

TEACHING Performance, Teacher Commitment and Work Design of Physical Education Teachers in Region XI: An Explanatory Sequential DESIGN

Jaffmar M. Palawan¹, Bryan L. Cancio, PhD²

¹Master Teacher 1, Carlos P. Garcia Senior High School, Davao City
jaffmar_palawan@yahoo.com

²Graduate School Department, University of the Immaculate Conception, Davao City, Philippines
bcancio@uic.edu.ph

ABSTRACT

This mixed methods design aimed to determine the influence of teaching performance and teacher commitment on work design among physical education teachers in Region XI. A sequential explanatory mixed methods approach was utilized. The researcher utilized a stratified random sampling to survey the 302 High School physical education teachers using adapted and validated survey questionnaires to obtain quantitative data. To accomplish the qualitative data, IDI and FGD were utilized. The levels of teaching performance were very high while teacher commitment and work design were rated as high. Additionally, in an individual capacity, teaching performance and teacher commitment significantly influenced work design of teachers. The combined influence of teaching performance and teacher commitment as predictors of work design was a good fit for the data in this study. Moreover, integrating quantitative and qualitative data provided an in-depth understanding of teaching performance, teacher commitment, and work design of PE teachers. The quantitative and qualitative results in teaching performance are connected.

KEYWORDS: *Teaching Performance, commitment, work design, physical education*

INTRODUCTION

A good work design for teachers has been developed over the past few decades to encourage retention, development, motivation, performance, commitment, and teaching performance. Work design is a broad term that refers to various strategies like job rotation, job expansion, and job enrichment (Saputra et al., 2022). However, teachers worldwide remain unfamiliar with the

work design in schools. Teachers often have trouble understanding the concept of work design. Also, they are unsure of their roles, resulting in a poor organizational work design (Strauss et al., 2023).

In the United States, poor work design hinders the effectiveness and efficiency of teachers. Teachers are not excited about performing less complicated errands, prompting unseen side-effects like fatigue, distance, unfortunate showing abilities, and unfortunate obligation to the association (Louis et al., 2013). Based on the 2016 report, a poor work design has been evident to more than 80 percent of the teachers and the gap has remained poor thereafter (Garcia & Weiss, 2019). This situation is worsened by the fact that some teachers are new in the field. Moreover, in Europe, teachers with poor work designs have lower teaching qualifications, resulting in low-quality jobs. Practice and policy must be influenced to encourage the successful implementation of enriched work designs. Work-based difficulties are inadequate for planning work because of the unfortunate learning climate and advancement, unfortunate upkeep for keeping up with and improving educators' physical and emotional well-being, and for accomplishing control and adaptability simultaneously (Parker, 2014).

In the Philippines, there is an alarming decline in the quality of education. The department is most concerned about teachers' lack of work design to support the best teaching method (Palatino, 2023). Additionally, teachers do not optimize their work time to avoid time wastage. According to Santos (2022), 41 percent of teachers waste more than an hour per day on these unimportant tasks because of poor work design, and 90 percent of teachers admitted to losing time each day on tasks unrelated to their primary duties. Teachers need to teach their understudies despite all difficulties. In Mindanao, Sagad-Cabilo (2023) stated that more than 75 percent of the new teachers have poor work design. The work design among teachers was frequently manifested and was evident through task characteristics, knowledge characteristics, social characteristics, and work context.

While numerous studies have focus into the aspects of work and job design, the existing body of literature reveals certain gaps in comprehensive measurement tools. For instance, the work of Morgeson and Humphrey (2006) made significant strides by reviewing work design literature, identifying key work characteristics, and formulating a measure to capture these elements. This study focuses on the work design and experiences of physical education teachers

in Region XI and seeks to discover teaching performance and commitment in their dimensions. The outcome of the study will serve as bases for a professional development among physical education teachers that will impact schools.

Theoretical Lens

The researcher thinks teaching performance and teacher commitment influences the organization's work design. He believes that addressing a problem effectively involves employing diverse approaches that foster a systemic questioning of established fundamental ideas and a willingness to withhold judgment temporarily. As a pragmatist, the researcher adheres to a pragmatic worldview that the creation of individual realities that were treated as a derivative of varying personal experiences and ideas encountered and not of an absolute default (Maddux & Donnett, 2015). The best answers are found through pragmatic investigation because facts and accuracy vary widely between people, places, and eras. Furthermore, like Terrell (2016), he focused on issues and approaches by not relying solely on one technique; instead, he embraced a pragmatic worldview that integrates various data collection methods and analysis strategies in the research process, as advocated by Creswell (2013).

According to pragmatism, the truth is a social or individual matter rather than an absolute and can only be understood through its practical consequences (Zeng et al., 2021). As a result, Tashakkori and Teddlie (2010) thought that based on a pragmatic analysis, the research findings would result in acceptable statements. In addition, it collected data in a manner that best addressed the study's research questions by combining quantitative and qualitative approaches. The pragmatic worldview is employed in the study to ensure a comprehensive understanding of the issues at hand. By integrating various data collection methods and analysis strategies, researchers can gather a more nuanced and multifaceted view of the problem. This approach acknowledges that no single method or perspective can capture the complexity of real-world phenomena. Moreover, it allows for flexibility in adapting to the unique circumstances and requirements of the research context, thus promoting a more robust and insightful investigation. Overall, the pragmatic worldview fosters a holistic and adaptive approach to research, ultimately enhancing the quality and relevance of the study's findings.

This study was anchored on the theory Job Characteristics Model (JCM) by Hackman and Oldham in 1976. It emphasizes the importance of five core job characteristics: skill variety, task identity, task significance, autonomy, and

feedback. By designing teaching roles to incorporate these elements, educators can experience greater engagement, satisfaction, and commitment to their profession. In the context of work design influenced by teacher performance and commitment, the Job Characteristics Model becomes a significant framework. When applied to teaching work design, this model suggests that by incorporating teaching performance and commitment into the design of educators' responsibilities, PE teacher can experience heightened engagement and commitment to their profession. By providing teachers with diverse tasks, clear responsibilities, important work, decision-making freedom, and consistent feedback, schools can create a motivating environment where teachers are dedicated and effective.

The Job Characteristics Model (JCM) proposed by Hackman and Oldham in 1976 provides a comprehensive framework for understanding how job design influences employee motivation, satisfaction, and performance. The model emphasizes five core job characteristics: skill variety, task identity, task significance, autonomy, and feedback. Skill variety refers to the extent to which a job requires the use of different skills and abilities, while task identity pertains to the extent to which the job involves completing a whole and identifiable piece of work. Task significance relates to the perceived impact and importance of the job, autonomy refers to the degree of independence and decision-making authority afforded to the employee, and feedback concerns the provision of clear and timely information about job performance.

In the context of teaching, particularly in physical education, the application of the Job Characteristics Model suggests that designing teaching roles to incorporate these core characteristics can lead to greater engagement, satisfaction, and commitment among educators. By providing physical education teachers with opportunities for skill variety through diverse teaching methods and activities, task identity through clearly defined teaching responsibilities, and task significance by emphasizing the importance of physical activity and health education, schools can enhance the meaningfulness of teachers' work. Additionally, granting autonomy in instructional approaches, curriculum development, and decision-making processes empowers teachers to tailor their practices to meet the needs of their students and foster a sense of ownership over their work. Furthermore, consistent feedback mechanisms, such as performance evaluations and student assessments, enable teachers to monitor their progress, identify areas for improvement, and receive recognition for their contributions, thereby enhancing their motivation and commitment to the profession.

Overall, the Job Characteristics Model provides a valuable framework for informing the design of teaching roles in physical education to promote educator engagement, satisfaction, and commitment. By aligning job characteristics with the intrinsic motivations and professional aspirations of physical education teachers, schools can create an environment conducive to teacher effectiveness and well-being, ultimately benefiting both.

METHODS

Research Design

The researcher utilized mixed methods specifically the explanatory design. The mixed method approach is when researchers collect and analyze both quantitative and qualitative data within the same study (Shorten & Smith, 2017; Creswell & Plano Clark, 2011). Mixed methods research requires a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. The essential step in the mixed methods approach is data linkage, or integration at an appropriate stage in the research process (Ivan'kova et al., 2016).

Particularly, the explanatory design helps researchers understand a particular problem in depth by providing more information about a specific topic. This is an explanatory sequential study, in which the researcher used the qualitative findings to explain the quantitative findings. The qualitative strand was built directly on the results of the quantitative strand. In this way, the quantitative results were better explained and supported by substance from a detailed qualitative data (Creswell, 2013).

In the quantitative phase, the researcher specifically uses the descriptive-correlation approach in order to address the problems in the study and achieve its purpose. It is appropriate to use descriptive correlative in the quantitative phase because the researcher wanted to describe and examine the relationship between teaching performance and work design; and teacher commitment and work design among physical education teachers in Region XI.

Sequentially, in the qualitative phase, the researcher examined the viewpoints of the participants, wherein a broad, general inquiry were aimed, and the data consisted largely of words or texts using open-ended questions focusing on the significant quantitative findings (Creswell & Clark, 2011). Typically, interviews were conducted with a group of individuals who have first-hand

knowledge of an event, situation, or experience (Creswell, 2013). Moreover, the qualitative data were gathered using the open-ended questionnaire, and the quantitative data were based on the survey questionnaires on teaching performance and teacher commitment of physical education teachers, which were collected sequentially.

Participants

The respondents of this study were Physical Education teachers in Region XI. For the quantitative phase, Davao Region has an estimate of 1,400 senior high school physical education teachers, using the online Raosoft calculator (5% margin of error, 95% confidence interval, and 50% response distribution), there were 302 respondents for the study who answered the survey questionnaire on the influence of teaching performance and teacher commitment towards work design of physical education teachers in Region XI. The researcher employed stratified random sampling to identify the study's respondents.

Seven people were chosen purposively for the IDI, and eight people were chosen purposively for the focus group discussion. A type of non-probability sampling techniques known as "purposeful sampling" selects units based on characteristics that your sample requires. Purposive sampling is used to select units "on purpose" (Nikolopoulou, 2022). As Creswell (2018) mentioned, the sample size policy may be between five to 50 participants. There were many factors considered to be necessary, such as the quality of data, the scope of the study, the nature of the topic, the amount of helpful information to be obtained from each participant, and the qualitative method and study design used in explanatory studies would include 3 to 10 participants. A participant must be a senior high school teacher handling physical education for the last two years in a public school in Davao Region.

Trustworthiness of the Study

To establish the trustworthiness of the study, the researcher followed the four proposed criteria in evaluating interpretive research work by Guba and Lincoln (1994), which are as follows: credibility, transferability, dependability, and confirmability. Trustworthiness of this study was addressed through a thorough collection of data by survey and in-depth interview and was supported by FGD for triangulation.

RESULTS

Quantitative Results

Status of Teaching Performance of Physical Education Teachers

Table 1.1

The Status of Teaching Performance of Physical Education Teachers

Indicators	Mean	SD	Description
Planning	4.42	.50	Very High
Development	4.50	.47	Very High
Results	4.40	.51	Very High
OVERALL MEAN	4.44	.44	Very High

Table 1.1 has reflected an overall mean of 4.44 described as very high which means that the teaching performance of physical education teachers are always manifested. In addition, its minimal standard deviation of .44 shows that the responses of the college students are clustered close to the mean.

In terms of planning, the category mean of this domain is 4.42 described as very high. As shown in the table, items in this category are ranging from 4.34 to 4.47. The item, designing and relating the classroom content to the lab content has a mean of 4.34. Meanwhile, the item efficiently incorporating and employing Information and Communication Technologies (ICTs) reflects a mean rating of 4.47.

Under development, the category mean of this domain is 4.50 described as very high. As shown in the table, items in this category range from 4.27 to 4.65. The items, being easily accessible for tutorials, e-mails, etc. has mean rating of 4.27 while the items allowing and encouraging student participation and encouraging student interest and motivation to learn show the same mean rating of 4.65.

With regards to result, this domain has a category mean of 4.40 described as very high with item mean ratings that range from 4.19 to 4.64. The item fostering research and a critical spirit in students reflects a mean of 4.19 while the item, informing the students of the performance they will be expected to acquire shows a mean of 4.64.

The Status of Teacher Commitment of Physical Education Teachers**Table 1.2***The Status of Teacher Commitment of Physical Education Teachers*

Indicators	Mean	SD	Description
Commitment to School	3.88	.77	High
Commitment to Students	4.47	.59	Very High
Commitment to Teaching	4.14	.70	High
Commitment to Profession	3.36	.80	Moderate
Overall Mean	3.96	.50	High

It is shown in Table 1.2 that in totality, the status of teacher commitment of physical education teachers has an overall mean of 3.96 described as high which means that the teacher commitment of physical education teachers is oftentimes evident. Considering the degrees of dispersion in this variable, standard deviation is .50 indicating that the responses are relatively clustered around the mean.

In terms of commitment to school, this domain was rated by the respondents with category mean rating of 3.88 described as high. The item in this category obtained mean ratings within the range of 3.55 to 4.07. Particularly, the item, having found it difficult to agree with their organization's policies on important matters relating to employees has a mean of 3.55 while the item finding that their values and their school values are very similar, has a mean rating of 4.07.

For commitment to students, this domain reveals a category mean of 4.47 described as very high. In particular, the mean ratings in this category ranges from 4.38 to 4.54. It shows that the item, feeling obliged to mediate among the factions of the students has the mean rating of 4.38 while the item, considering their responsibility to ensure good social relations among their students has a mean of 4.54.

Under commitment to teaching, it reveals that its category mean is 4.14 described as high with mean ratings of the items that ranges from 4.02 to 4.27. Consequently, the item experiencing sometimes to lay awake at night thinking ahead to the next day's work has a mean of 4.02 while the item deriving immense fulfillment from the process of imparting knowledge, igniting curiosity, and nurturing personal growth among their students through effective and

engaging pedagogical practices has a mean rating of 4.27.

Regarding commitment to profession, as assessed by respondents, it has a moderate category mean of 3.36 with mean ratings from 2.64 to 3.99. On the one hand, the item disappointing that they ever entered the teaching profession has a mean rating of 2.64. Meanwhile, the item acknowledging as the best decision that they have ever made was to become a teacher reflects a mean of 3.99.

The Status of Work Design of Physical Education Teachers

Table 1.3

The Status of Work Design of Physical Education Teachers

	Mean	SD	Description
Task Characteristics	4.34	.49	Very High
Knowledge Characteristics	4.21	.49	Very High
Social Characteristics	4.13	.60	High
Work Context	4.03	.64	High
Overall Mean	4.18	.49	High

It is shown in Table 1.3 that the status of work design of physical education teachers has an overall mean rating of 4.18 which is described as high. It means that the work design of physical education teachers is oftentimes observed. Considering the degrees of dispersion in this variable, standard deviation is .49 indicating that the responses are clustered near the mean.

In terms of task characteristics, the category mean of this domain is 4.34 described as very high. As shown in the table, the items in this category are ranging from 4.17 to 4.46. The item, allowing them to make their own decisions about how to schedule their work has a mean 4.17. Meanwhile, the item having a large impact on people outside the organization has a mean of 4.46.

For knowledge characteristics, the category mean of this domain is 4.21 described as very high. As shown in the table, items in this category are ranging from 3.70 to 4.43. The item, being comprised relatively of uncomplicated tasks. has a mean of 3.70. Meanwhile, the item, consisting of a variety of skills shows a mean of 4.43.

Under social characteristics, this domain has a category mean of 4.13 described as high with item mean ratings that range from 3.83 to 4.52, The items, working with people who take a personal interest in them, and considering other jobs cannot be completed unless their job gets done has a mean of 3.83, while the item, getting to know other people is a chance in their job has a mean of 4.52.

With regards to work context, this domain was rated by the respondents with category mean rating of 4.03 described as high. The item in this category obtained mean ratings within the range of 3.83 to 4.30. Particularly, the item, being in a workplace climate that is comfortable in terms of temperature and humidity has a mean of 3.83 while the item needing a lot of physical effort has a mean rating of 4.30.

Significance of the Influence of Teaching Performance and Teacher Commitment towards Work Design of Physical Education Teachers

Table 2

Significance of the Influence of Teaching Performance and Teacher Commitment, towards Work Design of Physical Education Teachers

		Work Design			
Individual Influence of Predictors	Standardized Coefficient	t	p-value	Remarks	
Teaching Performance	.39	8.10	.00	Significant	
	.44	9.22	.00	Significant	
Teacher Commitment					
Combined Influence of Predictors					
R	.75				
R ²	.56				
F	198.28				
P	.00			Significant	

Table 2 shows the results of the multiple regression analysis, which is set at level of significance, $\alpha = 0.05$ (two-tailed). On the one hand, the standardized beta coefficient of teaching performance is .39, with t-statistics of 8.10 and $p = .00$ which is lesser than the .05 level of significance. This indicates that in individual capacity, the teaching performance has a significant influence

towards work design of physical education teachers. It means that for every unit increase in the status of teaching performance, there is a corresponding to significant increase of .39 in the work design of the physical education teachers.

On the other hand, the standardized beta coefficient of teacher commitment is .44, with a t-statistics of 9.22 and $p = .00$ which is less than .05 level of significance. This result indicates that teacher commitment has a significant influence towards work design of physical education teachers. It means that for every unit increase in the status of teacher commitment it corresponds to .44 increase in the status of work design of the physical education teachers.

Further, the F-ratio in Table 2 indicates whether the overall regression model, which is the combined effect of teaching performance and teacher commitment as predictors of work design of physical education teachers, is a good fit for the data in this study. The results reveal that teaching performance, and teacher commitment has a significant combined influence towards work design of physical education teachers as shown in the result of $F(2,308) = 198.28$, $p < .05$. Therefore, the regression model is a good fit of the empirical data of this study.

Furthermore, the R-square value reflects the proportion of variance in the work design of the physical education teachers that can be explained by the teaching performance, and teacher commitment. The R-square value is reported at .56 indicating that 56 percent in the variability of the status of work design of physical education teachers can be explained by the combined influence of the predictors, teaching performance, and teacher commitment. The remaining 44 percent is attributable to the unexplained variance, or other factors not included in this study.

Qualitative Results

Table 3.1

Profile of the Participants

Participant Code	Sex	Years of Experience	Division
IDI 1	Male	11 years	Davao Occidental
IDI 2	Female	11 years	Davao del Sur

IDI 3	Female	14 years	Davao City
IDI 4	Female	7 years	Davao City
IDI 5	Male	11 years	Davao Oriental
IDI 6	Female	6 years	Davao De Oro
IDI 7	Female	12 years	Davao City
IDI 8	Male	13 years	Davao del Sur
IDI 9	Female	5 years	Davao City
IDI 10	Female	5 years	Davao City
FGD 1	Female	11 years	Davao City
FGD 2	Female	13 years	Tagum City
FGD 3	Female	15 years	Davao del Sur
FGD 4	Male	13 years	Davao del Norte
FGD 5	Female	22 years	Davao City
FGD 6	Female	7 years	Davao City
FGD 7	Female	8 years	Davao City

Revealed in Table 3.1 is the profile of the participants involved in the second strand of this study. The data disclose certain characteristics like the participant's number, IDI number, sex, the study group mode of communication, and the location. As shown in Table 3.1, the researcher purposefully chose 17 participants to provide clarifications for the qualitative component of this mixed-methods study. There were ten IDI participants, which are composed of three males and seven females. In addition, a total of seven FGD participants were also purposefully selected, composed of one male, and six females.

Standpoint of the Participants on the Quantitative Results as Regards the Status of Teaching Performance of Physical Education Teachers

Table 3.2

The Standpoint of the Participants on the Quantitative Results as Regards the Status of Teaching Performance of Physical Education Teachers

Level	Essential Themes	Typical Reasons
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On planning item # 3 Mean 4.47 Very High SD .64	Confirming the very high level of teaching performance in terms of planning	PE teachers are creative PE Teachers are innovative PE Teachers foster positive learning environment PE teachers love what they are doing PE teachers are flexible PE teacher never settles for less
On development item # 7 Mean 4.47 Very High SD .64	Confirming the very high level of teaching performance in terms of development	PE teachers are quick to respond PE Teachers help each other PE teachers share resources PE teachers are supportive of each other
On results item #1 Mean 4.64 Very High SD .60	Confirming the PE teacher expect best performance	PE teacher expects winning performance of students PE teacher promotes learn by doing PE teachers made students perform beyond paper and pencil PE Teacher is well-prepared

The data in Table 3.2 reveals the standpoints of the participants regarding the salient findings extracted from the quantitative findings rated as very high and underscored by the researcher as worthy of further explanation. By implementing the IDI and FGD, the researcher elicited the reasons for the salient findings. Corresponding essential themes and codes are formulated to cluster the testimonies, and, finally, the nature of the data integration is posted to provide the specific connection between these two sets of data—the quantitative and the qualitative.

Further explanation of the results gleaned from the quantitative data is shown in this table. There are three themes generated based on the findings. The first strand of the investigation on the participants' views regarding the very high level of teaching performance among physical education teachers in Region XI. The following are the significant themes extracted from the testimonies of the

IDI and FGD participants:

Confirming the very high level of teaching performance in planning.

While participants share their experiences towards teaching performance of physical education teachers in terms of planning claimed that some physical education teachers are creative, innovative, they foster positive learning environment to their students, they love what they are doing, they are flexible and doesn't settle for any less.

Here are some of the evidences mentioned by the participants:

I agree, because we perform well as a PE teacher, we do out of this world activities, creative baya ta. (FGD 1)

PE instructors emphasizes on fun and enjoyment making physical education as enjoyable by incorporate nako into games challenging activities that captures students interest while achieving education objective. (FGD 3)

PE instructor emphasizes on fun and enjoyment making physical education as enjoyable by incorporating games and challenging activities that captures students interest while achieving education objective.

I agree because we PE teachers are flexible and innovative. Daghan tag pwede mahatag na activity na student-centered. (FGD 6)

I agree because we PE teachers are flexible and innovative. We have a lot of activities to offer that are student-centered.

I always ensure that I am prepared and doing my lesson and ensures that every task given is done well. (IDI 1)

As pe teacher I have a strong abilities to inspire and motivate student. (FGD 5)

Confirming PE teachers with the very high-level teaching

performance in development. This theme pertains to the synthesized sets of reasons shared by the participants when asked about the very high level of result on promoting teamwork of PE teachers. Physical education teacher-participants shared their experiences on promoting teamwork, they are quick to respond, they help each other, share resources and they are supportive of each other. Some of the participants answered that:

So, my short answer is we PE teachers are quick and active (FGD 5).

For me the reasons are first we are knowledgeable of our lesson or everything that we do, we share our best practices and resources with our colleagues especially those who are new in teaching the grade level. (IDI 1)

Kung naa pud tay tama na resources or enough resources para magamit pud sa mga kauban and of course collaborative teaching culture might also enhance the performance diba?(IDI 7)

We have the right resources or enough resources to be shared and utilized to our colleagues and of course collaborative teaching culture might also enhance the performance of every teacher right?

When there is collaboration among my colleagues and sharing our best practices for the betterment of students learning. (IDI2)

If we are open-minded and open ourselves to suggestion then that's the start of teamwork. (IDI 9)

Confirming the PE teacher with the very high level of teaching performance in results. PE teachers have a very high level of informing students of the performance they will be expected to acquire. PE teachers expect winning performance of students, promotes learning by doing, PE teachers made students perform beyond paper and pencil and and PE teachers are well-prepared.

Here are some answers from the participants:

The strongest manifestation that we PE teachers are performing well is when we were satisfied of the outputs of our students and at times they surpass their expectation I would say that I have been doing well as a PE teacher. (IDI 1)

Pareha sa ako pareha anang mudaog kag contest kanang kuan division level that's the sign that the teacher is performing well. (FGD 4)

Just like me, in my case winning contests or competitions in the Division level that's a sign that a teacher is performing well.

PE teachers provide students with knowledge and critical activities within the given the duration kay 1-hour lang baya jud ta. (FGD 5)

I perform outside from the box where I wanted my students to perform pa practically rather on paper pencil or it is exploration by teaching by doing as the student will learn also by learning by doing. (FGD 7)

I perform outside from the box where I wanted my students to perform practically rather on paper pencil, or it is exploration by teaching by doing as the student will learn also by learning by doing.

I can say that teacher perform well based on my experience I can say that I perform well if I see my students also performing well and they learn on my lessons and preparations. (IDI 9).

The Standpoint on the Status of Teacher Commitment of Physical Education Teachers

The data in table 3.3 reveals the status of teacher commitment of physical education teachers regarding the salient findings extracted from the quantitative findings rated as high and underscored by the researcher as worthy of further explanation shown in the table. Further explanation of the results gleaned from the quantitative data is shown in this table. There are three themes generated based on the findings. The first strand of the investigation on the participants'

views regarding the very high. The following are the significant themes extracted from the testimonies of the IDI and FGD participants:

Participants share their experiences on the level of teachers' commitment of physical education teachers, some participants claimed that physical education teachers extend time for work. That witnessing student's growth and seeing one's influence on students improves commitment. Also, physical education extends time for work, teachers take accountability for school and students and not allowing practices outside schools.

Here are some answers from the participants:

Yes I agree on the secondary teachers yes very committed it means we are dedicated to our goals as a PE teacher like we extend time to do activities. (FGD 1)

Witnessing students' growth and learning can be a good rewarding for teachers especially you as PE teachers you are the one who'll discover their talents noh? So, it's a joy seeing a student overcome obstacles. (FGD 7)

For me sir because of the word influence, mas focus ta sa outcome sa mga bata kaysa sa outcome nimo as teacher. (FGD 6)

For me sir it is because of the word influence, we are more focus on the outcome of our students rather than your outcomes as a teacher.

PE teachers kase take their accountability for the students education so teachers' commitment is an essential component to quality education oo accountability jud ta maong atong time mas gina kuan nato sa mga students. (FGD 5)

PE teachers take their accountability for the student's education so teachers' commitment is an essential component to quality education. Yes, we teachers take accountability that's why our time is more committed to students.

Practices outside the campus so we as PE teachers diba we dont allow our students to practice outside but the iniative of practicing outside kay naa najud na sa mga students specially if we have a competetion sometimes dili nato hold ang mga bata so sila rajud because of initiative. (FGD 5)

Practices outside the campus so we as PE teachers we dont allow our students to practice outside but the iniative of practicing outside are the students decision specially if we have a competetion sometimes we cannot hold the students because of initiative.

Confirming very high level of teacher’s commitment to students. This theme pertains to the synthesized sets of reasons shared by the participants when asked about their commitment to students. The PE teachers are happy witnessing students’ growth, seeing one’s influence on students and building a healthy relationship with students.

Some of their responses are as follows:

The committed teacher enjoys working with his or her learners and has a strong desire to help each students and develop his or her full potential. (IDI 2)

Witnessing students growth is rewarding, seing students overcome obstacles because of our influence (FGD 1)

Sa pe kuan ta dira nato ma express atong uhh friendship sa atong mga student. its more fulfilling to focus on students. Friendship with students (FGD 4)

In PE we can express our friendship and ties with our students. It’s more fulfilling to focus on our friendship with students.

Confirming the high level of teachers’ commitment to teaching. While participants share their experiences on the level of teachers’ commitment to teaching, some participants claimed that physical education teachers have insufficient time allotment for the PE subject, stereotyping physical education teachers, poor facilities for PE and multiple preparations from PE teachers. Here are some answers from the participants:

Atong oras nga 1 hour lang lisod jud siya pero kung gusto kag quality jud nga kuan.. Kulang jud ng 1 hour attendance palang daan naa pay ipares e by group nimo mahurot na so lisod jud siya. (FGD 4)

Our 1 hour is very dissapointing you wanted to have a quality teaching but the time is not enough from the attendance, pairing them or divising them by group it's time consuming.

PE or MAPEH teachers are stereotype they tend to call they are "JUST" good in dancing, intellectual domain wala sila ana ba kanang murag usahay murag ulaw but kanang kung ilahang jud kitaon mas daghan tag na hit na multiple intelligences. (FGD 7)

PE or MAPEH teachers are stereotype they tend to call they are "JUST" good in dancing, but in the intellectual domain they dont have it, sometimes I feel ashame but if they are to scrutinize our subject it hits the multiple intelligences.

As a teacher dapat kabalo jud ta mudaginot ug space especially when teaching dance. Pait kaayo walay lugar for class but we still manage to conduct class kay passion man nato. (IDI 8)

As a teacher you should know how to maximize space especially when teaching dance. It's very challenging if you dont have enough space for class but we still manage to conduct class because its our passion.

Despite my multiple preparations, still I look forward in teaching the subject beacuse I know it will reciprocate the efforts that I will be exerting in teaching physical education. (IDI 10)

Expressing disappointment with the profession- When participants were asked about disappointment with their profession, teacher disappointment stem from various factors like heavy workload, unsupportive administration especially to PE related activities, no collection policy and uniform policy. Some of the participants answered:

Inadequate support, heavy workload tinood jud na ha overloaded na kaayo ta daghan kaayo ug mga designations or mga coordinatorship no and of course the insufficient resources (IDI 7)

Inadequate support, heavy workload this is very true we are overloaded we have a lot of designations or coordinatorship and of course the insufficient resources.

No collection policy di man jud malikayan nga syempre naa man jud ng mukuha sa bulsa secondly naka experience kog nagkagubot mi about uniform sa pe. kay ang among school is very strict in school uniform unya ang mga bata kay excited pud mag pe. (FGD 4)

We cant avoid the no collection policy because of course we always shell out on our pockets secondly I experienced chaos about the wearing of PE uniform entering the school premises beacuse in our school it's very strict in the policy wear proper school uniform butstudents are very excited to wear PE.

Maybe because one, the lack of support of the management that's why they're disappointed the system itself the DepEd system itself is not that supportive (IDI 5)

I think one of the reasons is they don't like the management...like toxic or unsupportive work place kay kung ing ani man lang ang management mag handle sa employees, thats the reason nganong gusto mag change and ma disappoint ang mga teachers. (FGD 5).

I think one of the reasons is they don't like thmanagement...like toxic or unsupportive work place because if this is the type of management that will handle the employees, thats the reason why they want to change career and teacher's dissatisfaction.

So it's about my expectation versus reality experience and heavy workloads with multiple preparation that's why I am

dissatisfied. (FGD 6)

The DepEd System is very dissatisfying. Demanding with the curriculum but we really don't have enough facilities for it to be implemented. (FGD 1)

Standpoint of the Participants on the Quantitative Results as Regards the Level of The Status of Work Design of Physical Education Teachers

Table 3.4

The Standpoint on the Status of Work Design of Physical Education Teachers

Level	Essential Themes	Typical Reasons
Status of Work Design on Task Characteristics Mean: 4.46 Very High	Confirming the very high status of task characteristics	PE teachers can plan ahead PE teachers plan the day effectively PE teachers exercise initiative in their work PE teachers do multi-tasking
Status of Work Design on knowledge characteristics Mean: 4.43 Very High	Confirming the very high status of knowledge characteristics	PE teachers follow curriculum PE teachers stay updated PE teachers need to be continuously informed through seminars PE teachers need to upgrade strategies in teaching
Status of Work Design on social characteristics Mean: 4.52 Very High	Confirming the very high status of social characteristics	PE teachers need to improve understanding the new generation of learners PE teachers need to manage time effectively PE are influencing lives of the students through their efforts PE Teachers are getting feedback on their performance
Status of Work Design on work context item # 6	Confirming the very high status	PE teacher exercise variety of task PE teachers need to improve ICT skills

Mean 4.30 Very High	of social characteris tics	PE teachers need initiative on task at hand
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The table 3.4 reveals the standpoints of the participants regarding the salient findings extracted from the quantitative findings on the level of the status of work design of physical education teachers. Further explanation of the results gleaned from the quantitative data is shown in this table.

Confirming the very high status of work design on task characteristics of PE teachers. While participants share their experiences towards work design of physical education teachers, the participants claimed that PE teachers can plan, PE teachers plan the day effectively, they exercise initiative in their work and exercise variety of task.

Here are some of the participants responses:

As a teacher even though we are tired still we will do everything we can to have the output we need to be seen in our student. We PE teachers are creative and we plan ahead. (FGD 1)

Work design is high because teacher plans and designs work day by day we are for us to survive the day to day lessons or work we have to manage our own work design. (IDI 5)

We have a different approach in the teaching learning process and thats something that we PE teachers are proud about. Like we are very creative, innovative, we see to it that our class is fun while they are learning. (IDI 6)

Most PE teachers are very creative most especially on designing the lesson or designing the activities because you need to find good activities that will suit to the time and that will make students enjoy on their learning because of course PE subjects should be fun. (IDI 9)

We have a different approach in the teaching learning process and thats something that we PE teachers are proud about. Like we are very creative, innovative, we see to it that our class is fun

while they are learning. (IDI 6)

Confirming the very high status of knowledge characteristics- This theme pertains to the synthesized sets of reasons shared by the participants when asked about their knowledge characteristics. PE teachers follow the curriculum, PE teachers stay updated, PE teachers need to be continuously informed through seminars, and PE teachers need to upgrade strategies in teaching.

Here are some of their responses:

We follow the curriculum as one important factor of our work design that's why I agree. (FGD 2)

We have a different approach in the teaching learning process and that's something that we PE teachers are proud about. Like we are very creative, innovative, we see to it that our class is fun while they are learning. (IDI 6)

We made sure that in everything we do we are driven with passion to do our best in every task at hand. We share our best practices and resources with our colleagues especially those who are new in teaching the grade level. (IDI 1)

Yes it's a professional fulfillment as a PE instructor I found fulfillment just like you guys especially students are influenced and develop a life long love of physical activities. (FGD 3)

I would say seminars that would generally update most especially new trends issues and ways to improve teaching learning in PE because I think that would be very helpful. To be exact the new trends in teaching physical education. (IDI 1)

But in the context of PE maybe I need to improve on teaching strategies in delivering lessons like Sports, unsportsmanlike behaviour more on values about sport because students nowadays are very competitive and they act differently in accepting defeat. (IDI 3)

Confirming the very high status of social characteristics - This theme

pertains to the synthesized sets of reasons shared by the participants when asked about their social characteristics of physical education teachers work design. PE teachers need to improve understanding the new generation of learners, PE teachers need to manage time effectively, PE are influencing lives of the students through their efforts and PE teacher are getting feedback on their performance.

Here are some of the participants answers:

For me sir as we have diverse students nowadays, I believe we must embody ourselves with your new teaching strategies like ICT skills and how to deal with 21st century students. (IDI 5)

But for me maybe I need to work on my teaching pedagogies in dealing with new breed of students. (IDI 8)

For me sir is the time management sir sometimes I need to cope up with the discussion in one hour but then it's very not enough, one hour is not enough. (IDI 10)

We PE teachers can think outside the box gud sir bisag unsa pana diha magkahitabo kailangan jud mag huna2 ka as a PE teacher kay at the end of the day kay sa imoha man gud.gihapon ang feedback so wa kay choice. (FGD 6)

We focus to the needs of the students thats how our passion works and we do multi tasking. (IDI 10)

Confirming the very high status of work context - This theme pertains to the synthesized sets of reasons shared by the participants when asked about their work context of physical education teachers work design. PE teachers exercise variety of task, PE teachers need to improve ICT skills, PE teachers need initiative on task at hand.

Here are some of the participants answers:

Most PE teachers are very creative most especially on designing the lesson or designing the activities because you need to find good activities that will suit to the time and that will make students enjoy on their learning because of course PE subjects

should be fun. (IDI 9)

For me sir as we have diverse students nowadays, I believe we must embody ourselves with your new teaching strategies like ICT skills and how to deal with 21st century students. (IDI 5)

We made sure that in everything we do we are driven with passion to do our best in every task at hand. We share our best practices and resources with our colleagues especially those who are new in teaching the grade level. (IDI 1)

Significance of the Influence of Teaching Performance and Teacher Commitment on Work Design of Physical Education Teachers

Table 3.5

Significance of the Influence of Teaching Performance and Teacher Commitment On Work Design of Physical Education Teachers

Relationship	Essential Themes	Typical Reasons
Significant Combined: R ² .56	Confirming the combined significant influence of two independent variables to work design	Performance and commitment are necessary in enhancing teachers' knowledge and skills Performance and commitment are products of a well-crafted work design Performance and commitment are a product of loving what you are doing Performance and commitment are product of exercising autonomy at work

The data in table 3.5 reveals the standpoints of the participants regarding the salient findings extracted from the quantitative findings rated as very high and underscored by the researcher as worthy of further explanation. Further explanation of the results gleaned from the quantitative data is shown in this table. There are three themes generated based on the findings.

Confirming the combined significant influence of two independent

variables to work design. The participants confirmed the combined significant influence of the two independent variables, teaching performance and teacher commitment to work design. Performance and commitment are necessary in enhancing teachers' knowledge and skills. Performance and commitment are products of a well-crafted work design. Performance and commitment are a product of loving what you are doing.

Here are some of the participants responses:

Si teacher man gud ang facilitator of learning, for them to be a good facilitator dapat they are knowledgable of the subject, daghan sila ug teaching strategies para hapsay ang work design. (FGD 1)

The teacher is the best facilitator of learning, for them to be a good facilitator they need to be knowledgeable of the subject, they have many teaching strategies so that they'll have a smooth work design.

Yes, I agree! Because if you love what you are doing putting creativity and innovation at work your work design will be very productive and student centered. (IDI 7)

Yes I agree absolutely kay ang teaching performance maoy nagdikta sa ato although lahi-lahi man tag kanang teaching performance kay lahi-lahi tag strategy and intelligence. Pero when it comes to work design makita nga good ang work design kay naa may good teaching performance. (IDI 4)

Yes I agree absolutely because teaching performance dictates us, although we have different teaching performance because of our different teaching strategies and intelligence. But when it comes to work design we can see that it is a good work design because of the good teaching performance.

Yes I agree. Teaching performance influence work design because if you want a well-planned and organized class you need to have a work design because it serves as your guide towards a meaningful teaching learning process and as a result you can

expect a very good output from your students. (IDI 1)

Joint Display of Quantitative and Qualitative Results

Table 4

Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Status of Teaching Performance	The descriptive status of teaching performance in terms of planning is very high with a mean of 4.47, indicating that teaching is always manifested through efficiently incorporating and employing Information and communication technology.	Informants/ participants confirmed a very high status of teaching performance in results. Based on the IDI and FGD, it could be gathered that the general assertions explains that PE teachers are creative, innovative, fosters positive learning environment, they love what they are doing, they are flexible and never settle for less.	Connecting -Merging (Confirmation)
	The descriptive status of teaching performance in terms of development is very high with a mean of 4.64, indicating that promoting teamwork is manifested among PE teachers.	Informants/ participants confirmed a very high status of teaching performance in development. Based on the IDI and FGD, it could be gathered that the general assertions explains that PE teachers are quick to respond, they help each other, share resources	Connecting -Merging (Confirmation)

		and are supportive of each other.	
	The descriptive status of teaching performance in terms of result is very high with a mean of 4.64, indicating that PE teachers are informing the students of the performance they will be expected to acquire.	Informants/ participants confirmed a very high status of teaching performance in development. Based on the IDI and FGD, it could be gathered that the general assertions explains that PE teachers expect winning performance of students, PE teachers promote learning by doing, PE teachers made students perform beyond paper and pencil and PE teachers are well prepared.	Connecting-Merging (Confirmation)
Status of Teacher Commitment	The descriptive status of teacher commitment to school is high, with an overall mean of 4.07 in item 3 finding that their values and their school values are very similar indicating that commitment of teachers to school is oftentimes observed.	Informants/participants confirmed that oftentimes teachers are committed. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high-status commitment to school. PE teachers can extend time to work; teacher take accountability for students learning and not allowing practices outside schools.	Connecting-Merging (Confirmation)

	<p>The descriptive status of teacher commitment specifically commitment to students with a mean of 4.54 indicating their commitment to students is always observed. PE teachers consider their responsibility to ensure good social relations among their students.</p>	<p>Informants/participants confirmed that teachers are always committed to their students. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the very high-status commitment to students. PE teachers witnessing the growth of students improves commitment, influence on students and building a healthy relationship with students</p>	<p>Connecting-Merging (Confirmation)</p>
	<p>The descriptive status of teacher commitment specifically commitment to teaching with a mean of 4.27 indicating their commitment to teaching is always observed. Deriving immense fulfillment from the process of imparting knowledge, igniting curiosity, and nurturing personal growth among their students through effective and</p>	<p>Informants/participants confirmed that teachers are committed to teaching. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the very high-status commitment to teaching despite PE teachers insufficient time allotment, stereotyping PE teachers, poor facilities and multiple preparations.</p>	<p>Connecting-Merging (Confirmation)</p>

	engaging pedagogical practices.		
	The descriptive status of teacher commitment specifically commitment to profession with a mean of 3.99 indicating their commitment to profession is sometimes observed. Acknowledging as the best decision that they have ever made was to become a teacher.	Informants/participants confirmed that oftentimes teachers are committed with their profession. However, the general assertions are expressing why some are disappointed to teach profession. Unsupportive administration to PE and sports activities, no collection policy, heavy workload and uniform policy.	
Status of work design	The descriptive status of teacher work design in terms of task characteristics is very high, with a mean of 4.46, indicating that their work design is always evident, having a large impact on people outside the organization.	Informants/participants confirmed that task characteristics of work design are always evident. Based on the IDI and FGD, it could be gathered that the general assertions are confirming of the high-status work design in task characteristics. PE teachers plan, they plan the day effectively, they exercise initiative in their work and PE teachers do	Connecting-Merging (Confirmation)

		multi-tasking.	
	The descriptive status of teacher work design, specifically on knowledge characteristics on item #13 with a mean of 4.43 indicating that teacher should embody a variety of skills.	Informants/participants expressed how teachers can improve their knowledge. Based on the IDI and FGD, it could be gathered that the general assertions are expression how teachers can improve their knowledge. PE teachers follow the curriculum, PE teachers should stay updated, need to be continuously informed through seminars and PE teachers need to upgrade strategies in teaching.	Connecting-Merging (Confirming)
	The descriptive status of teacher work design, specifically on social characteristics on item #2 with a mean of 4.52 indicating that getting to know other people is a chance in their job is very high.	Informants/participants expressed how teachers can improve their knowledge. Based on the IDI and FGD, it could be gathered that the general assertions are expression how teachers can improve their social skills. PE teachers need to understand the new generation of learners, PE teachers need to manage time effectively, PE are influencing the	Connecting-Merging (Confirming)

		lives of the students through their efforts and PE teachers are getting feedback on their performance.	
	The descriptive status of teacher work design, specifically on work context on item # with a mean of 4.30 indicating that teaching needs a lot of physical effort is very high.	Informants/participants expressed how teachers can improve their knowledge. Based on the IDI and FGD, it could be gathered that the general assertions are expression how teachers can improve their work context. PE teachers need to understand the new generation of learners, PE teachers exercise variety of task, PE teachers need to improve ICT skills and PE teachers needs initiative on task at hand.	Connecting, merging (Confirming)
Significant Influence	There is a significant influence of teaching performance and teacher commitment to work design of physical education teachers	Informants/participants confirm the results. Based on the interviews, there is an assertion that teaching performance and teacher commitment influence work design. Performance and commitment are necessary in enhancing teachers' knowledge	Connecting, merging (Confirming)

		and skills, these are also products of a well-crafted work design, a product of loving what you are doing and exercising autonomy at work	
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Table 4 shows the joint display of quantitative and qualitative results. As regards the status of teaching performance, teacher commitment and work design of physical education teachers in Region XI. In the qualitative results, the Informants/participants confirmed a very high level of teaching performance. Based on the interviews and FGD, it could be gathered that the general assertions are confirming of the very high level of teaching performance. Hence, the two natures are connecting-merging (confirmation). As regards to the teacher commitment of physical education teachers, the descriptive teacher commitment of physical education teachers is high, indicating oftentimes favorable commitment. In the qualitative phase results, Informants/participants confirmed that oftentimes teacher commitment of physical education teachers based on the interviews and FGD, it could be gathered that the general assertions are confirming of the high level of commitment. Hence, two natures are connecting-merging (confirmation). Lastly in the significant relationship of teaching performance, teacher commitment, and work design of physical education teachers in Region XI. In quantitative, there is a significant influence of teaching performance and teacher commitment to work design of physical education teachers in Region XI. While in qualitative, Informants/participants confirm the results. Based on the interviews, there is an assertion that teaching performance and teacher commitment to work design of physical education teachers in Region XI. Moreover, the two natures are connecting-merging (confirmation).

Merging-Converging. As shown in Table 4, the following pairs of quantitative and qualitative data denote agreement or confirmation with respect to the ratings from the survey and the recurring insights from the IDI and FGD. These convergences are established in the following, namely: the status of teaching performance which got a very high mean rating of 4.47 in Planning in efficiently incorporating and employing Information and communication technolog.; very high mean of 4.64 in item 7 of Development on promoting

teamwork; and very high mean of 4.64 in item 1 under Results about informing the students of the performance they will be expected to acquire is rated very high had converged with the identified core ideas gathered from the IDI and FGD among physical education teachers in Region XI. As revealed in table 3.2, the core ideas namely: PE teachers are creative, innovative, fosters positive learning environment, they love what they are doing, they are flexible and never settle for less; PE teachers are quick to respond, they help each other, share resources and are supportive of each other; PE teachers expects winning performance of students, PE teachers promote learning by doing, PE teachers made students perform beyond paper and pencil and PE teachers are well prepared are qualitative findings that resulted to merging as the nature of data integration and converging as the functional integration with the quantitative findings on teaching performance among physical education teachers.

Further, the quantitative findings under the aspect of Table 1.2 on Teacher Commitment Teacher commitment to school under indicator 2 item 3 about finding that their values and their school values are very similar was rated high with a mean of 4.07; under Teacher Commitment to Students, the item 2 about considering their responsibility to ensure good social relations among their students was rated very high with a mean of 4.54; under Teacher Commitment to Teaching, the item 3 about deriving immense fulfilment from the process of imparting knowledge, igniting curiosity, and nurturing personal growth among their students through effective and engaging pedagogical practices was rated very high with a mean of 4.27, under Teacher Commitment to Profession item 4 about acknowledging as the best decision that they have ever made was to become a teacher rated high at a mean of 3.99 were parallel with the qualitative findings presented in table 3.2 on the teacher commitment as regards to PE teachers can extend time to work, teacher take accountability for students learning and not allowing practices outside schools; PE teachers witnessing the growth of students improves commitment, influence to students and building a healthy relationship with students; PE teachers are committed despite insufficient time allotment, stereotyping PE teachers, poor facilities and multiple preparations; Unsupportive administration to PE and sports activities, no collection policy, heavy workload and uniform policy. Evidently, the nature of data integration was merging and converging as the functional integration.

Likewise, on the status of the work design of physical education teachers under indicator 1 Task Characteristics, the item 16 about having a large impact on people outside the organization was rated very high with a mean of 4.46,

under indicator 2 Knowledge Characteristics, the item 13 on consisting of a variety of skills was rated very high at a mean of 4.43; under indicator 3 Social Characteristics, the item 1 about developing close friendships in their job as an opportunity was rated very high with a mean of 4.46, and indicator 4 Work Context on item 6 about needing a lot of physical effort was rated very high at a mean of 4.30 had matched with the core ideas highlighted in table 3.2 on work design of physical education teachers as regards to PE teachers plan the day effectively, they exercise initiative in their work and PE teachers do multi-tasking; PE teachers follow the curriculum, PE teachers should stay updated, need to be continuously informed through seminars and PE teachers need to upgrade strategies in teaching; PE teachers need to understand the new generation of learners, PE teachers need to manage time effectively, PE are influencing the lives of the students through their efforts and PE teachers are getting feedback on their performance; and PE teachers need to understand the new generation of learners, PE teachers exercise variety of task, PE teachers need to improve ICT skills and PE teachers needs initiative on task at hand. Thus, the nature of qualitative and quantitative data integration was merging, and the functional integration was converging.

The significant influence of teaching performance, teacher commitment and work design of physical education teachers in Region XI with p-value of .00 ($p < .05$) had merged with the qualitative data findings. Performance and commitment are necessary in enhancing teachers' knowledge and skills, these are also products of a well-crafted work design, a product of loving what you are doing and exercising autonomy at work.

DISCUSSION

The result of this study reveals that the status of teaching performance of physical education teachers was rated very high which means that the teaching performance of PE teachers it is always manifested. This indicates that teachers' level of performance includes all the skills and information necessary for effective teaching and have in-depth topic knowledge and the ability to make important judgments to improve learning and promote autonomy. The result of this study is in parallel to Saraswara et al. (2023), which presents that PE teachers in junior high schools were found to have very high performance in terms of pedagogic, professional, personality, and social competence. Further, the level of teaching performance in physical education (PE) varies across different contexts.

Further, the result presented above is in consonance with the findings of Thomas (2020), which states that teaching performance includes interpersonal and communication skills, specifically like acting as a role model for students, communicating verbally and taking responsibility. In addition, Darling-Hammond (2014), highlighted that teachers must not only impart information but also cultivate communication, collaboration, leadership, reflectivity, and creativity. Part of their teaching performance includes deep understanding of the subject matter and pedagogical competencies, as well as universal competencies known as 21st century skills such as communication, collaboration, leadership, reflectivity, and creativity.

The result of this study reveals that the status of teacher commitment of physical education teachers was rated high which means the commitment of PE teachers is oftentimes manifested. This indicates that teachers' level of commitment includes very high commitment to students, high commitment to school and teaching, and moderate commitment to profession.

The implications of the finding of the study were committed PE teachers are passionate about their subject and are dedicated to creating engaging and enjoyable learning experiences for their students. This high level of commitment fosters greater student engagement and motivation in physical activity and sports, leading to improved participation and enjoyment of PE classes. Also, PE teachers who are highly committed prioritize the physical, mental, and emotional well-being of their students. They design curriculum and activities that promote lifelong health habits, physical fitness, and overall wellness. Through their dedication, they help students develop healthy lifestyle habits that can prevent chronic diseases and improve quality of life.

The result aligns with the statement of Reeves (2019) who indicated that a dedicated educator is likely to work harder, be less overdue, and be less likely to depart from the organization; make better instances for supplementary accomplishments to achieve the organization's objectives; to perform better; to impact understudy accomplishment; to have faith and pursue the objectives; to put in more effort outside of one's self-interest; and that they propose to persist in the scholastic organization.

Also, Ibrahim et al. (2013) revealed that it is essential to comprehend the faculty's assurance to the organization since it replicates the contribution in the school as well as the level to which they support the resolution and put in a lot of

endeavor to accomplish the goal of the pronouncement. As a result, schoolteachers must cultivate and develop their commitment more than ever.

Further, Louis and Smith (2020) emphasized the value of having a duty to the school by fostering a sense of belonging and personal concern among students, a duty to academic goals by working harder to raise student achievement expectations, a duty to the students by understanding and being aware of how adolescents develop as distinct, complete individuals, and furthermore, a duty to the collection of knowledge to carry out effective teaching.

The result of this study reveals that the status of work design of physical education teachers was rated high which means the work design of PE teachers is oftentimes manifested. This indicates that teachers' level of work design includes very high task and knowledge characteristics, and high social characteristics and work context. The implications of the finding were high work design enables PE teachers to develop and implement innovative and effective teaching strategies that cater to the diverse needs and abilities of students. By incorporating evidence-based practices, differentiated instruction, and varied assessment methods, teachers can create engaging and impactful learning experiences that promote student learning and achievement. Further, well-designed PE programs capture students' interest and motivate them to actively participate in physical activities and sports. Teachers can design lessons that are challenging, relevant, and enjoyable, fostering a positive attitude towards physical education and promoting lifelong participation in healthy behaviors.

The result aligns with the statement of the International Labor Organization's Decent Work Agenda serves as an example of the significance of work design on a global scale because it emphasizes the importance of quality work that offers "better prospects for personal development and freedom for people to express their concerns, organize, and participate in the decisions that affect their lives" in addition to ensuring that everyone has access to employment (Parker and Jorritsma, 2021). Also, Drown (2013) investigates the traits-relevant aspects of work design that affect how proactive personality and engagement are related. The findings imply that a proactive attitude may be a personal asset when work design traits are lacking. The association between proactive personality and engagement, however, is inverse when the degree of external feedback or autonomy in making decisions is strong. Further, Pangrazi

and Beighle (2019) indicated that the work design and implementation of PE teaching provide a more flexible, personalized and cooperative teaching environment, which is helpful to improve the quality and effect of PE teaching and meet the different needs of students.

The finding provides support to Mitchell and Carbone (2021), stated that very high task characteristics provides insights into characteristics of tasks that are more likely to lead to higher levels of engagement and stimulate better approaches to learning and hence provides a way of auditing both individual tasks and the sets of tasks in a course. For teachers, there is development of a comprehensive typology of eight characteristics of tasks, provision of a framework to discuss tasks in terms of likely influence on learning and engagement, and the provision for guidance for designing tasks that stimulate different forms of engagement.

The result of the linear regression analysis revealed that in singular capacity both the teaching performance, and teacher commitment have reflected a significant influence towards work design of physical education teachers. This denotes that for every unit increase in the status of teaching performance and teacher commitment, there is a corresponding significant increase in the status of work design among PE teachers. This suggests that when teacher performance is recognized and valued, PE teachers are more likely to be motivated to improve their skills and effectiveness. This can lead to a greater focus on professional growth and development, with teachers seeking out opportunities for training, collaboration, and mentorship to enhance their teaching practices and contribute to positive student outcomes.

Furthermore, teacher commitment directly impacts the quality of instruction in physical education. Committed PE teachers are more likely to invest time, effort, and creativity into designing engaging and effective lessons that cater to the diverse needs and interests of their students. This leads to a higher standard of teaching and learning experiences in PE classes.

Likewise, the combined influence of teaching performance, and teacher commitment towards work design of physical education teachers is significant. It implies that teaching performance and teacher commitment significantly influenced work design of physical education teachers. It means that when both performance and commitment are high, PE teachers are likely to deliver instruction of exceptional quality. They design engaging, effective lessons that

cater to diverse student needs and interests, utilizing innovative teaching methods and resources to maximize learning outcomes.

The results of the research provide support to the study of Kuncoro and Dardiri (2017) that performance is one's work result or success rate over a certain period of time in performing tasks compared to various possibilities, such as work design, standards, targets or criteria which have been predetermined and agreed. Performance describes the quality and quantity of the accomplishment of tasks, either achieved by individuals, groups, or schools based on work design. Further, Marquez (2019) indicated that nearly all teachers (97%) say the work design of teachers is important to helping students learn. Four in five teachers (80%) say the work design is important to their ability to deliver their best performance. Thus, performance of teacher influences work design in dealing with students. Meanwhile, it validates the Theory of Job Characteristics Model by Hackman and Oldham (1976) on which the study is anchored. The Job Characteristics Model posits that the work design impacts employee motivation and performance, with factors like task significance, autonomy, and skill variety playing crucial roles. When applied to physical education teachers, adherence to this model suggests that empowering teachers with opportunities for creative lesson planning, autonomy in decision-making, and diverse teaching methodologies can enhance their commitment and effectiveness in delivering quality physical education instruction.

The teachers confirm very high level of teaching performance. Physical education teachers are having a good command of the contents of the course; provides clear information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum; allow and encourage student participation; encourages student interest and motivation to learn; and informs the students of the performance they will be expected to acquire. It implies that teaching performance often correlates with higher student achievement. When teachers excel in their roles, students are more likely to engage with the material, develop a deeper understanding of the subject matter, and perform better academically. It implies that the teaching performance is understood as the observable pedagogical practice and it manifests itself when the teacher expresses very high level of competency and has to do with the expected learning achievements, that is, the intentionality of education and the execution of tasks assigned, in turn it depends on different factors related to quality and initial training of teachers in order to achieve levels of excellence in education (Benítez, Cabay, & Encalada, 2017). That is, teachers who are very high or deep

in an evaluation culture will show better performance hence, better results with their students' learning (Vaillant & Gonzalez-Vaillant, 2017).

Implication for Educational Practices

Understanding the intricate interplay between teaching performance, teacher commitment, and work design among physical education teachers carries profound implications for educational practices. By scrutinizing these dynamics, educators can tailor professional development programs that not only enhance teaching efficacy but also bolster teacher commitment to their vocation. Moreover, insights into optimal work design can foster environments conducive to both educator flourishing and student engagement, thereby nurturing a symbiotic relationship between pedagogical excellence and teacher well-being. Ultimately, such nuanced comprehension not only elevates the quality of physical education but also underscores its pivotal role in holistic student development, thereby paving the way for more effective educational practices and outcomes.

CONCLUSION

For the respondents in the quantitative phase, the status of teaching performance among Physical Education teachers was very high, which means that the teaching performance of PE teachers was always manifested. The status of teacher commitment of PE teachers was high, which means that the teacher commitment among PE teachers was oftentimes manifested. Moreover, the status of work design of PE teachers was high, which means that the work design of PE teachers was often manifested.

The significant influence of teaching performance and teacher commitment on work design indicated that, in an individual capacity, teaching performance and teacher commitment are significant predictors of work design for PE teachers. It means that for every unit increase in the status of teaching performance and teacher commitment, there was correspondingly significant increase in the status of work design. Moreover, the combined influence of teaching performance and teaching commitment as predictors of work design is a good fit for the data in this study. The results reveal that teaching performance and teacher commitment significantly predict the work design of PE teachers.

The participants confirmed the combined significant influence of the two independent variables, teaching performance and teacher commitment to work design. Performance and commitment are necessary in enhancing teachers'

knowledge and skills. Performance and commitment are products of a well-crafted work design. Performance and commitment are a product of loving what you are doing.

Integrating quantitative and qualitative data provided an in-depth understanding of teaching performance, teacher commitment, and work design of PE teachers. The quantitative and qualitative results in teaching performance are connected. Also, the joint quantitative and qualitative results in the teacher commitment and work design are connected. In addition, in the significant influence of teaching performance and teacher commitment, the quantitative and qualitative results are merged.

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