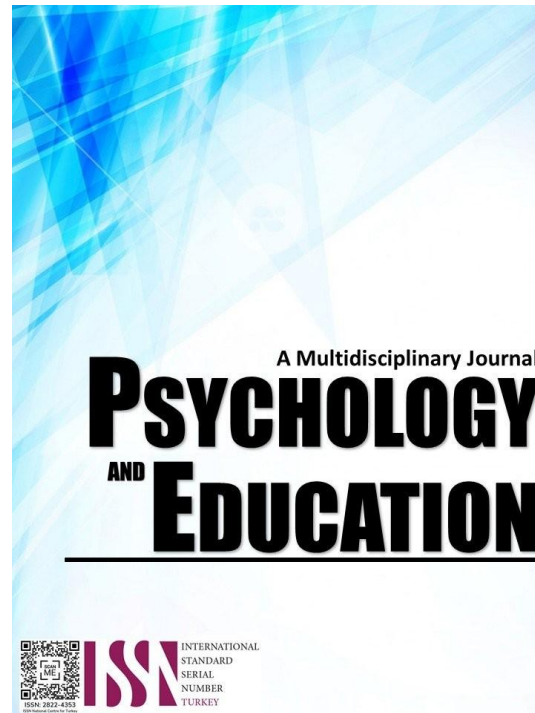


JOB SATISFACTION, BURNOUT, AND CORE LITERACY OF PHYSICAL EDUCATION TEACHERS IN SECONDARY SCHOOLS



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Job Satisfaction, Burnout, and Core Literacy of Physical Education Teachers in Secondary Schools

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Abstract

This study aimed to determine the influence of job satisfaction, burnout on core literacy of physical education teachers in secondary schools employing quantitative research, particularly correlational research design. Moreover, the random sampling technique was used, while proportionate sampling was applied in the determination of the sample size in gathering the data using adapted questionnaires which was validated by the experts. The statistical tools employed in the study were mean, standard deviation, Pearson r, and multiple regression. The findings revealed that job satisfaction is high, burnout is low, and core literacy is high among physical education teachers. Furthermore, job satisfaction has a significant relationship with core however, burnout had a weak relationship with core literacy. Finally, job satisfaction and burnout when combined significantly influence core literacy in singular capacity, job satisfaction significantly influence core literacy. However, burnout has no significant influence on core literacy.

Keywords: *education, job satisfaction, burnout, core literacy, physical education, correlational research, Philippines*

Introduction

The core literacy was made by an organization known as the Organization for Economic Cooperation and Development (OECD), as it emphasizes the ability to provide solutions and remedies for students' behavior as classified as a digital native, and as the foundation of knowledge (Sun, 2022). In relation to the study of X. Wang and Zhang (2021) that the pedagogical strategy and practices among tertiary instructors on physical education curriculum aligned to the core literacy is inadequate due to the students' low core outcome in Physical education, including low different sports skills, and physical health discernment.

However, the study of Wei et al. (2023) revealed that among high school teachers in South China that the mobile learning has an effect on their core literacy subjects, which include low levels of socialization, teachers' participation, and mobile learning accessibility. In relation to the study of H. Li et al. (2023) which found problems encountered in China due to little evidence and flawed assessment system on core literacy. Moreover, the study of Lindberg (2023) in Sweden highlights that focusing on language can partly lower the time for real task activity, specifically physical education. The result suggested that summoning pupils to talk can bear a natural risk in channeling communication, but at the same time carries a significant possibility for learning and communication. A great emphasis was recommended for physical education teachers to successfully assist literacy formation through collaborative teaching with fellow teachers. Additionally, the study of Wang (2023) in South Korea, and Singapore that the core literacy has still inadequate discussions in international curriculum reform to which the two countries are still examining the core literacy and to contribute some practical and real formational supervision for the later curriculum reform in China.

In the Philippines, the study by Hand (2024) on the literacy of physical education teachers influencing students' physical competence revealed a lack of teaching literacy, resulting in poor competencies of students. Similarly, the study conducted by Tian (2023) on male first-year students who like badminton has an overall physical literacy level of low due to e-games fondness, regardless of their discernment in physical education. Consequently, their social literacy was reduced as they mostly engaged with their colleagues during physical education time. On the other hand, their sports engagement was high due to their passion reinforced by their happiness; however, with low total development.

In Mindanao, the lack of teachers resulted in the island being left behind in terms of literacy compared to Luzon and Visayas. The Cagayan De Oro Representative called out the attention of the Department of Education and Department of Budget and Management to contemplate the proposal which will contribute to Mindanao's literacy since the island was illustrated as part of the top ten provinces with elevated basic illiteracy rates (Andrade, 2025).

In supplementation, job satisfaction is elaborated as a positive reaction when performing tasks (Basumallick, 2021). The study found that there was a significant association between literacy towards the curriculum and job satisfaction, which was interpreted based on the analysis. Findings also revealed that literacy towards the curriculum plays an important part in improving job satisfaction among teachers (Nia, 2024). In relation, digital literacy and job satisfaction were significantly associated (Li & Yu, 2022).

Further, burnout as defined by Begum (2024) is a prolonged stress that causes your emotional, mental, and physical health to be tired. Mostly, burnout is associated with related tasks. However, burnout can occur in any part of life, which impacts your health. The study by Grant (2020) also found that the application of literacy instruction reduces teachers' burnout and builds interactive educators, which helps them establish content on literacy techniques. Furthermore, another study suggested by Rezai (2024) that literacy towards teachers' assessment has a strong influence on teaching job stress.

Also, several studies in the global context suggested that there is still inadequate evidence on the core literacy found in South China, China, Korea, and Singapore, while the gap anchored in Sweden also found that there should be a collaboration between communication

and physical education teachers to achieve a successful literacy. In the national context, low teaching literacy was found in teaching physical education, while physical literacy was found at a low level among Adamson University students, which suggested that further study in core literacy for both teachers and students is needed. In the local context, the emphasis on the shortage of teachers results in a low level of literacy, which still needs to be addressed. Additionally, job satisfaction and burnout between core literacy in physical education teachers have limited studies, while no studies have been found in Sultan Kudarat, Philippines, which can make this research significant for physical education teachers across the locality.

Overall, the study sought to understand the influence and relationship of job satisfaction, burnout, and core literacy of secondary physical education teachers in Sultan Kudarat, as it contributes to their learning retention and teaching success in a class setting. The findings will be presented to the participating school upon completion of this study. Presentation of the study results may occur during faculty meetings, LAC sessions, and the division of Sultan Kudarat to assist secondary schools, specifically physical education teachers, and other school group discussions. Further, the study will be presented at local, national, and international research conferences.

Research Questions

This study aimed to determine the influence of the relationship between job satisfaction, burnout, and core literacy among physical education teachers in secondary schools. Specifically, the study sought to answer the following questions;

1. What is the level of job satisfaction among physical education teachers in terms of;
 - 1.1 colleague satisfaction;
 - 1.2 student behavior satisfaction; and
 - 1.3 parent satisfaction?
2. What is the level of physical education teachers' burnout terms of;
 - 2.1 emotional exhaustion;
 - 2.2 depersonalization; and
 - 2.3 personal accomplishment?
3. What is the level of core literacy among physical education teachers in terms of;
 - 3.1 professional belief;
 - 3.2 professional knowledge and skills;
 - 3.3 motor skills;
 - 3.4 work adaptation and reflection; and
 - 3.5 work and life management?
4. Is there any significant relationship between;
 - 4.1 job satisfaction and core literacy; and
 - 4.2 burnout and core literacy?
5. Do job satisfaction and burnout significantly influence core literacy?

Methodology

Research Design

The study utilized a quantitative research design, specifically a descriptive correlational method. This research design was used to systematically gather data and interpret it through numerical forms. This research design can effectively be applied to create a hypothesis, hypothesize cause and effect relationships, and draw a general conclusion about large populations (Bhandari, 2020). Moreover, the quantitative way of research design contributes objective information that can be transparently channeled through statistical and numerical forms. This method is systematically applied scientifically so that other researchers can also do replications. The goal of the quantitative method is to obtain extensive information and analysis of people around the world. This can also be used to perceive situations or circumstances that influence society (Williams, 2021). Moreover, correlational as a non-experimental research design was used due to the inadequate control of the independent variable; researchers in this case collected the data naturally without controlling the variables. Additionally, the non-experimental research design highlights a wide and complex classification. Researchers in this study only perceive situations as they emerge naturally, and outside variables are not being expressed. The variables and even the place of the variables are uncontrolled (Radhakrishnan, 2013).

Particularly, the study employed a descriptive correlational research design to examine the association between variables that are uncontrollable. It also determined the intensity of direction /strength on the association of two or more variables in the study, which can be associated with either a positive or negative relationship (Bhandari, 2023). In this study, job satisfaction, burnout, and core literacy among secondary physical education teachers underwent a systematic examination. This method helped the researcher to determine the level, influence, and association between variables that provide understanding towards insights, as these underwent hypothesis testing. In general, findings have been examined that contributed to the interventions towards a plan or design proposed in strengthening core literacy to improve both the teaching and learning process for students and teachers. In addition, the goal of correlation is to frequently determine and describe the relationship and create a hypothesis (Cherry, 2023).

The employed correlational research design is appropriate for the study of job satisfaction, burnout, and core literacy due to its variables and several indicators, which allow the researcher to determine the directions and strength of their relationships. In this matter, the researcher determined the level of each variable from job satisfaction, burnout, and core literacy, followed by the measurement of the distribution of the data, identifying significant relationships, and influence across the three variables.

Respondents

The 150 respondents of the study were based on the qualified schools, inclusion criteria were also implemented to obtain the number of respondents in the locality of Sultan Kudarat, Philippines. Inclusion criteria for respondents were the Music, Arts, Physical Education, and Health or Physical Education graduates teaching in public secondary schools; teachers should have at least 1 year of minimum experience in the teaching field, no diagnosis of psychological problems, and must be voluntarily participating. Further, teachers were excluded when there was a current psychological diagnosis, had less than a year of service, were newly hired in teaching, were unwilling to participate, were unspecialized in MAPEH or PE, or did not teach in the junior high school.

Additionally, the researcher utilized 150 respondents in the province of Sultan Kudarat with the used of the proportionate sampling, the researcher has gained 15 schools and 96 respondents in the first district and 7 schools and 54 respondents in the second district, in getting the proportion from the first district, the researcher collected the number of respondents from President Quirino with 23 respondents, Isulan with 45 respondents, Lambayong with 12 respondents, and Columbio with 11 respondents with the total of 96 physical education teachers, while in second district includes Esperanza with 24 respondents, and Bagumbayan with 30 respondents and a total of 54 physical education teachers. To securely present the proportion, each district was computed based on the number of respondents. This indicates that the first district gained 64% from the 96 out of 150 respondents, while the second district gained 36% from the 54 out of 150 respondents. The percentages were computed based on the number of respondents divided by 150 and multiplied by 100. In this manner, this securely ensures the proportional part mirrored to the distribution of the qualified or fit respondents in the study.

In this matter, the informed consent form was distributed equally to the respondents before the research was conducted. In this way, the privacy of the respondents was acknowledged, and they can read the purpose of the research. Further, respondents are also well-informed about their rights to participate or refuse without any obligation.

Moreover, the random sampling technique was employed in the selection of the participants, while proportionate sampling was applied in the determination of the sample size. The study has earned 150 respondents within the region, 96 respondents were selected in the first district, and 54 in the second district, which is a total of 150 respondents. Furthermore, the schools' selection was based on their main qualification for the study, which is the availability of respondents in every school. In addition, the schools and respondents were also coded to secure their privacy and confidentiality in collecting the information. In this matter, the researcher reached out to the respondents from different respective public secondary institutions through face-to-face, and physical education teachers as the researchers' respondents were distributed with questionnaires to be collected upon retrieval.

Instrument

The researcher used three different instruments in gathering the data from the participants. The first questionnaire of Yuan et al. (2022) with the title "Validation of the Chinese version of the physical education teacher job satisfaction scale" was used to measure the job satisfaction of physical education teachers in the secondary schools, with a reliability test result of .92, which means the questionnaire is excellent. The job satisfaction questionnaire has three indicators, which include colleague satisfaction, student behavior satisfaction, and parent satisfaction. The respondents answered the test questions through a Likert scale form. The second questionnaire of Chalhaf et al. (2019) entitled "Development and Preliminary Validation of the "Teacher of Physical Education Burnout Inventory" (TPEBI) in Arabic Language: Insights for Sports and Occupational Psychology" was to measure the burnout level of physical education teachers in the junior high school with the following indicator of emotional exhaustion, depersonalization, and personal accomplishment". The reliability test result of the second questionnaire is .96 for the emotional exhaustion in burnout, and .97 for the depersonalization in the burnout questionnaire. This means an excellent result was obtained, and likewise, the respondents answered the test questionnaire through a Likert scale form. The third questionnaire, Zeng et al. (2022) entitled "Validity evaluation of teachers' core literacy questionnaire of public physical education teachers," was used to measure the core literacy of physical education teachers among the secondary schools in Sultan Kudarat. This questionnaire has various indicators which include professional belief, professional knowledge and skills, motor skills, work adaptation and reflection, and work and life management. This questionnaire was tested through a reliability test, resulting in .90, meaning the questionnaire is good. The respondents on this matter answered the questionnaire through a Likert scale form.

The first questionnaire was utilized to measure job satisfaction among physical education teachers cited (Yuan et al., 2022), which the experts assessed and validated to fit in the study. The questionnaire has a 0.915 Cronbach's alpha coefficient, which indicates a validated scale. The questionnaire for job satisfaction has the following indicators: colleague satisfaction which refers to the support of your colleagues that influences your fulfillment, student behavior satisfaction which refers to a sense of autonomy in teachers' and students' behavior that affects job fulfillment, parent satisfaction which refers to the engagement of parents among teachers that influences their job satisfaction

In evaluating the level of job satisfaction among physical education teachers in secondary schools, the participants will be asked to respond to each question on a 5-point Likert scale using the following values: 5 (very high), 4 (high), 3 (moderately high), 2 (low), 1 (very low).

Moreover, the second questionnaire was to measure the burnout among physical education teachers cited from (Chalghaf et al., 2019). The questionnaire was assessed and validated by the experts to fit the study through the Maslach Burnout Inventory (MBI) to appropriately suit the collection of data. The questionnaire has a Cronbach alpha of 0.93, 0.94, and 0.91 for the following indicators: emotional exhaustion which refers to continuous obstacles resulting in emotional draining, depersonalization which refers to the detachment between body and mind sometimes may defined as looking at your body outside of the external realm, and personal accomplishment is a certain objective that you are attempting to obtain.

In evaluating the level of physical education teachers' burnout in secondary school, the participants will be asked to respond to each questions on a 5-point Likert scale using the following values: 5 (very high), 4 (high), 3 (moderately high), 2 (low), 1 (very low).

Likewise, the questionnaire was utilized to measure the core literacy among secondary physical education teachers cited in (Zeng et al., 2022). The questionnaire was assessed and validated by professional experts through structural equation modelling to appropriately suit the collection of data. The questionnaires have a greater than 0.9 Cronbach's alpha in every dimension. The questionnaire has the following indicators: professional belief which refers to assessment that indicates morally and ethically right in a professional setting, professional knowledge and skills which refers to the abilities of teachers to perform operationally and functional at a higher level within work settings, motor skills which refers to the ability to move and demonstrate a certain activities, work adaptation and reflection is the ability to adapt successfully and be able to reflect in a certain environment, work and life management which refers to sustaining your professional and personal relationships harmoniously.

In evaluating the level of core literacy among physical education teachers in secondary schools, the participants will be asked to respond to each question on a 5-point Likert scale using the following values: 5 (very high), 4 (high), 3 (moderately high), 2 (low), 1 (very low).

Procedure

In carrying out the study, the researcher followed a systematic and ethical approach to ensure the validity of the research. After a thorough validation by the experts, the following procedures were followed;

First, the researcher sent a permission letter to the graduate school dean of the University of Immaculate Conception to conduct the study. Next, the researcher submitted the manuscript to the UIC-REC (Research Ethics Center) prior to the collection of data to securely follow the ethical guidelines and protocol in conducting the study. Upon receiving the ethical clearance from the UIC-REC, the researcher submitted a letter to the Department Division Superintendent of Sultan Kudarat and the respective principals of the secondary institutions across the two districts of Sultan Kudarat, Philippines. Upon the approval, the researcher would like to ask permission to the respondents through an ICF form which was distributed for them to read about the details of what they would participate in. Likewise, this form includes transparent objectives or goals of the research, methods, potential risks and significance, confidential information, participants' engagement, and information about the researcher. This form will help participants to explicitly understand before participating in the study. of participation in the study.

Moreover, the researcher gave a short briefing orientation among physical education teachers pertaining to the purpose and to ensure the trustworthiness of their responses through the letter attached to the questionnaires. The researcher also employed voluntary participation without force or encouragement to avoid infliction on the participants. Also, respondents were given enough time to answer the questions. Upon completing their answers, the researcher collected and tabulated the data to statistically analyze by utilizing suited tools to determine each variable's level and define their association in the study.

Furthermore, after respondents signed the informed consent form, the respondents were given 2 or 3 days to finish the questionnaires, and due to their heavy schedule, all questionnaires were tabulated by the master teacher to avoid disruptions to their classes. The researcher on this matter would collect only after reaching an ample time given to the respondents. The researcher also strictly followed the provisions of the data act privacy of 2012 by ensuring that all information including the purpose of the data should be disclosed, while the personal information within the respondents should be kept with confidentiality, this mean that only the researcher and the respondents are allowed or the right to access the data. Afterwards, dispose of or attentively delete the data securely after finishing the information needed, except when personal data is still necessary to retain for the intent of the study.

Data Analysis

The following are statistical instruments utilized in translating the data collection;

Mean. This statistical tool interpreted and described the level of job satisfaction, burnout, and core literacy among physical education teachers in secondary schools.

Standard Deviation. This is a statistical tool used to measure the distribution of data towards job satisfaction, burnout, and core literacy in secondary physical education teachers.

Pearson Product-Moment Correlation Coefficient. This is a statistical tool used to determine the relationship between job satisfaction, burnout, and core literacy among physical education teachers in secondary schools.

Multiple Linear Regression. This is a statistical tool used to determine the influence of job satisfaction, burnout, and core literacy of physical education teachers in secondary school.

Ethical Considerations

The study followed ethical considerations involving social value, informed consent, vulnerability of the participants, risks, benefits, safety, privacy and confidentiality of information, justice, transparency, qualification of the researcher, adequacy of facilities, and community involvement. This study was also submitted to the UIC-REC (Research Ethics Center) to maintain the ethical guidelines of the study.

Social value. The study emphasized their objectives and purposes which were displayed before the conduct of the research, as disclosure to the respondents of the benefits and intention and the reason why they are selected. In addition, this research provided an understanding of the significance of job satisfaction, burnout, and core literacy among physical education teachers in secondary schools of Sultan Kudarat, Philippines. Furthermore, the welfare of the schools and respondents had been heedfully applied, and solutions to problems across psychological well-being, role in teaching effectiveness, and retention of their ideal performance among physical education teachers of Sultan Kudarat, Philippines. Furthermore, the study was also associated with good health and well-being, which is one of the 17 sustainable development goals. This study promotes well-being and excellent health across MAPEH/PE teachers of Sultan Kudarat, as the study aids in securing healthy living, which also addresses overcoming burnout and job-related stress. In this matter, quality education was covered as it gives MAPEH/PE teachers fulfillment in their jobs. As a result, the performance of students will also elevate (United Nations, 2023).

Informed consent. Respondents to this study helped them to understand what the study is all about. Researchers on this matter gave consent to the school and respondents to respect and foster awareness about risks and benefits. Researchers also gave ample time for an orientation and answering of questionnaires to promote just and righteous data across this study. Participants in this matter could ask questions and queries about how the study takes place and the results upon completion of the data collection. Additionally, respondents on this matter have the right to withdraw anytime without punishment or responsibility as the researcher promotes their well-being and welfare while mitigating possible risks or unpleasant situations that might occur during the conduct of the study.

Vulnerability of the participants. Respondents were based on the qualifications of the secondary schools which include public secondary institutions and inclusion criteria for participants as well. Researchers also ensured their safety by ensuring the inclusion of the study, and since they are physical education teachers, risks can be mitigated in the sense that they can make decisions independently. This study is purely voluntary, meaning they can withdraw anytime when they feel uncomfortable. The researcher would also strictly monitor the respondents' existing or occurring mental problems to avoid provoking anxiety and stress. Participation would be free, and no forced engagement is needed in this research. Researchers also ensured that all data collected from this study were protected and safeguarded to reduce infliction among their data.

Risks, benefits, and safety. Researchers in this study examined potential harm among the participants by ensuring the qualified prospects were willing to participate for safety goals. Respondents and schools who participated could get the data upon completion of the study. Schools were coded with numbers the same as the participants to hide their identity and privacy, and both of them received consent before the conduct of the study. Additionally, safety measures were applied before the distribution of the questionnaires, ensuring that all questions were well-constructed and analyzed by the university's research ethics committee to reduce discomfort and unpleasant feelings during the study. Additionally, participants may tend to feel unpleasant during the conduct of the study due to their working situation and busy days as they may have important tasks to do. Moreover, potential risks for participants to find offensive statements were mitigated, but they may also opt to withdraw during the participation if they feel psychological or emotional distress. Additionally, the findings of this study provide new programs for MAPEH/PE teachers as well as regulations to address their situation while promoting overall well-being which would benefit the region. Furthermore, quality education will be intensified once MAPEH/PE teachers can address their burnout, enhancing more fulfillment in work while elevating their literacy in teaching MAPEH/PE.

Privacy and Confidentiality. The researcher cautiously gathered the information of participants and school privacy. All information that can lead to humiliation from the data that was collected should be thoroughly kept, ensuring that only the researcher and respondents have access to the data needed in the study. Cautions were applied by naming participants unanimously while securing their confidentiality aligns with the Data Act Privacy of 2012 RA NO. 10173 section 2 to ensure their right to privacy and communication. Participants in this matter were coded unanimously to protect their privacy while names were optional so that their identities were safeguarded without establishing fear during their participation, and any confidential information was carried out thoroughly and cautiously (National Privacy Commission, 2012).

Justice. This study would be the responsibility of the researcher. Therefore, only the researcher has the task of spending budgets throughout the process of this research. Furthermore, appropriateness from the respondents was emphasized, and since physical education teachers were included in the study from several localities, the researcher physically went to the identified schools and

conducted the study. The outcome of the study was not limited to individuals who have participated in the research, and since the aim of the researcher is to publish it locally, nationally, or in an international publication, anyone must have the right to know the result, suggestions, and recommendations to promote interventions towards physical education teachers' overall well-being, foster teaching effectiveness in school, and retain ideal performance while ensuring their privacy and keeping personal data confidential. In addition, the inclusion of the participants was thoroughly applied such as respondents with Music, Arts, Physical Education, and Health graduates or Physical Education degree holders who/are teaching in public secondary schools with at least 1-year minimum experience in the teaching field while no diagnosis of psychological or mental problems.

Transparency. The respondents of the study received informed consent and were able to understand the purpose of the research since the researcher would not disclose any of the information and aims of the study. Additionally, methods in the research were clearly stated by the respondents, and the outcome of the research was free to access by the participants. The results of the study were also published publicly to be used by the schools and other respective institutions for the advancement of physical education teachers towards their satisfaction, literacy, and psychological interventions to uplift and retain their ideal engagement in schools and classroom settings.

Qualification of the researcher. The researcher already ensured that the training from his baccalaureate degree in Bachelor of Physical Education in School and in subjects from the graduate school program intensified the knowledge and ability of the researcher in doing this study. Furthermore, the researcher has been trained in various seminars, workshops, and forums that equip his ability to a higher level. To guide the researcher, the selected advisers were his mentors to successfully conduct the study under their expertise and supervision.

Adequacy of facilities. The researcher already ensured the completeness of the facilities which includes smartphone devices, laptops, and other tools in collecting the data needed in the study. Additionally, guidelines and protocols of ethics were meticulously performed to safeguard the welfare of the respondents. The researcher also provided online consent and a survey as a platform to access respondents who are distant or away from their station. Adapted questionnaires, in this case, were professionally validated and examined by expert panelists and future advisers to prevent uncomfortable or unpleasant circumstances that might occur.

Community Involvement. This study provided solutions, most particularly regarding the mental, physical, and emotional health of physical education teachers who work in different public educational institutions. This contributed to the retention of their ideal performance in school and classroom settings, generated reinforcement to spontaneously produce the best quality teaching and interaction among, teachers, students, and colleagues, and pertaining to the community, the study fostered positive relationships and environment that would thrive schools to provide quality of education and healthy well-being among teachers, administrations, and students.

Results and Discussion

This section covers the presentation, analysis, and interpretation of data according to job satisfaction, burnout, and core literacy among physical education teachers in the secondary school.

Level of Job Satisfaction among Physical Education Teachers

Shown in Table 1 is the overall mean of job satisfaction, which gains a high rating, which means that job satisfaction of physical education teachers is often manifested. It implies that physical education teachers are highly satisfied, which means physical education teachers are highly engaged at work. In addition, the overall standard deviation is .52, which is less than one, denoting that the respondents have ratings that are clustered around the mean. This implies that the job satisfaction among secondary physical education teachers is positive, with work, colleagues, and parents contributing to the improvement of their overall performance at work.

Additionally, the study of Basumallick (2021) anchored to job satisfaction is a means of positive reaction when executing tasks. Further, Dagli (2023) implied that when employees are job-satisfied, it indicates a high performance and a possibility to exert an effortful result of their functional progress, efficiency, and smooth collaborative tasks. Furthermore, this finding accounts for the study of Yan et al. (2022), which found that a level of job satisfaction was associated with an increased teaching competence level. Moreover, the study of Thatir et al. (2021) suggests that a level of job satisfaction may be enhanced through the improvement of teachers' performance through training and professional development. Also, the study revealed by Özkan and Akgenç (2022) that the job satisfaction of a teacher was influenced by age, chosen career, engagement towards training development, place of an institution, principal's gender, and the type of school, whether private or public.

Colleague Satisfaction. It reveals that its category mean is 4.42, described as very high, with mean ratings of the items ranging from 4.42 to 4.43. Consequently, the items being satisfied with the quality of our relationships with our colleagues of sports and physical education at work and being satisfied with the extent to which our colleagues in sports and physical education encourage and support them in their work have the same mean rating of 4.42 while the item being fully satisfied with their colleagues in sports and physical education has a mean rating of 4.43. This means that positive happiness around their colleagues contributes to the high school physical education teachers being greatly satisfied at work.

This finding is in support of Alig (2023) that a colleague satisfaction indicates the level of joy from their station among employees. The study by Gouldsberry (2023) also employed that lowering the satisfaction of employees may imply poor working conditions in the organizations. Thus, the study highlights the essence of employees' satisfaction with their job and how happy the staff are with their tasks and with their fellow colleagues.

Table 1. *Level of Job Satisfaction among Physical Education Teachers*

	Mean	SD	Description
Colleague Satisfaction			
1. being satisfied with the quality of our relationships with our colleagues in sports and physical education at work	4.42	.56	Very High
2. being satisfied with the extent to which our colleagues of sports and physical education encourage and support them in their work	4.42	.60	Very High
3. being fully satisfied with their colleagues in sports and physical education	4.43	.63	Very High
Category Mean	4.42	.54	Very High
Student Behavior Satisfaction			
1. being satisfied with the extent of students' self-discipline behaviour in the sports and physical education class	4.02	.71	High
2. being satisfied with the behaviour of students in the sports and physical education class	3.99	.72	High
3. being fully satisfied with the discipline in sports and physical education class of our students	3.93	.68	High
Category Mean	3.98	.63	High
Parent Satisfaction			
1. being satisfied with the degree of interest shown by our parents towards their children being taught of sports and physical education	4.15	.74	High
2. being satisfied with the extent to which parents support the school and its programs in sports and physical education	4.11	.76	High
3. being fully satisfied with parents where they work	4.09	.70	High
Category Mean	4.12	.70	High
Overall Mean	4.17	.52	High

In addition, the study was also anchored to Oshagbemi's (2000) on co-workers' behavior satisfaction, which revealed that seventy percent of academics were satisfied with their fellow colleagues, and that both male and female academics have the same level of satisfaction. Meanwhile, among professors, lecturers, and their seniors, readers have an intensive level of satisfaction, while older academics were highly satisfied compared to the younger ones.

Further, the study of Adriyanto (2020) on colleague support and communication is found in job satisfaction, which indicates that job contentment substantially affects social support. In relation, Yuh and Choi (2017) also highlight that colleague support positively contributes to job satisfaction towards the working environment among Korean childcare teachers.

Student Behavior Satisfaction. It reveals that its category mean is 3.98, described as high, with mean ratings of the items ranging from 3.93 to 4.02. Consequently, the item being fully satisfied with the discipline in sports and physical education class of our students reflects a mean rating of 3.93, while the item being satisfied with the extent of students' self-discipline behaviour in the sports and physical education class has a mean rating of 4.02. This indicates that student satisfaction with behavior enhances physical education classes among physical education teachers in the junior high school.

This finding corroborates the study of Weerasinghe (2017), which means that student behavior satisfaction is an outcome of small behavior produced by their learning experiences, facilities, and services. This finding is in consonance with Ciobanu and Ostafe (2014) that students' satisfaction begins from their primary and preschool teaching areas, accompanied by their learning experiences. A similar study by Ang (2023) found that the same level of student satisfaction was found in both faculty and instruction. Additionally, the study by Dhaqane and Afrah (2016) highlights that students' satisfaction indicates a rising level that made a significant contribution towards academic achievement.

The result also supplements the findings of Paul & Fitzpatrick (2015), who revealed that student satisfaction was linked to advising and servant leadership. Specifically, advisors with a decent attitude contribute to students' contentment. Similarly, another study by Geier (2020) shows that a teacher with oriented assistance and supervision is mostly expected to improve students' satisfaction, which revealed that students' attitudes are significant in linking the connection between students' contentment and teachers' behavior.

Parent Satisfaction. It has garnered a high category mean rating of 4.12, and the mean ratings range from 4.09 to 4.15. Notably, the item being fully satisfied with parents where they work has a mean rating of 4.09, while the item being satisfied with the degree of interest shown by our parents towards their children being taught sports and physical education has a mean rating of 4.15. This indicates the level of parents' satisfaction as part of children's participation in family engagement and children's behavior. This implies that robust parental support contributes to teachers' work satisfaction and students' engagement in physical education.

This finding accounts for the study of Carpenter and Donohue (2006), which encompasses contentment with punishment and rewards, activities, conversations, the child's sense of responsibility, agreement, and as a total behavior as defined by parental satisfaction. Similarly, the study of Bradshaw et al. (2011) found that parents' satisfaction towards their children is higher. Likewise, the study of Shao et al. (2021) revealed that engagement of parents and satisfaction are positively linked. Another study by Sulaiman and Hussain (2024) found that early childhood education is associated with the policy and practice, which also increases the level of parents' satisfaction. Furthermore, the study of Wilhelmsen et al. (2019) found that parents who were already satisfied had a strong inclusion towards physical education.

This finding also corroborates the study of Bokayev et al. (2021) on the quality of education, teachers' evaluation, literacy, and readiness of the government in the educational changes to the distance learning format, which positively increases parents' satisfaction. In relation, the study of Weiss et al. (2009) on the interventions applied to improve communication satisfaction resulted in an increased level of contentment after the implementation. This suggests that parents who had talked to the contributor were tested as more satisfied.

Level of Physical Education Teachers Burnout

Presented in Table 2 is the level of physical education teachers' burnout. An overall mean of 2.19, described as low, is shown, which means that the burnout of physical education teachers is rarely observed. This indicates that burnout among PE teachers in the secondary school was not frequent, which suggests that it does not commonly prevail. Adding on, the overall standard deviation is .57, which is less than one, suggesting that the ratings are clustered near the mean. This finding implies that a low burnout is a result of their supportive working environment that contributes to their ability to handle burnout.

Table 2. *Level of Physical Education Teachers Burnout*

	Mean	SD	Description
Emotional Exhaustion			
1. feeling emotional exhaustion while teaching physical education	2.65	1.06	Moderate
2. feeling tired at the end of the working day	2.83	1.00	Moderate
3. getting tired when they wake up in the morning and face another day of work	2.37	1.08	Low
4. working with students puts a lot of pressure on them	2.33	1.03	Low
5. working with students throughout the day is really a pressure for them	2.21	1.00	Low
6. feeling depleted of the lesson of physical education	2.24	1.03	Low
7. feeling the psychological burning of their work in the physical education class	2.30	.99	Low
8. thinking they are hard at work	2.24	1.06	Low
Category Mean	2.40	.90	Low
Depersonalization			
1. dealing very ineffectively with their students' problems in the physical education class	2.17	.99	Low
2. feeling that they are treating some students as if they were impersonal beings	2.05	1.04	Low
3. feeling that students are blaming them for some of their problems in the physical education class	1.81	.89	Low
4. being afraid that this job is making them emotionally cruel	1.83	.92	Low
5. having felt that their request is a tool of action in the lesson of physical education	2.11	.92	Low
6. feeling that their students became an unwanted charge	1.98	.87	Low
7. becoming indifferent to what their students were living in the physical education class	1.92	.96	Low
8. not caring what happens to some students during the physical education lesson	1.69	.97	Low
Category Mean	1.95	.81	Low
Personal Accomplishment			
1. feeling that they have a positive impact on the lives of others through their work	3.86	1.16	High
2. becoming closer to people since they took up physical education	3.81	1.18	High
3. feeling very energetic while teaching physical education	3.83	1.20	High
4. creating easily a comfortable atmosphere with their students in a physical education class	3.81	1.18	High
5. feeling exhilarated after working closely with their students in a physical education class	3.62	1.12	High
6. having accomplished many important things in this job	3.74	1.13	High
7. being able to easily understand what their students are thinking about physical education	3.78	1.13	High
8. dealing with emotional problems very calmly in their physical education class	3.69	1.16	High
Category Mean	3.77	1.07	High
Overall Mean	2.19	.57	Low

Legend: The item mean ratings and category mean of personal accomplishment were subjected to reverse coding before computing the overall mean because the variable burnout is a negative construct. After reverse coding Mean of Personal Accomplishment = 2.24.

This finding supports the view of Begum (2024) that burnout is an extended stress due to emotional, cognitive, and physical exhaustion as a result of related activity. However, burnout can exist in any dimension of life, which affects health conditions. The finding also

affirms the view of Sujith (2014), which revealed that burnout level was based on the education level of physical education teachers they were assigned, which also emphasizes that high school' physical education teachers have lower burnout compared to primary school teachers. Similarly, the study of Kroupis et al. (2019) found that Greek physical education mentors who work in institutions with great facilities had lower burnout compared to other physical education teachers in Greece working in schools with poorer facilities.

Moreover, the study of Sang et al. (2022) found that burnout originates from major causes, which include job satisfaction, role dispute, effectiveness in overall teaching, and goals among special physical education teachers. However, the study of Von Haaren-Mack et al. (2019) found that there is a low to moderate level of burnout found in physical education teachers, although there are still 20-25% of physical education teachers who are reported to have a level of burnout.

Furthermore, the finding supports the argument of Spittle et al. (2015) that physical education teachers illustrate burnout to be moderate, low, and low-moderate, particularly with emotional exhaustion, personal detachment, and personal success areas. It was also found that there was no relationship between gender and age. Meanwhile, group interactivity was evident in burnout. Findings showed that young physical education teachers experience moderate burnout levels, and even observed among younger male teachers.

In relation, this finding is also supported by Sujith (2014) among high school teachers, who exhibit a lower level of burnout and is also anchored to the study of Spittle et al. (2015) in moderate to low levels of burnout encountered by young male teachers. Further, the study of Sang et al. (2022) found that efficacy in teaching was found to be influential in the reduction of burnout. Furthermore, the study by Haaren-Mack et al. (2019) found that burnout was elicited at a low to moderate level. In relation to the study of Mahmoudi et al. (2017), which found that physical education teachers' burnout is lowered predictably by organizational engagement and trust, the study concludes that the social capital enhancement, specifically in organizational engagement and trust, is an efficient action in reducing burnout among physical education teachers.

Emotional Exhaustion. The category mean of this domain is 2.40, described as a low mean rating of the different items, which range from 2.21 to 2.83. The item working with students throughout the day is really a pressure for them, reflecting a mean rating of 2.21, while the item feeling tired at the end of the working day shows a mean rating of 2.83. This implies that the general result of emotional exhaustion is low, which indicates a great ability to handle stress that contributes to their overall performance.

This finding confirms the view of Cafasso (2023) that emotional exhaustion is the main cause of collective stress from work and personal sources. Additionally, the study of Alsalha et al. (2021) revealed that most physical education teachers experienced moderate to low levels of burnout. Moreover, the study of Van Den Berghe et al (2013) reported that physical education teachers' burnout level, specifically emotional exhaustion, was reported to be low due to the following factors, such as motivation and independence, which were manifested as a factor in reducing emotional tiredness. In relation to the study of Wang et al. (2024b) emotional exhaustion was found to be negative among teachers. The study indicates that teachers' level of exhaustion could not manifest when associated with a positive relationship with student-teacher, environmental assistance, and reinforcement

Further, the study of Donker et al. (2020) describes that teachers who had greater teaching experience and reported being able to get along with the class had a lower level of emotional exhaustion; and also, the indirect connection from emotional exhaustion was found between interpersonal communion and gender.

Furthermore, the study by Maas et al. (2021) reported that the obtained social assistance was associated with lower emotional exhaustion and time pressure. This result implied that the social support obtained from the school heads is a major resource that aids teachers' experience of emotional exhaustion and time pressure. In relation to the study of Davis (2023), emotional exhaustion was found to be low due to the physical activity performed by the physical education teachers.

Depersonalization. It has garnered a low category mean rating of 1.95, with mean ratings that range from 1.81 to 2.17. Notably, the item feeling that students are blaming them for some of their problems in the physical education class reflects a mean rating of 1.81. Meanwhile, the item we are managing to teach our students effectively shows a mean rating of 4.52. This suggests that physical education teachers in secondary school generally result in low-level manifestations of depersonalization. This implies that a positive relationship with students resulted in a low level of detachment or depersonalization in their teaching responsibility as a physical education teacher.

The finding affirms the study by Lempa (2023), who defines depersonalization as a kind of outside emotions where a person is in a state of dreaming caused by several factors such as anxiety, trauma, and depression. This finding is in support of the study of Ahmadian et al. (2015) in which physical education teachers have average results from the scores, particularly in their emotional exhaustion, and reduction in the level of depersonalization and personal achievement. Additionally, Chrysosouli and Koutroukis (2023) revealed that among these teachers, the overall results towards burnout were found to be moderate. Notably, teachers in the humanities reported having a low level of depersonalization compared to teachers of the sciences. Apparently, there was no difference between the two groups in the level of burnout.

Additionally, the study of Arabac (2010) found that educational inspectors were not commonly associated with depersonalization towards other people. They tend to feel negative about their organization, and they were uncertain if they were joyful or sad with their

role task. Regardless of the status, gender, title, or area of responsibility they were assigned, they felt depersonalized. However, age, working situation, and the region they worked in probably affected their degree of depersonalization, job contentment, and cynicism. Further, organizational cynicism and depersonalization are foreseen towards job contentment purposefully.

Personal Accomplishment. The category mean of personal accomplishment is 3.77, described as high, with the mean rating of the different items ranging from 3.62 to 3.86. The item feeling exhilarated after working closely with their students in a physical education class reflects a mean rating of 3.62, while the item feeling that they have a positive impact on the lives of others through their work shows a mean rating of 3.86. This finding generally results from a high manifestation among physical education teachers in the junior high school. This implies that physical education teachers have a positive working ability they have on their students in physical education classes, which contributes to their overall personal accomplishment.

This finding accounts for the study of Indeed (2022) on personal accomplishment as defined as a personal goal obtained and mostly covered with objectives towards personal career, such as educational level of attainment, professional goals, personal development, and growth. This also encapsulates the difficulties experienced by a person just to achieve the set goals, like a successful plan or improvement of positions.

This study supports the view of Corbin et al. (2019) that teachers who had established a close relationship with learners were suggested to have an increased level of personal accomplishments in the whole academic year. In addition, results revealed by Iannucci et al. (2020) that in the degree of personal accomplishment of teachers and elevated resilience, there was a reduction in their teaching multiple school subjects role conflict (TMSS-RC) experienced as a result. This indicates that an elevation of teachers' perceived degree of personal accomplishment and resiliency can lower the level of stress caused by teaching different subjects.

Further, the study of Ha and Pressley (2024) implied that the effectiveness of teachers had a robust hypothesis with their personal accomplishment degree and described meaningful indications on how to assist teachers to restore health after pandemic learning conditions. Furthermore, results found by ALLAM et al. (2021) showed that personal accomplishment and job satisfaction were significantly positive. This indicates that variables under burnout, such as emotional exhaustion, depersonalization, personal accomplishment, and job satisfaction, had already been significantly related.

Level of Core Literacy among Physical Education Teachers

As shown in Table 3, the overall mean of core literacy among physical education teachers is 4.23. It is described as very high, which means that the core literacy among physical education teachers is always evident. This means that the core literacy of physical education teachers in junior high school is always manifested. This suggests that physical education teachers embodied robust professional beliefs, knowledge, skills, motor skills, work adaptation, and reflection, and work and life management. In addition, the overall standard deviation is .40, denoting that responses of the respondents are closer to the mean. This implies that physical education teachers are constantly exhibiting a high level of core literacy that indicates a strong foundation of knowledge towards physical education core competencies.

Table 3. Level of Core Literacy among Physical Education Teachers

	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Professional Belief			
1. loving their profession	4.59	.61	Very High
2. putting a lot of time into their work	4.45	.60	Very High
3. putting a lot of energy into work	4.44	.60	Very High
4. being clear about their work goals	4.50	.58	Very High
5. working hard to achieve their work goals	4.64	.53	Very High
6. thinking their work is valuable	4.61	.57	Very High
7. always focusing on students in their work	4.55	.60	Very High
8. thinking hard work can achieve self-worth	4.54	.58	Very High
9. being confident in completing work tasks	4.53	.56	Very High
10. being proud to be a PE teacher	4.68	.56	Very High
Category Mean	4.55	.42	Very High
Professional Knowledge and Skills			
1. having mastered the knowledge of physical education teaching design and implementation	4.03	.61	High
2. having mastered sports training and competition knowledge	3.93	.66	High
3. having mastered the knowledge of preventing and responding to school sports injuries	3.93	.68	High
4. already having the ability to plan and execute physical education programs anchored to different requirements and objectives	3.92	.76	High
5. having sports training ability	3.94	.78	High
6. having the ability to organize campus sports competitions and referees	3.94	.85	High
7. having the ability to prevent and respond to school sports injuries	4.01	.78	High

8.	having the ability to carry out patriotic education and collective education through sports activities	4.13	.68	High
9.	having the ability to develop and utilize various sports resources	4.05	.73	High
10.	being satisfied with their classroom management	4.25	.62	Very High
Category Mean		4.01	.58	High
Motor Skills				
1.	having high level of motor skills	4.05	.69	High
2.	having well rounded motor skills	4.09	.72	High
3.	having adequate motor skills for the job	4.09	.72	High
4.	valuing the continued improvement of their motor skills	4.19	.72	High
5.	attaching great importance to the extended learning of new sports	4.23	.71	Very High
6.	demonstrating often motor skills in class teaching	4.18	.72	High
Category Mean		4.14	.61	High
Work Adaptation and Reflection				
1.	being very comfortable with schoolwork arrangements	4.19	.66	High
2.	being satisfied with their current work income	4.03	.78	High
3.	thinking physical education teachers have a high social status	3.97	.85	High
4.	often learning from other excellent PE teachers	4.31	.67	Very High
5.	asking and learning often from other subject teachers	4.29	.68	Very High
6.	doing work reflection often	4.25	.68	Very High
7.	doing life reflections often	4.33	.68	Very High
8.	thinking through reflection they have grown more	4.47	.60	Very High
Category Mean		4.23	.52	Very High
Work and Life Management				
1.	being able to control their emotions at work	4.41	.61	Very High
2.	not transferring bad family life emotions to work	4.45	.66	Very High
3.	not transferring bad work emotions into home life	4.38	.68	Very High
4.	being able to distinguish the boundaries between home life and work	4.42	.58	Very High
5.	being able to coordinate family life and work	4.43	.58	Very High
6.	managing their anger with their students	3.18	1.14	High
7.	communicating often with students about study and life	4.25	.83	Very High
8.	communicating with colleagues at work often	4.25	.64	Very High
9.	having learning exchange with their colleagues	4.22	.63	Very High
10.	collaborating on work with colleagues	4.32	.57	Very High
11.	working collaboratively with peers	4.18	.70	High
12.	being able to manage their daily work scientifically	4.28	.60	Very High
Category Mean		4.23	.44	Very High
Overall Mean		4.23	.40	Very High

This finding supports the study of W. Li and Hu (2023c) in which they found that educational ability and moral character were the most important parts in the core literacies of physical education teachers. In addition, teaching expertise and research expertise had a particular difference from physical education teachers, which suggested that research expertise occupied a large proportion of their total abilities over teaching expertise. Moreover, the study of Hu (2023) that focuses on core literacy in physical education based on the established model gained a high level of accuracy in classifying areas of students' development. In addition, Xu (2025) on the integration of core literacy in physical education and health curriculum from the perspective of outcome-based education revealed that it increases the level of students' participation and comprehensive understanding in physical education. Furthermore, the study of Wu (2025) greatly emphasized the fusion of core literacy in physical education due to its promotion and elevation towards the overall development in the subject, strengthening the teaching method, and contributing to the support of primary and secondary schools towards educational reform.

Parallel to this study of Shi (2024), core literacy towards physical education had a great level, which indicates a greater emphasis in physical education on various areas that include improvement of health, physical qualities, values, camaraderie, leadership, skills, communication, creativity, cultural understanding, and emotional intelligence. Additionally, the study of Hou (2022) on physical education core literacy oriented requires centralizing the three following degrees, which encompass educational modes that are updated, improvements in teaching level, innovations towards teaching assessment to combine with the core literacy system in aiding needs and obtaining solutions.

Likewise, findings are in consonance with the study of Gao (2025) that teaching physical education in middle school innovates from channeling of single skills to well-rounded development, which is under the cultivation of students' core literacy. The study indicated that innovative teaching of core literacy must be centered on problem-solving situations, optimize students' engagement, and contribute real-life ways to prepare the new generation of individuals alongside a healthy personality and motor skills. Further, the result is also supported by the study of Hu (2019) on core literacy, which is defined as a pedagogical approach in teaching through three dimensions, such as skills and learning, procedures and system, and moral behavior towards feeling, enabling students to become behaviorally and

morally honed. However, the study of Korkeamäki and Dreher (2012) suggests that core literacy, once efficiently applied towards teaching procedures, learning inquiry should be demonstrated through learning inquiry.

Professional Belief. The category mean of this domain is 4.55, described as very high, with mean ratings of the different items ranging from 4.44 to 4.68. Adding on, the item putting a lot of energy into work shows a mean rating of 4.44, while the item being proud to be a PE teacher reflects a mean rating of 4.68. This finding is an indication that physical education teachers in the junior high school have a robust frequency in their professional beliefs, which is generally suggested as a positive result. This indicates that secondary physical education teachers demonstrate a sense of active commitment towards their job, which contributes to their professional belief.

The result supports the findings of Brandt et al. (2024) that professional belief, which was defined as an advanced goal to operate more in health promotions. Further, the study of Saadati et al. (2021) revealed that teachers' level of professional belief was illustrated to have a high level of self-efficacy in the use of technology for their personal activity. In addition to the study of Ročane (2015), a teacher's professional belief was leveled up through the training programs they attended. Similarly, the study of Yu and Singh (2024) found that both novice and experienced teachers have a high level of professional belief in China. Moreover, findings of X. Ha et al. (2021) revealed that a strong level of teachers' professional belief is found in their testing practices, which indicates that their belief is not superficial, but they are truly directing their actions in the classroom evaluation.

However, the study of Vidović and Domović (2019) illustrated that a belief orientation was not influenced by the study program, which means professional beliefs before the study are still unaltered, specifically in the perceived pupil's role. Further, the study by Chiner et al. (2015) found that all areas, such as linguistic, social diversity, cultural, ability, religion, gender, and sexual orientation, were associated with a high positive belief, particularly in terms of personal inference over professional one. It was also found to have a significant connection between the period of teaching experience and professional beliefs on differences.

Professional Knowledge and Skills. As assessed by respondents, it has a high category mean of 4.01 with mean ratings of 3.92 to 4.25. Meanwhile, the item already having the ability to plan and execute physical education programs anchored to different requirements and objectives has a mean rating of 3.92. Additionally, the item being satisfied with their classroom management reflects a mean of 4.25. This implies that physical education teachers in the junior high school are expected to have high manifestations of professional knowledge and skills. This implies that a robust sense of professional knowledge and skills is needed to aid physical educators in performing and planning programs while balancing classroom tasks.

The results are also anchored to the study of Markauskaite and Goodyear (2014) that Professional knowledge and skills are the person's source situation, social, and cultural, which is formed by the efficiency and proficiency, skills, action, and understanding. The result is in consonance with Staff (2023), in which professional skills can be effectively used in an environmental career, which includes technological knowledge as one of the main skills. In relation to the study of Ashworth (2023), skills and knowledge encapsulate goals that support someone to perform to the best degree in their role in the working area. Moreover, the study of Yilmaz et al. (2023) revealed that complex comprehension can assist teachers to gain long-lasting knowledge.

Also, the study by Kukk and Talts (2007) found that teaching knowledge and professional skills can be guided through the professional standards. In addition, the study of Hussain et al. (2017) found that both views of principals and students have similarities pertaining to the effectiveness of skills and knowledge in teaching by the teachers in distributing information. Furthermore, results revealed that different teaching techniques with a robust command to meet the learners' needs were considered the optimum skills. In connection, the study of Loughran (2019) highlights the importance of applying professional knowledge in the methods of teaching in which knowledge is also attainable and performed through the teaching approach that supports action, motivation, and decision-making.

Motor Skills. The category mean of this domain is 4.14, described as high, with mean ratings that range from 4.05 to 4.23. The item having high level of motor skills reflects a mean rating of 4.05 while the item attaching great importance to the extended learning of new sports shows a mean rating of 4.23. This finding is suggested to be highly manifested among physical education teachers in the junior high school, which means they can perform motor skills in different dimensions from the classroom, program, and even students. This implies that an increased level of motor skills enables teachers in physical education to perform and demonstrate skills in different activities, including sports.

The finding is supported by Singh (2024) that motor skills are tasks that allow someone to manage their body parts to target certain objectives. These include running, walking, exercises, and so on. This finding also in support of the study of Marianna et al. (2021) who found that a mixed activity like application and fun modes increases the readiness of learners at school in real-life tasks or motor skills and likewise, the fun action of basic kinesthetic as part of natural movement contributes to the interest of learners in elementary school.

Additionally, this finding is also in consonance with VA et al. (2021) on school physical education service, who utilized the new motor skills training model for their progress. The motor skills were considered after evaluation by physical education assessment mastery, motor skills difficulty degree, and evaluation of trainees' motor abilities. In relation, the study of Lander et al. (2015) found that basic movement skills increased the evaluation of daily training among female physical education teachers. This suggests that basic movement skills education for teachers must be centralized to both in-service teachers through professional training development and preservice teachers.

Work Adaptation and Reflection. As assessed by respondents, it has a very high category mean of 4.23 with mean ratings of 3.97 to 4.47. The item thinking physical education teachers have a high social status has a mean rating of 3.97. Meanwhile, the item thinking through reflection they have grown more reflects a mean of 4.47. This implies that physical education teachers in the junior high school have always manifested in work adaptations and reflections, which imply a positive result from school work and reflective practices that contribute to professional growth and sense of satisfaction among physical education teachers in secondary schools.

The result of the study is supported by Hesketh (2017) that work adaptation is the flexibility of one's person to blend into a desirable situation while meeting the needs of a company whereas reflection as define by Ryan (2024) is a direction of a person towards efficiency, which helps them achieve future success. In general terms, this is a procedural way of absorbing knowledge from an expert, which reflects realization and learning towards self-application, including examining hypotheses in daily life. Further, Parsons et al. (2011) highlight adaptability and reflection among teachers, demonstrating satisfaction as they graduate from their coursework in teaching. In relation to Tiongson and Gempes (2018) that career adaptabilities and reflective practices are vital providers towards teachers' engagement. Moreover, the study by Vaughn (2014) found that teachers who adapt their instruction to assist the learners' comprehension and aid instructional activities to participate and help students learning. The result of this study indicates the effect of visioning on adaptations of instructions.

Additionally, the findings of Messmann and Mulder (2015) on work-related reflection that aids all areas in innovative work behavior. In supplementation, work-tasks reflection and social setting influence implicitly by gaining reflection related to performance. In connection with the study of Mustafa (2005), which revealed that teachers have some understanding of reflection, in which attitude, reflection, and utilization in teaching and acquisition of learning were mostly positive, with a low level of rationalized questions. The study also indicates teachers' consent about the effectiveness of reflection.

Work and Life Management. As assessed by respondents, it has a very high category mean of 4.23 with mean ratings of 3.18 to 4.45. The item managing their anger with their students has a mean rating of 3.18. In particular, the item not transferring bad family life emotions to work reflects a mean of 4.45. This implies that physical education teachers in the junior high school have a very high manifestation in work and life management. This exhibits robust work and life management skills, which enable them to differentiate personal difficulties from their professional roles and balance emotional control with students' interaction.

The finding is anchored to the study of Cooks-Campbell (2023) on work and life management, which is associated with balancing a healthy organization between work and life that can encompass time management. This result is in consonance with Sanfilippo's (2023) work, which suggests that work and life management prevent desolation and help to pay attention to professional needs and personal life. In relation to the study supported by Adni et al. (2023), which indicated that work and life balance have determined various influential indicators, including organizational assistance, job fulfilment, support from family, work tasks, and adaptable work among Malaysian teachers. Moreover, the study of Chansaengsee's (2017) time-management techniques program is linked to effective behavioral transitions. The result found that employing this strategy can be effective in engaging with role tasks, building more time for recreation, lowering stress, and improving joy. Furthermore, a study by Aydan (2021) found that job satisfaction contributes to work-life stability. The study emphasizes job contentment as a mediator between the relationship of person-job and life satisfaction.

Significance of the Relationship of Job Satisfaction, Burnout, and Core Literacy of Physical Education Teachers

The correlation of the variables is presented in Table 4. It is shown that job satisfaction has a positive moderate relationship with the core literacy of physical education teachers, with an R-value of .45, and it reflects a p-value of .00, which is less than the alpha set at .05, two-tailed, supporting a significant positive relationship. It means that as the level of job satisfaction increases the level of core literacy of physical teachers significantly increases.

Meanwhile, burnout reveals a weak relationship with core literacy of physical education teachers ($r = -.18$, $p < .05$). It means that as the level of burnout decreases, the level of core literacy of physical education teachers significantly increases.

Table 4. *Significance of Relationship of Job Satisfaction, Burnout, and Core Literacy of Physical Education Teachers*

	<i>r</i>	<i>p-value</i>	<i>Remarks</i>
Job Satisfaction and Core Literacy	.45	.00	Significant
Burnout and Core Literacy	-.18	.03	Significant

It implies that as job satisfaction increases among junior high school physical education teachers, the level of core literacy positively rises. On the other hand, burnout and core literacy have a frail relationship, which indicates that a low burnout results in a rise in core literacy. This means that an increasing satisfaction towards job can contributes to the improvement of core literacy among the physical education teachers in the junior high school, whereas burnout with lower levels are likewise linked with enhancement of core literacy even though their relationship is deficient.

This finding corroborates the study of Vettori et al. (2022) that a belief as an indicator of core literacy has a positive effect on job satisfaction when role emotions and negative mentoring are reduced. In addition to the study of Jing et al. (2021), knowledge as an indicator of core literacy in employees may lead to improved total satisfaction with work. Further, the study by Aktar (2023) found

that programs like training and development employed in the employees in Bangladesh increase their knowledge and skills, which is part of the core literacy indicator, positively affecting their job satisfaction.

Additionally, the study of Susanto et al. (2022) found that work-life management as part of the core literacy indicator had a positive effect on job satisfaction. The study is also supported by Jayaraman et al. (2023) in job satisfaction and work and life management “core literacy indicator” to have a positive relationship. The study also accounts for Yadav and Dabhade's (2014) work, in which work and life management as an indicator of core literacy obtained various factors for job satisfaction, which include colleague support, working conditions, and others.

Moreover, the study of Rezai (2024), which highlights the teachers' literacy and teachers' burnout, has a significant prediction. Moreover, the study of Bucio and Dioso (2023) indicates that burnout has a significant negative correlation to self-efficacy and teaching quality, which are closely related to core literacy. Additionally, the study with Medina and Beyebach (2014) on the workers of child protection revealed a significant association with professional beliefs as an indicator of core literacy towards burnout. Similarly, the study of Skorupa and Agresti (1993) found that the psychologists' respondents' burnout level, based on the study, is significantly related to professional and ethical beliefs as indicators of core literacy.

Furthermore, the study of Rastegar and Rahimi (2023) on the current knowledge of teachers as part of core literacy indicated that knowledge and skills towards burnout are associated. This finding indicates that when teachers are knowledgeably updated, it can be an intervention in reducing burnout. In addition to the study of Kiema-Junes et al. (2020), social skills as part of the sub-indicator of work adaptation and reflection in core literacy and burnout are significantly correlated. This indication implies that lower burnout is a result of higher participation.

Significance of the Influence of Job Satisfaction, and Burnout on Core Literacy of Physical Education Teachers

A multiple regression analysis was conducted to examine whether job satisfaction and burnout significantly predict core literacy. The results are presented in Table 5. Among the predictors, job satisfaction is a significant and strong positive predictor of core literacy ($\beta = .432$, $p < .001$), indicating that higher job satisfaction is associated with higher levels of core literacy. In contrast, burnout is not a significant predictor ($\beta = -.104$, $p = .164$), meaning its impact is not statistically supported in this model.

Table 5. Significance of the Influence of Job Satisfaction and Burnout on Core Literacy of Physical Education Teachers

Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Remarks
Job Satisfaction	0.43	5.82	.00	Significant
Burnout	-0.10	-1.40	.16	Not Significant
Combined Influence of the Predictors				
R	.46			
R ²	.21			
F	19.845			
p	.00			Significant

The overall model is statistically significant, $F(2, 147) = 19.85$, $p < .001$, and accounted for approximately 21 percent of the variance in core literacy ($R^2 = .213$), which is a moderate effect size in social science research. It means that the model explains a meaningful portion (21%) of the variance in core literacy, indicating moderate predictive power. Also, it means that 79 percent of the variance in core literacy is due to other factors not included in the model.

These findings suggest that efforts to improve job satisfaction of the physical education teachers may positively impact core literacy outcomes, whereas burnout is negatively related. It has no significant influence on core literacy in this model.

Further, the findings among junior high school teachers of Sultan Kudarat towards job satisfaction and core literacy revealed a positive relationship. On the other hand, burnout and core literacy are predicted to have a moderate relationship, which can be the result of other factors, but no significant influence was found in the regression analysis.

This is in consonance with the study of Nia (2023), which highlighted the literacy in curriculum, self-worth, and job satisfaction as significantly positive. This indicated in the regression analysis that curriculum literacy has a significant effect on job satisfaction and self-worth. These results gave the essence of curriculum literacy as a provider of self-worth and job satisfaction for teachers. As to support the study of Wang and Ren (2024) that the curriculum literacy is associated to the core literacy of teachers and students due to a robust significance and actual result to students' teaching.

The result is similar to the study of Djupsjöbacka et al. (2023) that job satisfaction does influence literacy and job performance as this encapsulates the core literacy. Moreover, findings of the study of Lian et al. (2014) also revealed that a partial mediation of life satisfaction is implied in the relationship between core self-evaluation, in which core literacy is also associated. Further, no significant relationship was found in the findings of Gopal and Jagadeesh (2017) towards social setting, interpersonal intelligence, and wittiness as closely relevant to the core literacy between burnout. In addition, emotional exhaustion and personal accomplishment were not

positively significant in teaching effectiveness of teachers, in which emotional exhaustion and personal accomplishment are indicators of burnout, while teaching effectiveness is associated with core literacy, and some factors of burnout manifested in these three areas. In addition to the study of Zeng et al. (2022), core literacy in physical education encompasses the five areas, such as belief, knowledge, and skills, sports skills, work and life adaptation, and even work balance.

Additionally, the theory of self-efficacy conducted by Larasati and Menaldi (1977) implies that, as a whole, psychological treatments work by enhancing self-efficacy in one's person associated with the belief in their ability to succeed. It is also suggested that someone's belief is to promptly cope, the efforts you put in, and consistency when experiencing challenges. The theory is also based on past achievements, others' observations, encouragement, and empathy. In addition, this theory examined various treatment procedures influencing self-efficacy and provided evidence that enhancing belief leads to positive behavioral changes.

Finally, the finding is anchored on the study of Sutton (2001) on Bandura's (1986) self-efficacy theory, which states that this theory is a sub-indicator of social cognitive theory. Associated with this approach are the two behavioral determinants, including perceived self-efficacy and outcome expectancies. The study by Bhati and Sethy (2022) supports that this theory also underpins that when there is a high self-efficacy, it results in participation in various academic ways in enhancing developmental formation. Moreover, Li (2020) suggested that the theory is a set of people's encouragements, behaviors, and other outcomes. In support of MSed (2024), the self-efficacy theory is responsible for a major part of how someone perceives and responds in various situations.

Furthermore, this study corroborates the core literacy of secondary physical education teachers in the secondary schools, and in order to improve the core literacy, teachers should receive internal motivation based on their encountered experiences. Hence, the formation of this study could aid physical education teachers through a collaborative mentorship as an application to the positive results in core literacy.

In this matter, self-efficacy theory as a belief of teachers' ability to succeed could interrelate to the subset of core literacy, specifically professional belief, knowledge and skills, motor skills, work adaptation and reflection, and work and life management. In adherence to this, the existing self-efficacy anchored to the belief of success, the following indicators may be able to actively engage towards the foundation of knowledge resulting in the formation of their core literacy profession towards physical education.

Conclusions

Based on the findings, the following conclusions were drawn:

The physical education teachers in the junior high schools established an excellent relationship with colleagues which aid them to be greatly encouraged at work, while highly manifested to students' behavior in terms of discipline in physical education class and sports, and likewise with parents towards their support in sports interest of student, programs, and relationship with the physical education teachers. Additionally, this indicates a profound job satisfaction, meaning physical education teachers in the junior high school were greatly engaged with colleagues, and oftentimes manifested in students and parents.

The burnout of physical education teachers in the junior high school was described as low. This means that burnout was rarely observed. Further, this indicates that their burnout did not frequently occur. Furthermore, emotional exhaustion and depersonalization were not frequently evident, while personal accomplishment was often manifested. This indication is a significant positive in interest in teaching physical education and students, while being fulfilled in their job.

The core literacy of physical education teachers in the junior high school is very high, this means that their core literacy is always evident. Additionally, professional belief, work adaptation and reflection, and work and life management are always manifested. Hence, physical education teachers in the junior high school embraces their profession, work, and goals as a teacher, while being mastered with teaching method and application in physical education classroom management, sports training, and competition, and likewise being able to balance their emotions at work with proper communication and collaboration to their fellow physical education teachers and peers. On the other hand, motor skills were high, which indicates a strong manifestation with the ability to perform in every activity, effectively demonstrate motor skills at work, and adhere to values in learning new sports.

The job satisfaction has a positive moderate relationship with core literacy of physical education teachers. It means that as the level of job satisfaction increases, the level of core literacy of physical teachers significantly increases. This implies that as job satisfaction increases among junior high school physical education teachers, the level of core literacy positively rises. However, burnout reveals a weak relationship on core literacy of physical education teachers. It means that as the level of burnout decreases the level of core literacy of physical education teachers significantly increases. Further, burnout and core literacy have frail relationship which indicates that a low burnout, core literacy rises as a result.

Job satisfaction is significant and a positive predictor, which also indicates a higher level of association with core literacy. Meanwhile, burnout is not a significant predictor of core literacy. This finding implies that burnout has no significant influence on core literacy, though it was negatively related. Further, the overall model shows a significant statistic of approximately 21 percent of the variance in core literacy, which means a significant part signifies a moderate predictive power. This also indicates that there might be some factors that are not included in this model.

The following recommendations were drawn from the findings and conclusions presented of the study:

Since the level of job satisfaction among physical education teachers is high, it can still be raised to a very high level, and likewise, indicators such as students' behavior satisfaction and parents' satisfaction. Hence, the school division may apply further mentorship or an institutional program to every master teacher in physical education, which will be reechoed towards the junior high school physical education teachers through LAC sessions every last Friday of the month. A collaborative mentorship with the heads will navigate a forum for teaching tasks and roles in every institution. This will also contribute to the existing level of satisfaction of physical education teacher, as such an enhancement to their retention in their job.

Since the level of burnout among physical education teachers is low based on the results, it can still be sustained, while personal accomplishment can be raised to a very high level. Thus, depersonalization and emotional exhaustion are not frequently evident, the school division is still recommended for a thorough seminar on burnout management among physical education teachers to ensure the mental and physical condition of their overall health. The school's division may also revisit the DepEd order No. 014 s. 2020 "Guidelines on the Required Health Standards in Basic Education Offices and Schools" which includes "Mental Health and Psychological Support Services" or MHPSS to initiate a mental health program to help retain the mental well-being and prevent any psychological problems of physical education teachers on their job towards their assigned station

Since the level of core literacy among physical education teachers is very high, which means that the program implemented in the Department of Education Sultan Kudarat is effective, and it can be sustained, while indicators like professional knowledge and skills, motor skills are high. Hence, these factors, such as "professional knowledge and skills and motor skills," can still be raised to a very high level. Furthermore, schools' division, principals of different stations, and master teachers in physical education could go hand in hand in contributing to programs such as core literacy enhancement to be conducted by experts and professionals in every school. In this way, we could ensure and retain the level of core literacy among physical education teachers while raising other indicators as well to promote holistic development, which will be a good reflection of teachers' effectiveness in the physical education class setting.

Since the result with job satisfaction and core literacy has a positive moderate relationship, which suggests that as job satisfaction increases among junior high school physical education teachers, the level of core literacy positively rises. While burnout reveals a weak relationship in core literacy. This mean that a low burnout, core literacy rises as a result. Thus, the findings suggest that following the abovementioned procedure/measurement will retain the level of job satisfaction and core literacy, while reducing burnout. Additionally, workshops or seminars related to core literacy in physical education teachers may be enhanced.

Since the job satisfaction and core literacy have a significant positive prediction. This means that applying interventions can positively retain the level of job satisfaction, burnout, and core literacy. In addition, burnout has no significant prediction towards core literacy, which can be further studied since there are other factors in core literacy which was not included in the model. Furthermore, future researchers may navigate qualitative or quantitative procedures to enrich other factors that might influence burnout in core literacy among physical education teachers, and also, limited studies were found between job satisfaction and burnout towards core literacy, which may help the researcher to expand on the existing literature of the study.

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