



## Job satisfaction among physical education teachers: A systematic literature review

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### ABSTRACT

**Background Problems:** In recent decades, physical education teacher job satisfaction has become a topic of interest in academic literature. The important role of physical education teachers' job satisfaction in the quality of teaching and its potential to influence student achievement have attracted attention. **Research Objectives:** This study aims to comprehensively analyse the level of job satisfaction among physical education teachers through a systematic review of the existing literature. **Methods:** We selected articles containing information on this topic from two databases (Scopus and Web of Science). We conducted the search according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. After the exclusion criteria, only 26 articles were categorized, all published between 2014 and 2023. **Findings/Results:** This research reveals that physical education teachers' job satisfaction has been investigated in 13 countries, with Turkey, the United States, and Greece being the main focus. Although the majority of physical education teachers expressed high levels of satisfaction, significant differences in satisfaction levels emerged between them. For example, in Slovakia and Poland, satisfaction levels were relatively low. The findings underline that administrative support, work-life balance, and economic considerations are key factors that influence physical education teachers' job satisfaction. However, in this context, money and rewards, working conditions, and the availability of resources also play an important role in determining teacher satisfaction. **Conclusion:** The findings from this study highlight the need for a deeper understanding of the diverse factors impacting job satisfaction among physical education instructors. We can develop more effective policies and practices to improve teachers' well-being and performance at both local and global levels by understanding these nuances. We suggest further investigations into job satisfaction among physical education teachers in the Asian region, particularly focusing on Southeast Asia. Additionally, exploring variables such as leadership, self-efficacy, school climate, and culture in future research can offer deeper insights into the determinants of job satisfaction.

**Keywords:** Job satisfaction; physical education; systematic literature review; scopus; web of science

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## INTRODUCTION

In recent decades, job satisfaction in education has received significant attention. Defined as a positive emotional state resulting from an assessment of one's job situation and its associated characteristics and demands (Hundito, 2015; Vouiopoulos et al., 2019), it serves as a crucial determinant of performance levels (Balga & Antala, 2022).

Rutkowska and Zalech (2015) emphasise that a high level of job satisfaction not only enhances effectiveness but also elevates the quality of tasks executed, highlighting its paramount importance in educational settings. Understanding the complex interplay between these factors is essential for developing strategies to enhance job satisfaction among teachers.

Job satisfaction significantly influences teaching quality, student outcomes, and overall school effectiveness. Satisfied teachers demonstrate heightened enthusiasm, engagement, and commitment, leading to improved student engagement, academic achievement, and a positive school environment (Harrison et al., 2023; Lopes & Oliveira, 2020). Moreover, satisfied educators are more inclined to employ innovative teaching methods, collaborate effectively with colleagues, and engage in professional development activities, fostering a dynamic learning atmosphere (Klaeijssen et al., 2018). Therefore, prioritising job satisfaction among educators is crucial not only for their well-being but also for enhancing educational institutions and promoting student success.

There are many factors that affect teachers' job satisfaction levels, such as age, seniority, education level, gender, marital status, salary, principal's attitude, physical structure, and co-workers, and can be classified as internal aspects (personality traits, feelings, and emotions) and external aspects (organisational, social, and cultural conditions and characteristics) (Dogan et al., 2018; Tajnia et al., 2014). High job satisfaction among teachers has been linked to increased overall school effectiveness (Lopes & Oliveira, 2020) and a decreased desire to leave their jobs (Karakus et al., 2019; Skaalvik & Skaalvik, 2020). Basalamah and As'ad (2021) found that job satisfaction and motivation play an important role in contributing to positive outcomes in school quality and student learning.

Teaching physical education (PE) shares many characteristics with the teaching profession in general, such as the emotional nature of the work (Petiot et al., 2023). However, teaching PE requires further and separates consideration due to the specific conditions present in the PE classroom (e.g., physical demands, PE-specific organisational circumstances) (Mäkelä et al., 2014, 2015). Physical education teachers are not only responsible for delivering sports lessons to students (Bessa et al., 2021), but also play a key role in shaping healthy attitudes and habits in the younger generation (Invernizzi et al., 2019; Polet et al., 2019). However, as with any profession, physical education teachers' job satisfaction plays a crucial role in the quality of teaching and potentially affects student achievement.

Over the past decade, empirical studies have primarily focused on exploring job satisfaction among physical education teachers (Balga & Antala, 2022; Eirín-Nemiña et al., 2020; Ješinová et al., 2014). Despite this, the literature review on this topic remains notably sparse, with previous research primarily focusing on specific psychological factors such as positive psychology (Yan et al., 2022), and professional burnout among physical education teachers (Böke & Norman, 2022). Although Richards et al. (2017) conducted a scoping review spanning from 1987 to 2016, there remains an urgent call to reassess these research findings in light of contemporary educational paradigms and the emergence of new psychological frameworks.

In this context, the urgency to further investigate physical education teachers' job satisfaction is crucial. Although empirical research has attempted to explore this topic, the in-depth literature is still limited and has not covered the entire spectrum of factors that influence it, especially in the specific context of physical education teachers. Therefore, the aim of this study is to comprehensively analyse the level of job satisfaction among physical education teachers through a systematic review of the existing literature. The research objectives and questions sought to answer the following three questions:

**RQ1.** Which countries have publicised job satisfaction among physical education teachers? **RQ2.** Are physical education teachers satisfied with their jobs? **RQ3.** What are the variables that contribute to physical education teachers' job satisfaction? We hope that, by answering these questions and achieving the research objectives, this study will provide valuable insights into the current state and future direction of job satisfaction among physical education teachers.

## **METHOD**

### **Search Strategy**

The search was initiated using the Scopus and Web of Science (WoS) databases, both considered the leading indexing systems for citations (Farid et al., 2020) and frequently visited by previous researchers worldwide (Perdima et al., 2022; Sweileh, 2020; Yang et al., 2021). The search strategy included a combination of keyword variations ("job satisfaction" OR "teacher satisfaction" OR "educator contentment" OR "instructor fulfillment" OR "teaching profession well-being" OR "pedagogical job gratification", OR "academic staff satisfaction" OR "classroom job enjoyment" OR "instructional career joy" OR "training occupation happiness") AND ("physical education" OR "physical education teacher" OR "physical education instructor" OR "phys ed teacher" OR "PE teacher" OR "sports teacher"). Commencing on January 10, 2024, the search aimed to identify articles within the last 10 years (2014-2023) that met the inclusion criteria. The search was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Shaffril et al., 2019). Additionally, PRISMA emphasises review reports that evaluate randomised trials, which can serve as a basis for reporting systematic reviews across various types of research (Sarkis-Onofre et al., 2021).

### **Exclusion Criteria**

The exclusion criteria used were as follows: (i) articles that were duplicated; (ii) articles that were not published in journals indexed in the Journal Citation Report (JCR) or Scimago Journal Rank (SJR); (iii) articles in languages other than English; (iv) journal articles with selected empirical data, meaning review articles, book series, books, and chapters in books were all excluded; and (v) this does not explicitly mention job satisfaction among physical education teachers.

### **Procedure**

Two databases, Web of Science (125 articles) and Scopus (131 articles), yielded 256 publications from the search results. After meeting the exclusion criteria, only 26 articles remained. We discarded most of the items because they did not mention job satisfaction among physical education teachers. All articles were extracted from the database and analysed through Mendeley software to remove duplicate articles.

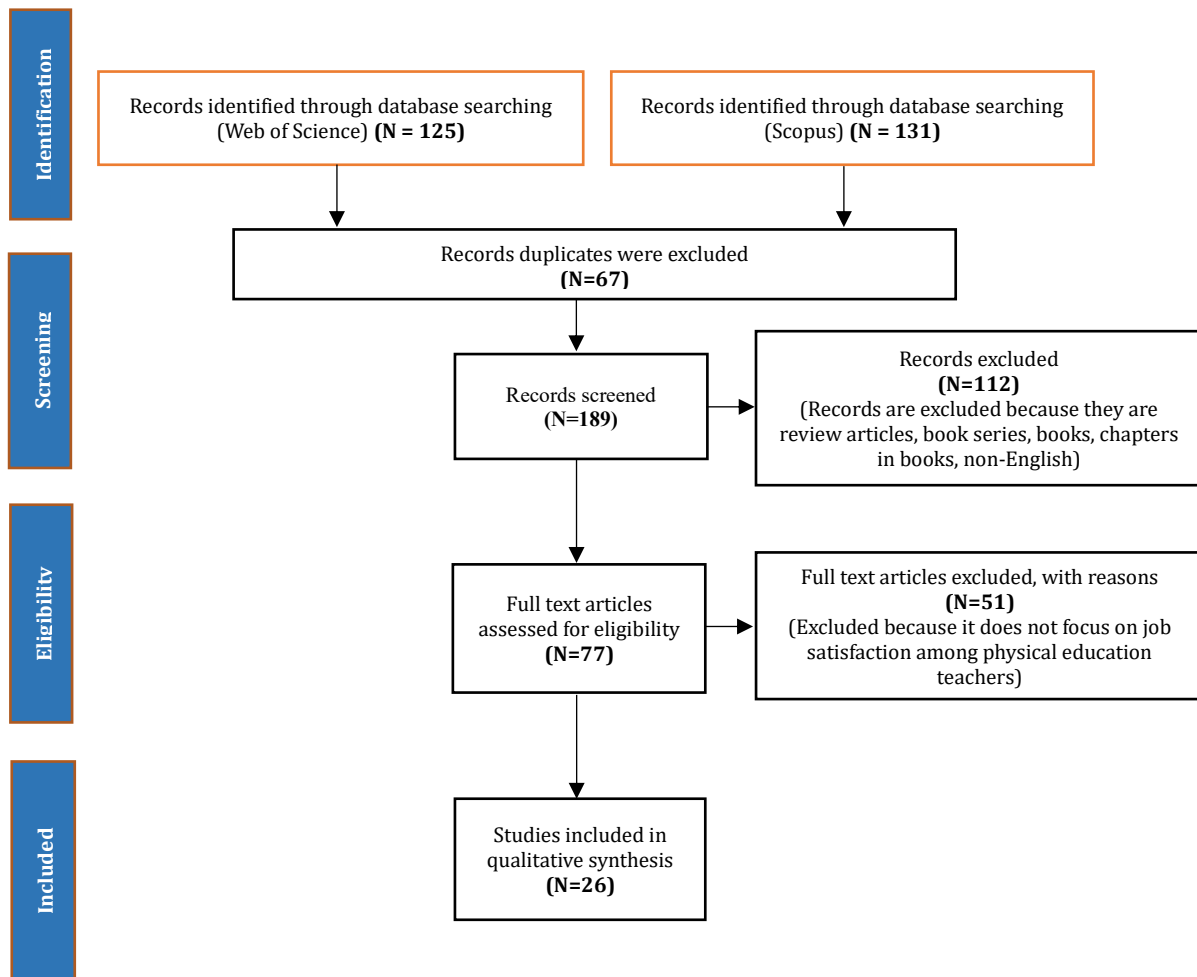


Figure 1. The Flow Diagram of the Study  
(Adapted from Shaffril et al., 2019)

**RESULT AND DISCUSSION**

The six categories listed in Table 1 (except author and year) are described and discussed in the 26 articles.

**Table 1. Summary of Job Satisfaction Among Physical Education Teachers**

| Authors and Year          | Country  | Participants                    | Methods                        | Variables  | Findings  |
|---------------------------|----------|---------------------------------|--------------------------------|--|---|
| (Sultan & Gatea, 2023)    | Iraq     | 130 physical education teachers | Quantitative (Descriptive)     | <ul style="list-style-type: none"> <li>Job Satisfaction</li> <li>Administrative Excellence</li> </ul>  | The finding of a positive correlation between variables pertaining to job satisfaction and administrative excellence.   |
| (Nascimento et al., 2023) | Brazil   | 297 physical education teachers | Quantitative (Correlation)     | <ul style="list-style-type: none"> <li>Job Satisfaction</li> <li>Quality of Life</li> </ul>            | The findings revealed a statistically significant and positive correlation between job satisfaction and quality of life when compared internally. However, it was determined that the correlation between the constructs was inadequate to establish a relationship between them. |
| (Rafeeq, 2022)            | Iraq     | 48 physical education teachers  | Quantitative (Descriptive)     | <ul style="list-style-type: none"> <li>Job Satisfaction</li> <li>Administrative Empowerment</li> </ul> | The level of administrative empowerment is high, but the level of job satisfaction is low.  |
| (Balga & Antala, 2022)    | Slovakia | 312 physical education teachers | Quantitative (Cross-sectional) | <ul style="list-style-type: none"> <li>Job Satisfaction</li> </ul>                                     | The findings suggest that job satisfaction of physical education in Slovak teachers is low.   |
| (Aygün, 2021)             | Turkey   | 146 physical education teachers | Quantitative (Correlation)     | <ul style="list-style-type: none"> <li>Job Satisfaction</li> <li>Organizational Trust</li> </ul>       | The research findings indicate that a positive and statistically significant correlation exists between job satisfaction and organisational trust.  |

| Authors and Year            | Country       | Participants                    | Methods                          | Variables   | Findings  |
|-----------------------------|---------------|---------------------------------|----------------------------------|---|---|
| (Yildiz et al., 2021)       | Turkey        | 278 physical education teachers | Quantitative (Cross-sectional)   | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> </ul>  | The result of the study showed that the job satisfaction of physical education and sports teachers in the distance education process was high level in the internal satisfaction dimension, and medium level in the external satisfaction dimension and total job satisfaction.   |
| (Kim et al., 2021)          | United States | 12 physical education teachers  | Qualitative (Interview Approach) | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> </ul>  | The findings of the current study revealed that most of the participants were satisfied while teaching APE programs and working with students with disabilities.  |
| (Duyan & Günel, 2020)       | Turkey        | 230 physical education teachers | Quantitative (Correlation)       | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Leisure Satisfaction</li> </ul>  | The study revealed a noteworthy and favourable correlation between leisure satisfaction and job satisfaction among physical education and sports teachers.  |
| (Lee et al., 2019)          | United States | 271 physical education teachers | Quantitative (Correlation)       | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Emotional Intelligence</li> <li>• Unpleasant Emotions</li> <li>• Emotional Exhaustion</li> </ul> | The findings of the study indicated a negative correlation between emotional intelligence and the occurrence of negative emotions among physical educators. In turn, unpleasant emotions were positively associated with emotional exhaustion and negatively associated with job satisfaction. In addition, emotional intelligence was negatively associated with emotional exhaustion.                                   |
| (Abós et al., 2019)         | Spain         | 107 physical education teachers | Quantitative (Cross-sectional)   | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Motivation</li> </ul>  | The findings revealed that teachers in physical education who were primarily motivated by autonomy reported the most adaptive patterns of outcomes. While there was no significant difference in job satisfaction between physical education teachers in the "autonomously controlled motivated" and "relatively autonomously motivated" groups, the former exhibited comparatively lower levels of emotional exhaustion. |
| (Papasotiriou et al., 2019) | Greece        | 120 physical education teachers | Quantitative (Descriptive)       | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Burnout</li> </ul>   | This study's findings indicate low levels of physical education teacher burnout and high levels of job satisfaction.  |
| (Vousiopoulos et al., 2019) | Greece        | 297 physical education teachers | Quantitative (Descriptive)       | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Burnout</li> </ul>   | The study's findings indicated an inverse correlation between job satisfaction and burnout; educators encounter burnout levels that are comparatively moderate, while their level of job satisfaction is relatively high.   |
| (Richards et al., 2019)     | United States | 500 physical education teachers | Quantitative (Descriptive)       | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Perceived Mattering</li> <li>• Role Stress</li> <li>• Emotional Exhaustion</li> </ul>            | According to the findings of this research, one possible strategy for mitigating tension and emotional exhaustion among educators and concurrently enhancing job satisfaction is to augment perceptions of importance.  |
| (Kroupis et al., 2019)      | Greece        | 280 physical education teachers | Quantitative (Descriptive)       | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Burnout</li> </ul>   | The finding revealed that Greek PE teachers seem to be more satisfied by work itself and supervision and dissatisfied by promotion and even more by pay while experiencing medium to low burnout.   |
| (Ciris et al., 2019)        | Turkey        | 108 physical education teachers | Quantitative (Cross-sectional)   | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Burnout</li> </ul>   | This study found a negative relationship between job satisfaction and burnout among physical education teachers.  |
| (Carraro et al., 2017)      | Italy         | 183 physical education teachers | Quantitative (Cross-sectional)   | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Burnout</li> </ul>   | Correlation analyses showed negative relationships between burnout dimensions and job satisfaction. Burnout mediated the relationships between mastery goals, self-efficacy, enjoyment, and job satisfaction, while the perceived quality of school facilities  |

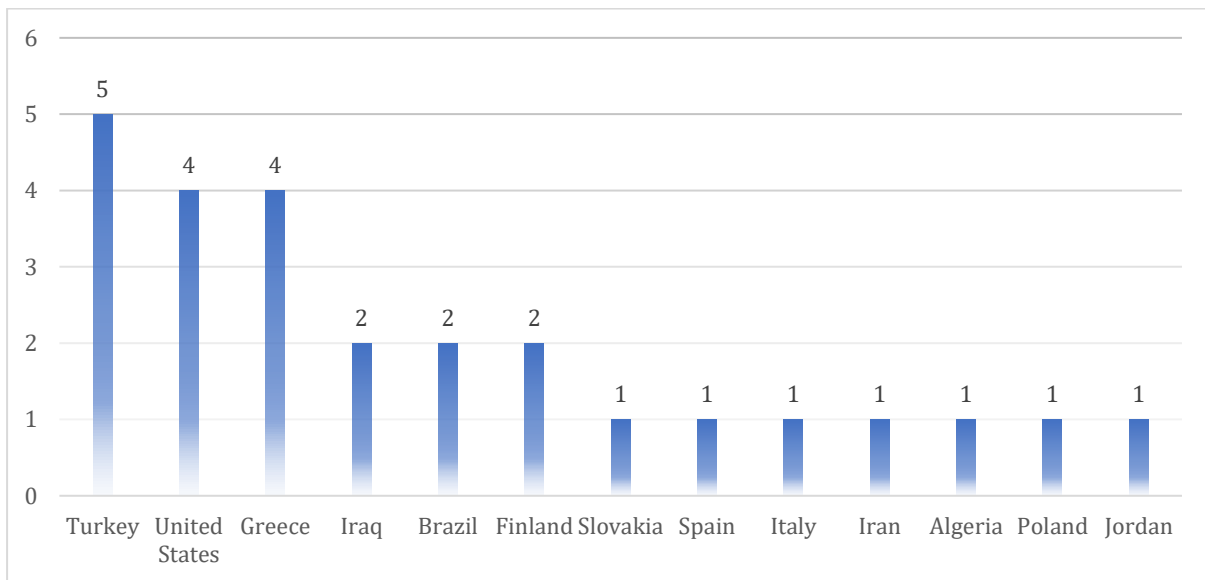


| Authors and Year                    | Country       | Participants   | Methods                                  | Variables  | Findings   |
|-------------------------------------|---------------|--|--|--|--|
|                                     |               |  |  |  | had just a direct effect on burnout.   |
| (Firoozi et al., 2017)              | Iran          | 162 physical education teachers  | Quantitative (Descriptive & Correlation) | <ul style="list-style-type: none"> <li>Job Satisfaction</li> <li>Organisational Justice</li> </ul>                             | The findings suggest a significant and positive association between the elements of organisational justice and several aspects of job satisfaction.  |
| (Giannousi & Kioumourtzoglou, 2017) | Greece        | 132 physical education teachers  | Quantitative (Descriptive)               | <ul style="list-style-type: none"> <li>Job Satisfaction</li> </ul>   | The findings validate that there were two variables that influenced the level of satisfaction among teachers in the e-learning setting: learner Internet self-efficacy and instructor attitude towards e-learning.   |
| (Baskonus et al., 2017)             | Turkey        | 108 physical education teachers  | Quantitative (Correlation)               | <ul style="list-style-type: none"> <li>Job Satisfaction</li> <li>Leisure Satisfaction</li> </ul>                               | A specific finding from this study is that the presence of sports facilities in schools has a significant influence on the leisure satisfaction level of physical education teachers, while other factors such as gender, educational status, or school type have no significant influence. In addition, this study showed a moderately positive relationship between leisure satisfaction levels and physical education teachers' job satisfaction, especially in certain dimensions such as secondary education, social, and relaxation. |
| (Mouloud et al., 2016)              | Algeria       | 100 physical education teachers  | Quantitative (Correlation)               | <ul style="list-style-type: none"> <li>Job satisfaction</li> <li>Job Performance</li> <li>Organizational Commitment</li> </ul> | The findings indicated that there was a strongly positive relationship between job satisfaction and job performance, and the same relationship between job satisfaction and organizational commitment.   |
| (Nascimento et al., 2016)           | Brazil        | 73 physical education teachers   | Quantitative (Descriptive)               | <ul style="list-style-type: none"> <li>Job Satisfaction</li> </ul>   | The findings showed that teachers were satisfied with the overall assessment and in dimensions referring to career development, autonomy, laws, regulations, and a job's social relevance, but dissatisfied with their remuneration.   |
| (Carson et al., 2016)               | United States | 3 physical education teachers  | Qualitative (Interview Approach)         | <ul style="list-style-type: none"> <li>Job Satisfaction</li> </ul>   | Data analysis resulted in three themes related to the interactions teachers experienced with people in the school: 'the kids and control,' 'our administration and marginalization,' and 'my fellow coworkers.' Each theme related to both positive and negative appraisals of the teachers' work.   |
| (Rutkowska & Zalech, 2015)          | Poland        | physical education teachers (n=22), teachers of other subjects (n=22) and students (n=22). | Quantitative (Descriptive)               | <ul style="list-style-type: none"> <li>Job Satisfaction</li> </ul>   | The analyses revealed that the subjects assess the job satisfaction of a physical education teacher at an average or low level. This assessment showed significant differences between physical education teachers and teachers of other subjects.   |
| (Mäkelä et al., 2015)               | Finland       | 1084 physical education teachers   | Quantitative (Descriptive)               | <ul style="list-style-type: none"> <li>Job Satisfaction</li> </ul>   | Findings from this study identified factors that keep PE teachers in the profession, including resources, work community, expertise, recognition of teaching, job management, students, and quality of work. The results showed that the influence of these factors varied for PE teachers with different teaching experiences.  |
| (Mäkelä et al., 2014)               | Finland       | 808 physical education teachers  | Quantitative (Descriptive)               | <ul style="list-style-type: none"> <li>Job Satisfaction</li> </ul>   | The findings of this study found that most PE teachers were considering leaving their jobs, with key factors including poor facilities and equipment and alienation from peers. For women and PE teachers aged 40 to 44, workload and stress were more significant reasons for considering leaving the profession.   |

| Authors and Year          | Country | Participants                    | Methods                    | Variables  | Findings  |
|---------------------------|---------|---------------------------------|----------------------------|--|---|
| (Altahayneh et al., 2014) | Jordan  | 166 physical education teachers | Quantitative (Descriptive) | <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Organisational Justice</li> </ul> | The findings revealed that the majority of physical education teachers were satisfied with their job in general and their perceptions about organizational justice were positive. |

**RQ1. Which countries have publicised job satisfaction among physical education teachers?**

A total of 13 countries, including Turkey, the United States, Greece, Iraq, Brazil, Finland, Slovakia, Spain, Italy, Iran, Algeria, Poland, and Jordan, have publicly disclosed the levels of job satisfaction among physical education teachers. Among these countries, Turkey, the United States, and Greece appear to be the most proactive in sharing data on physical education teacher job satisfaction. While other countries have also contributed significantly to the publication of such data, there is a need for a deeper exploration of the factors influencing teacher job satisfaction in these regions. Understanding the unique contexts and factors affecting job satisfaction across different countries can facilitate the development of more tailored and effective strategies to enhance physical education teachers' well-being and performance on a global scale. Figure 2 illustrates a comparative analysis of trends in job satisfaction levels among physical education teachers in different countries.



**Figure 2. A Comparative Analysis of Job Satisfaction Levels among Physical Education Teachers in Different Countries**

**RQ2. Are physical education teachers satisfied with their jobs?**

A variety of circumstances may influence the level of job satisfaction that physical education teachers experience. Broadly speaking, the majority of teachers in physical education express high levels of job satisfaction. In Baghdad, administrative excellence and overall performance in their respective roles significantly correlate with job satisfaction (Sultan & Gatea, 2023). Nevertheless, several studies have indicated that there are disparities in the degree of job satisfaction among physical education teachers. For example, Rafeeq (2022) conducted a study at Kirkuk University, which revealed a notable degree of job satisfaction and underscored the importance of a conducive work environment. Previous studies conducted in several nations have demonstrated that

various elements, such as social interactions, self-development, workplace autonomy, and overall job appraisal, can influence job satisfaction among physical education teachers (Nascimento et al., 2023). Nevertheless, certain elements, such as money and rewards, working circumstances, and accessible resources, can contribute to discontent (Nascimento et al., 2023; Papasotiriou et al., 2019).

However, in general, the majority of physical education teachers express high levels of contentment with their positions, particularly about their working circumstances, opportunities for professional growth, and interactions with peers (Vousiopoulos et al., 2019). Despite facing obstacles such as unfavourable societal attitudes towards the occupation and discontent with specific elements like remuneration, a majority of teachers in physical education exhibit comparatively higher degrees of job satisfaction in general (Nascimento et al., 2016; Kim et al., 2021). However, researchers have observed variations in job satisfaction levels between physical education teachers and teachers of other topics. Some studies have indicated that physical education teachers may have lower levels of satisfaction in comparison to their counterparts in core disciplines (Carson et al., 2016). Hence, the results of this systematic literature review emphasise the importance of understanding the variables that impact the job satisfaction of physical education teachers in order to cultivate a nurturing work atmosphere and improve the standard of teaching.

### ***RQ3. What are the variables that contribute to physical education teachers' job satisfaction?***

- **Administrative Excellence and Empowerment:** Research shows that strong administrative support from the school can increase teacher job satisfaction. Factors such as clarity in policies, effective communication, and opportunities to participate in decision-making can increase job satisfaction.
- **Quality of Life:** Factors that influence teachers' quality of life, such as work-life balance, social support, and a healthy work environment, can positively affect their job satisfaction.
- **Emotional Intelligence:** Teachers who have high levels of emotional intelligence tend to be better able to manage their emotions well at work, which in turn can increase their job satisfaction.
- **Motivation and Burnout:** High intrinsic motivation and low levels of burnout can contribute positively to teachers' job satisfaction. Factors such as social support, rewards, and feelings of accomplishment on the job can increase job satisfaction by influencing motivation and preventing burnout.
- **Leisure Satisfaction:** Satisfaction in leisure time or activities outside of work can also have an impact on teachers' job satisfaction. Having time to do preferred activities outside of work can improve overall well-being and satisfaction.
- **Perception of Mattering:** Teachers who feel that their work has meaning and makes a valuable contribution to educational goals tend to have higher levels of job satisfaction.
- **Role Stress and Job Performance:** Factors such as an unbalanced workload, role conflict, and a lack of organisational support can cause stress and lower job satisfaction. Conversely, improved job performance and strong organisational support can increase job satisfaction.



- **Organisational Justice, Commitment, and Trust:** Perceptions of organisational justice, level of commitment to the organisation, and level of trust in management can also affect teachers' overall job satisfaction.



**Figure 3. Variables that Contribute to Job Satisfaction for Physical Education Teachers**

The goal of this study was to conduct a comprehensive analysis of job satisfaction levels among physical education teachers using a systematic assessment of the available literature. The results of this study reveal some important findings in the context of physical education teacher job satisfaction. Only 13 countries participated in this study, with Turkey, the United States, and Greece dominating. Furthermore, the majority of physical education teachers express high levels of job satisfaction (Altahayneh et al., 2014; Sultan & Gatea, 2023; Vousiopoulos et al., 2019), although there are disparities in satisfaction levels among them. It is relatively low, as is the case among physical education teachers in Slovakia (Balga & Antala, 2022) and Poland (Rutkowska & Zalech, 2015). Physical education teachers' job satisfaction can vary based on factors such as school size, job security, interactions with students and colleagues, working conditions, salary, and prospects for advancement (Carson et al., 2016).

In this context, the importance of administrative support and the granting of autonomy in improving teachers' job satisfaction has come to light (Sultan & Gatea, 2023). When teachers feel supported by the school administration and have the opportunity to

participate in decision-making, their tendency to feel more satisfied with their jobs increases (Rafeeq, 2022). Additionally, Nascimento et al. (2023) highlight the importance of work-life balance and teachers' quality of life. Teachers who are able to achieve a good balance between work tasks and personal needs and feel strong social support tend to show higher levels of job satisfaction (Franco et al., 2023). However, in this context, factors such as money and rewards, working conditions, and the availability of resources also play a role in determining the level of teacher satisfaction (Nascimento et al., 2023; Papisotiriou et al., 2019). A number of findings (Admiraal, 2023; Casely-Hayford et al., 2022) support this by highlighting the important role of money and rewards, working conditions, and access to resources in influencing teacher job satisfaction.

Various studies have revealed variables that play a role in improving physical education teachers' job satisfaction. Studies have demonstrated the positive impact of effective school administration, including policy clarity, opportunities for participation in decision-making, and consistent emotional support from school management (Rafeeq, 2022; Sultan & Gatea, 2023). Furthermore, factors that influence teachers' quality of life, such as work-life balance, social support, and a healthy work environment, can positively influence their job satisfaction (Nascimento et al., 2023). Research also shows that teachers with high emotional intelligence tend to be more satisfied with their jobs (Lee et al., 2019). In addition, factors such as strong intrinsic motivation (Abós et al., 2019) and perceptions of organisational justice also have significant contributions to increasing physical education teachers' job satisfaction (Firoozi et al., 2017; Richards et al., 2019). We can devise effective strategies to improve the job satisfaction of physical education teachers and, ultimately, enhance the overall quality of education by deeply understanding these factors.

However, the context of job satisfaction for physical education teachers has not addressed certain variables. For example, research has shown that effective leadership in the school environment has a significant influence on teacher job satisfaction (Angwaomaodoko, 2023; Hashim et al., 2023; Mohammad, 2023). In addition, school climate also plays a major role in improving teacher job satisfaction, as revealed by research by (Zholchieva et al., 2023). In this context, self-efficacy is also an important variable, as a study by Aldridge and Fraser (2016) showed that teachers' level of self-efficacy can affect their level of job satisfaction. Finally, school culture also needs to be considered, as stated by Abdulahi (2020). By identifying and strengthening positive values in the organisational culture, more holistic strategic measures can be designed to improve physical education teachers' job satisfaction and optimise the overall quality of education. By taking these additional variables into account, future research can provide deeper insights into the factors that influence physical education teacher job satisfaction.

This study offers valuable insights into physical education teachers' job satisfaction. However, a number of limitations must be considered. Firstly, this study restricted itself to a literature analysis, potentially including only published studies. This raises the potential for bias in data collection and interpretation as it uses data from previous studies. Furthermore, this review limited its database use to Scopus and Web of Science. One alternative interpretation of these results is that factors influencing physical education teachers' job satisfaction may vary depending on regional and cultural contexts. While these findings provide a general overview, there may be additional factors that need to be considered in specific contexts. By considering these limitations, we can gain a deeper understanding of the complexity of factors influencing physical education teachers' job satisfaction and the implications for the development of more effective policies and practices to improve teachers' well-being and performance in this area. We recommend extending research on physical education teacher job satisfaction to Asian

regions, including Southeast Asia. We need to address the lack of studies covering Southeast Asian countries as a limitation. By conducting research involving this region, we can gain a more holistic understanding of the factors that influence physical education teachers' job satisfaction in different regional contexts, aiding in the development of more targeted policies and practices in Southeast Asia.

## CONCLUSION

This study delivers a thorough examination of job satisfaction among physical education teachers worldwide, shedding light on how contextual differences influence their happiness and underscoring the pivotal role of administrative support, work-life balance, and economic factors in shaping satisfaction. Moreover, it pinpoints research gaps in Southeast Asia, underscoring the urgency for more in-depth investigations to steer future studies. By delving into variables like leadership, self-efficacy, school climate, and culture, forthcoming research can unveil deeper insights into the factors driving job satisfaction. Ultimately, this research enriches our comprehension of physical education teachers' job satisfaction, advocating for more impactful policies to enhance their well-being and performance both locally and globally. This study significantly contributes to our understanding of job satisfaction among physical education teachers through a comprehensive review of existing literature.

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## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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