

# Self-Concept and Motivational Behavior of MAPEH Teachers in Teaching Physical Education

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## ABSTRACT

This study examined the self-concept and motivational behavior of Music, Arts, Physical Education, and Health (MAPEH) teachers teaching Physical Education in selected public secondary schools in Guinayangan, Calauag, and Lopez, Quezon Province. A quantitative descriptive-correlational design was employed among 120 MAPEH teachers through total enumeration. Data were gathered using a modified questionnaire validated by seven experts and pilot-tested with 45 MAPEH teachers; the instrument obtained a Cronbach's alpha of 0.90. Weighted mean was used to describe self-concept and intrinsic and extrinsic motivational behavior, while Pearson chi-square tests were used for profile-based associations; the thesis also specified Pearson product-moment correlation for the overall self-concept-motivation relationship. Respondents

demonstrated a strong self-concept ( $M = 3.897$ ,  $SD = 0.574$ ), strong intrinsic motivation ( $M = 3.308$ ,  $SD = 0.456$ ), and positive extrinsic motivation ( $M = 3.164$ ,  $SD = 0.455$ ). Most demographic variables were not significantly associated with the measured constructs. Marital status was significantly related to self-concept ( $p = .045$ ), while socio-economic status was significantly related to intrinsic motivation ( $p = .032$ ). The thesis abstract further reports a non-significant overall relationship between self-concept and motivational behavior, although the corresponding correlation coefficient is not presented in the detailed Chapter 4 tables. The findings served as the basis for the SUSTAIN program, which emphasizes self-concept reinforcement, intrinsic motivation, collaboration, recognition, wellness, and equity-sensitive professional support.

**Keywords:** *self-concept, intrinsic motivation, extrinsic motivation, MAPEH teachers, Physical Education, teacher development*

## INTRODUCTION

Physical Education (PE) teachers are expected to develop learners' health, fitness, participation, and positive dispositions toward physical activity while managing the instructional, organizational, and interpersonal demands of active classrooms. For MAPEH teachers, these expectations are intensified by the need to teach across Music, Arts, Physical Education, and Health while also supporting school programs and extracurricular activities. Within this professional setting, teachers' perceptions of their own capability and value may shape the confidence, enthusiasm, and persistence they bring to PE instruction.

Self-concept is closely related to how teachers interpret their professional competence, identity, and worth. Awan and Tahira (2021) associated professional self-concept with teaching competence and job satisfaction, while Lim and Kim (2021) linked professional self-concept with teaching enthusiasm and student activity engagement in physical education. Bong and Skaalvik (2020) likewise distinguished self-concept from self-efficacy while emphasizing the importance of self-perceptions in educational behavior. These perspectives support examining how teachers see themselves as professionals rather than treating instructional performance as purely technical.

Motivation provides the complementary behavioral dimension. Ryan and Deci (2020) distinguish intrinsic motivation, which is sustained by interest and personal satisfaction, from extrinsic motivation, which is shaped by external outcomes and contextual supports. In educational settings, professional learning communities, collegial support, autonomy-supportive practices, and organizational conditions can strengthen teacher engagement and motivation (Belay & Melesse, 2024; Chen et al., 2023; Haug et al., 2023). At the same time, recognition, rewards, career opportunities, leadership, and workplace conditions can reinforce externally supported engagement (Dlamini, 2026; Gonzales & Reyes, 2022).

The source thesis identifies a localized gap in public secondary schools in the municipalities of Guinayangan, Calauag, and Lopez in the Fourth Congressional District of Quezon Province. Although teachers in these schools share national curriculum and staffing expectations, they work within different school contexts and carry multiple teaching and non-teaching responsibilities. The study therefore examined the perceived level of self-concept, intrinsic and extrinsic motivational behavior, and the relationships of these constructs with selected demographic characteristics among MAPEH teachers teaching PE.

The study further sought to translate its findings into a professional-development response. Rather than assuming that strong teacher motivation requires only incentives, the proposed SUSTAIN program combines self-concept reinforcement, teaching autonomy, intrinsic motivation, collaboration, recognition, wellness, and equity-sensitive support. The present article reorganizes the thesis evidence into an IMRAD format while retaining its original research context, respondents, measures, statistical results, and proposed program.

## **Literature Review**

### ***Professional self-concept and teacher identity***

Professional self-concept concerns how educators understand their competence, professional identity, values, and self-worth. Bong and Skaalvik (2020) explain that self-concept represents domain-specific self-perceptions that are related to, but distinct from, efficacy judgments. Among educators, Awan and Tahira (2021) identified professional self-concept as a predictor of teaching competence and job satisfaction, suggesting that how teachers evaluate themselves can be connected with the quality and persistence of their professional behavior.

In physical education, professional identity is especially salient because teachers model movement, skill, health behavior, and classroom leadership in highly visible ways. Lim and Kim (2021) linked professional self-concept with teaching enthusiasm and student activity engagement, while Hußner et al. (2024) reported an association between self-efficacy and teaching behavior. Jerrim et al. (2024) similarly connected teacher self-efficacy with instructional practice and student outcomes. These studies support the source thesis's focus on teachers' planning, problem solving, confidence, communication, task execution, and reflective self-perceptions.

### ***Intrinsic motivational behavior in Physical Education teaching***

Intrinsic motivation is reflected in enjoyment, interest, personal satisfaction, persistence, and a sense of meaningful engagement. Ryan and Deci (2020) describe intrinsic and autonomous motivation as forms of engagement that are sustained because the activity itself is valued or satisfying. Bureau et al. (2021) likewise showed that autonomous motivational processes are shaped by personal and contextual antecedents. In teaching, these internal motives can help explain why educators remain engaged even when external rewards are limited.

The relevance of intrinsic motivation is particularly strong in PE, where enthusiasm and personal engagement may influence the quality of activity-based instruction. Cheon et al. (2022) showed that autonomy-supportive PE teachers can strengthen students' intrinsic motivation and physical activity, while Haug et al. (2023) emphasized the role of peer support and learning climate in autonomous motivation. Bautista and Datu (2021) also linked intrinsic motivation with longer-term teacher commitment and resilience. Collectively, these findings support the thesis's attention to enjoyment, effort, goal pursuit, persistence, and the willingness to engage without external rewards.

***Extrinsic motivation, organizational support, and recognition***

Extrinsic motivation includes the external conditions that influence teachers' willingness to sustain effort, including compensation, benefits, recognition, promotion, leadership, facilities, collegial relationships, and organizational climate. Dlamini (2026) emphasized rewards and recognition in teacher motivation, while Gonzales and Reyes (2022) linked leadership styles with intrinsic motivation among secondary teachers in CALABARZON. These external supports may not replace personal interest, but they can reinforce commitment and communicate institutional value.

Social and organizational support are also important because teaching is collaborative work. Belay and Melesse (2024) connected teachers' motivation for continuous professional development with professional learning communities, and Chen et al. (2023) demonstrated the value of peer coaching within professional learning communities. Liu et al. (2025) further showed that social support is related to the job involvement of newly hired PE teachers. Such findings are consistent with the source thesis's emphasis on teamwork and professional relationships as relatively strong extrinsic motivators.

Work demands and well-being can weaken motivation when organizational resources are inadequate. Granziera et al. (2025) examined teacher work motivation through a job demands-resources perspective, while Hvalby (2025) highlighted mentoring and induction practices as supports against burnout. Dilekçi et al. (2025) also linked positive instructional emotions with job performance through work engagement. These studies support professional-development strategies that combine recognition and career support with wellness, mentoring, and collaborative learning.

***Self-concept, demographic context, and professional development***

Self-concept and motivation may be relatively stable across common demographic categories, yet personal circumstances can influence particular dimensions. Socio-economic conditions can shape access to opportunities, stress exposure, and the resources available for personally meaningful activity. Akbaş et al. (2025) reported associations between socio-economic status and motivation in an exercise context, while Puciato and Rozpara (2021) demonstrated that marital and socio-economic conditions can intersect with physical-activity behavior. These perspectives are relevant to the thesis findings in which marital status and socio-economic status emerged as the two demographic characteristics associated with selected constructs.

Professional development can reinforce strengths while addressing less supported areas. Belay and Melesse (2024) emphasize the motivational value of professional learning communities, Chen et al. (2023) highlight peer coaching, and Hvalby (2025) points to mentoring and induction as practical supports. In the source study, these ideas are operationalized through the SUSTAIN program, which combines self-concept reinforcement, intrinsic-motivation development, recognition, collaboration, wellness, and equity-sensitive mechanisms rather than relying on a single intervention.

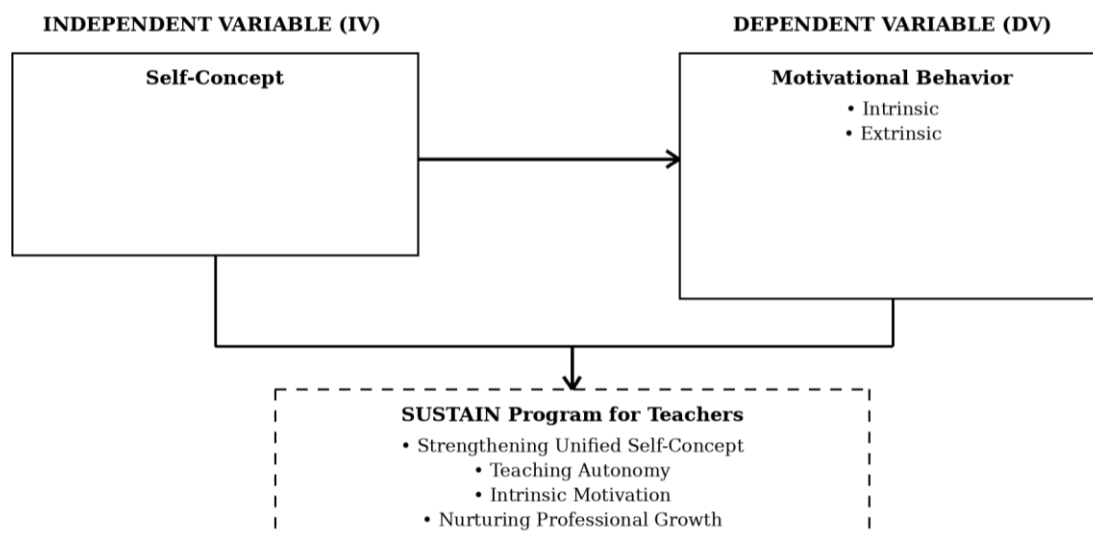


Figure 1. *Conceptual framework of the study*

## METHODS

### Research Design

The study used a quantitative descriptive-correlational research design. The descriptive component measured the perceived levels of self-concept and motivational behavior, while the correlational component examined statistical relationships among the measured constructs and selected demographic variables. No experimental manipulation or instructional intervention was introduced.

### Research Locale

The study was conducted in public secondary schools in Guinayangan, Calauag, and Lopez, Quezon Province, within the Fourth Congressional District and the Schools Division of Quezon. The selected schools implemented the Department of Education K to 12 curriculum, including the Physical Education component of MAPEH. The three municipalities provided a manageable and contextually varied setting that included central, rural, and coastal school environments.

### Participants and Sampling Technique

The respondents were 120 active MAPEH teachers teaching Physical Education during School Year 2025–2026. Based on Schools Division Office records, the target population also consisted of 120 teachers; consequently, total enumeration or the census method was used. All eligible teachers in the identified public secondary schools of Guinayangan, Calauag, and Lopez were included in the study.

### Research Instrument

Data were collected using a modified questionnaire. The first section gathered demographic and professional information, including age, gender, marital status, years in service, employment status, educational attainment, and socio-economic status. The second section consisted of 28 self-concept items addressing cognitive ability, planning, task management, problem solving, communication, and professional execution. The final section measured motivational behavior through intrinsic and extrinsic dimensions. Seven doctoral-level experts reviewed the instrument for clarity, appropriateness, and content. Pilot testing was conducted with 45 MAPEH

teachers teaching Physical Education at Quezon National High School in Lucena City, and the instrument obtained a Cronbach's alpha of 0.90, interpreted in the thesis as excellent internal consistency.

### Data Gathering Procedure

The researcher first secured ethical clearance from the Polytechnic University of the Philippines University Research Ethics Committee, which issued UREC Code 2025-0953. Permission was subsequently obtained from the Schools Division Office and relevant Public School District Supervisors. The researcher visited the participating schools and administered printed questionnaires directly to MAPEH teachers. Respondents were provided informed-consent information regarding the study objectives, voluntary participation, confidentiality, and anonymity. Completed questionnaires were retrieved, organized, encoded, and prepared for statistical analysis.

### Data Analysis

Quantitative data were analyzed using IBM SPSS. Weighted mean and standard deviation summarized self-concept and motivational behavior. Self-concept was interpreted using a five-point frequency scale, while intrinsic and extrinsic motivational behavior used a four-point agreement scale. Pearson chi-square tests of independence were applied to examine associations of self-concept, intrinsic motivation, extrinsic motivation, and overall motivation with demographic profile variables. The methodology also specified Pearson product-moment correlation for the continuous self-concept–motivational behavior relationship. Statistical decisions were evaluated at the .05 level of significance.

### Ethical Consideration

The study obtained approval from the Polytechnic University of the Philippines University Research Ethics Committee under UREC Code 2025-0953. Administrative permissions were secured before school-based data collection. Respondents received informed-consent information, and confidentiality and anonymity were assured throughout questionnaire administration and data handling.

## RESULTS AND DISCUSSION

### *Profile of the respondents*

Table 1. *Dominant characteristics of the MAPEH teacher-respondents (N = 120).*

| Profile variable       | Largest category  | f   | %     |
|------------------------|-------------------|-----|-------|
| Age                    | 31–40 years old   | 58  | 48.3  |
| Gender                 | Female            | 66  | 55.0  |
| Marital status         | Single            | 69  | 57.5  |
| Years in service       | 6–10 years        | 62  | 51.7  |
| Employment status      | Permanent         | 120 | 100.0 |
| Educational attainment | Bachelor's degree | 75  | 62.5  |
| Socio-economic status  | Middle            | 118 | 98.3  |

The respondents were concentrated in the 31–40 age group (48.3%), were slightly more often female (55.0%), and were predominantly single (57.5%). More than half had six to ten years of service (51.7%), all held permanent employment, 62.5% held a bachelor's degree as their highest reported attainment, and 98.3% were classified in the middle socio-economic category. Because several profile variables were highly concentrated in one category, particularly employment status and socio-economic status, profile-based relationships should be interpreted within the characteristics of this specific teacher population.

### ***Perceived level of self-concept***

Table 2. *Summary of respondents perceived self-concept.*

| Indicator                                             | M     | SD    | Interpretation |
|-------------------------------------------------------|-------|-------|----------------|
| Overall self-concept                                  | 3.897 | 0.574 | Very Often     |
| Carefully considers options before starting a task    | 4.446 | 0.669 | Always         |
| Prepares before presenting in class                   | 4.286 | 0.655 | Always         |
| Can anticipate consequences of events                 | 4.154 | 0.802 | Very Often     |
| Finds it difficult to memorize things                 | 3.522 | 0.986 | Very Often     |
| Prefers to do schoolwork independently with own ideas | 3.562 | 1.054 | Very Often     |

The respondents demonstrated a strong and positive self-concept, with an overall mean of 3.897 (SD = 0.574), interpreted as Very Often. The strongest indicators involved deliberation before beginning a task (M = 4.446) and preparation before presenting in class (M = 4.286). These results suggest that the teachers generally perceived themselves as deliberate, prepared, and capable of monitoring their performance. The pattern is consistent with research connecting professional self-concept with teaching competence and instructional engagement (Awan & Tahira, 2021; Lim & Kim, 2021).

The lowest-rated statements involved difficulty with memorization (M = 3.522) and preference for independent work (M = 3.562), but both remained within a positive frequency category. Thus, the findings identify relative rather than absolute weaknesses. The source thesis used these lower indicators as part of the rationale for reflective, collaborative, and cognitive-support activities in the proposed SUSTAIN program.

### ***Intrinsic and extrinsic motivational behavior***

Table 3. *Summary of intrinsic and extrinsic motivational behavior.*

| Indicator                                        | M     | SD    | Interpretation |
|--------------------------------------------------|-------|-------|----------------|
| Intrinsic motivation – overall                   | 3.308 | 0.456 | Strongly Agree |
| Enjoyment and interest in PE activities          | 3.641 | 0.566 | Strongly Agree |
| Belief that effort and ability lead to success   | 3.533 | 0.502 | Strongly Agree |
| Concern about deadlines and task completion      | 3.174 | 0.689 | Agree          |
| Extrinsic motivation – overall                   | 3.164 | 0.455 | Agree          |
| Good teamwork in the organization                | 3.337 | 0.616 | Strongly Agree |
| Relationships needed to do work properly         | 3.337 | 0.668 | Strongly Agree |
| Leaders reward good performance                  | 3.033 | 0.718 | Agree          |
| Leaders provide personal attention when rejected | 3.033 | 0.777 | Agree          |

Intrinsic motivation was stronger than extrinsic motivation. The intrinsic composite mean was 3.308 (SD = 0.456), with teachers strongly agreeing that they enjoyed and were interested in Physical Education activities (M = 3.641) and believed that effort and ability contributed to success (M = 3.533). These findings indicate that personal interest, satisfaction, and effort were prominent motivational sources. They align with self-determination perspectives in which autonomous motivation is sustained by interest, value, and a sense of competence (Ryan & Deci, 2020; Bureau et al., 2021).

Extrinsic motivation remained positive but comparatively lower, with an overall mean of 3.164 (SD = 0.455). Teamwork and necessary professional relationships were the strongest external motivators (both M = 3.337), whereas leader-provided rewards and personal attention were among the lowest indicators (both M = 3.033). The pattern suggests that social and organizational support mattered more than formal rewards alone. This interpretation is consistent with evidence on professional learning communities, peer support, and social support in sustaining teacher engagement (Belay & Melesse, 2024; Chen et al., 2023; Liu et al., 2025).

### ***Associations with demographic characteristics***

*Table 4. Pearson chi-square p-values for profile-based associations.*

| Profile variable       | Self-concept | Intrinsic | Extrinsic | Overall motivation | Result                           |
|------------------------|--------------|-----------|-----------|--------------------|----------------------------------|
| Age                    | .107         | .977      | .844      | .426               | No significant associations      |
| Gender                 | .430         | .067      | .485      | .271               | No significant associations      |
| Marital status         | .045         | .589      | .994      | .196               | Self-concept significant         |
| Years in service       | .207         | .797      | .635      | .582               | No significant associations      |
| Educational attainment | .207         | .797      | .635      | .582               | No significant associations      |
| Socio-economic status  | .800         | .032      | 1.000     | .901               | Intrinsic motivation significant |

Note. Significance was evaluated at  $\alpha = .05$ .

Most demographic variables were not statistically associated with self-concept, intrinsic motivation, extrinsic motivation, or overall motivation. Age, gender, years in service, and educational attainment all produced p-values above .05 across the four measured outcomes. Marital status was significantly associated with self-concept ( $p = .045$ ), while socio-economic status was significantly associated with intrinsic motivation ( $p = .032$ ). All other profile-based associations were reported as not significant.

The source thesis interprets these results as evidence that the teachers' self-concept and motivation were generally stable across common demographic categories, with selected personal circumstances showing more specific relationships. The socio-economic finding is compatible with literature showing that access to resources and contextual opportunities can shape motivational experiences (Akbaş et al., 2025). The marital-status finding should be interpreted cautiously because the study was descriptive-correlational and did not establish causality. The thesis preliminaries also report a non-significant overall relationship between self-concept and motivational behavior; however, the detailed Chapter 4 tables do not present the corresponding Pearson coefficient, so no numerical value is introduced in this article.

## SUSTAIN program as a study-derived professional-development response

Table 5. *Core components of the proposed SUSTAIN Program.*

| Program component                          | Process/strategy                                                                             | Expected output                                                  |
|--------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Self-Concept Reinforcement Lab             | Reflective journaling, self-assessment profiling, strengths mapping, cognitive restructuring | Stronger professional identity and self-awareness                |
| Intrinsic Motivation Optimization Sessions | Goal-setting workshops, mastery-learning strategies, autonomy-enhancing teaching design      | Sustained intrinsic motivation and job satisfaction              |
| Recognition and Reinforcement System       | Monthly recognition, peer acknowledgment boards, performance storytelling, feedback loops    | Increased extrinsic motivation and engagement                    |
| Collaborative Excellence Network           | Lesson-study groups, peer coaching cycles, instructional collaboration clusters              | Improved collaboration and reduced isolation                     |
| Teacher Wellness and Life-Balance Support  | Stress-management training, counseling access, work-life integration sessions                | Improved psychological well-being                                |
| Equity-Sensitive Support Mechanism         | Financial-literacy sessions, workload-balancing strategies, flexible support programs        | Reduced motivational disparities linked to socio-economic status |

The SUSTAIN (Strengthening Unified Self-Concept, Teaching Autonomy, Intrinsic Motivation, and Nurturing Professional Growth) Program was developed from the study findings. Its design preserves the strengths already evident in the respondents—positive self-concept and strong intrinsic motivation—while responding to lower-rated areas involving memorization difficulty, independent work preferences, recognition, rewards, career advancement, and socio-economic variation in intrinsic motivation. The program therefore combines individual reflection with collaborative and organizational interventions.

This integrated approach is consistent with literature emphasizing professional learning communities and peer coaching (Belay & Melesse, 2024; Chen et al., 2023), mentoring and induction support (Hvalby, 2025), and recognition and institutional resources as components of teacher motivation (Dlamini, 2026; Granziera et al., 2025). In the source thesis, the program is structured across multiple implementation phases so that needs assessment, intervention, monitoring, and institutionalization can occur progressively rather than as a single workshop.

## CONCLUSION

MAPEH teachers teaching Physical Education in the selected public secondary schools of Guinayangan, Calauag, and Lopez demonstrated a strong self-concept, particularly in planning, preparation, reflection, and task-related decision making. Their motivational profile was more strongly characterized by intrinsic enjoyment, personal satisfaction, and effort than by external rewards, although teamwork, collegial relationships, and workplace conditions also contributed positively. Most demographic characteristics were not significantly associated with self-concept or motivation. The two exceptions were marital status in relation to self-concept and socio-economic status in relation to intrinsic motivation. The thesis preliminaries report that the overall self-concept–motivational behavior relationship was not statistically significant, while the detailed Chapter 4 results emphasize the profile-based analyses. Taken together, the findings support a professional-development approach that reinforces existing psychological strengths while improving collaboration, recognition, wellness, and equity-sensitive support. The SUSTAIN program represents the study’s principal practical contribution to strengthening the professional growth and motivational environment of MAPEH teachers teaching Physical Education.

### Recommendation

1. DepEd officials should strengthen policies and resources that support teacher psychological well-being, stress management, work-life balance, professional development, instructional resources, and appropriate recognition systems.
2. School administrators should implement school-based professional development that includes reflective practice, collaborative lesson planning, mentoring, peer coaching, constructive feedback, and opportunities for innovation in Physical Education instruction.
3. Schools should improve formal recognition and career-support mechanisms, including appreciation programs, transparent promotion pathways, and feedback practices, because recognition and reward indicators were comparatively lower than teamwork and collegial support.
4. Educational leaders and human-resource personnel should provide mentoring, career progression support, wellness services, financial-literacy activities, and workload-balancing strategies, particularly where personal or socio-economic circumstances may affect teacher motivation.
5. MAPEH teachers should participate actively in professional learning communities, mentoring, action research, and continuing professional-development activities that sustain self-concept, intrinsic motivation, collaboration, and instructional improvement.
6. The SUSTAIN program should be pilot-implemented and evaluated using pre- and post-intervention measures before broader institutionalization. Future studies may examine leadership style, school culture, workload, student behavior, and other contextual factors and should report the complete Pearson correlation statistics for the direct self-concept–motivational behavior relationship.

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