

Research on the Relationship Between Job Satisfaction and Teaching Style of Chinese Middle School Physical Education Teachers

Fengfeng Zhang^{1*}, Yongfu Zhang¹, Junxi Li¹, Xinting Zhong¹, Xiaoyao Ye¹

¹ Faculty of Transportation and Economic Management, Guangdong Communication Polytechnic, Qingyuan, China

Email addresses

mochentsd@gmail.com (Fengfeng Zhang)

*Correspondence: 15593896989@163.com

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Abstract:

This article explores the link between middle school PE teachers' job satisfaction and teaching style, noting their impact on teaching quality and educational modernization. After reviewing literature to define key concepts and factors, a questionnaire with scales for both aspects is designed and analyzed via SPSS (using descriptive stats, T-test, ANOVA, and correlation analysis). Results reveal high overall job satisfaction, particularly in job content and relationships, with diverse teaching styles and the evaluation-legislative style ranking highest. A correlation exists between satisfaction and style; enhancing satisfaction can optimize teaching style and boost quality.

Keywords:

Job Satisfaction, Teaching Style, Physical Education Teacher, Teaching Quality

1. Introduction

The significance of physical education (PE) teachers' job satisfaction and their teaching styles cannot be overstated in fostering a stable and high-quality PE teacher workforce, as well as advancing the modernization of education in China. Education stands as the cornerstone of national development, with the quality of the teaching force directly impacting the quality of education and, ultimately, the future of the nation. The Ministry of Education and the State Council of the People's Republic of China have repeatedly emphasized the importance of elevating teachers' status, safeguarding their rights and interests, improving their remuneration, and promoting their professional development.

The intricate relationship between PE teachers' job satisfaction and their teaching styles merits empirical investigation. The constituents of job satisfaction encompass subjective value judgments, as well as the disparity between objective factors such as working conditions, benefits, and career advancement opportunities and teachers' expectations. These factors are intimately linked to the internal (e.g., professional competencies, thinking patterns, personality) and external (e.g., societal, familial,

school environments) influences shaping teaching styles. Exploring the current state and relationship between job satisfaction and teaching styles through empirical research can reveal their intrinsic connections, providing a basis for targeted improvement strategies. This endeavor not only fosters PE teachers' professional development but also elevates the quality of PE instruction, furthering the progress of educational modernization in China.

Consequently, examining the nexus between PE teachers' job satisfaction and their teaching styles is instrumental in enriching the research landscape of PE education, promoting teachers' professional growth, and enhancing the quality of PE instruction. By addressing the factors that impact job satisfaction and encouraging the cultivation of personalized and creative teaching styles, we can contribute to the development of a stable and high-quality PE teacher workforce, thereby advancing China's educational modernization endeavors.

Research Questions:Based on the aforementioned considerations, the researcher aims to delve into the job satisfaction, teaching styles, and their relationship among middle school physical education teachers. **Research Questions:**Based on the aforementioned considerations, the researcher aims to delve into the job satisfaction, teaching styles, and their relationship among middle school physical education teachers. The specific research questions to be addressed are:

(1) What is the current status of job satisfaction and teaching styles among middle school physical education teachers?

(2) Is there a correlation between job satisfaction and teaching styles among middle school physical education teachers?

Research Hypotheses:

(1) Middle school physical education teachers have a relatively high level of satisfaction with their work.

(2) There exists diversity within the teaching styles employed by middle school physical education teachers.

(3) There is a correlation between job satisfaction and a particular teaching style among middle school physical education teachers.

2. Literature Review

This literature review synthesizes key concepts and frameworks on job satisfaction, particularly among physical education (PE) teachers, and teaching styles in PE. Job satisfaction, originating from the Hawthorne Studies and formalized by Hoppock, encompasses an individual's psychological state towards work-related factors. It has evolved into three main conceptualizations: holistic (unified sentiment), causative (expectation-outcome disparity), and componential [1]. For PE teachers, job satisfaction is crucial as it affects their performance and the quality of PE programs [2]. It is shaped by emotional responses and perceptions of work conditions, with factors like self-realization, school conditions, leadership, social support, work intensity, peer relationships, teaching activities, and remuneration identified as critical [3]. Teaching styles, representing teachers' unique approaches, methods, and behaviors, have garnered scholarly attention but lack a consensus definition. Theories vary, emphasizing stability/individuality (Joseph S. Renzulli & Linda H. Smith; Louis Ficher), overt behaviors (Ryan; Conti), personality traits (Eble), dynamic

responsiveness (Hyman), or fixed frameworks (R.D. Dunn & K. Dunn). Domestically, scholars highlight the uniqueness, stability, and artistic nature of teaching styles [4,5].

Research Trends and Implications

The existing literature on job satisfaction among physical education teachers and teaching styles reveals several key trends and implications. Firstly, there is a general consensus that job satisfaction is a multi-dimensional construct influenced by diverse factors such as work environment, relationships, career development, and remuneration. Secondly, teaching styles are highly individualistic, shaped by teachers' personalities, experiences, and beliefs, and are dynamically responsive to classroom contexts.

Research in this field has primarily focused on the conceptualization and measurement of job satisfaction and teaching styles, with some studies exploring their relationships with other variables, such as job performance, work engagement, and student outcomes. However, there is a need for more comprehensive studies that integrate these constructs to provide a deeper understanding of their interplay in physical education contexts. Future research should aim to develop more refined and context-specific measurement tools for job satisfaction and teaching.

3. Research Methodology

This section should present your findings objectively, explaining them largely, concisely, precisely in the text. You should show how your results contribute to the scientific knowledge in academic community clearly and logically. Results and Discussion may be divided by subheadings, concluding equations, figures, tables, etc.

3.1. Literature research and questionnaire

The literature review serves as a fundamental precursor to any research endeavor, providing a solid foundation for identifying research gaps and establishing a theoretical framework. By collecting and analyzing relevant literature on teaching styles and job satisfaction in the field of PE teaching, this study aims to gain insights into the current state of knowledge, existing theories, and potential avenues for further exploration. A questionnaire survey was conducted to gather primary data from secondary school PE teachers. The questionnaire comprised three main sections: a demographic information section, the Secondary School PE Teacher Job Satisfaction Scale, and the Secondary School PE Teacher Teaching Style Scale. The Job Satisfaction Scale was developed based on a comprehensive review of relevant literature, encompassing six dimensions: job itself, interpersonal relationships, school management, work environment, job income, and promotion and further education opportunities. Respondents were asked to rate their satisfaction levels on a Likert-type scale ranging from 5 (very satisfied) to 1 (very dissatisfied). Drawing upon Robert Sternberg's theory of cognitive styles and psychological self-management, the Teaching Style Scale was tailored specifically for PE teachers. It comprises seven dimensions: legislative, judicial, executive, radical, conservative, holistic, and analytic. Teachers were asked to self-assess their teaching styles based on these dimensions using the same Likert-type scale.

3.2. Data collection and data analysis

Data Collection: The questionnaires were distributed to secondary school PE teachers across various regions and educational contexts. Efforts were made to ensure

a representative sample, taking into account factors such as gender, age, teaching experience, and educational qualifications.

Data Analysis : Statistical analysis was performed using SPSS 22.0 software to process and interpret the collected data. The following analytical techniques were employed:

3.2.1. Descriptive Statistics

Descriptive statistics, including means and standard deviations, were calculated for both the Job Satisfaction Scale and the Teaching Style Scale. This allowed for an overview of the overall satisfaction levels and teaching styles prevalent among the sample population.

3.2.2. Independent Samples T-Test

The Independent Samples T-Test was used to examine differences in job satisfaction and teaching styles between groups defined by categorical variables such as gender, educational qualifications, teaching level (e.g., junior or senior high school), and school location. This analysis helped to identify potential variations in satisfaction and teaching styles across these demographic groups.

3.2.3. One-Way ANOVA

One-Way ANOVA was applied to analyze differences in job satisfaction and teaching styles among groups defined by continuous or ordinal variables, such as age, teaching experience, professional titles, and specialized sports areas. This method facilitated the examination of whether these factors significantly influenced teachers' satisfaction levels and teaching styles.

3.2.4. Correlation Analysis

To investigate the relationship between job satisfaction and teaching styles, Pearson's correlation coefficient was calculated. The absolute value of the correlation coefficient indicated the strength of the association between the two variables, allowing for the assessment of whether and to what extent job satisfaction is correlated with teaching styles among secondary school PE teachers.

3.3. Data Processing and Interpretation

The data processing and interpretation phase involved meticulous attention to detail, ensuring the accuracy and validity of the findings. By employing rigorous statistical methods, this study aimed to provide a comprehensive understanding of the relationship between teaching styles and job satisfaction among secondary school PE teachers. The results of this analysis will contribute to the existing body of knowledge and inform future research and practice in the field.

4. Results and Discussion

It should clearly explain the main conclusions of the work highlighting its importance and relevance. This is where you describe the meaning of your results, especially in the context of what was already known about the subject. You can present general and specific conclusions, but take care not to summarize your article – that's what the abstract is for.

4.1. Dimensional analysis of job satisfaction among middle school physical education teachers

From the data in Table 1, the following can be analyzed: After theoretical speculation, exploratory factor analysis, and reliability testing, researchers categorized the middle school physical education teacher job satisfaction questionnaire into six dimensions: work itself, interpersonal relationships, school management, work environment, work income, and promotion/further study. The Likert five-point scale was used for scoring. A score of 3 points served as the benchmark, with scores below indicating lower satisfaction and scores at or above indicating higher satisfaction. The overall average score for middle school physical education teachers' job satisfaction was 3.94, suggesting relatively high satisfaction. The highest mean scores were for work itself (4.15) and interpersonal relationships (4.30), while school management (3.84), work environment (3.73), work income (3.68), and promotion/further training (3.82) had lower but still satisfactory scores. Despite some areas of lower satisfaction, all dimensions exceeded the 3-point benchmark, indicating overall job satisfaction. Higher satisfaction may lead to more active engagement in teaching, benefiting the physical education teacher team and enhancing teaching quality.

Table 1. Analysis of job satisfaction of middle school physical education teachers.

Dimension	Number	Minimum (M)	Maximum (X)	Mean (E)	Standard Deviation
The work itself	132	1	5	4.15	0.7
Interpersonal relationships	132	3	5	4.3	0.48
School management	132	2	5	3.84	0.74
Work environment	132	1.75	5	3.73	0.65
Work income	132	1.5	5	3.68	0.92
Promotion and further education	132	1.5	5	3.82	0.75
Overall satisfaction	132	2.6	5	3.94	0.49

4.2. Dimensional analysis of teaching styles of middle school physical education teachers

From the data in Table 2, the following can be analyzed: After theoretical speculation, exploratory factor analysis, and reliability testing, researchers categorized the middle school physical education teacher job satisfaction questionnaire into six dimensions: work itself, interpersonal relationships, school management, work environment, work income, and promotion/further study. The Likert five-point scale was used for scoring. A score of 3 points served as the benchmark, with scores below indicating lower satisfaction and scores at or above indicating higher satisfaction. The overall average score for middle school physical education teachers' job satisfaction was 3.94, The teaching style of physical education teachers is personal, unique, and complex, influenced by factors like educational background, personal cognition, life and teaching experiences, and working environment, leading to variations among teachers. Styles can range from radical to conservative or executive, with no inherent superiority; effectiveness depends on alignment with PE teaching principles and student development needs. The Likert five-point scale is used to assess teaching styles among middle school PE teachers. Evaluation and legislation styles scored highest (4.08 and 4.03 points), while local and executive styles scored lowest (3.48 and 3.63 points), indicating a stronger tendency towards evaluation and legislation styles among these teachers.

Table 2. *The current situation of teaching style of middle school physical education teachers.*

Dimension	Number	Minimum (M)	Maximum (X)	Mean (E)	Standard Deviation
Legislative teaching style	132	2.75	5	4.03	0.62
Local teaching style	132	1.25	5	3.48	0.74
Judgmental teaching style	132	2.8	5	4.08	0.6
Radical teaching style	132	2.4	5	3.88	0.7
Overall teaching style	132	1.8	5	3.89	0.75
Conservative teaching style	132	2.2	5	3.65	0.54
Executive teaching style	132	1.4	5	3.64	0.65

4.3. Correlation analysis between various dimensions of job satisfaction and teaching style

From the data in Table 3, the following can be analyzed: After theoretical speculation, exploratory factor analysis, and reliability testing, researchers categorized the middle school physical education teacher job satisfaction questionnaire into six dimensions: work itself, interpersonal relationships, school management, work environment, work income, and promotion/further study. The Likert five-point scale was used for scoring. A score of 3 points served as the benchmark, with scores below indicating lower satisfaction and scores at or above indicating higher satisfaction. The overall average score for middle school physical education teachers' job satisfaction was 3.94. The table reveals correlations between middle school physical education teachers' job satisfaction dimensions and their teaching styles. Satisfaction with the work itself shows medium to low correlation with five teaching styles (excluding conservative and executive), with highly satisfied teachers demonstrating strong professional identity, love for PE, and active engagement in teaching reforms. Interpersonal relationship satisfaction correlates with legislative, judgmental, radical, and holistic styles, as good relationships foster a positive working state and facilitate communication. School management satisfaction correlates with five styles (excluding radical and holistic), negatively with local, conservative, and executive styles, as democratic regulations and support for PE influence teachers' attitudes and teaching approaches. Work environment satisfaction doesn't correlate with local and executive styles; a safe, healthy environment with adequate facilities allows teachers to teach freely and innovatively, leaning towards legislative styles. Work income satisfaction correlates with various styles, with satisfied teachers showing autonomy, adherence to rules, and willingness to follow leadership, encompassing legislative, local, and executive styles. Satisfaction with promotion and further training moderately correlates with legislative and judgmental styles and weakly with radical and local styles, as it encourages independent teaching, research, and student-centered approaches.

Table 3. *Correlation analysis between various dimensions of job satisfaction and teaching style.*

	Work itself	Interpersonal relationship	School management	Working environment	Work income	Promotion and further study
Legislative type	0.445**	0.412**	0.309*	0.479**	0.437**	0.481*
Judgmental type	0.446**	0.481**	0.412*	0.422**	0.323**	0.435**
Radical type	0.335**	0.358**	0.061	0.206**	0.358**	0.220*
Overall type	0.215*	0.282**	0.037	0.270**	0.252**	0.092
Local type	0.344**	-0.165	-0.235**	0.073	0.285**	0.171*

Conservative type	-0.903	-0.144	-0.191*	0.206**	0.029	0.07
Executive type	0.138	0.752	-0.229**	0.04	0.276**	-0.15
Note: ** indicates significant correlation at the 0.01 level; * indicates significant correlation at the 0.05 level; None indicates no correlation.						

4.4. Correlation analysis between overall job satisfaction and teaching style

Table 4 reveals that middle school physical education teachers' job satisfaction is positively correlated with legislative, judgmental, radical, holistic, and local teaching styles, though correlations vary in strength. Moderate correlations exist with legislative and judgmental styles, while low correlations are found with radical, holistic, and local styles. No significant correlation is observed with conservative and executive styles. Job satisfaction, a multidimensional construct encompassing satisfaction with work, relationships, management, environment, income, and advancement, influences teachers' professional identity, teaching reform engagement, and student interaction. However, teaching style formation is dynamic and influenced by multiple factors. The analysis shows job satisfaction affects the five mentioned teaching styles to some extent but with weak to moderate correlation, and no link to conservative/executive styles. Thus, while job satisfaction relates to teaching style development, the connection isn't strong.

Table 4. Correlation analysis between job satisfaction and teaching style.

Teacher teaching style	Teacher job satisfaction
Legislative type	0.496**
Judgmental type	0.440**
Radical type	0.386**
Overall type	0.315**
Local type	0.194*
Conservative type	-0.028
Executive type	-0.009
Note: ** indicates significant correlation at the 0.01 level; * indicates significant correlation at the 0.05 level; None indicates no correlation.	

5. Conclusions

5.1. Research conclusions

The following conclusions were drawn through the study:

- (1) The satisfaction of middle school physical education teachers with their work environment and income needs to be improved.
- (2) Middle school physical education teachers tend to have a greater tendency towards legislative and judgmental teaching styles.
- (3) The job satisfaction of middle school physical education teachers varies depending on the stage of study, academic qualifications, region, age, teaching experience, and professional title.
- (4) The teaching style of middle school physical education teachers varies depending on gender, stage of study, academic qualifications, age, teaching experience, professional title, and specialty.

(5) The job satisfaction of middle school physical education teachers is moderately correlated with their legislative, judgmental, radical, holistic, and local teaching styles, but not with conservative and executive teaching styles.

5.2. Improvement plan

5.2.1. Improve the work income and work environment of middle school physical education teachers

While not decisive, work income and environment are crucial "guarantee factors" for PE teacher job satisfaction. Surveys indicate dissatisfaction in these areas, necessitating reforms. Increasing salaries and optimizing distribution systems can ensure fairness and incentivize teachers. Schools should also update teaching facilities and improve office conditions to create a conducive work environment.

5.2.2. Further enhance the professional identity of middle school physical education teachers

Professional identity reflects satisfaction with one's job. Surveys show high satisfaction among PE teachers, a positive sign. Strengthening professional identity through in-service training, career planning, and fostering a respectful atmosphere can enhance job satisfaction. Teachers with strong professional identity find meaning in their work, even amid challenges.

5.2.3. Teachers should constantly reflect on and adjust their own teaching styles

PE teachers' teaching styles are shaped by their views, methods, and behaviors, influenced by both external and internal factors. While job satisfaction affects teaching style, the correlation is moderate. Teachers' belief in education, exposure to exemplary teaching styles, and continuous reflection on improving teaching quality are key to shaping their teaching styles.

5.2.4. Schools should provide pre-service and post-service training on teachers' teaching styles.

Many PE teachers begin their careers after graduating from normal or sports colleges. Pre-service education is pivotal for establishing professional ideals and teaching styles. Colleges should integrate teaching style cultivation into daily instruction, adding relevant content to professional knowledge courses and guiding students to emulate excellent teachers' styles. Middle schools should also facilitate teaching style learning and exchange through regular activities, inviting distinguished teachers to share experiences. Post-job training and observation classes should continue to support teachers in developing their teaching styles.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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