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Beyond the Playing Field: Unleashing the Motivation and Job Satisfaction of Non- Specialized Physical Education Teachers

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ABSTRACT: This study investigates the motivation and job satisfaction of non-specialized Physical Education (PE) teachers in public secondary schools in Cavite, Philippines. Utilizing a quantitative descriptive-correlational research design, the study employs surveys to assess motivation and job satisfaction levels among non-specialized PE teachers.

Findings reveal that these teachers are a mature, experienced, and professionally dedicated group, predominantly female, with a strong inclination toward graduate-level education. Their motivation is primarily driven by intrinsic factors, such as personal and student achievements, and is reinforced by administrative support and positive collegial relationships. While they express high job satisfaction in areas of classroom autonomy and supervisor support, they report lower satisfaction with salary and job security. The study found no significant correlation between demographic factors and either motivation or job satisfaction. A strong, positive correlation ($R = 0.704$, $p < 0.05$) exists between motivation and job satisfaction, indicating that a teacher's professional fulfillment is closely tied to their motivation. The study concludes that fostering a supportive work environment, providing professional development opportunities, and addressing financial concerns are crucial for maintaining the motivation and job satisfaction of non-specialized PE teachers.

KEYWORDS: Motivation, Job Satisfaction, Non-Specialized, and Physical Education Teachers.

I. INTRODUCTION

To support students' physical, mental, and social development, physical education (PE) goes beyond the conventional notions of sports and push-ups. In addition to improving physical fitness, physical education is required in the Philippine K-12 curriculum to promote resilience, teamwork, and lifelong health habits (Gomez-Dominguez et.al., 2022). By promoting social interaction and active lifestyles, physical education promotes students' well-being outside of the classroom and provides them life-long skills.

A major obstacle to providing high-quality physical education in public schools is the growing dependence on generalist or non-specialized teachers to teach PE classes despite the subject's vital importance. This trend, especially in rural and under-resourced areas has been driven by persistent shortages of qualified physical education teachers, tight school budgets, and changing administrative priorities (Tan & Reyes, 2021). Despite their admirable flexibility and dedication, generalist teachers frequently express feelings unprepared to teach physical activities and turn to improvisation and may lack depth in lesson planning to meet curriculum requirements (Smith & Lee, 2023) Additionally, the motivation and job satisfaction of teachers are key factors that determine the quality of instruction and student engagement in all subjects, including physical education.

Research indicates that teachers exhibit higher levels of creativity, resilience, and commitment when they feel empowered and supported, which is consistent with Self-Determination Theory, which highlights autonomy, competence, and relatedness as fundamental psychological needs (Deci & Ryan, 2019; Cruz & Santos, 2020). Unmet needs in these areas, on the other hand, may result in more stress, burnout, and a reduction in the effectiveness of instruction (Pew Research Center, 2024).

Extrinsic motivators like professional incentives and administrative recognition work in harmony with intrinsic motivators, like a personal passion for fitness and a sense of purpose in enhancing students' health, to maintain teacher engagement in physical education settings (Yildiz & Kilic, 2021). Regardless of their formal training, non-specialized PE teachers' enthusiasm for physical education can inspire creative lesson planning (Lopez & Hernandez, 2021). However, extrinsic supports—such as targeted

professional development, access to modern facilities, and sufficient sports equipment—are equally important for sustaining high levels of job satisfaction (Çelik et al., 2024; The Plight of Non-Physical Education Teachers, 2024).

In the current environment in the Philippines, physical education teachers face various challenges in carrying out their responsibilities to teach their students. Many schools struggle with outdated gymnasiums, inadequate equipment, and crowded playing fields, which is one of the challenges teachers face due to infrastructure and resource limitations.

Lesson variety and engagement are restricted by these environmental constraints, which puts further pressure on educators to modify academic-subject methodologies to incorporate physical activities (Marges et al., 2022). They also have deficiencies in their professional growth. Even though curricula specify the goals of physical education, generalist teachers rarely have access to training opportunities. According to a survey of non-specialized physical education teachers, more than 70% had not attended any official workshops on PE pedagogy in the previous two years (Smith & Lee, 2023). Teachers might feel unprepared to handle a variety of student needs or incorporate contemporary teaching resources, like educational technology in physical education, if they don't continue to improve their skills (Çelik et al., 2024).

High-energy activities and active classroom management are also common in physical education classes, which can cause psychological and emotional strain. These demands can increase teacher stress, especially when combined with big class sizes and little support. Nearly half of surveyed teachers, according to the Pew Research Center (2024), thought about quitting the field because of excessive workloads and a lack of recognition. These worries are shared by non-specialized PE teachers who feel underappreciated in comparison to their subject-specialist peers. Finally, physical education is viewed as a lower priority than critical academic subjects in many communities in the Philippines.

This cultural position devalues physical education educators, especially those without official credentials, which lowers morale and reduces institutional incentives (Lopez & Hernandez, 2021).

Numerous studies that combine data from various educational contexts provide insight into methods that increase non-specialized PE teachers' motivation and contentment in a global context. In Spain, mentor networks that paired generalist teachers with seasoned PE specialists greatly increased teacher confidence and the quality of lessons (Gómez-Domínguez et al., 2022). In the same way, Australian schools have used online professional learning communities to exchange best practices and resources, which has increased job satisfaction and decreased alienation among non-specialist teachers (White & Patel, 2022).

Additionally, studies using mixed methods conducted in the US and Europe show that generalist teachers' prior experiences—whether favorable or unfavorable—with physical education have a direct impact on how they teach today. Lesson planning and self-efficacy are common issues for teachers who have little exposure to high-quality physical education, while those who remember dynamic, student-centered PE classes are more likely to implement innovative, inclusive activities (NCBI PMC9915187, 2023).

Although there are encouraging models in international research, the Philippine educational system has particular social, economic, and policy aspects. From infrastructure vulnerable to typhoons to inconsistent local government support, rural schools confront unique logistical challenges (Tan & Reyes, 2021). Furthermore, the Philippines, where internet connectivity and technological literacy vary greatly, has not seen much research on the incorporation of digital tools into PE pedagogy, despite it being a growing global trend (Çelik et al., 2024).

Studies that are currently available in the Philippines mostly record the frequency of non-specialized physical education instruction and anecdotally discuss difficulties. How job satisfaction and motivation interact to influence teaching practices, as well as how focused interventions could fill identified gaps, have not been thoroughly studied. As a result, policymakers do not have evidence-based recommendations for assisting generalist teachers in physical education positions.

This research, titled **"Beyond the Playing Field: Unleashing the Motivation and Job Satisfaction of Non-Specialized Physical Education Teachers,"** aims to bridge these knowledge gaps by: (1) **Identifying Internal Drivers** through examining the personal beliefs, values, and experiences that sustain non-specialized PE teachers' motivation. (2) **Assessing Institutional Influences by** analyzing how administrative support, facilities, resources, and professional development opportunities impact job satisfaction.

Policy recommendations for infrastructure investment, training initiatives, and recognition programs that respect the critical role of physical education will be informed by the findings. The goal of this research is to improve student experiences, empower teachers, and raise the standing of physical education in Philippine academia by shedding light on the connection between motivation and job satisfaction.

Beyond the Playing Field: Unleashing the Motivation and Job Satisfaction of Non- Specialized Physical Education Teachers

Research Question

The purpose of this study investigates the motivation and job satisfaction of non-specialized Physical Education (PE) teachers in public secondary schools in Cavite, Philippines Specifically, it sought to answer the following questions.

1. What is the demographic profile of the respondents in terms of:
   1.1 Age;
   1.2 Sex;
   1.3 Educational Attainment; and
   1.4 Years of Experience in Teaching PE?
2. What is the level of motivation of non-specialized teachers in teaching Physical Education in terms of:
   2.1 Role of Administration
   2.2 Achievement
   2.3 Career and Advancement
   2.4 Interpersonal Relations
3. What is the level of job satisfaction of non-specialized teachers in teaching Physical Education in terms of:
   3.1 Supportive and Appreciative Supervisors
   3.2 Workplace Relationships
   3.3 Income and Working Conditions
   3.4 Autonomy and Student Relationship
4. Is there a significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to profile?
5. Is there a significant difference in the level of job satisfaction of non-specialized teachers in teaching Physical Education when grouped according to profile?
6. Is there a significant relationship between the level of motivation and job satisfaction of non-specialized teachers in teaching Physical Education?
7. Based on the result of the study, what output may be proposed?

Scope and Limitation of the Study

This study will investigate the motivations and job satisfaction of non-specialized Physical Education (PE) teachers in public secondary schools throughout the Province of Cavite for the academic year 2025–2026. This study will focus primarily on teachers assigned to teach Physical Education without possessing a degree or specialization in the field, with the objective of elucidating their experiences, perceptions, and professional well-being.

The study aims to (1) determine the demographic profile of these teachers, including age, sex, educational qualifications, and years of experience teaching physical education, and (2) analyze their motivation and job satisfaction, as well as the potential impact of demographic factors on these variables and their interrelation.

Quantitative descriptive-correlational research was used. The main instrument will be a standardized survey questionnaire with demographic, motivation, and job satisfaction sections. Frequency, percentage, means, standard deviation, t-test, Spearman's rank correlation coefficient, and Shapiro-Wilk normality test will be used for accurate data analysis.

Convenience sampling selected non-specialized physical education teachers from Cavite's public high schools who were available and willing to participate. Data will be collected in the first quarter of the 2025-2026 academic year to assess teachers' perceptions during active implementation. The study's findings will guide physical education educational planning, teacher assignment, and capacity-building, empowering non-specialist teachers.

Framework

This study ascertained any existing correlation between the level of motivation and the level of job satisfaction among non-specialized Physical Education (PE) teachers, taking into consideration their demographic backgrounds.

The conceptual framework depicts how these variables are connected and and offers a complete structure for the study. The independent variables are demographic profile like age, sex, level of education, and number of years of teaching PE. These attributes are supposed to affect the level of job satisfaction as well as the level of motivation.

The intervening variable of this study is motivation that includes components like administration role, achievement, career and changes of advancement, and interpersonal relationship. These factors of motivation are supposed to directly affect job satisfaction. Job satisfaction is the dependent variable of this study that measured through factors like supervisor support, relationships with colleagues, compensation and job security, job autonomy and creativity, working conditions, and opportunities

for professional development. The direction of the frameworks starts with the demographic profiles on the left which influence the degree of motivation and in turn the degree of job satisfaction on the right.

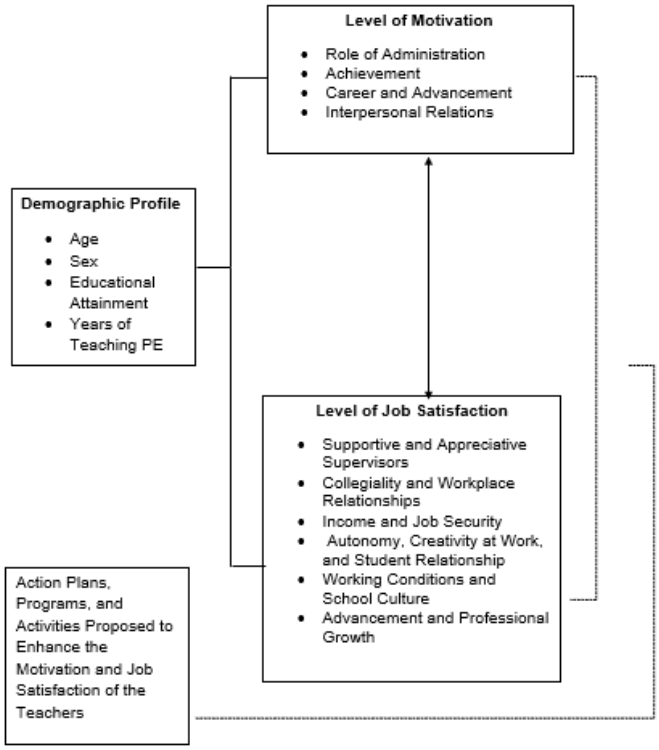

Figure 1. Conceptual Framework of the Study

The conceptual framework demonstrates the relationship among teachers' demographic profiles, motivation levels, and job satisfaction, leading to the development of action plans aimed at improving these variables. This model has its foundation on two significant psychological theories: Herzberg's Two-Factor Theory of Motivation and the Self-Determination Theory (SDT) proposed by Deci and Ryan.

Herzberg's Two-Factor Theory differentiates between hygiene factors, which mitigate dissatisfaction, and motivators, which effectively enhance satisfaction and motivation. Within the framework, job satisfaction is affected by factors including supportive supervisors, workplace relationships, and job security, which correspond with Herzberg's hygiene factors.

However, factors that fall under motivators—such as autonomy, career advancement, and professional development—directly increase teachers' intrinsic satisfaction. The "Level of Motivation" component reflects these motivators, particularly in relation to achievement and career advancement.

Self-Determination Theory (SDT) highlights autonomy, competence, and relatedness as essential factors in promoting intrinsic motivation. The framework embodies Self-Determination Theory by examining interpersonal relationships and the function of administration, both of which enhance feelings of relatedness and autonomy. Moreover, factors such as workplace creativity and professional development enhance teachers' pursuit of competence.

The framework highlights the connection between motivation and job satisfaction, while also examining the influence of demographic variables on these relationships, thereby emphasizing the significance for tailored action plans. The plans must address external incentives while also fostering internal drivers of motivation and satisfaction, thereby ensuring the personal and professional thriving of Physical Education teachers.

Research Design

This study employed a quantitative approach and a descriptive-correlational research design to examine the motivation and job satisfaction of non-specialized Physical Education (PE) teachers at Cavite's public high schools. The descriptive component seeks to give a true picture of instructors' motivation and job satisfaction levels, while the correlational component investigates the nature and strength of the relationship between these two variables. Quantitative data collection facilitates objective measurements and statistical analysis, improving the validity and generalizability of the findings.

Descriptive-correlational designs are suitable for studying naturally occurring variables without conducting experiments (Creswell & Creswell, 2018). In educational settings, where factors like teacher attitudes and work-related outcomes are easily visible, this is especially pertinent.

Respondents of the Study

The respondents for this study were the tertiary student-athletes within the City Government of Tanauan. There is a total of one hundred fourteen (114) actual respondents who participated in the study. Each have respective sports that they represent and comes from different collegiate institutions within the locale. All of which are on the legal age of deciding to participate in this research, all sports, gender, race, age are equally treated upon the selection of the participants. The sports being played by the respondents are, Volleyball, Basketball, Badminton, Table Tennis, Futsal, Football, Taekwondo, Chess, Beach Volleyball, 3x3 Basketball, and E-Games.

Research Instrument

The research instrument used in this study was adopted by the researcher some modifications from the instrument. It includes the demographic profile, which covered the participants' personal attributes including age, sex, level of education, and years of experience teaching physical education.

The Sajid Teacher Motivation Scale (STMS), developed by Sajid et al. (2018), was utilized by the researcher to assess motivation levels. It consists of 20 items across five factors: role of administration, achievement, pay and job protection, career and advancement, and interpersonal relationships.

The tools showed content and construct validity through expert reviews and exploratory factor analysis (EFA). In the validation study, the Sajid Teacher Motivational Scale had a Cronbach's alpha coefficient of 0.87, reflecting its high internal consistency and reliability. All five subscales also reflected an acceptable reliability value of ($\alpha > 0.70$), validating the use of the instruments in different teacher populations.

For the level of job satisfaction, the researcher used the "Teacher Job Satisfaction Questionnaire" (TJQS) developed by Lester (1982) and Troeger 2021) in his study entitled "Teacher Job Satisfaction Among K-12 Public School Teachers: A Teacher Job Satisfaction Among K-12 Public School Teachers: A Mixed Methods Study Mixed Methods Study Teacher Job Satisfaction Among K-12 Public School Teachers: A Mixed Methods Study." This instrument consists of 66 items identifying interrelated factors of teacher job satisfaction, namely pay, security, colleagues, working conditions, supervision, advancement, recognition, responsibility, and work itself.

To determine the teacher's level of job satisfaction based on the score obtained in Teacher Job Satisfaction Questionnaire, the researcher used a 4-point Likert scales with the following numerical and descriptive equivalent.

The Teacher Job Satisfaction Questionnaire was originally developed by Lester (1982) and has been subjected to multiple validity and reliability tests. The instruments showed a high internal consistency for the overall instruments ($\alpha = 0.91$) and for subscales ranging from ($\alpha = 0.72$ 0.89). The construct validity of the instruments was established through factor analysis, and the scale has been widely used in educational research, such as the study by Troeger (2021), who validated its applicability in school settings. The standardized instrument is intended to generate quantitative data relevant to the levels of motivation and job satisfaction among the participants.

Statistical Treatment

This study employed a quantitative descriptive-correlational research framework, focusing on the analysis of relationships among variables and the identification of differences across various demographic groups. To ensure accuracy and insightful analysis of the data, several statistical tools will be utilized:

Frequency and Percentage. This statistical treatment used in proportioning socio-demographic variables: age, sex, educational attainment and years of teaching PE.

Mean and Standard Deviation. This statistical treatment was applied in determining the participant's level of motivation and job satisfaction.

One-Way ANOVA (Analysis of Variance). It is a statistical test used to compare the means of three or more independent groups to determine if there is a significant difference between them. This statistical treatment was utilized to compare the differences in **motivation and** job **satisfaction** across different groups based on a categorical independent variable such as **age, sex, educational attainment,** or **years of experience.**

Spearman Rho. This non-parametric test was used to explore the relationship between motivation and job satisfaction among non-specialized PE teachers.

Normality Test. Prior to using the t-test, a Shapiro-Wilk test was performed to evaluate the normality of the data distribution. In cases where the data do not meet normality assumptions, suitable non-parametric alternatives will be utilized.

Research Ethics

This research adhered to the ethical standards for research and observed the following safeguards in the conduct of the study, from piloting of the instrument to its actual administration to identified participants:

Informed Consent Before administering the instrument, the researcher obtained informed consent from the participants specifying the purpose, procedures, right against jeopardy, benefits, and their right to withdraw at any time or their right not to participate in the study.

Privacy and Confidentiality. The researcher ensured that the participant's privacy and confidentiality were protected, and the informed consent was reflected. This means that the researcher handles the data, especially the participants' personal information, with utmost diligence and care. The profile of the participants and their responses were not shared individually, especially such profiles or responses that identify them, with others without their consent. Data collected was treated and reported aggregately.

Harm Reduction. The researcher ensured the participants that there would be limited to no physical or psychological harm in responding to the instrument.

Fairness and Equity. The researcher ensured that the study does not discriminate based on their sexual orientation, gender identity, religion or belief, race or ethnicity, and/ or ability. Participants in the study was treated equally and fairly.

Use of Deception. The researcher did not use any form of deception in gathering data. If any deception was used, the researcher would inform the University and the participants of its use.

Cultural Sensitivity. The researcher respected the norms and beliefs of the participants and avoided imposing their values and beliefs on them. She was respectful of the cultural practices of the participants.

III. RESULTS

This section presents the answers to the questions raised in the study and compares the results to the literature used. This part of the research work contains the significant contribution of the researcher to the wealth of knowledge through presentation of tables, data analysis and interpretation.

Demographic Profile of the participants

Table 1.1 presents the age distribution of student-athletes in selected tertiary schools in Tanauan City, Batangas.

Table 1.1 Age Profile of the Respondents

. Demographic profile of the respondents in terms of age.

Age	Frequency	Percentage
20-25	2	2.4
26-30	23	28
31-35	18	22
36-40	13	15.9
41-above	26	31.7
Total	**82**	**100**

Age. Table 1 shows the age distribution of the respondents where majority of them fall within the age group of 41 and above, containing 26 (31.7%) of the total sample.

While the smallest proportion comes from the 20–25 age group, contributing only 2 (2.4%) of the total respondents. These findings suggest that the respondent pool is predominantly composed of mature individuals, with a notable presence of both mid-career and senior participants, which may influence the perspectives and experiences reflected in the study.

The data shows that the majority of the student-athletes fall within the 19-20 years old age group, with a frequency of 49 (43.0%), making it the most represented category. This indicates that a significant portion of the participants are in their late teenage years, a stage characterized by both academic and athletic challenges.

Table

Sex. Table 2 shows the sex distribution of the respondents which indicates that female participants is dominating. Out of the total sample of 82 individuals, 59 (72%) are female, while 23 (28%) are male. It is observed that the study population is largely composed of women, which may reflect the gender composition of the institution being studied.

Table 2. Demographic profile of the respondents in terms of sex.

Sex	Frequency	Percentage
Female	59	72
Male	23	28
Total	**82**	**100**

According to the Table 2 data, female make up a significant majority of respondents (72%), whereas male make up only 28%. Given that teaching is still primarily a female occupation in the Philippine educational system, this gender distribution is indicating of a larger trend. In the Philippines, female make up 70.6% of secondary school teachers and 87.1% of primary school teachers, according to the UNESCO Institute for Statistics (UNESCO, 2023). The sample may be representative of the true gender composition in the organization or industry being studied, as these numbers closely match the makeup of the study's respondents.

Table 3 shows that the educational attainment of the respondents reflects a highly qualified group, with the majority having pursued graduate-level studies. Most respondents, 45 (54.9%), hold a bachelor's degree with earned units in a master's program, indicating ongoing professional growth and development. A smaller portion, 2 (2.4%), have earned master's degrees with doctoral units, and only 1 (1.2%) have completed a doctorate degree. This distribution shows a strong commitment to academic advancement among the respondents.

Table 3. Demographic profile of the respondents in terms of educational attainment.

Educational Attainment	Frequency	Percentage
Bachelor's Degree	22	26.8
Bachelor's Degree with MA Units	45	54.9
Master's Degree	12	14.6
Master's Degree with Doctoral Units	2	2.4
Doctorate degree	1	1.2
Total	**82**	**100**

In the Philippines, only roughly 24.4% of people aged 25 and over had earned a bachelor's degree by 2019, according to official government and international data (Balanquit, et.al. 2023). Doctorate attainment is extremely uncommon; as of 2019, only 0.114 percent of this age group obtained a Ph.D. or its equivalent.

In contrast, a 2023 study of faculty at 112 state universities and colleges (SUCs) found that almost half (about 50%) of teaching staff only had a bachelor's degree, 40% had a master's degree, and more than 10% had a doctorate (Balanquit, et.al. 2023).

This suggests that, despite the low completion rate of terminal degrees, the results of this study constitute a relatively elite group in terms of educational advancement, with a high level of active participation in graduate-level study.

Table 4 shows the distribution of respondents based on years of professional teaching experience in PE which reveals a well-balanced mix of early-career and seasoned individuals. The largest group, consisting of 29 (35.4%), has between 1 to 5 years of experience, indicating a strong presence of relatively new professionals. While a smaller group, 6 (7.3%) of the respondents, has less than one year of experience.

Table 4. Demographic profile of the respondents in terms of years of Experience in teaching PE.

Years of Experience	Frequency	Percentage
Less than 1 year	6	7.3
1-5 years	29	35.4
6-10 years	24	29.3
11-15 years	14	17.1
More than 15 years	9	11
Total	**82**	**100**

The study conducted by Amigleo et al. (2025) found that 70% of respondents had one to three years of teaching experience, highlighting an early-career-dominated profile that is like the data of this study. The study also included 40 Bachelor of Physical Education (BPEd) graduates teaching MAPEH in Bulacan.

This trend is further supported by a larger demographic overview conducted in Northern Samar, which involved 114 secondary school physical education teachers. Of these, 75.5% reported having been in the field for one to five years, with the majority falling into the early-career category. (Sabido, 2024)

Level of Motivations

Level of Motivation in terms of Role of Administration. The data on the role of administration shown in table 5 reveals that respondents perceive strong administrative support, with an overall mean score of 3.40 and a standard deviation of 0.681, corresponding to the verbal interpretation of Highly motivated. Each item on the scale received similarly high ratings with the same verbal interpretation, indicating that teachers feel positively about the administration's involvement in their professional lives. Specifically, the highest mean of 3.50, which states that, "I feel the administration trusts my abilities as a teacher" implies that trust is a key factor in developing motivation of teachers. Openness to suggestions with a mean of 3.38 and decisions based on welfare with a mean of 3.46, further reinforce the perception of a supportive and responsive leadership. These findings indicate that administrative practices significantly contribute to teacher's motivation.

Table 5. Level of motivation of non-specialized teachers in teaching Physical Education in terms of role of administration.

Role of Administration	Mean	SD	Verbal Interpretation
1. The support of the school administration strengthens my motivation	3.37	.694	Highly motivated
2. My principal guides me well in my work.	3.29	.728	Highly motivated
3. The administration is open to my suggestions and opinions.	3.38	.696	Highly motivated
4. I feel the administration trusts my abilities as a teacher.	3.50	.633	Highly motivated
5. The administration's decisions are based on the welfare of teachers and students.	3.46	.652	Highly motivated
Overall	**3.40**	**.681**	**Highly motivated**

Legend:
1.00 – 1.74 Not motivated
1.75–2.49Moderately Motivated
2.50 – 3.24 Motivated
3.25 – 4.00 Highly motivated

These results are in line with Erktur's (2021) research, which discovered that teachers' subjective well-being and job satisfaction are positively and significantly correlated with the informational, instrumental, and emotional support they receive from school administrators. The study specifically showed that administrative support explained 67% of the variance in job satisfaction, while informational support (such as being receptive to teacher suggestions) had a strong correlation ($r = 0.702$, $p < 0.01$) with teacher motivation. This demonstrates that inclusive leadership and trust play a significant role in teacher motivation, especially for those who might be less comfortable instructing outside of their area of expertise.

Furthermore, in their systematic review of the literature on teacher motivation from 2000 to 2019, Martinez and McAbee (2021) concluded that supportive school leadership continuously raises teacher commitment, job satisfaction, and retention in a variety of settings.

According to their review, motivation is positively impacted by administrators who give clear instructions, acknowledge teachers' efforts, and include them in decision-making processes.

Level of Motivation in terms of Achievement. The data on achievement as a motivational factor shown in table 6 reveals that respondents are highly motivated by their accomplishments and the success of their students with an overall mean score of 3.84 and a standard deviation of 0.397. The highest mean of 3.89, which states that, "My personal success as a teacher gives meaning to my profession", indicating that personal fulfillment plays a crucial role in sustaining motivation. Similarly, the joy derived from students' interest in lessons with a mean of 3.87 and their academic success with a mean of 3.85 highlights the importance of student engagement and outcomes in shaping teacher satisfaction. Recognizing teaching efforts and achieving teaching goals also contribute significantly to motivation.

Table 6. Level of motivation of non-specialized teachers in teaching Physical Education in terms of achievement.

Achievement	Mean	SD	Verbal Interpretation
1. I am satisfied when I achieve my teaching goals.	3.80	.429	Highly motivated
2. My students' success makes me happy and inspired.	3.85	.389	Highly motivated
3. I am pleased when my students become interested in the lesson.	3.87	.377	Highly motivated
4. When I am recognized for my teaching, I become more motivated to teach.	3.79	.437	Highly motivated
5. My personal success as a teacher gives meaning to my profession.	3.89	.352	Highly motivated
Overall	**3.84**	**.397**	**Highly motivated**

Legend:
1.00 – 1.74 Not motivated
1.75 – 2.49 Moderately motivated
2.50 – 3.24 Motivated
3.25 – 4.00 Highly motivated

The study by Nioda & Tagare Jr. (2024), which examines the experiences of non-PE generalist teachers implementing physical education in the Philippines' primary grades, is in good agreement with this. Through qualitative interviews, the researchers discovered that teachers maintained their commitment and motivation despite their lack of formal physical education training. They frequently showed incredible resourcefulness in lesson planning and tried to meaningfully engage students. They demonstrated their commitment when they observed student participation and success, demonstrating that even in teaching assignments that are outside of their area of expertise, motivation linked to student outcomes and achievement can maintain engagement.

Another pertinent finding comes from Lanonte's (2024) research that explored barriers to delivering the PE curriculum by non-PE teachers in Ormoc City. Although his study concerned more about barriers: such as no training, no equipment, safety concerns, he reported that those teachers who had recognition or had seen positive student learning believed to be more driven by a sense of purpose and motivation to continue despite a difficult situation. This could be interpreted with respect to items in Table 6 in terms of satisfaction from recognition and achievement being significant motivators.

Furthermore, while not focused specifically on the Philippines, Spittle et al. (2022) provide additional perspective through research on pre-service PE specialist teachers. They found that intrinsic motivation related to practice and student outcomes was consistently high, and disengagement was low. They also showed that confidence and motivation increased because of their practical teaching experience - suggesting that visible outcomes such as successful lessons and student engagement help to support motivation.

Level of Motivation in terms of Career and Advancement. The data on career and advancement shown in table 7 reveals that respondents are generally highly motivated by opportunities for professional growth, with an overall mean score of 3.41 and a standard deviation of 0.688. The highest mean of 3.74, which states that, "Seminars and training help me become a better teacher", indicates that continuous learning and skill development are key motivators.

Similarly, the desire to pursue further studies with a mean of 3.55 and the availability of scholarships or graduate study support with a mean of 3.48 reflects a strong interest in academic advancement. However, the item with a lowest mean of 3.01, which states that, "I am interested in leadership roles such as becoming a department head" shows that while teachers value growth, not all are interested with administrative or leadership positions.

Table 7. Level of motivation of non-specialized teachers in teaching Physical Education in terms of career and advancement.

Career and Advancement	Mean	SD	Verbal Interpretation
1. I have enough opportunities to get promoted as a teacher.	3.29	.676	Highly motivated
2. I want to pursue further studies for my professional growth.	3.55	.651	Highly motivated
3. Seminars and training help me become a better teacher.	3.74	.466	Highly motivated
4. I am interested in leadership roles such as becoming a department head.	3.01	.923	Motivated
5. Offering scholarships or graduate study support motivates me.	3.48	.724	Highly motivated
Overall	**3.41**	**.688**	**Highly motivated**

Legend:
1.00 – 1.74 Not motivated
1.75 – 2.49 Moderately motivated
2.50 – 3.24 Motivated
3.25 – 4.00 Highly motivated

motivation, especially for non-specialized teachers instructing physical education classes. The availability of opportunities for advancement, access to scholarships, and assistance for additional education are major motivators for Filipino teachers, according to SEAMEO INNOTECH (2018). According to their study, "Exploring Teachers' Whys," professional development via graduate school and training seminars boosts teachers' sense of purpose and job satisfaction in addition to their ability to teach. This is consistent with your findings that training and seminars were highly motivating to teachers (mean = 3.74).

Similarly, a local study conducted by Balatero and Bauyot (2024) discovered that when school administrators actively promoted access to continuing education programs and leadership development, teachers in Panabo City's public schools reported feeling more motivated. These results lend support to the idea that outside support systems, like mentorship, grants, and promotions, are crucial for maintaining teacher commitment and engagement.

International literature also supports these trends. Richter et al. (2024), in a large-scale study published in the Journal of Teacher Education, emphasized that teachers are motivated to pursue professional development for both intrinsic reasons (such as self-improvement) and extrinsic incentives (such as career progression and leadership roles).

Nonetheless, they pointed out that more seasoned educators might be less interested in leadership positions, which is consistent with the statement on leadership interest in your data having a comparatively lower mean (3.01) and a higher standard deviation (.923). Additionally, studies of intervention in physical education settings (such as one carried out in Brazil by researchers employing Self-Determination Theory) have demonstrated that focused training greatly increases teacher motivation by improving their competence, autonomy, and efficacy in the classroom. As demonstrated by the study's overall high motivation rating (mean = 3.41), these findings confirm that ongoing education, training, and institutional support are powerful motivators for educators and essential elements of professional development (Tenorio, et.al., 2020).

Level of Motivation in terms of Interpersonal Relations. The data on interpersonal relations shown in table 8 indicates that respondents are highly motivated by positive social interactions within the school environment, with an overall mean score of 3.74 and a standard deviation of 0.503. The highest mean of 3.82, which states that, “Collaborating with others helps improve my teaching” emphasizes the value teachers place on teamwork and shared learning. Having good relationships with fellow teachers with a mean of 3.77 and feeling comfortable in a positive school environment with a mean of 3.79, both of which contribute to a supportive and positive atmosphere in their workstation.

Sharing of best practices with a mean of 3.70 and receiving support during classroom challenges with a mean of 3.63 further highlights the importance of peer collaboration.

Table 8. Level of motivation of non-specialized teachers in teaching Physical Education in terms of interpersonal relations.

Interpersonal Relations	Mean	SD	Verbal Interpretation
1. I have good relationships with my fellow teachers.	3.77	.453	Highly motivated
2. Collaborating with others helps improve my teaching.	3.82	.448	Highly motivated
3. I receive support from colleagues whenever I encounter classroom challenges.	3.63	.619	Highly motivated
4. A positive school environment makes me feel more comfortable while teaching.	3.79	.437	Motivated
5. We share best practices and new ideas with each other.	3.70	.560	Highly motivated
Overall	**3.74**	**.503**	**Highly motivated**

Legend:
1.00 – 1.74 Not motivated
1.75 – 2.49 Moderately motivated
2.50 – 3.24 Motivated
3.25 – 4.00 Highly motivated

As indicated by the high scores for peer support, teamwork to enhance instruction, sharing best practices, and a positive school climate, the overall mean score of 3.74 from your Table 8 shows that non-specialized teachers of Physical Education (PE) are highly motivated by strong interpersonal relationships.

These results are consistent with other empirical research, especially when viewed through the prism of Self-Determination Theory (SDT), which consistently emphasizes how motivation is fueled by supportive interpersonal relationships and collaborative settings. For example, encouraging peer environments that prioritize cooperation and self-improvement favorably meet the basic psychological needs of relatedness, competence, and autonomy, which in turn boost intrinsic motivation in exercise settings. Likewise, Fernández-Espínola et al. (2020) showed in a systematic review and meta-analysis that cooperative learning

interventions in physical education significantly raised students' intrinsic motivation, with moderate overall effect sizes of about 0.38—indicating the potential of structured peer cooperation to improve motivational outcomes.

In Malaysia, similar findings were reported by Guo et al. (2023), who discovered that psychological need satisfaction and autonomous motivation act as mediators between students' behavioral and emotional engagement and perceived teacher support, particularly emotional and autonomy-support.

This demonstrates how the collaborative, supportive, and caring interpersonal styles of teachers can influence students' motivation and levels of engagement. The experiences of generalist (non-PE specialist) teachers implementing physical education in primary grades were examined by Nioda & Tagare Jr. (2024) for the Philippine context. According to their report, teachers who lacked specialized training or confidence in physical education content primarily relied on peer guidance and collaborative resource-sharing to deliver lessons, which is consistent with your findings regarding colleague support and reciprocal practices.

Level of Job Satisfaction

Level of Job Satisfaction in in terms of supportive and appreciative supervisors. The data shown in table 9 indicates that respondents are highly satisfied with the support and appreciation they receive from their immediate supervisors, with an overall mean score of 3.52 and a standard deviation of 0.636. The highest mean of 3.61, which states that, "My immediate supervisor praises good teaching" suggests that recognizing teaching excellence is a strong contributor to teacher's satisfaction. Receiving technical assistance when needed with a mean of 3.52, being offered suggestions for improvement with a mean of 3.51, and equitable treatment with a mean of 3.55, also reflect a positive supervisory relationship.

Receiving recognition with a mean of 3.41 further supports the belief that appreciation and acknowledgment are also key motivators.

Table 9. Level of job satisfaction of non-specialized teachers in teaching Physical Education in terms of supportive and appreciative supervisors

Supportive and Appreciative Supervisors	Mean	SD	Verbal Interpretation
1. I receive recognition from my immediate supervisor.	3.41	.666	Highly satisfied
2. My immediate supervisor offers suggestions to improve my teaching.	3.51	.671	Highly satisfied
3. My immediate supervisor gives me assistance when I need help.	3.52	.652	Highly satisfied
4. My immediate supervisor treats everyone equitably.	3.55	.632	Highly satisfied
5. My immediate supervisor praises good teaching.	3.61	.561	Highly satisfied
Overall	**3.52**	**.636**	**Highly satisfied**

Legend:
1.00 – 1.74 Not satisfied
1.75 – 2.49 Moderately satisfied
2.50 – 3.24 Satisfied
3.25 – 4.00 Highly satisfied

The claim that supportive supervisory behaviors—like acknowledgment, fair treatment, constructive criticism, and assistance—significantly predict teachers' job satisfaction is supported by several empirical studies.

On the study Uzun & Özdem (2017) investigated public high school teachers in Turkey and discovered that teachers' job satisfaction and performance were positively impacted by perceived supervisor support, with job satisfaction completely mediating the relationship between supervisor support and job performance.

Another study with 447 university-level physical education teachers in Taiwan that used hierarchical linear modeling discovered that person-supervisor fit—i.e. better teaching performance was positively correlated with alignment between the teacher and their immediate supervisor as well as with wider organizational support, which subtly increases job satisfaction and professional efficacy (Chang et.al. 2020). Additionally, a recent comprehensive review of the literature on supervisor support and job satisfaction in a variety of settings, including education, found that constructive leadership practices like guidance, encouragement, fairness, and appreciation greatly inspire workers and promote improved performance. (Setiawan & Sopiah, 2023)

When combined, these studies show that non-specialized PE teachers were "highly satisfied" (mean ≈ 3.5, SD ≈0.63) with supervisor recognition, guidance, assistance, fairness, and praise, which is in good agreement with the findings in Table 9.

The findings that equitable and appreciative supervision promotes high job satisfaction among PE teachers are supported by the direct correspondence between every survey component and supervisory support elements identified in the literature.

Level of Job Satisfaction in terms of collegiality and workplace relationships. The data on collegiality and workplace relationships shown in table 10 indicates that respondents are highly satisfied with their interactions and connections with

colleagues, as reflected in the overall mean score of 3.67 and a standard deviation of 0.536. The highest mean of 3.70, which states that, "My colleagues stimulate me to do better work", highlights the motivational impact of peer influence and professional collaboration. Getting along well with colleagues with a mean of 3.65, liking the people they work with a mean of 3.68, and receiving feedback and suggestions with a mean of 3.65, further emphasize the importance of a supportive and positive working environment. The formation of lasting friendships with a mean of 3.67 also indicates that workplace relationships contribute to a sense of belonging and emotional well-being.

Table 10. Level of job satisfaction of non-specialized teachers in teaching Physical Education in terms of collegiality and workplace relationships.

Collegiality and Workplace Relationships	Mean	SD	Verbal Interpretation
1. I get along well with my colleagues.	3.65	.530	Highly satisfied
2. I like the people with whom I work.	3.68	.518	Highly satisfied
3. My colleagues stimulate me to do better work.	3.70	.514	Highly satisfied
4. My colleagues provide me with suggestions or feedback about my teaching.	3.65	.575	Highly satisfied
5. I have made lasting friendships among my colleagues.	3.67	.546	Highly satisfied
Overall	**3.67**	**.536**	**Highly satisfied**

Legend:
1.00 – 1.74 Not satisfied
1.75 – 2.49 Moderately satisfied
2.50 – 3.24 Satisfied
3.25 – 4.00 Highly satisfied

Several studies conducted in the Philippines have confirmed the significance of supportive work environments and collegiality in determining teachers' job satisfaction. A study conducted in Zambales in 2023 discovered a significant correlation between strong professional commitment and high job satisfaction among elementary school teachers and interpersonal values, managerial support, and healthy workplace cultures (Laurenio Jr. & Cabal, 2023).

Similarly, 114 primary school teachers in Misamis Oriental participated in a study that found a strong correlation between greater professional commitment and job satisfaction, including relationships with administrators and coworkers (Ezpra & Valle, 2025).

A study evaluating classroom management, stress-coping, and job satisfaction in public senior high school settings in Region X found that teachers gave high ratings to their interpersonal relationships and stress-coping strategies. Their performance was indirectly influenced by these relational supports, even though stress management and classroom management were more important predictors than collegiality alone (Celis et.al., 2023).

The literature reviews in relation to the data above demonstrate a consistently high degree of satisfaction in professional and collegial relationships, which is consistent with findings from peer-reviewed, worldwide research. Job satisfaction is generally much higher in school environments that promote cooperation, respect, and support, particularly for physical education teachers.

Level of Job Satisfaction in terms of income and job security. The data on income and job security shown in table 3.3 reveals that respondents are generally satisfied, with an overall mean score of 2.88 and a standard deviation of 0.783. The highest mean of 2.94, which states that, "Teaching provides for a secure future", indicates that teachers view teaching as a stable profession.

However, perceptions of income adequacy with a mean of 2.78 and proportional pay with a mean of 2.91 show that financial compensation does not fully meet expectations of the teachers. The statement, "Teacher income is less than I deserve" with a mean of 2.88 further reflects a sentiment that teachers feel underpaid relative to their contributions to the institution and teaching qualifications.

Table 11. Level of job satisfaction of non-specialized teachers in teaching Physical Education in terms of income and job security.

Income and Job Security	Mean	SD	Verbal Interpretation
1. Teacher income is adequate for normal expenses.	2.78	786	Satisfied
2. Teaching provides for a secure future.	2.94	807	Satisfied
3. I am well paid in proportion to my ability.	2.91	820	Satisfied
4. Teacher income is less than I deserve.	2.88	.744	Satisfied
5. Teaching provides me with financial security.	2.88	.760	Satisfied
Overall	**2.88**	**783**	**Satisfied**

Legend:
1.00 – 1.74 Not satisfied
1.75 – 2.49 Moderately satisfied
2.50 – 3.24 Satisfied
3.25 – 4.00 Highly satisfied

The study by Baluyos et al. (2019) in Misamis Occidental, the Philippines, found that although public school teachers generally expressed high levels of job satisfaction, there were questions about whether their pay was adequate and how much job security meant. It's interesting to note that job security was found to have a complex effect, sometimes resulting in complacency instead of improved performance (Baluyos et al., 2019).

Like this, a 2024 study from Palawan State University showed that although teachers were extremely satisfied with their jobs, supportive work environments and professional collaboration were more important factors than money or job security. (Abdulpatta et.al., 2024).

Many Filipino teachers have expressed their dissatisfaction with low private school salaries, contractual employment, and lack of long-term security in online teacher forums and real-life accounts, like those on Reddit (e.g., r/DepEdTeachersPH). Despite being more secure, public-school teachers frequently complain that their pay is inadequate for work they do and the growing cost of living.

Teachers were only moderately satisfied with statements such as "Teacher income is adequate for normal expenses" and "Teaching provides me with financial security," both of which scored below a mean of 3.0. These sentiments are consistent with the findings in the current data.

Income and job security were not the best indicators of satisfaction, according to a study done in rural China with more than 600 teachers (Wang et al., 2022). Contextual elements, like being a homeroom teacher or the school setting, had a greater impact. In the meantime, a 2024 cross-national study carried out in Lebanon and France highlighted that although many educators find great fulfillment in their work, over 80% of respondents still cited financial insecurity as one of the main causes of their discontent.

The results in Table 11 are supported and contrasted by these studies taken together. Although non-specialized PE teachers in the Philippines express a moderate level of satisfaction with their pay and job security, this seems to be a worldwide trend in which teachers find fulfillment in non-monetary aspects of their work but still believe that financial compensation is insufficient. The effects are obvious: although many teachers remain in the field due to intrinsic motivation, resolving financial issues is essential to maintaining long-term retention and satisfaction.

Level of job satisfaction in terms of autonomy, creativity at work, and student relationship. The data in table 12 reveals that the respondents are highly satisfied with the autonomy, creativity, and student relationships they experience in their teaching roles, with an overall mean score of 3.78 and a standard deviation of 0.445.

The highest mean of 3.76, which states that, “Teaching provides me the opportunity to help my students learn”, shows the satisfaction teachers derive from facilitating student growth. The opportunity to use a variety of skills and responsibility for lesson planning, both with a mean of 3.63, and encouragement of creativity with a mean of 3.68, reflect a strong sense of professional independence and innovation. Additionally, the positive relationship with students with a mean of 3.66 contributes to a fulfilling teaching experience.

Table 12. Level of job satisfaction of non-specialized teachers in teaching Physical Education in terms of autonomy, creativity at work, and student relationship.

Autonomy, Creativity at Work, and Student Relationship	Mean	SD	Verbal Interpretation
1. Teaching provides an opportunity to use a variety of skills.	3.63	.509	Highly satisfied
2. Teaching provides me the opportunity to help my students learn.	3.76	.460	Highly satisfied
3. I am responsible for planning my daily lessons.	3.63	.533	Highly satisfied
4. Teaching encourages me to be creative.	3.68	.494	Highly satisfied
5. I get along well with my student.	3.66	.502	Highly satisfied
Overall	**3.78**	**.445**	**Highly satisfied**

Legend:
1.00 – 1.74 Not satisfied
1.75 – 2.49 Moderately satisfied
2.50 – 3.24 Satisfied
3.25 –4.00 Highly satisfied

According to a recent study by Zhou et al. (2025), which was published in PLOS ONE, among physical education teachers in rural China, the relationship between self-efficacy and work engagement is mediated by job satisfaction. According to the study's findings, teachers who feel more capable in their positions are more engaged when they find fulfillment in their work, particularly when they have autonomy and have meaningful interactions with students.

Joseph Lobo's (2024) study at Bulacan State University examined the function of perceived autonomy support in higher education physical education courses and discovered that teaching that supports autonomy greatly raises student self-efficacy, which in turn encourages deeper learning. Vera and Calixtro Jr. (2023) investigated the relationship between teaching performance and the health-related well-being of physical education teachers during the COVID-19 pandemic in Sultan Kudarat and Bohol. They discovered a strong correlation between PE teachers' overall well-being and their work experience, finding that teachers who were more physically, mentally, emotionally, and socially healthy taught exceptionally well, exhibiting improved teacher-student relationships and instructional presentation skills.

The results are indirectly supported by studies conducted by the League of Elementary Teachers. Laurenio Jr. and Cabal (2023), for instance, investigated Filipino work values and job satisfaction in Zambales.

They found that elementary teachers had high levels of overall job satisfaction and that values like responsibility, variety in duties, and interpersonal respect significantly positively correlated with satisfaction levels across roles and responsibilities. Their results on intrinsic values like autonomy and relational balance, while not unique to PE, are consistent with the high satisfaction ratings in Table 12.

Similarly, Fernandez and Quines (2024) discovered that psychological empowerment and engagement greatly improve teacher retention in Southern Misamis Oriental, even in cases where pay satisfaction is low. Like the notion that intrinsic motivators (autonomy, creativity, and relationships) produce greater satisfaction even in the face of systemic constraints, empowered teachers reported higher levels of commitment.

The themes of autonomy, empowerment, relational quality, and well-being are consistently emphasized in these local studies, even though they do not exclusively focus on non-specialized PE teachers. These themes are consistent with the empirical findings of high satisfaction in autonomy, creativity, and student relationships. Collectively, they imply that regardless of subject specialization, Filipino educators report higher levels of job satisfaction when they feel empowered and supported.

Significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to age. Table 13 shows the test of significant difference between the level of motivation across different age groups. The result indicates that regardless of age, reported high levels of motivation, with mean scores ranging from 3.50 to 3.87. The highest motivation was observed among those aged 26–30 with a mean of 3.87 while those aged 20–25, had the lowest mean of 3.50, but they still belong to those who are highly motivated. Statistical analysis using ANOVA yielded an F-value of 0.369 and a p-value of 0.830, which is greater than the significance level of $\alpha = 0.05$. Therefore, the null hypothesis is not rejected, indicating that there is no significant difference in the level of motivation among teachers when grouped according to their age.

Table 13. Test of significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to age.

Characteristics		Mean	SD	df	F	α	p-value	Interpretation
Level of Motivation in terms of age	20-25	3.50	.707	4	.369	0.05	.830	Not Significant
	26-30	3.87	.344					
	31-35	3.78	.428					
	36-40	3.85	.555					
	40-above	3.81	.491					

A qualitative study on non-specialist teachers' experiences implementing physical education in primary schools was carried out in the Philippines by Nioda and Tagare Jr. (2024). Regardless of age, the study found that these teachers had a strong internal drive to encourage students to engage in physical activity. However, an overburdened curriculum, inadequate resources, and a lack of formal PE training limited their efficacy and confidence. The primary factors influencing the teachers' motivation were these contextual barriers rather than their age. This study emphasized the value of capability-building initiatives as opposed to making assumptions about the zeal or vigor of a generation.

In support of this, Filoteo (2024) examined how students in Zamboanga City perceived the teaching methods used in physical education by both specialized and non-specialist teachers. Despite the emphasis on student confidence, the results indicate that non-specialist teachers, irrespective of age, were viewed as less effective, mainly because of their lack of PE experience and content knowledge. This suggests once more that subject knowledge and professional preparation are more important factors in determining teaching effectiveness and motivational style than age.

These local findings are also supported by international literature. According to a study by Franco et al. (2022) that included physical education teachers from Argentina, Brazil, Colombia, and Chile, teachers' motivation and confidence in their capacity to use motivational techniques were adversely impacted by perceived workplace pressures, such as time restraints and administrative workload. Crucially, this decrease in motivation happened in all age groups, highlighting the fact that institutional support and work environments have a greater impact on teacher motivation than age.

Likewise, Gomes et al. (2023) investigated the significance of individual physical education experiences for Portuguese non-specialist teachers. According to their research, teachers who had a good physical education experience in their own school years were more likely to encourage active and healthy lifestyles. On the other hand, educators who had bad experiences in the past frequently lacked motivation and thought the subject was unimportant. Once more, these results were correlated with training exposure and personal history rather than teacher age.

This supports the notion that a teacher's motivation to effectively teach physical education is shaped by their professional identity and prior experiences rather than demographic characteristics like age.

Significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to sex. Table 14 presents the results of a statistical analysis comparing the level of motivation between male and female participants based on sex. As shown in the table, male respondents had a mean motivation score of 3.78, while female respondents had a slightly higher mean score of 3.83. However, the F-value of 0.187 and a p-value of 0.666, which is greater than the significance level of 0.05, indicate that the difference in motivation levels between male and female is not statistically significant. Therefore, sex does not play a significant role in influencing the motivation levels of the non-specialized teachers in teaching Physical Education.

Table 14. Test of significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to sex.

Characteristics		Mean	SD	Df	F	α	p-value	Interpretation
Level of Motivation in terms of sex	Male	3.78	.518	1	.187	0.05	.666	Not Significant
	Female	3.83	.422					

This result is consistent with research by Adlaon et al. (2024). A quantitative-correlational study of elementary school teachers in Kidapawan City, Philippines, revealed that they valued extrinsic incentives for performance commitment in addition to having strong intrinsic motivation. Crucially, the study found no significant correlation between demographic characteristics, including

sex, and motivational types and performance commitment (as determined by IPCR ratings), highlighting the fact that teacher motivation levels are constant across genders.

This claims also supported by the study of Tolentino study, Cruz and Ablaza (2023) examined 72 public senior high school teachers in the Philippines to determine their level of teaching motivation based on their self-efficacy, interest, and effort. Regardless of demographic characteristics, they discovered consistently high levels of motivation across all indicators. Although they did not include gender as a variable in their analysis, the results show that intrinsic interest and professional self-efficacy are more important sources of motivation than teacher traits like sex. Similarly, a narrative study investigating how pre-service teachers incorporate technology and didactics into their motivation was carried out by Gómez-Trigueros et al. (2024). With no focus on gender differences in motivational levels, their findings imply that motivations are influenced by pedagogical resources and professional values.

To determine the factors influencing trust in AI-based educational technology, Viberg et al. (2023) polled 508 K–12 teachers in six different countries. There were no statistically significant gender differences in the study's demographic variables, such as teachers' motivational attitudes toward implementing innovation in the classroom.

Significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to educational attainment. As shown in the table 15, respondents with a master's degree had the lowest mean motivation score of 3.67, while those with master's degree with doctoral units and those who finished their doctorate degree had the highest mean of 4.00. Despite these differences in mean scores, the F-value of 0.643 and p-value of 0.633 indicate that the variation in motivation levels across different educational attainments is not statistically significant at the 0.05 level of significance. This implies that educational attainment does not significantly influence the level of motivation of the non-specialized teachers in teaching Physical Education.

Table 15. Test of significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to educational attainment.

Characteristics		Mean	SD	df	F	α	p-value	Interpretation
Level of Motivation in terms of educational attainment	Bachelor's Degree	3.77	.429	4	.643	0.05	.633	Not Significant
	Bachelor's Degree with MA Units	3.87	.405					
	Master's Degree	3.67	.651					
	Master's Degree with Doctoral Units	4.00	.000					
	Doctorate Degree	4.00	.448					

Both Philippine-based research and international studies employing strong theoretical frameworks support the finding in Table 15 that non-specialized PE teachers show no discernible difference in motivation based on educational attainment (p =.633). Iñosa and Evardo (2024) investigated motivation among students majoring in physical education in Davao, Philippines.

Found that although students generally reported high motivation, the perceived learning environment (e.g., teaching approach, peer competitiveness, support structures) had a significant—but modest—predictive influence on motivation (r-values weak but positive). This highlights the fact that motivation is shaped by context rather than formal credentials.

Sánchez-Oliva et al. (2017) carried out an intervention study with PE teachers in Spain that was based on Self-Determination Theory (SDT) on a global scale. They prepared educators to meet the basic psychological needs of students, including relatedness, competence, and autonomy. Regardless of the teacher's academic background, students who were taught by these qualified educators showed notable improvements in autonomy support, motivation, and intention to participate in physical activity. In addition, Maldonado et al. (Mexico, 2019) also verified that, regardless of teachers' credentials, student intrinsic motivation and focus on physical education classes were highly predicted by teacher autonomy support.

Significant difference in the level of motivation of non-specialized teachers in teaching Physical Education when grouped according to years of experience. As shown in the table 16, the highest mean motivation score was observed among teachers with 10–15 years of experience with a mean of 4.00, while those with 6–10 years of experience had the lowest with a mean of 3.67.

Despite these differences, the F-value of 1.378 and p-value of 0.250 indicate that the variation in motivation levels across different years of experience is not statistically significant at the 0.05 level. Therefore, teaching experience does not significantly affect the level of motivation among the non-specialized teachers in teaching Physical Education.

Research from both domestic and foreign sources firmly supports the findings of this research, which are shown in Table 16 and indicate no significant differences in the motivation levels of non-specialized Physical Education (PE) teachers when categorized by years of experience.

In Cotabato, Pascua and Tagare (2024) carried out a qualitative study with 20 senior high school physical education teachers amid the COVID-19 pandemic. Their findings, which were published in Education and Science, showed that opportunities for professional development, peer collaboration, and flexibility had the biggest effects on teacher motivation. It's significant to note that these motivating factors were constant across teaching tenure, highlighting the fact that years of experience did not significantly influence motivation. This corresponds precisely to what it identified in Table 16. Similarly, Magallanes et al. (2024) investigated how senior high school physical education teachers in Pampanga perceived the value of ICT proficiency. ICT perceptions were found to be influenced by teaching experience, but the study also found that motivation was more strongly associated with perceived competence and institutional support, confirming that motivation is not significantly affected by experience level.

Globally, a conceptual review by Kim & Richard (2025) in the Kinesiology Review highlighted that the fulfillment of basic psychological needs—autonomy, competence, and relatedness—as described in Self-Determination Theory (SDT) and the teaching context are key factors in motivating PE teachers. The author maintained that rather than being a fixed characteristic impacted by teaching tenure, motivation should be viewed as context-sensitive and flexible.

This claim supported by the study of Wang et al.'s (2024) extensive meta-analysis of 36 SDT-based interventions with more than 11,000 participants lends credence to this. Regardless of age or prior teaching experience, the study, which was published in Learning and Motivation, found that when teachers' basic psychological needs were satisfied, motivation continuously increased. This result demonstrates that motivation levels cannot be predicted solely by tenure.

Finally, the study by Behzadnia, Adachi, and Deci (2025) (published in Physical Education & Sport Pedagogy) confirmed that autonomy-supportive teaching practices have a significant impact on student motivation, even though they were centered on student outcomes. This supports SDT's claim that contextual and psychological elements—rather than teacher experience—have a greater influence on how motivated teachers and students are.

Significant Difference in The Level of Job Satisfaction of Non-Specialized Teachers in Teaching Physical Education When Grouped According to Demographic Profile

Significant difference in the level of Job satisfaction of non-specialized teachers in teaching Physical Education when grouped according to age. As shown in the table 17, the highest mean satisfaction score of 3.85 was observed among respondents aged 36–40, while the lowest mean of 3.50 was among those aged 20–25.

Despite these differences, the F-value of 0.481 and p-value of 0.750 indicate that the variation in satisfaction levels across age groups is not statistically significant at the 0.05 level. Therefore, age does not significantly influence the level of job satisfaction among the non-specialized teachers in teaching Physical Education.

Table 17. Test of significant difference in the level of Job satisfaction of non-specialized teachers in teaching Physical Education when grouped according to age.

Characteristics		Mean	SD	df	F	α	p-value	Interpretation
Level of Job Satisfaction in terms of age	20-25	3.50	.707	4	.481	0.05	.750	Not Significant
	26-30	3.65	.487					
	31-35	3.61	.502					
	36-40	3.85	.376					
	40-above	3.69	.618					

According to the study's findings, non-specialist PE teachers' job satisfaction is not significantly different by age group. Keskin and Bayram (2020), for instance, investigated 103 Turkish physical education teachers, whose average age was 40.0 ± 6.65. They

found no statistically significant differences in job satisfaction according to seniority, gender, age, marital status, or school grade (all $p > 0.05$).

Like this, a large-scale study conducted by Baykara & Orhan (2020) with 1,953 Turkish secondary PE teachers found no significant relationship between age and job satisfaction. Additionally, gender and marital status were also not significant, indicating that demographic factors are not very good indicators of teacher satisfaction. The lack of significance of age in your findings is reflected in these numerical results.

Lipponen, Hirvensalo, and Salin (2022) conducted interviews with Finnish PE teachers over the age of 55, offering additional qualitative insight. The study discovered that despite acknowledging the mental and physical difficulties that come with aging, many older teachers were still satisfied by using adaptation techniques like changing the focus of their lessons to health education and cutting back on physically demanding activities. This implies that workplace flexibility and role adjustment, rather than age alone, preserve job satisfaction among older PE teachers.

Lastly, Gazali et al. (2024) conducted a systematic literature review that covered 13 countries, with significant data from Turkey, the United States, and Greece. They discovered that the main factors influencing PE teachers' job satisfaction are working conditions, administrative support, school climate, and intrinsic motivation, while age itself has little bearing in any of these contexts.

Significant difference in the level of job satisfaction of non-specialized teachers in teaching Physical Education when grouped according to sex. As shown in the table 18, male respondents had a mean satisfaction score of 3.70, while female respondents had a slightly lower mean score of 3.68 .However, the F-value of 0.019 and p-value of 0.891, which is significantly higher than the 0.05 significance level, indicate that the difference in satisfaction levels between male and female is not statistically significant. Therefore, sex does not significantly influence the level of job satisfaction among the non-specialized teachers in teaching Physical Education.

Table 18. Test of significant difference in the level of job satisfaction of non-specialized teachers in teaching Physical Education when grouped according to sex.

Characteristics		Mean	SD	df	F	α	p-value	Interpretation
Level of Job Satisfaction in terms of sex	Male	3.70	.559	1	.019	0.05	.891	Not Significant
	Female	3.68	.507					

Recent local and international studies provide strong support for the results in Table 18, which show no significant difference in job satisfaction between male and female non-specialized teachers in teaching physical education ($F = 0.019$, $p = .891$).

According to a 2025 international synthesis by the IEA Compass Briefs, school-level factors—like workload, classroom conditions, administrative support, and leadership quality—have a greater impact on teachers' job satisfaction across several nations than demographic factors like age or sex (Martin et.al., 2025)

This is consistent with a 2024 study conducted in the Philippines' Region XI (Davao Region), which found that although teachers expressed high levels of job satisfaction, there were no discernible gender-based differences in this regard. Instead, the availability of school facilities, the caliber of classroom environments, and the proficiency of school administrators were the main factors influencing satisfaction (Aguinaldo & Tagadiad, 2024).

Like this, a 2025 study conducted in China with more than 1,000 junior high school teachers revealed that although there may be differences between male and female teachers in performance-related behaviors, these differences are frequently mediated by variables such as workload and teaching assignment rather than by satisfaction per se. This lends credence to the theory that teachers' job satisfaction is not directly impacted by gender-related expectations (Gan et.al., 2025).

In contrast, a 2024 study from Bahawalpur, Pakistan, revealed that female teachers were more satisfied with their jobs than their male counterparts. This discrepancy could be the result of different social expectations or localized gender norms and professional dynamics, such as stronger support for women in the teaching field (Latif, 2024).

Significant difference in the level of job satisfaction of non-specialized teachers in teaching Physical Education when grouped according to educational attainment. As shown in the table 19, respondents with a bachelor's degree with MA units had the highest mean satisfaction score of 3.78, while those with a doctorate degree had the lowest mean of 3.00. Despite these differences, the F-value of 1.167 and p-value of 0.332 indicate that the variation in satisfaction levels across educational attainment groups is not statistically significant at the 0.05 level. Therefore, educational attainment does not significantly influence the level of job satisfaction among the non-specialized teachers in teaching Physical Education.

Table 19. Test of significant difference in the level of job satisfaction of non-specialized teachers in teaching Physical Education when grouped according to educational attainment.

Characteristics		Mean	SD	df	F	α	p-value	Interpretation
Level of Satisfaction in terms of educational attainment	Bachelor's Degree	3.59	.590	4	1.167	0.05	.332	Not Significant
	Bachelor's Degree with MA Units	3.78	.420					
	Master's Degree	3.58	.669					
	Master's Degree with Doctoral Units	3.50	.707					
	Doctorate Degree	3.00	.000					

Table 19 results, which exhibit no significant differences in the degree of job satisfaction among non-specialized teachers of Physical Education (PE) when categorized by educational attainment (F = 1.167, p =.332), are consistent with several regional studies but contradict some findings from around the world. Esman, Mosquera, and Lacuesta (2023) conducted a noteworthy local study that looked at public senior high school teachers in the Central Philippines and found no significant relationship between job satisfaction and educational attainment.

Their results are consistent with those of the current study, confirming that higher academic credentials may not always be associated with teacher satisfaction in the Philippine context.

International studies, on the other hand, have reported varying results. For instance, regardless of other demographic factors, a 2023 study conducted in Colombia by Pérez-Fuentes et al. discovered that teachers with postgraduate degrees consistently reported higher levels of job satisfaction. This implies that higher degrees may have a greater positive impact on job satisfaction in nations where postgraduate education is associated with improved professional development and institutional support.

These claims supported by the study of Porras, Siason Jr., Almencion, and Nopera (2022) found that educational attainment was not a significant predictor of job satisfaction. Their analysis revealed that other factors like work environment, administrative support, and workload management had a significant impact on teachers' satisfaction levels, regardless of whether they had a bachelor's degree or had finished graduate school.

On the other hand, additional local data indicates that, depending on the situation, educational background might affect contentment. Higher proportions of doctorate degree holders among State University and College faculty were found to be significantly associated with better performance outcomes in licensure examinations (Balanquit et al., 2023).

This suggests that advanced degrees can have quantifiable effects in academic/credential-based contexts, but this relates to institutional licensure results rather than subjective job satisfaction

Significant difference in the level of satisfaction of non-specialized teachers in teaching Physical Education when grouped according to years of experience. As shown in the table 16, the highest mean satisfaction score of 3.86 was observed among respondents with 10–15 years of experience, while those with 6–10 years of experience had the lowest mean of 3.54. Despite these differences, the F-value of 0.886 and p-value of 0.477 indicate that the variation in satisfaction levels across different experience groups is not statistically significant at the 0.05 level. Therefore, years of teaching experience does not significantly influence the level of satisfaction among the non-specialized teachers in teaching Physical Education.

Table 20. Test of significant difference in the level of satisfaction of non-specialized teachers in teaching Physical Education when grouped according to years of experience.

Characteristics		Mean	SD	df	F	α	p-value	Interpretation
Level of Satisfaction in terms of years of experience	Less than 1 year	3.67	.516	4	.886	0.05	.477	Not Significant
	1-5 years	3.72	.455					
	6-10 years	3.54	.658					
	10-15 years	3.86	.363					
	More than 15 years	3.67	.500					

When categorized by educational attainment, the results in Table 20 showed no significant difference in the degree of job satisfaction among non-specialized teachers of physical education (F = 1.167, p =.332). This finding implies that a teacher's satisfaction with teaching physical education is not substantially influenced by their academic background alone, regardless of whether they have earned a bachelor's degree or a doctorate. This statement is supported by numerous local studies. As an illustration, when Esman, Bual, and Madrigal (2023) looked at public senior high school teachers in the Central Philippines, they found no statistically significant difference in job satisfaction according to educational attainment (U = 4350.5, p = 0.307). Rather, they discovered that teacher competency, especially 21st-century teaching skills, and practical teaching abilities had a greater impact on satisfaction levels.

Like this, Espra and Valle (2025) studied elementary school teachers in Cagayan de Oro City and found that elements like pay and benefits, the work environment, duties, and relationships with the community were more indicative of job satisfaction than the teacher's educational background. They underlined that teacher commitment and morale are primarily influenced by contextual and environmental factors rather than academic achievement.

Furthermore, in their study of 30 elementary teachers, Deslate and Pallada (2023) discovered that neither job satisfaction nor teaching effectiveness were significantly impacted by demographic factors like educational attainment. Rather, opportunities for growth, professional autonomy, and how school administrators treated teachers were more strongly associated with teacher satisfaction.

Significant relationship between the level of motivation and job satisfaction of non-specialized teachers in teaching Physical Education. As shown in table 21, the correlation coefficient R = 0.704 indicates a strong positive relationship between motivation and satisfaction. The coefficient of determination (R^2 = 0.496) suggests that approximately 49.6% of the variance in satisfaction can be explained by motivation. The F-value of 78.713 and a p-value of 0.000, which is less than the significance level of 0.05, confirm that this relationship is highly statistically significant. Therefore, this implies that as teachers' motivation increases, their level of satisfaction also tends to increase.

Table 21. Test of significant relationship between the level of motivation and job satisfaction of no specialized teachers in teaching Physical Education

Characteristics	R	R^2	df	F	α	p-value	Interpretation
Level of Motivation and Satisfaction	.704	.496	1	78.713	0.05	.000	Highly Significant

Navarez et al. (2024) investigated how motivation mediated transformational leadership's effects on Agusan del Sur secondary school teachers. Their research highlights the organizational and leadership context rather than subject-specific teaching challenges, even though they found a moderate correlation between motivation and job performance (r = 0.391) and highlighted motivation as a partial mediator (39%) of leadership's influence on performance.

Perdizo and Tantiado (2025), on the other hand, investigated how financial well-being affected job satisfaction among teachers in Cagayan de Oro. They found that job satisfaction was closely related to pay and financial stability, highlighting the importance of extrinsic economic factors over just intrinsic motivation.

In El Salvador City, Mindanao, 158 elementary public-school teachers participated in a study by Cabaron & Oco (2023), which revealed high levels of job satisfaction and motivation. Motivation and satisfaction did, however, have a moderately strong relationship; salary (r = 0.673, p <.001), professional development (r = 0.544), and recognition (r = 0.513) all showed moderately positive correlations. They concluded that, although motivation plays a significant role in job satisfaction, the correlation between the two is much weaker than the one you found in your study.

When combined, these studies highlight the motivation-satisfaction relationship's consistency and variability. This research adds depth by concentrating on a particular group—non-specialist PE teachers—who might encounter difficulties because of their lack of specialized training in the field, even though it supports the larger trend that motivation is a major factor in satisfaction. Furthermore, conflicting results from other research indicate that, absent systemic support from elements like financial compensation, leadership, supervision, or recognition, motivation alone might not always result in satisfaction. This demonstrates the complexity of teacher satisfaction and implies that, although motivation is a strong motivator, larger institutional and economic factors frequently mediate or enhance its efficacy.

Proposed Teacher Development Plan for non-Specialized PE Teachers

The work plan is designed to directly address the findings of the study on non-specialized physical education teachers, transforming the conclusions and recommendations into concrete programs and activities. It emphasizes professional development, recognition, resource provision, and motivation-enhancing policies as key areas for intervention.

The first objective focuses on strengthening teachers' professional development through scholarships, study-leave privileges, and graduate level seminars, reflecting the findings of the study that teachers are intrinsically motivated by learning and personal growth.This aligns with the work of Deci and Ryan (2000) on Self-Determination Theory which highlights that autonomy and competence drive long-term motivation.

The second objective establishes recognition programs that acknowledge teachers' classroom innovation and academic success even without assuming leadership positions. This supports the conclusion of Herzberg's Two-Factor Theory (Herzberg, 1968), which emphasizes that achievement and recognition are critical motivators for job satisfaction. Similarly, a study by Roeser et.al (2012) found that recognition and collegial support foster a stronger sense of purpose among teachers, thereby sustaining engagement.

To address the gap between high intrinsic satisfaction and low extrinsic support, the third and fourth objectives focus on advocating for fair compensation and ensuring equitable access to resources and training. As darling-Hammond (2017) noted, adequate resources and supportive environments are essential in sustaining teacher motivation and effectiveness. The creation of Professional Learning Communities (PLCs) and partnership with LGUs and NGOs further ensures that teachers have collaborative spaces and resources to support their teaching practices.

Finally, the fifth and sixth objectives provide flexible modular training programs and institutionalize motivation-boosting policies at the school level. These initiatives are rooted in the findings of the study of a strong positive correlation between motivation and job satisfaction, suggesting that continuous recognition, autonomy and professional growth opportunities are necessary for teacher well-being. In line with this, Skaalvik and Skaalvik (2011) stressed that supportive school environment and teacher autonomy are key predictors of job satisfaction and reduced burnout. Overall, the work plan ensures that intrinsic motivators such as achievement and professional growth are balanced with extrinsic support such as fair compensation, recognition and adequate resources.

By situating the intervention within established theories and related studies, the work plan provides a structured and evidence-based approach to sustaining the motivation and job satisfaction of non- specialized physical education teachers

Summary of Findings

Summary of Findings

1. The non-specialized physical education teachers in this study are a largely mature, female group with substantial professional experience and a strong commitment to lifelong learning, according to the demographic profile given. With the largest age group being over 41, the teachers are mostly seasoned professionals. Although there are some early-career educators, the workforce is mature. Most of the teaching staff is female, which is consistent with the gender distribution of the teaching profession in the Philippines. Additionally, most of the teachers have pursued graduate-level education after earning their bachelor's degrees, demonstrating their strong commitment to professional development. With a good representation of both new and seasoned educators, the group is made up of both teachers with years of experience and those who have only recently entered the field.
2. Teachers of physical education who are not specialists are very driven in all important domains. The satisfaction of their own and their students' achievements serves as their main internal source of motivation. External elements that strongly support this internal drive include the openness and trust of school administrators as well as constructive, cooperative relationships with other educators. Opportunities for professional growth, such as graduate studies and seminars, greatly inspire them, but they are less interested in assuming official leadership roles.
3. In terms of job satisfaction, the findings also revealed high levels of satisfaction in areas like classroom creativity, autonomy, collegiality, and supervisor support. Teachers especially valued the good relationship they had with students and being trusted to organize their lessons. Additionally, they conveyed satisfaction with the support and acknowledgment they received from their managers. On the other hand, job security and income had comparatively lower levels of satisfaction. Teachers believed that although teaching provides stability, their pay did not adequately reflect their workload or qualifications. This is indicative of a larger problem in the education sector, where insufficient financial incentives are frequently offset by intrinsic satisfaction.

4. According to a thorough study, non-specialized teachers' motivation to teach physical education is not significantly affected by their years of experience, age, sex, or level of education. Contextual and professional factors, rather than these personal traits, are the real motivators, according to the research. Although these teachers are generally very driven, external obstacles like an overburdened curriculum, a lack of resources, and a lack of formal physical education training frequently limit their effectiveness. According to the study, opportunities for professional growth, supportive work environments, and institutional support are far more crucial for sustaining their enthusiasm than their demographic makeup. The results essentially imply that a teacher's motivation is a dynamic attribute influenced by their work environment and resource availability rather than a fixed trait based on who they are. The best approach to encourage and assist non-specialized teachers is to improve these circumstances.
5. According to the study, a teacher's job satisfaction is not significantly influenced by their demographic profile. This indicates that the level of satisfaction among non-specialized physical education teachers is not influenced by variables such as age, gender, years of experience, or educational background. Average satisfaction scores varied slightly between groups (e.g., older teachers or teachers with a particular degree), but these differences were not statistically significant. Overall, the results suggest that rather than personal traits, these teachers' job satisfaction is more strongly correlated with their work environment, administrative support, and professional development opportunities.

   Tthere was a strong and statistically significant positive correlation between job satisfaction and motivation levels ($R = 0.704$, $p < 0.05$). This suggests that teachers' job satisfaction rises in tandem with their motivation. Motivation is a key factor in improving teachers' professional fulfilment, as evidenced by the fact that it can account for nearly half of the variation in job satisfaction. The implication that supportive environments, professional development, and intrinsic accomplishments can maintain job satisfaction—even when teachers are working outside of their area of specialization—makes this a crucial finding, particularly for non-specialized PE teachers.

Conclusion

Based on the findings, the following conclusions were drawn:

1. The demographic profile of non-specialized PE teachers, which predominantly consists of mid-career or older women actively pursuing graduate-level education, aligns closely with both Herzberg's Two-Factor Theory and Self-Determination Theory, providing a deeper understanding of their motivations. Herzberg's theory distinguishes between motivators and hygiene factors, and in this context, the teachers' pursuit of graduate education serves as a clear example of intrinsic motivation—driven by their desire for personal growth and professional development, which are core motivators in Herzberg's model. This commitment to further education reflects a quest for achievement and recognition, both of which are integral to their intrinsic satisfaction. Despite not being subject specialists, the strong dedication to teaching physical education demonstrates that these teachers derive fulfilment from their work, a fundamental motivator for long-term job satisfaction. On the other hand, hygiene factors like job security, fair compensation, and favorable working conditions are likely crucial to maintaining their engagement in the profession, as these extrinsic factors prevent dissatisfaction and enable them to focus on professional growth.

   In line with Self-Determination Theory, these teachers' engagement in higher education also speaks to the satisfaction of the three basic psychological needs: autonomy, competence, and relatedness. Their decision to seek graduate-level education indicates a high level of autonomy, as they are actively choosing to take control of their professional development and shape their own career trajectories. Moreover, this pursuit demonstrates a desire to enhance their competence in the field of physical education, even if they are not subject experts, reflecting a strong drive to master their craft and improve their teaching effectiveness. Finally, their involvement in the broader educational community can be seen as an expression of their need for relatedness, as they seek to connect with others who share similar professional aspirations and values, further reinforcing their commitment to the field. Therefore, the teachers' demographic profile and actions can be understood as a complex interplay of intrinsic and extrinsic motivators, reflecting both Herzberg's and Self-Determination Theory's emphasis on the psychological and environmental factors that drive their professional growth and commitment to teaching.
2. Non-specialist physical education teachers exhibit a motivation profile that is firmly rooted in internal factors, especially the satisfaction they get from their own accomplishments and their students' success. Positive external circumstances, like the trust and acknowledgment of school administrators, collegial support, and a generally cooperative school culture, reinforce and sustain this internal drive. Their openness to professional development further demonstrates their dedication to development and excellence, indicating that chances for on-going education—through workshops,

seminars, and graduate training—are essential to sustaining their enthusiasm and efficacy. Their relatively low propensity to take on official leadership positions, however, suggests that conventional career advancement routes might not adequately recognize or develop their potential. Therefore, it may be more effective to offer different channels for recognition, such as mentorship positions, specialized duties, or recognition of academic accomplishments. Overall, the results show that maintaining motivation and optimizing the contributions of non-specialist physical education teachers requires a well-balanced mix of intrinsic fulfilment, encouraging surroundings, and customized growth opportunities.

3. Strong relationships with students, classroom creativity, autonomy, and camaraderie, along with supervisor support, are all factors that contribute to teachers' high levels of job satisfaction. Their dedication and motivation are maintained by these relational and intrinsic factors. Their decreased job security and income satisfaction, however, indicates a difference between their pay and workload. Consequently, even though intrinsic rewards maintain teacher engagement, they cannot completely take the place of sufficient structural and financial support. Therefore, it is necessary to balance extrinsic incentives and intrinsic motivators to maintain teachers' effectiveness and well-being.
4. According to the study, the work environment and professional circumstances of non-specialist teachers have a greater influence on their motivation to teach physical education than factors like age, sex, experience, or education. They are still driven, but they are frequently constrained by an excessive amount of coursework, inadequate training, and a lack of funding. Therefore, encouraging surroundings, chances for career advancement, and institutional support are better ways to maintain their motivation. Consequently, motivation should be seen as dynamic and context-responsive, and the best way to increase its efficacy is to improve these factors.
5. The study concludes that the demographic profile of non-specialized physical education teachers has not had any effect on their level of job satisfaction. Their level of job satisfaction is not significantly impacted by age, gender, years of teaching experience, or educational background. Even though there were minor differences between the groups, they weren't statistically significant. Therefore, it is better to understand how these teachers' job satisfaction relates to professional and contextual factors, specifically the standard of their work environment, the amount of administrative support they receive, and the availability of opportunities for professional development. This means that efforts to improve teacher satisfaction should put more of an emphasis on developing supportive institutional policies, encouraging collegial relationships, and offering ongoing training and development programs rather than on personal traits. In the end, the results emphasize how important organizational and external factors are to maintaining high levels of satisfaction among non-specialized physical education teachers.
6. The study found that among non-specialized physical education teachers, motivation and job satisfaction had a strong and statistically significant positive correlation, suggesting that greater motivation directly leads to greater professional fulfillment. Since motivation explains almost half of the variance in job satisfaction, it is evident that opportunities for professional development, acknowledgment of effort, and intrinsic accomplishments are essential to maintaining teachers' commitment and well-being. This implies that even when teachers are working outside of their primary area of expertise, high levels of satisfaction can be maintained with the support of supportive school environments and pertinent professional development initiatives. Therefore, motivation is a crucial area for educational leaders and policymakers to concentrate on since it not only serves as a catalyst for good instruction but also as a buffer that allows non-specialist physical education teachers to succeed despite obstacles.

Recommendations

Based on the conclusions, following recommendations are drawn:

1. **Provide specialized assistance for graduate school**. It is suggested that DepEd, CHED, and LGUs create scholarship grants, study-leave privileges, or subsidized graduate units to promote ongoing professional development because the results demonstrated that many non-specialized physical education teachers are mature, experienced, and dedicated to graduate-level study. This will maintain their innate drive for success and improve their proficiency.
2. **Establish formal recognition programs for contributions that do not involve leadership.** The study found that although teachers are less likely to take on official leadership roles, their motivation is based on their own achievements and the success of their students. Schools should therefore establish recognition programs that honor academic success, student-centered practices, and innovative classrooms. Without the need for administrative positions, their contributions will be recognized by assigning them to roles like coordinators, resource persons, or mentors.
3. **Strengthen salary concerns while enhancing supervisor support and camaraderie.** The results showed low satisfaction with pay and job security but high satisfaction with autonomy, supervisor support, and collegial relationships. To maintain

cooperation and creativity, educational institutions ought to support professional learning communities (PLCs). To ensure that financial incentives are commensurate with workload and qualifications, administrators and teacher unions should simultaneously push for a review of teacher compensation and employment policies.

4. **Assure fair access to training and resources for physical education**. Schools should concentrate on offering sufficient resources and equal training opportunities since contextual factors, rather than demographic ones, were found to have an impact on motivation and satisfaction. Regardless of a teacher's age, sex, or years of experience, this includes access to physical education facilities, educational resources, and specialized training programs. To increase resources, collaborations with NGOs, local government units, and athletic associations may be investigated.
5. **Create training and certification programs that are modular.** According to the study, a curriculum that is too demanding, a lack of resources, and a lack of preparation for PE-specific activities present difficulties for non-specialized PE teachers. DepEd and institutions of higher learning should create short-term certification courses in physical education pedagogy and modular training programs to address this. To make them more accessible to in-service teachers, these could be provided online or on the weekends.
6. **Make motivation-boosting tactics a top priority in school regulations.** The study found a strong positive correlation between job satisfaction and motivation, suggesting that higher levels of motivation result in higher levels of fulfillment. Incorporating motivational practices into institutional policies such as recognizing teacher initiatives, allowing autonomy in lesson planning, and offering frequent opportunities for professional development is advised for school administrators. These initiatives will support long-term

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