Physical Education Job Satisfaction in Wisconsin
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ABSTRACT
There has been an increase in teacher shortage and a high attrition rate of teachers in the state of Wisconsin. The purpose of this study was to investigate job satisfaction for physical education teachers in Wisconsin. The research focused on the correlations in between themes (such as teaching, professional development, coaching, student relations, work load, coworkers, salary/benefits, administration, parents, resources) and teachers’ job satisfaction. One hundred eighty-four Wisconsin physical education teachers participated in the study. Each participant took a 51 question Qualtrics online survey. All questions were assigned to one of the ten themes. The survey only took the survey one time, and took them 10-20 minutes. A bivariate correlation test was used to analyze correlation between the themes and overall job satisfaction. There were moderate correlations between administration (r=.58), coworkers (r=.43), and student relations(r=.42). Participants indicated that having ample support from administration, caring co-workers, and positive relationships with students have a positive impact on their positive job satisfaction. Based on the open-ended questions, participants expressed their dissatisfaction related to Act 10 and Governor Walker. We should continue to support teachers, create caring and positive work environments, which may help with Job satisfaction and this could contribute to lowering attrition rate and reduce the teacher shortage in Wisconsin.

INTRODUCTION
• Many states around the country including Wisconsin have faced a significant teacher shortage in recent years
• According to A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S., less than a third of these teachers who are leaving because of retirement, (Sutcher, Darling-Hammond, Carver-Thomas, 2016).
• Themes that were looked at included; teaching, administration, salary/benefits, parents, student relations, workload, resources, professional development, co-workers, and coaching.

METHODS
SUBJECTS
The participants for our study are K-12 Physical Education teachers in Wisconsin. Initially this survey was sent out to 787 Physical Education Teachers in Wisconsin. Out of the sample size 199 teachers responded. All subjects were K-12 Physical Education teachers in Wisconsin. Either part-time or full-time in public schools along with part health education, part PE professionals.

INSTRUMENTATION AND TESTING
• Our study was an adoption of the Mäkelä, Hirvensalo and Whipp (2014) article, which utilized a five choice format, that rated level of agreeability. Survey questions were modified from their questions
• Qualtrics was utilized to compose the PE job satisfaction survey. This instrument is able to track responses for all of the participants as well as the progress of participants throughout the survey.
• The Qualtrics Survey is composed of 51 questions which will be both multiple choice, and open-ended. The content of the open-ended questions included comments about their own specific benefit package and how the teachers would categorize their satisfaction. The survey will roughly take 10-20 minutes.

RESULTS
QUANTITATIVE
• A Bivariate Correlation was used to observe the type of correlation that the themes had on overall job satisfaction.
• The 3 highest correlated themes were: Administration and overall job satisfaction (r=.58)
• Non-PE had a correlation (r=.47)
• Student relations also had a moderate correlation to overall job satisfaction (r=.42)

QUALITATIVE
Teachers were asked to express what satisfied and dissatisfied them at work, common themes that were discovered that influenced either job satisfaction or dissatisfaction include Act 10, Governor Walker, retirement packages, and the idea of doing extra work that is unrelated to teaching, some comments included:
• “It [salary and benefits] is OK, but not where it was when I started. I understand that we do not get paid what I feel is needed, but I always felt that with our retirement fund and good benefits it was [pre-Act 10] good. Now (post-Act 10) our insurance packages have continuously been costing us more, without adequate pay increases, I feel that teachers have taken a huge step back.”
• “Currently they [salary and benefits] are OK. I fear what the future will bring.”
• “Love the students, love the subject matter, love my colleagues...I do not like the “extras” we are asked to do. These (paperwork & computer time) take away too many face-to-face minutes from our students. Just let me teach!”

SUMMARY
From the findings it was found that administration, professional development, student relations, coworker relationships and resources contributed to the highest contributors to overall job satisfaction and dissatisfaction. One negative correlation from the findings was teaching. It was a life-changing experience and as researchers, the goal of this paper is to show what could be some possible causes to overall physical education teaching satisfaction or dissatisfaction. The hope is that physical education teachers can read this and begin to understand that they are not alone with the benefits or struggles of being a physical education teacher in the state of Wisconsin. With this information, researchers believe that PE teachers can take this information and can then on their own look to see how they can improve their job satisfaction so that children can continue to have PE as a part of their curriculum and they can also continue to have a pleasant experience with qualified individuals who enjoy coming in everyday.

REFERENCES

Table I Pearson Correlation Coefficients between Identified Themes and Overall Job Satisfaction (N = 199)

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<th>Theme</th>
<th>Overall</th>
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<th>PD</th>
<th>T</th>
<th>SB</th>
<th>P</th>
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<td>Key: Overall = How would you rate your overall job satisfaction on a scale of 1-10 (1-Extremely dissatisfied, 10-Extremely satisfied). Ad = Administration PD = Professional Development T = Teaching SB = Salary and Benefits P = Parents W = Workload R = Resources PCW = PE-Co-workers NCW = Non-PE-Co-workers CW = Coworkers C = Coaching</td>
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**. Correlation is significant at the .01 level (2-tailed).
* . Correlation is significant at the .05 level (2-tailed).