

Teachers' beliefs about the physical education and sports profession and their impact on quality of work life

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ABSTRACT

This study examined the impact of physical education teachers' beliefs about their profession on their quality of work life. The research sample consisted of 90 physical education and sports teachers (17 female, 73 male) employed in schools affiliated with the Ministry of National Education in Siirt Province, Turkey. The researchers utilized personal information forms, the "Quality of Work Life Scale" and the questionnaire "Physical Education Teachers' Beliefs about the Physical Education Profession". The findings revealed that there was a significant positive relationship between overall beliefs about the profession and quality of work life ($r = 0.244$, $p = 0.021$). Regression analysis revealed that the overall beliefs about the profession were significant predictors of quality of work life ($\beta = 0.244$, $p = 0.021$). Of the overall beliefs, the value of the physical education profession had a significant positive effect on quality of work life ($\beta = 0.255$, $p = 0.015$), while sense of calling had no significant effect ($p > 0.05$). Beliefs about the profession were found to be significant predictors of individual quality of work life ($p < 0.01$), while the relationship between overall beliefs about the profession and organizational quality of work life was weaker and not significant ($p > 0.05$). In conclusion, the relationship between teachers' beliefs about the profession and their quality of work life represents a significant area of inquiry within the field of physical education.

KEYWORDS

Teachers' Beliefs; Physical Education; Sports Profession; Quality of Work Life; Professional Attitudes

1. INTRODUCTION

The human organism is characterized by a capacity for continuous improvement and renewal, which begins at the moment of birth and continues until the moment of death. This intrinsic capacity has compelled humans to embark on an unavoidable trajectory of transformation. Individuals are born, grow, and die. For the changes occurring in this process to continue in a positive direction, individuals require education (Uzer, 2022). While education is regarded as the fundamental structure that ensures the personal and academic development of students, teachers represent the backbone of this structure.

The role of teachers in the field of education is one of the critical factors that directly affect student success. The contributions of physical education and sports teachers to the development of individuals are manifold. They facilitate the growth of physical, emotional, and mental characteristics, imparting healthy living habits through sports, physical activity, and regular exercise. They also play a pivotal role in the prevention of significant health problems such as obesity. While physical education and sports teachers occupy a pivotal position in the field of education, their quality of work life and their beliefs about their profession can indirectly affect all of these factors.

A review of the existing literature reveals a multitude of definitions of quality of work life. The fact that this concept has a multidimensional and comprehensive structure has made it challenging for researchers to reach a consensus on a single definition. The term “quality of work life” is used to describe the overall quality of life experienced by individuals as a result of their experiences at work. This concept encompasses the degree of satisfaction derived from one’s work life, the state of one’s physical and psychological health, the equilibrium between one’s work life and personal life, and social relations with other employees at work (Sirgy et al., 2001). The quality of work life can be defined as the set of factors that determine the level of satisfaction and happiness that individuals derive from their work environment. These factors include the quality of work performed, social relations with managers, workload, working conditions, career opportunities, and social services offered to employees. These factors are crucial for integrating individuals with their professions, enhancing the level of satisfaction derived from work, and establishing humane working conditions that align with individuals’ abilities and expectations (Yavuz Eroglu et al., 2023). Furthermore, the quality of work life is a significant determinant of organizational productivity and employee engagement (Hackman & Oldham, 1976). The quality of work life, which pertains to the personal experiences of individuals within their work environments, is a pivotal concept for both

individual and organizational success (Yavuz Eroglu et al., 2023). Previous research underscored the pivotal role that workplace stress plays in shaping this quality (Kahn & Byosiere, 1992).

The primary objective of grasping the concept of quality in work life is to regard employees as the most crucial element of the system, rather than perceiving them as mere machines. The concept of quality of life was proposed by employers and managers as a means of humanizing the work performed and improving working conditions. This approach addresses not only the physical needs of individuals but also their mental, psychological, and social needs (Demir, 2011). Dessler (2005) defines the quality of work life as the level of meeting not only the material needs of employees but also their needs for personal development, self-esteem, the ability to use their talents and satisfaction. In addition to these factors, individuals' beliefs about their professions stand out as a fundamental element in ensuring the quality of work life.

The teaching profession defines the role of educators within educational institutions, delineating the behaviors that are expected of them and the processes that encompass their position, status, duties, and relationships. One of the primary factors influencing teachers' attitudes and behaviors is their disposition toward their profession (Ustuner, 2006). Teachers' attitudes towards education, learning, and students are collectively termed "professional beliefs". While teachers' beliefs about matters external to their profession impact their practices, it is imperative to differentiate these beliefs from their perceptions of the educational process (Pajares, 1992).

The beliefs held by physical education and sports teaching professionals encompass a range of factors, including their attitudes, perceptions of self-efficacy, and expectations regarding their chosen profession. Such beliefs can directly impact teachers' classroom practices, teaching processes, and student achievement. A review of the literature reveals that educators' beliefs about their profession play a significant role in shaping their professional identities, perspectives on education, and their impact on students. Pajares (1992) posits that teachers' beliefs are pivotal in structuring educational processes and influencing pedagogical decisions. In the specific case of physical education and sports teaching, these beliefs are crucial for understanding both societal expectations regarding physical activities and the place of this subject in the education system (Kirk, 2010). In this context, an examination of beliefs about the profession of physical education and sports teaching offers a comprehensive perspective, encompassing teachers' self-efficacy perceptions and the academic and social contributions of physical education to individuals. The self-efficacy theory, as developed by Bandura (1997), serves as the fundamental framework for understanding teachers' beliefs about their profession. Additionally, research based on the schematic and conceptual

framework (Siedentop, 1994) demonstrates how physical education teachers' professional beliefs are reflected in the objectives, content, and teaching methods of the course.

Although the quality of work life and beliefs about the profession of physical education and sports teaching have recently been the subject of more research separately, studies examining the relationship between these two variables are quite limited. This article aims to examine the relationship between the quality of work life and beliefs about the profession of physical education and sports teaching. Additionally, it investigates the extent to which physical education and sports teachers' beliefs about their profession influence their quality of work life. The study is of critical importance when considering that teachers with a high quality of work life contribute more to society. In light of the aforementioned information, it becomes pertinent to inquire whether beliefs about physical education and sports teaching exert an influence on the quality of work life.

To address this issue, the following hypotheses were formulated:

H₁: There is a significant and positive relationship between beliefs about profession and quality of work life scores.

H₂: Beliefs about the profession predicts quality of work life.

H₃: Beliefs about the profession differ according to demographic characteristics.

H₄: Quality of work life differs according to demographic characteristics.

2. METHODS

2.1. Design and Participants

Given that this study is concerned with examining the impact and interconnections between the quality of work life and beliefs about the profession, it was designed following the relational survey model. The objective of relational research is to ascertain the interrelationships between two or more variables and to determine whether changes in these variables occur concurrently (Creswell & Creswell, 2017). The study consisted of 90 physical education and sports teachers, 17 of whom are female and 73 of whom are male. They work in schools affiliated with the Ministry of National Education in Siirt Province, Turkey. The distribution of physical education and sports teachers according to their descriptive characteristics is presented in Table 1.

Table 1. Distribution of teachers according to descriptive characteristics

| Variables | Frequency (n) | Percentage (%) |
|--|---------------|----------------|
| Age | | |
| 30 And Below | 36 | 40.0 |
| 31 and Over | 54 | 60.0 |
| Gender | | |
| Female | 17 | 18.9 |
| Male | 73 | 81.1 |
| Years of Service | | |
| 1-5 Years | 47 | 52.2 |
| 6 Years and Over | 43 | 47.8 |
| School Level | | |
| Secondary School | 66 | 73.3 |
| High School | 24 | 26.7 |
| Length of Service at the School | | |
| 1-3 Years | 50 | 55.6 |
| 4 Years and Over | 40 | 44.4 |
| Total | 90 | |

The data indicate that the majority of teachers are aged 31 and above, representing 60% of the total, while those aged 30 and below constitute the remaining 40%. Concerning the gender distribution, it is observed that the majority of teachers are male (81.1%), while female teachers represent the minority (18.9%). Concerning the years of service, the majority of teachers (52.2%) were in their positions for between one and five years, while 47.8% were in their roles for six or more years. In terms of school level distribution, the data indicate that 73.3% of the teachers are employed in secondary schools, while 26.7% are engaged in teaching at the high school level. Finally, an analysis of the length of service of the teachers at their respective schools revealed that 55.6% were employed for 1-3 years, while 44.4% were in their roles for a minimum of 4 years. These data indicate notable differences among teachers in several factors, including age, gender, years of service, and school level.

2.2. Instruments and Procedures

The demographic information form, created by the researchers, included questions regarding age, gender, years of service, school level, and length of service at the school.

The Quality of Work Life Scale, developed by Yavuz Eroglu et al. (2023), comprises 19 items and two subscales: individual quality of work life and organizational quality of work life. The

scale employs a 5-point Likert-type response format. Cronbach's alpha coefficients were found to be 0.94 for individual quality of work life, 0.83 for organizational quality of work life, and 0.92 for total quality of work life. The Physical Education Teachers' Beliefs about the Physical Education Profession (PET-BPEP) Scale was developed by Fan, Keating, Liu, Zhou, Shangguan, and Knipe (2018) to measure prospective physical education teachers' beliefs regarding the teaching profession. The Turkish adaptation was conducted by Dogru et al. (2019). The scale is a 7-point Likert-type scale comprising two subscales: Sense of Calling and Value of Physical Education Profession. Upon examination of the Cronbach's alpha coefficients of the subscales of the scale, the Sense of Calling subscale exhibits a coefficient of 0.79, while the Value of Physical Education Profession subscale displays a coefficient of 0.91.

In this study, the arithmetic mean, standard deviation, minimum-maximum values, and Cronbach's alpha values for teachers' beliefs towards the profession and quality of work life are presented in Table 2.

Table 2. Beliefs about profession and quality of work life scores

| | N | Mean | SD | Min. | Max. | Kurtosis | Skewness | Alpha |
|--|----------|-------------|-----------|-------------|-------------|-----------------|-----------------|--------------|
| Belief about Profession Total | 90 | 6.508 | 0.689 | 3.080 | 7.000 | 8.576 | -2.640 | 0.926 |
| Sense of Calling | 90 | 6.494 | 0.705 | 3.830 | 7.000 | 4.054 | -2.051 | 0.906 |
| Value of Physical Education Profession | 90 | 6.522 | 0.794 | 1.830 | 7.000 | 13.829 | -3.133 | 0.902 |
| Quality of Work Life Total | 90 | 77.100 | 11.465 | 44.000 | 95.000 | -0.167 | -0.502 | 0.904 |
| Organizational Quality of Work Life | 90 | 50.556 | 9.395 | 23.000 | 65.000 | -0.037 | -0.549 | 0.898 |
| Individual Quality of Work Life | 90 | 26.544 | 3.188 | 17.000 | 30.000 | 0.223 | -0.914 | 0.879 |

The results obtained from 90 participants indicated an average total score of 6.508 for beliefs about the profession, with a standard deviation of 0.689. The minimum score was 3.080, while the maximum score was 7.000. The mean score for the sense of calling subscale was 6.494, with a standard deviation of 0.705. In this subscale, the minimum score was 3.830 and the maximum score was 7.000. In the subscale about the value of the physical education profession, the mean score was 6.522, the standard deviation was 0.794, and the scores ranged from 1.830 to 7.000. The total score for quality of work life was 77.100, with a standard deviation of 11.465. The lowest possible score was 44.000, while the highest score was 95.000. The mean score for the organizational quality of work life subscale was 50.556, while the value for the individual quality of work life subscale was 26.544.

This study was approved by the Scientific Research and Publication Ethics Committee of Mus Alparslan University, Turkey, on April 15, 2024, with the acceptance decision numbered 138058.

2.3. Statistical Analyses

The data obtained in this study were subjected to statistical analysis using the IBM SPSS Statistics software, version 22.0 (SPSS Inc., Chicago, IL, USA). A frequency and percentage analysis was conducted to ascertain the descriptive characteristics of the participants, while mean and standard deviation statistics were employed to analyze the scale. The kurtosis and skewness values were examined to assess the normality of the research variables (see Table 2). As indicated in the literature, kurtosis and skewness values between +1.5 and -1.5 (Tabachnick & Fidell, 2013) or between +2.0 and -2.0 (George & Mallery, 2010) are deemed indicative of a normal distribution. The variables in this study were found to be normally distributed, thus allowing for the use of parametric methods for further analysis.

To explore the relationships between the subscales that determine the scale levels of the participants, Pearson correlation and linear regression analyses were employed. The differences in scale levels based on the participants' descriptive characteristics were examined using the independent samples t-test, one-way analysis of variance (ANOVA), and post hoc tests (Tukey, LSD).

3. RESULTS

Table 3 presents the results of the correlation analysis, which examines the relationship between beliefs about profession and quality of work life scores.

Table 3. Correlation analysis between beliefs about profession and quality of work life scores

| | | Beliefs about Profession Total | Sense of Calling | Value of Physical Education Profession |
|--|---|-----------------------------------|---------------------|---|
| Quality of Work Life | r | 0.244* | 0.189 | 0.255* |
| Total | p | 0.021 | 0.074 | 0.015 |
| Organizational Quality of Work Life | r | 0.171 | 0.109 | 0.201 |
| | p | 0.106 | 0.306 | 0.058 |
| Individual Quality of Work Life | r | 0.371** | 0.359** | 0.326** |
| | p | 0.000 | 0.001 | 0.002 |

Note. * < 0.05; ** < 0.01; Pearson Correlation Analysis

The results indicate a positive and statistically significant correlation between the total score for quality of work life and the total score for beliefs about the profession ($r = 0.244$, $p = 0.021$). Similarly, a significant correlation was identified between the value of the physical education profession and the total score of quality of work life ($r = 0.255$, $p = 0.015$). Nevertheless, no significant correlation was observed between the sense of calling and the total score of quality of work life ($r = 0.189$, $p = 0.074$).

No significant correlation was observed between organizational quality of work life and the beliefs about profession subscales. The relationships between the total score of beliefs about the profession ($r = 0.171$, $p = 0.106$), sense of calling ($r = 0.109$, $p = 0.306$), and the value of physical education profession ($r = 0.201$, $p = 0.058$) and organizational quality of work life were not significant.

There are strong and significant positive relationships between individual quality of work life and the beliefs about profession subscales. Individual quality of work life is significantly associated with the total score of beliefs about the profession ($r = 0.371$, $p = 0.000$), sense of calling ($r = 0.359$, $p = 0.001$), and the value of the physical education profession ($r = 0.326$, $p = 0.002$). In particular, the relationship between individual quality of work life and beliefs about profession was found to be stronger. These findings suggest that teachers' beliefs about the profession have a greater impact on individual quality of work life, but their relationship with organizational quality of work life is weaker.

Table 4 presents the findings of the linear regression analysis, which examines the influence of beliefs about the profession on the quality of work life.

Table 4. The effect of belief about profession on quality of work life

| Dependent Variable | Independent Variable | β | t | p | F | Model (p) | R ² |
|----------------------------|--|---------|-------|--------------|-------|--------------|----------------|
| Quality of Work Life | Fixed | 50.706 | 4.504 | 0.000 | 5.557 | 0.021 | 0.049 |
| Total | Belief about Profession Total | 0.244 | 2.357 | 0.021 | | | |
| | Fixed | 52.041 | 4.554 | 0.000 | | | |
| Quality of Work Life | Sense of Calling | 0.026 | 0.179 | 0.858 | 6.121 | 0.015 | 0.054 |
| Total | Value of Physical Education Profession | 0.255 | 2.474 | 0.015 | | | |
| Linear Regression Analysis | | | | | | | |

In the initial model, the total score for quality of work life was employed as the dependent variable, and the impact of the total score for beliefs about the profession was evaluated. The results indicate that the total score of beliefs about profession has a positive and statistically significant effect on quality of work life ($\beta = 0.244$, $t = 2.357$, $p = 0.021$). The overall significance of the model is indicated by an F-value of 5.557 and a model p-value of 0.021. The model accounts for 4.9% of the variance in quality of work life, as indicated by the R^2 value of 0.049.

In the second model, the sense of calling and the value of the physical education profession were considered independent variables. The findings indicate that the value of the physical education profession has a positive and statistically significant effect on quality of work life ($\beta = 0.255$, $t = 2.474$, $p = 0.015$). Nevertheless, the influence of the sense of calling on the quality of work life was not statistically significant ($\beta = 0.026$, $t = 0.179$, $p = 0.858$). The overall significance of this model is indicated by $F = 6.121$ with a model p-value of 0.015. This model accounts for 5.4% of the variance in quality of work life ($R^2 = 0.054$).

In conclusion, the analysis demonstrates that beliefs about the profession, particularly the value of the physical education profession, significantly impact the quality of work life, while the sense of calling does not have a significant effect. Table 5 presents the differentiation of beliefs about profession and quality of work life scores according to demographic characteristics.

Table 5. Differentiation status of beliefs about profession and quality of work life scores according to descriptive characteristics

| Demographic Characteristics | n | Belief about Profession Total | Sense of Calling | Value of Physical Education Profession | Quality of Work Life Total | Organizational Quality of Work Life | Individual Quality of Work Life |
|-----------------------------|----|-------------------------------|-------------------|--|----------------------------|-------------------------------------|---------------------------------|
| Age | | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD |
| 30 And Below | 36 | 6.593 \pm 0.687 | 6.653 \pm 0.567 | 6.532 \pm 0.902 | 77.528 \pm 11.874 | 50.611 \pm 9.989 | 26.917 \pm 2.852 |
| 31 and Over | 54 | 6.452 \pm 0.691 | 6.389 \pm 0.771 | 6.515 \pm 0.722 | 76.815 \pm 11.287 | 50.519 \pm 9.074 | 26.296 \pm 3.396 |
| t= | | 0.947 | 1.760 | 0.099 | 0.288 | 0.046 | 0.904 |
| p= | | 0.346 | 0.082 | 0.922 | 0.774 | 0.964 | 0.369 |
| Gender | | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD |
| Female | 17 | 6.456 \pm 0.604 | 6.294 \pm 0.869 | 6.618 \pm 0.485 | 76.706 \pm 14.035 | 50.882 \pm 11.385 | 25.824 \pm 3.522 |
| Male | 73 | 6.521 \pm 0.711 | 6.541 \pm 0.660 | 6.500 \pm 0.851 | 77.192 \pm 10.893 | 50.480 \pm 8.960 | 26.712 \pm 31.07 |
| t= | | -0.347 | -1.306 | 0.548 | -0.157 | 0.158 | -1.036 |
| p= | | 0.730 | 0.195 | 0.585 | 0.876 | 0.875 | 0.303 |
| Years of Service | | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD |
| 1-5 Years | 47 | 6.555 \pm 0.691 | 6.553 \pm 0.682 | 6.557 \pm 0.836 | 77.170 \pm 11.707 | 50.617 \pm 9.636 | 26.553 \pm 3.209 |
| 6 Years and Over | 43 | 6.457 \pm 0.692 | 6.430 \pm 0.732 | 6.485 \pm 0.753 | 77.023 \pm 11.332 | 50.488 \pm 9.239 | 26.535 \pm 3.202 |
| t= | | 0.669 | 0.825 | 0.429 | 0.060 | 0.065 | 0.027 |

| | 0.505 | 0.412 | 0.669 | 0.952 | 0.949 | 0.978 |
|--|----------------------|-------------------|-------------------|---------------------|--------------------|--------------------|
| School Level | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD |
| Secondary School | 66 6.535 \pm 0.622 | 6.500 \pm 0.639 | 6.571 \pm 0.764 | 76.833 \pm 11.751 | 50.394 \pm 9.780 | 26.439 \pm 3.109 |
| High School | 24 6.434 \pm 0.859 | 6.479 \pm 0.878 | 6.389 \pm 0.875 | 77.833 \pm 10.845 | 51.000 \pm 8.424 | 26.833 \pm 3.447 |
| t= | 0.615 | 0.123 | 0.960 | -0.364 | -0.269 | -0.516 |
| p= | 0.540 | 0.902 | 0.340 | 0.717 | 0.788 | 0.607 |
| Length of Service at the School | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD | Mean \pm SD |
| 1-3 Years | 50 6.553 \pm 0.559 | 6.540 \pm 0.656 | 6.567 \pm 0.578 | 77.460 \pm 11.474 | 50.740 \pm 9.376 | 26.720 \pm 3.233 |
| 4 Years and Over | 40 6.452 \pm 0.828 | 6.438 \pm 0.767 | 6.467 \pm 1.007 | 76.650 \pm 11.584 | 50.325 \pm 9.534 | 26.325 \pm 3.157 |
| t= | 0.691 | 0.683 | 0.591 | 0.331 | 0.207 | 0.582 |
| p= | 0.492 | 0.496 | 0.556 | 0.741 | 0.836 | 0.562 |

Note. F: ANOVA Test; t: Independent Groups T-Test; PostHoc: Tukey, LSD

Concerning age, while teachers in the 30 and below age group exhibited higher scores than those in the 31 and above group, the observed differences were not statistically significant ($p > 0.05$). Concerning gender, no statistically significant difference was identified between male and female teachers ($p > 0.05$). Furthermore, the analyses conducted based on years of service, school level, and length of service in the school revealed no statistically significant difference between the scores for beliefs about the profession and quality of work life ($p > 0.05$).

4. DISCUSSION

The hypotheses (H_1 , H_2 , H_3 , and H_4) were tested following the study's objective, and the results indicated a positive and statistically significant correlation between the scores of Physical Education Teachers' Beliefs about the Physical Education Profession and the Quality of Work Life Scales. The findings indicate that teachers' beliefs about the profession exert a more pronounced influence on their individual quality of work life, whereas their relationship with organizational quality of work life is comparatively weaker. Accordingly, our initial hypothesis (H_1), which proposed a significant and positive relationship between beliefs about profession and quality of work life scores, is partially accepted. Another finding was that beliefs about the teaching profession, especially the subscale of the value of the physical education profession, showed a significant effect on quality of work life, while the sense of calling did not show a significant effect. Accordingly, our hypothesis (H_2), which proposed that belief about the teaching profession predicts quality of work life, was partially accepted. A review of the literature reveals that the issue of belief about the teaching profession has been a topic of investigation in studies on both physical education and sports teachers who are actively on duty and prospective physical education and sports teachers. A review

of the literature reveals a substantial body of evidence supporting the conclusion that belief in the physical education and sports teaching profession is high. The results of numerous studies on physical education and sports teachers and prospective physical education and sports teachers corroborate our findings (Yilmaz, 2020; Sen, 2023; Abbasoglu & Oncu, 2013; Bocek & Ocalan, 2024; Celik & Yilmaz, 2022). In the studies conducted on the attitudes of Physical Education and Sports Teaching Department students of Anadolu University and Inonu University toward the teaching profession, it was observed that they exhibited markedly positive attitudes (Yaliz, 2010).

The hypothesis (H_1) that beliefs about the physical education and sports teaching profession increase the quality of work life was indirectly supported by several studies. In this context, Dogan et al. (2023) posit that as the beliefs of prospective physical education and sports teachers toward the profession increase, so too do their perceptions of personal-professional competence. Similarly, Abbasoglu & Oncu (2013) report a positive correlation between prospective physical education and sports teachers' self-esteem and their positive attitudes toward the teaching profession. These studies exhibit some overlap with our findings. We contend that educators who perform their duties with dedication and enthusiasm experience a high level of personal satisfaction and are better equipped to navigate organizational challenges. Furthermore, the physical education and sports curriculum in Turkey was designed in a straightforward and accessible format that considers individual differences and aims to instill values and skills, rather than merely providing information that may foster the development of these qualities (MoNE, 2018). In another study, Soyturk & Ozturk (2017) indicated that the quality of work life of physical education and sports teachers was at a medium level. Similarly, Ates et al. (2024) asserted that physical education and sports teachers with high levels of quality of work life have a positive effect on teaching motivation. Furthermore, Ak et al. (2022) proposed that the quality of work life increases the threshold of professional satisfaction. In this context, the beliefs that physical education and sports teachers hold about their profession and their quality of work life can directly affect their competencies in transferring the learning outcomes that are aimed to be gained in the physical education and sports course education program to students. In light of this information and in line with the findings obtained from the current study, it is clear that the beliefs that physical education and sports teachers hold about their profession have a significant effect on their quality of work life.

The descriptive analyses revealed no statistically significant differences in the variables of age, gender, years of service, school level, and length of service in the school ($p > 0.05$). Accordingly, the hypotheses (H_3 and H_4) that belief about the profession differs according to

demographic characteristics and that quality of work life differs according to demographic characteristics were rejected. In light of these findings, it can be posited that teachers' beliefs about their profession and the quality of their work life are shaped independently of certain demographic characteristics. It may therefore be inferred that educators' professional experience and personal values are more effective in shaping their general belief systems. A review of the relevant literature reveals that the study titled "Study of Job Satisfaction Level According to Different Variant among Physical Education Teachers", conducted by Turkcapar (2012), concluded that there were no significant differences in job satisfaction scores according to gender, school type, education level, length of service, or age variables. Karaaslan et al. (2020) discovered no statistically significant difference in the job satisfaction levels of physical education teachers based on gender, age, school level, or length of service. In their respective studies, Avsaroglu et al. (2005); Adiguzel et al. (2011) did not identify any significant differences between gender and job satisfaction. While these findings are in alignment with our study results, some findings contradict our study. Yilmaz & Aslan (2018) found that job satisfaction differed according to the duration of the experience. In the study conducted by Mehdipour et al. (2012), a significant difference was observed in the gender variable. In alignment with the findings about the descriptive characteristics, it can be posited that the similarities between the duties and responsibilities, theoretical and practical courses, course dynamics, age, and years of service of female and male physical education teachers do not result in differential outcomes. Conversely, the discrepancies observed across studies can be attributed to the influence of personality traits.

5. CONCLUSIONS

In conclusion, the relationship between teachers' beliefs about the profession and their quality of work life represents a significant area of inquiry within the field of physical education. Future research may benefit from a more comprehensive investigation, taking into account additional factors that influence this relationship. These findings may contribute to the improvement and support of professional development programs for educators.

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CONFLICTS OF INTEREST

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