

# THE REALITY OF BUILDING MOTIVATION AND WORKING ENVIRONMENT FOR PHYSICAL EDUCATION TEACHERS ACCORDING TO THE PDCA MODEL AT ELEMENTARY SCHOOLS IN HO CHI MINH CITY, VIETNAM

THỰC TRẠNG TẠO ĐỘNG LỰC VÀ MÔI TRƯỜNG LÀM VIỆC CỦA GIÁO VIÊN GIÁO DỤC THỂ CHẤT THEO MÔ HÌNH PDCA TRONG CÁC TRƯỜNG TIỂU HỌC TẠI THÀNH PHỐ HỒ CHÍ MINH, VIỆT NAM.

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THÔNG TIN	TÓM TẮT
<p>Ngày nhận: 02/6/2024            Ngày nhận lại: 16/6/2024            Duyệt đăng: 26/6/2024            Mã số: TCKH-S02T6-2024-B10            ISSN: 2354 - 0788</p> <p><b>Từ khóa:</b>            Tạo động lực, Môi trường làm việc, Giáo dục thể chất, Giáo viên thể dục, PDCA.</p> <p><b>Keywords:</b>            Motivation, Physical education, PDCA; Working environment</p>	<p><i>Chu trình Lập kế hoạch-Thực hiện-Kiểm tra- Cải tiến (PDCA) bao gồm việc xác định vấn đề, lập kế hoạch và thử nghiệm các giải pháp, đánh giá kết quả và cải tiến hoặc điều chỉnh các thay đổi (Li và cộng sự, 2014). Ngày nay, nó là mô hình được sử dụng rộng rãi để cải tiến chất lượng liên tục trong nhiều lĩnh vực, trong đó có giáo dục. Vì vậy, tác giả tiếp cận mô hình PDCA để nghiên cứu thực trạng tạo động lực và môi trường làm việc của giáo viên giáo dục thể chất các trường tiểu học trên địa bàn Thành phố Hồ Chí Minh, Việt Nam. Trong nghiên cứu này, các tác giả đã sử dụng một cách tiếp cận hỗn hợp để thu thập và phân tích định tính và dữ liệu định lượng. Một bảng câu hỏi định lượng đã được phát cho 522 nhà quản lý và giáo viên và 30 các nhà quản lý và giáo viên đã được phỏng vấn. Số liệu khảo sát được phân tích bằng phần mềm SPSS và so sánh với dữ liệu định tính để có được thông tin chính xác hơn về vấn đề nghiên cứu. Dựa trên kết quả nghiên cứu, tác giả đề xuất một số giải pháp phát triển đội ngũ như: cơ sở vật chất cho đội ngũ giáo viên, đảm bảo giáo viên giáo dục thể chất về số lượng và chất lượng, đáp ứng yêu cầu đổi mới giáo dục.</i></p> <p><b>ABSTRACT</b>  <i>The Plan-Do-Check-Act (PDCA) cycle includes defining the problem, planning and testing the solution, evaluating the results, and implementing or adapting changes (Li et al., 2014). Nowadays, it is a widely used model for continuous quality improvement in various fields, including education. Therefore, the authors approached the PDCA model to study the reality of building motivation and working environment for physical education teachers at elementary schools in</i></p>

*Ho Chi Minh City, Vietnam. In this study, a mixed method was used to collect and analyze qualitative and quantitative data. A quantitative questionnaire was distributed to 522 managers and teachers and 30 managers and teachers were interviewed. Survey data were analyzed using SPSS software and compared with qualitative data to obtain more accurate information about the research problem. Based on the results, the author proposes some solutions to develop a group of physical education teachers in both quantity and quality to meet the requirements of educational innovation.*

## 1. INTRODUCTION

Physical activity has been shown to positively impact children's academic performance. Children who have the opportunity to be physically active not only improve their health but also improve their ability to learn and make their lives meaningful (James et al., 2023). Because of that meaning, developing a team of elementary physical education (PE) teachers has been an urgent issue in the education sector today. Furthermore, to develop a team of elementary PE teachers to ensure both quantity and professional quality, managers must focus on training and coaching a team of qualified and professional PE teachers. Besides, creating motivation and a working environment also play the role very important for elementary PE teachers to maximize their abilities. Of course, to achieve this goal, researching the current situation of motivation and working environment for elementary PE teachers is more urgent than ever. Besides, this study also finds a correlation between creating the working environment and improving teacher motivation. This is the basic foundation for managers to find effective solutions developing a team of elementary PE teachers in Ho Chi Minh City, Vietnam.

## 2. RESEARCH CONTENTS

### 2.1. Research purposes

This study is aimed at clarifying the following issues:

1. Research the theoretical basis for motivation and the working environment of PE teachers at elementary schools in Ho Chi Minh City, Vietnam.

2. Research the current situation of creating motivation and working environment as well as the correlation between working environment and PE teachers' motivation at elementary schools in Ho Chi Minh City, Vietnam.

### 2.2. Materials and Research Methods

To study the current situation of creating PE teachers' motivation and working environment of PE teachers at elementary schools in Ho Chi Minh City, Vietnam according to the PDCA approach, the authors use both theoretical research methods (analysis, synthesis, and systematization of relevant sources of documents as a theoretical basis for the research problem) and practical research methods (survey methods, in-depth interviews).

This study is based on a mixed method (Creswell et al., 2003). For quantitative data: The collected information from the survey will be processed by the authors using statistical software, specifically SPSS 26.0. The statistical operations are descriptive and inferential statistics such as frequency, standard deviation, mean score, percentage (%), and t-test; For qualitative data: The authors use the method of content analysis to compare and contrast the data to supplement or clarify the issues provided by the quantitative data.

### 2.3. Literature review

#### 2.3.1. Motivation

Motivation is the internal drive based on an individual's conscious and unconscious basic needs that leads the individual to work to achieve a goal. Most research in PE indicates that teacher motivation is influenced by

standards, policies, and curriculum factors. Teachers' motivation plays an important role in promoting their teaching and learning. In general, motivated teachers will be more likely to motivate students to help them be more interested in learning and bring a sense of satisfaction and fulfillment to teaching and learning activities for both teachers and learners (Yli-Piipari, 2009; Onyiego Orina et al., 2021).

According to Kasimoglu (2021), the PE teacher's motivation is a mental state determined by both the individual's mental process and the work environment, influenced by personal needs, thoughts, work processes, and goals to satisfy established needs. Kasimoglu (2021) states work motivation is considered the process of satisfying an individual's basic needs. Chapman (2003) notes that due to a lack of organizational support and limited curriculum programs, low motivation can be found in many PE teachers. On the other hand, motivation is also affected by teachers' emotions, thereby creating a strong source of energy, and activating the processes of motivating learning in students. Creating teachers' motivation and making teachers determine the level and methods to create continuous efforts in their work is the responsibility of educational administrators (Alan & Sternfeld, 2020).

### 2.3.2. *Working environment*

Because the working environment is an important determinant of the level and quality of employee performance, researchers inside and outside the education system have continuously sought empirical answers about the relationship between the working environment and employee motivation.

According to Baafi (2020), the working environment can be anything that exists around employees. It can be said more clearly that the working environment is the totality of conditions in which a person or group of people works or performs their duties. In the school

environment, the work environment includes two main components, which are the physical environment and the behavioral component of the work environment. The physical environment in a school includes the tools and other types of resources such as finances and facilities that staff can use. A conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development. The factors that determine the success of the educational process include the culture of the school, the teacher's attitude, and the students' characteristics.

A positive working environment is first of all reflected in a vibrant teaching and learning atmosphere with a highly scientific nature, a spirit of competition for progress, and towards the school's common goals (expressed in vision, mission, development strategy, training philosophy...). Next, each member of the school must feel truly happy and harmonious in a friendly pedagogical environment between relationships: Relationships between friends and colleagues, relationships with learners, relationships with children, or relationships between organizations outside the school. From those factors, school members are more responsible and more interested in the school's operations, goals, tasks, and strategies; Make members see fairness and respect - feel their important role in that group. (Oniego Orina1, 2021).

On the other hand, the behavioral component of the working environment represents aspects related to collegiality, leader-member relationships, and students' attitudes and behaviors toward teachers and related stakeholders, cooperative relationships between parents and teachers (Al-Omari et al, 2017). An unfavorable work environment can lead to negative organizational behavior among employees. For example, an unfavorable work environment in schools results in heavier workloads, lack of teamwork among staff, weak institutional support,

monitoring and evaluation and uncomfortable educational cultural environment (Baafi, 2020).

Furthermore, building a school management culture is also one of the criteria for developing a sustainable internal working environment: helping teachers see the goals, orientation, and nature of the work they do. The school culture is appropriate and actively creates good relationships between officials, teachers, and staff in the pedagogical collective, between teachers and students; At the same time, creates a comfortable, happy, and healthy working environment. It is the spiritual foundation for creativity - something extremely important for pedagogical activities in schools. On the other hand, a positive school culture also helps teachers, and learners in the positive working environment (Loc Nguyen Thi My, 2012).

### 2.3.3. PDCA approach

According to Li et al. (2014), the PDCA cycle, which stands for Plan-Do-Check-Act, is a widely used method for continuous improvement

in many different fields, including education. It involves identifying the problem, designing and testing the solution, evaluating the results, and implementing or adapting changes. The PDCA cycle is a continuous loop that includes planning, doing, checking, and acting. It provides a simple and effective approach to problem-solving and the improving process of management. The Plan-Do-Check-Act process includes 4 steps such as 1) *Plan*: Identify opportunities and plan for change (for example: targets or goals); 2) *Do*: Test the change. Conduct a small-scale study; 3) *Check*: Review the management process, analyze the results, and determine what you have accomplished; 4) *Act*: Take action based on what you have accomplished compared to the plan. If the change doesn't work, go through the cycle again with a different plan. If you are successful, incorporate what you have learned from operations management into changes with higher requirements or targets to plan new improvements, starting the cycle again.



Picture 1. The PDCA Circle (Source: Research Gate)

## 2.4. Research results and discussion issues

### 2.4.1. Current status of motivation and working environment for PE teachers at elementary schools in Ho Chi Minh City according to the PDCA model

In this article, the authors evaluate the current situation of motivation and working environment for PE teachers at elementary schools in Ho Chi Minh City according to the

PDCA model by evaluating the planning and regime, career development, working implementation stages, income policy, working environment, inspection, and improvement.

**Table 1.** Current status of level of agreement on activities to create motivation and working environment for PE teachers according to the PDCA model

<b>Activities to create motivation and the working environment for PE teachers</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Ranking</b>
The principal develops a plan to create motivation and a working environment for the team of PE teachers	4.03	0.398	4
The principal prepares enough resources to implement policies to motivate PE teachers	4.14	0.654	2
The principal develops an unexpected reward regime for PE teachers when completing tasks in a short time	4.03	0.685	4
The principal seeks opinions on regimes for PE teachers in internal spending regulations	4.20	0.618	1
The principal prepares finances to ensure the full implementation of policies for PE teachers	4.14	0.573	2
<b>Overall Mean (Plan)</b>	<b>4.11</b>	<b>0.383</b>	
The income distribution policy of PE teachers is fair	4.00	0.503	11
The income of PE teachers is commensurate with the results of performing assigned tasks	3.99	0.466	13
The school's bonus and welfare regime creates good motivation for PE teachers to perform their duties	4.02	0.514	8
PE teachers are strongly empowered to perform their tasks, affirm and develop themselves	3.95	0.699	15
PE teachers can develop their abilities, potential, and strengths	4.00	0.474	11
PE teachers are proactive and flexible in choosing creative and effective ways to perform their tasks	4.09	0.560	4
PE teachers are assigned challenging tasks that require higher capacity so that they can strive to help themselves continuously develop.	4.09	0.591	4
PE teachers are guided and prepared to accept the responsibilities and roles they will take on in the future.	3.94	0.762	16
The principal organizes activities to create conditions to help primary education teachers develop their careers	4.14	0.793	2
The principal assigns functional units to support primary education teachers in orientation and planning for career development	4.07	0.624	6
The principal develops fair development and promotion policies for PE teachers	4.11	0.490	3
The principals take care of favorable conditions for PE teachers to develop their careers to meet personal needs and aspirations.	4.06	0.570	7
Mechanisms, processes, and procedures at work are clear	3.98	0.706	14
Facilities and equipment conditions for work are convenient	4.01	0.482	9
Cordial relationships with colleagues, ready to coordinate and support at work	4.19	0.436	1
New and useful knowledge, skills, and ways of doing things are encouraged and shared in the school	4.01	0.399	9
<b>Overall Mean (Do)</b>	<b>4.04</b>	<b>.358</b>	
The principal periodically reviews and evaluates any inadequacies and inadequacies in the motivational policy	4.11	0.659	2
The principal seeks opinions from PE teachers on motivational policies	3.93	0.745	4

The principal seeks opinions from primary education teachers about facilities and equipment for teaching	4.18	0.599	1
The principal consults with PE teachers to propose building regulations for creating motivation and a working environment.	4.08	0.614	3
<b>Overall Mean (Check)</b>	<b>4.00</b>	<b>0.498</b>	
The principal changes and adjusts motivational policies to suit the school's practical conditions	4.07	0.513	2
The principal changes and adjusts motivational policies on suggestions and recommendations of PE teachers	3.84	0.525	5
The principal develops motivational policies that tend to better meet the aspirations and desires of PE teachers	4.08	0.802	1
The principal improves the working environment and builds good professional relationships among teachers in the school	4.04	0.522	3
The principal proposed to superiors to improve school facilities to help PE teachers complete their tasks well	3.93	0.703	4
<b>Overall Mean (Act)</b>	<b>3.98</b>	<b>0.453</b>	
<b>Overall Mean PDCA</b>	<b>4.05</b>	<b>0.378</b>	

Table 1 shows that the level of agreement of PE teachers at all stages of P-D-C-A only reached an average level of agreement from 3.98 (0.453) to 4.11 (0.383). Explaining this issue, Manager 1 said that principals strive to build a working environment for PE teachers, but in reality, there are still some objective factors that make this difficult to do. This opinion is also agreed by the majority of managers. When asking teachers' opinions, Teacher 1 commented

(Source: From the authors' analysis of survey data) that the principal needs to pay more attention to creating a dynamic and working environment for PE teachers and that the school cannot use the excuse of not having enough financial resources but needs to find a solution to the problem. Therefore, to make this problem more clear, the authors continue to study the level of achievement of motivational activities and the working environment.

**Table 2.** Current status of the level of achievement of motivational activities and working environment for PE teachers according to the PDCA model

<b>Activities to create motivation and the working environment for PE teachers</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Ranking</b>
The principal develops a plan to create motivation and a working environment for the team of PE teachers	4.13	0.463	1
The principal prepares enough resources to implement policies to motivate PE teachers	3.14	0.849	4
The principal develops an unexpected reward regime for PE teachers when completing tasks in a short time	3.87	0.658	3
The principal seeks opinions on regimes for PE teachers in internal spending regulations	3.95	0.652	2
The principal prepares finances to ensure the full implementation of policies for PE teachers	2.80	0.692	5
<b>Overall Mean (Plan)</b>	<b>3.10</b>	<b>0.400</b>	
The income distribution policy of PE teachers is fair	3.89	0.645	6
The income of PE teachers is commensurate with the results of performing assigned tasks	3.88	0.652	7

The school's bonus and welfare regime creates good motivation for PE teachers to perform their duties	2.67	0.773	13
PE teachers are strongly empowered to perform their tasks, affirm and develop themselves	3.86	0.665	8
PE teachers can develop their abilities, potential, and strengths	2.75	0.671	11
PE teachers are proactive and flexible in choosing creative and effective ways to perform their tasks	2.67	0.773	13
PE teachers are assigned challenging tasks that require higher capacity so that they can strive to help themselves continuously develop.	2.75	0.671	11
PE teachers are guided and prepared to accept the responsibilities and roles they will take on in the future.	2.79	0.682	10
The principal organizes activities to create conditions to help primary education teachers develop their careers	3.98	0.536	2
The principal assigns functional units to support primary education teachers in orientation and planning for career development	3.96	0.551	3
The principal develops fair development and promotion policies for PE teachers	3.95	0.565	4
The principals take care of favorable conditions for PE teachers to develop their careers to meet personal needs and aspirations.	2.67	0.773	13
Mechanisms, processes, and procedures at work are clear	4.02	0.541	1
Facilities and equipment conditions for work are convenient	2.60	0.616	16
Cordial relationships with colleagues, ready to coordinate and support at work	3.14	0.849	9
New and useful knowledge, skills, and ways of doing things are encouraged and shared in the school	3.93	0.574	5
<b>Overall Mean (Do)</b>	<b>3.49</b>	<b>0.436</b>	
The principal periodically reviews and evaluates any inadequacies and inadequacies in the motivational policy	2.75	0.671	4
The principal seeks opinions from PE teachers on motivational policies	2.79	0.682	3
The principal seeks opinions from primary education teachers about facilities and equipment for teaching	4.02	0.520	1
The principal consults with PE teachers to propose building regulations for creating motivation and a working environment.	3.98	0.541	2
<b>Overall Mean (Check)</b>	<b>3.38</b>	<b>0.423</b>	
The principal changes and adjusts motivational policies to suit the school's practical conditions	2.75	0.671	3
The principal changes and adjusts motivational policies on suggestions and recommendations of PE teachers	3.14	0.849	1
The principal develops motivational policies that tend to better meet the aspirations and desires of PE teachers	2.67	0.773	4
The principal improves the working environment and builds good professional relationships among teachers in the school	2.60	0.616	5
The principal proposed to superiors to improve school facilities to help PE teachers complete their tasks well	2.79	0.682	2
<b>Overall Mean (Act)</b>	<b>2.79</b>	<b>0.415</b>	
<b>Overall Mean PDCA</b>	<b>3.30</b>	<b>0.388</b>	

(Source: From the authors' analysis of survey data)

The results obtained from Table 2 show that only the implementation phase (Do) reached the Good level with an average score of 3.49 (0.436) while the remaining phases P-C-A all reached an average level. The improvement stage reached the lowest average of 2.79 (0.415). Through interviews with managers and PE teachers, the author noted the following opinions: Current policy resources do not ensure spending on these conditions, such as financial preparation, school facilities have not fully completed the reward regime, working mechanisms and procedures are not clear, and not created good conditions for PE teachers to develop professionally (Manager 2). Teacher 2, representing a group of 30 teachers, added that the reward system for PE teachers has not been implemented well, and the facilities for teaching and learning are not adequate. When interviewing elementary PE teachers, they added that reward systems for PE teachers have not been implemented well, there are not enough facilities for teaching and learning, and the school has not created favorable conditions for school sports (Teacher 3), the income policy does not attract teachers, leading to some teachers going to teach at other schools with better income conditions. PE teachers are given strong authority when performing their duties but without the opportunity to fully develop their abilities (Teacher 4), the school has not reviewed the inadequacies in the mechanism to make policies to create teachers' motivation and a working environment (Teacher 5). Currently,

educational administrators have not met the expectations of the working environment as well as motivating teachers, causing the development of PE teachers to not meet the standards of other countries in the region and keep up with world development trends (Teacher 6).

In general, the results obtained on the level of implementation of motivation and the working environment for elementary school teachers clearly show that the limitations mainly focus on the planning and improvement stages.

*2.4.2. The correlation coefficient between the level of implementation and the level of achievement regarding motivational activities and working environment for PE teachers according to the PDCA model*

Working environment for primary school physical education teachers show that the organization and implementation of mechanisms and working environment are not stable, and inspection work is not good, the review is not strictly organized, leading to poor motivation and working environment. Therefore, it is necessary to pay attention to the limitations and find ways to overcome them to create conditions for elementary physical education teachers to make their best abilities. To clarify this issue more clearly, the authors tested the correlation between the level of agreement and achievement regarding motivational activities and creating a working environment for primary physical education teachers in Ho Chi Minh City according to the PDCA model. The following results are in Table 3 below.

**Table 3.** The correlation coefficient between the level of agreement and the level of achievement regarding motivational activities and working environment for PE teachers according to the PDCA model

Steps in the PDCA cycle	Pearson correlation coefficient	Probability value (Sig.)
P (Plan)	0.750**	0.000
D (Do)	0.777**	0.000
C (Check)	0.707**	0.000
A (Act)	0.882**	0.000

\*\* Correlation coefficients are significant at the 99% confidence level.  
(Source: From the authors' analysis of survey data)



The above results show that the correlation coefficient  $r$  from 0.707 to 0.882  $>$  0.5 of motivational activities and working environment, proving the strong correlation between the level of implementation and achievement at all stages of P-D-C-A. At the same time, the value  $\text{Sig} = 0.000 < 0.01$  shows the correlation coefficient is significant at the 99% confidence level, proving the data collected above is statistically significant.

In summary, creating motivation and a working environment for elementary school PE teachers is limited to items for example building plans, policies, reward regimes, and unsatisfactory income payments. In addition, the working environment is not guaranteed, lack of facilities, and co-worker relationships at work are not well coordinated. In addition, principals have not dared to boldly propose to their superiors about improving facilities and perfecting policies to encourage PE teachers. The working mechanism is not flexible and does not promote the creativity and efficiency of teachers and students. Furthermore, incentive policies need to be adjusted to suit teachers' comments and recommendations. The biggest limitation is that there is no specific policy to attract human resources as well as develop a team of physical education teachers to meet quantity and quality requirements.

### 3. CONCLUSION

From the above situation, to solve problems related to the motivation and working environment of physical education teachers, the authors propose the following recommendations:

*Improving the Work Environment:* Facilities and Resources: Fully equipped with facilities, equipment, and resources for PE teachers; The school administration needs to consider the workload, and flexibility in the schedule of PE teachers.

*Attention to Professional Development:* Create professional development opportunities for PE teachers; Focus on Career Advancement:

Explore career development and advancement paths in the education system for PE teachers; Collaboration and Networking: with opportunities to collaborate and network with other PE experts or international centers.

*Motivational Factors:* Creating Intrinsic Motivation: Assessing factors that contribute to intrinsic motivation, such as a passion for teaching, personal goals, and achievements of teachers and students; Extrinsic Motivation: Consider external factors, such as salary, benefits, job security, and recognition programs.

*Job satisfaction:* Pay attention to factors contributing to overall job satisfaction, including relationships with colleagues, students, and the school community.

*Improving Performance:* Feedback and Evaluation: Evaluate current systems for providing feedback and evaluating PE teacher performance. Goal setting: Discuss the importance of setting clear, achievable goals for PE teachers and the support needed to achieve them.

*Upgrade facilities:* Invest in modern, safe, and well-maintained facilities and equipment for PE classes; Administrative support: Increase the level of support from the administration through regular check-ins, resource allocation, and recognition of PE teachers' performance contributions.

*Ongoing Training:* Provides regular professional development programs focused on the latest teaching strategies, fitness trends, and student engagement techniques; Mentoring Programs: Implement mentoring programs where experienced PE teachers can guide and support less experienced colleagues; Networking opportunities: Facilitate networking events and collaborative projects with schools and other PE professionals to share best practices and innovative ideas.

*Driving Motivation:* Recognition and Rewards: Develop a system that recognizes and rewards outstanding performance, such as teacher of the month awards, bonuses, or public

recognition; Career Path: Create a clear career path that allows PE teachers to advance to higher positions, such as department head, coach, or education coordinator.

*Improving Performance:* Regular Feedback: Establish a structured system for providing constructive feedback through regular performance reviews, peer reviews, and self-assessments; Professional Goals: Encourage PE teachers to set professional development goals

and provide the resources and support necessary to achieve those goals.

In general, creating a dynamic working environment for PE teachers is indispensable for the success of the general education program. By supporting and promoting a dynamic and effective working environment, schools can build a team of active and dynamic PE teachers who meet professional standards and gradually approach international standards.

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