

Intricacies of Physical Educators in HEIs: Untold Stories

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Jeremy C. Elazegui

University of the Visayas

Norhanie M. Esmael

University of the Visayas

Joseph P. Mosquito

University of the Visayas

Ronald Allan H. Butalid

University of the Visayas

Dina A. Gumanoy

University of the Visayas

Horchids D. Braquez

University of the Visayas

Anie Rose T. Antonio

University of the Visayas

Michael M. Diaz

University of the Visayas

Rogelio A. Luzura

University of the Visayas

Dara Hill B. Medillo

University of the Visayas

Mia Rica M. Regis

University of the Visayas

Abstract:

The epistemology of this study lies in the actual experiences of the participants teaching Physical Education subject in the Higher Education Institutions of Ormoc City. Henceforth, this study explored the intricacies of Physical Educators employed in the private or public HEI's of Ormoc City. An interpretive phenomenological design was utilized to explore and interpret the different lived experiences of the participants. The main instrument of this study was an interview guide which was recorded using a digital device, transcribed using Microsoft Word, coded and manually extracted in the MS Word. This was validated and approved by the panel of experts. Informed consent from the participants was sought before the conduct of the interview. The anonymity of the interviewed respondents was upheld. To augment the veracity of the data, this study gathered the documents from the different Higher Education Institutions of Ormoc City where the participants were located. The results revealed that the lack of PE equipment and facility, curriculum, syllabus and subject management, experiential teaching methods and pedagogical approaches, educator's positive mindset, personality and job fulfillment, and workflow and budgetary constraints are the intricacies met by the Physical Educators. Therefore, the provision and improvement on the above-mentioned results are highly encouraged as a form of an intervention plan.

Keywords: Intricacies, Physical Education, Higher Education Institutions (HEIs), Stories

Introduction:

Holistic education includes physical education (PE) as a key component, focusing on the physical growth, mental and social of students through structured physical activity. Physical education promotes overall well-being and physical literacy by combining theoretical instruction with practical exercises. These programs, offered in schools and communities, aim to improve physical fitness, motor skills, and health education (Keller et al., 2014). Through physical education instructors' activities enhancing cardiovascular endurance, muscular strength, and flexibility foster

lifelong positive attitudes toward physical activity. Physical education also teaches essential health knowledge, such as nutrition, injury prevention, and stress management.

Inclusivity is central to PE, creating environments where everyone can participate regardless of ability or background. Adapted programs ensure all individuals have access to physical activities, inspiring long-term engagement in healthy lifestyles. PE fosters physically literate and socially adept citizens prepared for lifelong well-being (Collie et al., 2015). The benefits of being physically educated are extensive, covering physical health, mental well-being, social skills, and academic performance. PE improves cardiovascular endurance, muscular strength, and flexibility, reducing chronic disease risks. Mastering movement skills enhances sports performance, coordination, and agility. Physical activity alleviates stress, boosts cognitive function, and improves academic performance and healthy habits. Group activities in PE promote social interaction, teamwork, and self-confidence, contributing to overall well-being and longevity (Viac & Fraser, 2020).

The physical education (PE) curriculum varies across educational levels, covering topics such as fitness, sports, health education, and exercise science. Students learn about physical fitness, nutrition, stress management, sports, recreational activities, injury prevention, and CPR. PE also includes personal and social responsibility, adapted physical education for those with disabilities, fitness assessment, safety protocols, and teaching principles (Salana, 2021). These courses emphasize lifelong physical activity and inclusivity, providing students with a comprehensive understanding of health and fitness tailored to individual needs.

In higher education, PE courses are part of programs in Kinesiology, Exercise Science, and Physical Education. These courses cover foundational concepts like anatomy, physiology, exercise prescription, and biomechanics, along with specialized areas such as sport psychology and health promotion. Emphasizing professional development and ethics, these courses prepare students for careers in physical education, fitness training, coaching, sports science, and allied health professions (Nikicic, 2023). Moreover, physical instructors' work in schools, community centers, and recreational facilities, designing and implementing programs to promote physical fitness, motor skills, health education, and overall well-being. They teach physical activities and sports, conduct fitness assessments, educate on health topics, manage classrooms, ensure equipment safety, and engage with parents and the community. PE instructors' advocate for physical activity, lifelong fitness, and holistic development, continually enhancing their skills through professional development (Demchenko, 2021).

PE instructors' play a crucial role in students' development, enhancing cardiovascular endurance, muscular strength, flexibility, motor skills, and health literacy. They foster teamwork, communication, and resilience through team sports and group activities. By integrating technology and inclusive teaching methods, they ensure all students benefit from PE. Their efforts prepare students for healthy, active lives and promote physical activity within schools and communities (Persico & Pozzi, 2015). However, PE instructors' face challenges such as limited resources, large class sizes, and diverse student needs. Motivating students, ensuring safety, assessing progress, and accessing professional development are additional hurdles (Conradson, 2016). Despite these challenges, PE teachers strive to create engaging and inclusive learning environments that promote lifelong health.

This study addresses intricacies of PE instructors', highlighting the need for better equipment and facilities and more support from school administrations. It offers actionable insights for curriculum makers and implementers to improve PE program quality and accessibility, fostering an inclusive environment that promotes student well-being. In conclusion, this study identifies key challenges in PE, such as inadequate facilities and administrative support, and suggests strategies for improvement. These insights can help enhance PE programs, ensuring students have the resources needed for lifelong health and fitness.

Literature Review:

This section presents the conceptual and research literature that provides theoretical and empirical grounding for the present study. It examines scholarly works, journal articles, and empirical studies related to the experiences of physical education instructors in higher education institutions (HEIs). The review synthesizes literature on instructors' professional experiences, pedagogical approaches, institutional support, assessment practices, well-being, and workplace challenges. It also explores research on teacher development, instructional alignment, risk and safety

management, and job satisfaction, which collectively shape teaching effectiveness and professional growth in physical education.

Physical Education Instructors' Professional Experiences and Pedagogical Practices

Existing literature emphasizes that the professional experiences of physical education instructors significantly influence their teaching effectiveness, job satisfaction, and long-term commitment to the profession. Educators' personal narratives provide insights into innovative teaching strategies, curriculum design, and assessment practices that enhance student engagement and learning outcomes. These experiences also inform pedagogical practices that foster meaningful learning environments and support professional development (Persico & Pozzi, 2015; Sun et al., 2013).

Physical education instructors employ diverse teaching approaches, including experiential learning, student-centered instruction, and performance-based evaluation, to accommodate students' varying abilities and learning styles (Aktop & Karahan, 2012). These strategies promote active participation and enhance students' physical, cognitive, and social development. Furthermore, educators' experiences highlight the importance of adapting instruction to meet the needs of diverse student populations, particularly in inclusive learning environments where students possess different backgrounds, abilities, and interests (Choi, 2011; Calderón et al., 2021).

The literature also underscores the importance of assessment practices in physical education. Performance-based assessments, peer evaluation, self-assessment, and rubric-based evaluation methods have been identified as effective approaches for measuring student learning and ensuring fair evaluation (Walters et al., 2023). These assessment strategies enhance the validity and reliability of evaluation processes and contribute to meaningful learning experiences.

Professional Development and Institutional Support

Professional development plays a critical role in enhancing instructors' teaching competence and professional growth. Participation in workshops, conferences, research activities, and collaborative learning opportunities enables educators to remain updated on emerging pedagogical trends and improve instructional practices (Hastie et al., 2015). Tailored professional development programs that address instructors' specific challenges have been shown to significantly improve teaching effectiveness and student outcomes.

Institutional support structures, including mentorship programs, administrative assistance, and collaborative opportunities, also contribute to instructors' success within higher education institutions (Conradson, 2016). These support systems foster a nurturing academic environment that promotes professional growth, well-being, and sustained engagement. Moreover, collaborative communities of practice enable educators to share experiences, exchange strategies, and develop innovative solutions to common challenges, thereby strengthening the overall quality of physical education programs (Munarriz-Diaz & Castañeda, 2013).

Interdisciplinary collaboration further enhances teaching effectiveness by integrating knowledge from other academic fields and promoting holistic student development. Partnerships with other departments and community organizations create opportunities for innovative teaching approaches and comprehensive learning experiences (Gerasimova et al., 2018).

Technology integration has transformed physical education instruction in higher education. Digital tools, online platforms, and interactive technologies enhance curriculum delivery, student engagement, and assessment practices (Selma et al., 2017). The use of technology supports innovative teaching methods and improves access to learning resources, contributing to the overall quality of physical education programs.

Instructors' perspectives on curriculum development also provide valuable insights into improving physical education programs. Their recommendations for incorporating new topics, interdisciplinary elements, and emerging trends help ensure that curricula remain relevant and responsive to student needs and industry demands (Penney & Jess, 2004).

Additionally, adequate facilities, equipment, and resources are essential for effective physical education instruction, as limitations in infrastructure may restrict teaching practices and learning opportunities (Kahn et al., 2002).

Inclusivity, Student Engagement, and Institutional Climate

Higher education institutions serve diverse student populations, making inclusivity a central concern in physical education programs. Research highlights the importance of adapting instructional strategies, modifying activities, and creating supportive learning environments to accommodate students with varying abilities and backgrounds (Thorjussen et al., 2020). Inclusive practices enhance student engagement, motivation, and participation, ultimately contributing to positive learning outcomes.

Student engagement is closely linked to effective teaching practices and supportive institutional climates. Strategies that promote active participation, motivation, and meaningful interaction contribute to improved academic performance and overall student success (Curran & Standage, 2017). Furthermore, institutional climate significantly influences teacher well-being and job satisfaction. Factors such as collaboration among teachers, positive student–teacher relationships, and professional autonomy have been identified as key determinants of teacher well-being (Bardach, 2022; Collie & Martin, 2017).

Research on school climate assessment emphasizes the importance of considering both individual and collective perspectives when evaluating institutional environments. According to Wang and Degol (2016), understanding school climate requires flexible methodological approaches that account for contextual factors and diverse stakeholder experiences. This perspective highlights the complexity of educational environments and the need for context-sensitive evaluation methods.

Instructional alignment is a crucial component of effective teaching in physical education. Research by Ann MacPhail and colleagues emphasizes the importance of aligning learning objectives, instructional practices, and assessment methods to promote meaningful learning outcomes. Instructional alignment ensures that students receive appropriate learning opportunities and assessment experiences that correspond with intended learning goals. This approach requires collaboration among faculty members and adherence to curriculum standards, which shape the structure and content of physical education programs.

Risk and safety management (RSM) represents another significant challenge for physical education instructors. Teachers must balance pedagogical objectives with safety considerations to create secure learning environments. Studies indicate that both novice and experienced instructors may lack sufficient training in risk management, highlighting the need for enhanced training programs and continuous professional development (Laureano, 2014; Porsanger, 2023). Adequate facilities, equipment, and institutional support are essential for ensuring safe and effective physical education practices.

Teacher Well-Being, Coping Strategies, and Job Crafting

Teacher well-being has emerged as a critical factor influencing teaching effectiveness and professional sustainability. Research suggests that individual behaviors, coping strategies, and preventive practices such as mindfulness significantly affect educators' well-being (Aulén et al., 2021; Tarrasch et al., 2020). Institutions must therefore implement support systems that address both organizational and personal factors affecting teacher welfare.

The Job Demands–Resources model provides a theoretical framework for understanding teacher well-being. This model emphasizes the role of job resources in enhancing work engagement and satisfaction. Job crafting, which involves teachers actively shaping their work environment and responsibilities, enables educators to manage job demands effectively and improve professional outcomes (Cao et al., 2020). By proactively modifying their work environment, teachers enhance their engagement, productivity, and overall job satisfaction.

Teacher optimism and emotional resilience also play a crucial role in professional success. Positive emotional dispositions not only improve teachers' well-being but also influence students' motivation and learning experiences. Supporting teachers in developing adaptive coping mechanisms and positive emotional strategies contributes to a resilient and effective teaching workforce.

Synthesis of Literature

The reviewed literature highlights the multifaceted nature of physical education instruction in higher education institutions. Physical education instructors' experiences encompass pedagogical practices, professional development, institutional support, inclusivity, assessment strategies, technological integration, and workplace challenges. These factors collectively influence teaching effectiveness, student engagement, and professional well-being.

Furthermore, research emphasizes the importance of instructional alignment, risk and safety management, and supportive institutional environments in promoting effective physical education programs. Teacher well-being, professional autonomy, and job crafting practices also contribute significantly to sustained professional engagement and instructional quality.

The literature demonstrates that understanding physical education instructors' experiences provides valuable insights for improving curriculum design, institutional policies, professional development programs, and support structures. These insights contribute to the advancement of physical education in higher education and promote positive educational outcomes for both instructors and students.

Methodology:

Research Design

This study employed a qualitative research approach using an interpretive phenomenological design to gain a deeper understanding of, describe, and interpret the lived experiences and challenges encountered by physical educators in Ormoc City. Interpretive phenomenology is a qualitative research methodology that focuses on understanding how individuals make sense of their lived experiences. It emphasizes interpreting meanings embedded in participants' narratives while considering their social, cultural, and institutional contexts. This approach enables the researcher to generate rich, detailed, and contextually grounded descriptions of participants' experiences.

In this investigation, the lived experiences of physical educators were interpreted based on the complexities they encountered while teaching Physical Education courses in Higher Education Institutions (HEIs). The design was deemed appropriate because it captures the subjective realities of participants and allows for an in-depth exploration of the unique challenges faced by Physical Education instructors within higher education settings. Furthermore, the interpretive phenomenological design ensures the authenticity and credibility of the data by focusing on participants' personal accounts and contextual realities.

Research Environment

The study was conducted in selected Higher Education Institutions in Ormoc City, involving both public and private institutions that offer Physical Education courses. The participating institutions included Eastern Visayas State University Ormoc Campus, Sto. Niño College of Ormoc Inc., ACLC College of Ormoc, STI College Ormoc, City College of Ormoc, Saint Peter's College of Ormoc, and San Lorenzo Ruiz College of Ormoc Inc.. These seven institutions were selected because they employ Physical Education instructors responsible for handling Physical Education courses. Other institutions not identified within the locale were excluded from the study.

In-depth interviews were conducted within the premises of each participating institution. Participants were given the freedom to choose interview locations where they felt comfortable sharing their experiences. Interview venues included school offices, classrooms, and cafeterias, while some interviews were conducted in open areas within the campus vicinity. This flexible arrangement ensured participant comfort and facilitated open communication during the data collection process.

Research Participants

The participants of the study were Physical Education instructors from public and private Higher Education Institutions in Ormoc City. These educators were licensed professional teachers who had experience teaching Physical Education courses. A total of fifteen Physical Education instructors from the seven identified institutions participated in the research.

Purposive sampling was employed in selecting participants. This sampling technique involves deliberately selecting individuals who possess specific characteristics relevant to the research objectives, particularly those who have experienced the complexities of teaching Physical Education in higher education settings. This approach ensured that participants provided rich and meaningful insights into the phenomenon under investigation.

The inclusion criteria required participants to: (a) be actively teaching Physical Education courses during the academic years 2021–2022 to 2022–2023, (b) be licensed professional teachers, and (c) be employed as either regular or part-time faculty members. To protect participants' identities and ensure confidentiality, pseudonyms were assigned throughout the research process.

Research Instruments

The primary data collection method utilized in this study was an in-depth personal interview aimed at describing, interpreting, and understanding the complexities experienced by Physical Education instructors in their professional practice. The interviews focused on participants' job-related experiences, challenges, and professional narratives.

An interview guide was developed to facilitate systematic data collection. The guide consisted of structured domains of inquiry designed to capture participants' experiences in teaching Physical Education. The instrument underwent validation through consultation with the research adviser and qualitative research experts to ensure that the questions adequately captured the phenomenon under study.

The interview guide consisted of three phases. The first phase involved preliminary questions intended to establish rapport and prepare participants for the discussion. The second phase focused on participants' job-related experiences and narratives in teaching Physical Education. The final phase included closing statements and expressions of gratitude for their participation. Additionally, document analysis using conceptual analysis was conducted to support and validate the responses obtained from the interviews.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the College of Graduate Studies. Formal letters requesting permission to conduct the study were sent to the heads of the participating institutions. These letters included details of the research objectives, interview guide, and procedures. Identified participants were provided with informed consent forms outlining the purpose of the study, their rights as participants, and their voluntary participation. The researcher explained the contents of the consent form and obtained participants' signatures before conducting the interviews.

Face-to-face interviews were conducted based on schedules approved by institutional heads and participants. During the interview process, the researcher adhered to proper interviewing techniques to ensure the accurate collection of data. When participants encountered difficulty understanding questions, the researcher clarified or rephrased them without altering the intended meaning.

After each interview, the researcher expressed gratitude and informed participants that follow-up communication might be conducted for validation purposes. This process helped ensure the accuracy and credibility of the data collected and supported the analysis of the phenomenon under investigation.

Data Analysis

The study utilized thematic analysis to organize and interpret the qualitative data. Thematic analysis is a systematic method for identifying patterns and themes within large and complex datasets. It involves careful examination of transcribed interviews to identify recurring ideas and meaningful patterns related to participants' experiences.

The researcher initially read the interview transcripts multiple times to become familiar with the data. Significant statements and key phrases describing the complexities experienced by Physical Education instructors were highlighted and extracted. These statements were documented with corresponding transcript references, including page and line numbers.

Following familiarization, initial codes were generated based on the underlying meanings of participants' responses. Similar codes were grouped into categories, which were later organized into subthemes and major themes. The researcher continuously reviewed and refined the themes to ensure that they accurately represented the data. Interpretations were supported by relevant literature and related studies to strengthen the findings.

To ensure the credibility and completeness of the analysis, the researcher sought feedback from the adviser and qualitative research experts. Member checking was also conducted by presenting the findings to participants for validation. Participants confirmed that the results accurately reflected their lived experiences as Physical Education instructors in higher education institutions.

Ethical Considerations

The researcher acknowledged his professional background as a Physical Education instructor in a Higher Education Institution for nearly five years and recognized the importance of maintaining ethical standards throughout the research process. Ethical principles were strictly observed, emphasizing voluntary participation, confidentiality, and the absence of risk or harm to participants.

Informed consent was obtained from all participants, clearly outlining their rights, roles, and privileges in the research. Participants were assured that their personal information would remain confidential and that their identities would not be disclosed in any part of the study. They were also informed of their right to withdraw from the research at any time without consequences.

The researcher maintained transparency and established rapport with participants, assuring them that the study was conducted with integrity and for academic purposes only. The research aimed to develop an intervention plan that could potentially benefit Physical Education instructors and improve teaching practices in higher education settings.

Findings and Discussion:

This section presents the findings and discussions of the study. The following conversations focused on the participants' qualitative job as higher education physical education instructors. The researcher used diagrams to illustrate sub-themes and emergent topics from the raw data based on participants' diverse experiences. Finally, implications and citations supported the study's findings. In an in-depth interview, the participants discussed their tales as higher education physical education instructors and gave significance to them. To interpret their stories, data were recorded, transcribed, categorized, and grouped. Data analysis, interpretation, and discussion followed, including implication writing.

Participants' Job-Related Stories

This section presents the narratives of the participants regarding their job-related experiences as Physical Education instructors. The succeeding discussions present the emerging themes and sub-themes derived from the participants' responses during in-depth interviews. The themes were organized based on patterns observed in the data and supported by significant statements from participants. The emerging themes include: (1) Inadequacy of Equipment and Facilities, (2) Curriculum, Syllabus, and Subject Management, (3) Experiential Teaching Methods and Pedagogical Approaches, (4) Educators' Positive Mindset, Personality, and Job Fulfillment, and (5) Workflow Management and Budgetary Constraints. These themes reflect the complexities encountered by physical educators and provide insight into their professional realities within Higher Education Institutions in Ormoc City.

Each theme is discussed comprehensively with supporting participant statements and relevant literature that contextualize the findings of the study.

Emerging Theme 1: Inadequacy of Equipment and Facilities

The first emerging theme highlights the insufficiency of facilities and equipment used in teaching physical education. Participants consistently emphasized that the lack of essential materials, incomplete sports equipment, and inadequate physical infrastructure significantly affected their teaching performance and students' learning experiences.

Physical education plays a crucial role in promoting students' physical health, motor development, and overall well-being. However, the absence of appropriate facilities limits the ability of educators to deliver effective instruction. Several participants described experiencing difficulty in implementing lesson plans due to inadequate resources. Some reported that available sports equipment was incomplete, easily damaged, or of low quality, which restricted the range of activities they could conduct.

Another concern raised by participants involved safety issues within the school environment. One educator explained that conducting classes in areas undergoing construction posed risks such as falling debris, slippery surfaces, and excessive heat. These environmental hazards made it difficult to ensure students' safety during physical activities and contributed to teaching challenges. Such conditions demonstrate how inadequate facilities not only hinder learning but also pose serious health and safety concerns.

The availability of appropriate facilities and equipment is essential for skill acquisition and student engagement. Proper sports facilities allow students to practice movements, develop coordination, and apply theoretical knowledge in practical settings. Moreover, access to suitable equipment promotes inclusivity by accommodating diverse learners and supporting students with varying abilities.

Conversely, inadequate facilities may result in reduced student motivation, limited participation, and ineffective learning outcomes. The absence of appropriate resources restricts teachers' instructional strategies and prevents the implementation of varied physical activities. These findings emphasize the importance of institutional investment in infrastructure and equipment to enhance the quality of physical education programs.

Overall, the participants' narratives demonstrate that improving facilities and equipment should be a priority among educational institutions to support effective teaching and promote students' physical development.

Emerging Theme 2: Curriculum, Syllabus, and Subject Management

The second emerging theme focuses on curriculum implementation, syllabus development, and subject management. Participants described their experiences in adapting to curriculum changes, preparing instructional materials, and addressing gaps in students' prior knowledge.

Effective curriculum management provides a structured framework for teaching and ensures systematic delivery of learning outcomes. Participants reported making minor adjustments in their teaching approaches while maintaining the general flow of instruction. These modifications were necessary to address students' needs, institutional requirements, and evolving educational standards.

One significant concern highlighted by participants was the implementation of the Physical Activity Towards Health and Fitness (PATHFIT) program, which replaced the previous service physical education curriculum. The transition required educators to modify teaching strategies, assessment methods, and course content. Although these adjustments aimed to improve physical education programs, they also presented challenges in implementation and adaptation.

Participants also observed that many college students lacked fundamental physical skills despite having prior exposure to physical education in secondary school. This observation suggests a gap between expected competencies and actual student performance, indicating inconsistencies in prior instruction. Such findings highlight the need for continuous curriculum evaluation and alignment across educational levels.

Subject preparation was also identified as a critical component of effective teaching. Participants emphasized the importance of preparing lesson plans, organizing course content, and selecting appropriate instructional strategies. Adequate preparation enables educators to manage classroom activities efficiently, promote student participation, and assess learning outcomes effectively.

Furthermore, effective curriculum management involves regular updates to ensure relevance and responsiveness to contemporary educational demands. Institutions must support educators by providing clear guidelines, updated syllabi, and professional development opportunities that enhance instructional competence.

In summary, curriculum management and subject preparation are fundamental to delivering effective physical education instruction. A well-structured curriculum supports systematic learning, enhances student engagement, and promotes the development of physical competencies.

Emerging Theme 3: Experiential Teaching Methods and Pedagogical Approaches

The third emerging theme explores instructional strategies and pedagogical approaches employed by physical educators. Participants emphasized the importance of experiential teaching methods, clear instruction, and continuous professional growth in improving teaching effectiveness.

Physical education requires interactive and practical learning experiences. Participants expressed their commitment to delivering accurate and understandable lessons to prevent student confusion. Some educators also described feelings of anxiety during their initial teaching experiences, particularly when adapting to new institutional environments such as Eastern Visayas State University. These experiences reflect the challenges associated with professional adjustment and instructional decision-making.

Effective teaching methods provide structure and clarity in presenting content. Participants highlighted the importance of preparing instructional materials, providing syllabi, and using reference materials to guide student learning. Such practices ensure that students understand course expectations and learning objectives.

Innovative teaching strategies were also identified as essential for enhancing student engagement. The integration of technology, multimedia resources, and cooperative learning activities promotes active participation and skill development. These approaches encourage critical thinking, collaboration, and problem-solving among students.

Moreover, participants emphasized the importance of continuous professional development. Attending seminars, workshops, and training programs allows educators to refine their teaching practices and stay updated with current pedagogical trends. Reflection on teaching experiences also enables educators to identify strengths and areas for improvement.

Overall, experiential teaching methods and effective pedagogical practices contribute significantly to the quality of physical education instruction. By adopting student-centered approaches and engaging instructional strategies, educators can create meaningful learning experiences that promote lifelong physical activity.

Emerging Theme 4: Educators' Positive Mindset, Personality, and Job Fulfillment

The fourth emerging theme highlights the role of educators' personal characteristics, attitudes, and sense of fulfillment in shaping their teaching experiences. Participants shared stories reflecting their professional journeys, motivations, and emotional responses to their roles as educators.

Some participants revealed that becoming a teacher was not initially part of their career plans. For instance, one educator expressed that their original goal was to work in the Department of Education (Philippines) but eventually found satisfaction in teaching at the tertiary level. Despite initial challenges, they developed a strong sense of purpose and fulfillment in helping students learn.

Participants also expressed gratitude and pride in their profession. Teaching was described as a meaningful vocation that provides opportunities to influence students' growth and development. This sense of fulfillment motivates educators to overcome professional challenges and remain committed to their responsibilities.

A positive mindset was identified as a key factor in effective teaching. Educators who maintain optimism and resilience are better able to manage challenges and create supportive learning environments. Their attitudes influence student motivation, engagement, and overall classroom atmosphere.

Furthermore, participants emphasized that educators serve as role models for students. Their behavior, personality, and values shape students' attitudes toward learning and physical activity. A nurturing and encouraging teaching approach promotes student confidence and fosters positive learning outcomes.

In essence, educators' personal attributes significantly affect their teaching effectiveness and professional satisfaction. A positive mindset, strong motivation, and commitment to student development contribute to successful physical education instruction.

Emerging Theme 5: Workflow Management and Budgetary Constraints

The fifth emerging theme addresses challenges related to workload management, salary concerns, and financial limitations. Participants reported difficulties associated with delayed compensation, low wages, and limited financial resources for professional development.

Some educators shared experiences of delayed salary payments, which caused financial stress and affected their motivation. Part-time instructors also expressed concerns regarding low hourly wages, which made it difficult to sustain their professional responsibilities.

Financial constraints also limited access to professional development opportunities. Participants noted that they were sometimes unable to attend required seminars due to insufficient funds. This limitation restricted their ability to acquire new skills and improve teaching practices.

Time management was another challenge highlighted by participants. Physical education requires extensive preparation, organization of activities, and assessment of student performance. Effective time management is essential for balancing instructional duties and administrative responsibilities.

Despite these challenges, participants recognized the importance of maintaining a healthy work-life balance. Proper time management reduces stress, enhances job satisfaction, and improves teaching performance.

The findings indicate that institutional support is necessary to address financial and workload challenges. Adequate compensation, timely salary disbursement, and access to professional development opportunities are essential for sustaining educators' motivation and productivity.

Participants' Description of Their Narratives

The participants provided diverse accounts of their professional experiences, reflecting both challenges and opportunities in teaching physical education. Each narrative contributed valuable insights into the complexities of instructional practice within higher education institutions.

The data were carefully analyzed and refined to capture the interconnected nature of participants' experiences. The findings reveal recurring themes related to personal development, professional challenges, and institutional support. These narratives demonstrate the dynamic interaction between individual characteristics and organizational factors in shaping teaching experiences.

The second domain of inquiry generated additional themes, including personality and teaching challenges, curriculum and professional development, and deficiencies in equipment and infrastructure.

Personality, Development, and Teaching–Learning Challenges

Participants emphasized the importance of motivation, resilience, and personal growth in overcoming professional challenges. Many described maintaining a positive outlook despite difficulties and striving for continuous improvement.

Educators highlighted the importance of enthusiasm and enjoyment in teaching physical education. They emphasized that a positive attitude enhances both teaching effectiveness and student engagement. Confidence and self-efficacy were also identified as essential qualities that enable educators to implement innovative teaching strategies.

Additionally, participants described the importance of sharing knowledge openly with students. They believed that providing comprehensive instruction fosters student appreciation and promotes meaningful learning experiences.

Curriculum and Professional Development

Participants recognized the importance of continuous learning and professional development in enhancing teaching competence. They emphasized the need to stay informed about current issues and integrate relevant knowledge into classroom instruction.

Professional development opportunities, including seminars and training programs, were viewed as essential for improving instructional practices. Participants also highlighted the importance of institutional support and collaboration with colleagues in promoting professional growth.

Clear understanding of professional responsibilities and access to support systems were identified as critical factors in achieving teaching excellence.

Deficiency in Equipment, Facilities, and Infrastructure

Participants reiterated concerns regarding insufficient equipment and limited administrative support. The lack of resources affected teaching quality and student learning experiences.

Despite these challenges, participants emphasized the importance of proactive planning and resilience. They described developing alternative strategies and organizing lesson plans to manage resource limitations effectively.

Administrative support was identified as a crucial factor in addressing infrastructure-related issues. Collaboration between educators and institutional leaders can facilitate resource allocation and improve teaching conditions.

Conclusions:

In conclusion, the study highlights the need for a well-rounded approach to support Physical Education instructors in Higher Education Institutions. By ensuring adequate resources, supporting curriculum development and professional growth, fostering a positive mindset, and addressing workflow and budget issues, institutions can help educators succeed. This comprehensive support will enhance students' overall development and encourage lifelong healthy habits in physical education.

Recommendations:

Based on the findings of this study that explored the intricacies of Physical Education instructors employed in Higher Education Institutions through their job-related stories. It is important to carry out a detailed needs assessment in Higher Education Institutions to identify the specific equipment, facilities, and infrastructure needed for effective physical education. This should involve input from physical educators, administrators, and other stakeholders to understand current gaps and prioritize resource allocation.

To tackle challenges with curriculum, syllabus, and subject management, it is essential to create a standardized framework for physical education programs in Higher Education Institutions. This framework should be developed through collaboration with subject matter experts, educational researchers, and seasoned physical educators. By aligning the syllabus with current pedagogical approaches and industry best practices, institutions can ensure that physical education programs are both effective and up-to-date.

Further research should explore new teaching methods and strategies to improve physical education. This research should focus on student-centered approaches, using technology, game-based learning, and other techniques that boost engagement, skill development, and overall growth.

To improve teaching quality and work-life balance, research should focus on how a positive mindset, personality traits, and individual characteristics affect both teaching effectiveness and personal well-being. Studies should also examine effective time management and workload distribution to address workflow and budget challenges, aiming to find best practices and solutions that optimize instructional time, lesson planning, and overall balance between work and personal life.

Further research should examine how professional development opportunities and support systems affect the growth and effectiveness of physical educators in Higher Education Institutions. This includes evaluating different development programs, mentorship, and collaborative networks to see how they improve teaching, expertise, and job satisfaction. Long-term studies are needed to assess how addressing these challenges impacts student outcomes, educator retention, and the overall quality of physical education programs, offering insights for future policy improvements.

By implementing these research recommendations, educational institutions and policymakers can gain a deeper understanding of the challenges faced by Physical Educators and develop evidence-based strategies to support their professional growth, enhance teaching practices, and ultimately contribute to the holistic development of students in physical education programs.

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