questions:

(1) What is the demographic profile of the Physical Education teacher -respondents, in terms of:

- 1) sex,
- 2) age,
- 3) years of teaching experience, and
- 4) annual salary income?

(2) What is the assessment of the teacher -respondents on the job satisfaction level of physical education teachers in terms of:

- 1) work environment,
- 2) wage compensation and benefits,
- 3) fairness and promotion criteria,
- 4) Workload,
- 5) autonomy and decision-making authority?

(3) Is there a significant difference between the job satisfaction level of physical education teachers when their demographic profile is taken as a test factor?

(4) What is the assessment on the degree of career happiness experienced by physical education teachers in terms of:

- 1) work relationships,
- 2) employee management,
- 3) attitude towards work,
- 4) work-life balance,
- 4) professional growth opportunities?

(5) Is there a significant difference between the career happiness experienced by physical education teachers when their demographic profile is taken as test factor?

(6) Is there a significant relationship between the assessed job satisfaction among teachers and the career happiness experienced by physical education teachers?

(7) What employee management program can be proposed to improve the overall job satisfaction and career happiness of physical education teachers in vocational colleges in Chengdu, Sichuan Province?

3. Scope and Delimitation

To reiterate, the current study has the main goal of investigating the job satisfaction and career happiness experienced by physical education teachers in vocational colleges in Chengdu to propose an improved management program for employees. This study used a quantitative research design that included three main variables, which are demographic profile, job satisfaction, and career happiness. The sole respondents of the study were physical education teachers from selected vocational colleges in Chengdu at Sichuan Province. Then, data that were gathered from them were through adapted questionnaire sourced by the researcher, with results having been subjected to appropriate validation process before it collects data for statistical analysis.

In addition to this, the study took place during the second semester of the academic year 2023-2024 and in two main areas. Specifically, the data was collected at Chengdu City, Sichuan for data collection and Adamson University, Manila for data analysis and interpretation.

From these details, there were then some limitations that

the researcher may face. First, as the study is conducted in two places, the researcher may face time constraints posed by the need to travel or communicate between the two areas. Second, there are also different languages used by the respondents of interest and the institution where the data is processed. This may then pose the need for accurate translations, which will be ensured by the researcher to guarantee correctness of the data to be collected. The data gathering was done among the teachers from the selected institution in Chengdu. Teachers who are not among the selected vocational institutions were excluded from the study.

4. Methodology

This part of the study describes the methodology that were conducted to collect relevant data needed to answer the main objectives of the study. It includes the research design, locale, the study's respondents, sampling technique, the research instrument, the data collection technique, and the statistical data analysis that were used in interpreting the data collected. It also includes guidelines on the ethical considerations of the study.

4.1. Research Design

This study utilized a cross-sectional study design. This means that the study sought to assess the job satisfaction and career happiness experienced by physical education teachers in vocational colleges in Chengdu. This sought be during one specific time period, hence the study observed point prevalence of the research issue of interest. This is a suitable research design as the variables of the study, which are demographic profile, job satisfaction, and career happiness, measured through ordinal means (i.e., Likert Scale) to fully understand these and also was further related to one another to assess any existing relationships.

Furthermore, the study made use of both descriptive comparative and correlational means in its design. Hence, this cross-sectional study is both descriptive and analytical. With this being said, the data to be collected will be through a self-made questionnaire that covers all the relevant variables. Then, the gathered data were subjected to statistical analysis to interpret these accordingly. The details on this part of the research further discussed in the research instrument and data analysis sections below as part of the statistical methods employed in this study. The results than be presented through tabular means, with respective statistical data such as mean values, frequencies, and value interpretations included. Ultimately, the study make use of any qualitative or mixed-research methods; the entirety of the study make use of quantitative approaches to answer the main objective of the study.

This section of the methodology explain in detail the sampling methods utilized, which is divided into three parts, locale, population, and the technique used. These are explained in detail below.

4.2. Research Locale

For the research locale, the study took place in two places during different time periods of the study. First, for the data collection portion of the study, the researcher conducted this in selected vocational colleges in Chengdu City in Sichuan, China. The respondents were selected from these selected institutions, specifically from the respective departments or faculties of physical education. Then, the data analysis and interpretation was done in Adamson University, Manila in the

Philippines. Here, the researcher presented the findings of the study and propose an enhanced employee management program.

5. Results and Discussion

This chapter contains the presentation of the final result and the process through which the results of the data were obtained. The statistical treatment which included F test, t-test, mean and standard deviation were done using the Statistical Package for the Social Sciences (SPSS) software. The discussed data were tabulated and supported with related literatures.

(1) Demographics of the respondents

This contains the assessment of the demographic profile of the teacher-respondents in terms of their sex, age, years of teaching experience, and annual salary income. The results of the demographics of the respondents are presented in table 1 below.

Table 1. Demographic profile of the respondents

CATEGORY	FREQUENCY	PERCENTAGE
Sex		
male	84	41.0
female	121	59.0
Total	205	100.00
Age		
24 –28 years old	1	.5
29 – 38 years old	100	48.8
39 years old and above	104	50.7
Total	205	100.00
Years of teaching experience		
4-7 years	76	37.1
8-11 years	64	31.2
More than 12 years	65	31.7
Total	205	100.00
Annual salary income		
Below ¥100,000	51	24.9
¥101,000- 150,000	46	22.4
¥151,000-200,000	56	27.3
More than ¥201,000	52	25.4
Total	205	100.0

In the survey of the teacher-respondents, the sex of the teachers were evaluated. The statistical analysis shows that out of 205 teachers, there were 84 males and 121 females. With a percentage of 59% female respondents, there were more females than males. Although the number of female respondents are higher, the gender distribution showed a balanced representative providing a study with a multi-faceted perspective.

On age distribution, the study showed that only one of the respondents representing a 5% of the sample are between 24-28 years old indicating that a very low number of the teachers are within this age group. This could be due to the dominance of older age groups and requirements of higher degree completion among teachers in the higher education institutions. This is followed by 100 of the respondents who are in the age group of 29-38 years old which is a 48.8% representation of the population. The findings show that majority of the respondents (104) are 39 years old and above representing a 50.7% of the teachers which is more than half of the sample population.

Based on their years of teaching experience, 76 of the respondents have 4 to 7 years of teaching experience accounting for 37.1% of the sample, 64 of them has 8 to 11 years of teaching experience which accounts for 31.2% of the sample, and 65 of the teachers have more than 12 years of teaching experience which makes up 31.7% of the sample. All in all, majority of the teachers have 4 to 7 years of teaching experience. This indicates that they have lectured in the school for a substantial period of time and have the experiences needed to be able to participate in this survey.

Lastly, the survey evaluated the teacher-respondents based on their annual salary income. According to this analysis, 51 of the teachers earn below 100,000 RMB per year which accounts for 24.9% of the total population; 46 of them earn between 101,000 to 150,000 RMB per year which accounts

for 22.4% of the sample; 56 of the teachers earn between 151,000 to 200,000 RMB accounting for 27.3% of the sample population; and 52 of them earn above 200,000 RMB yearly. This finding shows that majority of the respondents earn between 151,000 to 200,000 RMB, indicating that the teachers earn a substantial amount for teachers in China.

(2) Level of Job Satisfaction of Physical Education Teachers

In tables 2-7, the researcher made an evaluation of the level of job satisfaction of the teacher-respondents based on their work environment, wage compensation and benefits, fairness and promotion criteria, workload, and autonomy and decision-making authority.

1) In terms of Work Environment

Table 2. The Level of Job Satisfaction in Terms of Work Environment

Work Environment	Mean	Standard Deviation	Description	Interpretation	Rank
1. I am comfortable with the work environment that I am currently in.	3.47	0.50	Agree	Satisfied	7
2. The facilities and resources given to me allow me to work in the best way that I can and want to as a physical education teacher.	3.52	0.50	Strongly Agree	Very Satisfied	3
3. I appreciate the work atmosphere in the faculty room and in classrooms.	3.51	0.50	Strongly Agree	Very Satisfied	5
4. I am comfortable in expressing my thoughts and emotions in my working environment.	3.49	0.50	Agree	Satisfied	6
5. I feel secure and safe in my working environment.	3.55	0.50	Strongly Agree	Very Satisfied	1
6. The work environment provides me with freedom to have life outside the workplace.	3.52	0.50	Strongly Agree	Very Satisfied	3
7. Teachers in the work environment make the work environment better	3.52	0.50	Strongly Agree	Very Satisfied	3
Composite Mean	3.51	0.19	Strongly Agree	Very Satisfied	

Legend: 3.51-4.00 – Strongly Agree (SA)/ Highly Satisfied (HS); 2.51-3.50 – Agree (A)/ Satisfied (S); 1.51-2.50 – Disagree (DA)/ Slightly Satisfied(SS) 1.00-1.50 – Strongly Disagree (SD)/ Not Satisfied (NS).

Based on the analysis of the teachers' responses on their level of job satisfaction in terms of work environment, the highest evaluated indicator shows that the teachers "feel secure and safe in their working environment" with a mean of 3.55. This indicates that the level of satisfaction with the security and safety of the teaching environment is very high. Security and safety of employees especially in the school setting is one of the measure indicators of a conducive working environment. Hence it is paramount that school leaders ensure that the working environment of the physical education teachers inclusive of the fields and other administrative offices and highly secured for both teachers and students. The highest indicator was closely followed by three other items in the list with a mean of 2.52 showing that the teachers are also very highly satisfied with the "facilities and resources given to them" as it allows them to work in the best possible way as a physical education teacher, they are also satisfied with the work environment as it "provides them with freedom to have life outside workplace", and they are very highly satisfied with the other teachers in the work environment as they "make the work environment better".

On the other hand, the item with the least assessed mean of 3.47 shows that the teachers are "comfortable with the work environment that they are currently in." Despite being the least assessed item, it still has a positive outcome among the teacher-respondents as they revealed that they are

comfortable with the working environment where they teacher the physical education subject. However, it also indicates that the school needs to improve the comfortability of the teaching environment of physical education teachers. Ensuring a comfortable working environment among teachers contributes to their level of satisfaction with the school.

The overall assessment of the working environment of the physical education teachers shows a very high level of satisfaction with the indicator with a mean of 3.51. This indicates that the teachers are comfortable with their working environment, facilities and resources used in the physical education classes, the work atmosphere in the faculty room, and also comfortable in expressing their thoughts. The teachers also feel secure and safe, and are keen to working with the other teachers because the other teachers also make the work environment better. It is however recommended that the school leaders promote a more comfortable environment for the teachers to express their thoughts and emotions as expressiveness aids in the improvement of the job satisfaction of the physical education teachers. Consistent with the findings of Benevene et al (2020), in order to effectively combat the issues affecting teachers in their working environment, a multifaceted strategy that takes into account systemic problems with the educational system is needed. It is imperative to offer sufficient resources, professional development opportunities, and support to educators in order

to reduce burnout and enhance their overall well-being. Furthermore, promoting an environment that values and acknowledges the significant work that educators do will aid in reducing stress and burnout, which will eventually be advantageous to both teachers and students. The demanding educational system in China is one of the main aspects of the working environment for teachers. Instructors are frequently under tremendous pressure to perform well on standardized assessments, which can cause stress and burnout. Furthermore, the focus on academic achievement may

obscure other facets of education, which may affect instructors' capacity to offer children comprehensive support (Li et al., 2020). Other notable elements of the workplace are the size of the classrooms and the student-teacher ratios. Large class numbers and cramped classrooms in some areas make it difficult to provide individualized instruction and effective learning (Li et al., 2020). Teachers may find it more difficult to address the varied requirements of their students as a result of this drain on their time and resources.

2) In terms of Wage Compensation and Benefits

Table 3. The Level of Job Satisfaction in Terms of Wage Compensation and Benefits

Wage Compensation And Benefits	Mean	Standard Deviation	Description	Interpretation	Rank
1. The financial compensation given to me is sufficient for my basic needs.	2.04	0.80	Disagree	Slightly Satisfied	3
2. I feel that my salary is equal to the quality of services that I provide.	2.00	0.82	Disagree	Slightly Satisfied	4
3. I feel that my current salary reflects the skills that I possess and have mastered over the years.	1.96	0.79	Disagree	Slightly Satisfied	6
4. The benefits given to me make me feel more motivated to work to my best capacity.	1.94	0.78	Disagree	Slightly Satisfied	7
5. The financial compensation and benefits provided to me make me want to remain in my current workplace.	1.97	0.81	Disagree	Slightly Satisfied	5
6. Wage, compensation and benefits offered by my school is sufficient for me	2.05	0.84	Disagree	Slightly Satisfied	2
7. I believe wage, compensation and benefits offered by my school matches my educational qualifications.	2.08	0.78	Disagree	Slightly Satisfied	1
Composite Mean	2.01	0.31	Disagree	Slightly Satisfied	

Legend: 3.51-4.00 – Strongly Agree (SA)/ Highly Satisfied (HS); 2.51-3.50 – Agree (A)/ Satisfied (S); 1.51-2.50 – Disagree (DA)/ Slightly Satisfied(SS); 1.00-1.50 – Strongly Disagree (SD)/ Not Satisfied (NS).

In table 3, the teachers' satisfaction with the wage, compensation, and benefits were evaluated. Out of the 7 items in the questionnaire, the highest assessed indicator is "I believe wage, compensation and benefits offered by my school matches my educational qualifications" with a mean of 2.08 which indicates that the teachers disagree, indicating a low level of satisfaction. This evaluation shows that the wage and compensation offered to the physical education teachers in the school do not match their level of qualification; hence, the teachers believe that they deserve more than they are currently earning. This assessment is closely followed by "wage, compensation and benefits offered by my school is sufficient for me" which received a mean score of 2.05 portraying a low level of satisfaction.

The least assessed indicator with a mean of 1.95 suggests that the teachers disagree with the item that "the benefits given to me make me feel more motivated to work to my best capacity". This disagreement entails that the teachers' level of satisfaction is at a low level, indicating that the current working benefits and wages do not meet the teachers' needs as they are not motivated to put their best in teaching physical education in the institution. A lack of motivation in teaching significantly impacts the learning of the students and the overall quality of learning in the school. By indicating that the financial earnings paid by the school do not meet the financial needs of the teachers, this may affect the length of stay of the physical education teachers as they may seek for better alternatives to meet their basic financial needs.

Overall, the teachers' dissatisfaction with the wage and compensation is quite evident in the study as the composite assessment of this indicator shows a mean of 2.01 which

means that the teachers' level of satisfaction with the wage, compensation and benefits is at a low level. This raises a problem to be addressed in the institution as the overall dissatisfaction of the teachers pertaining to their wage and compensation could lead to low retention of physical education teachers, decreased engagement of the teachers, and low job happiness. Hence, the school leaders may prioritize the increment in salaries, offering a more suitable wage, compensation, and benefits to the physical education teachers to match with their qualifications and significantly contribute to an enhanced productivity and increased satisfaction on the part of the teachers. This finding is supported by the study of Zhang, Yin, et al., (2020) which highlights that the Chinese government has been working to raise teacher pay in recent years as worries about student achievement and teacher retention have grown. Nonetheless, there are still pay differences between urban and rural locations, with urban teachers typically earning more than their rural counterparts. The differences in economic growth and resource distribution between China's rural and urban areas are reflected in this salary disparity (Jacobson et al., 2020). Madigan and Kim (2021) explain that some of the compensations can include perks like health insurance, retirement programs, and housing subsidies in addition to base pay. Certain instructors might be given full benefit packages, but others would only have partial access to these necessities, especially in rural locations with low resources. Ensuring equitable treatment and promoting teachers' financial security require addressing these disparities in benefits (Jacobson et al., 2020).

3) In terms of Fairness and Promotion Criteria

Table 4. The Level of Job Satisfaction in Terms of Fairness and Promotion Criteria

Fairness And Promotion Criteria	Mean	Standard Deviation	Description	Interpretation	Rank
I feel that me and my colleagues deserve our current and promoted positions.	2.38	1.11	Disagree	Slightly Satisfied	6
I feel that I am in the right job position that is aligned with my skill set and potential.	2.41	1.164	Disagree	Slightly Satisfied	5
I feel that I will be promoted in the right time if I continue to work to my best capacity and performance.	2.42	1.11	Agree	Slightly Satisfied	4
The promotion system in my workplace is transparent and fair.	2.52	1.164	Agree	Slightly Satisfied	2
The promotion criteria being followed in my workplace reflects the proper performance, merit, and ability of employees.	2.43	1.10	Disagree	Slightly Satisfied	3
The place I work updates its employees' on changes in the promotion criteria	2.36	1.13	Disagree	Slightly Satisfied	7
I have been passed over for promotion multiple times	2.60	1.10	Agree	Satisfied	1
Composite Mean	2.45	0.43	Disagree	Less Satisfied	

Legend: 3.51-4.00 – Strongly Agree (SA)/ Highly Satisfied (HS); 2.51-3.50 – Agree (A)/ Satisfied (S); 1.51- 2.50 – Disagree (DA)/ Slightly Satisfied(SS); 1.00-1.50 – Strongly Disagree (SD)/ Not Satisfied (NS).

Table 4 shows the assessment of the level of satisfaction of the physical education teachers with the fairness and promotion criteria of the institution. The assessment of the teachers also indicates a high level of satisfaction among some of the items and a low level of satisfaction in most parts. First, the highest evaluated item with a mean of 2.60 shows a high level of satisfaction as the teachers indicate that they have been “passed over for promotion multiple times”. This is closely followed by the teachers’ agreement that “the promotion system in their workplace is transparent and fair”. This evaluation shows contentment among the teachers with the number of times they’ve been promoted and the equity that exists in terms of promotion of the staff members. While this is a positive development, it also recorded a relatively mean score which suggests that the level of satisfaction could be improved through several terms, and this can be achieved by ensuring fairness in promotion of the physical education teachers.

On the other hand, the least item in the evaluation is “the place I work updates its employees on changes in the promotion criteria” with a mean of 2.36 which indicates that the teachers disagree with a low level of satisfaction. It predicts the unavailability of information, policies, and work indicators that are used as basis for promotion in the institution. Hence, the school leaders may work towards establishing a set protocol, procedures and policies surrounding the promotion of the physical education teachers. By having a mapped out set of promotion indicators, the teachers will have a target to focus on towards achieving their desired positions, and this will consequently increase efficiency and a sense of fairness in the department.

Overall, the evaluation of fairness and promotion criteria recorded a composite mean of 2.45 which highlights the failure of the institution to establish a fair promotion criteria for the physical education teachers as they highlighted a low level of satisfaction. It then call for the need for more improvement in several aspects of the promotion criteria in the institution so as to ensure fairness with all staff members. The school may ensure fairness in promotion by the right job

position that aligns with the skill of the physical education teachers, develop a performance assessment criteria that will be used as a performance indicator for establishing a fair and transparent promotion procedure so that all employees will be promoted based on merit, ability, and their individual skills and contributions in the department. The leaders may also ensure to create more awareness whenever there are changes on the promotion criteria. The promotion standards as suggested by Lin & Reinders (2020), promotion standards for educators in China are frequently subject to regional and institutional variations. While some institutions could place more value on years of experience and academic credentials, others would place more value on leadership abilities, extracurricular activities, and good teaching. To encourage justice and accountability in the assessment process, promotion criteria must be transparent and consistent. Policymakers may create a merit-based, encouraging climate that supports diversity and success in education by addressing issues of bias and favoritism, respecting the contributions of teachers, and encouraging professional development opportunities (Weng et al., 2019).

4) In terms of Workload

In Table 5, a thorough evaluation of the satisfaction level of the teachers on their workloads has been assessed. Unlike previously evaluated dimensions, it recorded a high level of satisfaction among the teachers. The highest item in the evaluation is “I feel that the number of classes and students I am responsible for is reasonable” with a mean of 3.05, which is closely followed by “The workload in terms of extracurricular activities and events is reasonable” with a mean of 3.04. These suggests that the number of students available in each class are enough to create an engaging learning atmosphere, and the teachers are not overloaded with the responsibility of grading students’ projects. Having a reasonable number of students in each classroom contributes to the smoothness of learning and performance of the students as the teachers are able to monitor and evaluate their students, identify the weak links, and establish a teaching strategy that manages the students effectively.

Table 5. The Level of Job Satisfaction in Terms of Workload

Workload	Mean	Standard Deviation	Description	Interpretation	Rank
1. The current workload in my role as a physical education teacher is manageable.	2.95	0.82	Agree	Satisfied	5
2. I feel that the number of classes and students I am responsible for is reasonable.	3.05	0.81	Agree	Satisfied	1
3. Administrative tasks associated with my position are distributed fairly and do not overwhelm me.	2.99	0.80	Agree	Satisfied	3
4. I have enough time to adequately plan and prepare for my physical education classes.	2.97	0.80	Agree	Satisfied	4
5. The workload in terms of extracurricular activities and events is reasonable.	3.04	0.82	Agree	Satisfied	2
6. I am satisfied with the overall distribution of responsibilities in my role as a physical education teacher.	2.92	0.85	Agree	Satisfied	6
7. The workload allows me to maintain a healthy work-life balance.	2.90	0.80	Agree	Satisfied	7
Composite Mean	2.97	0.29	Agree	Satisfied	

Legend: 3.51-4.00 – Strongly Agree (SA)/ Highly Satisfied (HS); 2.51-3.50 – Agree (A)/ Satisfied (S); 1.51-2.50 – Disagree (DA)/ Slightly Satisfied(SS); 1.00-1.50 – Strongly Disagree (SD)/ Not Satisfied (NS).

Meanwhile, the least assessed indicator “the workload allows me to maintain a healthy work-life balance” has a mean of 2.90 which suggests a high level of satisfaction, indicating that the teachers are able to balance their tasks with their personal life. Although this recorded a high satisfaction level, it also gives room for improvement considering that it is the least among the evaluated items. In many higher education institutions, teachers are overloaded with extracurricular activities that lead them to carry workloads home and continue working from home. It is essential that the physical education department reduce the workload of teachers so as to ensure a work-life balance and improve the current state of learning in the institution.

The overall assessment of the level of satisfaction of teacher-respondents in terms of the workload shows a high degree of satisfaction with a composite mean of 2.97. This suggests that the physical education teachers indicated a

sustainable management of their current workloads and the number of students in their classes. There is also a high level of satisfaction with how administrative tasks are distributed fairly among the teachers in a way that do not overwhelm one teacher at such creating a balance between the teachers and their personal life.

Some Chinese provinces have implemented standardized workload policies for teachers. It is speculated that redesigning the workload could be a viable approach to reducing work-related stress through organizational interventions. The complex sources of teachers' workload in China were intertwined and layered, rooted in the lack of modern governance and school systems, but also influenced by a combination of digital technology and societal educationalization (Song & Wu, 2023).

5) In terms of Job Satisfaction in Terms of Autonomy and Decision-Making Ability

Table 6. The Level of Job Satisfaction in Terms of Autonomy and Decision-Making Ability

Autonomy And Decision- Making Ability	Mean	Standard Deviation	Description	Interpretation	Rank
1. I feel empowered to make decisions about the teaching methods used in my physical education classes.	3.50	0.50	Agree	Satisfied	4
2. There is a good level of flexibility in adapting the curriculum to suit the needs of my students.	3.47	0.50	Agree	Satisfied	5
3. I have the autonomy to choose appropriate assessment methods for my physical education classes.	3.53	0.50	Strongly Agree	Very Satisfied	1
4. The decision-making process in the physical education department is transparent and inclusive.	3.50	0.50	Agree	Satisfied	4
5. I feel that my opinions and suggestions regarding the curriculum are valued.	3.51	0.50	Strongly Agree	Very Satisfied	2
6. I have the authority to implement changes in my teaching methods when needed.	3.50	0.50	Agree	Satisfied	4
7. The level of autonomy and decision-making authority in my role contributes to my overall job satisfaction.	3.47	0.50	Agree	Satisfied	5
Composite Mean	3.50	0.20	Agree	Satisfied	

Legend: 3.51-4.00 – Strongly Agree (SA)/ Highly Satisfied (HS); 2.51-3.50 – Agree (A)/ Satisfied (S); 1.51-2.50 – Disagree (DA)/ Slightly Satisfied(SS); 1.00-1.50 – Strongly Disagree (SD)/ Not Satisfied (NS).

In table 6, the level of satisfaction of the respondents with the autonomy and decision-making ability was evaluated. Based on the assessment, the item “I have the autonomy to choose appropriate assessment methods for my physical education classes” had the highest assessment score with a mean of 3.53. This was closely followed by “I feel that my opinions and suggestions regarding the curriculum are valued” with a mean of 3.51. This suggests that the teachers are very highly satisfied with both terms. By allowing the teachers autonomy of their methods of assessment, they are able to exercise control on how to better evaluate the students based on their adopted teaching strategy. Also, hearing the teachers’ perspectives in important terms and valuing their suggestions will aid in the growth of the department as the teachers are the primary staff members who deal with the students directly.

Meanwhile there are some other items that needs improvement as there are two least assessed items “there is a good level of flexibility in adapting the curriculum to suit the needs of my students” and “the level of autonomy and decision-making authority in my role contributes to my overall job satisfaction” with a mean of 3.47. Although the items has lower scores when compared to others, it still indicates a high satisfaction rate. However, it also shows that there are rooms for improvement. Hence, school leaders and administrators may ensure to confer autonomy for the physical education teachers to engage in decision-making

meetings and roles. Teachers may also be allowed to adapt the curriculum to their personalized teaching strategy as different students may need different classroom approach to learn. By allowing flexibility of teaching strategies, the teachers will feel more confident with their teaching methods and consequently more satisfied with their job.

Overall, the teachers recorded a high level of satisfaction with the degree of autonomy and decision-making ability in the school with a composite mean of 3.50. This finding suggests that the school empowers the teachers to make decisions about their teaching methods, allows them to be flexible in adapting the curriculum to suit their students’ needs since each set of student may require a different classroom setup and grading system; hence, the teachers also have the autonomy of choosing their assessment methods, are involved in decision-making processes in the department where their opinions count, and have the authority to implement changes in their teaching methods when needed.

According to Salokangas et al., (2019), autonomous teachers are less likely to burn out or leave their jobs than their more restricted colleagues. Positive links have also been found between teacher autonomy and student outcomes; for example, Finnish teenagers’ PISA success can be attributed in part to the country’s autonomous teaching force.

6) Summary Table on the Teacher-Respondents Level of Job Satisfaction

Table 7. Summary Table on the Teacher-Respondents Level of Job Satisfaction

Job Satisfaction	Mean	Standard Deviation	Description	Interpretation	Rank
Work Environment	3.51	0.19	Strongly Agree	Very Satisfied	1
Wage Compensation and Benefits	2.01	0.31	Disagree	Slightly Satisfied	4
Fairness and Promotion Criteria	2.45	0.43	Disagree	Slightly Satisfied	3
Workload	2.97	0.29	Agree	Satisfied	2
OVERALL	2.87	0.13	Agree	Satisfied	

Legend: 3.51-4.00 – Strongly Agree (SA)/ Highly Satisfied (HS); 2.51-3.50 – Agree (A)/ Satisfied (S); 1.51-2.50 – Disagree (DA)/ Slightly Satisfied (SS); 1.00-1.50 – Strongly Disagree (SD)/ Not Satisfied (NS)).

Table 7 presents the summary of the evaluation of the level of job satisfaction of the teachers based on their work environment, wage compensation and benefits, fairness and promotion criteria, workload, autonomy and decision-making ability.

The highest assessed indicator is work environment with a mean of 3.51 which shows that the teachers are very highly satisfied with the existing work environment in the institution. This finding shows that the physical education department in the school ensures the comfortability of the working environment, provides necessary facilities and resources that are needed by the teachers, creates a good working atmosphere where teachers can express themselves and feel secure while interacting with other teachers in the department.

Autonomy and Decision-Making Ability also recorded a high level of satisfaction with a mean of 3.50. This shows that the existing set-up in the school gives teachers control over their teaching methods, and gets them involved in major decision-making pertaining to departmental improvements.

On the other hand, some of the dimensions recorded a very low mean assessment as the least among all the dimensions is Wage Compensation and Benefits (mean = 2.01) where the physical education recorded a low level of satisfaction with the benefits and compensations they received from the school. This suggests that the institution offers a low financial benefits and are not able to pay the teachers a salary that meets the responsibilities they have. In this case, there is a need for review of the existing payroll of the school so as to improve the financial compensations and benefits of physical education teachers as this contributes to teachers’ job satisfaction and high retention rate. Teachers may opt for a separate academic institution that meets their salary expectations and pays based on their qualifications.

Other dimension that may be improved is the fairness and promotion criteria which recorded a mean of 2.45 suggesting a low level of satisfaction. Generally, the teachers feel that their current job position does not align with their skill set, the promotion system in the school is not transparent, and does

not reflect the proper performances and merit of the employees. Also, the teachers tend not to be informed of changes in the promotion criteria. In line with this, the school may develop a new scheme that defines the promotion criteria and develop a key performance indicators that the teachers may meet within a particular timeframe before they could attain a certain position. This may include the desired positions for teachers based on their skillset, qualifications, and highest educational attainment.

According to Han et al., (2019), policymakers and education authorities in China would need to address issues including workload distribution, resource allocation, wage levels, and recognition of teachers' efforts in order to promote job satisfaction among these educators. Creating opportunities for professional development and cultivating a positive work atmosphere can improve job satisfaction and, eventually, the standard of physical education in Chinese schools.

6. Conclusion

Based on the study findings, the researcher has come to the following conclusions:

(1) In the demographic profile assessment, there are more females than males. This highlights that most of the responses were garnered from the female teachers.

(2) The findings on teachers' job satisfaction suggests that the institution offers a low financial benefits and are not able to pay the teachers a salary that meets the responsibilities they have. Generally, the teachers feel that their current job position does not align with their skill set, the promotion system in the school is not transparent, and does not reflect the proper performances and merit of the employees. Also, the teachers tend not to be informed of changes in the promotion criteria.

(3) Differences in demographic profiles has proved to not affect the extent of satisfaction of the physical education teachers as all teachers feel the same way towards their department's work environment, fairness and promotion, workload, autonomy and decision-making, and job satisfaction. However, when it comes to wage, compensation and benefits, the teachers who earn more tend to be more satisfied with the wages and compensation more than the teachers who earn lesser than them.

(4) Generally, the evaluation of the career happiness of the physical education teachers is at a high level, which suggests that the teachers are generally happy with their level of personal growth opportunities, work relationships, and attitude towards work. Thus there is a need for balanced life and work among Physical education teachers that can be an opportunity for school management to reckoned with.

(5) From the findings of the study it could be inferred that respondents profile did not play crucial role in assessing satisfaction and career happiness but it could facilitate in social interactions that could be enriched by a supportive climate for collective sharing and foster a culture of attaining satisfaction and career fulfilment.

(6) In conclusion, the study emphasizes the importance of job satisfaction that led to career fulfillment. By accentuating harmonious relationship in school environment where variables of satisfactions are allowed to unfold and thrive, physical education teachers can find fulfillment in their career that can ensure students better learning outcomes. The study provides ideas and framework that support the findings of the study where the physical education teachers' basic needs and

forms of personal enjoyment are met that led to career fulfillment and happiness.

7. Recommendations

(1) Based on the conclusions, the following are recommended:

(2) Future researchers may consider including school administrators and other professionals in the mix of employees to be evaluated on their job satisfaction and career happiness.

(3) Other dimension that may be improved is the fairness and promotion criteria which suggests a low level of satisfaction. School leaders may set up policies or improve on existing policies towards ensuring a fair and balanced promotion criteria. This may include the desired positions for teachers based on their skillset, qualifications, and highest educational attainment. In this case, there is a need for review of the existing payroll of the school so as to improve the financial compensations and benefits of physical education teachers as this contributes to teachers' job satisfaction and high retention rate. Teachers may opt for a separate academic institution that meets their salary expectations and pays based on their qualifications.

(4) The school leaders may work towards improvement of the areas where the teachers are dissatisfied such as raising the compensation and benefits, granting more autonomy to the teachers, and ensuring equity, transparency, and fairness especially in the institution's promotion criteria.

(5) The school leaders may do more to manage the teachers as they tend to be overworked, do not receive regular trainings, and do not ask for employee feedbacks. Hence, employee feedbacks may be regularly collected to ensure proper satisfaction among the teachers and address all areas of concern.

(6) The school leaders and administrators may work towards the improvement of the teachers' management and the rate at which their tasks are given so as to enable them have enough time for family and home affairs.

(7) It is with prayers that the researcher is expecting for the school administrators to adopt the proposed a management program for faculty of physical education to have a happy and fulfilling lives as professionals.

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