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JOB BURNOUT AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF JOB SATISFACTION AMONG PHYSICAL EDUCATION TEACHERS

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ABSTRACT

This study investigated the predictive relationship between job burnout, emotional intelligence, and job satisfaction among Physical Education (PE) teachers in the Panabo City Division. Utilizing a quantitative, non-experimental research design with a causal effect approach, the study employed multiple regression analysis to determine the extent to which job burnout and emotional intelligence could forecast job satisfaction. A total of 135 PE teachers from public secondary schools participated in the study. Statistical tools, including Average Weighted Mean, Pearson product-moment correlation coefficient, and Multiple Regression Analysis, were employed to analyze the data. Findings revealed a generally low level of job burnout, a very high level of emotional intelligence, and a high degree of job satisfaction. Significant correlations were identified between job burnout and job satisfaction, as well as between emotional intelligence and job satisfaction. Notably, components of job burnout, particularly commitment and motivation, emerged as significant predictors of job satisfaction. Moreover, dimensions of emotional intelligence – specifically self-motivation, empathy, and social skills – were strongly associated with higher levels of job satisfaction. The study underscores the importance of fostering emotional competencies and minimizing burnout-related factors to enhance teacher well-being and job satisfaction. These findings have implications for teacher development programs, policy formulation, and support systems in educational institutions.

KEYWORDS: *Job Burnout, Emotional Intelligence, Job Satisfaction, Panabo City Division, Philippines*
SDG Indicators: #3 Good Health and Well-Being
#4 Quality Education

INTRODUCTION

Teacher job satisfaction in physical education (PE) has been mostly noted as a worldwide issue in the field of education. It is for several reasons, including changes in professionalism and more overall responsibility (Ball, 2018). Another commonly stated reason is that teachers' time and energy are diverted from the fundamental task of teaching due to extra demands, even while they increase instructors' knowledge, competences, and competence (Webs et al. 2019). Some PE teachers also cite staleness or routinizing of work and believe they have begun to lose their passion for the subject. Furthermore, some PE teachers lack enough challenging thinking, which explains the low job satisfaction among them (Whipp et al. 2017).

In Finland and Australia, 40% of their teachers expressed want to leave the field and indicate job discontent (Mäkelä et al. 2019). Early career teachers are intended to feel satisfaction from teaching with younger learners but they do not often have altruistic motives (Watt et al. 2017). These basic characteristics should help one to be motivated and satisfied as well. Teachers must thus also operate in a supportive setting, be respected, and see their professionalism as valued if they are to remain fulfilled (Richards et al. 2018).

Meanwhile, in the Philippines, Bravo, et al., (2021) noted that several research reveal how low public-school teachers—especially the PE teachers—have in job satisfaction. The firm policies, surroundings, pay, circumstances at work, and possibilities define some elements influencing the employment happiness of the employees. While job happiness is very important for employees or personnel, the responses help themselves to reach their objective; they are not only teachers but also learners. The researchers understand that public school teachers are not happy with their work since they are transitioning to the new form of organization at the incorrect moment.

A study on how happy PE teachers is with their jobs could be useful because it could show how their work affects their feelings. This study can help us be happy by looking at what PE teachers have been through. Bravo et al. (2021) did similar research on how happy Filipino teachers are with their jobs in the public.

Apparently, Ju et al. (2017) noted that emotionally intelligent instructors will have better impressions of social support from principals and coworkers, thereby reducing the effects of job burnout. Previous research has underlined the need to make teachers' social support more easily available to reduce burnout (Rey & Extremera, 2017).

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Furthermore, Physical education (PE) teachers are potentially at high risk of burnout due to the high demands of the job, including student engagement, the methods of instruction they must employ in comparison to their peers, their handling of both private and educational obligations, and other factors (Taylor et al., 2017).

Moreover, highlighted by Befort and Hattrup (2018) are managerial aims and targets, along with job needs, greatly influencing job satisfaction. Significantly emotional intelligent people can better control their feelings by maintaining a good mental condition, which finally increases their job happiness (Carmeli, 2019). Many writers have claimed that job satisfaction is mainly determined by being aware of oneself.

At the same time, Mousavi et al. (2017) studied 215 physical education teachers and found a strong link between emotional intelligence and job satisfaction. They also found that job happiness, compassion, drive, and communication skills were all linked in a good way. A gradual regression analysis of the five parts of emotional intelligence showed that only three of them—drive, compassion, and interpersonal skills—were able to predict teacher job satisfaction.

At this part of the paper, related literature and studies are given for the different indicators under the three variables. For the first independent variable, which is the job burnout, four indicators are involved. First, ***exhaustion***. Bianchi, Schonfeld, & Laurent (2015) explored the concept of burnout syndrome as a distinct illness. It specifically examines the dimension of exhaustion and its relationship with other components of burnout, providing insights into the unique features and implications of exhaustion within the context of burnout.

The second indicator is ***depersonalization***. Bianchi, Schonfeld, & Laurent (2015) wrote a review article which explores the overlap between burnout and depression, including the dimension of depersonalization. It discusses the shared and distinct features of depersonalization in burnout and depression and highlights the importance of distinguishing between these constructs in research and clinical practice.

The third indicator is the ***level of achievement***. Toppinen-Tanner, Kalimo, & Mutanen (2002) examined the process of burnout over an eight-year period in both white-collar and blue-collar jobs. It investigates the dimension of exhaustion, which is closely related to the level of achievement, and explores its progression and relationship with other burnout dimensions.

The fourth indicator is ***commitment and motivation***. Alarcon, Eschleman, and Bowling (2009) did a thorough meta-analysis that looked at the link between personality traits and burnout. It looks at how commitment and motivation as personality traits might make people more likely to get burned out.

Five indicators are involved in this study's second independent variable, emotional intelligence. The first indicator is ***self-awareness***. Researchers Brackett, Warner, and Bosco (2005) examined how EQ relates to the health of couples' relationships. It delves into how oneself, a facet of emotional intelligence, affects the characteristics and contentment of love partnerships.

The second indicator is ***managing emotions***. Brackett et al. (2020) elucidated the correlation between emotional regulation capacity, burnout, and job satisfaction in educators. It looks into the link between teachers' ability to control their emotions, which is a key part of emotional intelligence, and their health and job satisfaction.

The third indicator is ***motivating oneself***. When it comes to instructors' and students' emotional intelligence, Brackett and Katulak (2006) offered some constructive observations. Emotional intelligence skills, including self-motivation, and their effects on the classroom are the subject of this skill-based training session.

The fourth indicator is ***empathy***. Brackett & Salovey (2006) focused on measuring emotional intelligence using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

The fifth indicator is ***social skills***. Schutz et al. (2006) looked at how teacher burnout, self-efficacy, and social skills are all connected. It explores how teachers' emotional intelligence and social skills influence their self-efficacy beliefs and burnout levels.

Six indicators are involved in the dependent variable, which is job satisfaction. The first indicator is ***teamwork***. Petrou, Demerouti, & Schaufeli investigated the concept of job crafting and its implications for exhaustion and performance. While it focuses on changing organizations, it offers insights into how teachers' teamwork behaviors, as part of job crafting, can influence their job satisfaction and well-being.
The second indicator is ***leadership***. Stress, work satisfaction, and effectiveness in instruction were some of the teacher characteristics that Collie, Shapka, and Perry (2015) examined regarding social-emotional academic performance and educational climate. The study looks at how different ways of leading affect the school environment and how happy teachers are.

The third indicator is ***reward and recognition***. Demerouti et al (2015) provided a comprehensive overview of job burnout. It discusses the role of rewards and recognition as potential buffers against burnout and contributors to job satisfaction among employees, including teachers.

The fourth indicator is ***empowerment and participation***. Wong, Wong, and Ngo (2015) studied employees from different backgrounds to determine the links between empowerment, work satisfaction, and dedication to the organization.

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The fifth indicator is ***communication***. Lin et al. (2015) investigated how communication mediated the connection between transformational management, innovative thinking in organizations, and work satisfaction.

The sixth indicator is ***working condition***s. Green et al. (2012) looked at the connections between academic drive, self-perception, involvement, and achievement over time among high school students.

A theoretical underpinnings are elaborated to show the scholastic foundation of the study. This investigation was anchored on several hypotheses of different writers regarding the interaction among the variables. First, this study is anchored on Herzberg's Theory of Job Satisfaction, created in 1959. Herzberg argued that emotional intelligence and job burnout are essential elements that lead to job happiness among those working. Herzberg found a set of motivational elements that, when present, may lead to job happiness, but their absence from a job would not always lead to job dissatisfaction.

At this point in the paper, a conceptual framework for the study was created. Job burnout, the first independent variable in this study, has four signs: exhaustion, depersonalization, level of achievement, commitment, and motivation, according to Mantilla et al (2012).
As for the second independent variable in this study, emotional intelligence, Petrides (2009) suggests five indicators: self-awareness, managing emotions, motivating oneself, empathy, and social skills.

Meanwhile, the dependent variable of job satisfaction has six indicators: *teamwork, leadership, reward and recognition, empowerment and participation, communication,* and *working condition*s (Ahmad et al, 2020).
The conceptual framework of the study is shown in the figure below.

INDEPENDENT VARIABLES **DEPENDENT VARIABLE**

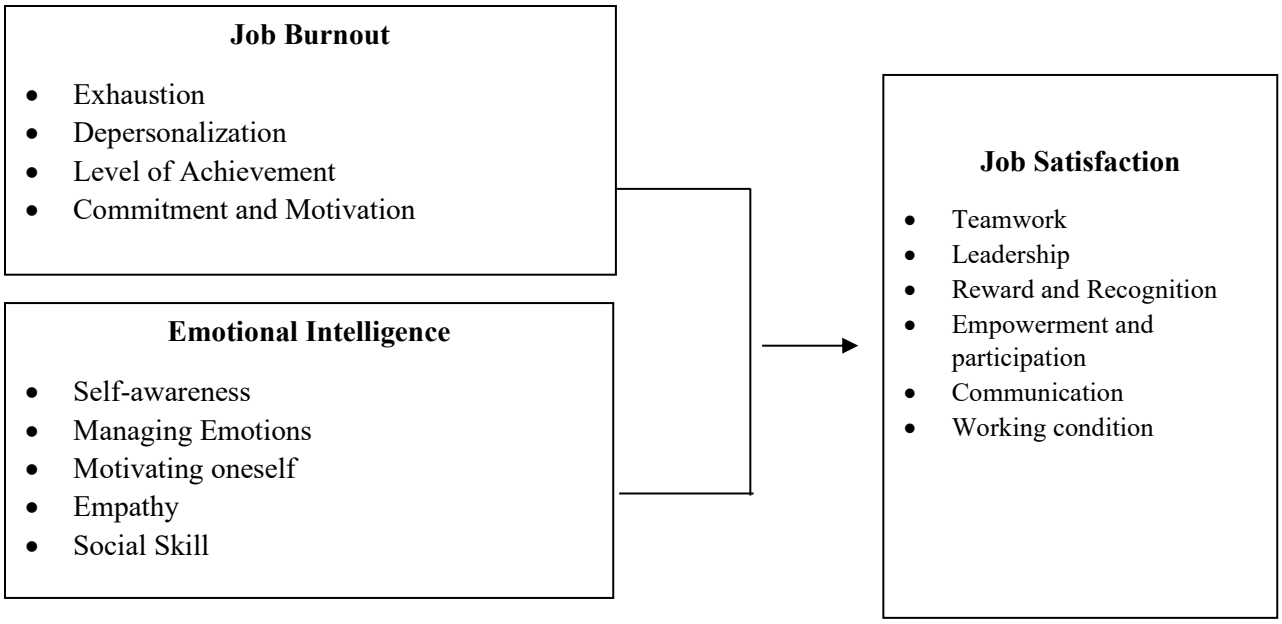


Figure 1. Conceptual Framework of the Study

METHOD

Research Respondents

The respondents who answered this study were the Physical Education teachers at the public secondary schools in the Panabo City Division that were chosen. Ten (10) schools became the source of prospective respondents for this study. Slovin's formula was employed in determining an appropriate sample size. An online website, such as Qualtrics.com, was utilized to compute the sample sizes for each population size taken from the chosen schools.

The study was expected to use a simple random sampling method, in which all participants were selected at random, and all teachers had an equal probability of being included in the sample (Salaria, 2012).

Furthermore, the inclusion criteria in the selection of qualified respondents were the following: (1) should be a regular permanent public-school teacher in Panabo City Division; (2) should have the positions of Teachers I to III only; (3) should have taught Physical Education for at least one school year. Meanwhile, non-PE teachers, master teachers, head teachers, and school heads were excluded from this study. If any

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participant feels intimidated by the study's procedures, they are free to withdraw at any moment.

Materials and Instruments

The researcher prepared three questionnaires tackling job burnout, emotional intelligence, and job satisfaction among PE teachers. To collect data for this study, survey questionnaires were found online, adjusted, and modified accordingly. The questionnaires were in the form of Likert point scales, with questions about the study's variables.

A group of internal and external specialists validated these tools. After considering their feedback, we ran a pilot study with a new group of responders to see how well the changes held up. The instruments were prepared for use after passing the Cronbach's alpha test for reliability and validity.

Design and Procedure

In this quantitative non-experimental investigation, Causal Effect Technique and Regression Analysis were employed. Using this strategy, event causes were investigated and explained. This technique uses regression analysis and correlation research to determine the strength of a link between several observable variables (Gay, Mills, & Airasian, 2012). This approach is suitable for studying how burnout impacts Panabo City Division physical education teachers' emotional intelligence and job happiness.

To interpret and assess the results using the right instruments, the researcher requested the statistician's help.

Mean. This measured PE instructors' work burnout, emotional intelligence, and job satisfaction. **Pearson-r**. This determined the importance of the independent-dependent connection**. Linear regression analysis**. This was done to determine which job burnout and emotional intelligence factors substantially affect PE instructors' job satisfaction.

In addition, the study took measures to minimize risk. To avoid plagiarism, the researcher paraphrased all study texts. Plagiarism checkers such as Grammarly and Turnitin were used in the study.

Finally, the author holds a Bachelor of Science in secondary education. This paper's mentor is also a co-author. Additionally, the study followed the University of Mindanao's Ethics Review Committee's ethical consideration parameters.

RESULT AND DISCUSSION

Based on the problems talked about in the last chapter, this chapter shows the research results. The subjects were talked about in relation to the problem statement and shown in both text and table form. The standard deviation for a 5-point Likert Scale is usually less than the range of 0.75 to 1.17, as shown by the standard deviation.

Level of Job Burnout among Physical Education Teachers

Table 1 shows that job burnout is measured by how tired, depersonalized, accomplished, committed, and motivated a person is. You can see that the overall mean is 2.14 and the SD is 0.57, which is low. This means that the people who answered the survey don't often feel burned out at work. Because reverse coding was used to look at this variable, it is not useful or meaningful to show the indicators in order of mean scores.

Table 1
Level of Job Burnout among Physical Education Teachers

Items	Mean	SD	Descriptive Level
Exhaustion	1.75	0.65	Very Low
Depersonalization	3.43	1.53	High
Level of Achievement	1.64	0.62	Very High
Commitment and Motivation	1.73	0.62	Very High
Overall	**2.14**	**0.57**	**Low**

The findings suggest that Physical Education teachers generally experience low levels of job burnout, which may be attributed to their work's active and dynamic nature, promoting physical well-being and reducing stress. Their strong sense of achievement and motivation further indicates that they find fulfillment in their profession.

Level of Emotional Intelligence among Physical Education Teachers

Table 2 measures emotional intelligence in self-awareness, emotion management, motivation, empathy, and social skills. The mean is 4.35 and the standard deviation is 0.44, which is very high. Respondents have very high emotional intelligence.

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Table 2
Level of Emotional Intelligence among Physical Education Teachers

Items	Mean	SD	Descriptive Level
Self-awareness	4.57	0.50	Very High
Managing Emotions	4.17	0.58	High
Motivating Oneself	4.35	0.47	Very High
Empathy	4.29	0.57	Very High
Social Skill	4.35	0.50	Very High
Overall	**4.35**	**0.44**	**Very High**

These findings suggest a well-rounded emotional intelligence profile that supports adaptability, resilience, and the ability to thrive in both interpersonal and intrapersonal contexts.

Recent studies of Shafait & Huang (2024) and Imperato & Strano-Paul (2021) have highlighted the importance of emotional intelligence (EI), notably self-awareness and empathy, in personal and academic success.

Level of Job Satisfaction among Physical Education Teachers

Table 3 demonstrates job satisfaction by cooperation, leadership, incentives and recognition, empowerment and involvement, communication, and working environment. The SD is 0.57 and the mean is 4.21, which is very high. This suggests poll respondents are quite satisfied with their work.

Table 3
Level of Job Satisfaction among Physical Education Teachers

Items	Mean	SD	Descriptive Level
Teamwork	4.50	0.51	Very High
Leadership	4.26	0.68	Very High
Reward and Recognition	3.80	0.89	High
Empowerment and Participation	4.40	0.58	Very High
Communication	4.21	0.71	Very High
Working Condition	4.06	0.81	High
Overall	**4.21**	**0.57**	Very High

Underscores a generally positive organizational climate, particularly in teamwork, empowerment, participation, and leadership. These results suggest that employees thrive in collaborative environments where mutual support and shared goals are emphasized, fostering higher morale and productivity. Organizations should consider implementing more structured and visible recognition systems to address this disparity.

This finding is consistent with the research of Perez and Tan (2019) and Turner and Craig (2024), which underlined that job satisfaction is significantly impacted by teamwork and leadership quality, which aligns with the very high satisfaction scores observed in the present study.

Significance on the Relationship between Job Burnout and Job Satisfaction

Physical Education instructors' work satisfaction and burnout are shown in Table 4.1. Exhaustion and job satisfaction had a positive association but a negative impact (r=-0.388, p=0.001). Depersonalization has a negative connection (r=0.007, p=0.935). Achievement level has an r-value of -0.423 and a p-value of 0.001, indicating a positive correlation but inverse impact. Next, commitment and motivation are positively connected but have opposing effects (r=-0.615, p=0.001).

The table shows that all four indicators have r-values and p-values below 0.05. This suggests these indicators' null assumptions are false. Physical Education instructors' job satisfaction is strongly

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correlated with tiredness. Physical Education instructors' success and work happiness are also linked.

Table 4.1
Significance of the Relationship between Job Burnout and Job Satisfaction

Indicators	Dependent Variable	r-value	r-squared	p-value	Decision
Exhaustion	Job Satisfaction	-0.388*	0.150544	< .001	Reject Ho
Depersonalization		0.007	0.000049	0.935	Do not reject Ho
Level of Achievement		-0.423*	0.178929	< .001	Reject Ho
Commitment and Motivation		-0.615*	0.378225	< .001	Reject Ho

*Significant at the 0.05 level of significance

Research findings provide varying perspectives on the relationship between job burnout and job satisfaction, supporting the nuanced correlations identified in the study. For instance, a study by Nguyen et al. (2020) revealed a significant relationship between burnout and job satisfaction, noting that teachers who experience moderate levels of burnout can still find satisfaction in their roles due to intrinsic motivation and a sense of professional purpose.

Significance of the Relationship between Emotional Intelligence and Job Satisfaction

Table 4.2 compares physical education instructors' emotional intelligence and work satisfaction. Self-awareness and job happiness had a 0.310 r-value and 0.001 p-value. This implies a connection. Managing emotions has a favorable connection (r=0.509, p=0.001). Motivation has a positive connection with an r-value of 0.558 and a p-value of 0.001. Next, empathy exhibits a positive association with an R-value of 0.333 and a p-value of 0.001. The social skill R-value is 0.584 and the p-value is 0.001, indicating a positive association.

Five indicators with r- and p-values are in the table. Three of these had p-values below 0.05. These indications defy null hypotheses. This suggests that self-aware PE teachers are happier at work. Physical Education instructors' work satisfaction and emotional management are also linked. Being satisfied with your job as a PE instructor is also linked to self-motivation. After that, work satisfaction is strongly correlated with how much Physical Education teachers care about their pupils. Finally, socially adept PE teachers are happier at work.

Table 4.2
Significance on the Relationship between Emotional Intelligence and Job Satisfaction

Indicators	Dependent Variable	r-value	r-squared	p-value	Decision
Self-awareness	Job Satisfaction	0.310*	0.0961	<0.001	Reject Ho
Managing Emotions		0.509*	0.25908	<0.001	Reject Ho
Motivating Oneself		0.558*	0.3114	<0.001	Reject Ho
Empathy		0.333*	0.1109	<0.001	Reject Ho
Social Skill		0.584*	0.3411	<0.001	Reject Ho

*Significant at the 0.05 level of significance

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Related research findings support the significant relationship between emotional intelligence and job satisfaction. For instance, Patel and Singh (2019) found that teachers with higher levels of self-awareness and emotional regulation reported greater job satisfaction, as these skills helped them manage classroom stress and foster positive interactions with colleagues and students. Similarly, Rodriguez and Lee (2024) observed that emotional intelligence indicators like empathy and self-motivation contributed to job satisfaction, particularly in high-demand professions such as teaching.

Regression Analysis on the Domains of Job Burnout that Significantly Predict Job Satisfaction

Table 5.1 shows the regression analysis of work burnout characteristics that substantially impact PE instructor job satisfaction. In the table, the F-value is 22.868 and the p-value is 0.001, below 0.05. The researcher may reject the null hypothesis. Therefore, work burnout strongly predicts Physical Education instructors' job satisfaction. In instance, only commitment and motivation exhibited p-values < 0.05. Physical Education instructors' work happiness is substantially correlated with job stress. The other three indicators—exhibition, depersonalization, and achievement—had p-values over 0.05. These job burnout markers do not predict PE teacher job satisfaction.

Regression analysis findings have significant implications for understanding the relationship between work burnout and job satisfaction among Physical Education teachers. The strong positive association, as reflected by the R-value, underscores

Table 5.1 Regression Analysis on the Domains of Job Burnout that Significantly Predict Job Satisfaction

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	5.102	0.151				
Exhaustion	0.160	0.094	0.181	1.694	0.093	Do not reject Ho
Depersonalization	-0.003	0.025	-0.008	-0.113	0.910	Do not Reject Ho
Level of Achievement	0.205	0.110	0.222	1.852	0.066	Do not Reject Ho
Commitment and Motivation	-0.870	0.125	-0.937*	-6.931	<0.001	Reject Ho

Dependent Variable: Job Satisfaction
*p<0.05

R= 0.643 R^2= 0.413
F-value= 22.868 p-value= <.001

that job burnout and job satisfaction are intricately linked, but not all domains of burnout uniformly impact satisfaction.

The findings of this study align with theoretical and empirical evidence linking job burnout and job satisfaction through specific domains such as depersonalization and commitment and motivation.

Regression Analysis on the Domains of Emotional Intelligence that Significantly Predict Job Satisfaction

Table 5.2 illustrates the regression analysis of emotional intelligence domains that contribute to physical education teacher work satisfaction. The table reveals that the F-value is 22.628 and the p-value is 0.001, both below 0.05. This allows the researcher reject the null hypothesis. Thus, emotional intelligence domain(s) highly predict Physical Education instructors' job satisfaction. Only self-motivation, empathy, and social competence had p-values below 0.05, the significance level. These emotional intelligence markers can predict Physical Education instructors' job satisfaction. Self-awareness and emotion management both had p-values over 0.05, the significance level. Thus, these emotional intelligence indicators cannot indicate Physical Education instructors' work satisfaction. Physical education instructors' work satisfaction is strongly correlated with emotional intelligence (R=0.684). Only 46.7% of the improvement in emotional intelligence was associated to work satisfaction, according to the coefficient of determination of 0.467. The other 53.3% is random fluctuation, therefore Physical Education instructors' emotional intelligence may be attributable to factors not studied.

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Table 5.2 Regression Analysis on the Domains of Emotional Intelligence that Significantly Predict Job Satisfaction

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	0.775	0.419				
Self-awareness	-0.174	0.114	-0.151	-1.531	0.128	Do not Reject Ho
Managing Emotions	0.214	0.129	0.215	1.664	0.098	Do not Reject Ho
Motivating Oneself	0.485	0.121	6.393*	4.022	0.001	Reject Ho
Empathy	-0.234	0.115	-0.233*	-2.037	0.044	Reject Ho
Social Skill	0.512	0.100	0.449*	5.138	0.001	Reject Ho

Dependent Variable: Job Satisfaction
*p<0.05
R= 0.684 R^2= 0.467
F-value= 22.628 p-value <0.001

Regression analysis reveals the crucial significance of emotional intelligence (EI) domains—motivation, empathy, and social skill—in predicting work satisfaction among Physical Education teachers. Results indicate that teachers with higher self-motivation, empathy, and ability to maintain positive relationships are more likely to report work satisfaction.

The findings of this study, which identify motivating oneself, empathy, and social skills as significant predictors of job satisfaction among Physical Education teachers, align with theoretical perspectives on emotional intelligence (EI) as a crucial determinant of workplace outcomes. Pérez et al. (2024) highlighted that self-motivation significantly influences a teacher's ability to persevere through challenges, directly impacting their satisfaction levels.

CONCLUSION AND RECOMMENDATION

This section summarizes the study's findings, including descriptive findings, inferential findings on correlation and regression between variables, and a statement on whether the study's results support or disprove the theoretical underpinnings. Finally, it offers recommendations based on the study's findings.

Conclusion

With a mean of 2.14 and a standard deviation of 0.57, job burnout was low in weariness, depersonalization, accomplishment, commitment, and motivation. This shows survey respondents seldom feel burnt out at work. The average emotional intelligence in self-awareness, managing emotions, motivating oneself, empathy, and social skills was 4.35, with a standard deviation of 0.44, which was high. This suggests responders are emotionally intelligent. Job satisfaction in collaboration, leadership, reward and recognition, empowerment and engagement, communication, and working conditions averaged 4.21 with a 0.57 standard deviation. This was high. Poll respondents seem happy with their job.

Also, work burnout and emotional intelligence are strongly correlated with job satisfaction in Physical Education instructors. Job burnout's commitment and motivation domain highly predicts Physical Education instructors' job satisfaction. Researchers also found that some emotional intelligence areas strongly predict physical education teachers' job satisfaction. These include self-motivation, empathy, and social skills.

The study's results are very much in line with its theoretical base, which stresses that job satisfaction is not a stand-alone concept but is affected by many different factors that are all connected. Job burnout and emotional intelligence stand out as two important factors that affect how satisfied people are with their jobs. Emotional intelligence, on the other hand, is a good thing for job satisfaction because it improves relationships with others, builds resilience, and encourages good communication and self-control.

Recommendation

The study's conclusions led to the following suggestions focusing on the indicators with the lowest mean scores.

First, under job burnout, *depersonalization* is found to be at a high level. Therefore, it is recommended to implement targeted interventions that promote emotional connection, professional fulfillment, and overall well-being. Schools may have a **"PSP"** or peer support program where teachers may share experiences, seek advice, and get emotional support from colleagues.

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Second, under emotional intelligence, *managing emotions* got the lowest mean score, highlighting the need to strengthen this area among Physical Education teachers to enhance their job satisfaction. Institutions may provide targeted training and workshops on emotional regulation techniques, resilience-building strategies, and mindfulness practices. These programs can help teachers develop greater control over their emotions, particularly in challenging or high stress situations, which are common in teaching.

The lowest mean score for work satisfaction, recognition, and appreciation of Physical Education teachers indicates a need for improvement in recognizing and valuing their contributions. Educational institutions may consider implementing structured reward systems that recognize individual and team achievements, such as certificates, plaques, or public commendations during school events. Financial incentives, bonuses, or professional development opportunities can be tangible acknowledgments of their contributions.

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