

Research on Job Satisfaction of Sports Special Teachers in Hebei Province

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Abstract: The status of teachers' work input is one of the core elements to improve the quality of teaching. The motivation of teachers to actively work is the satisfaction of teachers in their work. The purpose of this study is to explore the job satisfaction of the sports special post teachers in rural primary and secondary schools in Hebei Province from the perspective of demographic variables, and to expand the research field of the sports special post teachers psychology, and to further improve the sports special post teachers for the national and local governments. Policies and institutions provide a theoretical basis. Using the methods of literature, questionnaires and mathematical statistics, using SPSS22.0 statistical software, the six dimensions of basic information and job satisfaction (economic compensation, work environment, leadership management, training promotion, interpersonal relationship, work) The independent sample t test or one-way ANOVA is used to obtain the research results, and corresponding countermeasures and suggestions are proposed based on the research results.

Since the country began to implement the rural special post teacher program in the central and western regions of China in 2006, and then vigorously promoted and popularized nationwide in 2009, the "special post plan" has gone through more than ten years. During the past ten years, most of the special post teachers who were selected to work in rural primary and secondary schools for education have devoted themselves to the relatively low-quality education in rural areas, and have constructed the teachers for rural primary and secondary schools. And the education of rural primary and secondary schools has injected fresh blood from low-quality to high-quality development, which has improved the quality of rural primary and secondary schools to a certain extent. However, due to poor teaching conditions in rural primary and secondary schools, low salary and other reasons, the choice of half-way or three-year service period directly gave up a small number of special post teachers who continue to engage in rural education, and transfer to towns or suburbs. Primary and secondary schools continue to engage in education, and even a small number of teachers directly renounce their work in education and choose other industries. This shows that even if the state has issued a lot of special post teachers to introduce preferential policies, not all the special post teachers are satisfied with their own teaching in rural primary and secondary schools.

1. Related Concepts

1.1 Special Post Plan.

In 2006, the Ministry of Education, the Ministry of Finance, the former Ministry of Personnel and the Central Committee issued the "Notice on Implementing the Special Position Plan for School Teachers in the Rural Compulsory Education Stage", and jointly launched the "Special Post Plan". It is mainly to guide and encourage college graduates with fresh blood to engage in rural education, and gradually solve the problems of the total number of teachers in rural primary and secondary schools and the shortage of various disciplines and the irrational structure, so as to improve the overall quality of the rural teachers.

1.2 Special Post Teachers and Sports Special Post Teachers.

"Special Post Teacher" is the abbreviation of "Special Post Teacher in Rural Compulsory

Education Stage”. Recruited by the state's open recruitment, to the "two bases" to attack the county's rural compulsory education stage to teach college graduates.

According to the definition of "special post teacher", the "sports special post teacher" in this study refers to the requirements of teachers' qualifications and recruitment positions. After being recruited through open recruitment, they are assigned to the "two basics" in the rural primary and middle schools in Tachio County. Higher vocational teachers in physical education or other physical education majors graduated from full-time colleges and universities.

1.3 Job Satisfaction and Job Satisfaction of Sports Special Teachers.

The American psychologist Hoppock (1935) officially defined job satisfaction for the first time in his doctoral dissertation: employees' satisfaction with environmental factors in both psychological and physical aspects, that is, the subjective response of employees to work situations. .

The job satisfaction of the sports special post teachers in this study refers to the overall status of the sports special post teachers engaged in physical education in rural primary and secondary schools, and their work environment and work remuneration. Feeling is one of the most important work attitudes, and it affects the enthusiasm of sports special teachers for their work.

2. Research Objects and Methods

2.1 Research Objects.

Subject: Job satisfaction of sports special teachers in Hebei Province.

The survey respondents: the township and rural primary and secondary school sports special post teachers recruited by the 11 prefectures and municipalities under the jurisdiction of Hebei Province in 2009-2018 (n=500).

2.2 Research Methods.

2.2.1 Literature Method

Through the China Knowledge Network, the library and the data room, we can inspect the journals of the “Special Post Project”, “Special Post Teacher”, “Sports Special Teacher”, “Teacher Job Satisfaction”, etc. More than 100 articles related to books and links. Finally, sort out and summarize all relevant literature materials, carefully read and clarify the research ideas, as the theoretical basis for this research.

2.2.2 Questionnaire Survey

2.2.2.1 Survey Tools

The “Teacher Job Satisfaction Scale” compiled by Yan Xueying (2006) was used. The scale divides teacher job satisfaction into six dimensions: F1 economic compensation, F2 working environment, F3 leadership management, F4 training promotion, F5 interpersonal relationship and F6 work itself. The survey uses the Likert five-point scoring method. 1 point, 2 points, 3 points, 4 points, and 5 points represent the five levels of job satisfaction, dissatisfaction, dissatisfaction, generality, satisfaction, and satisfaction. The higher the score, the higher the job satisfaction, and the lower the score, the lower the job satisfaction.

Table 1 Total questionnaire and reliability analysis of each factor

	Total questionnaire	F1	F2	F3	F4	F5	F6
a	0.886	0.874	0.866	0.853	0.869	0.854	0.878

As can be seen from Table 1, the a coefficient of the total questionnaire is 0.886, and the a coefficient of each factor is between 0.853 and 0.878, indicating that the reliability (reliability) of the scale is high.

2.2.2.2 Investigation implementation

Through the Hebei Teacher Education Network, it was learned that from 2009 to 2018, the recruitment of special teachers in Hebei Province only involved 9 prefecture-level cities (Tangshan City and Langfang City, no poverty-stricken counties, and no teachers have been recruited for primary and secondary school sports special posts). A total of 3,067 sports post teachers were recruited in 10 years. A total of 557 questionnaires were distributed, 531 were recovered, and the recovery rate was 95%. 31 invalid questionnaires were excluded, and 500 valid questionnaires were selected, with an effective rate of 94%.

2.2.3 Mathematical Statistics

Using SPSS 22.0 software, the job satisfaction data of the sports special post teachers in Hebei Province were recorded, and the data were descriptive statistics, independent sample t-test, and one-way ANOVA.

(1)Data Processing: The valid job satisfaction questionnaires for rural special education teachers in rural primary and secondary schools in Hebei Province will be numbered (No. 1-No. 500).Then, the data of job satisfaction of teachers in rural primary and secondary schools in Hebei Province will be recorded into spss 22.0 software. In the variable view, it is divided into basic information such as number, gender, and highest degree of education, as well as questions of various dimensions of job satisfaction; after that, the data collected by the questionnaire is correspondingly entered into the data view; finally, the data is used as the original data of the study.

(2)Method application: The data of the job satisfaction of the rural special education teachers in rural primary and middle schools in Hebei Province recorded by SPSS 22.0 are analyzed. The basic analysis of the first part of the questionnaire on the job satisfaction of the rural primary and secondary school teachers in Hebei Province The information is separately tested with the six dimensions of the second part of job satisfaction and the last overall satisfaction situation, and the results of the statistics are analyzed and summarized.² The basic information of the first part of the job satisfaction questionnaire of rural primary and secondary school teachers in Hebei Province is analyzed by one-way ANOVA with the six dimensions of job satisfaction in the second part of the questionnaire, and the statistical results are analyzed. to sum up.

3. Analysis on the Differences of Job Satisfaction Demographics of PE Special Teachers in Hebei Province

3.1 Analysis of the Overall Situation of Job Satisfaction of Teachers in Sports Special Posts in Hebei Province.

According to statistics, the average score of the job satisfaction of the 500 rural primary and secondary school teachers in Hebei Province and the average scores and alpha coefficients of the six dimensions are shown in Table 2.

Table 2 Overall Satisfaction of Job Satisfaction Dimensions of Sports Specialized Teachers in Hebei Province

	Overall situation	Financial reward	working environment	Leadership management	Training promotion	Interpersonal relationship	Work itself
average value	3.31	2.86	2.84	3.44	2.96	3.99	3.57
α coefficient	0.931	0.769	0.534	0.833	0.761	0.853	0.705

From the results of statistical analysis in Table 2, the average scores of job satisfaction of teachers in rural primary and secondary schools in Hebei Province are between 2.84 and 3.99, with a mean of 3.31, which indicates that the teachers of rural primary and secondary school sports in Hebei Province The level of satisfaction with their own work in rural education has exceeded the general level, but it has not yet reached a satisfactory level. This is similar to the results of previous studies. The difference is that most of the previous research results are that teachers are least

satisfied with the “economic reward” factor, and the results of this study show that the PE teachers in rural primary and secondary schools in Hebei Province are on the “work environment” factor. The lowest ranked below 0.02 points below the “economic reward” factor. This shows that the teaching environment of rural primary and secondary schools needs to be saved and improved. A comfortable working environment is the basic condition that every employee should enjoy, and low salary is a common phenomenon in the teacher industry.

3.2 Gender Differences in Job Satisfaction of Sports Special Teachers in Hebei Province.

According to statistics, the average scores and standard deviations of the six dimensions of job satisfaction in the 500 rural primary and secondary school sports special teachers in Hebei Province are shown in Table 3

Table 3 Mean (m) and standard deviation (sd) of each dimension of job satisfaction of PE special teachers in different genders in Hebei Province

Gender	Financial reward	working environment	Leadership management	Training promotion	Interpersonal relationship	Work itself
	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD
Male	10.83±2.07**	5.54±1.32	13.61±2.01**	11.02±1.91*	15.84±1.95**	10.47±1.72
Female	11.68±2.60**	5.75±1.41	13.82±2.52**	12.18±2.35*	16.02±2.61**	10.80±1.85

The results show that there are obvious differences in the “training promotion” factors of job satisfaction in rural primary and secondary school PE teachers in different genders. The reasons are mainly related to the leadership and daily affairs of male and female sports special teachers. There is a certain relationship between processing capacity and so on; there is a very significant difference in the “economic remuneration” factor, which is mainly due to the main economic responsibilities of the male and female sports special post teachers in rural primary and middle schools in Hebei Province. It is related to the consumption level of the locality; there is a very significant difference in the “leadership management” factor, which is mainly related to factors such as the ratio of male and female sports special post teachers in rural primary and middle schools in Hebei Province, and the social status of the students; There are significant differences in the "interpersonal relationship" factor, which is mainly related to the attitude of the special sex teachers of different genders.

3.3 Differences in the Job Satisfaction of the Sports Special Post Teachers in Hebei Province in the Highest Academic Qualifications.

According to statistics, the average scores and standard deviations of the six dimensions of job satisfaction in the 500 high school education teachers in the rural primary and middle schools in Hebei Province are shown in Table 4.

Table 4 Mean (m) and standard deviation (sd) of each dimension of job satisfaction of teachers with different highest education in Hebei Province

highest education	Financial reward	working environment	Leadership management	Training promotion	Interpersonal relationship	Work itself
	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD
Specialist	11.74±2.59*	5.40±1.27**	13.81±2.48	11.97±2.25	16.35±2.40*	10.83±1.87
Bachelor	11.24±2.49*	5.83±1.44**	13.72±2.40	11.82±2.35	15.76±2.50*	10.66±1.84
Master and Ph.D.	12.09±1.38	5.74±1.14	14.00±1.24	11.43±1.80	16.22±1.35	10.52±1.12

Note: M stands for mean, SD stands for standard deviation; * represents $p < 0.05$, ** represents $p < 0.01$.

The results show that there are significant differences in the “interpersonal relationship” factors of job satisfaction in Hebei Province sports special post teachers with different highest academic qualifications, and there are very significant differences in the “work environment” factors. The particularity of the physical education curriculum determines that most of the physical education classes need to be carried out outdoors. Therefore, the working environment has an inevitable impact on physical education. Through investigation, it is found that the physical education

facilities and teaching environment of rural primary and secondary schools in Hebei Province are quite scarce and difficult. In some rural primary and secondary schools, there are only simple basketball courts or football venues. Most of the playgrounds are natural sports venues (empty mud). In the north, when there is a large rain and snow weather, it is necessary to suspend classes for a long time. There are a lot of primary schools with very poor teaching conditions and even no special sports venues. Physical education classes can only be carried out in small open spaces in front of the classroom.

3.4 Differences in the Job Satisfaction of Teachers in Sports Special Education in Hebei Province in the Nature of Teaching Schools.

According to statistics, the average scores and standard deviations of the six dimensions of job satisfaction in the 500 rural primary and middle school sports special teachers in Hebei Province are shown in Table 5.

Table 5 Mean Value (m) and Standard Deviation (sd) of Job Satisfaction of PE Teachers in Hebei Province

School nature	Financial reward	working environment	Leadership management	Training promotion	Interpersonal relationship	Work itself
	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD
primary school	11.59±2.59	5.65±1.46	13.82±2.57 ^{**}	12.19±2.36	16.07±2.57 [*]	10.80±1.91
junior high school	11.22±2.32	5.75±1.28	13.67±2.09 ^{**}	11.37±2.11	15.82±2.23 [*]	10.59±1.69

Note: M represents the mean value, SD represents the standard deviation; ^{*} represents $p<0.05$, and ^{**} represents $p<0.01$.

The results show that there are significant differences in the “leadership management” and “interpersonal relationship” factors of job satisfaction in rural primary and secondary school PE teachers in different provinces. Due to the shortage of teachers and the shortage of full-time teachers in rural primary schools, the teachers of sports special posts and the teachers of other disciplines all have the phenomenon of “teaching and not learning”, and it is necessary to serve as the head teacher for the implementation of the class system in rural primary schools. It is directly related to the promotion of teachers and salary. However, the ability of teachers of different professions, especially art teachers, to be qualified for class teaching is limited. However, due to the current status of education in rural areas, it is impossible to change. Teachers are better than primary school in terms of class, so there is a certain significant difference in the "leadership management" factor; in the "interpersonal relationship" factor, because of the environment in which primary and secondary school sports special teachers are exposed, There are certain differences in the population, so there will be some differences in interpersonal relationships.

3.5 Differences in Job Satisfaction of Sports Special Teachers in Hebei Province in Tejia Teaching Age.

According to statistics, the average scores and standard deviations of the six dimensions of job satisfaction in the 500 rural primary and middle school sports special teachers in Hebei Province are shown in Table 6.

Table 6 Mean (m) and standard deviation (sd) of each dimension of job satisfaction of PE teachers in different teaching ages in Hebei Province

Special post teaching age	Financial reward	working environment	Leadership management	Training promotion	Interpersonal relationship	Work itself
	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD
0-2	10.42±3.03 ^{**}	6.05±1.66 ^{**}	12.99±3.23 ^{**}	11.90±3.01	14.54±3.01 ^{**}	10.40±2.33 [*]
3-4	11.24±2.59 ^{**}	5.76±1.35	13.57±2.23	11.61±2.19	15.98±2.17 ^{**}	10.69±1.85
5-6	11.68±1.88 ^{**}	5.47±1.22 ^{**}	14.08±1.74 ^{**}	11.96±1.92	16.47±1.74 ^{**}	10.88±1.44 [*]
7-8	12.49±2.43 ^{**}	5.65±1.40	14.27±2.55 ^{**}	11.96±2.32	16.53±2.90 ^{**}	10.72±1.90 ^{**}

Note: M represents the mean value, SD represents the standard deviation; ^{*} represents $p<0.05$, and ^{**}

represents $p < 0.01$.

The results show that there are very significant differences in the “economic reward” factors of job satisfaction in the rural special education teachers in rural primary and middle schools in Hebei Province, mainly because the special training age is the salary level of special teachers. A direct factor, there is a certain gap between the salary levels of the special post teachers of different special posts, and the degree of satisfaction reflects the difference; there are very significant differences in the “work environment” factors, mainly with the special post teachers of different special post teaching ages. The background of life and the time and ability of adapting to the difficult teaching environment in the countryside; there are very significant differences in the factors of “leadership management” and “interpersonal relationship”, mainly with the special post teachers and leaders of different special-degree teachers. Colleagues get along with each other in ways and times.

3.6 Difference Analysis of Job Satisfaction of Teachers in Sports Specialized Posts in Hebei Province.

According to statistics, the average score and standard deviation of the six dimensions of job satisfaction in the 500 rural primary and secondary school sports special teachers in Hebei Province are shown in Table 7.

Table 7 Mean (m) and standard deviation (sd) of each dimension of job satisfaction of PE special teachers in Hebei Province

Course situation	Financial reward	working environment	Leadership management	Training promotion	Interpersonal relationship	Work itself
	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD
physical education	11.38±2.24	5.77±1.30	13.81±2.04	11.49±2.10*	15.93±2.18	10.67±1.67
other	11.50±2.64	5.63±1.44	13.75±2.59	12.08±2.40*	16.02±2.60	10.75±1.91
part time	10.25±2.36	6.00±1.41	12.25±1.26	11.75±1.26	14.50±1.73	9.50±1.73

Note: M represents the mean value, SD represents the standard deviation; * represents $p < 0.05$, and ** represents $p < 0.01$.

The results show that there are significant differences in the “training promotion” factor of job satisfaction in the rural primary and secondary school sports special post teachers in different provinces. According to the investigation, according to the implementation method of the special post policy, the newly recruited special post teachers must participate in pre-job training, and the training courses are mainly taught by senior scholars in the university. However, by consulting the courses of pre-job training in recent years, it is found that most of them are theoretical courses, and there are fewer practical courses. After the special post teacher joins the post, the local education bureau and the various teaching schools will organize the special post teachers to conduct training or study during the winter and summer vacations or on weekends, such as training at the county, city, and provincial levels, but the teachers participate in the training. Most of them are county-level training. There are fewer training places at the municipal and provincial levels. The opportunities for teachers to participate in high-level training or training are relatively uneven, so that the teachers in rural primary and secondary schools in Hebei Province are satisfied with their work. There are significant differences in the degree of training promotion factors.

4. Conclusions

The overall job satisfaction of the sports special post teachers in Hebei Province is not high, the working environment is difficult, and the low economic returns are the main factors affecting the job satisfaction of the sports special post teachers.

In the analysis of demographic variables, there is a very significant difference in job satisfaction between different special-sports teachers.

There is a serious phenomenon in the rural primary school sports special post teachers in Hebei

Province. Some teachers are not fully qualified for the courses they teach and one of the important factors affecting their job satisfaction.

5. Suggestions

Further strengthen the improvement of the working environment of sports special post teachers.

Appropriately improve the salary of sports special teachers.

Implement professional positions and strengthen professional training.

Sports special post teachers themselves should actively adjust the status of work input.

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