



FLYING WITHOUT WINGS: STORIES OF NON-PHYSICAL EDUCATION GRADUATES TEACHING PHYSICAL EDUCATION

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Abstract:

The purpose of this study is to determine how non-physical education graduates who have physical education as their teaching load perceive their everyday teaching performance, knowing that it is not their field of specialization. This study will help us understand how they cope with the teaching challenges, knowing that their situation is aligned with the rampant job mismatches in the Philippines. This study will cover the stories of a non-physical education graduate teaching physical education, everyday challenges, teaching performance, resolution, and support from the school and others. This study is a qualitative research study. The respondents of this study are not physical education graduates, but they teach physical education in their schools. In this study, the researchers used a researcher-made instrument to assess the data, and then the researchers proceeded to analyze the data using the coding procedures. Upon conducting the study, the researcher found that this study proves that a non-physical education graduate who teaches physical education experienced significant circumstances in teaching the subject.

Keywords: flying without wings, non-physical education graduates, everyday teaching performance

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1. Introduction

Bachelor of Physical Education (BPed) is the program assigned to aspiring instructors of the said course. This program is defined as a four-year degree program that trains aspiring individuals to develop and maintain their optimal physical fitness and functional capabilities. This program includes two majors: school physical education, wherein the teacher serves as an instructor and educator on training programs, and sports and wellness management, wherein the teacher helps to cater to the needs of corporate industries (Courses, 2018). Upon conducting the study, the researcher discovered problems teaching non-alignment subjects, especially in Physical Education.

The lack of knowledge in the matter, the materials needed, and the resources became the circumstances and challenges of the teachers. Teachers wanted to have an interactive class, but the non-aligned subject they taught created a lack of confidence, lowering their performance as a teacher. In this case, this study was conducted to be able to imply not just the following teachers that are currently experiencing shortages, making them forcibly teaching subjects beyond their knowledge or graduate programs, but also the students and parents to effectively make them aware of their actions that can be very consequential as it can affect negatively or positively the current teachers (Education Bureau, 2018)

The country is one of the areas that is classified as overpopulated. Various issues arise in terms of education, wherein there are not enough schools and other education-related facilities and needs that can be provided to satisfy the rising demand for education in the country. This thoroughly affects the acquisition of knowledge and skills needed to learn by Filipino students. As these issues arise, the supply of teachers is also decreasing, resulting in the so-called "massive teacher shortage" in the country. It is not only the school issues for students, such as low quality of education, low budget, affordability, and lacking facilities, but instead it is also because of the factors that primarily include low salary pay, deteriorating work conditions, a lack of governmental support and autonomy, and the changing curriculum that inevitably cause a decline in educational teachers and standards (Edelman, 2017)

This study will be utilizing the Work and Education Mismatch as an endogenous theory of professionalization postulated by Gaffarzadegan, Xue, and Larson in the year 2017. This theory explains that several feedback structures within the labor and education sectors can lead to excess degree accumulation, magnified pressures on those with lower degrees, underemployment, and long-term stresses on people with higher degrees.

In the Philippines, there are various questions and confusion among students and, most significantly, their fellow parents. They tend to wonder if they will learn from the following teachers, who are teaching subjects far beyond their graduate programs. This scenario and other situations depict a lack of trust, certainty, and belief among teachers learning courses that are not within their graduate course, particularly the physical education instructors that are teaching this said course, even if they are non-graduates of

physical education, are being convicted by these students and parents' kinds of thoughts that will merely affect their performance towards teaching (OECD, 2012).

This study was conducted to improve and enhance the experiences and circumstantial situations of non-BPEd graduate teachers teaching physical education to students in order to strengthen student-teacher-parent interactions and improve student-teaching performances in physical education classes. Indeed, the negative impacts of educational mismatches on graduates' job satisfaction may generate counterproductive effects, such as high absenteeism rates and high turnover rates. This behavior is costly for firms' limited productivity and expansion, which can be bad for economic growth and development (Sam, 2018).

Additionally, students bring to the classroom a variety of motivational drives and a wide range of demands on their attention, commitment, and time. Students today face the challenge of prioritizing and being self-disciplined when family, friends, extracurricular activities, and work all vie for their attention. Therefore, effective teachers should know how their students naturally desire to learn. Many students believe that good teachers do "motivate" them (Svinicki, 2004), and these teachers tend to receive high student ratings on items such as the instructor motivated me to do my best work, stimulated their intellectual curiosity, encouraged them to express their opinion or experience; and emphasized learning rather than tests or grades.

Furthermore, interactions are the active ingredient in classrooms. Additionally, effective teacher-student interactions create emotional support, positive relationships among teachers and children, classroom organization, well-managed classrooms that provide children with frequent, engaging learning activities, and instructional support interactions that teach children to think, provide ongoing feedback and support, and facilitate language development. Additionally, higher levels of instructional support are related to preschoolers' gains, and kindergarten children are more engaged and exhibit greater self-control in classrooms, offering more effective teacher-child interactions (Classroom Assessment Scoring System, 2020).

The study will determine the experiences, points of view, perceptions, and other circumstances revolving around non-graduate physical education teachers teaching physical education to students. How does P.E. How do teachers who are non-graduates of the help of Physical Education (BPEd) perceive their everyday teaching performance? What adjustments did you make in teaching physical education to reflect your lack of physical education? What types of support were school heads and administrators providing in minimizing the specialization mismatch's impact?

2. Method

2.1 Participants

The study's respondents will be the following non-BPEd graduate educators who teach physical education in several schools, with a total population of fifteen (15) teachers. The participants were selected based on a set of established inclusions and exclusions used in

the interview to determine whether or not the respondents were eligible to participate in this study. The inclusion of this study is for non-BPed graduates who are former or currently teaching P.E. are eligible. Also, this study excludes teachers who did not give consent for participation.

2.2 Materials/Instruments

The research instrument used in collecting and analyzing the data was a research interview. It was done through an in-depth discussion and recorded online using Google Meets, conducted at a specific place where participants observed a standardized procedure. In this study, researchers used a researcher-made instrument to manually assess the participant's given answers. A researcher-made tool will help the researcher ask specific questions. Researchers construct these questions. The first thing that the researchers should do is to select a non-physical education teacher teaching physical education, music, arts, PE, and Health (MAPEH) from a different school. Second, the researchers will prepare a schedule for the interview. Third, the researchers will analyze the data by following the coding procedures. The researchers will conclude with the story of a non-physical education teacher teaching physical education.

Upon choosing appropriate topics for research, the researcher came to a wide range of conclusions about related educational dilemmas and situations happening between educators and schools. The researcher chose this topic as it can serve as a basis for the development of both teaching and student performance, regarding physical education as being one of the most critical and essential courses/subjects because it is the one that improves lifestyles among students. Non-graduate teachers of their specialization are the most vulnerable to inappropriate teaching experiences; thus, specific attention is a must. The researcher wrote a letter for approval to conduct the study at a particular institution, directly messaging the respondent. Upon approval, the study will be displayed for weeks. They are succeeded by the selected non-graduate BPed teachers teaching P.E..

2.3 Design and Procedure

Records and transcriptions of the conducted interview will then be performed. After gathering all of the available and needed data, the researcher will use the Interpretative Phenomenological Approach (IPA) to analyze the data. Hopefully, the results will be the basis for enhanced experiences of non-graduate BPed teachers teaching P.E. to the students.

The researchers used the Interpretative Phenomenological Analysis (IPA) approach as the data analysis technique. Recorded interviews from the participants were transcribed individually by the researchers. This approach aimed to develop an organized, detailed, and transparent meaning of the findings. The research drew themes together, forming a structure that helped illustrate the relationships between the articles. In IPA, it is essential to identify what matters to the participants and explore this. Reflection on the perceptions and conceptions of the researchers should occur throughout

the process (Smith, J.A, Flowers, P., & Larkin M., 2010) as cited by Larkin & Thompson, 2012).

When conducting a qualitative research study, consider the validity of the methods and measuring instruments used. Validity is the concept used to evaluate the quality of research, as it serves as an indicator of how well the given process, technique, or proposed test measures things (Middleton, 2020). When appropriately evaluated, these concepts can help the researcher and future researchers know how the results can be reproduced when the research is repeated under the same conditions.

Validity can be seen as the core of any form of trustworthy and accurate assessment (Bond, 2003, p. 179), connecting it to one of its definitions: validity refers to how well an instrument measures what it is intended to measure (Business Research Methodology). If a research study has high validity, that means it produces results that correspond to fundamental properties, characteristics, and variations in the physical or social world (Middleton, 2020). Research validity is divided into two groups: internal and external. The researcher affirms that this study utilized both internal and external types of validity. This study refers to how the findings are affected by not only one independent variable but rather co-existing variables considered as factors making an outcome on the results of this study (Streefkerk, 2020).

Construct validity evaluates whether a measurement tool represents the things intended to be measured (Middleton, 2020). It measures adherence to an existing theory and knowledge of the concept being measured. The researcher implied construct validity in this study because the set of questions in the given interview questions to be used in the study was carefully developed based on relevant theories regarding ageing related to retirement. In assessing the respondents regarding the focus of the interview, the questions used in the test must be familiar to the participating teacher respondents, implying that most of the questions have been observed or experienced by the teacher-respondents in their current or past situations.

The following ethical principles will be observed during the period of conducting this study:

Informed consent was obtained from the participants through e-sign. Informed consent was sent before the virtual interview, especially if they opted for anonymity. It will contain the purpose or reason why the participants were invited to participate, explain how the study will be conducted, and allow the participants the right to refuse to join or withdraw at any time without penalty.

The researcher assured the participants that all preventive measures would be taken into consideration to prevent emotional harm and social stigma. Informed consent using the WHO format will be statements on assurances of privacy and confidentiality. It will contain information on what to do with the anonymous questionnaire and virtual recorder with indicator P1 (participants 1) during and after the conduct of the study.

The principle of justice included participants' right to fair treatment and privacy. Appropriate treatment assumes that participants will be recruited based on the inclusion criteria and requirements of the research. Non-prejudicial treatment of participants to

those who refused to participate or withdrew from the study as specified in the informed consent. The participants will have access to researchers at any point in the survey to clarify information using the cellular phone number and e-mail address specified in the informed consent. No offensive, discriminatory, or other unacceptable language will be used during the interview, as the interviewer will only use the guide questions. Sensitivity and respect for the participants' beliefs, habits, lifestyles, culture, and emotions will be observed at all times.

3. Result and Discussion

The result of baseline data from an in-depth interview and the concluding remarks and implications are all presented in this section.

We used an online meeting platform (Google Meet) to conduct the interviews and questioned several participants about their experiences teaching physical education, although it is far from their graduate course. We presented them with three primary questions, and we received various responses from them, despite their age, gender, or school affiliation; the only thing that mattered was their response. The following are the different themes and questions that were asked:

Table 1 presents the personal assessment of the non-BPEd graduate teachers handling Physical Education/ MAPEH in their respective academic institutions. The generated themes and sub-themes from the constructed core ideas and codes are summarized therein.

Table 1: Perception on teaching performance in MAPEH of non-BPE teachers

Essential themes	Sub-themes	Core ideas
Satisfactory but with things to improve on	Uncertain feelings Unsettled feedback	<ul style="list-style-type: none"> • Doubts on learners' expectations. • Fear of imparting knowledge • I am nervous • Worried about capabilities • Having second thoughts
Almost satisfactory	Dynamic procedure	<ul style="list-style-type: none"> • It is just fine, not better • challenging topic • I have to study and familiarized the topic • Needs more strategies • No idea about the topic
Not satisfactory	Inadequate level of performance	<ul style="list-style-type: none"> • Not satisfied • Not easy • Not qualified to be a PE teacher. • Irrelevant • Not prepared

A. Satisfactory but with things to improve on

Morgan and O'Leary (2004) say that "A growing amount of research shows that when educators are happy with their work, student achievement is enhanced." (p. 73). With this said one of the

respondents affirms that teaching Physical Education gives them satisfaction. However, due to the uncertain feelings brought by the mismatch, there are some things they need to work on. The realization that instructors were essential to students' performance drove initiatives to define, measure, and improve teacher effectiveness, such as teacher assessment reform (Anderson, Butler, Palmiter, & Arcaira, 2016; Sawchuk, 2015) also preparation enhancement for teachers (Worrell, F. Brabeck, M., Dwyer, C., Geisinger, K., Marx, R., Noell, G., & Pianta R., 2014) Yet, educational academics have come to differing opinions regarding how to define good teaching and how to hone future educators (Partee 2012) effectively. During the interview, we had some takeaways from them.

"I had doubts if I can be able to meet the expectations of the learners and fear of transferring the learning to the students." (P1)

"My initial response was shocking; who would have thought that subject would be given to me when I'm the only TLE teacher in our school? I should have gotten all the TLE subjects, but these things are beyond my control, but I accepted the challenge to teach P.E. subject in all senior high school." (P9)

It was clearly stated that teaching Physical Education satisfies some of the respondents. Still, there are some things that they need to adapt and overcome to ensure the quality of instruction to the students.

B. Almost satisfactory

This essential theme refers to the immediate satisfaction of the teachers in distinguishing their performance in teaching physical education. Most respondents felt that developing many things attests to the joy of teaching this subject. It is nearly satisfactory because of its dynamic procedure, and teachers have begun preparing for physical education.

"I think it was okay, and I am not sure if it is okay. Although the subject was not my specialization, I have done my best, and I have had to study and familiarize myself with the topic because I could not afford what I did not know." (P8)

"All situations are challenging, and one of these is dealing with a student who has physical difficulties, and we all know that Physical education is more on executions. That's why I need to know more of some strategies that are convenient for them." (P10)

Colleagues, working conditions, supervision, advancement, recognition, responsibility, and the Work itself all play a role in teacher job satisfaction. In recent years, half of the teachers have seriously considered leaving the profession, citing general dissatisfaction among teachers, inadequate pay and benefits, stress, burnout, lack of respect, conflict with school administrators and boards of education, workload, poor working conditions, and other factors (Borman, 2017)

C. Not satisfactory

This mentions the overall dissatisfaction of teachers from the time they were given Physical Education as a teaching load. Thus, the highlight is that they are not qualified instructors for this particular subject because they found it irrelevant and out of touch. Also, Physical Education is not accessible because of the components connected with this subject, and it is time-consuming and requires much preparation beforehand.

“Naay mga pipila na dili ko kabalo sa lesson so akong ginabuhay kay gina skip nako, akong nakita na irrelevant ni nga subject sako.” (P7)

"There are cases that I don't know the lesson, and I am skipping some of the difficult topics. I find the subject irrelevant for me." (P7)

“Na shock ko, nag duha duha ko kung makaya ba nakog tudlo ang subject, makawala sya ug confidence para saakoa kay akoo gyong nakita na lisod kayo ang subject. Para saakoa wala sako ang kalidad na angay motudlo ani nga subject.” (P13)

"I was shocked. I doubted if I can handle the subject, it lowered my confidence since I see it very hard for me because I don't have any quality that fits to become a P.E. Teacher." (P13)

This sign represents a show that is both informative and interesting. The examined indicator has evident inadequacies that significantly influence the educational task. Participants who refused to participate (for various purposes) were included in the assessment (Skjong, 2017).

Table 2 presented the generated themes when the participant was asked what adjustments they had put in place in teaching physical education, considering their lack of a physical education degree.

Table 2: Adjustments employed while teaching MAPEH

Essential themes	Sub-themes	Core ideas
Holistic preparation	Self-preparation Self-grooming	<ul style="list-style-type: none"> • Prepare myself • Doing research • Think of better strategies • Study the lesson • Need to be physically fit
Psychosocial needs	Intrapersonal preparedness Wide scheme/ Wide approach	<ul style="list-style-type: none"> • Come out on comfort zone • Asking for experts. • Did not frustrate myself • Needs discipline • Develop gradually
Adapting changes	Devising knowledge and procedures Dynamic method	<ul style="list-style-type: none"> • Time management • Studying the lesson beforehand • Preparing the materials • Used books as reference • Being flexible

A. Holistic preparation

Holistic preparation refers to labeling the whole person, including their physical, mental, and emotional aspects, and self-preparation should be considered. In addition, this entire preparation is vital, especially for the teachers who are still adjusting because they are regarded as lacking a physical education degree. That is why practice must come first because they will view the physical education subject as flexible in preparation for its implementation. According to their actual response,

“Para saakoa ang disadvantage niya kay mas daghan pakogoras na kinahanglan mas mag prepare jud na mahilbal-an ang topics na e discuss nako kay, ug kinahanglan ko nga mahimsog isip usa ka PE teacher.” (P3)

“The disadvantages are that there is a lot of preparation and studying for the lessons, and also that I need to be physically fit.” (P3)

“Ang advantage para saakoa kay maka think kog daghang strategy to teach ug mas masabtan pa nako ang mga topics na e discuss nako sakong mga students. Naga hunahuna sad kog mga sayon na strategy para mas magkasinabtanay mi sakong studyante.” (P8)

“I think of better strategies and a better understanding of the subject so that I can share it with my students. I am thinking of strategies that are easier for me to apply and easier for the student to understand.” (P8)

Each state sets its guidelines for teacher preparation, and each combination of circumstances gives a distinct context in which to examine teacher shortages. Teachers' opinions of their readiness to teach may provide helpful information for future higher education curriculum development. According to studies, better teaching preparation boosts beneficial outcomes. For classroom practices, attitudes, confidence, and success are essential. However, little is known about teachers' perspectives regarding art education and how they are implemented (Hammond, 2017).

B. Psychosocial needs

This considers people and the cumulative effects of psychological elements and their social context on their physical and mental health and capacity to work. In the healthcare setting, this method is adopted by a broad spectrum of helping professions. In dealing with some adjustments, there are things, especially the skills needed to deal with intrapersonal changes, that help resolve some common problems experienced by the respondents. Furthermore, psychosocial needs are essential because they address the whole being and are crucial in one's development. Also, this will strengthen external and internal support to face any adversity brought by the specialization mismatch.

“Para saakoa disadvantage sya kay gihatag samo ni na subject maski dili nako ni expertise ug kinahanglan nga mogawas ko sakong comfort zone” (P1)

"The disadvantages are that you are not given the subject which is in your area of expertise, and you need to come out of your comfort zone." (P1)

"Ang disadvantage kay kinahanglan jug disiplina sa pag tudlo ug mas daghan kag masayang na oras para tun an ni na subject, maka pressure sya kay tungod out of field ko ani na subject". (P2)

"The disadvantage is that it needs discipline and more preparation. Another thing is that it gives me pressure since I am out of the field." (P2)

The work situation and psychological factors have been explored as contributors to educators' documented health difficulties. As an outcome, assessing these factors may be critical for preventing work illnesses and promoting the well-being of workers in a healthy workplace. Occupational stress results from disparities in employment conditions, the response capability of workers engaged in job performance, and the amount of influence sufficient to fulfill their needs (Oliviera, 2017).

C. Adapting changes

The shifting of workload and specialization was not that easy, so adapting changed. Change is constant, and we need to make those changes. As the world evolves, adapting is imperative because society progresses significantly in the teaching arena. There were times when specialization and job mismatch were present in a school setting, but a teacher pushed me to be flexible in accepting my changes, not just in their extrinsic aspect but also in their features. Time, effort, and effort to utilize are some of the changes you need to make.

"I prepare the lesson plan and the activities each lesson (P5) and also, the materials I were going to use." (P5)

"In content I study, in delivering the topic, I use my time management wisely in studying the topic." (P8)

Change is constant, and adapting changes must occur because our world is emerging with different innovations, as a teacher, we need to apply those changes to fit into the new standards. Adaptability has already been claimed to include three elements: behavioral realignment, psychological adaptation, and changes in approach (Collie *et al.*, 2018).

Table 3 displays the responses of participants when asked about what types of support were provided by school heads and administrators in minimizing the impact of the specialization mismatch.

Table 3: Support received from school heads and administrators

Essential themes	Sub-themes	Core ideas
Trainings and seminar	Reassessment	<ul style="list-style-type: none"> • More seminars and orientations • Seminars • Proper orientation • Conducting various meetings
Digital literacy	Requires technology	<ul style="list-style-type: none"> • Provide equipment and tools • Offer available instructional materials • Webinars and trainings • Providing materials
Intervention	Should focus on Focus-group discussion Peer tutorials Program to collaborate	<ul style="list-style-type: none"> • Ensuring quality of instruction • Asking what the teachers want • Think of appropriate activities • Should have a focus group discussion • Peer tutorials

D. Training and seminar

The purpose of training and seminars in education is to guarantee that teachers in a specific specialization continue to adhere to teaching standards and the quality of instruction, which will also benefit the primary stakeholders and the institution in the long run. These orientations help address the teacher who is the product of a mismatch by refreshing some vital skills that need to be attained and pondered to ensure the quality of instruction despite the specialization conflict.

"Specialization mismatch is common in public schools. More seminars and orientations for those non-pe majors are needed to equip us with knowledge. (P3)

"Siguro sakong ma recommend kay trainings na maka enhance mong skills as a teacher dako ni syag matabang saamoa mga MAPEH teachers" (P15)

"I recommend skills-related training because skills have a lot to do with teaching MAPEH." (P15)

The importance of in-service training in the lives of a student cannot be overstated. (Okiror and Winterbottom, 2017). A variety of aspects influence the school's overall performance and student achievement, but one of the most important is the quality of educators. Thus, it expects that situations will change and, as a result, the results will alter. Adjustments must be accommodated. In-service teacher education allows teachers to improve their skills while still in the classroom. Seminars, workshops, and other similar activities are examples of such activities. Among the events that are held are conventions, lectures, and exhibitions created to help an organization's personnel grow and develop from the retirement service.

E. Digital literacy

Digital literacy refers to the ability to exist, study, and perform in an environment where information and access to knowledge are becoming more prevalent. One of the challenges in today's setup, where everything is done online, is the equipment and technology. Digital Literacy must be considered because not all teachers are equipped to deal with technology and equipment to be utilized in Physical Education subjects.

"They offer available instructional materials, books, and modules for me to maximize."
(P9)

Jacob and Castek (2018) mentioned *"the capacity to explore and use a variety of digital resources to achieve goals throughout sectors, such as jobs, interests, a study intended, professional and social networking, community engagement, and for potential purposes still not imagined."* (p.681). With that said, implementing digital literacy must be a vital part of the whole learning experience.

F. Intervention

The intervention program uses a whole-school method to enhance interpersonal skills and mental health, emphasizing classroom content, teachers' and staff's work environments, and parent-teacher cooperation approaches. This is vital in improving and building a collaborative effort between the instructor-school and the teacher towards another teacher. In addition, this process allows us to share ideas, work with others, and seek help to address issues on a specific subject in order to attain shared goals.

"Nakita jud na dako ni na problema satong bansa kinahanglan naa tay focus group tutoring sa mga eskwelahan para ma storya sad ang needs sa school ug sa teacher's sama namo pero for me difficult gihapon sya kay we have limited teachers lang din."(P2)

"This is the biggest problem in our country, we should have Focus Group Discussion where in schools needs to communicate each other and discuss the needs of the school, but it is difficult because of the limited teachers." (P2)

"I suggest to have peer tutorials between PE graduates and non-pe graduates." (P4)

The intervention program aims to increase teachers' knowledge and strengthen their practical abilities by employing evidence-based language learning interactions to promote classroom communication. Teachers are provided with training and workshops. Interventions were carried out.

4. Concluding remarks and implications

In today's world, having a teacher with their specialization should be given an equal spotlight to justify their graduate course. In addition, the purpose of this study is to show

a narrative of struggles, challenges, and perceptions among non-BPed graduates towards the specialization mismatch present in the different schools in the Philippines and aimed to diminish the gap brought by the mismatch.

Through the response of the non-BPed teachers, the researchers have distinguished both positive and negative experiences in getting Physical Education as a teaching load. The study concludes that upon teaching Physical Education in the class, there are things that the teacher needs to meet for them to say that they are satisfied with what they are doing, and this is the result of uncertainties they overcome while teaching. Similarly, some teachers perceived their performance as not satisfactory because of not having the ideas of the subject, or they found out that P.E was irrelevant but had no choice but to accept the load.

In addition, the result of the study infers that the teacher must develop gradually by doing holistic preparation, which pertains to equipping their mental, emotional and physical aspects to adjust themselves towards having a Physical Education load ultimately. In particular, the educator must adapt to changes because it needs more techniques and strategies with this subject. Also, coming out of your comfort zone and self-discipline must be present at all times.

Furthermore, the study suggests that job mismatch must be taken into action, and there should be programs and interventions to address this prevalent issue in the education system of the Philippines. It would be better if this concern would cater to the broad scope of the teachers affected by this mismatch. In addition, the institution itself is accountable for honing non-BPed teachers to firmly assess their assigned subject teacher if it is qualified to teach Physical Education in class to ensure the quality of instruction despite the mismatch.

The result of the study suggests that non-BPed educators must express themselves and ask what they want by giving them a chance to holistically assess themselves if they are qualified to handle Physical Education subjects, not just appointing them directly. At the same time, the study recommends that the institution and school administrators focus on hiring some experts who are equipped and aligned with the specialization given and not only dependent on the teachers who do not have experience in dealing with Physical Education.

Furthermore, if the institution requires a Physical Education teacher, even if they are not a graduate of the said degree, it is the school's discretion and teacher's choice to accept the load. However, the school head or the subject coordinator should have the initiative to provide them with proper guidance and allow them to collaborate with others who are experts on their field of expertise or even submit them to skill-related seminars and training that would give them the idea and broad knowledge with regards to the subject.

Lastly, Physical Education is essential because it helps the learner boost their self-confidence. Also, it provides a good impact on all aspects of their lives, from personal connections to their capacity to swiftly assimilate and establish friendships, as well as pondering their long-term ambitions. Thus, the researchers recommend future studies on

concrete remedies to address this concern. By this, you are not just giving them a value to choose what they want, but you provide an immense contribution to the future educator who is affected by this system.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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