

Personal and Professional Challenges and Teaching Effectiveness of Physical Education Teachers: An Input to P.E. Support Toolkit

Jay Ramon M. Alayon

Filamer Christian University, Capiz State University Burias Campus
alayonjayramon@gmail.com

Article Details:

Received: 2 May 2026
Revised: 10 May 2026
Accepted: 17 May 2026
Published: 11 June 2026
Corresponding Email:
alayonjayramon@gmail.com

Recommended Citation:

Alayon, J. R. M. (2026) Personal and Professional Challenges and Teaching Effectiveness of Physical Education Teachers: An Input to P.E. Support Toolkit. *The International Review of Multidisciplinary Research*. 1 (8), 47-61.
<https://doi.org/10.67167/vertex.534>

Index Terms:

personal challenges, professional challenges, teaching effectiveness, physical education teachers, support toolkit

Abstract. This survey-correlational study was conducted to determine the personal and professional challenges and teaching effectiveness of Physical Education teachers in the Schools Division of Capiz, for the School Year 2025-2026. The participants of the study were the eighty-three (83) Physical Education Teachers randomly selected from a population of one hundred five (105) using stratified sampling, and twenty (20) students per Physical Education teacher were randomly selected using quota sampling in the Schools Division of Capiz. Data were gathered using researcher-made questionnaires consisting of 36 items for personal challenges and 39 items for professional challenges. These instruments were pilot-tested among thirty-six (36) Physical Education teachers in the Schools Division of Roxas City. Teaching effectiveness was measured using a 25-item standardized questionnaire adapted from Monserate (2018). The major findings of the study revealed that the levels of personal challenges and professional challenges of Physical Education teachers were both “high.” Likewise, the teaching effectiveness of Physical Education teachers was rated “high.” The results further showed that there was no significant difference in teaching effectiveness when teachers were grouped according to the levels of their personal and professional challenges. Moreover, there was a significant relationship between personal and professional challenges. However, no significant relationship was found between personal challenges and teaching effectiveness, as well as between professional challenges and teaching effectiveness. Based on the findings of the study, the primary output is the development of a Physical Education teacher support toolkit entitled PEdayon: A Support Toolkit for Managing Life and Work Challenges to Sustain Teaching Effectiveness.

Introduction

In the Philippines, Physical Education (PE) teachers are often regarded as “jacks of all trades,” expected to be highly flexible and competent across multiple roles. Beyond teaching, they are involved in coaching athletes and performers, designing instructional activities, organizing school events, and promoting health and wellness programs. Their work extends far beyond the classroom corner; they contribute significantly to the holistic development of the students by nurturing creativity, physical fitness, cultural appreciation, and essential life skills such as discipline, teamwork, resilience, and overall well-being.

Due to these expectations, society often perceives PE teachers as naturally energetic, cheerful, and resilient individuals who do not struggle or face personal hardships. However, behind these roles lie unspoken pressures and silent struggles as they work to serve as a good image for their students. Personal and professional challenges are among the factors that may affect the ability of teachers to perform their duties effectively. Personal and professional challenges can impact the teaching effectiveness of physical education teachers, which is essential for the success of physical education programs. Effective physical education teaching includes using appropriate instructional strategies, maintaining effective classroom management, and providing meaningful learning experiences that support the physical, cognitive, and social growth of the students.

In the province of Capiz, Physical Education teachers face numerous personal and professional challenges that may hinder their capacity to perform effectively. These difficulties range from workload demands and limited resources to role conflicts

and personal stressors that affect their emotional and mental well-being. Such challenges may significantly impact the quality of their teaching performance and their ability to meet the diverse needs of learners. When these issues remain unaddressed, they may lead to ineffective instruction, reduced motivation, and diminished student engagement. Understanding the realities faced by PE teachers in Capiz is therefore essential in order to strengthen support mechanisms, improve teaching effectiveness, and promote their overall well-being.

The researcher believes that the situations mentioned above require an investigation to identify the personal and professional challenges faced by Physical Education teachers, assess their teaching effectiveness, and determine whether a significant relationship exists between these challenges and their teaching performance.

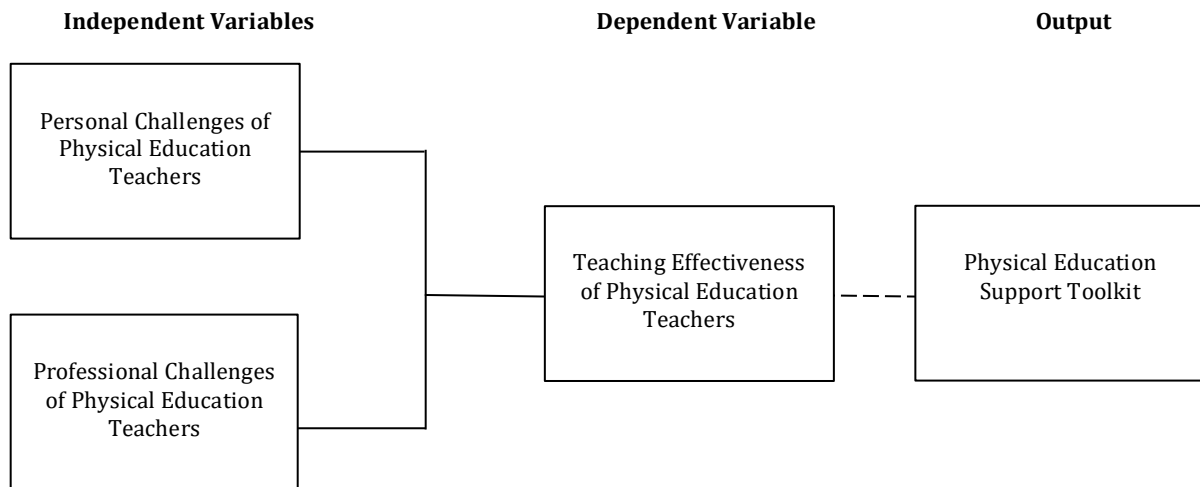


Figure 1. Teaching Effectiveness of Physical Education Teachers as Influenced by Personal Challenges and Professional Challenges and an Input to P.E. Support Toolkit

Statement of the Problem and the Hypotheses

This study aimed to determine the personal and professional challenges faced by Physical Education Teachers in the Schools Division of Capiz, as well as their teaching effectiveness, for the School Year 2025-2026.

Specifically, the study sought answers to the following questions:

1. What is the level of personal challenges of Physical Education teachers as a whole and in terms of family situation, financial status, emotional conflict, interpersonal communication, and health and physical well-being?
2. What is the level of professional challenges of Physical Education teachers as a whole and in terms of students' behavior, workload, time management, school equipment, and support from administration?
3. What is the level of teaching effectiveness of Physical Education teachers?
4. Is there a significant difference in the teaching effectiveness of Physical Education teachers among the levels of their personal challenges?
5. Is there a significant difference in the teaching effectiveness of Physical Education teachers among the levels of their professional challenges?
6. Are there significant relationships among the personal challenges, professional challenges, and teaching effectiveness of Physical Education teachers?
7. What output can be derived from this study?

Based on the aforementioned problems, the following hypotheses will be tested:

1. There is no significant difference in the teaching effectiveness of Physical Education Teachers among the levels of their personal challenges.
2. There is no significant difference in the teaching effectiveness of Physical Education Teachers among the levels of their professional challenges.
3. There are no significant relationships among the personal challenges, professional challenges, and teaching effectiveness of Physical Education teachers.

Methodology

This study focused on assessing the personal and professional challenges and teaching effectiveness of the Physical Education teachers in the Schools Division of Capiz for the S.Y. 2025-2026.

This study used a survey-correlational research design. According to Fraenkel et al., as cited by Corros (2017), a survey is used as a descriptive method to further analyze the quality and accuracy of the study objective. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed. Surveys are widely used in library and information science to assess the attitudes and characteristics of a wide range of subjects. On the other hand, correlation research investigates relationships between two or more data sets. This design likewise helps determine the extent to which different variables are related to each other (Corros, 2017). This research design was appropriate for this study because the survey used to gather data on the personal and professional and teaching effectiveness of Physical Education Teachers

In this study, the independent variables were the personal and professional challenges faced by Physical Education teachers, and the dependent variable was their teaching effectiveness. The descriptive statistics used in the study were the frequency count, percentage, mean, and standard deviation. The inferential statistics are ANOVA and Pearson r. The alpha level of significance was set at 0.05.

Participants

The participants of this study were the eighty-three (83) Physical Education teachers randomly selected from a population of one hundred five (105) and a quota of twenty (20) students per Physical Education teacher was also randomly selected in the Schools Division of Capiz specifically from the following large National High Schools: Capiz National High School, Commissioner Luis R. Asis National High School, Ivisan National High School, Jamindan National High School, Mambusao National High School, Panitan National High School, Pontevedra National High School, and Vicente Andaya Sr. National High School for the School Year 2025-2026.

This research study utilized two sampling methods: stratified random sampling and quota sampling. To measure the independent variable, the personal and professional challenges, the Physical Education teachers who served as participants were selected using stratified random sampling. Stratified random sampling involves selecting random samples from each stratum of the population (Sullivan, 2008). The required number of participants was determined using Slovin's formula. The participants were randomly selected through stratified proportional sampling, with the selection process facilitated by a random draw. This meant that all the names of the participants were written on rolled slips of paper and placed in a box. From the box, the required number of respondents was selected without looking and then drawn to serve as participants in the study. The proportional allocation formula was used to determine the appropriate sample size for each group or class in the population involved in the study.

To measure the dependent variable, which is the teaching effectiveness of Physical Education teachers, quota sampling was used to select student participants. In this method, each teacher was assigned a quota of 20 students, randomly chosen from the various sections or grade levels they teach. Quota sampling is a non-probability sampling technique in which participants are selected based on predetermined quotas to ensure representation of specific subgroups within the population (Bryman, 2016).

Table 1 shows the distribution of participants from the different National High Schools in the Schools Division of Capiz. The total population consisted of one hundred five (105) Physical Education teachers, from which a sample of eighty-three (83) respondents was drawn. Specifically, twenty-three (23) participants were taken from Capiz National High School, eight (8) from Commissioner Luis R. Asis National High School, nine (9) from Ivisan National High School, nine (9) from Jamindan National High School, and eight (8) from Mambusao National High School. Moreover, nine (9) respondents were selected from Panitan National High School, nine (9) from Pontevedra National High School, and eight (8) from Vicente Andaya Sr. National High School.

National High Schools	Population	Sample Size
Capiz NHS	29	23
Commissioner Luis R. Asis NHS	10	8
Ivisan NHS	12	9
Jamindan NHS	11	9
Mambusao NHS	10	8

Panitan NHS	11	9
Pontevedra NHS	12	9
Vicente Andaya Sr. NHS	10	8
Total	105	83

Table 1. Proportional allocation of the sample size for each school

Data Gathering Instruments

To gather the necessary data for the study, the researcher utilized both researcher-made and adopted questionnaires. A researcher-made questionnaire was developed to assess the personal and professional challenges encountered by Physical Education teachers, while a standardized questionnaire adapted from the study of Monserate (2018) was used to measure teaching effectiveness. All instruments were aligned with the objectives of the study to ensure the relevance and accuracy of the data collected.

For the personal challenges questionnaire, a 36-item researcher-made instrument was employed. The questionnaire underwent face and content validation by research experts and panel members. It was pilot-tested among thirty-six (36) Physical Education teachers from selected secondary schools in the Schools Division of Roxas City. The pilot testing results were analyzed using the Statistical Package for the Social Sciences (SPSS) to determine validity and reliability. After item analysis, 36 out of 40 items were retained. The instrument obtained a Cronbach's alpha of 0.97, indicating a very high level of reliability.

Similarly, the professional challenges questionnaire consisted of 39 researcher-made items that also underwent face and content validation by experts and panel members. The instrument was pilot-tested using the same group of respondents, and the results were subjected to reliability testing through SPSS. After item analysis, 39 out of 40 items were retained. The questionnaire yielded a Cronbach's alpha of 0.95, signifying that the instrument was reliable and valid.

To measure teaching effectiveness, a 25-item standardized questionnaire adapted from Monserate (2018) was administered to students to evaluate the teaching effectiveness of their Physical Education teachers. Since the instrument had already been validated in the original study, further validity and reliability testing were no longer conducted. The instrument had a reported Cronbach's alpha of 0.91, indicating high reliability and validity.

Data-Gathering Procedures

Before conducting the study, the researcher obtained permission from the Dean of the Graduate School at Filamer Christian University and the Schools Division Superintendent of the Schools Division of Capiz to conduct research in selected national high schools. Upon approval, the researcher prepared and sent letters to the respective school principals requesting permission to conduct a study involving Physical Education teachers and their students. After securing all necessary approvals, participants in the Physical Education teachers' study were identified from the selected schools using stratified random sampling and quota sampling to select student participants.

Prior to data collection, participants were thoroughly informed about the purpose, procedures, and importance of the study. Informed consent was obtained from all participants. For student participants, parental consent and student assent were secured to ensure voluntary participation. Participants were assured that their involvement was entirely voluntary and that they could withdraw from the study at any time without penalty. The researcher strictly followed ethical standards throughout the study. Confidentiality and participant anonymity were maintained by ensuring that no personally identifiable information was disclosed. All data collected were used only for research purposes.

Furthermore, the study adhered to the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). All personal data was handled with the utmost confidentiality, stored securely, and protected from unauthorized access. After data collection, the data were processed, encoded, and analyzed using the Statistical Package for the Social Sciences (SPSS). The results were kept strictly confidential.

Results and Discussion

Descriptive Data Analysis

Level of Personal Challenges of Physical Education Teachers

Table 2 presents the level of personal challenges of Physical Education teachers as a whole and in terms of family situation, financial status, emotional conflict, interpersonal communication, and health and physical well-being. The result revealed that the level of personal challenges of Physical Education teachers is “high” (M = 3.70, SD = 0.61). In terms of specific indicators, Physical Education teachers have a “high” level of personal challenges in family situation (M = 3.93, SD = 0.79) followed by financial status (M = 3.75, SD = 0.82), emotional conflict (M = 3.63, SD = 0.74), health and physical well-being (M = 3.59, SD = 0.78), and interpersonal communication (M = 3.58, SD = 0.70), all of which are also interpreted as “high”.

Variable	Mean	Description	SD
Personal Challenges	3.70	High	0.61
Family Situation	3.93	High	0.79
Financial Status	3.75	High	0.82
Emotional Conflict	3.63	High	0.74
Health and Physical Well-Being	3.59	High	0.78
Interpersonal Communication	3.58	High	0.70

<i>Scale</i>	<i>Description</i>
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

Table 2. Mean and Standard Deviation of Personal Challenges

The result reveals that the Physical Education teachers have a high level of personal challenges. This implies that teachers experience various difficulties in their personal lives, including concerns related to family situations, financial status, emotional conditions, interpersonal communication, health and physical well-being. This further implies that despite their professional responsibilities, teachers are simultaneously managing significant personal demands that may influence their daily functioning and overall well-being.

The personal challenges that Physical Education teachers face likely reflect exposure to various stressors, both at home and in their surroundings. These challenges may arise from balancing work and family roles, meeting financial needs, coping with emotional stress, and maintaining physical health. This also indicates that teachers might be under pressure that demands strong coping skills, adaptability, and resilience to manage their personal and professional lives effectively. Furthermore, the high level of personal challenges faced by Physical Education teachers may be linked to the nature of their profession. As educators, they are expected to demonstrate physical vitality, emotional stability, and active engagement in teaching, which can increase strain when personal concerns arise. The demands of teaching, combined with personal responsibilities, may lead to fatigue, stress, and less time for self-care and recovery.

Additionally, this finding suggests a limited availability of support systems and resources for the personal well-being of the Physical Education teachers. Insufficient access to wellness programs, counseling, or financial aid can prevent teachers from effectively managing their challenges. Moreover, societal expectations and professional duties often lead teachers to prioritize their work over their personal needs, exacerbating their personal struggles.

External factors such as economic conditions, family expectations, and health concerns can also increase personal challenges. Teachers dealing with financial or health issues may find it harder to stay balanced. Similarly, those with significant family responsibilities often experience additional stress, raising their overall personal challenges. This finding corroborates the research by Alsalhe et al. (2021), which shows that Physical Education teachers face high levels of stress and burnout stemming from ongoing personal and professional pressures. For example, a systematic review and meta-analysis revealed that burnout is common among these teachers and is associated with chronic stress and emotional exhaustion, influenced by both personal and work-related factors.

The stress of the Physical Education teachers has been found to significantly contribute to burnout and reduced well-being, especially when personal and professional demands clash (Zhao et al., 2022). Similarly, high occupational stress among teachers is associated with emotional exhaustion and decreased effectiveness, both personally and professionally (Skaalvik et al., 2017). Furthermore, the study results align with those of Ozamiz-Etxebarria et al. (2023), which demonstrate that increased workload, evolving teaching demands, and inadequate support lead to higher stress levels and reduced well-being among teachers. This highlights that teachers' personal challenges are closely tied to their professional responsibilities and overall well-being.

Level of Professional Challenges of Physical Education Teachers

The level of professional challenges of Physical Education teachers as a whole and in terms of students' behavior, workload, time management, school equipment, and support from administration is shown in Table 3. The result revealed that the level of professional challenges of Physical Education teachers is "high" ($M = 3.65, SD = 0.59$). In terms of specific indicators, Physical Education teachers have a "high" level of professional challenges in school equipment ($M = 4.07, SD = 0.72$) followed by students' behavior ($M = 3.76, SD = 0.85$), workload ($M = 3.71, SD = 0.71$), time management ($M = 3.61, SD = 0.74$), and support from administration ($M = 3.08, SD = 0.75$), all of which are also interpreted as "high".

Variable	Mean	Description	SD
Professional Challenges	3.65	High	0.59
School Equipment	4.07	High	0.72
Students' Behavior	3.76	High	0.85
Workload	3.71	High	0.71
Time Management	3.61	High	0.74
Support from Administration	3.08	High	0.75

<i>Scale</i>	<i>Description</i>
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

Table 3. Mean and Standard Deviation of Professional Challenges

The finding shows that Physical Education Teachers have a high level of professional challenges, including issues with students' behavior, heavy workloads, time management, availability of school equipment and facilities, and administrative support. These challenges highlight the multiple demands teachers face within the school setting, which can impact their teaching effectiveness and overall professionalism. Moreover, these difficulties are interconnected and affect how teachers handle both their instructional and non-instructional duties.

The significant professional challenges faced by Physical Education teachers suggest they handle diverse classroom situations, especially in managing student behavior and engagement during activities. Furthermore, a heavy workload and limited time can impede their efforts to prepare lessons effectively, evaluate student performance, and complete administrative duties. Inadequate facilities and equipment may also limit the delivery of varied and suitable learning experiences, ultimately affecting the quality of instruction.

In addition, the high level of professional challenges might be related to the nature of Physical Education, which demands space, equipment, and active student engagement. When these resources are lacking, teachers may struggle to achieve lesson objectives. The lack of administrative support can worsen these challenges, as teachers may not receive sufficient assistance, resources, or professional development opportunities.

This study supports Collie (2022), which identifies workload, student behavior, and lack of support as key sources of teacher stress. For instance, a study found that teacher stress commonly arises from workload, student behavior, and expectations, all of which significantly affect work-related outcomes. Similarly, Gonzales (2024) identified workload, time management, classroom behavior, resources, and support as key components of work-related stress among teachers, emphasizing that these factors directly influence teaching performance.

Furthermore, the study by Gudelos et al. (2025) shows that excessive workload and job demands harm teachers' well-being and performance, emphasizing the difficulties they face in managing multiple responsibilities. In Physical Education, stress is even worse due to the need for specialized facilities and active class management, making the subject more challenging than other disciplines (von Haaren-Mack et al., 2020).

Level of Teaching Effectiveness of Physical Education Teachers

Table 4 presents the level of teaching effectiveness of Physical Education teachers. The level of teaching effectiveness of Physical Education teachers is "high" (M = 4.19, SD = 0.36).

Variable		Mean	Description	SD
Teaching Effectiveness		4.19	High	0.36
<i>Scale</i>	<i>Description</i>			
4.21-5.00	Very high			
3.41-4.20	High			
2.61-3.40	Moderate			
1.81-2.60	Low			
1.00-1.80	Very low			

Table 4. Mean and Standard Deviation of Teaching Effectiveness

The result demonstrates that Physical Education teachers have a high level of teaching effectiveness. This indicates that despite the personal and professional challenges they face, they are still able to maintain a high level of effectiveness in knowledge of the subject and teaching ability, management of learning and professionalism competence, teaching for independent learning and evaluation to students, commitment and personality traits, and interpersonal relationships. This also suggests that teachers have the necessary competencies, skills, and attitudes to provide high-quality instruction and create impactful learning experiences for students.

The high level of teaching effectiveness suggests that Physical Education teachers can adapt to various challenges while still performing their roles effectively. They may have developed strong pedagogical skills, classroom management strategies, and the ability to actively engage students in learning. It also shows that teachers can apply appropriate teaching methods, use available resources efficiently, and foster a positive learning environment that encourages student participation and achievement.

Furthermore, the high level of teaching effectiveness can be linked to the dedication of the teachers to their profession and their ongoing efforts to enhance their teaching practices. Physical Education teachers may demonstrate commitment by planning organized lessons, giving clear instructions, and ensuring students understand and can apply the concepts taught. Their professionalism and positive attitude may also help build strong teacher-student relationships, which are crucial for boosting student motivation and learning. In addition, teaching effectiveness can be influenced by training, experience, and participation in professional development programs of the teachers. These opportunities may improve their instructional skills, assessment methods, and ability to foster independent learning among students. Teachers who are well-prepared with knowledge and skills are more likely to deliver effective instruction and achieve desired learning results.

This finding supports recent studies that emphasize that teacher effectiveness remains high when teachers possess strong pedagogical knowledge, classroom management skills, and professional commitment. For instance, a study by Darling-Hammond et al. (2020) highlighted that effective teaching is strongly associated with teachers' content knowledge, instructional quality, and ability to support student learning. Similarly, König et al. (2020) found that professional competence of the teachers, including their pedagogical and content knowledge, significantly contributes to their teaching effectiveness, even in challenging teaching conditions. In addition, research by Burić et al. (2021) has shown that positive teacher-student relationships and teachers' commitment to their work play a crucial role in enhancing teaching effectiveness and student outcomes.

Inferential Data Analysis

Difference in the Teaching Effectiveness of Physical Education Teachers among the Levels of their Personal Challenges

Table 5 indicates the Analysis of Variance in difference in the teaching effectiveness of Physical Education teachers among the levels of their personal challenges. Data shows that there is no significant difference in the teaching effectiveness of Physical Education teachers among the levels of their personal challenges, $F(0.501) = 0.61, p > .05$.

Source of Variation	SS	Df	MS	F	Sig.
Between Groups	0.13	2	0.065	0.501ns	0.61
Within Groups	10.379	80	0.13		
Total	10.509	82			

* $p < 0.05$ significant @5% alpha level
 ns $p > 0.05$ not significant @5% alpha level

Table 5. ANOVA of Teaching Effectiveness of Physical Education Teachers Among the Levels of their Personal Challenges

There is no significant difference in the teaching effectiveness of Physical Education teachers among the levels of their personal challenges. This indicates that, despite the different personal challenges faced by Physical Education teachers, it does not significantly affect their ability to teach effectively. It also suggests that, despite experiencing different levels of personal difficulties, teachers are still able to perform their roles well and maintain a high standard of instruction.

The lack of a significant difference may suggest that Physical Education teachers have strong coping skills and resilience, allowing them to handle personal challenges without affecting their professional duties. Teachers might be able to keep their personal concerns separate from their teaching responsibilities, helping them stay focused, organized, and committed to delivering instruction. This also indicates that teachers have developed emotional stability and adaptability, which are crucial for maintaining effective teaching performance despite personal pressures. Furthermore, this finding may suggest that teaching effectiveness is more strongly influenced by the professional competence, self-efficacy, and resilience of the teachers rather than their personal challenges. Teachers who have developed resilience are better able to handle stress and maintain their performance even under difficult circumstances. Their ability to adapt and persist may help them remain effective in delivering instruction despite personal difficulties.

This finding is supported by the study by Baruani et al. (2021), which found that teachers use various resilience strategies, such as social support, professional development, and coping mechanisms, to manage stress and maintain performance in the teaching profession. The study further emphasized that teachers who effectively use resilience strategies can avoid poor performance and continue functioning effectively despite stressors. Similarly, Collie (2022) emphasized that teachers with strong coping strategies and workplace support can sustain their performance despite experiencing personal and professional stressors.

Likewise, Herman et al. (2020) found that although teachers may experience stress, its effects on their teaching effectiveness can be reduced when they have emotional regulation strategies and supportive environments. These results align with this study, indicating that personal challenges do not automatically impair teaching effectiveness if teachers have the right skills and support systems.

Therefore, the null hypothesis, which states that there is no significant difference in the teaching effectiveness of Physical Education teachers among the levels of their personal challenges, is hereby accepted.

Difference in the Teaching Effectiveness of Physical Education Teachers among the Levels of their Professional Challenges

Table 6 shows the Analysis of Variance in difference in the teaching effectiveness of Physical Education teachers among the levels of their professional challenges. There is no significant difference in the teaching effectiveness of Physical Education teachers among the levels of their professional challenges, $F(1.262) = 0.29$, $p > .05$.

Source of Variation	SS	Df	MS	F	Sig.
Between Groups	0.481	3	0.16	1.262ns	0.29
Within Groups	10.029	79	0.127		
Total	10.509	82			

* $p < 0.05$ significant @5% alpha level
 ns $p > 0.05$ not significant @5% alpha level

Table 6. ANOVA of Teaching Effectiveness of Physical Education Teachers Among the Levels of their Professional Challenges

There is no significant difference in the teaching effectiveness of Physical Education teachers among the levels of their professional challenges, implying that the teaching effectiveness of Physical Education teachers does not vary regardless of the extent of their professional challenges. It further suggests that even when teachers experience varying levels of

difficulties related to workload, student behavior, time management, facilities, and administrative support, their ability to deliver effective instruction remains consistent.

Likewise, this finding may indicate that teaching effectiveness is more strongly influenced by professional competence, experience, and self-efficacy of the Physical Education teachers than by workplace challenges. Physical Education teachers might rely on their pedagogical knowledge, classroom management skills, and instructional strategies to ensure that learning objectives are met. Their dedication to their profession and sense of responsibility toward students may also motivate them to perform effectively regardless of the professional challenges they encounter face. Furthermore, the lack of a significant difference indicates that support systems such as collegial collaboration, administrative support, and access to professional development programs help teachers handle professional challenges. These support mechanisms may serve as buffers, assisting teachers in maintaining their teaching effectiveness even under difficult conditions.

This study supports Collie (2022), who found that teachers kept their work outcomes and performance despite stress, suggesting that challenges do not always severely impact teaching effectiveness. Likewise, Pressley (2021) found that although teachers experienced increased stress and workload, many still maintained instructional effectiveness through adaptability and commitment. Moreover, MacIntyre et al. (2020) noted that teachers' coping strategies and emotional regulation played a role in preserving teaching quality even amid stressful situations. However, this result contradicts Pressley (2021), who found that increased workload and stress significantly contribute to teacher burnout and lower effectiveness. Similarly, Sokal et al. (2020) reported that higher stress and challenges correlate with reduced teaching performance and greater burnout among teachers.

Therefore, the null hypothesis, which states that there is no significant difference in the teaching effectiveness of Physical Education teachers among the levels of their professional challenges, is hereby accepted.

Relationships among the Personal Challenges, Professional Challenges, and Teaching Effectiveness of Physical Education Teachers

Table 7 shows the relationships among the personal challenges, professional challenges, and teaching effectiveness of Physical Education teachers. Data show that there is a significant relationship between personal challenges $r = 0.794$, $p = 0.000 < .05$, and professional challenges of Physical Education teachers. There is no significant relationship between personal challenges $r = 0.059$, $p = 0.596 > .05$, and teaching effectiveness of Physical Education teachers. Also, there is no significant relationship between professional challenges $r = 0.005$, $p = 0.965 > .05$ and teaching effectiveness of Physical Education Teachers.

Variables	r	Sig
Personal Challenges and Professional Challenges	0.794*	0.000
Personal Challenges and Teaching Effectiveness	(-)0.059ns	0.596
Professional Challenges and Teaching Effectiveness	0.005ns	0.965

* $p < 0.05$ significant @5% alpha level
 ns $p > 0.05$ not significant @5% alpha level

Table 7. Pearson r Among Personal Challenges, Professional Challenges, and Teaching Effectiveness of Physical Education Teachers

There is a significant relationship between the personal challenges and professional challenges of Physical Education teachers. This implies that the personal and professional challenges experienced by Physical Education Teachers are interconnected and influence one another.

In other words, personal issues can influence their professional duties, and workplace challenges can also impact their personal well-being. This indicates that Physical Education teachers do not face these challenges in isolation, but they are part of a complex system of interconnected stressors and demands. For example, personal concerns like family duties, financial difficulties, or health issues may hinder teachers from effectively handling tasks such as lesson planning, classroom management, and engaging students. Likewise, workplace pressures such as heavy workload, administrative demands, and limited resources can lead to stress that spills over into their personal lives.

This finding shows the need for comprehensive support systems for physical education teachers that encompass both personal and professional aspects. Schools can significantly contribute by fostering a supportive work environment, promoting work-life balance, and implementing wellness programs that help teachers manage these interconnected challenges. Additionally, policies that aim to reduce excessive workload and provide access to professional development can lessen the cumulative impact of these issues. External factors such as organizational culture, leadership support, and

collegial relationships also influence how teachers navigate these dual responsibilities. The study by Collie (2021) supports the findings of the research, indicating that personal well-being is closely connected to the professional experiences of Physical Education teachers, especially in terms of workload and emotional strain. Similarly, Herman et al. (2020) found that both personal and professional factors affect the stress and burnout of teachers, highlighting a strong link between these domains. In contrast, Kim and Burić (2020) suggested that personal and professional stressors can sometimes operate independently, influenced by coping strategies and the specific context.

Therefore, the null hypothesis, which states that there is no significant relationship between personal challenges and professional challenges of Physical Education teachers, is hereby rejected. There is no significant relationship between personal challenges and the teaching effectiveness of Physical Education teachers. This indicates that the personal challenges encountered by Physical Education teachers do not directly affect their teaching effectiveness. In other words, even when faced with personal difficulties, teachers can still perform well in their roles. This also suggests that Physical Education Teachers have a strong sense of professionalism and dedication, enabling them to separate their personal issues from their teaching duties.

Furthermore, this finding indicates that teachers may have developed effective coping strategies that enable them to manage personal stress without impacting the quality of their teaching. Their ability to stay focused, organized, and responsive in the classroom despite personal challenges shows resilience and dedication to their profession. It is also possible that institutional support, peer collaboration, and established teaching routines help lessen the potential negative effects of personal difficulties on teaching effectiveness.

Additionally, other factors may play a more significant role in shaping teaching effectiveness, such as pedagogical competence, subject-matter expertise, classroom management skills, and ongoing professional development. The learning environment, access to instructional materials, and support from school administrators can also contribute to sustaining high teaching performance despite personal difficulties. This finding corresponds with the study by Klassen and Durksen (2020), which revealed that the effectiveness of the teachers is more closely linked to their professional skills and self-efficacy than to personal stress. Likewise, Zee and Koomen (2021) found that classroom effectiveness is primarily influenced by instructional abilities and emotional competence, rather than personal life factors. However, these results contrast with those of Harding et al. (2019), which indicated that personal stress can detrimentally affect teachers' classroom performance, especially when coping strategies are inadequate.

Therefore, the null hypothesis, which states that there is no significant relationship between personal challenges and the teaching effectiveness of Physical Education teachers, is hereby accepted. There is no significant relationship between professional challenges and the teaching effectiveness of Physical Education teachers. This implies that the professional challenges faced by Physical Education teachers do not substantially impact their ability to teach effectively. In essence, even when teachers face heavy workloads, resource shortages, or administrative stress, they continue to provide high-quality instruction. This also shows that teachers can adapt to different professional pressures and overcome workplace obstacles without sacrificing their classroom performance. This finding suggests that Physical Education teachers are highly resilient and resourceful, enabling them to handle professional challenges effectively. They likely employ various coping strategies, such as managing their time wisely, collaborating with colleagues, and using innovative teaching methods, to maintain effective instruction.

Furthermore, their passion for teaching and dedication to student learning probably drive them to excel despite professional limitations. It is also possible that intrinsic factors, such as motivation, teaching philosophy, and the professional competence of Physical Education Teachers, have a greater impact on teaching effectiveness than external challenges. Additionally, supportive school leadership, access to training, and positive relationships with students can help teachers remain effective despite professional difficulties. The study by Skaalvik and Skaalvik (2020) supports this finding, showing that while teachers face professional stress, it doesn't necessarily reduce their effectiveness if they have strong coping skills and commitment. Similarly, Burić and Kim (2021) found that teachers can uphold high instructional quality despite workplace difficulties. However, Pressley (2021) presents a contradictory view, indicating that heightened stress and burnout during tough conditions can harm teachers' instructional effectiveness.

Therefore, the null hypothesis, which states that there is no significant relationship between professional challenges and the teaching effectiveness of Physical Education teachers, is hereby accepted.

A Support Toolkit for Managing Life and Work Challenges to Sustain Teaching Effectiveness

The study revealed that Physical Education teachers experience high levels of both personal and professional challenges. Despite these difficulties, their teaching effectiveness remains consistently high, reflecting a strong sense of commitment, adaptability, and resilience among teachers. Furthermore, the findings showed a significant relationship between personal

and professional challenges, indicating that these two dimensions are interconnected and may influence one another. However, it was also established that there is no significant relationship between personal challenges and teaching effectiveness, nor between professional challenges and teaching effectiveness. This suggests that teachers can maintain their performance despite the challenges they encounter.

Based on the findings of the study, the primary output is the development of a Physical Education (PE) Teacher Support Toolkit entitled PEdayon: A Support Toolkit for Managing Life and Work Challenges to Sustain Teaching Effectiveness. These findings provide an important insight: although challenges are prevalent, Physical Education teachers possess the capacity to cope and sustain effective teaching practices. Nevertheless, this does not eliminate the need for structured support. Instead, it underscores the importance of implementing proactive and sustainable interventions that can help teachers manage these challenges more effectively while promoting their overall well-being. In response to these findings, the researcher developed a Teacher Support Toolkit that is simple, research-based, and user-friendly. This toolkit serves as a practical and applicable output of the study, designed to assist teachers in managing both personal and professional demands. It includes coping strategies, guided reflection activities, action-planning tools, and self-monitoring forms to enhance the ability of the teachers to manage stress, strengthen resilience, and sustain teaching effectiveness.

The toolkit is anchored on the principle that teacher well-being is multifaceted, requiring both individual and institutional support. It incorporates key components such as time management, self-care practices, boundary setting, physical health, social support, mindfulness, flexibility, autonomy, and access to resources. These elements are essential in helping teachers maintain balance, improve well-being, and sustain effectiveness in their professional roles.

Conclusion and Recommendations

In the light of the aforementioned findings of the study, the following conclusions were drawn:

1. The high level of personal challenges among Physical Education teachers concludes that most of the time they are experiencing significant personal demands that may influence their overall well-being and professional functioning. This indicates that, despite their commitment to teaching and promoting the physical health of the students, they are also managing significant personal concerns, including time management, balancing work and family duties, financial worries, and maintaining physical and emotional health. Such conditions require teachers to constantly adapt and cope to meet both personal and professional expectations. The findings imply that educational institutions should prioritize teacher well-being by implementing support systems such as mental health programs, counseling services, and work-life balance initiatives. School administrators may also consider flexible workloads and wellness interventions to help teachers manage personal demands effectively. Addressing these concerns can enhance teachers' emotional resilience, reduce burnout, and sustain their teaching performance. Therefore, this result underscores the need for institutional support systems, wellness programs, and interventions that address the personal well-being of the Physical Education Teachers. By addressing these challenges, schools and educational stakeholders can improve teachers' quality of life, potentially leading to better teaching performance and student results.
2. The high level of professional challenges of Physical Education teachers concludes that they are almost always confronted with considerable work-related demands that may affect their teaching performance and professional growth. This further concludes that factors such as student behavior, heavy workloads, time management, limited resources, large class sizes, insufficient facilities, support from administration, and evolving curriculum requirements are prominent concerns in their day-to-day teaching experiences. This result implies the need for improved institutional support, including better access to teaching resources, upgraded facilities, and manageable class sizes. Schools may also strengthen administrative support and provide continuous professional development programs. By addressing these professional challenges, institutions can create a more conducive teaching environment that enhances instructional quality and teacher satisfaction. Despite these difficulties, the result suggests that Physical Education teachers continue to fulfill their professional responsibilities with dedication and commitment. However, it highlights the urgent need for enhanced institutional support, including access to adequate facilities, professional development opportunities, and administrative assistance. Tackling these professional challenges is crucial for empowering teachers, enhancing instructional quality, and ultimately fostering improved student engagement and learning in Physical Education.
3. The level of teaching effectiveness among Physical Education teachers is high, indicating their ability to effectively deliver instruction and create meaningful learning experiences for students. This shows that, despite personal and professional challenges, teachers possess strong skills in lesson planning, teaching strategies, classroom management, and student performance evaluation. The high level of teaching effectiveness implies that Physical Education teachers possess strong competencies that should be sustained and further developed. Schools should continue offering training, seminars, and capacity-building programs to maintain and enhance teaching quality. Recognizing and

rewarding effective teaching practices may also motivate teachers to sustain high performance. Moreover, this result highlights the resilience and professionalism of Physical Education teachers, who maintain a high standard of teaching despite significant challenges. Therefore, the finding underscores the importance of continuing support and development programs to further enhance the capabilities of Physical Education Teachers, ensuring that their effectiveness is maintained and strengthened over time for the benefit of student learning outcomes.

4. The finding that there is no significant difference in the teaching effectiveness of Physical Education teachers based on their level of personal challenges shows that variations in personal difficulties do not significantly affect their ability to teach well. This indicates that, whether teachers face fewer or more personal challenges, they can still deliver consistently high-quality instruction. This finding implies that teachers can maintain professionalism despite personal difficulties. However, institutions should not overlook personal challenges, as long-term exposure may still affect well-being. Support programs focusing on emotional resilience and stress management can help ensure that teaching effectiveness remains stable over time. Moreover, the lack of a notable difference suggests that teaching effectiveness is more likely to be influenced by professional skills, experience, and instructional abilities than by personal issues alone. This supports the view that Physical Education teachers demonstrate professionalism and dedication, ensuring that their personal difficulties do not affect the quality of their teaching.
5. The finding that there is no significant difference in the teaching effectiveness of Physical Education teachers across levels of professional challenges concludes that variations in work-related difficulties do not significantly impact their ability to provide effective instruction. This suggests that, whether Physical Education teachers face higher or lower levels of professional challenges, their teaching effectiveness stays consistently high. The result implies that while teachers remain effective despite workplace challenges, continuous exposure to such conditions may lead to fatigue or burnout. Therefore, institutions should proactively address systemic issues, such as workload, resource constraints, and administrative constraints, to sustain long-term teaching effectiveness. Additionally, the absence of a notable difference indicates that teaching effectiveness is more strongly influenced by the skills, experience, and dedication of the teachers rather than the degree of professional challenges they encounter. Therefore, this finding highlights the professionalism and resilience of Physical Education teachers, demonstrating their ability to uphold high instructional standards despite workplace challenges.
6. There is a significant relationship between personal challenges and professional challenges among Physical Education teachers, which concludes that these traits are two dependent constructs. This indicates that the experiences of the Physical Education teachers in one domain consistently correspond to those in the other. This finding emphasizes the importance of prioritizing personal well-being as a key part of managing professional responsibilities. Teachers facing high levels of both personal and professional challenges might perform adequately in daily tasks but may struggle with more complex situations that involve both aspects, which could affect their long-term effectiveness. Since they face high personal challenges, their ability to quickly recover from stressors or maintain focus may be slower. They may need more time to compartmentalize issues or regain emotional equilibrium, which can affect their overall speed and accuracy in stress management. Furthermore, there is no significant relationship between personal challenges and the teaching effectiveness of Physical Education teachers. This finding concludes that personal challenges do not directly impair teaching quality, recognizing that teachers can compartmentalize life stressors from professional performance. Personal challenges and teaching effectiveness might involve distinct psychological processes. Administrators may utilize support strategies that develop resilience independently of teaching skills, resulting in a deeper professional focus and improved overall instructional abilities among Physical Education teachers. Teachers with high personal challenges and high teaching effectiveness may manage routine lessons well but could struggle with sustained high-stakes teaching that involves emotional demands. Without strong personal resilience, teachers may experience fatigue during extended sessions or student interactions. High teaching effectiveness may lead to consistent student outcomes, but personal challenges could limit endurance, making it harder to innovate or adapt dynamically. It may take more effort for teachers to maintain peak performance amid personal turmoil. As a result, they might require extra recovery time to reach the same level of mastery as those with fewer stressors. When teachers struggle to manage personal issues without affecting their effectiveness, they can still feel confident in their abilities, maintaining motivation and enthusiasm in their role. Likewise, there is no significant relationship between professional challenges and the teaching effectiveness of Physical Education teachers. This further concludes that workplace challenges do not necessarily diminish teaching skills, as professional obstacles and effectiveness function through separate adaptive systems. Physical Education teachers can use strategies to improve their teaching regardless of environmental limitations, resulting in sustained high performance and increased student engagement. Teachers facing significant professional challenges and maintaining high effectiveness can handle regular classes well, but may struggle with resource-heavy innovations that require advanced adaptation. Without sufficient resources, teachers might find it difficult to implement cutting-edge PE activities or manage large groups. High effectiveness ensures strong lesson delivery, but professional challenges can slow down the implementation of new curricula, limiting their full potential.

Overcoming barriers, such as equipment shortages, may take longer and hinder creative applications. As a result, teachers put in extra effort to compete with peers in ideal environments. When facing professional obstacles without losing effectiveness, teachers remain confident, fostering resilience, motivation, and dedication to their profession.

7. The development of the PEdayon: A Support Toolkit for Managing Life and Work Challenges to Sustain Teaching Effectiveness concludes that there is a clear and urgent need for a structured, practical, and research-based intervention that directly addresses the personal and professional challenges experienced by Physical Education teachers. This output reflects the lived realities of teachers who, despite facing multiple demands in both their personal and professional lives, continue to demonstrate strong commitment, dedication, and effectiveness in delivering quality instruction in Physical Education. The creation of the toolkit further suggests that while these challenges are highly prevalent, they do not hinder teachers from performing their roles effectively. Instead, they highlight the resilience, adaptability, and perseverance of Physical Education teachers as they manage diverse responsibilities, including instructional duties, workload demands, time constraints, financial concerns, and work-life balance. Moreover, the development of the PEdayon toolkit implies that structured and practical interventions are essential in supporting the well-being of the teachers. Schools and policymakers may adopt or replicate this toolkit as part of their teacher support programs. It also suggests that integrating wellness and coping strategies into professional development initiatives can help sustain teaching effectiveness and improve overall educational outcomes. Therefore, the PEdayon toolkit serves as a meaningful and practical intervention that supports Physical Education teachers in navigating both life and work challenges. It highlights the need for institutional support and continuous professional development to empower teachers, ensure they are well-supported, and enable them to sustain their effectiveness in delivering quality education.

Acknowledgement

The author sincerely thanks God Almighty for the abundant blessings, wisdom, courage, and strength He has provided, enabling him to complete this research.

This study would not have been possible without the individuals whose invaluable contributions, unwavering support, and generous sharing of time and expertise greatly facilitated its completion, whom the researcher sincerely acknowledges with deep gratitude:

Dr. Felimon A. Pimentel Jr., Dean of the Graduate School, member of the committee, and statistician, for his exceptional expertise in statistical analysis. His insightful suggestions, critical recommendations, and professional guidance greatly enhanced the quality and rigor of this research;

Dr. Minnie P. Chan, Research Adviser, whose unwavering support, patience, and encouragement were instrumental in completing this work. Her consistent guidance, thoughtful advice, review of the manuscript, and moral, emotional, and spiritual support provided the researcher with the strength and confidence to persevere;

Dr. Marcelo Julius Ceazar M. Diaz III, Thesis Committee Chairman, for his valuable insights, expertise, and generous sharing of time. His constructive feedback and meaningful suggestions have significantly contributed to improving this study;

Dr. Reynaldo G. Peralta, Panel Member, for his insightful comments and suggestions that contributed to refining and enhancing the research;

Dr. Paulo C. Abrico, External Panel, for his expert evaluation, constructive critiques, and valuable recommendations that significantly strengthened the overall quality and credibility of this study;

Dr. Eleonor Bechayda, English critic, for her dedication, effort, and expertise in meticulously editing and enhancing the manuscript;

Dr. Roel F. Bermejo, Schools Division Superintendent of the Division of Capiz, along with the principals, Physical Education teachers, and students of Capiz National High School, Commissioner Luis R. Asis National High School, Jamindan National High School, Ivisan National High School, Panitan National High School, Pontevedra National High School, Mambusao National High School, and Vicente Andaya Sr. National High School, for their willingness, time, heartfelt efforts, and patience in accommodating the needs of the researcher, as well as for providing responses to the research questionnaire, which contributed to the success of this study;

Dr. Adonis A. Mosquera, Assistant Schools Division Superintendent and Officer-in-Charge of the Division of Roxas City, together with the principals and Physical Education teachers of Congressman Ramon A. Arnaldo High School, Don

Ynocencio A. Del Rosario National High School, Inzo Arnaldo Village Integrated School, Lawa-an Integrated School, President Manuel Roxas Memorial Integrated School – South, Roxas City School for Philippine Craftsmen, and Tanque National High School, for their cooperation and willingness to allocate time in administering the research instrument during pilot testing, which are deeply appreciated;

Friends and colleagues, for their constant encouragement, moral support, and words of motivation. Their presence and belief in the researcher provided comfort and strength throughout the research process;

To his beloved parents, Mr. Ramon L. Alayon and Mrs. Juliet M. Alayon, whose unconditional love, sacrifices, prayers, and financial support laid the foundation for his success. He also extends heartfelt appreciation to his siblings Junnah A. Luching, Leonela A. Bengan, Reynaldo M. Alayon, Ivy M. Alayon, Ramona M. Alayon, and Julie Rose M. Alayon for their encouragement, understanding, and unwavering support;

All individuals whom the researcher did not mention but who contributed to the positive outcome of this study. Words alone cannot fully express the depth of her gratitude, and your contributions will always be remembered. His gratitude remains profound and enduring, and he will always carry a limitless sense of thankfulness.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

References

- Aeon, B., & Aguinis, H. (2021). This is time management: A systematic review and theoretical integration. *Academy of Management Annals*, 15(2), 446–482. <https://doi.org/10.5465/annals.2018.0144>
- Alsalhe, T. A., Chalhaf, N., Guelmami, N., Azaiez, F., & Bragazzi, N. L. (2021). Occupational burnout prevalence and its determinants among physical education teachers: A systematic review and meta-analysis. *Frontiers in Human Neuroscience*, 15, 553230. <https://doi.org/10.3389/fnhum.2021.553230>
- Baruani, T. H., Li, X., & Binghai, S. (2021). Teachers' resilience against stress: A review on ways and its impacts towards teaching profession. *Asian Journal of Education and Social Studies*, 20(4), 28–4. <https://doi.org/10.9734/ajess/2021/v20i430492>
- Burić, I., & Kim, L. E. (2021). Teacher self-efficacy, instructional quality, and student outcomes: A longitudinal study. *Learning and Instruction*, 74, 101489. <https://doi.org/10.1016/j.learninstruc.2021.101489>
- Collie, R. J. (2021). COVID-19 and teachers' somatic burden, stress, and emotional exhaustion: Examining the role of principal leadership and workplace buoyancy. *AERA Open*, 7, 1–15. <https://doi.org/10.1177/2332858420986187>
- Collie, R. J. (2022). Teacher and school stress profiles: A multilevel examination and associations with work-related outcomes. *Teaching and Teacher Education*, 116, 103759. <https://doi.org/10.1016/j.tate.2022.103759>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Gonzales, A. A. (2024). Work-related stress and teaching performance of public elementary school teachers. *International Journal of Research and Scientific Innovation*, 11(5). <https://doi.org/10.51244/IJRISI.2024.1105003>
- Gudelos, J. T., & Mabitad, B. D. (2025). Work-related stress, workloads, and performance: A case of senior high school teachers. *International Journal of Research and Innovation in Social Science*, 9(1). <https://doi.org/10.47772/IJRISS.2025.9010121>

- Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2020). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 22(2), 90–100. <https://doi.org/10.1177/1098300719882056>
- Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59–76. <https://doi.org/10.1016/j.edurev.2014.06.001>
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19: School teachers' competence and confidence. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the COVID-19 conversion to online teaching: Correlations with stress, well-being, and negative emotions. *System*, 94, 102352. <https://doi.org/10.1016/j.system.2020.102352>
- Monserate, C. A. (2018). Impact of technology on the academic performance of students and teaching effectiveness. *International Journal of Interdisciplinary Research and Innovations*, 6(1), 47-87.
- Ozamiz-Etxebarria, N., Legorburu, I., Lipnicki, D. M., Idoiaga Mondragon, N., & Santabárbara, J. (2023). Prevalence of burnout among teachers during the COVID-19 pandemic: A meta-analysis. *International Journal of Environmental Research and Public Health*, 20(6), 4866. <https://doi.org/10.3390/ijerph20064866>
- Pressley, T. (2021). Factors contributing to teacher burnout during COVID-19. *Educational Researcher*, 50(5), 325–327. <https://doi.org/10.3102/0013189X211004138>
- Simões, C., Rodrigues, J., Gonçalves, A. M., Faria, S., & Gomes, A. R. (2021). Work–family conflicts, cognitive appraisal, and burnout: Testing the mediation effect with structural equation modelling. *British Journal of Educational Psychology*, 91(4), 1349–1368. <https://doi.org/10.1111/bjep.12420>
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 67, 152–160. <https://doi.org/10.1016/j.tate.2017.06.006>
- Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
- von Haaren-Mack, B., Schaefer, A., Pels, F., & Kleinert, J. (2020). Stress in physical education teachers: A systematic review of sources, consequences, and moderators of stress. *Research Quarterly for Exercise and Sport*, 91(2), 279–297. <https://doi.org/10.1080/02701367.2019.1662878>
- Zhao, X., Selman, R. L., & Haste, H. (2022). Academic stress and emotional well-being among teachers: The mediating role of work–family conflict. *Frontiers in Psychology*, 13, 882110. <https://doi.org/10.3389/fpsyg.2022.882110>

Appendices

No appendices are attached to this study.