

Kasper Mäkelä

PE Teachers' Job Satisfaction, Turnover, and Intention to Stay or Leave the Profession



STUDIES IN SPORT, PHYSICAL EDUCATION AND HEALTH 208

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UNIVERSITY OF JYVÄSKYLÄ

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ABSTRACT

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Finnish summary

Diss.

The purpose of this study was to assess Finnish PE (physical education) teachers' job satisfaction, turnover, intention to leave the profession, and profession. Reasons behind the turnover or intention to leave were also determined. In addition, reasons for job satisfaction and retention in the profession were measured.

Data was obtained from the PE teachers' job and education satisfaction project, which was undertaken in the Department of Sport Sciences. This study was aimed at PE graduates from the University of Jyväskylä between 1980 and 2008. Overall, the target group included 1480 PE graduates. Two structured questionnaires were sent to this group. The first questionnaire was directed at those who were teaching PE and the other for those who were working in some other profession. A total of 1084 PE graduates answered the questionnaire.

Approximately 76% of respondents were working in the PE teaching profession, while 23% were working in some other profession and 20 respondents were retired. Of those who were working in the PE teaching profession, 79.5% were either satisfied or very satisfied with their jobs. However, 39% of the PE teachers identified an intention to leave the profession. A Mann-Whitney test revealed that workload and stress factors influenced women more than men in their intention to leave. Intentions to leave were highest among those who had been working 16 to 20 years as a PE teacher. Of those who had changed their profession, 44% were still working in school-related professions (*movers*), while 56% were working outside of a school context (*leavers*).

A *t*-test comparison between men and women with revealed that rushed and tight schedules, poor working conditions, and physical workload influenced women more than men in their decision to leave. For men, lack of collegial interaction was more of a driver to leave than for women. Only a quarter of former PE teachers said that they had any intention to return to PE teaching. Logistic regression analysis revealed that good working conditions, well-organized teaching, and respect are important factors for satisfaction and retaining PE teachers in the profession. It was also found that physical workload should be taken into consideration for older PE teachers, especially female PE teachers.

An understanding of factors that can cause job dissatisfaction and intention to leave is important for reducing PE teacher turnover and improving the quality of the work life of PE teachers. Retaining qualified PE teachers in the profession is essential for offering quality PE for pupils.

Keywords: PE teachers, job satisfaction, turnover, attrition, area transfer, retention, intention to leave

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Jyväskylä 10.8.2014

Kasper Mäkelä

TABLES

TABLE 1	Questionnaire responses of PE graduates from 1980-2008 (<i>N</i>) in Articles I-IV and summary.....	36
TABLE 2	Age and teaching experience of different groups of the study (<i>M</i> , <i>SD</i>) and <i>p</i> -value.....	41
TABLE 3	Comparison of factors and individual items between gender and novice and experienced teachers (<i>t</i> -test with Bonferroni correction)	43
TABLE 4	Logistic regression models for beginning and experienced PE teachers' intention of staying in the profession. Background variables, commitment, job satisfaction and its factors, odds ratio (OR) and 95% confidence interval (95% CI)	45
TABLE 5	Percentage of respondents who identified followed items as reasons to consider leaving the profession	46
TABLE 6	Former PE teachers' current job - <i>movers</i> (%).....	47
TABLE 7	Former PE teachers' current job - <i>c leavers</i> (%)	47

FIGURES

FIGURE 1	Framework of the study.....	34
FIGURE 2	Teaching experience of former PE teachers, men, women and total (%).....	48
FIGURE 3	PE teachers' career cycle.	54

LIST OF ORIGINAL PUBLICATIONS

The present thesis is based on the following original articles, which are referred to in the text by their Roman numerals.

- I Mäkelä, K., Hirvensalo, M., Palomäki, S., Herva, H. & Laakso, L. 2012. Liikunnanopettajaksi vuosina 1984–2004 valmistuneiden työtyytyväisyys. *Liikunta & Tiede*, 49, (1), 67–74.
- II Mäkelä, K., Hirvensalo, M., Laakso, L. & Whipp, P. 2013. Physical education teachers in motion: An account of attrition and area transfer. *Physical education and Sport Pedagogy*. Accepted for publication.
- III Mäkelä, K., Hirvensalo, M., & Whipp, P. 2014. Should I stay or should I go? Physical education teachers' career intentions. *Research Quarterly for Exercise and Sport*. Accepted for publication.
- IV Mäkelä, K., Hirvensalo, M., & Whipp, P. 2014. Determinants of PE teachers' career intentions. *Journal of Teaching in Physical Education*. Submitted for publication.

ABBREVIATIONS

ANOVA	Analysis of variance (univariate)
CI	Confidence interval
<i>d</i>	Cohen's <i>d</i>
df	Degree of freedom
F	F ratio
<i>M</i>	Mean
<i>N</i>	Number in a subsample
OR	Odds ratio
PE	Physical education
PETE	Physical education teacher education
r^2	Pearson product - moment correlation squared; coefficient of determination
<i>SD</i>	Standard deviation

CONTENTS

ABSTRACT

ACKNOWLEDGMENTS

LIST OF ORIGINAL PUBLICATIONS

TABLES AND FIGURES

TABLE OF CONTENTS

1	INTRODUCTION	11
2	PHYSICAL EDUCATION TEACHERS' JOB	13
	2.1 Special characteristics of PE	15
	2.2 Teacher career choice and career alternatives	15
3	JOB SATISFACTION	17
	3.1 Job satisfaction in teaching profession.....	17
	3.1.1 Teachers' feelings of competence.....	18
	3.1.2 Administrative control	19
	3.1.3 Organization culture.....	19
	3.1.4 Demographic variables and school type.....	20
	3.2 Factors that are causing job dissatisfaction.....	22
4	TEACHERS CAREER INTENTIONS.....	24
	4.1 Stages of teacher career.....	24
	4.2 Conceptual models of teachers career intentions	26
	4.3 Turnover.....	26
	4.3.1 Teacher characteristics.....	28
	4.3.2 Working environment	29
	4.3.3 Affective responses to work	30
	4.4 PE teachers' turnover	31
5	AIM, FRAMEWORK OF THE STUDY, AND TASKS OF THE STUDY	33
6	METHODS	35
	6.1 Participants	35
	6.2 Questionnaire	36
	6.2.1 PE teachers questionnaire	36
	6.2.2 Former PE teachers questionnaire	37
	6.2.3 Shortened version of the questionnaire	38
	6.3 Data analysis.....	38
	6.4 Reliability and validity.....	40
7	RESULTS	41
	7.1 Present PE teachers.....	42
	7.1.1 Job satisfaction	42

7.1.2	Intention to stay in the profession	44
7.1.3	Intention to leave the profession.....	45
7.2	Former PE teachers.....	47
7.2.1	Reasons to leave.....	48
7.2.2	Benefits in the new profession.....	49
7.2.3	Other reasons for turnover	49
7.2.4	Intent to return to PE	50
8	DISCUSSION	51
8.1	Present PE teachers.....	51
8.2	Former PE teachers.....	55
8.3	Limitations.....	58
8.4	Future considerations.....	59
	YHTEENVETO.....	61
	REFERENCES.....	65
	APPENDICES.....	83

1 INTRODUCTION

Traditionally it has been thought that teachers' careers begin in the university with pre-service teacher education and continue with in-service teacher education, eventually ending in retirement (Christensen & Fessler, 1992). In PE (physical education) there may be a preliminary socialization phase via participation to sport and physical activities (Laakso, 2006; Lawson, 1986). Nowadays, however, teachers' careers are more varied and teaching careers are formed in different stages. In addition, teachers develop differently and have different skills, attitudes, knowledge and behaviours during their work-life cycle (Woods & Lynn, 2001). Over their career, teachers face different incidents and challenges that may influence motivation and job satisfaction (Day & Gu, 2009).

In the PE teaching profession, the most common reason for job satisfaction is working with young people (Moreira, Sparkes & Fox, 1995; Macdonald, 1999b). Good working conditions and administration, the job itself, organization as a whole (colleagues, etc.), persistence of regular physical activities, and job security are also identified as common sources of satisfaction among PE teachers (Bizet, Laurencelle, Lemoune, Richard & Trudeau, 2010; Koustelios, Theodorakis & Goulimaris, 2004; Moreira, Fox & Sparkes, 2002). On the other hand, PE teachers are dissatisfied with pay, opportunities for promotion, lack of status, and workload (e.g. Koustelios et al., 2004; Kougioumtzis, Patriksson & Stråhlman, 2011; Macdonald, 1999b; Moreira et al., 1995; Shoval, Erlich & Fejgin, 2010). PE teachers in Finland have a comparable standing to teachers of other subjects; the salary is same, even though there are more lessons to teach. However, the non-academic status of the subject lowers the relative prestige of PE (Heikinaro-Johansson & Telama, 2005). If a person feels more dissatisfying moments than satisfying ones and finds his or her job unfulfilling and unchallenging, that person may decide to leave the profession.

Job satisfaction is closely linked to commitment to the organization; conversely job dissatisfaction is a predictive factor of an intention to leave the profession (Dupré & Day, 2007; Nagar, 2012). An intention to leave may be a consequence of emotional exhaustion, burnout, depersonalization, or feelings of low personal accomplishment in the teaching profession (Goddard & Goddard,

2006). If these feelings are unbearable or a continual source of stress, factors related to turnover intentions may increase. Teachers may also face alternative employment opportunities that can eventually have an influence on turnover decisions (Chen, Ployhart, Thomas, Neil, & Bliese, 2011).

In recent decades, teacher turnover has been identified as a major concern in educational research and policy analysis, because it causes instability in the teaching force and impacts negatively on teaching organizations (Harris & Adams, 2007). In the literature, former teachers are divided either as *movers* (still working in school-related positions) or *leavers* (working outside of a school context) (Boe, 2007, 19). Even though there is a large body of research related to teacher turnover, far too little attention has been paid to PE teachers' turnover. The only extensive research in this area is from Australia (1994), which suggests that only 37% of degree-holding PE teachers there were working as a PE teacher five years after their graduation (Macdonald, Hutchins & Madden 1994). PE teachers' career pathways are varied, but certain directions are common for PE teachers. Administrative posts are identified in many studies as a good option and a natural way to get promoted (Bizet et al., 2010; Macdonald et al., 1994; Moreira et al., 1995; Sum & Dimmock, 2013).

In addition to having common challenges with the teaching profession on the whole, PE has some unique aspects that may cause dissatisfaction or challenges to performing the work. These include, for example, physical workload, isolation, marginalization of the subject, and lack of facilities or equipment (Bizet et al., 2010; Macdonald, 1995; Parker, Patton & Tannehill, 2012; Shoval et al., 2010; Kougioumtzis et al., 2011).

In Finland, there is a lack of information about PE teachers' careers, career intentions and job satisfaction. There is also a gap in the literature about aspects that put a strain on PE teachers' work (and hence may have an influence on the quality of PE teachers work life. Even though there is a plethora of literature about teacher turnover including quantitative research, there is no study concentrated on PE teacher turnover. This study provides information about PE teacher turnover and their career intentions, present job and job satisfaction. Because of the large sample, this study provides an overview of the situation in Finland.

2 PHYSICAL EDUCATION TEACHERS' JOB

Being a teacher today requires a well-prepared person with a great range of knowledge about people, society and history, to name but a few areas. Teachers face the challenges of the emerging post-modern world, the knowledge society. The knowledge society expects more collaboration between teachers and colleagues, society and parents. Increased national standards for pupil attainment with regular testing have increased pressures and demands for teachers. (Hargreaves, 2003, 127-134; Sachs, 2001.) Alongside these, teachers face other post-modern features, like the breakdown of traditional families, growing multicultural diversity and increased numbers of disaffected youth (Day, 1999, 184, 194; Hargreaves, 2003; Sandford, Armour & Warmington, 2006). Furthermore, the authority and autonomy of teachers is not as great as it used to be (Hargreaves, 2003; Syrjäläinen, 2002, 98). In the future, people will have to make difficult choices, because of the increasing complexity of societies and consequently, their inherent dangers. In such a world, teachers will have to possess an acute sense of pedagogy to guide their students toward wise moral, ethical and political decisions (Fernández-Balboa, 2003). Alongside these, PE teachers are trying to influence students' decisions that will have a bearing on lifelong physical activity (Green, Smith & Roberts, 2005). Even though school is changing and brings new challenges, the greatest challenges for PE teachers may be low levels of physical activity, increased tendencies towards a sedentary lifestyle, an "obesity crisis" and polarization of fitness among children and youth (Brewer, Luebbers & Shane, 2009; Evans, Davies & Wright, 2004, 68-69; Huotari, Nupponen, Laakso & Kujala, 2010). These changes demand more differentiated teaching approaches for pupils.

Even though there may be variances in the requirements for PE teachers in different countries, it could be supposed that PE teachers everywhere are expected to have an ability to teach (e.g. demonstrate, organize, motivate and provide useful tips) a wide range of physical activities (Capel & Katene, 2000; Dowling, 2011; Metzler, 2005, 129). Moreover, PE teachers need to also be experts in human well-being (Heikinaro-Johansson, Lyyra & McEvoy, 2012). Nowadays, PE teachers are expected to be ethically caring, able to treat pupils

fairly and equally, reflective and co-operative in their jobs (Dowling, 2011). Good social interaction skills, emotional understanding and sensitiveness to the uniqueness of their learners are also essential for PE teachers (Klemola, Heikinaro-Johansson & O'Sullivan, 2013; O'Sullivan & Panayiotis, 1994). Because different students have unique needs and skills, it is essential to be able to deliver varied tailored styles of teaching to students (Whipp, Taggart & Jackson, 2014). The knowledge needed in PE teaching is complex. PE teacher need a range of pedagogical content knowledge, which can be divided into subject knowledge, pedagogical knowledge, curricular knowledge, knowledge of students' understanding, knowledge of the purposes of teaching and general pedagogical knowledge (Amade-Escot, 2000). It should be kept in mind that PE not only includes skill acquisition and performance. PE is an opportunity to educate children (e.g. social and moral responsibility) and promote personal growth, social skills and a healthy lifestyle (Laker, 2002). Along with teaching, different kinds of tasks are a notable part of the profession (for example organizing recreation days for the school) (Heikinaro-Johansson, 2001). In addition, the role of PE teacher may be expanding to embrace achievement of broader educational objectives. These may include whole school approach improvement, community development and affecting personal behavioral and attitudinal change (Hardman, 2011). In the teachers' profession, one has to be also a pedagogue, instructor, trainer or coach.

In the daily teaching profession, a PE teacher organizes teaching situations (for example grouping of pupils). Depending on skill and ability level and numbers of pupils, a teacher chooses the right teaching styles (Green, 2008a, 219). A PE teacher has to take into account possible obstacles to participating in the teaching and also must include children with special learning needs (Heikinaro-Johansson et al., 2012). Some pupils may have awkwardness with their bodies (Green, 2008b, 145), and the PE teacher needs to be able to assess the situation and proceed in an appropriate educational manners (Varstala, 1996, 15). A PE teacher should ensure the students' physical and emotional safety, as well as show approval to every student, regardless of the level of the pupil's skills. In addition, a teacher must act equitably, setting limits and especially providing a possibility to learn, so that students may receive successful and different kinds of experiences in the field of sports. One prerequisite for learning is a positive learning environment. If the learning environment is positive, every pupil can feel that he or she can succeed and that it is normal to experience some failures as well (Hakala, 1998; Heikinaro-Johansson, 2001).

In Finland, the PE teacher's aim is to promote pupils' healthy and physically active lifestyle and to help pupils understand how to achieve and maintain health-enhancing levels of physical activity. Time allocation for students aged 7-16 is two 45-minute lessons per week and classes are generally organized in separate groups (Finnish National Board of Education, 2004, 302; Heikinaro-Johansson, et al., 2012; Heikinaro-Johansson & Telama, 2005). In addition, between fifth and ninth grades, there are optional subjects in school, and PE can be included in these studies. However, instead of the National curriculum, local

curricula define the amount of PE hours (Finnish National Board of Education, 2004, 253).

There are also some special characteristics in PE in Finland. For example, PE as a school subject has maintained quite a high status over the years. Also, there is no official inspection or monitoring of PE. Furthermore, unlike in many other countries, PE teachers' in Finland have a Master's degree (five years of full-time study). For most PE teachers in Finland nowadays, this also includes studies in health education (Heikinaro-Johansson et al., 2012).

2.1 Special characteristics of PE

Every school subject has special characteristics. Within the educational process, PE offers certain features and characteristics that are not represented by any other learning or school experience (Hardman, 2011). One of these unique aspects is the fact that PE is only subject where one of the tasks is to influence individuals' physical well-being and healthy lifestyle (Hardman, 2011; Laakso, 2002). Also, the working environments differ from those of the traditional classroom. Moreover, displays of emotions and formation of social situations are more natural in PE. Through cooperative learning and different kinds of group exercises, pupils also learn social skills in PE (Dyson, 2001; Laakso, 2002).

PE is a very functional subject, where the main "tool" is one's own body. PE is very public, and thus it is a visible arena for both girls and boys (Clarke, 2006). Some pupils feel this kind of open display of abilities rewarding, while others have negative feelings. This is true especially among teenage girls, who face conflicts with "desirable and appropriate female and feminine appearance" (Clarke, 2006; Gorely, Holroyd & Kirk, 2003). Appreciation of physical capability and sportiveness also creates some specific characteristics for PE, which can have an influence on pupils' self-image and self-esteem (Green, 2008b, 145; Hakala, 1998).

The ethical, emotional and social aspects of PE are different from those of other subjects. In competitive sports (particularly team games) pupils learn morality and self-discipline (Green, 2008b). Such sports may also increase pupils' perseverance, solidarity, fairness, and courage (Green, 2008b, 10; Hardman, 2011). Encouraging and spurring on of teammates increases team spirit, while inclusion of pupils with disabilities increases approval of others (Heikinaro-Johansson & Kolkka, 1998, 23; Laakso, 2002).

2.2 Teacher career choice and career alternatives

The past 30 years have seen an increase in research exploring the motivation of those who have decided to become a schoolteacher. In these studies, reasons for entering the profession can be divided into three main areas: altruistic reasons,

intrinsic reasons and extrinsic reasons (Kyriacou & Coulthard, 2000). Perhaps the most influential are altruistic reasons: to work with children, to contribute to society by educating children, and to shape the future (Watt & Richardson, 2007; Young, 1995). Intrinsic reasons include the nature of the teaching profession: having autonomy, being creative, learning new things every day, using knowledge about the subject-matter, and expertise (Young, 1995). Extrinsic reasons include monetary and other benefits that encourage one to enter the teaching profession. In particular, linking work and family life is easier in teaching the profession. Working hours and vacations are ideal for having a family (Young, 1995; Watt & Richardson, 2007) and job security in the teaching profession more or less ensured (Watt & Richardson, 2007).

Alongside those common reasons to enter the teaching profession, previous teaching experiences may be a driver to pursue it as a career. Some teachers see teaching as an intellectually demanding and cognitively stimulating career (Watt & Richardson, 2007). According to Hirvensalo and Palomäki (2006), in Finland PETE applicants' inner motivation and the good image of the PE teacher profession were the key factors for selecting the PE teacher program. In Finland, teaching PE is a popular profession. Only 5% of applicants get a place at the university (Heikinaro-Johansson & Telama, 2005).

3 JOB SATISFACTION

Job satisfaction is one of the most researched variables in the field of organization psychology. According to Spector (1997, 2) there are thousands of studies related to the job satisfaction. Because of the wide range of studies related to the job satisfaction, it has been difficult to define the term 'job satisfaction'. Maybe the most used definition is Locke's (1976, 1300), according to which job satisfaction refers to "*a pleasurable or positive emotional state resulting from appraisal of one's job or job experiences*". Twenty years later, Spector (1997, 2) offered an even simpler version: job satisfaction is "*the extent to which people like ... their jobs.*" In this study job satisfaction is viewed as a positive emotional state resulting from one's job or job experience. Even though there is a plethora of studies related to job satisfaction there is relatively sparse literature on teachers' job satisfaction (Evans, 1998, 3). Working with children distinguishes the teaching profession from any other profession (Cockburn, 2000), and that is why the job satisfaction of teachers should be investigated even more thoroughly. Moreover, job satisfaction includes conflicts and tensions that should be taken into account. The same aspects may deliver job satisfaction and dissatisfaction. For example, pupils or colleagues and teachers face different situations differently (Rots, Kelchtermans & Aeterman, 2012).

3.1 Job satisfaction in teaching profession

In the field of education, research conducted on job satisfaction has revealed both consequences and antecedents. There are five main consequences (retention, attrition, area transfer, migration and absenteeism) and three main antecedents (demographic variables, job-related characteristics and work experiences). As expected, job satisfaction increases retention (intention to stay) in the profession, while dissatisfaction results in increases in exiting the profession (attrition, area transfer or migration) or absenteeism (Caprara, Barbaranelli, Borgogni, & Steca, 2003; Ingersoll, 2001; Inman & Marlow, 2004; Stockard &

Lehman, 2004; Tye & O'Brien, 2002). The biggest problem is found with beginning teachers. According to Darling-Hammond (2003) twenty to thirty percent of teachers who had been working just five years or less have left the profession. Because dissatisfaction appears to be the most important factor influencing teachers' decisions to leave the profession, research into teacher satisfaction is becoming more and more important. Job departures create staffing problems in schools, as well as decrease organizational coherence, morale and productivity. (Harris & Adams, 2007; Smith & Ingersoll, 2004.) In previous research, 80% of Finnish teachers were satisfied with their jobs. There were no differences between genders, but teachers in upper secondary school were more satisfied with their jobs than the teachers in lower secondary school were (Santavirta, Anttola, Niskanen, Pasanen, Tuominen, & Solovieva, 2001). According to Ruismäki (1991) 72% of Finnish music teachers were satisfied or very satisfied with their jobs. In Finland, music is classified with PE in the same subject group (arts, crafts and physical education) and because there are many similarities in these subjects.

According to Ma and MacMillan (1999) aspects that affect job satisfaction in teaching can be divided into three groups: (a) teachers' feelings of competence, (b) administrative control, and (c) organizational culture. In addition to these, demographic variables also affect job satisfaction (Bogler, 2002). These four aspects will be presented in more detail below.

3.1.1 Teachers' feelings of competence

Teacher competence can be divided into four aspects. The first aspect is use of professional competence in altruistic ways. In daily work activities, teachers gain satisfaction from working with children, seeing students making progress (not only academically, but socially as well), working with supportive colleagues, overall school climate, and facing suitably demanding challenges (Cockburn, 2000). The second aspect is teachers' self-efficacy. Self-efficacy refers to a person's beliefs about his or her ability to perform given duties or tasks successfully (Bandura, 1997, 3). Strong self-efficacy also promotes a strong sense of commitment to the profession and increases collaboration with colleagues and parents (Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman, 2012; Coladarci, 1992; Tschannen-Mora & Hoy, 2007). Self-efficacy and commitment to the teaching profession support job satisfaction of teachers (Caprara et al., 2003; Moè, Pazzaglia & Ronconi, 2010). Teachers' self-efficacy not only increases job satisfaction, but also influences teachers' teaching behaviors and thereby has an effect on the motivation and achievement of students' (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001). Like self-efficacy, the third aspect, collective efficacy, focuses on the amount of effort and persistence dedicated to the task. However, collective efficacy focuses on the beliefs and efforts of the group rather than individual. Thus, collective efficacy refers to the ability of the entire social system to make a difference in students (Bandura, 1997, 477). This in turn means that when teachers work together and believe that they are having success, they are more likely to achieve their tasks (Goddard, 2001). Greater collec-

tive efficacy is related not only to job satisfaction but also commitment to teaching (Viel-Ruma, Houchins, Jolivette & Benson, 2010; Ware & Kitsantas, 2007). The fourth aspect of competence includes skills and abilities to use subject-content knowledge in conjunction with instructional techniques and to deal with behavioral problems (Ma & MacMillan, 1999). Overall, it has been reported that a perceived sense of competence is a primary source of intrinsic motivation and satisfaction (Caprara, Barbaranelli, Steca & Malone, 2006).

3.1.2 Administrative control

It has been stated in many studies that principal support plays crucial role in teachers' job satisfaction. According to House's (1981, 39) support theory for teachers, principal support can be divided into emotional, appraisal, instrumental and informational support. Emotional support means that teachers are esteemed and appreciated as true professionals, their ideas are considered, and there is open communication between teachers and the principal (Litrell, Billingsley & Cross, 1994). It has been speculated that emotional support from leaders has a psychological effect, such as a reduced sense of time pressure, and thus increases feeling of autonomy (Skaalvik & Skaalvik, 2009). Instrumental support is related to possibilities to conduct teaching, such as adequate time for teaching and non-teaching duties and receiving help with managerial-type concerns. It also includes necessary materials, resources and space for teaching (Litrell, et al., 1994). Poor working conditions, which include a lack of resources or adequate time for planning lessons, are causes for job dissatisfaction (Conley, Bas-Isaac, & Brandon, 1998; Johnson, 2006, 17). Administrators are also often in charge of the relevant resources for professional development (Liu & Ramsey, 2008). It is apparent that teachers with better possibilities to improve their abilities and skills are more satisfied and more committed to their jobs (Gersten, Keating, Yovanoff, & Harniss, 2001; Meek, 1998).

Appraisal support includes, for example, empowerment of teachers (such as giving frequent and constructive feedback). It also refers to adequate information about what constitutes effective teaching and clear guidelines for teaching responsibilities (Litrell et al., 1994). Principals can also recognize teachers for their strengths and accomplishments (Certo & Fox, 2002). Teachers who are more empowered by principals are more motivated to work and, thus, indirectly more satisfied with their job (Davis & Wilson, 2000). Informational support means offering practical information about effective teaching practices and suggesting how to improve instruction and classroom management (Litrell et al., 1994). Altogether, supervisory support is related to job satisfaction and a sense of belonging to the school community (Skaalvik & Skaalvik, 2011).

3.1.3 Organization culture

Organizational culture refers to the feelings of making a difference in the whole school. This contribution increases teachers' job satisfaction (Zembylas &

Papanastasiou, 2006). It has been stated that school community, based on strong collegiality and collaboration between teachers, promotes the job satisfaction of teachers (Caprara et al., 2006; Cockburn, 2000; Zembylas & Papanastasiou, 2006). In collaborative work, community teachers can learn from each other and share their expertise, thereby increasing teacher development and teaching confidence (Hargreaves, 1994, 66-68; Lieberman & Mace, 2010). These factors also increase commitment to the work community and to the teaching profession (Certo & Fox, 2002; Weiss, 1999). Participation in the decision-making process in the schools also makes teachers more involved and committed to the work community, teaching profession (Bogler, 2002; Rosenholtz, 1989, 208), and organizational goals (Thoonen, Slegers, Oort, Peetsma & Geijsel, 2011; Tschannen-Moran, 2001). In addition, participation in decision-making increases job satisfaction (Dinham & Scott, 2000; Kim, 2002; Smylie, Lazarus & Brownlee-Conyers, 1996; Somech, 2010) and retention in the profession (Allensworth, Ponisciak & Mazzeo, 2009, 26; Smith & Rowley, 2005). In contrast, teachers in dysfunctional work communities are isolated and collaboration is contrived. In these situations, collaboration is compulsory, inflexible and ineffective (Hargreaves, 1994).

3.1.4 Demographic variables and school type

There are several demographic variables that have been studied along with job satisfaction. Perhaps the most studied variable is teachers' age. It has been stated that there is some association between age and job satisfaction (Zembylas & Papanastasiou, 2006), yet such a correlation is blurred and changing. Relationships have been reported as U-shaped, curvilinear, linear, fluctuating and contradictory (Maun & Roger, 2009). In a curvilinear relationship, teachers' satisfaction is high at the beginning of the career, falls after couple of years and then rises again after the mid-career point (Chaplain, 1995; Mertler, 2002; Yucel & Bektas, 2012). Furthermore, in curvilinear relationship satisfaction decreases after the early years, increases again in the 40-50 age group and again declines for the 50+ group (Crossman & Harris, 2006). A linear relationship can be negative or positive, referring to the decrease or increase in job satisfaction (Hickson & Oshagbemi, 1999). Even though in some studies job satisfaction is high at the beginning of the career (Crossman & Harris, 2006; Mertler, 2002), it seems to be more common that satisfaction increases along with age (Bishay, 1996; Zembylas & Papanastasiou, 2006) or that older teachers are more satisfied (Griva & Joekes, 2003; Skaalvik & Skaalvik, 2011) than younger ones. Because career pathways are different and teachers start their career at different ages, it seems that years of experience in the teaching profession may be a better predictor of job satisfaction than age.

It has been found in several studies that work experience is a significant predictor of job satisfaction, increasing with teaching experience (Koustelios, 2001; Liu & Ramsey, 2008; Menon & Athanasoula-Reppa, 2011). On the other hand, as was the case with age, the relationship between job satisfaction and teaching experience can also be curvilinear (Crossman & Harris, 2006; Monyatsi,

2012). The reason for this may be that teachers become increasingly less tolerant of some aspects of their job, such as pupil misbehavior, school administration or parental interference (Borg, Riding & Falzon, 1991), while beginning teachers may be more satisfied with student motivation, support from parents (Mittapalli, 2008, 86) and the autonomy of the profession (Weiss, 1999). It might be also that satisfaction is high at the end of the career because those who are satisfied have remained in the field and those who have been the most dissatisfied have already left the profession (Crossman & Harris, 2006).

There are also mixed results about the influence of gender on job satisfaction. In some studies, female teachers has been more satisfied with their job than men (Bogler, 2001; Ma & MacMillan, 1999; Skaalvik & Skaalvik, 2011) while in other studies male teachers have been found to be more satisfied than female teachers (Bishay, 1996; Liu & Ramsey, 2008; Mertler, 2002) or there is no difference between male and female teachers (Crossman & Harris, 2006). These mixed results may be the result of the reasons behind job satisfaction: female teachers are reported to be more committed to the teaching profession, having better relations with colleagues and a lower motivation to leave (Skaalvik & Skaalvik, 2011). On the other hand female teachers are also reported to feel greater time pressure (Skaalvik & Skaalvik, 2011), emotion exhaustion (Sari, 2004), and workload or classroom stress than male teachers (Klassen & Chiu, 2010). Contrary to the mixed results between gender or age and job satisfaction, the relationship between job satisfaction and the race of the teacher appears to be more straightforward. In several studies it has been proven that white teachers are more satisfied with their jobs than teachers of other races (Bender & Heywood, 2006; Billingsley & Cross, 1992; Brush, Moch & Pooyan, 1987) or that there is no difference between races (Culver, Wolfle & Cross, 1990; Stockard & Lehman, 2004). While it should be kept in mind that school environment can explain the differences between races, black teachers seem to be more dissatisfied even if the variables from school environment are included (Moore, 2012). It may be that minority teachers tend to teach in schools with a greater rate of problems and thus they may be more dissatisfied (Stockard & Lehman, 2004).

Previous research suggests that school type or location has an influence on teachers' job satisfaction. It has been proven in several studies that rural teachers are more satisfied with their jobs than urban or suburban teachers (Akhtar, Hashmi, Naqvi, & Syed, 2010; Mertler, 2002). One explanation for this may be in feelings of stress. According to Abel and Sewell (1999), urban teachers feel a higher level of stress because of poor working conditions and poor staff relations. Also, teachers in rural schools perceived less classroom behavior problems compared to teachers of urban schools (LeBlanc, Swisher, Vitaro, & Tremblay, 2007). The range of different types and levels of schools also have an effect on teachers' job satisfaction. Teachers in privately managed schools or independent schools are more satisfied than teachers in foundation schools, church schools (Crossman & Harris, 2006) or public schools (Choy et al., 1993, 140; Perie & Baker, 1997, 4). In addition, elementary teachers are more satisfied than middle or high school teachers (Bogler, 2002; Zanders, 2011). This can be

explained by the better working conditions of elementary school (Koustelios, 2001).

It has been found that teachers' qualifications do not play a crucial role in whether or not they are satisfied with their job (Adera & Bullock, 2010; Perrachione, Rosser & Petersen, 2008). More qualified teachers may be more prepared for teaching, but they might also be more likely to leave their job or even less likely to enter the profession because of better opportunities outside of teaching (Borman & Dowling, 2008; Stinebrickner, 2001).

3.2 Factors that are causing job dissatisfaction

If the factors that generally cause job satisfactions are unpleasant, the outcome ends up being the reverse: job dissatisfaction (Salifu & Agbenyega, 2013). For example, poor working conditions (Buckley, Schneider & Shang, 2004; Dinham & Scott, 2000), poor administration (Ingersoll, 2002), lack of resources (Buckley et al., 2004), lack of collegial support or collaboration (Brown, Ralph & Brember, 2002; Karsenti & Collin, 2013), and limited decision-making opportunities (Ingersoll, 2001; Santiago, 2002, 29) are negative correlates that are commonly identified as causing job dissatisfaction. In addition to these, there are multiple other reasons that can lead to occupational malaise and, consequently, job dissatisfaction. These can include different kinds of concerns with students (Moore, 2012), lack of autonomy (Mihans, 2008; Zembylas & Papanastasiou, 2006), deprofessionalization (Evans, 1997), low status (Rice, 2005) and salary (Ingersoll, 2001; 2003, 28), changes in curricular content (Castro, Santiago, Villardefrancos, & Otero-López, 2009), monotony of daily routines (Marlow, Inman & Betancourt-Smith, 1996, 3), lack of opportunities to participate in decision-making (Cochran-Smith, 2004), excessive bureaucratic (Moriarty, Edmonds, Blatchford, & Martin, 2001) and growing teacher responsibilities, and paperwork (Dinham & Scott, 2000; Hargreaves, 1994; Perrachione et al., 2008).

Students have been identified as a source of dissatisfaction in several studies. Commonly identified concerns are student discipline problems, (Cochran-Smith, 2004; Ingersoll, 2001), problematic behavior (e.g. vandalism, aggression among students, verbal abuse and challenges to the teacher) (Castro et al., 2009), extremely emotionally and socially needy students (Scott, Stone & Dinham, 2001), lack of motivation (Hui & Chan, 1996; Ingersoll, 2001; McCoy, 2007), poor attitude toward learning (Hodgdon, 2008, 51; Montalvo, Bair & Boor, 1995) and even violence (Galand, Lecocq & Philippot, 2007).

Lack of respect or status has been seen as a primary source of dissatisfaction (Zembylas & Papanastasiou, 2006). Lack of status can be seen, for example, in the degree of disparity between workload and salary. Teachers may feel that their salary is not worth all the time and effort that they put in (Perrachione et al., 2008), which in turn causes feeling of deprofessionalization or "deskilling" (van den Berg, 2002; Evans, 1997; Jeffrey & Woods, 1996). This means that teachers' beliefs and attitudes, which most teachers have acquired during their

careers, are declining in importance (van den Berg, 2002). Teachers are frustrated with excessive paperwork, intensification of work or lack of time, administrative routines or increasing bureaucratic, extra-curricular assignments or role overload (Brown et al., 2002; Hargreaves, 1994; Kyriacou, Kunc, Stephens & Hultgren, 2003; Moriarty et al., 2001; Perrachione et al., 2008). Low salary is also associated with a decreased commitment to teaching (Guarino, Santibañez & Daley, 2006).

In their jobs, PE teachers face many of the afore-mentioned difficulties. Partly because of their unique work, which differs significantly from that of other participants in education process (Hardman, 2011), PE teachers face difficulties that other teachers do not have. Even though status concerns are common for all teachers, in the PE teaching profession the marginal status of the subject is far more pronounced (Al-Mohannadi & Capel, 2007; Gaudreault & Woods, 2013; Smith & Leng, 2003). PE teachers feel that colleagues do not respect the subject and PE is considered as a “Micky Mouse”, non-academic subject. Teachers report being referred to as “just a sport teacher” (Macdonald, 1995; Moreira et al., 1995; Sparkes, 1991). In some countries, the non-examinable (not graded) nature of the subject gives it secondary place in schools (Smith & Leng, 2003) and hence strengthens the more marginal status of PE. Status concerns are related also to recognition of work. If teachers are found to be capable, instead of receiving recognition, they are “rewarded” with more work to do (Smith & Leng, 2003). The low status of PE can be seen also in the form of resources. Schools’ scanty resources are allocated for other purposes than PE (Trinkūnienė & Kardelienė, 2013).

Workload issues have also some special characteristics in PE. For example, dual-roles (teacher/coach) may increase the workload, making it unbearable (Templin, 1989; Whipp, Tan & Yeo, 2007), or can cause role conflicts (Richards & Templin, 2012). In PE, teachers have to bear responsibility for their pupils’ safety (Al-Mohannadi & Capel, 2007), and in some countries teachers are expected to fulfill certain criteria with students’ physical fitness (e.g. in Singapore) (Smith & Leng, 2003). It may be that PE teachers have to face these pressures by themselves. Even though isolation is identified in the field of teaching overall, in PE teaching professional isolation is even more common because PE teachers work either outside of the school or at the far ends of the school (Kougioumtzis et al., 2011; Mohr & Townsend, 2001). Also, some PE teachers feel pressure in regard to their bodies. PE teachers may be expected to be a role model of sports and health. PE teachers are expected to be in shape, dynamic, vibrant and able to teach their subject enthusiastically (Macdonald & Kirk, 1996; Moreira, et al., 1995).

It is important to identify the reasons behind teacher job dissatisfaction, because it is related to teacher absenteeism and the tendency toward attrition from the teaching profession (Sargent & Hannum, 2005).

4 TEACHERS CAREER INTENTIONS

4.1 Stages of teacher career

Numerous researchers (Day, et al., 2006; Fessler & Christensen, 1992; Huberman, 1989; Lacey & Eggleston, 1977; Sikes, 1985; Steffy & Wolfe, 2001) have identified teachers' careers and different stages of teacher development (from beginning teacher to retiring teacher). Four major studies by Day et al. (2006), Fessler and Christensen (1992), Huberman (1989) and Sikes (1985) include similar stages of teachers' careers, which are explored more closely. It must be kept in mind that teachers develop differently, their careers are built differently, and the teacher career cycle is not a linear process. Hence, different stages of a teacher's career may vary between teachers, and it is possible that all career stages do not exist for all individuals (Woods & Lynn, 2001). There is also criticism of the career stage theories, because they are based on systems, on the managerial perspective of a "teacher-as-employee" rather than "teacher-as-person" perspective. Career stage theories should also recognize that some teachers may not have a "staged, continuous sequence of life experiences" which may influence to their career decisions (Day, 1999, 68). However, in this study PE teachers' careers are viewed through the lens of the teacher career cycle, since a closer look with qualitative methods would be needed for a perspective of "teacher-as-person". The teacher career cycle is examined more closely in the following sections.

Teachers' careers begin with pre-service education. During this stage, becoming a teacher means preparing for a specific professional role. Basically this period involves initial preparation in a college or university (Christensen, 1992). After pre-service, teachers' enter into their first assignment, commonly called induction stage (Letven, 1992) or survival and discovery phase of the career (Huberman, 1989; Sikes, 1985). During this stage, the teacher gains acceptance from pupils, parents, colleagues and the administration. This stage also includes also some disillusionment, given the differences between reality and ideals in the teacher programs, and finding a comfort level in day-to-day teach-

ing (Letven, 1992). Also in this stage, teachers face problems with poor pupil behavior and maintaining discipline, which can lead to “reality shock” (Day, et al., 2006; Huberman, 1989; Sikes, 1985).

If the induction stage is successful, some teachers enter into the phase that is referred to as competence building, also known as the commitment or stabilization stages. If teachers find that their environment includes negative pressures and conflicts, they may leave the profession (Woods & Lynn, 2001). During the competence building stage, teachers stabilize and commit to the teaching profession (Burke & McDonnell, 1992a; Huberman, 1989; Sikes, 1985). Teachers build further their confidence, perhaps through additional responsibilities, and stabilize their position. Accordingly they become receptive to new ideas and are interested attending workshops and courses. New materials and instructional materials are used and the job is seen as challenging. (Burke & McDonnell, 1992a; Burke & McDonnell, 1992b; Day et al., 2006; Huberman, 1989; Sikes, 1985.) Again, if competence is not gained, teachers may exit the profession. After stabilization and commitment to the profession, for some teachers there might be a unstable stage of the career, referred to as the frustration stage (Price, 1992a) or reassessment stage (Huberman, 1989). During this stage, teachers can question their choice of profession, feeling disenchantment and frustration with teaching. They may feel locked into an unfulfilling profession without possibilities for promotion, and their job satisfaction is waning. As a consequence of this, stress levels increase and teachers may feel that they lack support from the community and supervisors (Huberman, 1989; Price, 1992a). Teachers may also struggle with work-life balance (Day, et al., 2006). On the other hand, teachers can have high work morale, in which case they are often regarded as staffroom authorities, acting like role models (Sikes, 1985).

If teachers manage to deal with the frustration or reassessment stage, there is a plateau in their career. This is called the stability (Price, 1992b) or serenity stage (Huberman, 1989). They are doing their job well, but nothing more. They are not eagerly trying to develop themselves professionally anymore (Price, 1992b). Teachers have lost their enthusiasm and energy, but they have a greater sense of confidence and self-acceptance (Huberman, 1989). As a result of increased confidence, teachers’ morale in this stage is high (Sikes, 1985). The last years of teachers’ careers include the stage of looking to retire, referred to as career wind-down (McDonnell & Burke, 1992a) and retiring, referred as to as disengagement (Huberman, 1989) or career exit (McDonnell & Burke, 1992b). During these stages, teachers prepare to exit the profession. Feelings may differ between positive emotions after a rewarding career and negative feelings after an unfulfilling teaching experience (McDonnell & Burke, 1992a; Sikes, 1985; Day, et al., 2006). At this stage, teachers are either still maintaining the commitment to the profession or feeling tired and tapped (Day, et al., 2006).

4.2 Conceptual models of teachers career intentions

There are multiple things that may have an influence on teachers' career intentions. There are two conceptual models that provide a description of teachers' career decisions (Billingsley, 2004). Billingsley's (1993) schematic model comprises three broad categories: external factors, employment factors and personal elements. External factors include societal, economic and institutional factors. Societal factors include community characteristics and cultural norms or values. Economic factors are related to teachers' career decisions at different economic levels. Institutions may influence teachers' career decisions through organization of teaching or by giving opportunities for professional development (Billingsley, 1993). However, it is hypothesized that external factors only have an indirect effect on teachers' career decisions (Billingsley, 2004). Employment factors include, for example, personal qualifications, work conditions and rewards, employability, and reasons for commitment (Billingsley, 1993). Employment factors are regarded as the key influencer of teachers' decisions to stay or leave the profession (Billingsley, 2004). Personal factors comprise demographic variables (e.g. gender, age, race), family, and cognitive/affective dimensions (Billingsley, 1993).

4.3 Turnover

For decades, one of the biggest topics of discussion in the field of education has been teacher turnover. The problem is considered because of the serious costs and staffing problems it presents. In addition, turnover causes declines in organizational stability, coherence and morale. Due to these changes, organizational effectiveness may decrease (e.g. decline in student learning outcomes, inadequate educational experiences and insufficient competence of graduates) (Darling-Hammond & Sclan, 1996; Harris & Adams, 2007; Smith & Ingersoll, 2004). The problem of teacher turnover seems to be increasing in some countries (OECD, 2005) due to the retirement of the baby boom generations (Strong, 2005). However, the increase of a "graying" workforce is not the main problem of turnover (Ingersoll, 2001). According to OECD (2005), the proportion of teachers who left the profession for retirement actually fell between 1995 and 2001. The main problem is among young, less experienced teachers, who have been working just 1-5 years (Guarino et al., 2006; Ingersoll, 2001; 2003, 20). This "leakage" of beginning teachers is seen also in Finland, even though the status of teachers and education has been considered to be very high (Hargreaves, Halász & Pont, 2008; Webb, Vulliamy, Hämäläinen, Kimonen & Nevalainen, 2004).

At this point, it is necessary to clarify the definitions and components of turnover. Commonly, teacher turnover is referred to as any alteration in a teacher's assignment within two consecutive years. Because there are different

kinds of assignments, teacher turnover can be divided into three components: *attrition* (teachers leave the teaching profession), *area transfer* (changes in the subject areas), *migration*, (teachers relocate from one school to another but still teach the same subject) (Boe, 2007, 19). These teachers are also referred to as follows: teachers who change the profession are considered “*leavers*”, teachers who are changing the subject but remain in school are termed “*movers*” and those stay in the same profession are considered as “*stayers*” (Bobbitt, Faupel & Burns, 1991, 28). Henninger (2007) categorized PE teachers who were willing to stay in teaching as *lifers* and PE teachers, who were not enthusiastic to teach PE as *trouper*s.

Because there is great speculation about teacher turnover, a plethora of research literature exists in this area. Nevertheless, there are some methodological problems. For example, how should one deal with those who are on maternity leave or temporary leave? These do have an influence on turnover rates (Macdonald, 1999a). Teacher attrition rates markedly vary in different parts of the world; research shows that they range between 12-28% annually (Boe, 2007; Boe, Cook & Sunderland, 2008; Ingersoll & Merrill, 2010; Luekens, Lyter & Fox, 2004, 3). Looking more closely, however, annual attrition rates actually range between 5-30% (Boe et al., 2008; Macdonald, 1999). The highest attrition rates are generally seen in less developed countries, while lower levels are found in developed countries. On the other hand, some countries with poor economic performance have low attrition rates (e.g. Malawi (8%)), and some affluent countries have high attrition rates (like the Czech Republic (20%)) (Macdonald, 1999a). In Finland, the annual teacher attrition rate has been reported to be 6.2% in general education (Aho, Virjo & Koponen, 2009). According to Almiola (2008) the problem is especially pronounced in the metropolitan area in Finland.

Area transfer and migration are far less studied than attrition of teachers. Annual area transfer rates are reported to vary between 10-14% and migration rates range between 7-10% (Boe et al., 2008; Cascone, Osborn, & Parker, 2011, 44-45; Ingersoll, 2002). Similar to annual attrition rates, area transfer rates in Finland are relatively low (2.2%) (Aho et al., 2009). According to Nissinen and Välijärvi (2011, 58), the annual attrition rate is even lower (1.6%). Not surprisingly, area transfers and migration are more common in the early stages of the career (Boe et al., 2008).

Reasons for turnover are closely linked to the reasons for job dissatisfaction. If teachers are dissatisfied with their jobs, they are more likely to exit the profession. There are multiple reasons why teachers may leave the profession, and these reasons can be classified in many ways. These reasons are defined in different ways in different studies, but in most cases the reasons are related to teacher characteristics or personal reasons (Billingsley, 2004; Smith & Ingersoll, 2004; Kukla-Acevedo, 2009; Borman & Dowling, 2008), reasons that are related to working conditions (Billingsley, 2004; Johnson, 2006, 17; Kukla-Acevedo, 2009) or affective responses to work (Billingsley, 2004; Guarino et al., 2006) are commonly linked to teachers' intention to leave or stay. Hence, these factors are discussed more closely in the following sections.

4.3.1 Teacher characteristics

Teacher characteristics are related to teacher turnover. Even though job satisfaction is closely related to turnover, these do not go hand in hand with demographic variables. While job satisfaction follows a curvilinear relationship with age, turnover depicts a U-shaped curve when plotted against age. Teachers are more likely to exit the profession in the early or late stages of their career. (Billingsley, 2004; Ingersoll & Merrill, 2010; Guarino et al., 2006.) As with job satisfaction, teaching experience is closely related to teacher turnover, with more experienced teachers being more likely to stay in the profession (Boe et al., 2008; Marvel, Lyter, Peltola, Strizek & Morton, 2006, 10). Along with the teaching experience, years in the same school are a predictor of staying in the profession (Mancuso, Roberts & White, 2010).

Similar to job satisfaction, research results with gender are mixed. Some studies suggest that more women are exiting the profession (Borman & Dowling, 2008; Guarino et al., 2006; Ingersoll, 2001; Kukla-Acevedo, 2009), while others show that more men are exiting the profession (Allensworth et al., 2009, 43; Ingersoll & Merrill, 2010; Morvant, Gersten, Gillman, Keating & Blake, 1995, 21). Finally, some studies show no differences between men and women (Miller, Brownell & Smith, 1999). Such inconsistency may be due to the differences in research methods (e.g. actual turnover rate versus intention to leave). Present literature suggests that minority teachers are less likely to exit the teaching profession than their white counterparts (Allensworth et al., 2009; Borman & Dowling, 2008; Guarino et al., 2006). According to Kirby, Berends and Naftel (1999), Hispanic teachers have the lowest attrition rates. According to Borman and Dowling (2008), attrition rates are higher among teachers who are married. Also, teachers who have experienced changes in their marital status are more likely to exit the profession (Boe, Bobbitt, Cook, Whitener & Weber, 1997).

Teacher qualifications can include certifications, academic ability, earned degrees and teacher preparation (Billingsley, 2004). Results related to teachers' qualifications are mixed (Allensworth et al., 2009, 5). It has been found that teachers with a higher degree are more likely to stay in the profession (Alliance for Excellent Education, 2008). This is linked to the fact that more qualified teachers have better learning achievements (Hanushek, Kain & Rivkin, 2004). On the other hand, in poorly performing schools, teachers with higher qualifications are more likely to leave the profession (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2008). According to Lankford et al. (2002), teachers with higher qualifications either move to other schools or leave the profession. Likewise, teachers with top-quartile scores in college entrance exams, were twice as likely to exit the profession than bottom-quartile students (Henke, Chen, Geis & Knepper, 2000). It has also been found that opportunities for professional development can explain teachers' intentions to stay in the profession (Gersten et al., 2001).

It is good to keep in mind that in addition to teacher characteristics, personal reasons may affect to the decision to leave the teaching profession.

These may be involuntary or natural factors (e.g. family moving, pregnancy or childrearing needs, health, retirement) which not reflect an “escape” from the teaching profession (Cuddapah, Beaty-O’Ferrall, Masci & Hetrick, 2011; Ingersoll, 2003, 6).

4.3.2 Working environment

Working environment plays a crucial role in teachers’ career decisions, whether they stay or leave the profession (Billingsley, 2004). Working conditions include a number of factors: administrative or collegial support, salary, school climate, workload, student behavior, facilities and equipment, class sizes, lack of planning time, intrusions on classroom time, and lack of student motivation (Billingsley, 2004; Ingersoll, 2002; Weiss, 1999). Administrative support is one of the key factors in teachers’ career decisions (Day, Sammons, Stobart, Kington & Gu, 2007, 155; Tye & O’Brien, 2002). Lack of administrative support is a cause of job dissatisfaction and therefore it is one of the major factors leading to turnover (Borman & Dowling, 2008; Ingersoll, 2001; Loeb, Darling-Hammond & Luczak, 2005). According to Ingersoll (2001) a third of dissatisfied teachers identify lack of support from the administration as a reason to exit the profession. Good administrative support includes, for example, providing nurturing, guidance, and leadership when needed, encouragement, and keeping the vision of student learning alive (Brown & Schainker, 2008). Surveillance of teachers can be seen as a lack of support. When administrations seek to control teaching with rules and regulations in order to maintain standards, this undermines the level of autonomy (Macdonald & Kirk, 1996; Hardy, 1999). The public nature of PE makes the profession a particularly easy target for criticism and control (Fejgin, Ephraty & Ben-Sira, 1995; Macdonald, 1995).

Along with lack of administrative support, lack of collegial support is also a cause teacher turnover (Goddard & O’Brien, 2003). In some marginal subjects (like PE), lack of respect from peers is identified (Macdonald, 1995; O’Sullivan, 1989; Whipp et al., 2007; Woods & Lynn, 2001). Collegial support can include shared decision-making on substantive issues, collaborative work with others to reach goals, and expanded teacher leadership capacity (Brown & Schainker, 2008). In physical education isolation from colleagues is a well-known problem (Shoval et al., 2010; Woods & Lynn, 2001). Working in different facilities and being far apart from the staffroom can make this phenomenon common for PE teachers (Parker et al., 2012). The absence of other PE colleagues or lack of time to collaborate may lead to professional isolation, where one has no possibilities to compare practices, ideas, strategies and experiences in PE (Fraser-Thomas & Beaudoin, 2002; O’Sullivan, 2006; Ward & O’Sullivan, 1998).

Along with lack of support from colleagues and the administration, a common reason for leaving the profession is lack of resources (Certo & Fox, 2002; Loeb et al., 2005). In PE, this usually means lack of facilities and equipment for PE (Macdonald et al., 1994; McCaughtry, Barnard, Matin, Shen, & Kulinna, 2006; Smyth, 1995). It is not uncommon for PE teachers to have to work with minimal resources (Moreira et al., 2002; Smyth, 1995; Solmon, Terry

& Carter, 1993); an inability to implement their curriculum is frustrating for teachers and reason why beginning teachers may wash out (Blankenship & Colem, 2009; McCaughtry et al., 2006). Workload or lack of planning time is also a common problem for many teachers. Teachers may lack the necessary time for planning lessons, gathering materials, phoning parents, grading students and completing paperwork (Certo & Fox, 2002); they may simply feel unable deal with multiple demands (Shoval et al., 2010). Lack of time also leads to a lack of energy to engage in creative thinking and sustain high-level achievement for students (Whipp et al., 2007).

PE teachers also identify marginalization and the poor status of PE (Curtner-Smith, 2001; Macdonald, 1999b; Shoval et al., 2010). It is not uncommon for other teachers to consider PE teachers as “just a sport teacher” or that they are teaching a “Micky Mouse”, non-academic-subject. They may feel that they are located at the bottom of the heap with art and music (Macdonald, 1995; Moreira et al., 1995; Sparkes, 1991). More recently, there are signs that connecting PE to promotion of good health may raise the appreciation of the subject (Kougioumtzis et al., 2011). Status can be seen as an extrinsic reward of the teaching profession. Salary is another extrinsic reward (Lortie, 1977, 101) and it is found that low salary is one reason for dissatisfaction and leaving the PE teaching profession (Al-Mohannadi & Capel, 2007; Koustelios & Tsigilis, 2005). Along with lack of status, problems with student behavior, discipline or motivation (Solmon et al., 1993; Shoval et al., 2010) can lead to job dissatisfaction (Kulinna, Cothran & Regualos, 2006).

4.3.3 Affective responses to work

Teachers’ commitment has been seen as a good predictor of whether teachers will stay or leave the profession (Gersten et al., 2001; Weiss, 1999). When teachers have the possibility to take part in decision-making, enjoy strong support from colleagues and the administration, and have enough autonomy in their work, they are more committed to their job (Certo & Fox, 2002; Gersten et al., 2001). Moreover, teachers, who express higher levels of status recognition are more committed to the teaching profession (Bogler & Somech, 2004). Commitment is centred on three key elements: job satisfaction, personal investments and career alternatives (Rusbult, 1983).

It has been found in several studies that job satisfaction is a strong predictor of intentions to stay in the teaching profession (Gersten et al., 2001; Koustelios & Tsigilis, 2005; Liu & Ramsey, 2008; Singh & Billingsley, 1996). Personal investments are gained from the pre-service and in-service training of teaching. These are investments that cannot be recovered if a teacher leaves the profession (Moreira et al., 1995). When thinking of career alternatives, teachers tend to evaluate their current job and other career alternatives in terms of benefits and costs (Sparkes, 1991). Available career alternatives also have an influence on teachers’ decisions. If alternatives are unavailable, teachers may feel “trapped” in their positions (Moreira et al., 1995).

From affective responses to the job, teacher stress has become a major area of interest of international research (Kyriacou, 2001). It has been found that there is an association between intentions to leave and burnout levels (Goddard & Goddard, 2006; Weissberg & Sagie, 1999). There are many sources of teachers' stress, including pupils who are lacking in motivation, problems with discipline, time pressures and workload, dealing with colleagues, role conflict and ambiguity, poor working conditions, coping with change, status and administration and management challenges (Kyriacou, 2001). In PE, there are also some unique stress factors, like lack of facilities and equipment, changing weather conditions when working outside, difficulties of controlling the classroom, (in different environments than classroom), constant worry of student safety, and visibility and vulnerability to critiques by principals, teachers and others (Fejgin et al., 1995).

4.4 PE teachers' turnover

Even though teacher turnover is a widely researched area, the research has largely been concerned with specific areas or specializations. There has been little interest, for example, in PE teacher turnover (Macdonald, 1999a). According to the quantitative study of Macdonald et al. (1994), 37% of Australian PE teachers left their profession after just 5 and 62% of Canada PE teachers in British Columbia (Carre, 1980) left the profession. Correspondingly in Britain, according to Evans and Williams (1989), a high proportion of male (80%) and female (40%) teachers in Britain were looking for careers outside of PE teaching.

In addition to common reasons attrition, there are some unique drivers to exit the PE field. These include, for example, marginalization or low status of PE in schools, isolation, personal and professional surveillance, lack of resources, harassment, or being perceived as a role model (Gaudreault & Woods, 2013; Hardy, 1999; Macdonald, 1995 & 1999; Macdonald et al., 1994; Macdonald & Kirk, 1996; Mohr & Townsend, 2001; Moreira et al., 2002; Whipp et al., 2007). The status of PE teacher can be divided in terms of semantic and formal status. Formal status, associated with legislation and curriculum, has been upgraded recently especially in developed countries. Semantic status is associated with authentic school settings (Hardman & Marshall, 2000). The semantic status seems to be at a turning point at the moment: since in Norway, PE has an upgraded professional image, while in Finland an increase of PE in the national curriculum describes the positive mood towards the subject (Dowling-Næss, 2001; Pietilä & Koivula, 2013). On the other hand, PE teachers in Sweden identified a decline in their status (Kougioumtzis & Patriksson, 2009). PE teachers have identified themselves as being "just a sport" teacher, dumb jocks, devalued, or teaching a subject that is not important or non-academic (Gaudreault & Woods, 2013; Macdonald, 1995; Moreira et al., 1995; Shoval et al., 2010; Stroot, 1996). This kind of deprofessionalism or proletarianization of the

subject is causes disempowerment among PE teachers (Macdonald, 1995; Macdonald & Kirk, 1996).

PE teachers' isolation from colleagues has been found in many studies (Curtner-Smith, 1997; Napper-Owen & Phillips, 1995; Shoval et al., 2010; Smyth, 1995; Solmon et al., 1993). PE teachers may find themselves working outside of school or in physical education facilities located at the far ends of the school. This leads to many PE teacher having feeling of loneliness and lack of support (Fejgin et al., 1995; Mohr & Townsend, 2001; Shoval et al., 2010). PE teachers are always an easy target for criticism and control. The visibility of PE provides a possibility for principals', other teachers and even bypassers to give their opinion of PE and PE teachers' ability (Macdonald & Kirk, 1996). Surveillance is also associated with PE teachers' personal lives. PE teachers' are more commonly perceived as role models than other types of teachers. PE teachers are expected to be energetic, healthy and fit (Macdonald, 1995 & 1999b). Lack of resources is common in teaching generally, but in PE, there is also the possibility that PE teachers may lack a "classroom" or that the venue for PE is unsuitable for teaching (Blankenship & Colem, 2009; O'Sullivan, 2006; Shoval et al., 2010; Smyth, 1995). It must also be kept in mind that in PE, a poor working environment may lead to a decrease of pupils' motivation and problems with implementing curriculum goals (Grammatikopoulos, Tsigilis & Koustelios, 2007; MacPhail & Halbert, 2005; Smyth, 1995).

5 AIM, FRAMEWORK OF THE STUDY, AND TASKS OF THE STUDY

This study is part of the Job and Education Satisfaction Project. The purpose of this project is to determine the satisfaction of PE graduates from the PETE program of the Department of Sport Sciences between 1980 and 2008. Another purpose of the study is to determine the proportion and causes of PE graduates who have changed their profession from PE teacher to some other profession. In addition, the present PE teachers' intention to leave or stay is determined. The framework of the study is presented in Figure 1. In the model, dissatisfied teachers are divided like in as Henninger's (2007) study, into *lifers* and *troupers*, depending on their commitment to their job. *Lifers* are teachers who have maintained their passion for their job and are satisfied with it. *Troopers* are teachers who are still teaching, but they have lost their enthusiasm to teach and they are probably looking for other options outside of teaching (Henninger, 2007). In this model, there are also concepts related to the study by Bobbitt et al. (1991) study, in which teachers are divided into *leavers*, *movers* and *stayers*.

The specific research questions were as follows:

Present PE teachers

1. What are the key aspects to cause job satisfaction (chapter 7.11, article I)?
2. What are the key aspects that retain PE teachers in the profession (7.24, IV)?

Former PE teachers

3. Why are PE teachers intending to leave the profession (7.25, III)?
4. Why have PE teachers left the profession (7.3.1-7.3.3, II)?
5. Do former PE teachers have intentions to return to PE teaching (7.3.4)?

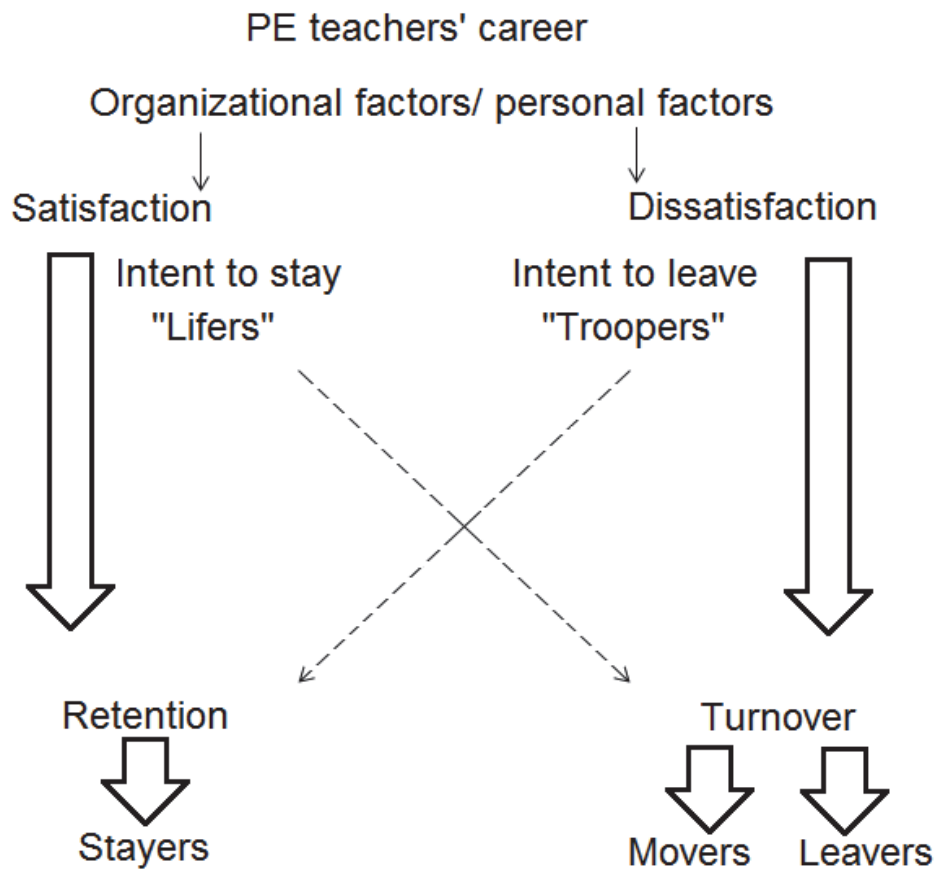


FIGURE 1 Framework of the study

6 METHODS

6.1 Participants

The target group of this study was PE graduates (with a Master's degree) from the University of Jyväskylä. Altogether there were 1480 PE graduates between 1980 and 2008. The data has been collected in three parts. First, data on PE graduates between 1984 and 2004 was collected in 2008 and 2009. This data was used in article I. To get a more complete data set, more data was collected in 2010 from PE graduates from 1980-1983 and 2004-2006. This data was used in article II. During the dissertation process, the last collection for data was done during 2011, when data from PE graduates from 2007-2008 was collected. The complete data set was used in Articles III and IV and in this summary. The last known addresses were found for 1,394 graduates from the Population Register Centre of Finland, but 24 letters were returned as undeliverable. After three reminder letters, a shortened version of the questionnaire was sent. There were 78 PE teachers who answered the short version of the questionnaire. In total, 1084 PE graduates answered the questionnaire. Hence, the total response rate was 78% (Table 1). Attrition analysis was done to determine the differences between those who answered the questionnaire and those who did not. This analysis revealed, for example, that gender distribution of the target group (55.0% women/45.0% men) was very close to the distribution of the sample (53.1%/46.9%). The present job descriptions of the respondents were as follows: taught PE (808 respondents), retired (20), and left teaching PE (256). Of those, who identified themselves as PE teachers, 39 were on maternity leave or nursing leave, five were on a leave of absence and four were classified as not teaching for other reasons.

TABLE 1 Questionnaire responses of PE graduates from 1980-2008 (N) in Articles I-IV and summary

	I	II	III & IV	Summary
PE graduates	1091	1271	1480	1480
Missing address	31	35	50	50
Sent questionnaires	1061	1236	1430	1430
Returned, address unknown	10	24	24	24
Abandoned questionnaire due to missing information	4	4	4	4
Returned questionnaire, empty	6	7	8	8
Not responded	203	217	310	310
Final sample	838	994	1084	1084

6.2 Questionnaire

PE graduates were sent two questionnaires. The first questionnaire was aimed at those who were teaching PE. The second questionnaire was aimed at those who were working in some profession other than PE teaching.

6.2.1 PE teachers questionnaire

The questionnaire used for PE teachers (Appendix I in English and appendix III in Finnish) included a modified version of the surveys on the job satisfaction of PE teachers by Suikka, Herva, Laakso and Nupponen (2004) and Nupponen, Herva, Koponen and Laakso (2000) in combination with a modified version of the Teacher Follow-up Survey (Keigher, 2010), which was first implemented for US teachers. The final version was modified after consultation with a reference group of experienced Finnish Physical Education Teacher Education (PETE) academic staff. Modifications included the addition of questions relating to the following: equipment and facilities provision, workload, working ability, status of PE teachers, schedules, and perceived levels of isolation. The final version of the questionnaire included the following variables.

Background information included gender, school level, place of residence, years of teaching PE, teaching hours and overall working hours.

Intention to leave. This was indicated when respondents confirmed that they had had an intention or willingness to change their career in the past year. The first question asked respondents if they had considered changing careers within the teaching profession (“I have not considered changing my career or I have considered changing my career but remain in teaching”). Respondents who had considered changing their profession were asked to further clarify in terms of the following alternatives to PE teaching: principal / class teacher / study advisor / other subject teacher / special education teacher / other. Any respondent who stated a willingness to move within the teaching profession

was classified as a *potential mover*. A respondent who had not considered changing careers inside the teaching profession was asked a second question designed to measure his or her intention to leave the teaching profession: "Have you considered changing your profession to move outside of teaching?" The response options ranged from (1) often, (2) now and then, (3) seldom, to (4) not at all. As in Henninger's (2007) study those who intended to stay (responses 3-4) were categorized as *lifers*. Those with responses 1-2 were categorized as *potential leavers*. In the data analysis the *potential movers* and *potential leavers* were merged and classified as *trouper*s (willing to leave) as done in Henninger's (2007) study. *Trouper*s were compared with the *lifers* (willing to stay).

Questions related to reasons for leaving the profession asked the respondents to indicate if certain specified aspects were affecting their intention to leave the profession. These included questions on administration, pupils, colleagues, respect, status, workload, stress factors and working conditions. The 5-point scale ranged from (1) not affected at all to (5) affected very markedly.

Job satisfaction questions asked respondents to indicate their satisfaction with their work. The 5-point scale ranged from (1) very dissatisfied to (5) very satisfied.

Commitment was evaluated with the following question: "If you could go back to your college days and start over again, would you become a PE teacher or not?" This question was used also in the Teacher Follow-up Survey (Keigher, 2010). The teachers who responded "unsure" were omitted from the analysis.

6.2.2 Former PE teachers questionnaire

In the questionnaire that was aimed at former PE teachers (Appendix II in English and appendix IV in Finnish), there were the same background variables as in questionnaire 1. Likewise, the question related to commitment was same as in questionnaire 1. There was an open-ended question for former PE teachers' current jobs. This question was categorized into 12 categories: principal, class teacher, study advisor, special education teacher, other subject teacher, administration, businessman, researcher, coach, sports planner and other. The responses were further classified into two categories: those inside the school (e.g. principals, teachers) and outside the school (e.g. sports administrators, coaches). These two groups were henceforth defined as *movers* (working in the school) and *leavers* (working outside the school). When teaching experience was used to provide additional coding, four sub-groups were created: novice leavers (teaching 1-5 years, moving outside the school), novice movers (teaching 1-5 years, moving inside the school), experienced leavers (teaching over 10 years, moving outside the school) and experienced movers (teaching over 10 years, moving inside the school).

The questions for those who had left the profession were designed to learn their reasons for leaving the profession, how long they had been in the teaching profession, and present/new job description. The respondents were asked to reply to 36 prepared reasons for leaving the teaching profession on a scale from 1 (*not at all affected*) to 5 (*affected very markedly*).

6.2.3 Shortened version of the questionnaire

For those who did not answer the questionnaire after two reminder letters, a shortened version of the questionnaire was sent. This questionnaire asked respondents to identify the background variables, their present job, job experience as a PE teacher, job satisfaction and intent to leave the profession (if working as a PE teacher). In total, 78 PE teachers responded to the shortened version of the questionnaire. Attrition analysis was done to compare those respondents who answered the shortened version of the questionnaire and those who answered the complete questionnaire. There were no significant differences in age or distribution of gender between the respondents who answered the shortened version of the questionnaire and those who answered to the complete questionnaire. However, those who answered only the shortened version of the questionnaire on average had more teaching experience than those who completed the whole questionnaire ($p=.015$).

6.3 Data analysis

Data analysis was divided into three parts. Data analysis began with the computation of descriptive statistics (background variables, current job of former PE teachers, turnover and area transfer rates). Secondly, data analysis concentrated on those who were working as PE teachers. Thirdly, data analysis concentrated on former PE teachers. For PE teachers and former PE teachers data analysis began with descriptive statistics (for example describing present job) and its description and background variables of the groups.

Closer data analyses for PE teachers concentrated on satisfaction with their job and their intention to leave the profession. Differences between genders, *lifers* (intend to stay) and *trouper*s (intend to leave), and different age groups were analyzed with two-tailed *t*-tests, a Mann-Whitney U-test, chi-square tests and ANOVA (ANalysis Of VAriances). Principal component analysis with Varimax rotation was performed for 24 items of job satisfaction (IV). Item loadings .35 or higher were retained on each factor. An eigenvalue greater than 1.00 was used as a criterion for the initial number of factors and seven factors were initially extracted, accounting for 65.7% of the total variance. The factor analysis yielded seven factors as follows: resources (item loadings .62-.87), work community (.60-.84), expertise (.43-.84), recognition of teaching (.35-.82), capabilities (.49-.61), quality of work (.68-.71), and pupils (.75-.82).

Principal component analysis (PCA) with direct oblimin rotation was performed on the 35 items of the questionnaire to determine the reasons for considering leaving the profession (III). Item loading .30 or higher were retained on each factor. An eigenvalue greater than 1.00 was used as a criterion for the initial number of factors and eight factors were initially extracted, accounting for 62.0% of the total variance. Factors were labelled as follows: status of the PE teacher (item loadings .31-.74), pupils (.34-.87), working conditions (.51-.85),

colleagues (.50-.84), expertise, (.68-72), workload (.39-.68), administration (.76-.93) and stress (.37-.67).

Former PE teachers' reasons to leave the profession that are related to their present occupation are first expressed with means and standard deviations (II). PCA (principal component analysis) with Varimax rotation was performed on the 36 items of the questionnaire to determine the reasons for leaving the profession. Item loading .30 or higher were retained on each factor. An eigenvalue greater than 1.00 was used as a criterion for the initial number of factors and six factors were initially extracted for 75.4% of the total variance. These were related six factors were labelled as follows: pupils (.60-.92), working conditions (.52-.90), colleagues (.52-.81), respect & rewards (.32-.76), workload (.41-.68), and administration (.81-.91). These factors were compared with *t*-tests and ANOVA.

PCA with varimax rotation was performed on the 21 items of questionnaire to determine the benefits in the profession that followed work as a PE teacher (summary). These 21 items were related to four factors, which were labelled as follows: possibilities (item loadings .59-.89), workload (.49-.73), leisure time (.66-.89) and status (.44-.86). Item loading .40 or higher were retained on each factor. An eigenvalue greater than 1.00 was used as a criterion for the initial number of factors and four were initially extracted for 61.7% of the total variance. Likewise, reasons related to other reasons (e.g. family) were analyzed also with PCA (summary). These reasons were related to two factors, which were labelled as new interests (item loadings .68-.78) and control of life (.51-.81). Item loadings .40 or higher were retained on each factor. An eigenvalue greater than 1.00 was used as a criterion for the initial number of factors and two were initially extracted for 57.7% of the total variance.

Logistic regression models were used to study the likelihood of the intention to stay in the profession (intent to leave =0, intent to stay = 1) (IV). First, bivariate analysis was computed with the background variables: gender (male =0, female =1), school level (teaching in secondary school =0, teaching in other than secondary school =1), teaching experience (teaching less than six years =0, teaching more than six years =1), working hours for teaching (teaching more than 24 hours =0, teaching less than 24 hours =1) and non-teaching hours (less than 9 hours =0, more than 9 hours =1), general job satisfaction, commitment and the seven job satisfaction factors (resources, work community, expertise, recognition of teaching, capabilities, quality of work and pupils) as independent variables. After that, multiple adjusted regression models were computed for intention to leave, the seven factors of job satisfaction, general job satisfaction and commitment as independent models with background variables.

Cohen's *d* statistic was used to report the effect size of differences. It was considered large when .80 or higher, moderate at about .50 and small when .20 or less (Cohen, 1988, 25-26). Statistical tests were performed with SPSS versions 19 (I, II, III) and 20.0 (IV).

6.4 Reliability and validity

The questionnaire that was aimed at PE teachers was tested by a group of 23 PE teachers, and it was used to test the validity of job satisfaction. The test-retest reliability for job satisfaction questions were assessed with 30 persons by means of duplicate questionnaires distributed two weeks apart. The 24 items yielded a Cronbach's alpha coefficient of 0.92 and mean interclass correlation of 0.92 ($F=2.563$, $p<.001$) which confirms reliability. The intention to leave out part of the questionnaire was validated based on the feedback of 21 former PE teachers and consultation with the Finnish Physical Education Teacher Education academic staff. The test-retest reliability for this part of the questionnaire was assessed with 30 persons. The 35 items yielded a Cronbach's alpha coefficient of 0.93, and mean interclass correlation of 0.95 ($F=5.414$, $p<.001$), which confirms reliability.

For the questionnaire that was aimed at former PE teachers, a group of 21 former PE teachers was used to test its validity. After a pilot study, two questions were reworded and one question was added. Among 30 participants, the test-retest reliability of the questionnaire was assessed two weeks apart by means of duplicate questionnaires. The 36 items yielded a Cronbach's alpha coefficient of .90, and mean interclass correlation of .90 ($F=2.989$, $p<.001$) which suggests that the item measurements were reliable.

Since part of the questionnaire has been used in the USA several times (Keigher, 2010) and also previously in Finland (Herva et al., 2000; Suikka et al., 2004) the questionnaire can be considered to be purposeful. The response rate of the study was nearly 78% which can be considered very high for the questionnaire study. Since the representative sample includes both PE teachers and ex-PE teachers, it could be assumed that the results from this study provide a reliable description of the situation in Finland.

Since the researcher has been involved in this study from the beginning, the data collection and analysis has been carried out similarly in different phases of the study. This increases its validity.

7 RESULTS

Out of total of 1084 graduates (1980-2008), 76% were still working in the PE teaching profession and 20 were retired from the profession of PE teacher. A quarter (23%) of graduated PE teachers had changed their profession to something other than PE teacher during their working career. The mean age for all respondents was 44.3 years (SD=8.3 years). There was no difference in age between men (44.4, 8.1) and women (44.2, 8.6) ($p=.77$, $d=0.02$). Between those who were working in the teaching profession (42.4, 8.2) and those who had left the profession (46.0, 7.9), there was a statistical difference in age ($p<.001$, $d=0.45$). Of 808 PE teachers, 307 (39%) identified their intention to leave the professional frequently or occasionally (*trouppers*), while the rest (*lifers*) had seldom or not at all considered leaving their profession.

TABLE 2 Age and teaching experience of different groups of the study (*M*, *SD*) and *p*-value

	<i>N</i>	<i>Age (SD)</i>	<i>p-value</i>	<i>Experience</i>	<i>p-value</i>
Present PE teachers	808	42.4 (8.2)		13.9 (8.0)	
- Men	376	42.4 (8.1)	.860	13.7 (7.5)	.303
- Women	432	42.3 (8.3)		14.3 (8.3)	
- Lifers	501	42.3 (7.1)	.380	13.6 (6.9)	.162
- Trouppers	307	42.3 (7.1)		13.6 (6.9)	
• Potential movers	101	41.2 (7.0)	.057	12.1 (6.6)	.008
• Potential leavers	206	42.9 (7.1)		14.3 (7.0)	
Former PE teachers	256	46.0 (7.9)		9.1 (7.2)	
- Men	123	46.0 (7.3)	.895	8.4 (6.4)	.025
- Women	133	46.0 (8.6)		10.8 (9.1)	
- Movers	110	47.5 (7.3)	.021	10.7 (7.4)	<.001
- Leavers	140	45.2 (7.9)		6.8 (6.5)	

7.1 Present PE teachers

Respondents had worked as a PE teachers for an average of 14 years ($SD=8.0$ years). There was no difference between men (13.7, 7.5) and women (14.3, 8.3) in teaching experience ($p=.30$, $d=.07$) (Table 2). The mean time for teaching was 25 hours ($SD=5$ hours) and nine hours for other duties than teaching ($SD=6$ hours). Most of the teachers worked in a secondary school (28%), high school (10%) or combination of these (36%). Most of the teachers were teaching another subject (68%), while a third (32%) were teaching only PE. Overall 63 % were teaching health education.

7.1.1 Job satisfaction

PE teachers were satisfied on the whole, since 79.5% identified themselves as satisfied or very satisfied with their jobs. PE teachers were especially satisfied with holidays and breaks ($M=4.29$), co-operation with pupils, their own expertise (4.05), possibilities to influence (4.04), co-operation with colleagues (3.96), and amount of teaching hours (3.95). Respectively, PE teachers were least satisfied with salary ($M=3.21$), co-operation with local sport experts (3.30), organization of teaching (3.31), maintenance of facilities (3.32) and sufficiency of facilities (3.37). Men were more satisfied than women with the quality and amount of equipment ($p=.002-.043$, $d=0.15-0.23$), maintenance of facilities ($p=.031$, $d=0.16$), governance in the school ($p=.005$, $d=0.20$), possibilities to influence ($p<.001$, $d=0.35$), organization of teaching ($p=.001$, $d=0.23$), own expertise ($p<.001$, $d=0.32$), amount of teaching hours ($p=.004$, $d=0.23$), and co-operation with local sport experts ($p=.042$, $d=0.16$) (Table 3).

Job satisfaction fluctuated according to experience. Teachers at the beginning of their career were satisfied with their job (experience of 1-5 years). However, satisfaction decreased after five years, and it was highest at the end of their career (teaching experience of more than 30 years). Experienced teachers (experience of 10 years or more) were more satisfied with their expertise ($p=.020$, $d=0.25$), preparation of teaching ($p=.042$, $d=0.16$), and co-operation with pupils ($p=.002$, $d=0.33$) than novice PE teachers (1-5 years of experience). Respectively, novice teachers were more satisfied with their work ability ($p=.032$, $d=0.53$) and co-operation with colleagues ($p=.012$, $d=0.27$). There was no difference in job satisfaction between those who were teaching health education and those were not teaching. However, those who were not teaching health education were more satisfied with the suitability and maintenance of facilities, organization of teaching and preparation of teaching ($p=.002-.039$) (table 3).

When different groups were compared in terms of factors, composed with PCA, it was found that men were more satisfied with resources ($p=.035$, $d=0.16$), recognition of work ($p=.001$, $d=0.24$), capabilities ($p<.001$, $d=0.36$) and quality of work ($p=.003$, $d=0.22$) than women. A comparison between novice and experienced teachers showed that experienced teachers were more satisfied with pupils factor than novice teachers ($p<.001$, $d=0.53$). In terms of individual items,

experienced teachers were more satisfied with co-operation with pupils ($p=.002$, $d=0.29$), preparation of teaching ($p=.042$, $d=0.16$) and their own expertise ($p=.020$, $d=0.25$). On the contrary, novice teachers were more satisfied with co-operation with colleagues ($p=.012$, $d=0.25$) (table 3).

TABLE 3 Comparison of factors and individual items between gender and novice and experienced teachers (t -test with Bonferroni correction)

	Men	Women	<i>p</i> -value	Novice	Experienced	<i>p</i> -value
Resources	3.60	3.48	.035	3.55	3.54	.867
Sufficiency of facilities	3.44	3.31	.122	3.39	3.39	.973
Suitability of facilities	3.59	3.56	.479	3.56	3.61	.634
Distance of facilities	3.74	3.72	.828	3.89	3.69	.090
Maintenance of facilities	3.41	3.25	.031	3.41	3.28	.220
Amount of equipment	3.67	3.52	.043	3.51	3.62	.276
Condition of equipment	3.75	3.54	.002	3.53	3.68	.283
Work community	3.71	3.63	.136	3.72	3.64	.281
Governance	3.53	3.31	.005	3.37	3.38	.124
Working atmosphere	3.75	3.69	.356	3.77	3.67	.920
Informing in your school	3.56	3.45	.101	3.53	3.49	.302
Relationships in your school	3.78	3.72	.274	3.78	3.73	.570
Co-operation with colleagues	3.94	3.96	.737	4.13	3.91	.012
Expertise	3.76	3.71	.223	3.69	3.77	.136
Your own expertise	4.15	3.97	<.001	3.94	4.08	.020
Preparation of your teaching	3.74	3.71	.588	3.64	3.79	.042
Co-operation with parents	3.41	3.43	.801	3.45	3.40	.556
Recognition	3.45	3.27	<.001	3.36	3.35	.893
Class sizes	3.44	3.24	.020	3.41	3.30	.379
Respect of PE	3.48	3.37	.095	3.35	3.46	.231
Salary	3.00	3.33	.160	3.28	3.00	.554
Organization of teaching	3.44	3.21	.001	3.36	3.27	.396
Capabilities	4.21	3.91	<.001	4.10	4.03	.454
Possibilities to influence	4.19	3.90	<.001	4.02	4.03	.896
Work ability	4.38	4.09	.080	4.28	3.67	.067
Pupils	4.11	4.12	.944	3.83	4.19	<.001
Co-operation of pupils	4.13	4.15	.692	3.98	4.19	.002
Behavior of pupils	3.38	3.52	.503	3.49	3.50	.971
Quality of work	4.00	3.87	.003	3.91	3.96	.403
Amount of work	4.05	3.85	.002	3.88	3.98	.287
Implementation of your teaching	3.95	3.88	.064	3.93	3.93	.995

The overall job satisfaction between *lifers* and *trouppers* showed that *lifers* were more satisfied than *trouppers* ($p < .001$, $d = 0.97$). A comparison between *lifers* and *trouppers* showed that *lifers* were also more satisfied with all factors ($p < .001-.009$) than *trouppers*. Further comparison between *potential leavers* and *potential movers* showed that *potential movers* were more satisfied with their jobs than *potential leavers* ($p = .002$, $d = 1.02$). However, a comparison between individual items revealed a significant difference only in regards to possibilities to influence their own work. *Potential movers* were more satisfied with possibilities to influence their job ($p = .024$, $d = 0.28$) than *potential leavers*.

7.1.2 Intention to stay in the profession

Binary logistic regression analysis with gender, hours of teaching, non-teaching hours and school level revealed that a large number of non-teaching hours increased the likelihood of beginning teachers leaving the profession (compared to experienced teachers). All background variables were used in multiple regression models for any possible effect with other variables related to commitment or job satisfaction. In the multiple logistic regression analysis, job satisfaction and most of the factors related to it were significantly associated with retention (intention to stay) for both beginning and experienced teachers. In the experienced teachers' group, those who were satisfied and committed to their job were five to six times (job satisfaction OR 5.69, 95% CI 3.60-9.01, commitment OR 5.63, 95% CI 3.59-8.84) more likely to report the intention to stay (=to be a *lifer*) in the profession than those PE teachers, who were not satisfied and committed to their job. Likewise, in the beginning teachers' group, those who were satisfied were ten times (OR 10.43, 95% CI 3.74-29.10) more likely to stay and those who were committed were six times (OR 6.07, 95% CI 1.15-32.00) more likely to stay than those who were not satisfied or committed. When background variables were added to the models, the commitment and job satisfaction variables predicted even more retention in the experienced teachers' group, but somewhat less in the beginning teachers' group (Table 4).

TABLE 4 Logistic regression models for beginning and experienced PE teachers' intention of staying in the profession. Background variables, commitment, job satisfaction and its factors, odds ratio (OR) and 95% confidence interval (95% CI)

	Beginning teachers		Experienced teachers	
	OR	95% CI	OR	95% CI
Background variables				
Gender (1)*	2.26	0.88-5.78	0.77	0.53-1.12
Teaching hours (1)*	1.49	0.53-4.25	1.25	0.81-1.93
Non-teaching hours (1)*	4.55	1.62-12.76	1.20	0.80-1.78
School level (1)*	2.22	0.69-7.16	0.99	0.64-1.54
Commitment				
	6.07	1.15-32.00	5.69	3.60-9.01
+ Background variables	4.64	0.80-26.76	6.46	3.83-10.89
Job satisfaction				
	10.43	3.74-29.10	5.63	3.59-8.84
+ Background variables	13.22	3.72-47.00	5.45	3.24-9.20
Factors of job satisfaction				
Resources	3.20	1.10-9.33	2.12	1.38-3.28
+ Background variables	6.84	1.54-30.42	2.42	1.47-3.97
Work community	4.21	1.33-13.25	1.85	1.17-2.92
+ Background variables	4.38	1.21-15.90	1.63	0.98-2.74
Expertise	3.24	0.89-11.75	2.19	1.23-3.90
+ Background variables	2.84	0.58-13.96	2.72	1.38-5.36
Recognition	3.14	1.00-9.80	2.08	1.34-3.22
+ Background variables	3.19	0.93-10.98	2.26	1.37-3.74
Manageability	6.75	1.86-24.56	1.47	0.91-2.36
+ Background variables	6.26	1.25-5.49	1.13	0.64-2.01
Pupils	1.93	0.69-5.41	2.03	1.19-3.46
+ Background variables	2.20	0.67-7.24	1.94	1.07-3.50
Quality	14.5	2.79-75.15	1.83	1.09-3.09
+ Background variables	9.51	1.50-60.56	1.69	0.93-3.06

* Gender (men=0, women=1), teaching hours (over 24 hours =0, under 24 hours = 1), non-teaching hours (0= under 9 hours, 1= over 9 hours), school level (0= secondary school, 1= other).

7.1.3 Intention to leave the profession

Even though PE teachers were satisfied with their jobs, 39% of PE teachers identified an intention to leave the profession either often or occasionally. The most commonly mentioned options were the role of the principal (31%) and teaching another subject (34%). This was the case especially for men (51% of that segment) whereas women mainly considered moving to the role of another school subject (38% of that segment). Of those who had an intention to leave, 67% were identified as *leavers* and 33% as *movers*. Among these teachers there were also 194 PE teachers, who were satisfied ($n=160$) or really satisfied ($n=34$) with their jobs.

Among those who stated an intention to leave the PE teaching profession, those who were satisfied with their jobs identified themselves as *movers* more often than those, who were not satisfied with their jobs ($\chi^2 (4) =10.21, p=.037$).

There was no difference between men and women when it came to reporting an intention to leave the profession ($p=.237$). Among different levels of years of experience, those who had been working for 16 to 20 years were proportionately the highest when it came to considering leaving the teaching profession (46% of the group). A High rate of intention to leave was also found among teachers with 11-15 and 21-25 years of experience (over 40%). The intention to leave the profession was lowest among the most (26-30 years and over) and least (1-5 years) experienced teachers. This was especially pronounced among the most experienced teachers, as 88% stated their intention to keep teaching PE. Among the youngest, less than a third identified any intention to leave, while among teachers with 26-30 years of experience less than a fourth had any intention to leave.

A comparison of different factors composed with PCA between men and women revealed that workload and stress factors had more of an influence on women's intention to leave than on men ($p=.010-.040$, $d=0.34-.043$). A comparison between *troupers* and *lifers* revealed that there was a statistical difference in working conditions ($p=.010$, $d=0.45$), workload ($p=.033$, $d=0.36$), and status ($p=.025$, $d=0.035$). *Troupers* identified that these reasons had more of an influence on their intention to leave. The most common reasons to consider leaving were being in a hurry, better use of own abilities, lack of recognition, salary, and misbehaving students. The ten most influential reasons are shown in Table 5.

TABLE 5 Percentage of respondents who identified followed items as reasons to consider leaving the profession

	Men	Women	Total
Hurry	44.2	51.5	47.4
Better use of own abilities	47.2	43.3	45.0
Lack of recognition	39.8	47.5	44.2
Salary	37.7	31.5	34.1
Misbehavior of pupils	31.6	35.0	33.6
Stress	27.6	37.5	33.2
Lack of facilities	33.7	31.3	32.3
Poor working conditions	34.8	29.2	31.6
Incapability of administration	29.4	32.9	31.5
Inflexibility of administration	29.3	31.9	30.8

Further comparison with individual items revealed that *troupers* identified lack of respect ($p=.011$, $d=0.25$), lack of recognition ($p=.002$, $d=0.31$), lack of opportunities ($p=.009$, $d=0.35$), stress ($p=.007$, $d=0.28$) and busy schedules ($p=.022$, $d=0.22$), and teacher's own capability ($p=.001$, $d=0.25$) as more significant reasons to consider leaving than *lifers*. When *troupers* were divided into *potential movers* and *potential leavers*, a comparison did not reveal any differences in factors between these groups. A comparison of individual items between *potential leavers* and *potential movers* showed that *potential leavers* were more likely to identify disturbing factors in the working environment ($p=.028$, $d=0.30$) and work stress ($p=.030$, $d=0.28$) than *potential movers*.

7.2 Former PE teachers

Of those who had changed their job to other profession, 56% were working in a profession other than teaching (*leavers*) while 44% were still working in school (*movers*). Of the *movers*, 34% were working as a principal, 24% as the teacher of another subject, 20% as a class teacher, 16.5% as a study advisor and 5.5% as a special education teacher. Those who moved outside of teaching (*leavers*) were working mainly in administrative posts. Common job descriptions were also coaching, researching, planning or doing business. The distribution of former PE teachers' current jobs is described more closely in Tables 6 and 7. Former PE teachers had been teaching for an average of 9 years ($SD=7.2$ years). Women had been working in the PE teaching profession longer than men ($p=.025$, $d=0.31$). *Movers* had been teaching PE longer ($M=10.7$, $SD=7.4$) than *leavers* ($M=6.8$ years, $SD=6.5$) ($p<.001$, $d=.56$) (Table x). It was also found that of those who were no longer teaching PE, 42% had stopped after less than five years of teaching. Of the total number of survey participants ($N=1084$), only 8.3% of PE teachers had left within five years. Aside from these first five critical years, after ten and fifteen years there were also increases in turnover rates (Figure 1). Of those who had left the profession, 64.2% (13.6% of total) had left after 10 years and 84.7% (18.0% of total) after 15 years. It was also found that novice teachers mainly moved outside of teaching, whereas those who had worked longer mainly moved to school-related professions.

TABLE 6 Former PE teachers' current job - *movers* (%)

	Principal	Subject teacher	Class teacher	Study advisor	Special education
Total	34	24	20	16	6
Men	53	21	14	10	2
Women	18	27	25	22	8

TABLE 7 Former PE teachers' current job - *c leavers* (%)

	Admin.	Business	Coach	Research	Planning	Specialist	Other
Total	37	9	10	9	9	8	18
Men	46	9	14	6	3	7	15
Women	29	9	6	12	14	9	21

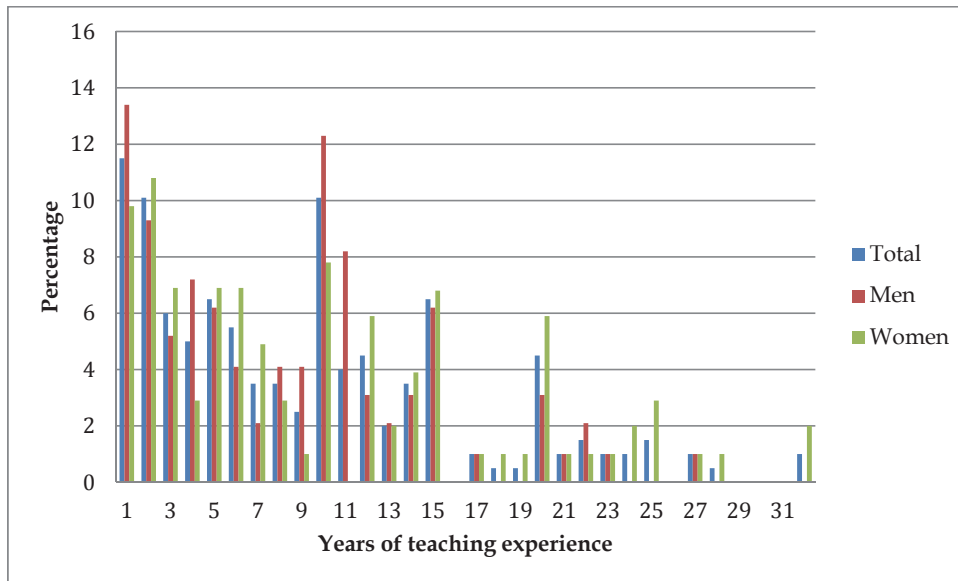


FIGURE 2 Teaching experience of former PE teachers, men, women and total (%)

7.2.1 Reasons to leave

Former PE teachers identified the use of their own abilities as the most significant reason to leave the profession. In total, 69% identified that this influenced considerably or categorically contributed to their decision to leave, while 51% stated that it was the most significant reason for their departure. Other common reasons for leaving were the work becoming routine (35% of respondents), lack of promotion possibilities (33%), poor working conditions (23%), lack of facilities (23%), workload (23%), misbehavior of pupils (21%), lack of recognition (21%), salary (21%), lack of equipment (20%) and tight schedules (19%).

When different groups were compared in terms of different factors composed with PCA, it was found that workload and working conditions were more important reasons for women to leave than for men ($p=.001-.043$, $d=0.50-0.31$). Regarding individual items, women said that rushed schedules, workload and poor working conditions had more of an influence on their final decision to leave the profession ($p=.003-.045$, $d=0.29-0.42$). For men, isolation from colleagues influenced their decision more than for women ($p=.036$, $d=0.30$). Between *leavers* and *movers*, school-related factors came up as reasons. *Leavers* identified pupils, administration, colleagues and status as more important reasons to leave than *movers* ($p<.001-.017$, $d=0.38-0.59$). A comparison between former experienced and novice teachers revealed that former experienced teachers identified teaching becoming routine ($p=.035$, $d=0.32$) as a more important reason to leave than former novice teachers, while former novice teachers identified lack of collegial support as a reason to leave more often than former experienced teachers ($p=.042$, $d=0.27$).

7.2.2 Benefits in the new profession

Former PE teachers identified having a unique opportunity as the most significant reason to leave the profession (19.5% of respondents), and 64.3% identified that this had considerably or categorically contributed to their decision to leave. Both novice teachers (20.3%) and experienced teachers (20.0%) found this reason to be the most significant one for their departure. The possibility to fulfil oneself (70.2%), a more versatile job (68.5%), interest in another field (65.0%), and better possibilities to influence on work (61.0) were also common reasons to leave the profession. For experienced teachers, a smaller workload was most significant reason for ten percent of the group. When comparing the factors that were established with PCA, workload influenced women more in their decision to leave than men ($p=.015$). Respectively, status had more of an influence on men their decision to leave than women ($p=.004$). These differences were highlighted in terms of individual items. Women identified physical load ($p=.002$, $d=0.45$) and strain in the work environment ($p=.017$, $d=0.35$) as more important reasons to leave than men.

In terms of individual items men identified higher status ($p=.012$, $d=0.37$) and salary ($p<.001$, $d=0.52$) as more important reasons to leave than women. *Leavers* said that status ($p=.034$) and free time ($p=.010$) had more of an influence on their decision than for *movers*. In terms of individual items, *leavers* revealed that better promotion possibilities ($p=.030$, $d=0.33$), better possibilities to withdraw from a job ($p=.012$, $d=0.38$), a more relaxed working environment ($p=.045$, $d=0.30$), being more content with one's own life ($p=.035$, $d=0.32$) and no need to work with parents ($p=.027$, $d=0.34$) had influenced their decision to leave the profession more than for *movers*. Respectively, for *movers*, less of a physical load influenced their decision more than for *leavers* ($p=.014$, $d=0.37$). A comparison between former novice teachers and experienced teachers revealed that for former experienced teachers, control of life influenced more on their decision to leave than for former novice teachers ($p=.027$, $d=0.35$). In terms of individual items, former experienced teachers identified lesser of a physical load ($p=.001$, $d=0.54$) as a more significant reason to leave than former novice teachers.

7.2.3 Other reasons for turnover

When comparing the factors that were established with PCA, control of life influenced women more than men in their decision to leave the profession ($p=.006$). Likewise, for former experienced teachers (worked more than 10 years) control of life had more of an influence than for former novice teachers (worked 1-5 years) ($p=.028$). A comparison of individual differences revealed that women identified a need for a balance in their life ($p=.032$, $d=0.31$) and uncertainty of continuity of work ($p=.005$, $d=0.41$) as more significant reasons to leave the profession than men. Between *leavers* and *movers* there were no differences in other reasons to leave the profession. Both women (29.3%) and men (34.1%) identified a desire to improve oneself as the most influential reason to leave. A desire to

do something totally different was influential especially for men (23.6%), and women identified job insecurity as most the influential reason to leave (16.3%).

7.2.4 Intent to return to PE

Of those who had left PE teaching, 75% identified that they did not have an intention to return to that. Only six respondents (2.6%) identified that they would return to PE teaching and 49 respondents (21.6%) were considering the possibility returning. Of those who identified their confident or possible intention to return to PE teaching, nearly thirty per cent (29.4%) considered returning in 0-2 years, while the majority (39.2%) considered returning in 3-5 years. The rest considered returning after 6-10 (23.5%) or after 11 or more years (7.8%). Intentions to go back to PE teaching did not differ between men and women or *leavers* and *movers*. However, former novice teachers intended to go back to PE teaching more than former experienced teachers ($\chi^2 = (1) 7,238, p=.007$).

8 DISCUSSION

The purpose of this study was to determine Finnish PE teachers' job satisfaction and career intentions, as well as the present job of those who had already left the PE teaching profession. PE teachers identified themselves as satisfied with their job, but nevertheless there are many reasons for potentially changing one's profession. A quarter of PE graduates had already changed their profession and an additional 39% were considering leaving the profession. However, this may be due more to an attraction of the other profession than being bored or frustrated with the PE teaching profession. An understanding of this dynamic is not only crucial for PE in Finland and elsewhere, but may potentially shed light on other subjects as well. Results from this study may be used to retain teachers in the profession.

8.1 Present PE teachers

In this study, PE teachers generally identified themselves as satisfied with their job: 79.5% of PE teachers stated that they were either satisfied or very satisfied. Primary reasons for satisfaction for PE teachers were co-operation with pupils and colleagues, their own expertise, possibilities to influence, amount of teaching hours, holidays and breaks. Similar results have also been reported in other studies (Koustelios, 2001; Moreira et al., 1995). These reasons can be linked to Ma and MacMillan's (1999) model of job satisfaction. Own expertise is part of competence, co-operation with pupils and colleagues is linked with working environment and possibilities to influence on work and amount of teaching hours can be included with administrative control. It is not surprising that interaction with others is a primary source of satisfaction. Common altruistic motivations (working with young people and teaching them) have been identified as drivers to enter the teaching profession (Hirvensalo & Palomäki, 2006; Watt & Richardson, 2007). PE teachers were least satisfied with salary, co-operation with local sport experts, organization of teaching, maintenance of

facilities, and facilities being sufficient. These concerns are also seen in from previous studies (Curtner-Smith, 2001; Koustelios et al., 2004; Shoval et al., 2010). Poor working conditions not only cause troubles when teaching big groups, but they may also lessen the possibility to use one's own expertise, since poor conditions reduce the chance of being able to exercise different with kinds of sports and customize teaching to meet the unique demands of pupils.

Job satisfaction was dependent on the stage of the career. Beginning PE teachers were satisfied with their job, but satisfaction declined among those who had been teaching for more than five years. However, in the latter part of the career, satisfaction increased again. Teachers nearing retirement were especially satisfied with their job. Satisfaction may increase during the career because of increased respect and control over school settings (Macdonald, 1995). On the contrary, PE teachers at the beginning of their career may be enthusiastic about their new job and all the new things at work, and they may also get support from their colleagues in the beginning (more than later on). When more experience is gained, however, the realities of the work start to sink in and the need for support decreases. Due to working outside of school, PE teachers may feel isolated and their possibility to share concerns may be limited. Because of isolation, job satisfaction may decrease. Also, there may be more family issues (small children) that affect to daily schedules, and that is why there may be less time for planning and working with colleagues. The job may no longer be as important as it was at the beginning of the career.

In this study, job satisfaction was strongly associated with the intention to stay in PE teaching. Those who were satisfied with their jobs were six to ten times more likely to report an intention to stay in their profession than those who were unsatisfied. Reporting commitment to the job was also a good predictor of an intention to stay in PE teaching. Both experienced and novice PE teachers were six times more likely to report an intention to stay in PE teaching if they were committed to their jobs. Commitment to school and children may help teachers conquer challenges in teaching (Curtner-Smith, 2001). Good resources for working, recognition of work and good work community increased the likelihood of the intention to stay for both novice and experienced PE teachers. If teachers were satisfied with these things, they were two to four times more likely to stay. It has been found that some of the conditions, attitudes and structures that PE teachers encounter may frustrate and/or disempower them, and this may "deprofessionalize" (undervalue) or "proletarianize" (impoverish) PE teachers (Macdonald, 1995; Macdonald, 1999b; Moreira et al., 2002). Also, capabilities and quality of work increased novice teachers' intentions to stay while satisfaction with pupils and own expertise increased experienced teachers' the likelihood to stay.

The differences in job satisfaction and intention during the career can be viewed also through the lens of the teacher career cycle (Fessler & Christensen, 1992). In the beginning, teachers are in an induction stage, where they are socialized to their profession. How well they are supported and listened to by the work community (principal and peers), how well-prepared they are and

what resources there are for teaching may influence their decisions to stay or leave the profession. Since the beginning of the career includes more uncertainty than the latter phases of the career, at this stage support from others is important. In this study, teachers identified themselves as satisfied at the beginning of their career. Likewise, novice teachers did not identify a strong intention to leave. It seems that PE teachers in Finland are successful in their induction stage, stabilize their position in their work community, and continue their career with the competence-building stage. However, it seems that PE teachers face career frustration or reassessment stage. In this study, 46% of teachers with 16-20 years of experience identified an intention to leave the profession. Among teachers with 11-15 and 21-25 years of experience, the intention to leave was also over 40%. According to Huberman (1989), the reassessment phase appears between 7-18 years of experience. It should be kept in mind that teachers develop variously; therefore, this stage may appear differently different individuals. According to Gaudreault and Woods (2013) during this stage organizational factors (e.g. management style or school regulations) play a crucial role in whether teachers decide to leave or stay. Motivation for the job may also have declined, and depending on support from the administration, teachers make decisions with their careers. However, personal factors are important, since critical events in a teacher's personal life may lead to a decision to leave. Based on this study, a modified version of the teacher career cycle can be defined as in Figure 3. In this model, there are organizational and personal factors, that have an influence on teachers' careers. Organizational factors include organization of teaching, work community, respect, working environment, workload and administration. Personal factors include family, positive incidents (e.g. unique opportunity for another job, promotion), negative incidents (e.g. injuries), new interests, expertise (and hence a need for better use of them), and the need for a change (e.g. routinization).

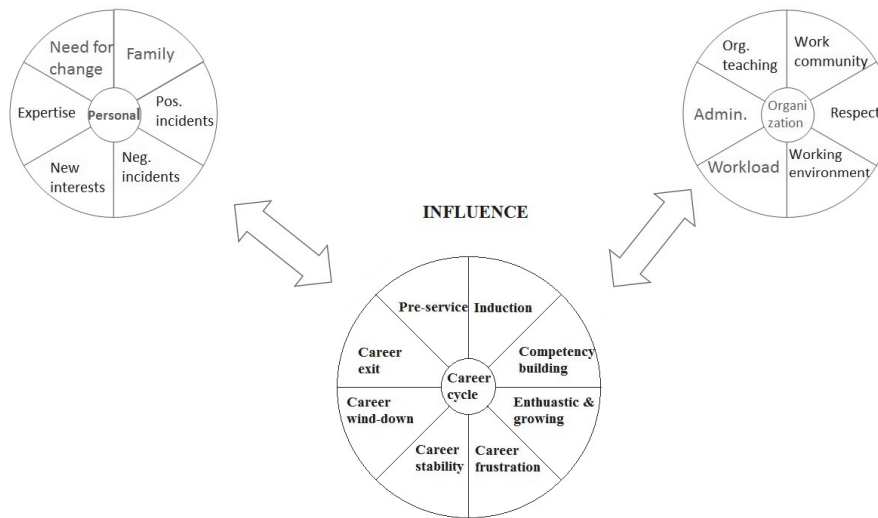


FIGURE 3 PE teachers' career cycle.

As teachers near retirement, there is a career wind-down stage, when teachers look back on their career. Depending on their experiences, they may be satisfied if their career has been rewarding, or they may have negative emotions if their career has been unfulfilling. In this study, a clear career wind-down stage was found. Teachers with experience of 26-30 years or more identified themselves as *stayers*, not willing to leave the profession. They were also among the most satisfied teachers.

Even though PE teachers identified themselves as satisfied with their job, 39% of PE teachers reported having had an intention to leave the profession during the past 12 months. Like in Henninger's study (2007), these teachers were classified as *trouppers*, teachers who are still teaching, but without much commitment or passion for the job. Alternatively, 61% of teachers were classified as *lifers*, teachers with high commitment and enthusiasm for teaching PE. PE teachers intended to leave the teaching profession (*potential leavers*) and seek another profession not related to school. Only a third of those PE teachers who intended to leave stated an intention to stay inside school (*potential movers*). There are many explanations and reasons to change jobs. These teachers may be satisfied with their job, but they have lost their motivation and lack enthusiasm. In this study, PE teachers identified routinization of the job as a reason to leave or having an intention to leave. Teachers may enjoy working with children, but if they feel their job is routine and lacking in challenges, it may not motivate them anymore. Decline in motivation is found to be common especially for older PE teachers (Gaudreault & Woods, 2013). Other reasons for intentions to leave were workload and stress issues, especially for women. In the PE teaching profession, there are many different duties that can cause physical strain. These include, for example, demonstrating technical moves, sports instruction, refereeing, exposure to outdoor conditions (cold, rain, wind, heat), frequent

travel between workplaces or carrying, placing and storing heavy objects or equipment (Bizet et al., 2010; Sandmark, Wiktorin, Hogstedt, Klenell-Hatschek & Vingård, 1999). It has been stated that novice teachers have been overwhelmed by their inability to deal with all the demands of the job. Because of excessive workload, the quality of teaching declines (Shoval et al., 2010). In this study, however, beginning teachers did not report workload issues (like older PE teachers did). Aside from these reasons, *trouper*s (intending to leave) also identified working conditions and status concerns as reasons to leave. Being marginalized and the PE teachers' job being underestimated have been identified as common reasons for dissatisfaction and, hence, reasons to exit the profession (Gaudreault & Woods, 2013; Lux & McCullick, 2011; Macdonald, 1999b; Whipp et al., 2007).

Even though intentions to leave the teaching profession may be high, actual turnover may be much lower (LeCompte, 1991, 137). One barrier to actual turnover may be the lack of promotion opportunities. This has also been identified in previous studies (Lynn, 2002). On the other hand, there may also be difficulties to get a new job in the field of sports at the age of 50 or more. In the field of sports, in which specialist expertise is based on fitness, the relationship of age and career is significant, especially among women (Webb & Macdonald, 2007). One interesting data point in this study was the large number of satisfied teachers with an intention to leave. Of 809 teachers, a quarter said that they were satisfied, but still intended to leave.

This fairly high level of intention to leave is a bit surprising when compared to the number of applicants for the PETE program. For example, in 2012 there were over 1,600 applicants for just 50 university places in the PETE program in Finland (Kalaja, 2012, 76). It could be assumed that highly competitive entry into the teaching field could prevent PE teachers from giving up easily on teaching. As a comparison, in highly exam-driven cultures like Taiwan (Wang & Fwu, 2014), teachers intend to stay in the profession. Along with competitive entry, significant investment in five years of full-time study could also be a driver to remain in the profession. On the other hand, due to versatile know-how in the field of education, sports and health, there are many employers who would like to recruit highly educated PE teachers into administrative and coaching work in fitness centers and sport organizations. These employers may appreciate teachers' pedagogical and other knowledge, as well as their good sport skills.

8.2 Former PE teachers

Of the total amount of PE graduates in this study, 23% had changed their profession. Of these, 56% were working in a profession outside of teaching (*leavers*) and 44% in school-related professions (*movers*). The proportion of PE teachers in Finland who have left the profession is not as high as reported in Australia (57%) (Macdonald et al., 1994) or in Canada (62%) (Carre, 1980) in earlier

studies. It is also lower than the turnover rate of Finnish music teachers (45%) (Ruismäki, 1991).

Former PE teachers identified better use of their own expertise as the most significant reason to leave the profession. Lack of promotion possibilities and routinization of work were also mentioned as reasons to leave the profession. These have also previously been to be crucial reasons to leave the profession (Armour & Jones, 1998, 132-133; Macdonald et al., 1994; Macdonald, 1999b).

In this study it was found that certain aspects of the working conditions of Billingsley's (2004) model influenced PE teachers' decisions to leave the profession: pupils, colleagues and the administration were identified as reasons to depart. Administrations can also influence workload, which was also found as a reason to leave the profession. Also lack of respect and poor rewards were found in this study to be common reasons to leave the profession. Salary is also included in Billingsley's (2004) conceptual model of teachers' career intentions in working environment factors.

Billingsley's (2004) model also included teacher characteristics that can predict career intentions. In this study, teaching experience was found to affect teachers' career intentions. As seen in other studies (e.g. Boe et al., 2008), teachers with less experience were more likely to exit the profession. In this study 42%, of those who had left the profession had teaching experience of just 1-5 years (figure 1). No differences were found in this study between genders in actual turnover or intention to leave. This could be seen as a positive sign for equality. Since there is no higher intention to leave among male or female PE teachers, it could be assumed that teachers are treated equally. However, female PE teachers identified poor working conditions as a reason to leave more often than male teachers did. Could it be that male PE teachers have better working conditions than female teachers do?

It should be kept in mind that some teachers may have left for other reasons than dissatisfaction or those related to the profession. At the moment in Finland, for example, primary and secondary schools are unified, and this may affect teachers' contracts. Likewise, changes in vocational schools in the late 1990s markedly reduced the amount of PE in the curriculum (Hirvensalo, Mäkelä & Palomäki, 2013), which may have caused termination of contracts. Hence, some PE teachers may have left the profession involuntarily.

Actual turnover (23%) was significantly lower than intentions to leave (39% of PE teachers). Also, the amount of teachers who had left after 1-5 years (42%) was noteworthy when compared to novice teachers' intentions to leave the profession (less than a third). There may be several reasons for this difference. Those who have left may have been those former teachers who had not settled into the profession, and that is why they left relatively soon after entering it. Secondly, there may be former teachers who left the profession because no teaching places were available anymore. They may have settled down because of domestic partner, but no PE teaching places were available and they were forced to enter some other sport-related profession (or another profession altogether). Some of these former teachers may have left involuntarily. For the most,

those who left after 1-5 years left teaching completely. On **one** hand, this could also support the assumption that some teachers just do not fit into a school environment and, hence migrate from the teaching profession. It may be also that today's teachers are entering the profession with long-term career goals that differ from those of previous generations (Quartz, 2009), which drives them to leave the profession earlier than their older counterparts. It could be also speculated, how well the PETE program in Finland prepares teachers for the realities of school life. According to Richards, Templin and Gaudreault (2013), teaching skills, knowledge and necessary dispositions for effective teaching may be not enough in today's school. On the other hand, in this study 20% of novice teachers identified that they have left the profession because of a unique opportunity. Without such a unique job opportunity, they might have stayed in PE teaching

Even though attrition is mainly a result of job dissatisfaction, this is not always the case. According to Quartz (2009), rather than pushed away some teachers are, pulled out of the classroom. In our study this might be the case especially among those PE teachers who said that their diminished work ability influenced their decision to leave. Likewise, there might be PE teachers who left the profession because of family reasons. These individuals may have had an intention to stay in PE teaching, but they could not continue to teach PE. Termination of contracts could also be a reason, if no more PE teaching positions were available. In sport-related professions there is also the possibility of ageism. There may be more jobs available for young, energetic and fit PE teachers than for older PE teachers. PE teachers have reported that they are expected to be enthusiastic, energetic and dynamic, possessing the model of a fit and healthy body (Macdonald, 1999b; Moreira et al., 1995; Webb & Macdonald, 2007). In this study, nearly a fifth of the teachers stated that a unique opportunity was the most significant reason to leave. Although satisfied with teaching PE, due to another job opportunity, they left the profession. On the contrary, some teachers stay in the profession involuntarily (Hughes, 2001). They may suffer from work overload or burnout, or they may have lost their enthusiasm but because of job benefits (e.g. vacations, suitable timetables) or a lack of other opportunities they stick it out in their profession. This may be especially true in economically insecure times, as it was the case in Finland when the data was collected.

Most of the former teachers did not express any intention to come back to PE teaching. Only a small proportion (2.6%) identified a definite intention to come back to their PE teaching profession. It seems that the decision to leave has been for most PE teachers a result of consideration or the change has happened when an unique opportunity has arisen. Therefore, the change seems not to be an option. On the other hand, some PE teachers have tried to make a change in their professional life, and after seeing the other option(s) they have decided or are considering to go back to PE teaching. They may even have more ideas or visions for PE when they go back to teaching, and they may be more enthusiastic to teach than before they left. For some teachers this may come

through in-service training, but other PE teachers may need more than just a short-term in-service training to gain new motivation and enthusiasm for PE teaching. For women, this may also happen during maternity leave.

8.3 Limitations

The present study is a first attempt to determine PE teachers' career trajectories: retention, attrition and area transfer. Even though the data is extensive and excellent (78% of eligible PE teachers answered the questionnaire), there are a few limitations. Firstly, this study was conducted for PE teachers who graduated from the PETE program at the University of Jyväskylä. In Finland, however, there are also PE teachers who have qualified as class teachers and unqualified PE teachers (lacking a teaching degree), and these teachers are not included in this study. For even better data, inclusion of these PE teachers would have given more insight into the PE teaching profession in Finland on the whole. A comparison between qualified PE teachers and unqualified PE teachers would also have been possible if these teachers had been included in this study. It is important to note, however, that contacting these teachers would have been much more complicated than the teachers sampled in this study.

Secondly, it should also be kept in mind that there was a possibility of influence of critical or political circumstances at the time of collecting the data. Such factors may have caused potential variation in teachers' professional intentions during the data collection. For example, the economic recession may have hindered teachers' ability to leave the profession, given the change for secure work in the teaching field and a lack of possible opportunities outside of it. On the other hand, the recession may also have increased intention to leave, due to cost cuts in schools. Because of the economic situation, teachers were not allowed to participate in in-service programs or offer special courses in PE.

Thirdly, from the point of view of teacher turnover, the present study concentrated on PE teachers' attrition and area transfer. In addition to these, there is also *migration*, meaning that teachers are moving to other schools without changing their focus of teaching. Since there were PE teachers who were intending to leave the profession, it could be argued that some of these teachers would have liked to stay in PE teaching. These teachers may have been seeking better working conditions or a better balance between family and work.

Fourthly, alongside the intention to leave, level of confidence in the intention to leave could have been asked (e.g. no confidence to very high confidence). This could have given more specific information about the degree of intention to leave. Some teachers may have occasionally considered leaving but not with any real confidence, while others may have had an intention to leave for a longer period (and maybe have already looked for another job). Also, it would have been reasonable to include in the questionnaire an evaluation by respondents of the preferred profession options.

8.4 Future considerations

A valuable future study would be the follow-up of the PE teachers in this study. How many of them are still teaching PE and how many have left the profession? What have been the primary reasons for leaving and are those reasons the same as found in this study. It would also be important to determine the amount of *migrators*, those teachers who have changed schools, but are still teaching PE, and what the reasons were behind the move. It would also be useful to take into consideration what possible reasons there may have been for involuntarily leaving the profession. Have some PE teachers been forced to move because of diminished work ability, poor working conditions or changes in the organization (e.g. termination of the contract)?

Also, it would be important to look closer at beginning PE teachers. Why have novice PE teachers left the profession, and are there some factors that have not been identified in this study? Since there is no formal induction system for beginning teachers in Finland (Jokinen, Markkanen, Teerikorpi, Heikkinen & Tynjälä, 2012), it might be that mentoring programs found to be effective in other countries could offer solution to this problem. It could be reasonable to define with qualitative methods the job of beginning teachers, what the main challenges in their job are, and the primary concerns that lead them to consider leaving the profession. Aside from beginning teachers, it could be argued that a closer look at middle-aged PE teachers facing the career frustration stage could be further studied. It could be argued as well that further evaluation of working conditions, socialization to the profession, status concerns and work ability might give more important information related to this study. Also, a qualitative retrospective of former PE teachers could give more valuable information on their current thoughts on their decision to leave.

At the moment, the national core curriculum for basic education is in a process of redefinition. This curriculum will partly define how PE teaching will look in the future. Even though this process is not yet complete, it has already been decided that the national core curriculum will include a follow-up system for functional capacity for fifth-grade and eighth-grade students. It is clear that PE teachers will be in charge of this follow-up system, which could potentially raise the status of PE teachers. Playing an even more important role as a guide for student' well-being could increase the appreciation of the work done by PE teachers. On the other hand, there is also a possibility for negative responses against the follow-up system and accordingly, against PE teachers. Partly because of the follow-up system and the recent national action program "Finnish Schools on the Move", it appears as if the role of the PE teacher is being expanded to include broader educational objectives. It would be important to find out how these changes will affect PE teachers' job satisfaction and career intentions.

In the future, the current questionnaire could be developed even further. There could be more questions related to workload and work ability, in order to

determine more accurately the main causes for stress in the profession. Maybe the most strenuous movements and the possible injuries in the PE teachers' profession could be identified in more closely detail. Also, more attention could be directed to the importance of PE colleagues and their role in supporting teachers ("encouraging" them to either leave the profession or move to another PE teaching position). In the future, satisfaction with the new National Curriculum (effective as of 2016) could also be measured. More attention could be paid as well to the challenges of "sedentary lifestyle generation". How do low levels of physical activity (and hence the "obesity crisis"), polarization of fitness among children and youth, and sedentary lifestyle have an influence on PE teachers work? How do these possible challenges affect the job satisfaction of PE teachers?

YHTEENVETO

Liikunnanopettajien työtyytyväisyys, ammatinvaihto ja ammatinvaihtoaikheet Suomessa

Opettajan työ on viime vuosikymmeninä kohdannut useita merkittäviä muutoksia. Yhtenä muutoksena on teknologian merkittävä lisääntyminen työn suorittamisessa. Samanaikaisesti oppilasryhmät ovat heterogenisoituneet ja yksilölliset oppimisvaatimukset ovat lisääntyneet. Yhteiskunnan kehittyessä kilpailullisemmaksi ja suoritusta korostavaksi on myös opettajan työlle asetettu entistä enemmän odotuksia sekä yhteiskunnan että vanhempien suunnasta. Kansainvälisesti nämä muutokset ovat johtaneet koulutusreformeihin, joista osassa keskeiseen osaan ovat nousseet tiettyjen standardien saavuttaminen. Opettajille tämä on tietänyt vaatimusten ja sitä kautta työmäärän lisääntymistä standardien saavuttamiseksi. Vaatimusten kasvaessa työstä maksettava korvaus tai työn suorittamisesta saatava arvostus eivät ole kuitenkaan merkittävästi nousseet. Arvostuksen suhteen tilanne on pikemminkin päinvastainen, opettajan ammatin arvostus on laskenut. Osa opettajista kokee näiden epäsuhtien olevan epäoikeudenmukaisia ja vaihtaa ammattia paremman palkan ja arvostuksen toivossa, jättäen taakseen hyvillä mielin testaamisen ja työn kontrollin tuovan paineen.

Kansainvälisesti opettajien ammatinvaihto on noussut merkittäväksi huolenaiheeksi koulutuksen alalla. Erityisesti nuoret opettajat pakenevat alalta arjen realiteettien rävähtäessä täydellä voimalla vasten kasvoja. Opettajankoulutuksen antamat valmiudet eivät ole riittävät tai ne eivät vastaa opettajan työn arkea. Suomessa opettajan työn korkea arvostus ja pitkä peruskoulutus ovat toistaiseksi pitäneet opettajat hyvin alalla ja opettajan työstä toisiin tehtäviin vaihtavien määrä on pysynyt Suomessa pienenä. Korkea koulutus, pysyvä henkilökunta ja ammatin arvostus ovat osaltaan olleet vaikuttamassa myös Suomen hyvään menestykseen PISA-tutkimuksissa (Program for International Student Assessment).

Vaikka Suomessa ammatinvaihtoluvut eivät olekaan vastaavaa luokkaa kuin monissa muissa hyvinvointivaltioissa, on myös Suomessa syytä olla huolissaan ulkomailla ilmenneeseen kehitykseen. Koulutuksen kentältä on viime vuosina kuulunut enenevässä määrin huolta työkuormituksen lisääntymisestä, kasvaneista vaatimuksista ja opettajien jaksamisesta. Korkean koulutuksensa ja kykynsä hallita ja opettaa erilaisia ryhmiä ovat haluttuja ominaisuuksia myös koulutusalan ulkopuolella. Poikkeusta tässä tapauksessa eivät tee taito- ja taideaineiden opettajat. Ulkonäkökorostunut yhteiskunta suorastaan huutaa liikunnanopettajien ominta osaamisaluetta, liikuntaa, mutta siihen läheisesti liittyviä aihealueita kuten hyvinvointia, ravintoa, ja terveyttä, jotka ovat myös liikunnanopettajien osaamisaluetta. Lisäksi huippu-urheilu ja urheiluseuratyö ovat herkkänä hyödyntämään liikunnanopettajien tietotaitoa. Vaikka liikunnanopettajan työssä oppilaiden testaamiseen (vrt. kokeiden pito muilla opettajilla) liittyvät kuormitustekijät ovat vähäisiä, sisältää työ paljon omanlaatuisia kuormitustekijöitä, kuten työn fyysinen kuormitus. Mikäli työssä kohdattavat

haasteet nousevat merkittäväksi, esimerkiksi työn fyysinen kuormitus tai heikot opetusolosuhteet (suuret oppilasryhmät, vähäiset opetusresurssit tai huonot opetustilat) voivat liikunnanopettajien ammatinvaihtoaikkeit lisääntyä.

Tämän tutkimuksen lähtökohtana oli tutkia suomalaisten liikunnanopettajien työtyytyväisyyttä ja ammatinvaihtoaikkeitä sekä ammattia jo vaihtaneiden liikunnanopettajien nykyistä työnkuvaa ja syitä ammatinvaihdon taustalla. Lisäksi selvitettiin, mitkä tekijät selittivät liikunnanopettajina toimivien opettajien ammatinvaihtoaikkeitä ja mitkä demografiset tekijät selittivät ammatinvaihtoa ja ammatinvaihtoaikkeitä.

Tutkimuksen kohdejoukko koostui vuosina 1980–2008 Jyväskylän yliopistosta liikunnanopettajiksi valmistuneista. Kohdejoukkoon kuului yhteensä 1480 liikunnanopettajaksi valmistunutta. Tästä kohdejoukosta tavoitettiin yhteensä 1394. Kohderyhmään kuuluneille lähetettiin kaksi kyselylomaketta, joista toinen oli suunnattu liikunnanopettajana toimiville ja toinen muussa, kuin liikunnanopettajan ammatissa toimiville. Yhteensä vastauksia näiltä kahdelta eri ryhmältä saatiin 1084. Vastaajista 808 toimi edelleen liikunnanopettajan ammatissa ja 256 jossain muussa kuin liikunnanopettajan ammatissa. Yhteensä 20 liikunnanopettajaa ilmoitti jääneensä eläkkeelle.

Tutkimuksen tulokset osoittivat, että 79.5 % liikunnanopettajista oli tyytyväisiä tai erittäin tyytyväisiä ammattiinsa. Pääkomponenttianalyysin avulla löydettiin yhteensä seitsemän työtyytyväisyyden faktoria, jotka olivat seuraavat: työyhteisö, resurssit, oma ammattitaito, työn huomiointi, oppilaat, työn laatu ja pystyvyys. Yksittäisistä väittämistä liikunnanopettajat ilmaisivat suurinta tyytyväisyyttä omaan ammattitaitoonsa (88 % tyytyväisiä tai erittäin tyytyväisiä). Logistisen regressioanalyysin avulla ennustettiin liikunnanopettajien pysymistä ammatissa. Tyytyväisyys työssä ennusti kuusinkertaista todennäköisyyttä pysyä ammatissa pysymiseen työssä pitkään olleilla liikunnanopettajilla ja kymmenkertaista todennäköisyyttä lyhyen työuran omanneilla opettajilla. Sitoutuminen työhön ennusti molemmilla ryhmillä kuusinkertaista todennäköisyyttä pysyä työssä. Näiden lisäksi tyytyväisyys välineisiin, työn huomiointi sekä kollegat ennustivat kaksin- tai nelinkertaista todennäköisyyttä pysyä työssä. Nuorilla opettajilla työn hallittavuus ja työn laatu ennustivat työssä pysymistä, kun taas kokeneilla tyytyväisyys oppilaiden kanssa työskentelyyn ja omaan ammattitaitoon ennustivat ammatissa pysymistä.

Vaikka liikunnanopettajat ilmoittivat olevansa tyytyväisiä työhönsä, 39 % liikunnanopettajista ilmoitti harkinneensa ammatinvaihtoa usein tai ajoittain. Ammatinvaihtoa harkitsevat nimettiin sitoutumattomiksi (*troupers*) ja sitoutujiksi (*lifers*) nimettiin ne liikunnanopettajat, jotka olivat harkinneet ammatinvaihtoa harvoin tai ei lainkaan. Sitoutumattomat kokivat ammatin arvostuksen, työmäärän ja työolosuhteiden vaikuttaneen ammatinvaihtoaikkeisiin enemmän kuin sitoutujat. Ammatinvaihtoa harkinneista 67 % ilmoitti harkinneensa vaihtoa koulun ulkopuolelle. Vastaavasti 33 % ilmoitti harkinneensa siirtymistä muihin opetusalan tehtäviin. Ammatinvaihtoa koulutusalan muihin tehtäviin harkitsivat keskimäärin enemmän ne liikunnanopettajat, jotka olivat tyytyväisiä työhönsä. Ammatinvaihtoa harkitseviin liikunnanopettajiin kuului myös 194

sellaista liikunnanopettajaa, jotka ilmoittivat olevansa tyytyväisiä ($n=160$) tai erittäin tyytyväisiä ($n=34$) työhönsä. Naisille työmäärä ja työstressi vaikuttivat ammatinvaihtoihanteisiin enemmän kuin miehille ($p=.010-.040$).

Ammattia vaihtaneista opettajista ($N=256$) 44 % toimi edelleen koulutukseen liittyvissä tehtävissä ja 56 % muissa tehtävissä. Koulutukseen liittyviin tehtäviin vaihtaneista opettajista 34 % ilmoitti nykyiseksi työnkuvakseen rehtori. Muita yleisiä ammatteja olivat muun aineenopettaja (24 %), luokanopettaja (20 %), opinto-ohjaaja (17 %) ja erityisopettaja (6 %). Opetusalan ulkopuolelle siirtyneistä 37 % ilmoitti toimivansa erilaisissa hallintotehtävissä, esimerkiksi urheiluseurojen tai lajiliittojen palveluksessa. Muita yleisiä työnkuvia olivat muun muassa valmentaja (10 %), liikunnan suunnittelutehtävät (9 %), yrittäjä tai liikuntaa liittyvä tutkimus (9 %).

Ammattia vaihtaneet liikunnanopettajat ilmoittivat toimineensa liikunnanopettajan ammatissa keskimäärin yhdeksän vuotta. *Muuttajat* (edelleen koulutuksen parissa työskentelevät) olivat toimineet liikunnanopettajan ammatissa tilastollisesti pidempään kuin *lähtijät* (koulutuksen ulkopuolella toimivat) ($p<.001$). Huomionarvoista entisten liikunnanopettajien ryhmässä oli se, että 42 prosentilla ammattia vaihtaneista työkokemusta liikunnanopettajan ammatista oli kertynyt vain 1-5 vuotta. Työkokemuksen tarkempi analysointi osoitti myös sen, että ammatinvaihto lisääntyi huomattavasti 10 tai 15 työvuoden jälkeen.

Ammatinvaihtoon vaikuttaneista tekijöistä löydettiin pääkomponenttianaalysin avulla kuusi erilaista kategoriaa: oppilaat, työn johto, työolosuhteet, kollegat, ammatin arvostus ja palkkiot sekä työmäärä. Merkittävimmäksi yksittäiseksi syyksi liikunnanopettajat mainitsivat halun käyttää omia kykyjään paremmin (69 %). Muita merkittäviä syitä olivat mm. liian rutinoitunut työ, etenemismahdollisuuksien puute, heikot työolosuhteet, puutteelliset työtilat tai välineet, ja oppilaiden häiriökäyttäytyminen. Naisten ja miesten välinen vertailu osoitti, että naisille kiire tai kireät aikataulut ($p=.016$), heikot työolosuhteet ($p=.045$) ja työn fyysinen kuormitus ($p=.003$) vaikuttivat ammatinvaihtoon enemmän kuin miehillä. Miehillä puolestaan eristäytyminen kollegoista vaikutti ammatinvaihtoon enemmän kuin naisilla ($p=.036$).

Ammatinvaihtoon vaikuttaneet syyt uudessa ammatissa luokiteltiin faktorianalysin avulla neljään luokkaan. Näihin lukeutuivat omien mahdollisuudet uudessa työssä, vapaa-aika, työmäärä ja status. Muut ammatinvaihtoon vaikuttaneet tekijät luokiteltiin niin ikään faktorianalysin avulla kahteen luokkaan; uudet kiinnostuksen kohteet ja oman elämän hallinta. Vertailtaessa eri faktoreita naisten ja miesten välillä, havaittiin, että liiallinen työmäärä oli vaikuttanut naisilla enemmän ammatinvaihtoon kuin miehillä ($p=.015$). Vastaavasti miehillä statukseen liittynyt faktori vaikutti enemmän ammatinvaihtoon kuin naisilla ($p=.004$). Tämän lisäksi naiset kokivat elämänhallintaan liittyvät tekijät vaikuttaneen ammatinvaihtoon enemmän kuin miehet ($p=.006$). Elämänhallinta oli merkittävämpi syy ammatinvaihtoon myös yli 10 vuotta liikunnanopettajan ammatissa toimineille, verrattaessa lyhyen työuran tehneisiin (1-5 vuotta liikunnanopettajana toimineet) ($p=.028$).

Vertailtaessa *muuttajia* ja *lähtijöitä* havaittiin, että *lähtijöillä* ammatin statukseen ($p=.034$) ja vapaa-aikaan ($p=.010$) liittyvät faktorit vaikuttaneen merkittävämmiin ammatinvaihtoon kuin *muuttajilla*. Ammattia vaihtaneista liikunnanopettajista vain viidennes oli harkinnut palaavansa ammattiin ja kokonaisuudessaan varsin pieni osa (2,6 %) oli ehdottomasti sitä mieltä, että palaisi liikunnanopettajan työhön. Nuoret ex-opettajat kokivat todennäköisyyden palata liikunnanopettajan ammattiin suurempana kuin kokeneet ex-opettajat.

Tämän tutkimuksen perusteella voidaan sanoa, että liikunnanopettajan työn tekemiselle erityisasemassa ovat paitsi riittävät resurssit opetuksen toteuttamiselle, myös oikeanlaiset opetusjärjestelyt. Näihin lukeutuvat sopivat luokkakoot ja hyvin suunniteltu lukujärjestys. Hyvin suunniteltu lukujärjestys sisältää riittävästi aikaa mahdollisiin siirtymisiin ja opetuksen tauotusta. Lisäksi sen tulisi huomioida muiden liikunnanopettajien lukujärjestykset niin, ettei opetustiloja jouduttaisi jakamaan liian pieniin oppimisympäristöihin. Koska opetusta tehdään monesti koulurakennuksen ulkopuolella, olisi hyvä huolehtia myös siitä, että liikunnanopettajilla on mahdollisuus sosiaaliseen kanssakäymiseen muiden opettajien kanssa. On mahdollista, että koulupäivän aikana liikunnanopettajan ainoat sosiaaliset kontaktit ovat oppilaita ja näin ollen kollegiaalinen kanssakäyminen jää puuttumaan. Mahdollisia ongelmatilanteita ei pääse jakamaan muiden opettajien kanssa opetuksen tapahtuessa koulurakennuksen ulkopuolella.

Vaikka tämän tutkimuksen tulokset antaisivat aihetta huoleen liikunnanopettajien ammatinvaihdosta ja ammatinvaihtoaikaisista, ei ole syytä ryhtyä hätiköityihin johtopäätöksiin. On hyvä pitää mielessä, että kaikkea ammatinvaihtoa ei tule nähdä negatiivisena. Merkittävä osa ammattia vaihtaneista on vaihtanut työtehtävää koulutusalan sisällä siirtyen kenties urallaan enemmänkin eteenpäin, esimerkiksi rehtorin tehtäviin. Tämä voi olla liikunnanopettajien näkökulmasta hyvä asia, sillä liikunnanopettajana toiminut rehtori kykenee näkemään aineen erityispiirteet kenties paremmin, esimerkiksi aikataulujen laatimisen opetukselle. Osa ammatinvaihdosta on nähtävä siinäkin mielessä positiivisena, että sitä kautta alalle sopeutumattomat poistuvat opettajan tehtävistä. Lisäksi tulee muistaa, että kaikki ammatinvaihtoa harkitsevat eivät lopulta vaihda ammattia. Liikunnanopettajien ammatinvaihtoa suurempi huolenaihe lienee kuitenkin alalla olevien epäpätevien liikunnanopettajien huomattava määrä (314 vuonna 2010) (Ojala, 2011).

Tulevaisuudessa olisikin tärkeää seurata tähän tutkimukseen osallistuneita liikunnanopettajia, jotta voitaisiin saada selville, kuinka moni ammatinvaihtoa harkinnut lopulta on vaihtanut ammattia. Lisäksi tulevaisuudessa ammatinvaihtoa tutkittaessa olisi hyvä selvittää myös ns. muuttoliike, eli kuinka moni liikunnanopettaja vaihtaa toiseen kouluun, mutta jatkaa edelleen liikunnanopettajan tehtävässä. Tämän lisäksi olisi aiheellista tutkia, mitkä tekijät ovat koulun vaihdon taustalla.

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8. How satisfied are you with the following aspects of your PE teacher job

(5 = Very satisfied, 3= neutral, 1 = very dissatisfied):

Number of facilities	1 2 3 4 5
Suitability of facilities for your job	1 2 3 4 5
Distance of facilities	1 2 3 4 5
Maintenance of facilities	1 2 3 4 5
Number of equipment	1 2 3 4 5
Quality of facilities	1 2 3 4 5
Governance in your school	1 2 3 4 5
Atmosphere in the workplace	1 2 3 4 5
Informing in your school	1 2 3 4 5
Relationships in your school	1 2 3 4 5
Possibilities to influence your work	1 2 3 4 5
Organization of schedules	1 2 3 4 5
Class sizes	1 2 3 4 5
Your own expertise	1 2 3 4 5
Quality of preparation for teaching	1 2 3 4 5
Implementation of teaching	1 2 3 4 5
Amount of teaching hours	1 2 3 4 5
Co-operation with pupils	1 2 3 4 5
Co-operation with parents	1 2 3 4 5
Co-operation with your colleagues	1 2 3 4 5
Co-operation with school health care	1 2 3 4 5
Co-operation with municipal sport	1 2 3 4 5
Co-operation with external sporting facilities staff	1 2 3 4 5
Respect of PE	1 2 3 4 5
Holidays	1 2 3 4 5
Salary	1 2 3 4 5
Work ability	1 2 3 4 5

9. Name aspects that increase/decrease your job satisfaction

a) Increase

b) Decrease

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10. Check out the listed duties. Mark to the brackets how often do you do listed duties. e.g. (4).

1 = not at all 2 = every semester 3 = monthly 4 = weekly 5 = daily

- | | |
|--|--|
| <input type="checkbox"/> Class teaching | <input type="checkbox"/> Class tutor |
| <input type="checkbox"/> Club activity | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Booking of facilities |
| <input type="checkbox"/> Coordination | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Surveillance | <input type="checkbox"/> School trips |
| <input type="checkbox"/> Instructing performances | <input type="checkbox"/> Education |
| <input type="checkbox"/> Maintenance | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Meetings | <input type="checkbox"/> Development of school |
| <input type="checkbox"/> Subject-specified assignments | <input type="checkbox"/> External communication |
| <input type="checkbox"/> Instructing staff sports | <input type="checkbox"/> Organizing competitive sports |
| <input type="checkbox"/> Experiment and research | <input type="checkbox"/> Student welfare group |
| <input type="checkbox"/> Other duties, please specify? _____ | |

11. Do you consider professional further training useful when working as a PE teacher?

- No
 Yes, provided by _____
-

12. From which sport would you like to have professional development? Mark maximum three (current contents of the curriculum)

- | | |
|---|---|
| <input type="checkbox"/> Gymnastics, apparatus gymnastics | <input type="checkbox"/> Running, jumping, throwing |
| <input type="checkbox"/> Dance and creative training | <input type="checkbox"/> Ball games |
| <input type="checkbox"/> Games | <input type="checkbox"/> Orienteering and hiking |
| <input type="checkbox"/> New sports | <input type="checkbox"/> Swimming and life saving |
| <input type="checkbox"/> Abilitation to function and muscle maintenance | <input type="checkbox"/> Winter sports |

b) In which aspects do you think you need professional development?

11. In the past year have you considered a change from your current PE teacher job to some other teaching position (please mark on category/ies)

- | | |
|--|---|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes, principal |
| <input type="checkbox"/> Yes, teaching some other subject | <input type="checkbox"/> Yes, study advisor |
| <input type="checkbox"/> Yes, class teacher | <input type="checkbox"/> Yes, special education |
| <input type="checkbox"/> Yes, some other (please, specify) _____ | |

12. In the past year, have you considered a change from your current PE teacher job and move outside schools environment?

Often Now and again Seldom Not at all

13. If you have considered changing your focus or a change of the profession, how have the following aspects influenced your consideration to change? (Please use the scale provided and fill one circle only) (1= not at all, 2=incidentally, 3=to some extent, 4= markedly, 5= very markedly).

	1	2	3	4	5
1. Inflexibility of administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Administration do not respect PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Limited trust in administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Incapability of administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Administration do not support teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Poor student learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students do not respect PE as a subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Pupils lack the basic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Poor opportunities for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. A desire to use of my knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Poor student material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Disobedient students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students do not respect PE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Lack of parent co-operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Lack of support from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Lack of co-operation from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Jealousy of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Poor relationship with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Isolation from the colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Society does not respect PE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Lack of feedback on my performance as a PE teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Low status of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Diminished work ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Other teachers do not respect PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Salary is too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Workload is too high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Testing of students causes stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Repetitive nature of the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Work stress is too high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Lack of time allocated to complete work /too tight schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Poor working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Insufficient equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Insufficient facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Unpleasant working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Too many disturbing factors in the working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Which of the previous ones has influences most to your career change intentions most? Number_____

15. When did you decide to apply to PE teacher program?

- In primary school (classes 1-6) In Upper secondary school (classes 7-9)
In upper secondary school During the military service
One or several years after graduating from upper secondary school
After one or several years work career after upper secondary school

16. If you could go back to your college/university days and start again, would you become a teacher again?

- No
 Yes
 Do not know

17. What do you think that are the most crucial concerns in the school world?

18. What are the biggest challenges in the physical education at the moment?

19. In your opinion, how school has changed during the time you have been working as a PE teacher?

End of questionnaire, thank you!

Appendix II Questionnaire for former PE teachers

Questionnaire for PE teacher graduates (Master of Science) WHO ARE CURRENTLY WORKING IN SOME OTHER PROFESSION THAN THAT OF A PE TEACHER

Fill the questionnaire carefully. Tick/circle/fill the circle for the option that best describes your situation. Choose only one option, unless there are other instructions in the question.

1. Gender: Male Female

2. Year of Birth _____

3. Starting year of your (Sport Science) studies _____
Year of graduation _____

3b. Quota: Basic program (5 years)___ Adult education program (2 years)___
Physical education instructor program (2 years)___

4. Are you working at the moment?

Yes, permanent contract

Yes,

Yes, fixed-term contract

No (Go to question 7.)

5. Your present employer:

Municipality or federation of municipalities University

Government office

State-owned company

Association/foundation/sport club

National research center

Own business

Other

Company, amount of staff approx. 1-9 10-49 50-99 100-200 200-

6.a What is your present job? _____

6b. Describe your present job: _____

7. Have you worked as a PE teacher Yes () No (), go to question 20

8. At which school level?

Primary school

Lower secondary

Upper secondary

Vocational school

Adult education

University

9. How long did you worked as a PE teacher? _____ years

10. How did the following aspects influence your decision to leave PE teaching profession? (5= very markedly, 4= markedly, 3= to some extent, 2= incidentally 1= not at all)

	1	2	3	4	5
1. Inflexibility of administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Administration did not respect PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Limited trust in administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Incapability of administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Administration did not support teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Poor student learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students did not respect PE as a subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Pupils did not learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Poor opportunities for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. A desire to use of my knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Poor student material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Pupils were lacking the basic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Disobedient students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Lack of parent co-operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Lack of support from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Lack of co-operation from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Jealousy of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Poor relationship with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Isolation from the colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Society did not respect PE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Lack of feedback on my performance as a PE teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Low status of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Students did not respect PE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Other teachers did not respect PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Salary was too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Workload was too high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Testing of students caused too much stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Repetitive nature of the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Work stress was too high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Lack of time allocated to complete work /too tight schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Poor working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Insufficient equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Insufficient facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Unpleasant working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Too many disturbing factors in the working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Diminished work ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Which of the above aspects has affected your career change decision most?

Number _____

12. Which aspects in your present job has influenced to your career change? (5= very markedly, 4= markedly, 3= to some extent, 2= incidentally, 1= not at all)

	1	2	3	4	5
1. Interest to another field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Better possibilities to influence my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Better possibilities for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. More rewarding job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Better possibilities to fulfill myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Less straining factors in the working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Less work stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Workload is not that high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Not so busy schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. More flexible timetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. More relaxed working atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. No need to work with youngster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. No need to work with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Easier to detach myself from work in free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. More appreciation in the present job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Unique opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Better salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. More free time than before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I feel I have a fuller life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. More varied work than before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Better future prospects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Which of the above aspects has affected your career change decision most?
Number _____

14. Which other aspects influenced to your career change? (5= very markedly, 4= markedly, 3= to some extent, 2= incidentally 1= not at all)

	1	2	3	4	5
1. Desire to do something totally different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Need for a change for my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Changed situation in own life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Desire to improve myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The new job corresponded better to the values of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Need to find balance in own life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Possibility to control my life better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. New interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Uncertainty with the continuity of the contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Family related reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Which of the above aspects affected your career change decision most?
Number _____

16. What other factors influenced your decision to change your career?

17. What things/aspects do you miss in the PE teaching profession?

18. Have you considered returning to PE teaching profession?

Yes Probably No (go to question 22)

19. In which time span have you considered going back to PE teaching?

0-2 years 3-5 years 6-10 years 11 years or more

20. When you decided to apply to PE teacher program?

Primary school (classes 1-6)
Lower secondary school (classes 7-9)
Upper secondary school
During the military service
After one or more years studying other field
After one or more years work career

21. If you could go back to your college/university days and start again, would you become a teacher again?

- No
 Yes
 I do not know

22. What profession would you study for ?_____

End of questionnaire, thank you!

8. Kuinka tyytyväinen olet seuraaviin liikunnanopettajan työssä kohtaamiisi asioihin (5 = erittäin tyytyväinen, 1 = erittäin tyytymätön):

opetustilojen riittävyys	1 2 3 4 5
opetustilojen soveltuvuus työsi kannalta	1 2 3 4 5
opetustilojen etäisyys	1 2 3 4 5
opetustilojen kunnossapito	1 2 3 4 5
opetusvälineiden määrä	1 2 3 4 5
opetusvälineiden laatu työsi kannalta	1 2 3 4 5
johtamistapa koulussasi	1 2 3 4 5
työilmapiiri koulussasi	1 2 3 4 5
tiedotus koulussasi	1 2 3 4 5
henkilösuhteet koulussasi	1 2 3 4 5
mahdollisuudet vaikuttaa työtehtäviisi	1 2 3 4 5
työaikojen organisointi	1 2 3 4 5
opetusryhmien koko	1 2 3 4 5
oma ammattitaitosi	1 2 3 4 5
opetuksesi valmistelu	1 2 3 4 5
opetuksesi toteuttaminen	1 2 3 4 5
opetustuntiesi määrä	1 2 3 4 5
yhteistyö oppilaiden kanssa	1 2 3 4 5
yhteistyö vanhempien kanssa	1 2 3 4 5
yhteistyö opettajakollegoiden kanssa	1 2 3 4 5
yhteistyö kouluterveydenhuollon kanssa	1 2 3 4 5
yhteistyö kunnan liikuntatoimen kanssa	1 2 3 4 5
yhteistyö paikallisten liikunta-alan toimijoiden kanssa	1 2 3 4 5
liikuntaoppiaineen arvostus	1 2 3 4 5
lomien määrä	1 2 3 4 5
työn palkkaus	1 2 3 4 5
oma toimintakyky	1 2 3 4 5

9. Nimeä seikkoja, joiden koet lisäävän / vähentävän työtyytyväisyyttäsi

a) Lisäävät

b) Vähentävät

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10. Alla on lueteltu erilaisia työtehtäviä. Merkitse sulkuihin, kuinka usein teet työsäsi kyseisiä tehtäviä esim. (4).

1 = ei lainkaan 2 = lukukausittain 3 = kuukausittain 4 = viikoittain 5 = päivittäin

- | | |
|---|---|
| <input type="checkbox"/> Luokkaopetus | <input type="checkbox"/> Luokanvalvoja/ryhmäohjaaja |
| <input type="checkbox"/> Kerhot | <input type="checkbox"/> Suunnittelu |
| <input type="checkbox"/> Arviointi | <input type="checkbox"/> Tilavaraukset |
| <input type="checkbox"/> Koordinointi | <input type="checkbox"/> Kuljetus |
| <input type="checkbox"/> Valvonta | <input type="checkbox"/> Leirikoulut yms. |
| <input type="checkbox"/> Juhlaohjelmat | <input type="checkbox"/> Koulutus |
| <input type="checkbox"/> Kunnossapito | <input type="checkbox"/> Projektit |
| <input type="checkbox"/> Kokoukset | <input type="checkbox"/> Kehittämistoimet |
| <input type="checkbox"/> Ainekohtaiset erityistehtävät | <input type="checkbox"/> Yhteydenpito koulun ulkopuolelle |
| <input type="checkbox"/> Henkilökunnan liikunnan ohjaus | <input type="checkbox"/> Kilpaurheilun organisointi |
| <input type="checkbox"/> Kokeilu ja tutkimus | <input type="checkbox"/> Oppilashuoltoryhmä |
| <input type="checkbox"/> Muut työtehtävät, mitkä? _____ | |
| <input type="checkbox"/> _____ | |

11. Koetko täydennyskoulutuksen tarpeelliseksi ammatissa toimimisen kannalta?

a) En

Kyllä, kenen toteuttamana? _____

12. Mistä aiheista haluaisit saada täydennyskoulutusta? Valitse enintään kolme (nykyisen opetussuunnitelman sisällöt)

- | | |
|---|---|
| <input type="checkbox"/> Voimistelu, välinevoimistelu, telinevoimistelu | <input type="checkbox"/> Juoksu, hyppy, heitot |
| <input type="checkbox"/> Musiikki- ja ilmaisuliikunta sekä tanssi | <input type="checkbox"/> Pallopelit |
| <input type="checkbox"/> Liikuntaleikit | <input type="checkbox"/> Suunnistus ja retkeily |
| <input type="checkbox"/> Uudet liikuntalajit ja liikuntatietous | <input type="checkbox"/> Uinti ja vesipelastus |
| <input type="checkbox"/> Toimintakyky ja lihahuolto | <input type="checkbox"/> Talviliikunta |

b) Mihän muihin asioihin koet tarvitsevasi täydennyskoulutusta?

11. Oletko viimeisen vuoden aikana harkinnut vaihtavasi ammattia ensisijaisesti opetusalan toisiin tehtäviin?

En

Kyllä, rehtoriksi

Kyllä, muun aineen opettajaksi

Kyllä, opinto-ohjaajaksi

Kyllä, luokanopettajaksi

Kyllä, erityisopettajaksi

Kyllä, jokin muu, mikä _____

12. Oletko viimeisen vuoden aikana harkinnut vaihtaa ammattia kokonaan toiselle alalle? Usein Ajoittain Harvoin Ei tulisi mieleenikään

13. Miten seuraavat tekijät ovat vaikuttaneet siihen, että olet harkinnut ammatin vaihtoa? (5= erittäin merkittävästi, 4= merkittävästi, 3= jonkin verran, 2= ei juuri lainkaan 1= ei lainkaan) (Jos et ole harkinnut ammatinvaihtoa siirry kysymykseen

15.	1	2	3	4	5
1. Johtajuus on joustamatonta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Työnjohto ei arvosta opettajia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Työnjohto ei reagoi perusteltuihin ehdotuksiin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Työnjohto ei pidä lupauksiaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Työnjohto ei tue, välitä, kannusta tai ymmärrä alaisiaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Oppimistulokset eivät vastaa odotuksia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Oppilaat eivät arvosta liikuntaa oppiaineena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Oppilaat eivät opi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Huonot etenemismahdollisuudet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Omien kykyjen parempi hyödyntäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Heikko oppilasaines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Oppilailta puuttuu perustiedot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Oppilaat ovat tottelemattomia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Oppilaiden käytöshäiriöt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Vanhemmat eivät ole kiinnostuneita lastensa koulunkäynnistä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Vertaistuki puuttuu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Kollegat eivät ole kannustavia tai yhteistyökykyisiä /-haluisia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Kollegoiden kateellisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Kollegoiden väliset huonot suhteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Työ on yksitoikkoista vain muutamien kollegoiden kanssa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Opettajan työ ei ole yhteiskunnallisesti arvostettua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Saatu tunnustus ei vastaa tehtyä työmäärää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Opettajan status on alhainen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Oppilaat eivät arvosta opettajien työtä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Kollegat eivät arvostaneet liikunnanopettajien työtä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Työmäärä on palkkaan nähden sopiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Työn fyysinen kuormitus on liian kova	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Kokeet / testaus aiheuttavat stressiä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Työ on liian rutinoitunutta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Työstressi on liian suuri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Kiire tai kireät aikataulut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Heikot työolosuhteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Puutteelliset työvälineet/ suoritusvälineet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Puutteelliset työtilat / suorituspaikat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Epämiellyttävä työympäristö	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Liialliset häiriötekijät työympäristössä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Mikä edellisistä tekijöistä on vaikuttanut eniten ammatinvaihtoaikaisiisi?

Numero_____

15. Milloin päätit, että hakeudut liikunnanopettajakoulutukseen?

- Alaluokilla (luokat 1-6) Yläluokilla (luokat 7-9)
Lukioikäisenä Armeijassa
Yhden tai useamman opiskeluvuoden jälkeen
Yhden tai useamman työvuoden jälkeen

16. Jos nyt olisit aloittamassa opintojasi, ryhtyisitkö liikunnanopettajaksi?

- En
 Kyllä

17. Mitkä ovat mielestäsi tärkeimpiä tämän hetken koulumaailmaa koskevia asioita?

18. Mitkä ovat mielestäsi koululiikunnan suurimmat haasteet tällä hetkellä?

19. Miten mielestäsi koulumaailma on muuttunut opettajana oloaikanasasi?

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Appendix IV Kyselylomake muussa kuin liikunnanopettajan ammatissa toimiville

Kysely LitM- tai LitK-tutkinnon (160 ov) liikuntapedagogiikka pääaineena suorittaneille, JOTKA TOIMIVAT TÄLLÄ HETKELLÄ MUUSSA KUIN LIIKUNNANOPETTAJAN AMMATISSA.

Täytä lomake huolellisesti. Rastita omaa tilannettasi parhaiten kuvaava vaihtoehto. Valitse ainoastaan yksi vaihtoehto, ellei kysymyksen vastausohjeessa toisin mainita.

1. Sukupuoli: Mies Nainen

2. Syntymävuosi _____

3a. Opintojesi (liik.tiet.) aloitusvuosi _____ valmistumisvuosi _____

3b. Kiintiö: Perusopiskelija (5 vuotta) _____ Pätevöittämisskoulutus (2v.) _____
Liikunnanohjaaja (2v.) _____

4. Oletko tällä hetkellä työssä?

Kyllä, vakituinen virka tai toimi

Kyllä, yrittäjä

Kyllä, määräaikainen virka, toimi tai tehtävä En (Siirry kysymykseen 7.)

5. Nykyinen työnantajasi on:

Kunta tai kuntayhtymä

Yliopisto / korkeakoulu

Valtion virasto

Valtionyhtiö tai liikelaitos

Järjestö / säätiö / urheiluseura

Valtion tutkimuslaitos

Oma yritys / toiminimi

Muu, mikä? _____

Yritys, henkilömäärä noin: 1-9 10-49 50-99 100-200 200-

6.a Mikä on tämänhetkinen päätoimesi? _____

6b. Kuvaa lyhyesti toimenkuvasi: _____

7. Oletko toiminut liikunnanopettajana? Kyllä ()
syytykseen 20

En (), siirry kysymykseen 20

8. Millä asteella?

Alakoulu

Yläkoulu

Lukio

Ammatillinen oppilaitos

Aikuiskoulutus

Korkeakoulu

9. Miten pitkään toimit liikunnanopettajana?

_____ lukuvuotta

10. Miten seuraavat tekijät ovat vaikuttaneet siihen, että olet vaihtanut liikunnanopettajan ammatin toiseen ammattiin? (5= erittäin merkitsevästi, 4= merkittävästi, 3= jonkin verran, 2= ei juuri lainkaan 1= ei lainkaan)

	1	2	3	4	5
1. Johtajuus oli joustamatonta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Työnjohto ei arvostanut opettajia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Työnjohto ei reagoinut perusteltuihin ehdotuksiin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Työnjohto ei pitänyt lupauksiaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Työnjohto ei tukenut, välittänyt, kannustanut tai ymmärtänyt alaisiaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Oppimistulokset eivät vastanneet odotuksia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Työtä ei arvostettu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Oppilaat eivät oppineet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Huonot etenemismahdollisuudet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Omien kykyjen parempi hyödyntäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Heikko oppilasaines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Oppilailta puuttuivat perustiedot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Oppilaat olivat tottelemattomia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Vanhemmat eivät olleet kiinnostuneita lastensa koulunkäynnistä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Vertaistuki puuttui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Kollegat eivät olleet kannustavia/ yhteistyökykyisiä /-haluisia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Kollegoiden kateellisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Kollegoiden väliset huonot suhteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Työ oli yksitoikkoista vain muutamien kollegoiden kanssa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Opettajan työ ei ollut yhteiskunnallisesti arvostettua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Saatua tunnustusta ei vastannut tehtyä työmäärää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Opettajan status oli alhainen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Oppilaat eivät arvostaneet opettajien työtä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Kollegat eivät arvostaneet liikunnanopettajan työtä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Palkka oli työmäärään nähden riittämätön	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Työn fyysinen kuormitus oli liian kova	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Kokeet / testaus aiheuttivat stressiä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Työ oli liian rutinoitunutta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Työstressi oli liian suuri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Kiire tai kireät aikataulut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Heikot työolosuhteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Puutteelliset työvälineet/ suoritusvälineet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Puutteelliset työtilat / suorituspaikat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Epämiellyttävä työympäristö	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Liialliset häiriötekijät työympäristössä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Oman toimintakyvyn heikkeneminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Mikä edellisistä tekijöistä on vaikuttanut eniten ammatinvaihtoon? numero _____

12. Mitkä tekijät nykyisessä ammatissa lisäsivät ammatinvaihtohalukkuuttasi? (5= erittäin merkittävästi, 4= merkittävästi, 3= jonkin verran, 2= ei juuri lainkaan 1= ei lainkaan)

	1	2	3	4	5
1. Kiinnostus toiseen alaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Paremmat vaikutusmahdollisuudet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Paremmat etenemismahdollisuudet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Työn palkitsevuus, oma työn jälki näkyy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Mahdollisuus toteuttaa itseään paremmin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Vähemmän työympäristön kuormittavuustekijöitä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Vähemmän työstressiä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Työn fyysinen kuormittavuus on vähäisempää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Kiireettömyys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Joustavammat aikataulut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Rennompi työilmapiiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Ei tarvitse olla nuorten kanssa tekemisissä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ei tarvitse olla vanhempien kanssa yhteydessä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Pääsee paremmin irti työstä vapaa-ajalla	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Ammatin parempi arvostus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Ainutlaatuinen tilaisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Toisen alan parempi palkkaus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Enemmän vapaa-aikaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Koen saavani enemmän sisältöä elämäni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Monipuolisempi työ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Paremmat tulevaisuuden näkymät	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Mikä edellisistä tekijöistä on vaikuttanut eniten ammatinvaihtoon?
numero _____

14. Miten seuraavat tekijät vaikuttivat ammatinvaihtohalukkuuteesi? (5= erittäin merkittävästi, 4= merkittävästi, 3= jonkin verran, 2= ei juuri lainkaan 1= ei lainkaan)

	1	2	3	4	5
1. Halu tehdä jotain täysin toisenlaista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Muutoksen tarve omassa elämässä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Muuttunut elämäntilanne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Tarve kehittää itseään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uusi työ vastasi paremmin oman elämän arvoja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Tarve löytää tasapaino omassa elämässä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Mahdollisuus hallita omaa elämää paremmin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Uudet kiinnostuksen kohteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Heikentynyt toimintakyky	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Epävarmuus töiden jatkumisesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Perheeseen liittyvät tekijät	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Mikä edellisistä tekijöistä on vaikuttanut eniten ammatinvaihtohalukkuuteesi?
numero _____

16. Mitkä muut tekijät ovat vaikuttaneet ammatinvaihtohalukkuuteesi?

17. Mitä asioita kaipaat liikunnanopettajan ammatissa?

18. Oletko aikeissa palata /siirtyä liikunnanopettajan ammattiin?

Kyllä Mahdollisesti En (siirry kysymykseen 22)

19. Millä aikavälillä olet ajatellut palaavasi mahdollisesti liikunnanopettajan ammattiin?

0-2 vuotta 3-5 vuotta 6-10 vuotta 11- vuotta

20. Milloin päätit, että hakeudut liikunnanopettajakoulutukseen?

Alaluokilla (luokat 1-6)

Yläluokilla (luokat 7-9)

Lukioikäisenä

Armeijassa

Yhden tai useamman opiskeluvuoden jälkeen

Yhden tai useamman työvuoden jälkeen

21. Jos nyt olisit aloittamassa opintojasi, hakisitko liikunnanopettajakoulutukseen?

En

Kyllä

22. Mihin ammattiin hakeutuisit? _____

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ORIGINAL PAPERS

I

LIIKUNNANOPETTAJAKSI VUOSINA 1984–2004 VALMISTUNEIDEN TYÖTYTYVÄISYYS

by

Mäkelä, K., Hirvensalo, M., Palomäki, S., Herva, H. & Laakso, L.
Liikunta & Tiede, 49, (1), 67-74.

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Article I (originally in Finnish, English translation)

Mäkelä, K., Hirvensalo, M., Palomäki, S., Herva, H. & Laakso, L. (2012).
Liikunnanopettajaksi vuosina 1984-2004 valmistuneiden työtyytyväisyys.
(Job satisfaction among physical education teachers who graduated in 1984-
2004). *Liikunta & Tiede (Journal of Sport & Science)*, 49 (1), 67-74.

Introduction

For a long time, the essential content of a PE teacher's work has been to make students physically active and to educate them through physical exercise (National core curriculum of the comprehensive school 1985; 1994; national core curriculum of basic education 2004). This basic purpose has remained the same for decades. In the past few years, however, the education development plans have included the aim of changing the role of PE teachers into that of a well-being expert whose tasks involve comprehensive human relationship guidance and who help students find the forms of physical exercise that suit them best (Quality Manual of the Department of Sport Sciences 2008). At the same time, PE teachers must have wide knowledge of e.g. sports culture, human behavior, health and well-being. In the future, PE teachers' tasks may include taking care of the physical exercise and well-being of the whole school community. (Laakso 2007).

The polarization of students' physical condition brings special challenges to PE teachers' work. Some of the students are in an extremely poor physical condition. Especially physical endurance is lower than before (Huotari 2004, 119, Huotari et al. 2010). This downward trend is due to an increase in alternative free time activities and to our sedentary lifestyle. Students' disruptive behavior and restlessness have increased (Kiviniemi 2000, 172; Kohonen & Kaikkonen 1998).

Teachers have to be able to work in a multicultural and unequal environment and approve of diversity. The increase in the demands of the work may be due to inadequate teaching facilities and equipment, poor relationships with the superiors and colleagues, weak career advancement prospects, increased paperwork, lack of school-home co-operation, and a low salary. (Koustelios & Tsigilis 2005; Koustelios et al. 2004; Xioafu & Qiwen 2007; Tye & O'Brien 2002; Whipp et al. 2007.). Studies have also shown that students' low motivation and the challenges of co-operation, as well as problems concerning the appreciation of PE teachers' work both at the general social and school level have a negative impact on job satisfaction. (Lawson & Stroot 1993; MacDonald 1995; MacDonald 1999; Moreira et al. 2002; Stroot et al. 1993; Whipp et al. 2007.) Along with change processes in society, the role of teachers in the development of humankind and society is becoming more and more demanding. The reasons for the increase in teachers' tasks also include the partial transfer of educational responsibility from homes to school and increasing challenges faced by students.

(Kiviniemi 2000, 19; 126; 134; 172; Kohonen & Kaikkonen 1998; Piipari 1998; Syrjäläinen 2002; 94.)

Despite the changes and challenges in schools and in society, PE teachers are happy with their jobs. According to Suikka et al. (2004), 86 percent of PE teachers are satisfied or very satisfied with their jobs. Work among children and young people, community spirit and the versatility and independence of the work contribute to job satisfaction. Job satisfaction is also due the appreciation of the work and experiences of success, such as students learning new things and being enthusiastic about physical exercise. (Evans 1997; Heikinaro-Johansson 2005; Johansson & Heikinaro-Johansson 2005; Koustelios et al. 2004.) International studies have shown that the status and the salary level achieved by the teacher are external motivation factors which bring job satisfaction (Moreira et al. 2002).

Theoretically, the correlation between the demand and control of a job can be described using Karasek's and Theorell's (Karasek & Theorell 1990, 31) JDC (Job Demand-Control) Model. Jobs involve demands such as work overload or time-related pressure. Job control includes the possibility to influence the contents of the job and the working environment, possibility to participate in the decision making concerning the job, as well as the variety offered by the job. According to the model, jobs can be divided into four categories: high-strain, low-strain, active and passive jobs (Figure 1).

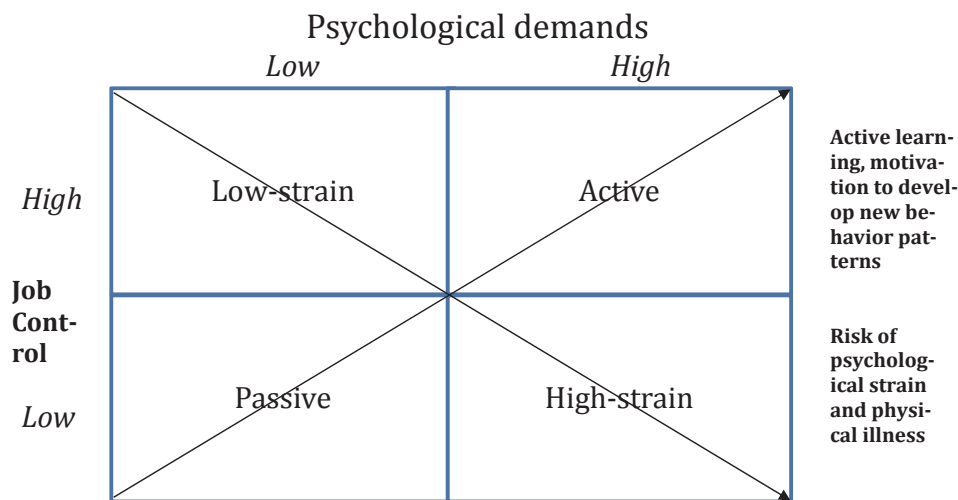


Figure 1. Karasek's and Theorell's (1990, 31) JDC Model

In Karasek's and Theorell's model (1990), the first category consists of the stress factors that the worker is not able to influence, or the possibilities to influence them are minimal. In the PE teacher's job, these could include student material, distance or accessibility of teaching facilities, and possibly also the class size

and working hours. The second category consists of active jobs which set big challenges but also allow a high level of control. In the PE teacher's job, this category can be considered to include the implementation of teaching, which contains a lot of responsibility but also possibilities to choose the teaching methods and contents etc.

The third category includes the aspects of the job that do not stress the worker but offer a lot of possibilities to influence them. A job in this category is called a low-strain job. The fourth category consists of passive jobs. In a passive job, the worker never experiences challenges or demands. A passive job easily leads to boredom and passivity. In the PE teacher's job, a high level of routinization and ignoring the challenges and demands of the job may lead to the job becoming partly passive.

The aim of this article is to examine the job satisfaction of PE teachers who graduated in a period of 21 years (1984-2004) and the factors affecting it. A special focus is on the differences in job satisfaction between female and male PE teachers of different age groups and between PE teachers working in different school types and levels.

Research material and methods

This job satisfaction study is part of development research conducted by the Department of Sport Sciences of the University of Jyväskylä. The aim is to develop PE teacher education to meet the requirements of the world of work and the challenges of reforming the job description. In the previous phases of the development research conducted by the Department of Sport Sciences, two articles were published on job satisfaction, one in 2000 and another in 2004 (Nupponen et al. 2000; Suikka et al. 2004).

The research material consists of PE teachers who had completed a Master's Degree in physical education at the University of Jyväskylä in 1984-2004. The total number of graduates in this target group was 1091. A total of 1041 of them were reached in a mail survey (95.4%). A total of 761 of them, i.e. 73.1 per cent of the graduates reached, responded to the survey in the three questionnaire rounds that were conducted. A non-response questionnaire concerning the current job description and satisfaction was mailed to the non-responders. A total of 77 of them responded to it. The final number of responses was therefore 838 (80.5%). The total number of active PE teachers was 621, of whom 295 (47.6%) male and 326 (52.4%) female.

Job satisfaction was measured with the five-step Likert Scale (1= very unsatisfied, 5 = very satisfied). Satisfaction with the various aspects of the job was also measured with the five-step Likert Scale containing a total of 24 statements. The internal consistency of the scale was good (Cronbach alfa 0.85). The respondents were also asked about the frequency of the various tasks (1 = not at all, 2 = every semester, 3 = monthly, 4 = weekly, 5 = daily). The school levels that the teachers represented were classified as follows: primary school, lower secondary school, general upper secondary school, vocational college, higher

education institution and their combinations. The teachers were also classified into five-year age groups. The age distribution of the PE teachers who participated in the study is shown in Table 1. The total weekly working hours were divided into four groups (less than 30 hours, 30-35 hours, 36-40 hours, and more than 40 hours).

Table 1. Gender and age distributions of the respondents (%)

Age group	Women (<i>n</i> =326) %	Men (<i>n</i> =295) %	All (<i>n</i> =621) %
29-34	23	24	47
35-39	75	64	139
40-44	93	81	174
45-49	76	65	141
50-54	40	38	78
55-59	11	12	23
60-	8	7	15

The individual variables in the material are described by means of distribution data (average, standard deviation, percentage). The differences in the averages of the variables were studied by means of the t-test, as well as one-tailed and two-tailed variance analyses. These tests were chosen as the presumption was that the variances of the variables would be equal and that the distributions would follow the normal distribution. The correlations between the variables were examined by means of the χ^2 test and Pearson's correlation coefficient. As the components were not presumed to correlate among themselves, job satisfaction was categorized into various aspects, using the principal component analysis and VARIMAX Rotation. Based on the principal component analysis, six factors with the total variance explained being 58% were formed from the 24 statements. Based on them, a total of six sum variables were formed and named according to the variables loaded on the factors. The reliability of the sum variables was examined by means of the Cronbach alfa coefficient. The alpha coefficients were sufficient (.90-.71). The sizes of the actual differences between the groups were examined using the whole Cohen effect scale. The higher the value of the Cohen d coefficient is the larger is the deviations scale in which the phenomenon being studied appears. The effect is large when $d = 0.8$, average when $d = 0.5$, and small when $d = 0.2$.

Results

Current Job Description of PE Teachers

A total of 95 percent of the PE teachers were actively employed at the time of the survey. The reasons for absence were maternity leave, care leave and leave of absence. Most of the respondents had a combined post covering the lower and general upper secondary school levels. A more detailed description of the distribution of PE teachers' workplaces can be found in Figure 2. Most of the

teachers (92%) had a permanent job. Seven percent of the respondents had a fixed-term contract, and one percent worked part time. The average number of weekly teaching hours was 25 h (standard deviation 5.4 h). The share of other work was 10 hours per week (standard deviation 8.6 h).

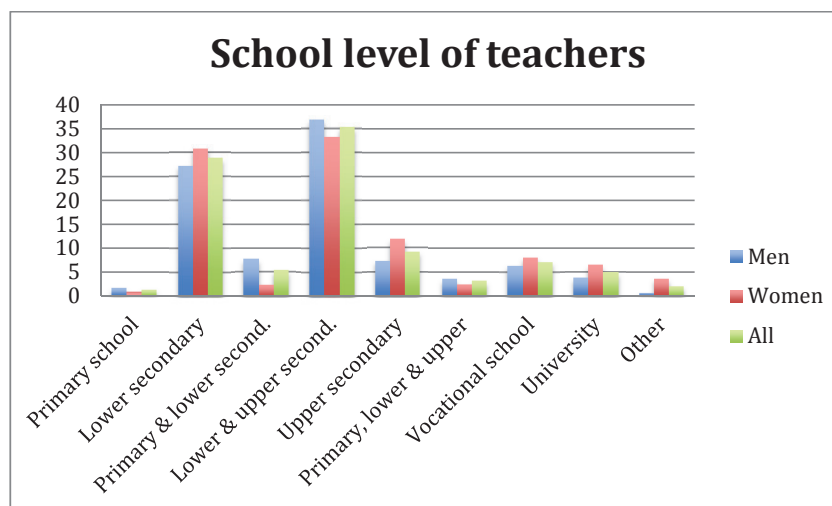


Figure 2. Distribution of PE teachers' workplaces (%)

The job descriptions of the PE teachers mainly consisted of teaching physical education in various kinds of environments and transfers to various sports venues. The teachers also stated that they planned classes, booked facilities and evaluated the performance of the students on a daily basis. Class teaching, meetings, external communication and equipment maintenance took place weekly or monthly. Tasks performed on a semester basis included various projects, as well as the organization of Christmas and other parties, events and competitions. Seasonal changes made the work of PE teachers versatile: in winter, the students could skate, ski and do winter sports, in spring, they could play Finnish baseball or football or do summer sports. Apart from physical education, the most common other tasks of the PE teachers included class teaching, planning, evaluation, supervision and coordination (Figure 3).

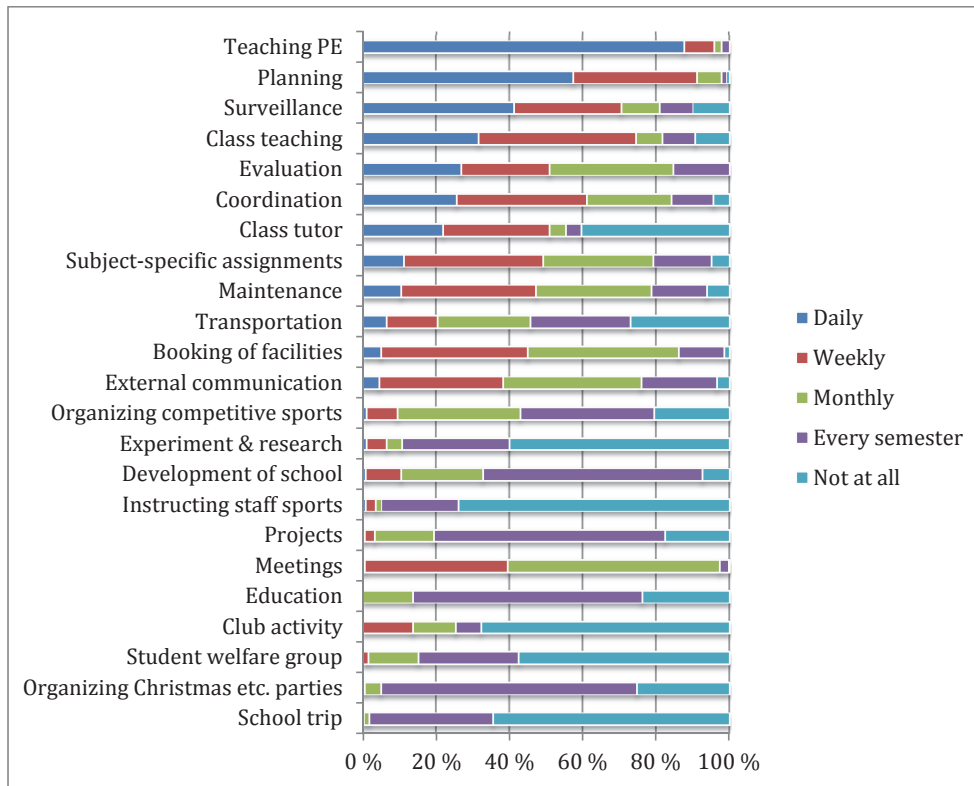


Figure 3. Distribution of PE teachers' tasks (%)

PE Teachers' Job Satisfaction

PE teachers are generally happy with their jobs. A total of 79 percent of the PE teachers who participated in the survey stated that they were very satisfied or satisfied with their jobs. In the survey, the number of very dissatisfied respondents was only two (Figure 3). There were no differences in the level of job satisfaction between male and female respondents ($\chi^2(4) = 6.5, p = .17$).

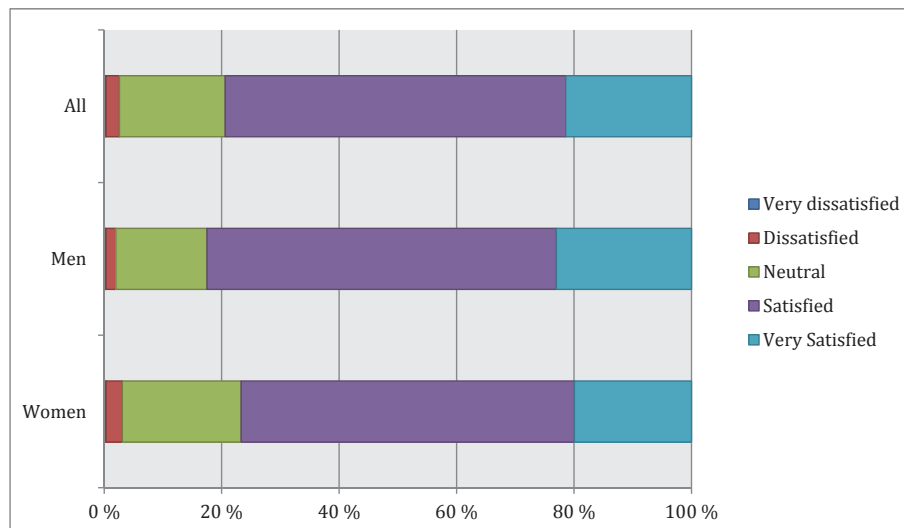


Figure 4. Job satisfaction of female and male PE teachers

In an age group based comparison, the highest satisfaction rates were found in the 55-59 and “over 60” groups (4.21). The difference was not, however, statistically significant. The PE teachers’ job satisfaction diagram shows a slight U-curve (Table 2). At the beginning of the career, job satisfaction was comparatively high. After a few years, the curve went down but rose again during later years. When comparing the female and male age groups, it was observed that men were more satisfied than women with their jobs in the 45-49 ($p = 0.003$) and 50-54 ($p = 0.03$) groups. The age-gender interaction effect on job satisfaction was found to be statistically significant ($F_{6,547} = 2.118$, $p = 0.050$, $\eta^2 = 0.023$). The school level or total number of working hours was not found to have statistically significant correlation with job satisfaction.

Table 2. Job satisfaction of female and male PE teachers by age group. Averages, standard deviation, p-values of the *t*-test

Age group	All ($n=621$) M (SD)	Women ($n=326$) M (SD)	Men ($n=295$) M (SD)	p-value (<i>t</i> -test)	Cohen’s <i>d</i>
29-34	4,02 (0,77)	4,09 (0,73)	3,96 (0,83)	0,570	0,17
35-39	3,91 (0,74)	3,94 (0,77)	3,88 (0,72)	0,650	0,08
40-44	3,97 (0,64)	3,96 (0,73)	3,99 (0,64)	0,750	0,05
45-49	4,03 (0,73)	3,85 (0,83)	4,24 (0,70)	0,003	0,53
50-54	3,95 (0,76)	3,74 (0,83)	4,14 (0,63)	0,030	0,53
55-59	4,21 (0,84)	4,20 (0,76)	4,22 (0,89)	0,950	0,02
60-	4,21 (0,64)	4,14 (0,73)	4,29 (0,49)	0,660	0,23

There were some differences between women and men concerning job satisfaction when the individual statements were examined. Men were statistically significantly more satisfied with the management style of the school ($p = 0.003$), possibilities to influence their work ($p < 0.001$), organization of working hours ($p = 0.001$), class sizes ($p = 0.048$) and their own professional expertise ($p < 0.001$). The lowest level of satisfaction was related to the sufficiency and maintenance of teaching facilities, class sizes and organization of working hours. (Table 3)

Table 3. PE teachers' work satisfaction in terms of the individual statements (1 = Very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied) averages, standard deviations and p-values of the *t*-test

	All (<i>n</i> =550) M (SD)	Men (<i>n</i> =262) M (SD)	Women (<i>n</i> =288) M (SD)	p-value
Sufficiency of facilities	3.35 (1.15)	3.44 (1.13)	3.27 (1.16)	0.093
Suitability of facilities	3.57 (1.00)	3.60 (0.98)	3.54 (1.02)	0.489
Distance of facilities	3.69 (1.11)	3.69 (1.10)	3.69 (1.12)	0.962
Maintenance of facilities	3.29 (0.99)	3.39 (0.94)	3.19 (1.03)	0.018
Number of available equipment	3.62 (1.00)	3.71 (0.96)	3.53 (1.02)	0.033
Quality of facilities	3.67 (0.90)	3.74 (0.88)	3.60 (0.91)	0.065
Management of the school	3.44 (1.07)	3.58 (1.02)	3.31 (1.10)	0.003
Atmosphere in the workplace	3.72 (0.93)	3.75 (0.95)	3.69 (0.91)	0.430
Communication in your school	3.51 (0.86)	3.57 (0.82)	3.45 (0.89)	0.084
Relationships in your school	3.75 (0.83)	3.78 (0.84)	3.72 (0.83)	0.414
Possibilities to influence your work	4.04 (0.84)	4.22 (0.74)	3.89 (0.88)	<0.001
Organization of the teaching schedules	3.34 (0.98)	3.49 (0.94)	3.21 (1.01)	0.001
Class sizes	3.33 (1.10)	3.43 (1.06)	3.24 (1.13)	0.048
Your own expertise	4.06 (0.57)	4.15 (0.55)	3.97 (.58)	<0.001
Preparation of teaching	3.71 (0.70)	3.72 (0.69)	3.87 (.71)	0.462
Implementation of teaching	3.89 (0.53)	3.94 (0.53)	3.85 (.53)	0.575
Number of teaching hours	3.98 (0.85)	4.05 (0.84)	3.91 (.85)	0.042
Co-operation with students/pupils	4.17 (0.63)	4.17 (0.66)	4.17 (.61)	0.879
Co-operation with parents	3.41 (0.76)	3.40 (0.79)	3.42 (.74)	0.791
Co-operation with colleagues	3.91 (0.85)	3.91 (0.82)	3.92 (.87)	0.857
Co-operation with the school health care personnel	3.65 (0.97)	3.60 (0.98)	3.70 (.95)	0.229
Co-operation with the municipal sports services	3.25 (1.02)	3.32 (1.08)	3.19 (.96)	0.133
Co-operation with local sport professionals	3.27 (0.97)	3.31 (0.98)	3.24 (.96)	0.369
Appreciation of PE	3.44 (0.91)	3.48 (0.95)	3.40 (.89)	0.311

When comparing the satisfaction levels of various age groups concerning the various aspects of the job, the differences were small. However, older age groups (55-59 and over 60) were more satisfied with co-operation with the municipal sports services ($p = 0.003$). No correlation was found between work experience and job satisfaction ($r = 0.07$).

When the responses of the satisfied respondents (satisfied and very satisfied in Table 2, $n=490$) were compared with the responses of the others (neutral, dissatisfied and very dissatisfied, $n=127$ in Table 2), it was found that the satisfied teachers were more satisfied with the various aspects of their jobs. The most significant differences between the satisfied teachers and others concerned the availability of teaching equipment, organization of working hours, possibili-

ties to influence their work, co-operation with the students, and appreciation of physical education ($p < 0.001$).

The individual job satisfaction statements were classified into six different groups by using the principal component analysis. The criterion was a minimum of a 0.55 load on the presumed components. The first component formed in this way was "Working atmosphere", which included the school's management style, working environment, communication and personal relationships (variation range of the loads.74-.86). The second component was named "Teaching facilities" (.67-.85), the third "Co-operation with various parties" (.67-.71), the fourth "Teaching equipment" (.87-.90), the fifth "Organization of work" (.57-.75), and the sixth "Own expertise" (.65-.77). Table 4 shows these components and the statements loaded on them.

Table 4. Variables loaded on the principal components and naming of the components

P1 Working atmosphere	P2 Facilities	P3 Co-operation	P4 Equipment	P5 Organization of work	P6 Expertise
Management Atmosphere Possibilities to influence Relationships	Sufficiency Suitability Distance Maintenance	With parents With the school health care personnel With the municipal sports services With local sport professionals	Number Quality	Class sizes Number of teaching hours	Preparation Implementation

When the principal component scores were compared between men and women, it was found that women were more satisfied with their own professional expertise ($p = 0.046$) and men with the organization of work ($p = 0.040$). When comparing the principal component scores between the satisfied teachers and others, it was found that the satisfied PE teachers were statistically significantly more satisfied with the working atmosphere, teaching facilities and equipment, the organization of work and their professional expertise ($p = 0.026 - <0.001$).

Discussion and conclusions

Finnish PE teachers are generally happy with their jobs. A total of 79 percent of active PE teachers stated that they were satisfied or very satisfied with their jobs. The number of dissatisfied was small. The results are very similar to the previous results obtained in studies on PE teachers' job satisfaction. According to Suikka et al. (2004) study, 86 percent of the PE teachers were satisfied or very satisfied with their jobs.

In this research material, PE teachers' job satisfaction diagram showed a slight U-curve. At the beginning of the career, the teacher's moral level is very high; the new job is rewarding and the salary seems sufficient. After a few years, however, there is a slight downturn in the satisfaction curve. For several teachers, this may be explained by the changes taking place in their family lives. When teachers advance in their careers, the job satisfaction level rises, and at the end of the career the level is highest. Clark et al. (1996) have also obtained similar results concerning the shape of the job satisfaction curve. In this study, job satisfaction decreased in the last age group compared with the previous age group. Previous studies on the decrease in working ability especially among female PE teachers might support this research result. (Kinnunen & Parkatti 1993, 33–35; Kinnunen et al. 1993, 20). On the other hand, male PE teachers' job

satisfaction seems to be highest during the last few years of their careers. The age-gender interaction effect on job satisfaction appeared statistically significant.

The factors contributing to PE teachers' job satisfaction include personal relationships, co-operation, teaching facilities, co-operation with sports professionals, management of the school and organization of the work. The open responses of the teachers support these conclusions: colleagues and students, good management and organization of work, and good facilities were mentioned as factors contributing to job satisfaction. Similar results have also been obtained in international studies (Koustelios 2001; Moreira et al. 1995). The factors that add to job dissatisfaction include students' disruptive behavior, low quality of management, inferior facilities and equipment, as well as busy schedules. Several PE teachers are either principals or deputy principals in their schools. This may have an effect on whether a PE teacher experiences the quality of the school's management as high or low. Men act as principals more often than women, and this may explain why men are more satisfied with the management of the school.

The ill effects of the physical environment (busy schedules, restlessness, lack/insufficiency of facilities) observed in the study of Kinnunen and Parkatti (1993, 17) were mentioned in several responses as factors causing job dissatisfaction. According to an earlier study by Johansson and Heikinaro-Johansson (2005), the factors causing job dissatisfaction to PE teachers include busy schedules, inferior working conditions and disruptive behavior of the students. Also international studies have shown that job dissatisfaction is caused by insufficient resources (Moreira et al. 2002), inferior working conditions in physical education teaching (Schneider 2003), insufficient equipment (Sargent & Hannum 2005), and low quality of management (Moreira et al. 2002). On the other hand, dissatisfaction with the appreciation of the profession, which has been observed in international studies (MacDonald 1999; Moreira et al. 1995; Moreira et al. 2002; Stroot et al. 1994), did not come up in this study.

Gender-based differences concerning the factors that contribute to job satisfaction were observed. Men were more satisfied with the management style of the school, possibilities to influence their own work, the organization of the working hours and the class sizes. Female teachers were more satisfied with planning their work. Previous studies have shown that, on average, female PE teachers use more time on planning their classes than men (Huisman 2004; Palomäki & Heikinaro-Johansson 2011). It seems that PE teachers' job satisfaction is the result of the overall experience concerning the job. The total variances explained in individual items were minor.

The effect of demographic factors (e.g. gender and age) on job satisfaction was insignificant. Direct correlation between single factors and job satisfaction were not observed. Similar results have also been obtained in other studies (e.g. Lindholm 1997). The strongest correlations can be found between job satisfaction and factors related to the implementation of the work (facilities & equipment), autonomy (possibility to influence ones work, organization of working hours) and personal relationships (colleagues, students). A strong correlation

has been found between autonomy and such aspects of the job as control, organization and overall experience of the job (Koustelios et al. 2004). In Karasek's and Theorell's (1990, 31-36) JDC Model, the job control-demand correlation is mainly shown in PE teachers' work as active work and stressful work. In the PE teacher's profession, the worker is able to control his/her job to a fairly high degree. It is only restricted by such factors as available facilities and equipment, time schedules, curriculum and student groups. The teacher is, however, fairly free to decide how he/she implements the work. The satisfied or very satisfied teachers were more satisfied than other teachers with the possibilities to influence their work and the organization of work schedules. This is a sign of a higher degree of autonomy and the possibility to control one's work.

The PE teacher's age correlated with job satisfaction slightly differently among female teachers than among male teachers. Men were very satisfied with their jobs towards the end of their careers. On the other hand, female teacher's job satisfaction started to decrease slowly. It is therefore relevant to ask if female PE teachers' work is more stressful or if women find their workload harder than men. Are female teachers required to instruct gymnastic exercises and dances more often than men? Do men just supervise games rather than participate in the activities? Do mass media contribute to the image of a female PE teacher as a young, energetic perpetual motion machine?

The reliability of this study is supported by previous positive experiences of the use of the five-step Likert Scale (Suikka et al. 2004). The observations of this study support the results of the previous studies measuring PE teachers' job satisfaction. Few changes have taken place in PE teachers' job satisfaction. When examining the results, it should be taken into account that the assessment of job satisfaction is based on the respondents' own perceptions. The responses may contain skewing factors which are not shown in the results. These factors include the respondent's own state of health, life situation, as well as environmental factors, which were not controlled in this study. The way the respondents experience their work at the time of responding to the survey may also have affected the responses. The target group was fairly large (621 respondents), and therefore the results can be considered highly generalizable.

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II

PHYSICAL EDUCATION TEACHERS IN MOTION: AN ACCOUNT OF ATTRITION AND AREA TRANSFER

by

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III

SHOULD I STAY OR SHOULD I GO? PHYSICAL EDUCATION TEACHERS' CAREER INTENSIONS

by

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IV

DETERMINANTS OF PE TEACHERS' CAREER INTENTIONS.

by

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