ISSN 2616-7433 Vol. 4, Issue 8: 90-95, DOI: 10.25236/FSST.2022.040815

Competencuer and Job Satisfaction of PE Teachers in Their First Employment Period

Liu Tianxing

Adamson University, Manila, Philippines, 0900

Abstract: *This research focuses on the group of physical education teachers during the first employment period, and hopes to analyze the relationship between young physical education teachers' job satisfaction and their own competence through the investigation of young physical education teachers' job satisfaction level and their own competency level. Therefore, a promotion plan suitable for young PE teachers can be conceived, thereby promoting the improvement of young PE teachers' competency and job satisfaction.*

Keywords: *competencies, job satisfaction, PE teachers*

1. Introduction

Since the beginning of the 21st century, the world has entered a new era of informatization, internationalization and globalization. The lack of stability of young teachers will affect the school's training of students. The job satisfaction of young teachers is one of the important factors affecting willingness to leave [1] . This fully shows that for any country in the world, improving the job of young teachers is one of the urgent problems that schools need to solve today. Universities are one the important links in cultivating talents for the country. For universities, it is even more necessary to improve the competency and job satisfaction of young teachers, so as to promote the quality of talent training, so as to enable their country to thrive in this new era. It has stronger competitiveness [2] . This study takes the newly recruited physical education teachers in universities in the past three years the survey object, and conducts a comprehensive analysis of the impact of their competencies on job satisfaction.

2. Determination and naming of various factors of physical education teacher competency and job satisfaction

2.1 Determination and naming of physical education teachers' competency factors

Table 1 Factor analysis results of physical education teacher competency

Rotated Component Matrix a				
	Component			
	1	2	3	4
1	.270	.324	.846	-.045
2	.233	.179	.694	-.104
3	.123	.176	.772	-.002
4	.260	.198	.706	-.165
5	.155	.146	.725	-.024
6	.145	.195	.723	-.010
7	.112	.142	.805	.098
8	.093	.050	.752	.183
9	-.115	.842	.257	.290
10	-.031	.728	.139	.063
11	-.097	.730	.189	.101
12	-.100	.718	.192	.140
13	-.097	.654	.142	.248
14	-.083	.717	.148	.103
15	-.007	.792	.176	.263
16	-.075	.645	.286	.230
17	-.003	.700	-.022	.084
18	.263	.272	-.105	.848

ISSN 2616-7433 Vol. 4, Issue 8: 90-95, DOI: 10.25236/FSST.2022.040815

19	.163	.061	.067	.697
20	.078	.073	.045	.741
21	.191	.131	-.068	.748
22	.194	.111	-.027	.578
23	.043	.250	.130	.696
24	.218	.234	-.025	.692
25	.102	.265	-.069	.762
26	.907	-.119	.210	.220
27	.722	-.067	.131	.170
28	.760	-.007	.144	.121
29	.794	-.033	.177	.098
30	.799	.037	.076	.047
31	.764	-.154	.061	.082
32	.735	-.082	.192	.084
33	.744	-.069	.092	.182
34	.811	-.072	.140	.167
35	.786	-.043	.193	.213

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 4 iterations.

According to Table 1, the competency of physical education teachers in the first employment period can be divided into 4 factors. Indicators for Instructional Delivery", "Indicators for Formative Assessment", and "Indicators for Interpersonal Skills" have a total of 4 factors.

2.2 Determination and naming of various factors of physical education teachers' job satisfaction

Table 2 Factor analysis results of physical education teachers' job satisfaction

Rotated Component Matrix a				
	Component			
	1	2	3	4
1	-.087	.938	.027	-.020
2	-.102	.769	.116	.106
3	-.124	.729	.041	-.024
4	.005	.731	-.002	-.002
5	-.089	.775	.020	-.106
6	-.022	.716	.047	.083
7	-.023	.823	.034	-.076
8	-.014	.781	-.034	-.115
9	.942	-.095	.057	.012
10	.884	-.117	.020	-.002
11	.845	-.074	.046	.044
12	.774	-.076	.144	.037
13	.830	.048	.009	-.021
14	.747	.015	-.007	-.092
15	.715	-.060	.010	-.020
16	.776	-.113	.034	-.061
17	.021	.052	.941	-.052
18	.109	.050	.692	-.107
19	.060	.018	.819	-.077
20	.053	-.035	.770	-.014
21	-.098	.048	.701	-.002
22	-.081	.071	.716	-.068
23	.131	-.006	.804	-.005
24	.108	.040	.749	.023
25	-.019	-.003	-.067	.918
26	-.025	-.087	-.018	.668
27	.077	-.108	.055	.608
28	.094	-.036	.046	.776
29	-.057	-.011	-.159	.714
30	-.169	.025	.066	.678
31	-.040	.006	-.140	.683
32	.016	.097	-.089	.720

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 4 iterations.

According to Table 2, the job satisfaction of physical education teachers in the first employment period can be divided into 4 factors. Training and Development Program", "Salary and Benefit Programs", and "Working Conditions" have a total of 4 factors.

ISSN 2616-7433 Vol. 4, Issue 8: 90-95, DOI: 10.25236/FSST.2022.040815

3. The impact of physical education teacher competency on job satisfaction

3.1 The overall impact of physical education teacher competency on job satisfaction

Table 3 Regression analysis of the overall impact of physical education teacher competency on job satisfaction

Coefficients a							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std.Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	34.155	2.646		12.906	.000		
Total number of competencies	.603	.024	.908	25.032	.000	1.000	1.000
a. Dependent Variable: Total number of JOB SATISFACTION							

According to Table 3, according to the linear regression results, Y=34.155+0.603A (Y is the total score of teachers' job satisfaction, A is the total score of teachers' competency), P=0.000＜0.05, so the physical education teacher's Competency has a significant positive correlation with the job satisfaction of physical education teachers in the first employment period. It can be seen that if a teacher has better competence, his job satisfaction will be higher, which will indirectly affect teachers' work enthusiasm. and willingness to work [3].

3.2 Influence of PE teachers' competency factors on Duties and Job

Table 4 Regression analysis of the influence of physical education teacher competency factors on Duties and Job

Coefficients a							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std.Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	6.888	2.023		3.406	.001		
Total number of Indicators for Classroom Management	.392	.062	.413	6.334	.000	.632	1.582
Total number of Indicators for Instructional Delivery	-.065	.066	-.068	-.988	.325	.572	1.749
Total number of Indicators for Formative Assessment	-.141	.068	-.135	-2.077	.040	.634	1.577
Total number of Indicators for Interpersonal Skills	.449	.050	.594	9.064	.000	.624	1.602

a. Dependent Variable: Total number of Duties and Job

According to Table 4, according to the multiple linear regression results, Y=6.888+0.392A-0.065B-0.141C+0.449D (Y is the total score of the " Duties and Job " factor , A is the "Indicators for Classroom Management" factor Total score, B is the total score of the "Indicators for Instructional Delivery" factor, C is the total score of the "Indicators for Formative Assessment" factor, D is the total score of the "Indicators for Interpersonal Skills" factor), "Indicators for Instructional Delivery" factor The P value of the factor is greater than 0.05, and the P values of the other factors are all less than 0.05. Among them, the P values of the "Indicators for Classroom Management" factor and the "Indicators for Interpersonal Skills" factor are less than 0.01.

It can be seen that the "Indicators for Classroom Management" factor and "Indicators for Interpersonal Skills" have a significant positive impact on the " Duties and Job " factor, and the "Indicators for Formative Assessment" factor has a small negative impact on the " Duties and Job " factor. The "Indicators for Instructional Delivery" factor has no significant effect on the " Duties and Job " factor.

3.3 Influence of Physical Education Teachers' Competence Factors on Training and Development Program

According to Table 5, according to the multiple linear regression results, Y=5.403+0.322A+0.543B-0.179C-0.096D (Y is the total score of the " Training and Development Program " factor , A is the "Indicators for Classroom Management" factor , B is the total score of the "Indicators for Instructional Delivery" factor, C is the total score of the "Indicators for Formative Assessment" factor, D is the total score of the "Indicators for Interpersonal Skills" factor), "Indicators for Interpersonal Skills" The P value of the factor is greater than 0.05, and the P values of the other

ISSN 2616-7433 Vol. 4, Issue 8: 90-95, DOI: 10.25236/FSST.2022.040815

factors are all less than 0.05. Among them, the P values of the "Indicators for Classroom Management" factor and the "Indicators for Instructional Delivery" factor are less than 0.01.

Table 5 Regression analysis of the influence of physical education teacher competency factors on Training and Development Program

Coefficients a							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std.Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	5.403	2.433		2.221	.028		
Total number of Indicators for Classroom Management	.322	.075	.332	4.326	.000	.632	1.582
Total number of Indicators for Instructional Delivery	.543	.079	.553	6.865	.000	.572	1.749
Total number of Indicators for Formative Assessment	-.179	.082	-.167	-2.184	.031	.634	1.577
Total number of Indicators for Interpersonal Skills	-.096	.060	-.124	-1.605	.111	.624	1.602

a. Dependent Variable: Total number of Training and Development Program

It can be seen that the "Indicators for Classroom Management" factor and the "Indicators for Instructional Delivery" factor have a significant positive impact on the " Training and Development Program " factor, and the "Indicators for Formative Assessment" factor has a smaller impact on the " Training and Development Program " factor. The "Indicators for Interpersonal Skills" factor has no significant effect on the " Training and Development Program" factor .

3.4 Influence of Physical Education Teacher Competence Factors on Salary and Benefit Programs

Table 6 Regression analysis of the influence of physical education teacher competency factors on Salary and Benefit Programs

Coefficients a							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std.Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	3.007	1.985		1.515	.132		
Total number of Indicators for Classroom Management	-.082	.061	-.084	-1.352	.179	.632	1.582
Total number of Indicators for Instructional Delivery	.503	.064	.511	7.807	.000	.572	1.749
Total number of Indicators for Formative Assessment	.541	.067	.504	8.107	.000	.634	1.577
Total number of Indicators for Interpersonal Skills	-.106	.049	-.136	-2.172	.032	.624	1.602

a. Dependent Variable: Total number of Salary and Benefit Programs

According to Table 6, according to the multiple linear regression results, Y=3.007-0.082A+0.503B+0.514C-0.106D (Y is the total score of the " Salary and Benefit Programs " factor , A is the "Indicators for Classroom Management" factor , B is the total score of the "Indicators for Instructional Delivery" factor, C is the total score of the "Indicators for Formative Assessment" factor, D is the total score of the "Indicators for Interpersonal Skills" factor), "Indicators for Classroom Management" The P value of the factor is greater than 0.05, and the P values of the other factors are all less than 0.05. Among them, the P values of the "Indicators for Instructional Delivery" factor and the "Indicators for Formative Assessment" factor are less than 0.01.

It can be seen that the "Indicators for Instructional Delivery" factor and the "Indicators for Formative Assessment" factor have a significant positive impact on the " Salary and Benefit Programs " factor , and the "Indicators for Interpersonal Skills" factor has a smaller impact on the " Salary and Benefit Programs " factor. The "Indicators for Classroom Management" factor has no significant effect on the " Salary and Benefit Programs" factor .

3.5 The influence of physical education teachers' competency factors on Working Conditions

According to Table 7, according to the multiple linear regression results, Y=17.686-0.238A-0.137B+0.403C+0.341D (Y is the total score of the " Working Conditions " factor , A is the total score of the "Indicators for Classroom Management" factor score, B is the total score of the “Indicators for Instructional Delivery” factor, C is the total score of the “Indicators for Formative

ISSN 2616-7433 Vol. 4, Issue 8: 90-95, DOI: 10.25236/FSST.2022.040815

Assessment" factor, D is the total score of the "Indicators for Interpersonal Skills" factor), the "Indicators for Instructional Delivery" factor 's total score The P value is greater than 0.05, and the P values of the other factors are all less than 0.01.

Table 7 Regression analysis of the influence of physical education teacher competency factors on Working Conditions

Coefficients a							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std.Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	17.686	2.155		8.209	.000		
Total number of Indicators for Classroom Management	-.238	.066	-.272	-3.613	.000	.632	1.582
Total number of Indicators for Instructional Delivery	-.137	.070	-.155	-1.962	.052	.572	1.749
Total number of Indicators for Formative Assessment	.403	.072	.418	5.564	.000	.634	1.577
Total number of Indicators for Interpersonal Skills	.341	.053	.490	6.462	.000	.624	1.602

a. Dependent Variable: Total number of Working Conditions

It can be seen that the "Indicators for Formative Assessment" factor and the "Indicators for Interpersonal Skills" factor have a significant positive impact on the " Working Conditions " factor , and the " Indicators for Classroom Management" factor has a significant negative impact on the " Working Conditions " factor. for Instructional Delivery" factor has no significant effect on " Working Conditions " factor.

3.6 The influence of physical education teachers' competency factors on the overall situation of job satisfaction

Table 8 Regression analysis of the influence of various factors of physical education teacher competency on the overall situation of job satisfaction

Coefficients a							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std.Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	32.985	2.576		12.806	.000		
Total number of Indicators for Classroom Management	.394	.079	.216	4.996	.000	.632	1.582
Total number of Indicators for Instructional Delivery	.844	.084	.459	10.084	.000	.572	1.749
Total number of Indicators for Formative Assessment	.624	.087	.312	7.208	.000	.634	1.577
Total number of Indicators for Interpersonal Skills	.589	.063	.407	9.333	.000	.624	1.602

a. Dependent Variable: Total number of JOB SATISFACTION

According to Table 8, according to the multiple linear regression results, Y=32.985+0.394A+0.844B+0.624C+0.589D (Y is the total score of physical education teachers' job satisfaction , A is the total score of "Indicators for Classroom Management" factor Score, B is the total score of the "Indicators for Instructional Delivery" factor, C is the total score of the "Indicators for Formative Assessment" factor, D is the total score of the "Indicators for Interpersonal Skills" factor), the P value of each factor is less than 0.01 . It can be seen that each factor of physical education teacher competency in the first employment period has a significant positive impact on job satisfaction .

4. Conclusion

According to the above research results, it can be found that for the first term of physical education teachers, the overall situation of competency and "Indicators for Classroom Management", "Indicators for Instructional Delivery", "Indicators for Formative Assessment", "Indicators for Interpersonal Skills" All four factors can have a certain degree of influence on their job satisfaction and the four factors of "Duties and Job", "Training and Development Program", "Salary and Benefit Programs", and "Working Conditions". This effect is dominated by a significant positive correlation, which is particularly pronounced in the overall effect on job satisfaction. Schools can focus on improving teachers' competencies and thus improve teachers' job satisfaction, rather than unilaterally improving teachers'

ISSN 2616-7433 Vol. 4, Issue 8: 90-95, DOI: 10.25236/FSST.2022.040815

job satisfaction itself, so as to achieve the effect of serving multiple purposes with one stone.

References

[1] Lin Hao & Li Shan. (2018). Research on job satisfaction of physical education teachers in colleges and universities. Education and Teaching Research (06), 42-47+126.
[2] Wu You. (2021). Research on job satisfaction and job burnout of secondary vocational teachers in Linyi (Master's thesis, Shandong Normal University).
[3] Liu Xiaoxu(2016). Construction of Competency Model for Primary School Physical Education Teachers. Beijing Sports University, MA thesis.