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LITERATURE REVIEW STUDY: IN OBSERVING JOB SATISFACTION OF PHYSICAL EDUCATION TEACHERS

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Abstract. The purpose of this literature review is to review the scientific literature on physical education teacher job satisfaction research. One database (google scholar) was used to select articles containing information on physical education teacher job satisfaction. The search was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. After exclusion criteria, only 10 articles were categorized. The results show that the types of research used in physical education teacher job satisfaction research are diverse, namely; quantitative, qualitative research, and descriptive. On average, the study used questionnaires and interviews in data collection. Several limitations inherent in the review have been noted. In summarizing the results of the study, it can be seen that physical education teacher job satisfaction is influenced by various variables and contexts, including language, geography, and pandemic conditions.

Keywords: Job Satisfaction; Teachers; Physical Education



INTRODUCTION

Job satisfaction, a condition that creates a feeling of satisfaction in work, is defined as the result of successfully meeting one's needs in the context of work (Gultekin 2018). However, Princess and Anung (2015) emphasizes the complexity and difficulty of measuring the objectivity of job satisfaction itself. Thus, the understanding of job satisfaction is considered as a function of the extent to which an individual's needs are met in his work (Koustelios and Tsigilis, 2005).

Job satisfaction is crucial, especially in the context of Physical Education teachers, because it can be a motivational driver for them to improve teaching skills, create a better learning environment, and achieve better results for students (Ali, Mohd Faithal Haji Hassan, and Som 2017). Teachers, as key resources in the school environment, have a significant impact in improving the overall quality of education (Panagopoulos 2014).

Internal and external factors influence job satisfaction of Physical Education teachers, including career aspects, organizational justice, social capital, and emotional intelligence. Sholehudin et al. (2023) revealed that teacher career advancement is positively correlated with the level of satisfaction of Physical Education teachers. The perspective of Physical Education teachers themselves, as found by Altahayneh et al., (2014) showed general satisfaction with their jobs, with positive perceptions of organizational justice. Social capital, including social networks and norms of cooperation, is also recognized as an important contributor to the job satisfaction of Physical Education teachers (Gultekin 2018). Training and improving teachers' emotional intelligence, along with providing adequate facilities, can increase job satisfaction (Ali et al. (2017).

In the last decade, researchers have conducted in-depth studies related to Literature Review Studies in viewing the job satisfaction of Physical Education teachers. The research, both in empirical methods and aspects of the relationship between career development and the level of satisfaction in teaching Physical Education (Sholehudin et al. 2023), making a significant contribution to the development of professional competence of Physical Education teachers (Putri and Anung, 2015) However, there has been no systematic review that specifically addresses job satisfaction of Physical Education teachers, becoming a research gap that needs to be filled. Therefore, the purpose of this systematic review is to explore the scientific literature that discusses research on job satisfaction of Physical Education teachers.

This research is not only important to improve the professional competence of teachers, but also to investigate the interaction between career development and supporting factors that can create an environment that supports the quality of teaching in the field of Physical Education. Through this insight, this research is expected to contribute to the understanding of job satisfaction of Physical Education teachers holistically.

METHOD

Search Strategy

The search begins using the Google Scholar database. Google Scholar is a search engine for scientific publications such as journal articles, proceedings articles, books, and theses. Some of its features support researchers in the process of disseminating published research results. In addition, Google helps researchers evaluate and see who is citing articles (Rostiany and Tjandra 2022).

The search strategy included a combination of keyword variations ("job satisfaction") AND ("teacher physical education"). The search was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Shaffril et al. 2019). In addition, PRISMA emphasizes reporting reviews that evaluate randomized trials that can also be used as a basis for reporting systematic reviews for other types of research (Moher et al. 2009).

Exclusion Criteria

The exclusion criteria used were as follows: (1) articles in languages other than Indonesian and English, (2) articles that do not explicitly mention job satisfaction of Physical Education teachers.

Procedure

Initially, 140 publications were obtained from the database. Google Scholar. After following the exclusion criteria, only 10 articles remained. Most of the items were discarded because the articles were not touched on job satisfaction of Physical Education teachers in Indonesia. All articles were extracted from the database and analyzed through Mendeley software.

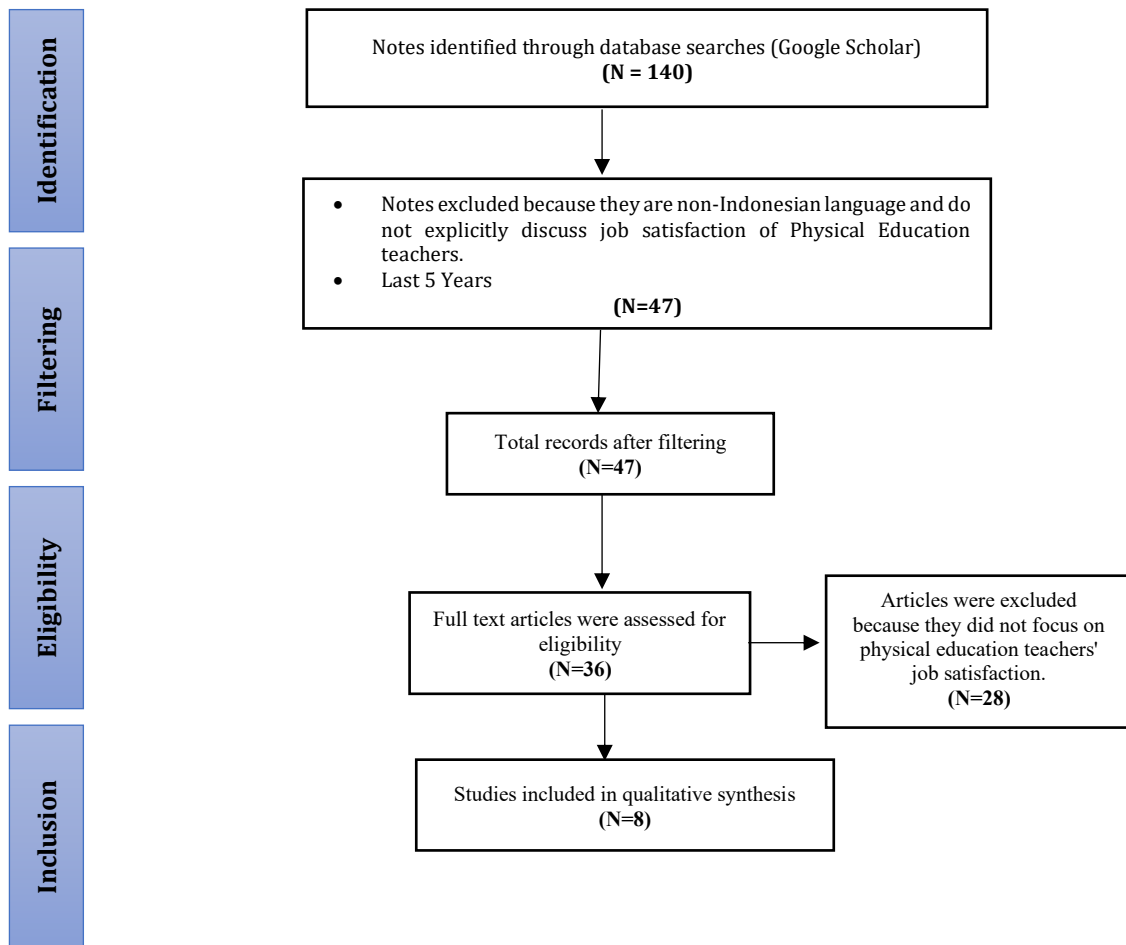


Figure 1. Research Flow Diagram
(Shaffril et al. 2019)

RESULTS AND DISCUSSION

The five categories (Author and Year excluded) listed in Table 1 are described and discussed in the 7 articles compiled. Country category is not shown, because all articles focus on one country, namely Indonesia.

Table 1. Summary of Articles on Job Satisfaction of Physical Education Teachers

Author and year	Research methods and types	Content	Research purposes	Research result
(Elif and Zekiye 2020)	This research is a descriptive survey research.	Examination of intrinsic motivation, and job satisfaction of physical education teachers and other branch teachers	To determine the level of job satisfaction and intrinsic motivation of physical education teachers and other branch teachers.	There is a positive relationship between general satisfaction and intrinsic motivation. Job satisfaction and intrinsic motivation of physical education teachers in this study were found to be significantly higher than other sports teachers. This may be due to the fact that physical education teachers are constantly on the move because of the subjects they teach.

(Chalghaf et al. 2019)	Study quantitative, questionnaire.	Job Satisfaction Scale of Arabic Language Teachers Among Sports and Physical Education Teachers	Adapting and validating Pepe's 9-item "Teacher Job Satisfaction Scale" (TJSS-9), creating the "Physical Education Teachers Job Satisfaction Inventory" (TPEJSI) in Arabic.	The TPEJSI is a good psychometric tool that can be used to quantitatively assess the level of job satisfaction across physical education teachers in the Arabic-speaking world.
(Kizilkaya Namli and Yucekaya 2021)	qualitative research, descriptive	Motivation and Job Satisfaction of Physical Education Teachers Physical Education Teacher During the Pandemic	This study aims to determine the motivation and job satisfaction of physical education teachers during the pandemic.	Most teachers stated that they do not get job satisfaction.
(August 2021)	correlational research	Analysis of the relationship between job satisfaction and the beliefs of physical education organizations and Physical Education teacher	to analyze the relationship between job satisfaction and trust Job satisfaction and organizational trust of physical education and sports teachers	that there is a positive and significant relationship between job satisfaction and organizational trust in research findings (). As a result of this study, it has been predicted that factors such as individual, psychological and environmental factors, working conditions, and communication have an active role in determining the relationship between job satisfaction and organizational trust.
(Khalid, Mohammed, and Sana'a 2020)	Quantitative Research	Analysis of physical job satisfaction levels Education teacher in Ankara, Türkiye	To analyze Job satisfaction has a clear impact, a clear impact on the level of organizational commitment of physical education teachers.	physical education teacher who participating in this study were generally satisfied with his profession and have job satisfaction.
(Kroupis, Kouli, and Kourtessis 2019)	Descriptive Research	Job Satisfaction Level of Physical Education Teachers and Burnout Level in The Relationship with Sports Facilities in Schools	The purpose of this study was to assess job satisfaction and burnout among Greek Physical Education (PE) teachers and investigated how school sports facilities affect their job satisfaction and burnout levels.	highly satisfying sports facilities appear to experience lower levels of fatigue.
(Ozge Yucelglu Keskin and Bayram 2020)	Quantitative Research, correctional	A Study on Job Satisfaction of Physical Education Teachers According to Different Variables	The aim of the study was to determine the level of job satisfaction of physical education teachers. according to the variables of gender, seniority, marital status, class and educational status	that the level of job satisfaction of the teachers who participated in this study was high.
(Zainudin and Muhammad 2021)	Quantitative research using review methods.	Job Satisfaction and Burnout of Physical Education Teachers in the Langkawi Region	To get to know Definitely a link between job satisfaction and burnout Physical Education Teacher	There is a weak and significant negative relationship between job satisfaction and two burnout subscales, namely emotional exhaustion and depersonalization.
(Yan et al. 2022)	Descriptive research, on exploration	Evaluation of competency and job satisfaction with positive human psychology among physical education teachers at university level: A systematic review	to find out how the competence of a teacher at a tertiary level is related to professional commitment and job satisfaction.	that teaching competence can be created available to instructors, including in the program for preparation and qualified teachers, and trained to address the moral, financial, and social needs of physical education teachers.
(Abós et al. 2019)	Study explorative	Is Physical Education Teachers' Motivation Level Important in Job Satisfaction and Emotional Exhaustion? A Person-Centered Test Based on Self-Determination Theory	to identify the motivational profile of teachers using the three forms of motivation, three forms of motivation (namely, autonomous motivation, controlled motivation, and motivation).	that PE teachers who were predominantly self-motivated reported the most adaptive outcome patterns.

Research Methods and Types

Based on the review of the categories of methods and types of research, 4 articles were exclusively use approach quantitative Chalghaf et al., (2019), Khalid et al.,

(2020), Ozge Yuceloglu Keskin & Bayram, (2020), Zainudin & Muhammad, (2021). Next one article uses qualitative research Kizilkaya Namli & Yucekaya, (2021) and another article using descriptive research Elif & Zekiye, (2020), Aygun, (2021), Kroupis et al., (2019), Yan et al., (2022), Abós et al., (2019). On average, this article uses questionnaires and interviews in collecting research data.

Content

The results of the study show various types of content that are implemented by looking at the Job Satisfaction of Physical Education Teachers, such as Elif & Zekiye, (2020) who investigated intrinsic motivation and job satisfaction of teachers, found a positive relationship between general satisfaction and intrinsic motivation. Chalghaf et al., (2019) successfully created the “Physical Education Teachers Job Satisfaction Inventory” (TPEJSI) in Arabic, a good psychometric tool to assess the level of job satisfaction of physical education teachers throughout the Arabic-speaking world. Kizilkaya Namli & Yucekaya, (2021) highlighted the low job satisfaction of physical education teachers during the pandemic, while Aygun, (2021) found a positive and significant relationship between job satisfaction and organizational trust of physical education and sport teachers. Khalid et al., (2020) looking at the positive impact of job satisfaction on the level of organizational commitment of physical education teachers in Ankara, Türkiye. The study Kroupis et al., (2019) showed that satisfactory sports facilities contributed to higher levels of job satisfaction among physical education teachers. Ozge Yuceloglu Keskin & Bayram, (2020) stated that the level of job satisfaction of physical education teachers who participated in this study was high, and Zainudin & Muhammad, (2021) found a negative and significant relationship between job satisfaction and burnout in the Langkawi area. The study Yan et al., (2022) shows that the competence of a teacher at the university level is related to professional commitment and job satisfaction. While Abós et al., (2019) concluded that self-motivated PE teachers reported the most adaptive outcome patterns in job satisfaction and emotional exhaustion.

Research Objectives and Results

Based on this review, the objectives and results of the research they developed are visible and divided into three groups:

Quantitative research methods: in this first group there are four articles that detail this approach. (Chalghaf et al. 2019) discusses the Scale of Job Satisfaction of Arabic

Language Teachers among Sports and Physical Education Teachers, providing insight into job satisfaction in an Arabic language environment. (Khalid, Mohammed, and Sana'a 2020), conducted an analysis of the physical job satisfaction levels of education teachers in Ankara, Türkiye, presenting a specific perspective related to a particular geographical context. (Ozge Yuceloglu Keskin and Bayram 2020) presenting a Study on Job Satisfaction of Physical Education Teachers According to Different Variables, opens the door to understanding the factors that influence job satisfaction in the context of variable variations. (Zainudin and Muhammad 2021) explores Job Satisfaction and Burnout of Physical Education Teachers in Langkawi Region, highlighting its impact on the level of emotional exhaustion in a particular geographical location.

Thus, this group provides a comprehensive overview of the quantitative approach in analyzing job satisfaction of physical education teachers. The first article aims to create a “Physical Education Teachers Job Satisfaction Inventory” (TPEJSI) in Arabic, and the results of the study indicate the success of creating a psychometric tool, “Physical Education Teachers Job Satisfaction Inventory” (TPEJSI), in Arabic, which is useful for assessing the level of job satisfaction of physical education teachers across the Arabic-speaking world (Chalghaf et al. 2019). The second article aims to see the positive impact of job satisfaction on the level of organizational commitment of physical education teachers in Ankara, Turkey, and the results of the study show that physical education teachers who participated in this study are generally satisfied with their profession and have job satisfaction (Khalid, Mohammed, and Sana'a 2020). The third article aims to determine the level of job satisfaction of physical education teachers according to the variables of gender, seniority, marital status, class and educational status, and the results of the study indicate that the level of job satisfaction of teachers who participated in this study was high (Ozge Yuceloglu Keskin and Bayram 2020). The fourth article aims to find a negative and significant relationship between job satisfaction and burnout in the Langkawi area, and the results of the study showed a negative and significant relationship between job satisfaction and burnout in the Langkawi area (Zainudin and Muhammad 2021).

Qualitative research methods: in this second group there is one article that discusses the qualitative research method of Motivation and Job Satisfaction of Physical Education Teachers during the Pandemic. Kizilkaya Namli & Yucekaya, (2021). This article aims to

highlight the low job satisfaction of physical education teachers during the pandemic, and the results of the study show that most teachers stated that they did not get job satisfaction. Kizilkaya Namli & Yucekaya, (2021).

This third method focuses on descriptive research methods, which are represented by five articles with this approach. Conducting an examination of the intrinsic motivation and job satisfaction of physical education teachers, as well as other branch teachers, provides an in-depth view of the motivational factors in job satisfaction (Elif and Zekiye 2020). Conducted an in-depth analysis of the relationship between job satisfaction and organizational trust in the context of physical education and sports teachers, presenting an important link between the two elements (August 2021). The level of job satisfaction of physical education teachers and the level of burnout, discussing the impact of sports facilities in schools as a significant variable (Kroupis, Kouli, and Kourtessis 2019). Presenting the evaluation of competency and job satisfaction of physical education teachers at the university level, through a systematic review approach, opening up an understanding of the relationship between competency and job satisfaction (Yan et al. 2022).

Meanwhile, (Abós et al. 2019) examine whether the level of motivation of physical education teachers affects job satisfaction and emotional exhaustion, providing insight into the impact of motivation on the psychological and emotional aspects of these teachers. Thus, this group provides an in-depth overview of the descriptive research method in the context of job satisfaction of physical education teachers. The first article aims to investigate the intrinsic motivation and job satisfaction of physical education teachers, and the results of the study indicate that there is a positive relationship between general satisfaction and intrinsic motivation of physical education teachers (Elif and Zekiye 2020). The second article aims to find a positive and significant relationship between job satisfaction and organizational trust of physical education and sports teachers, and the results of the study indicate a positive and significant relationship between job satisfaction and organizational trust of physical education and sports teachers (August 2021). The third article aims to assess job satisfaction and burnout among Greek Physical Education (PE) teachers and investigates how school sports facilities affect their job satisfaction and burnout levels, and the results show that highly satisfactory sports facilities appear to experience lower burnout levels (Kroupis, Kouli, and Kourtessis

2019). The fourth article aims to find out how the competence of a teacher at a college level is related to professional commitment and job satisfaction, and the results of the study indicate that teaching competence can be made available to instructors, included in programs for the preparation and qualification of teachers, and trained to address the moral, financial, and social needs of physical education teachers (Yan et al. 2022). The fifth article aims to identify the motivational profile of teachers using all three forms of motivation, three forms of motivation (i.e., autonomous motivation, controlled motivation, and motivation), and the results of the study indicate that sports teachers with autonomous motivation report the most adaptive outcome patterns in job satisfaction and emotional exhaustion (Abós et al. 2019).

Overall, this review provides comprehensive insights into the various approaches and factors that influence physical education teachers' job satisfaction. In summarizing the research findings, it can be seen that physical education teachers' job satisfaction is influenced by various variables and contexts, including language, geography, and pandemic conditions.

CONCLUSION

This review has made a contribution by providing an update of the literature on Physical education teacher job satisfaction. Initially, many studies were found, but after applying the exclusion criteria, the number was reduced to 10 articles. The final results reflect that the number of studies on physical education teachers' job satisfaction is very small, and indicate the need to translate theory into educational practice, and to promote consistent research that can produce new knowledge about the real possibilities of implementation in viewing physical education teachers' job satisfaction. The results show that the types of research used in the study of physical education teacher job satisfaction are diverse, namely; quantitative, qualitative research, and descriptive. Average on study using questionnaires and interviews in data collection.

Several limitations inherent in the review have been noted. First, despite a thorough literature search, some published studies may have been overlooked due to keywords that may differ from those currently used. Second, the database used in the article search was limited to Google Scholar. Third, the article search was from more than one country, namely: Indonesia and England.

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