

# MOTIVATION, Job Satisfaction and Teaching Effectiveness of Physical Education TEACHERS

Mariel Jam A. Marquez<sup>1</sup>, Porferia S. Poralan, PhD<sup>2</sup>

<sup>1</sup>Graduate Student, University of the Immaculate Conception, Bonifacio Street, Davao City

mmarquez\_210000002342@uic.edu.ph

<sup>2</sup>Graduate School Department, University of the Immaculate Conception, Davao City, Philippines

pporalan@uic.edu.ph

## ABSTRACT

This study delved into the dynamics of motivation, job satisfaction, and teaching effectiveness among Physical Education (PE) teachers utilizing descriptive-correlational methods in quantitative research. Purposive quota sampling was used to select public elementary and secondary school PE teachers as respondents in this study. Three adapted questionnaires, validated by experts and reliability-tested, were used to collect data for this study. Mean, standard deviation, Pearson  $r$ , and regression analysis were utilized as statistical tools. Results revealed that the levels of motivation, job satisfaction, and teaching effectiveness of PE teachers are very high. Notably, a significant, positive relationship is observed among teacher motivation, job satisfaction, and teaching effectiveness. Moreover, regression analysis results showed that both motivation and job satisfaction were predictors of teaching effectiveness among PE teachers.

**KEYWORDS:** *job satisfaction, teaching effectiveness, physical education teachers, Philippines*

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## INTRODUCTION

In the global context, the effectiveness of physical education (PE) teachers faces multifaceted challenges, particularly aggravated by the continuing COVID-19 pandemic. The study by Kuhn et al. (2022) showed a substantial decrease in perceived teaching effectiveness in U.S. public schools during the pandemic, highlighting strains on student attendance, teacher adaptability, external educational support, and teaching format. Similarly, Cardinal and James (2021) report a need for more adequately qualified PE teachers in the United States, attributing this deficit to insufficient knowledge and skills in teaching the discipline.

A parallel scenario unfolds in Paris, where a lack of understanding of the curriculum among PE teachers contributes to the organization of unsuitable learning activities (Hardman & Marshall, 2014). Internationally, Hardman et al. (2013) concluded that UNESCO's Worldwide Survey of School Physical Education exposes global cancellations of PE lessons, with 44 percent attributed to the discipline and its teachers. Osborne (2016) reinforces this global perspective, highlighting the challenges PE teachers face worldwide due to challenges in teaching effectiveness.

Similarly, the Asian context grapples with challenges in PE teaching effectiveness. Many countries, including India, Thailand, China, and Pakistan, face challenges that collectively depict a complex landscape across the continent, reflecting issues of training, effectiveness, and readiness among PE Educators. Such challenges include the need for additional in-service training to improve professional knowledge and teaching effectiveness.

Challenges persist in PE and MAPEH (Music, Arts, Physical Education, Health) education in the Philippines. According to Dagan (2021), issues include a lack of instructional resources, unfamiliarity with ineffective teaching strategies, and students' lack of motivation. Similarly, Dulay (2022) echoes these concerns, revealing competency gaps among teachers in effectively teaching each component of MAPEH. In addition, there is an added hurdle of adapting teaching strategies to the new everyday context, contributing to difficulties in effectively teaching students during PE classes (Tagare, 2023).

Further, it has been established that teacher motivation significantly correlates with teaching effectiveness (Muranda et al., 2015). Likewise, Han and Yin (2016) emphasized that teacher motivation can greatly influence teaching effectiveness. Ndagana (2017) highlighted that a motivated teacher is also an influential educator, and vice versa.

Likewise, job satisfaction directly affects teaching effectiveness (Huang et al., 2013). Also, Baluyos et al. (2019) found that teachers with high job satisfaction can teach more effectively. In addition, Halder and Roy (2018) concluded that job satisfaction is a vital factor that can provide happiness in teaching and increase teaching effectiveness.

This research identified a distinct gap: no prior studies have examined the combined influence of motivation and job satisfaction on PE teachers'

teaching effectiveness. This study addresses that gap by investigating these variables specifically among PE teachers at selected institutions in Davao Occidental.

Furthermore, this study will contribute new knowledge on the influence of motivation and job satisfaction on PE teachers' teaching effectiveness, especially in the context of Davao Occidental. This study can provide school administrators with innovative interventions to improve PE teachers' teaching effectiveness.

The findings of this study will be disseminated through publication in local, national, or international journals and presentation at research fora. Also, this study will be shared during Learning Action Cell (LAC) sessions, particularly in public schools under DepEd, where co-PE teachers will gain additional knowledge and awareness to address the challenges identified in this study.

### **Theoretical Lens**

This study is anchored in Argyris's Theory of Action (1997) and reinforced by Herzberg's Theory of Motivation (1971). These theories provide a comprehensive lens for understanding how PE teachers' internal beliefs, motivation, and job satisfaction collectively drive their teaching effectiveness. The Theory of Action serves as the foundational lens for teaching effectiveness. This theory holds that individuals operate on the basis of internal ideals, convictions, and personal beliefs, which directly shape their instructional practices and professional behaviors. In this study, a PE teachers' teaching effectiveness is a reflection of these internal ideas. Another theory is Herzberg's Theory of Motivation, which categorizes motivators and hygiene factors that map onto the variables of motivation and job satisfaction. Motivational factors that drive human behavior regarding intrinsic work traits, rather than external conditions or environment, include achievement, recognition, the work itself, responsibility, and advancement. On the other hand, hygiene factors, which are external influences, can demotivate, but, by themselves, cannot create long-term motivation. The integration of these theories establishes a connection between the variables. The Theory of Actions holds that teaching effectiveness is governed by internal states, demonstrating that high job satisfaction fosters a positive environment, while high motivation inspires teachers to excel.

## METHODS

### Research Design

This study utilized quantitative research, specifically in a descriptive-correlational design. As defined by Watson (2015), quantitative research is an empirical approach that uses statistical or numerical data to investigate the underlying causes of specific events using the scientific method. Within the quantitative research paradigm, this study employed a descriptive-correlational design. According to Creswell (2014), descriptive research aims to portray the current state of identified variables by describing them without manipulating or intervening in the study subjects. The choice of a descriptive-correlational research design is justified for several reasons. Firstly, it allows for the description and assessment of the current levels of motivation, job satisfaction, and teaching effectiveness of physical education teachers. Secondly, it enables the exploration of relationships between these variables without experimental manipulation. This approach is particularly appropriate for studying naturally occurring phenomena, such as the dynamics of teachers' motivation, job satisfaction, and teaching effectiveness in authentic educational settings.

### Research Locale

This study was conducted in various municipalities within the province of Davao Occidental, Region XI, Philippines, with a particular focus on elementary and secondary schools in the Malita North district. Among the 7 public elementary and secondary schools, 4 are upland schools, and 3 are lowland schools. The deliberate selection of this locale stems from the researcher's active role as a physical education teacher within the School Division of Davao Occidental.

### Research Respondents

The participants were 100 PE or MAPEH teachers from 7 public elementary and secondary schools in the School Division of Davao Occidental. The inclusion criteria specified that participants must have at least 3 years of experience in teaching MAPEH within the division; those teaching other subjects or with experience in different school divisions were excluded. A quota sampling technique was used to reach the target of 100 respondents. This is supported by Nikolopoulou (2023), who stated that quota sampling is frequently employed in research when a sampling frame is unavailable, enabling researchers to obtain a sample representative of the population under investigation.

### Statistical tools

The collected data were analyzed using both descriptive and inferential statistical tools, including mean, standard deviation, Pearson correlation coefficient, and regression analysis. The mean was used to assess teachers' motivation, job satisfaction, and teaching effectiveness. Standard deviation is utilized to determine the consistency of responses. The Pearson correlation coefficient is used to examine the relationships among PE teachers' motivation, job satisfaction, and teaching effectiveness. Regression analysis was used to investigate the significance of PE teachers' motivation, job satisfaction, and teaching effectiveness.

### Ethical Statement

This study was approved by the University of Immaculate Conception Research Ethics Committee (UIC-REC) and conducted in strict adherence to the dimensions of research ethics. Administrative clearance was obtained before data collection. Voluntary written informed consent was secured from all 100 PE/MAPEH teacher-respondents, guaranteeing their right to withdraw without penalty. In compliance with the Data Privacy Act of 2012, absolute anonymity was maintained by replacing all personal and school identities with alphanumeric codes. All completed survey questionnaires and digital datasets were kept in a secure repository accessible only to the primary researcher for future reference.

## RESULTS

### Level of Motivation of Physical Education Teachers

**Table 1**

*Level of Motivation of Physical Education Teachers*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Communication	4.62	0.42	Very High
Progress in Profession	4.50	0.53	Very High
Institution	4.41	0.49	Very High
Expectation	4.40	0.42	Very High
<b>Overall Mean</b>	<b>4.48</b>	<b>0.36</b>	<b>Very High</b>

Table 1 presents the motivation levels of physical education teachers, yielding an overall mean of 4.48, indicating very high motivation. This means that PE teachers' motivation is always evident. Four indicators of motivation

among Physical Education teachers are presented in the table, along with their corresponding means and standard deviations; these indicators include communication, progress in the profession, progress within the institution, and expectations. The very high mean suggests that motivation is consistently evident among physical education teachers, influencing various aspects such as communication, professional progress, institutional commitment, and expectations. Additionally, the overall standard deviation of .36 signifies that respondents' ratings are closely clustered around the mean.

The indicator with the highest mean is communication. The means of this indicator, Communication, ranged from 4.55 to 4.69. The category mean is 4.48, which is very high and indicates that communication is always evident. The findings support the study by Borg et al. (2021), which emphasizes the value of cultivating good communication in the teaching profession. Also, a study by Ertürk and Aydn (2017) found that high communication levels are considered motivating factors for educators. It implies that good communication with their coworkers greatly motivates PE teachers. Meanwhile, the indicator with the lowest mean is expectation. The means for this indicator, valuing mathematics, ranged from 4.24 to 4.58. The category mean is 4.40, which is described as very high, indicating a very high expectation. This result supports the findings of Korthagen and Pianim (2006), who revealed that when teachers encounter high but supportive expectations, they feel a sense of trust and confidence.

### Level of Job Satisfaction of Physical Education Teachers

**Table 2**

*Level of Job Satisfaction of Physical Education Teachers*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Intrinsic Job Satisfaction	4.36	0.42	Very High
Extrinsic Job Satisfaction	4.21	0.49	Very High
<b>Overall Mean</b>	<b>4.28</b>	<b>0.40</b>	<b>Very High</b>

Table 2 presents the results of a job satisfaction assessment conducted among physical education teachers, with an overall mean score of 4.28, indicating very high job satisfaction. Two indicators of job satisfaction among Physical Education teachers are presented in the table, along with their corresponding means and standard deviations; these indicators include intrinsic and extrinsic job satisfaction. The results indicate a high level of job satisfaction

among the surveyed population of physical education teachers. The overall standard deviation of .40 signifies that respondents' ratings are closely clustered around the mean. This high level suggests that the teaching community collectively experiences a positive and fulfilling work environment.

The indicator with the highest mean is intrinsic job satisfaction. The means of this indicator communication ranged from 4.55 to 4.07. The category mean is 4.36, indicating very high levels of intrinsic job satisfaction, suggesting it is consistently evident. This finding is consistent with that of Njanja et al. (2013), Liu and Onwuegbuzie (2014), and Olcum and Titrek (2015). The motivation derived from intrinsic satisfaction is particularly significant in teaching, where a sense of accomplishment and fulfillment can be experienced by using expertise effectively and helping others. PE teachers frequently report deriving satisfaction from their tangible impact on students' lives. Meanwhile, the indicator with the lowest mean is extrinsic job satisfaction. The category mean rating of 4.21, denoted as very high, reflects teachers' significant satisfaction with the extrinsic aspects of their jobs, with a range of 3.99 to 4.33. Sahito and Vaisanen (2020) further support these observations, revealing that teachers express greater satisfaction with extrinsic factors such as a conducive working environment, opportunities for promotion, fair compensation, and supportive workplace relationships. While Yildiz and Kiliç (2021) note variations in emphasis between intrinsic and extrinsic factors among teachers, their findings collectively underscore the need for organizations to prioritize and strengthen extrinsic factors to foster job satisfaction and engagement.

### Level of Teaching Effectiveness of PE Teachers

**Table 3**

*Level of Teaching Effectiveness of PE Teachers*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Spaces, Materials and Groupings	4.30	0.48	Very High
Tasks	4.40	0.47	Very High
Intervention	4.54	0.43	Very High
<b>Overall Mean</b>	<b>4.41</b>	<b>0.41</b>	<b>Very High</b>

Table 3 shows a teaching effectiveness level among PE teachers, with an overall mean rating of 4.41, indicating very high effectiveness. Three indicators of PE teachers' teaching effectiveness are presented in the table, along with their corresponding means and standard deviations; these indicators include spaces,

materials, groupings, tasks, and interventions. This implies that careful use of spaces, materials, and groupings, well-designed tasks, and prompt interventions are a few essential factors that contribute to PE teachers' high teaching effectiveness. The overall standard deviation of .41 signifies that respondents' ratings are closely clustered around the mean.

The indicator with the highest mean is intervention. It indicates that the teaching effectiveness of PE teachers concerning interventions is always observed. This finding corroborates the study by Reina et al. (2022) and underscores the importance of well-designed interventions in physical education. Also, the result is supported by the study of Ward and Ayvazo (2016), which shows that content representations convey knowledge that must be learned. Effective interventions in PE utilize differentiated instruction, catering to individual needs and learning styles (Hodge et al., 2018). Meanwhile, the indicator with the lowest mean is spaces, followed by tasks and groupings. This indicator shows a remarkably high level of teaching effectiveness among PE teachers in spaces, materials, and groupings, with an overall mean of 4.30 and a range of 4.20 to 4.41. Jovanović and Minić (2019) emphasized the importance of utilizing teaching materials tailored to students' learning needs. The careful selection and preparation of materials by physical education teachers play a crucial role in enhancing engagement and comprehension, ultimately promoting more effective learning outcomes.

### **Significance of the Relationship of Motivation and Job Satisfaction and Teaching Effectiveness of Physical Education Teachers**

**Table 4**

*Significance of the Relationship of Motivation, Job Satisfaction, and Teaching Effectiveness of Physical Education Teachers*

<b>Teaching Effectiveness of Physical Education Teachers</b>			
	R	p-value	Remarks
<b>Motivation</b>	. 61	. 00	Significant
<b>Job Satisfaction</b>	. 49	. 00	Significant

Table 4 shows that teachers' teaching motivation has a strong positive relationship with teaching effectiveness, with an R-value of .61. Also, it shows a p-value of .00, less than the alpha set .05 (two-tailed), supporting a significant relationship. It means that as motivation increases, the teaching effectiveness of

physical education teachers also increases significantly. Motivation and teaching effectiveness of PE teachers are closely intertwined. Also, the indicators under motivation were significantly associated with PE teachers' teaching effectiveness.

Moreover, the result supports the view of Han and Yin (2016), which establishes that teacher motivation significantly affects teaching effectiveness. When teachers are motivated and engaged in their work, they are more likely to impart knowledge and skills to their students effectively. As mentioned earlier, flexible work arrangements can enhance educator motivation and job satisfaction, which, in turn, can lead to greater engagement and commitment to their teaching responsibilities. Also, Hein et al. (2012) revealed a noteworthy correlation: teachers who consistently employ more effective teaching techniques tend to exhibit higher levels of intrinsic and extrinsic motivation. This suggests that when teachers are intrinsically motivated and adopt effective teaching methods, they can positively influence students' development, including their engagement in physical activities.

Similarly, job satisfaction and teaching effectiveness also reveal a significant positive relationship, but it is just moderate. This means that when physical education teachers experience higher job satisfaction, their teaching effectiveness significantly improves. When job satisfaction increases among these teachers, they become more effective in their teaching roles. Teachers who are content in their jobs are more likely to be dedicated, actively engaged in teaching, and put more effort into providing quality education to their students. This positive connection underscores the importance of creating a supportive work environment that prioritizes teacher well-being and job satisfaction, thereby enhancing student learning.

This finding is supported by the studies of Beri (2016), Zafarullah and Pertti (2017), and Veldman et al. (2013), which conclude that there is a significant positive relationship between job satisfaction and teaching effectiveness. Teachers who are happy and content with their jobs also tend to become effective educators.

## Significance of the Influence of Motivation, and Job Satisfaction with Teaching Effectiveness of Physical Education Teachers

**Table 5**

*Significance of the Influence of Motivation and Job Satisfaction towards Teaching Effectiveness of Physical Education Teachers*

<b>Teaching Effectiveness of Physical Education Teachers</b>				
Singular Influence of the Predictors	Standardized Coefficients	T	p- value	Remarks
<b>Motivation</b>	.49	5.40	.00	Significant
<b>Job Satisfaction</b>	.23	2.53	.01	Significant
R	.64			
R <sup>2</sup>	.42			
F	34.44			
P	.00			Significant

Table 5 shows the results of the multiple regression analysis. In the singular capacity, the independent variables, motivation and job satisfaction, show p-values of .00 and .01, respectively, which are both below the 05 level of significance (2-tailed), with a positive standardized beta value of .49 and .23 respectively. It means that for every unit increase in the level of motivation, there is a corresponding increase of .49 in the teaching effectiveness of physical education, while for every unit increase in the level of job satisfaction, the corresponding increase is .23, which is lower than the influence of motivation. Incidentally, the combined influence of motivation and job satisfaction on the teaching effectiveness of physical education teachers is significant ( $F = 34.44$ ,  $p < .05$ ). Meanwhile, the model explains 42 percent of the variance of teaching effectiveness of the physical education teachers based on the independent variables included in this study, as indicated by  $R^2 = .42$ .

This finding aligns with the study by Han and Yin (2016), which emphasizes the importance of teacher motivation in shaping teaching effectiveness. This finding has significant implications for school administrators, particularly teachers, as it suggests that developing effective teaching styles and strategies can positively impact student engagement and motivation during the teaching-learning process. Furthermore, the study conducted by Hein et al. (2012) reinforces the idea that teachers who frequently use productive teaching techniques demonstrate higher levels of intrinsic and extrinsic motivation. This

finding implies that intrinsically driven teachers who utilize practical approaches can play a vital role in fostering students' physical activity development.

The study results validate the theoretical foundations of this research, drawing on a combination of Argyris's Theory of Action (1997) and Herzberg's Theory of Motivation (1971). These theories provide a robust framework that supports the positive findings regarding the interconnections among job satisfaction, motivation, and teaching effectiveness. Argyris's Theory of Action underscores the importance of evaluating and enhancing effectiveness across all learning and instruction, aligning seamlessly with the understanding that effective teaching yields positive outcomes for educators and students.

Furthermore, Herzberg's Theory of Motivation underscores the significance of intrinsic and extrinsic motivation in influencing job satisfaction and work effectiveness. When teachers experience motivation and satisfaction in their roles, they are more likely to engage actively in the teaching process and invest more significant effort in their instructional practices. This, in turn, contributes to overall improvements in teaching effectiveness.

## **CONCLUSION**

Based on the findings of this study, the following conclusions were drawn: The level of motivation regarding communication, professional development, institution, and expectations among physical education teachers was very high. It means that teachers' motivation for physical education is always evident. Physical education teachers generally experience very high job satisfaction. This means that PE teachers' job satisfaction is consistently evident. Physical education teachers are satisfied and content in their profession. Happy and satisfied teachers are more likely to be dedicated to their students' well-being and to provide a positive, supportive learning environment. The teaching effectiveness level among PE (Physical Education) teachers was described as very high. This means that the teaching effectiveness of PE teachers was always observed. This implies that careful use of spaces, materials, and groupings, well-designed tasks, and prompt interventions are a few essential factors that contribute to PE teachers' high teaching effectiveness. This indicates that teachers are crucial in creating engaging and supportive learning environments, fostering students' physical development, and nurturing essential life skills. Teachers' teaching motivation has a positive, strong relationship with teaching effectiveness. It means that as motivation increases, the teaching effectiveness of physical education teachers also increases significantly. This

indicates that motivation, as described through communication, progress in profession, institution, and expectation in teaching, contributes significantly to overall teaching effectiveness. It implies that as job satisfaction among physical education teachers increases, their teaching effectiveness also significantly improves. The combined influence of motivation and job satisfaction on the teaching effectiveness of physical education teachers is significant. However, in this study, PE teachers' motivation was the best predictor of their teaching effectiveness in the Malita North district of the School Division of Davao Occidental. This finding implies that intrinsically driven teachers who utilize practical teaching approaches can play a vital role in fostering students' physical activity development. Also, this finding has significant implications for school administrators, particularly teachers, as it suggests that developing effective teaching styles and strategies can positively impact student engagement and motivation during the teaching- learning process.

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