

Challenges Faced by Non-optional Teachers in Physical Education: A Comprehensive Review

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Abstract

Addressing the complex landscape of physical education, this comprehensive review delves into the formidable challenges encountered by non-specialist teachers in delivering effective instruction. This review was done to assess the challenges faced by non-optional teachers as well as various globally related issues and challenges. Data was obtained from electronic databases for this related study. The study detailed the various factors that are a challenge for non-optional teachers, especially in the aspects of knowledge, teaching skills and motivation. The findings showed that the number of physical education non-optional teachers is large globally because it exists in most countries and the challenges faced are also very similar. The imperative to study and address these challenges arises for the purpose of enhancing the educational system's quality. Investigating the challenges faced by non-optional teachers holds significance in resolving issues, contributing substantially to elevating the overall education system's standards. The study reveals a prevalence of non-specialist teachers globally, indicating a shared set of challenges. Investigating and addressing these challenges becomes imperative to elevate the overall standards of the education system.

Keyword: Issues and Challenges, Physical Education, Non-optional Teacher.

Introduction

Physical education is a subject included in the compulsory curriculum in schools with the focus of the curriculum to develop students holistically in the physical, cognitive, social, confident, and motivational aspects (Fleet & Huddleston, 2019). The UNESCO Organization has stated that physical education is the most effective platform for providing adolescents with the abilities, attitudes, values, knowledge, and understanding necessary for lifelong engagement in society (McLennan et al., 2015). Teachers are the executor of the curriculum responsible must ensuring that the physical education curriculum goals are achieved.

Thus, teachers have an important role to play in implementing the physical education curriculum. According to Mirjana et al. (2022), all physical education teachers have a great responsibility in educating students with the same quality of teaching because all students want to have quality teachers. In parallel with the study by McEvelly (2022) which states that students care about quality teachers in the teaching of physical education. This becomes imperative to explore the attributes and standards defining quality teaching. Criteria such as

knowledge, communicative competence, motivation, understanding of teaching and learning processes, and the promotion of lifelong health practices are deemed essential (Petrenko, 2020). According to Mirjana et al (2022), all teachers should teach students with the same criteria as emphasised in the Education curriculum. Teachers also need to remember that the development of students should be built holistically covering the social, emotional, physical, mental and intellectual properties of a person (Hare, 2006).

However, not all teachers who teach physical education have set criteria and qualities because the implementation of physical education teaching is given to teachers who are not experts in the field or are called non-optional teachers. Giving responsibility to non-optional teachers to teach physical education occurs in most countries (Griggs & Petrie, 2017). The countries are Maldives Abdulla et al (2022), Croatian Mirjana et al (2022), Cyprus (Kyriakides & Tsangaridou, 2017), Canada (Barber et al., 2022), United Kingdom (McEvelly, 2022), Japan Kihara et al (2021), South Africa Burnett (2020), Malaysia Wee (2019) and others.

Studies have also shown that there is a difference in the quality of teaching between non-optional teachers and specialist teachers of physical education in schools. This is because teachers with expertise or specialization in the field of physical education have the advantage of delivering teaching more effectively to the students (Richardson, 1996). Studies Barber et al (2022) also show that there are differences in teaching methods between specialist teachers and non-optional teachers in teaching physical education and that it negatively affects the quality of the implementation of physical education. In fact, there is also a difference in the quality of teaching and competency between non-optional teachers and expert teachers in the teaching of physical education especially in terms of student involvement in teaching (Ali et al., 2014).

Therefore, it is significant to find out the real issues and challenges facing non-optional teachers nowadays in implementing physical education teaching. Related studies in this area of interest are important in contributing to the global issues that are happening today as well as solve the problems faced by physical education non-optional teachers that have lingered over a period of time. Hence, this study aims to look at the issues and challenges facing non-optional teachers in implementing physical education teaching in schools. Besides, this study seeks to enhance studies on the issue of physical education non-optional teachers which are very limited in implementation. Consequently, it can fill the gaps in studies on the practices and behaviours of non-optional teachers that are not in line with the implementation of quality teaching.

Issue And Challenge Face by Non-Optional Teacher In Physical Education

There are many challenges faced by the non-optional teachers such as challenges in leadership, allocation of teaching time, school factors, teaching preparation, self-efficacy, attitude, professional training or teacher development, constraints on curriculum and reference resources, equipment facilities and evaluation implementation. However, the three main challenges most reported in the recent study and negatively impacted physical education non-optional teachers is challenge of knowledge, teaching skills and motivation (Barber et al., 2022; Ahla-Wardah, 2020; Abdulla et al., 2022). Therefore, this comprehensive review specifically focuses on three main challenges of non-optional teachers that negatively impact their teaching in physical education.

Challenge of Knowledge

The main challenge of non-optional teachers in teaching physical education is to increase knowledge related to the physical education curriculum. This can be evidenced by a study by Burnett (2020) that found that the main challenge of non-optional teachers is a lack of content knowledge and incompetence stands out as a prominent obstacle. The study highlights the lack of knowledge and teaching skills for non-optional teachers in the delivery of physical education teaching (Barber et al., 2022). This is in line with another study conducted by Som et al. (2021) which finds that physical education non-optional teachers have a moderate level of understanding of the content. Similarly, Bozdemir et al. (2015) find that non-optional teachers have low physical education related knowledge and skills in delivering physical education teaching correctly. A study by Julismah (2007) finds that most non-optional teachers do not master the core of knowledge teaching physical education. This is supported by Sarkawi (2008), who finds that the level of knowledge and understanding of non-optional teachers' content is at a moderate level. Recent studies have found that non-optional teachers are at a moderate level in terms of physical education teaching skills compared to specialist teachers (Hafizati & Suziyani, 2021). Study by Amin & Lian (2022) also states that non-optional teachers lack knowledge related to the physical education curriculum. Meanwhile, Ebert (1993) finds that if physical education non-optional teachers do not understand the content of the subjects, it might cause a misconception of understanding to the students since the teacher does not have the correct knowledge of the content. This shows that non-optional teachers face challenges in improving their knowledge of the physical education curriculum.

In addition, there are studies that show that there is a difference in knowledge between non-optional teachers and physical education specialist teachers. Findings from studies completed prove that non-optional teachers have a moderate level of understanding in terms of knowledge of Physical Education content compared to physical education specialist teachers (Ahla-Wardah, 2020; Som et al., 2021). The study by Vidal-Conti et al. (2021), conducted in Spain also confirmed that non-optional teachers have a low level of knowledge compared to physical education specialist teachers. Various studies have also shown that non-optional teachers have a low level of physical literacy comprehension compared to physical education specialist teachers (Yildizer & Munusturlar, 2022). That study also add that non-optional teachers who already have 16 – 20 years of teaching experience are also still low in the level of physical literacy. This causes non-optional teachers to feel worried due to lack of knowledge and confidence in teaching physical education (Abdulla et al., 2022a). According to McEvilly (2022), mastery of knowledge of physical education subjects is crucial in delivering such subjects to students. According to Roslan (2014), there are three domains that influence non-optional teachers in implementing quality teaching namely cognitive, psychomotor, and affective domains. The quality of this teaching is an important factor that will affect students' satisfaction in the teaching and learning process (Muhammad et. al. 2019).

Thus, Ward and Ayzazo (2016) state that teachers need to be focus on mastering content knowledge and pedagogical knowledge in physical education subjects. Knowledge that must also be prioritized by non-optional teachers to learn is knowledge related to the implementation of teaching, especially pedagogy and physical education teaching strategies (Romar & Ferry, 2020). Knowledge related to physical education teaching methods also plays an important role because it will affect the body, emotional and cognitive growth of students (Patania et al., 2020). Consistent involvement of students in physical activities will be able to improve students' cognitive control (Mirjana et al., 2022).

In addition, the application of healthy behavioral knowledge in the physical education curriculum is also able to increase the knowledge of non-optional teachers (Lorenz et al., 2020). According to Wright et al (2020), non-optional teachers' knowledge can be improved through teacher development programs. Therefore, Barber et al (2022) suggests the necessity to increase content learning for non-optional teachers, especially in physical education programs, especially at Institutes of Higher Education. In fact, there are also studies that state that through cognitive tasks in physical education, it will have a positive impact on teaching non-optional teachers (Wawrzyniak et al., 2022). This impact underscores the vital role of cognitive tasks in enhancing the pedagogical skills and overall instructional quality of non-specialist educators in the domain of physical education. Such findings substantiate the imperative for a more detailed exploration of the influence of cognitive tasks on non-optional teachers, thereby contributing to the amelioration of challenges encountered in this educational sphere.

Challenge of Teaching Skills

Non-optional teachers grapple with the challenge of implementing quality physical education teaching skills. This is in line with the study by Bozdemir et al (2015); Yildizer & Munusturlar (2022) which states that non-optional teachers have low physical education pedagogical knowledge in delivering teaching correctly.

The difference in teaching skills between non-optional teachers and physical education specialist teachers is very clearly proven. According to the study by Amin & Lian (2022) find that physical education specialist teachers have higher skills, knowledge and self-confidence compared to non-optional teachers. The study by Wawrzyniak et al (2022) also states that specialist teachers are more effective than non-optional teachers in teaching physical education. This is supported by Moon and Park (2022) who emphasize that physical education teaching taught by non-optional teachers is not quality. Effective implementation necessitates prioritizing in-class approaches, relevant teaching methods, and active teaching involvement (Walker et al., 2022; Chen & Zhou, 2021; Cheung, 2020).

In addition, studies have found that non-optional teachers face negative experiences of assessment in physical education teaching thus causing fear of teaching these subjects in the future (Barber et al., 2022). This aligns with the findings of Moon and Park (2022), elucidating that non-optional teachers attribute significance to self-perception when executing physical education teaching methods and fostering meaningful experiences. Other than that, Harris and Linnell (2021) believe that non-optional teachers face problems with the small allocation of time in teaching physical education and it is an obstacle to more effective teaching preparation. This has resulted in non-optional teachers supporting the meaningful implementation of physical education teaching, which makes changes to their interpretations and beliefs (Beni et al., 2021). In addition, Uljas et al (2022) also finds that non-optional teachers have a broad understanding in supporting the implementation of the physical education curriculum.

Therefore, the non-optional teacher's focus should be on the effective implementation of teaching through a number of appropriate teaching skills. According to Walker et al (2022), the effective implementation of physical education teaching taught by non-optional teachers is to use an in-class approach. Their research reveals that 46% of non-optional teachers adopt this in-class methodology. Consequently, it is imperative for non-optional teachers to underscore the significance of out-of-class teaching, aligning with the principles of the physical education curriculum. According to Burnett (2020), non-optional teachers should

prioritize game teaching. It is crucial for non-optional educators to pay attention to contemporary teaching methods that are considered relevant in the current educational landscape and, simultaneously, refrain from relying on traditional teaching methods. Traditional methods, as described by Chen & Zhou (2021), tend to overlook students' enthusiasm and neglect the development of students' gaming skills, thereby lacking alignment with the dynamic educational needs of today. Moreover, non-optional teachers are encouraged to adopt a more active role in teaching physical education, given that active teaching significantly influences student engagement within the classroom, surpassing the impact of less active teaching practices (Cheung, 2020).

The disadvantage of the implementation of these physical education teaching skills occurs due to the lack of training and professional development of non-optional teachers (To et al., 2020). He added that inadequate teacher training undermines the ability of non-optional teachers to deliver lessons effectively. Studies have also found that there is a positive effect through training or intervention programs given to non-optional teachers in the Maldives (Abdulla et al., 2022). While in Nigeria, there are 14 sub-themes related to the barrier of active students in physical activity among them the lack of trained teachers in the teaching of physical education (Oluwasanu et al., 2021). In addition, the teaching experience through class exchanges will also help improve the development of non-optional teachers in terms of collaboration and interaction (Clohessy et al., 2020).

Challenge of Motivation

The next big challenge faced by non-optional teachers is the challenge of self-motivation. Motivation is a necessity in physical education (Barber et al., 2022). So, all the challenges that exist require strong motivation to try to overcome them. According to Gobbi et al (2021) which state that teachers' sincerity or their self-efficacy is very important in facing various problems related to the implementation of physical education teaching. This is supported by a study from Beni et al (2021) which states that non-optional teachers will carry out teaching depending on their trust and confidence in a teaching approach in physical education. The study of Abdulla et al (2022a) shows that non-optional teachers lack confidence and motivation to teach physical education.

In addition, the motivation, confidence, and competence of non-optional teachers can be improved by providing lessons related to physical education teaching which will further reduce their anxiety to teach (Kihara et al., 2021). In fact, he added, the learning provided in the long term has a positive impact on the professional development of non-optional teachers. Meanwhile, according to Clohessy et al (2021), the motivation of non-optional teachers can be increased by developing aspects of teacher leadership through teaching physical education in always different classes in their schools. The study by Wright et al. (2020) also states that non-optional teacher confidence and motivation can be improved by teacher professional development programs on teachers' capacity. This aligns with the perspective of Sato et al (2020) which states that teachers' self-reflection serves as a catalyst for improving both teacher quality and motivation. Based on that reason, Barber et al (2022) emphasize that an inclusive and non-competitive pedagogical approach holds the potential to enhance the motivation, self-confidence, and competence of teachers not specialized in physical education. The collective evidence underscores a multitude of avenues through which motivation among non-optional teachers can be elevated, ultimately contributing to the delivery of quality teaching.

Despite this, the motivation of non-optional teachers in teaching physical education is at a good level. This is evidenced by the current study by Lorenz et al (2020) which found that non-optional teachers demonstrate consistent and improved efforts to implement the physical education curriculum over time. This aligns with findings from Banville et al (2020) indicating that teachers and school administrators take pride in fostering an active school environment. However, there exists a notable disparity in their efforts, with a conspicuous focus on promoting physical education overshadowing their comparatively lower commitment to teaching the health curriculum.

Additionally, the impact of non-optional teacher attitudes and motivations on student involvement in physical activity should also be highlighted (Cheung, 2020). Therefore, it is desirable to emphasize on different dimensions such as the role of the teacher's body image in shaping the attitudes and behavior of students (Yager et al., 2020). Consequently, non-optional teachers tasked with instructing physical education are advised to pay attention to their body image, recognizing its influence on both student attitudes and their own motivation in delivering physical education.

Impact to the quality of teaching in Physical Education

The effectiveness of teaching physical education is measured in a different way than other subjects. High-quality physical education teaching can be measured by students' active involvement in physical activity or games implemented by teachers and in turn can encourage students to adopt a lifestyle that benefits physical and mental health (Le Masurier & Corbin, 2006). For instance, when students actively participate in various activities with enthusiasm and demonstrate an understanding of the skills being taught, it suggests that the teaching is impactful in promoting active involvement. Conversely, if students exhibit disinterest, lack of engagement, or struggle to perform the activities, it may indicate a need for improvement in teaching strategies to encourage greater participation. In addition, the effectiveness of the implementation of quality physical education teaching can also affect the school's achievement in the field of sports (Caena, 2014; Hattie, 2003). The commencement of this effective teaching lies in teachers' judicious selection of appropriate activities within the classroom (Griggs & Fleet, 2021). Jess et al. (2016) clarify that the activities in physical education should be fun by including group collaborations that allow students to improve their abilities and increase learning motivation. Most importantly, teachers play a key role in showcasing proactive teaching pedagogy and creating diverse activities that can contribute to their quality teaching or lesson. (Foster & Roberts, 2019).

Past studies have shown that the knowledge, teaching skills and motivation of non-optional teachers affect the quality of teaching physical education. The aforementioned lack of knowledge and teaching skills has resulted in non-optional teachers routinely conducting lessons by merely engaging students in play, without incorporating essential teachings on physical literacy and lifelong health practices (Barber et al., 2022). This is also agreed by Abdulla et al. (2022) who find that non-optional teachers always teach physical education only with simple warm-up activities then followed by the teaching of sports skills that focus mainly on ball games. He added that the implementation of their teaching is also often a group of students who sit or do not participate in the study activities and another group that will play. The implementation of the teaching of fitness activities other than running is observed to be rarely implemented by non-optional teachers (Abdulla et al., 2022). In addition, studies have shown that a teacher's background affects their motivation and competence in implementing physical education teaching (Freak & Miller, 2017).

Past studies have also shown that non-optional teachers do not meet the standard of teaching quality set in the physical education curriculum. Studies have proven that the quality of teaching physical education of non-optional teachers of physical education in Malaysia is at a moderately satisfactory level (Ghani et al., 2014). Past findings have also shown that the effectiveness of the implementation of physical education teaching by non-optional teachers in schools is at a low level (Mirjana et al., 2022; Morgan & Bourke, 2008). Other studies have also found that non-optional teachers face the problem of poor-quality teaching (Fletcher & Mandigo, 2012; Som et al., 2020; Tsangaridou, 2016).

Hence, immediate actions must be taken to address the declining quality of physical education teaching implementation, specifically by considering measures to overcome issues encountered in this context. For instance, we can draw insights from Singapore's successful strategies, which involve three primary steps in tackling the challenges associated with the quality of physical education implementation. These steps encompass enhancing teacher training, fostering a proactive attitude among teachers to address challenges, and instituting changes to the existing systems and policies (Sufri & Chung, 2019). An illustrative case is evident in previous research such as the study conducted by McNeill et al (2010) in which the Education Review and Evaluation Committee in Singapore proposed crucial areas for enhancement. These include 1) achieving a balance between knowledge, skills, and values in education, and 2) augmenting the recruitment of proficient physical education specialist teachers.

Suggestion and Implementation

Therefore, in order to improve the quality of teaching among non-optional teachers, the basis is that they need to have relevant knowledge, effective teaching skills and high motivation in teaching physical education. The recommendation to be given priority is to improve the quality of teaching of non-optional teachers through the improvement of their knowledge, teaching skills and motivation in the teaching of physical education subjects. This is because quality teaching will occur if the teacher has knowledge of the teaching method and the content of a subject taught (Gess-Newsome et al., 2019). According to Jaafar (2019), the quality of teachers should be enhanced by fulfilling knowledge, especially the basic knowledge of education, pedagogy and knowledge of the subject content. He added that if this knowledge is mastered by teachers, then the goals of the physical education curriculum will be achieved.

In addition, the recommendations are closely related to many other studies that suggest the need for mental and physical preparation to be applied to non-optional teachers in order to implement effective teaching. According to Herold (2020), non-optional teachers should be prepared for the change of planned activities, constantly engage in self-development training and need to be resilient. non-optional teachers should also have a high motivational willingness as well as show interest in working, accepting assignments and creatively solving problems as many situations faced in the classroom require unique actions and solutions, regardless of the subject taught (de la Peña et al., 2021). Non-optional teacher preparation in teaching is especially important especially in subjects at high risk of injury such as physical education as preparation is the main key to quality education to be provided to students (Gisbert et al., 2017).

Various other efforts that can be made to improve the quality of non-optional teachers' teaching. Among them are providing training, development programs and the provision of supporting materials that can help them develop the quality of their teaching. However, the

method of implementation used should be more effective than the existing method, which has proven to be less effective. According to (Keay et al., 2019) the methods of teacher development traditionally have little effect on the knowledge, competence, and confidence of non-optional teachers.

Therefore, the method that can be considered in the effort to overcome the challenges of non-optional teachers to improve the quality of their teaching in physical education is through the integration of digital technology. This is because many studies have shown that digital technology can improve the quality of non-optional teachers more efficiently. According to Yuyu & Tatang (2022), the quality of teaching of teachers in the 21st century can be improved through digital pedagogy. The study (Katherine, 2020) states that the development of technology can improve the quality of teachers and students in terms of their skills, competencies, management, and achievements in physical education. Study from Julhi (2014) also found that the use of digital technology methods is more effective than traditional methods in improving sports skills.

Thus, it is proposed that the development of teachers in improving the quality of teaching in terms of their knowledge, teaching skills and motivation in implementing the teaching of physical education can be implemented through the application of digital technology integration. Among the digital technologies that can improve the quality of teaching are the use of mobile application technology. This is evidenced by numerous studies stating that the use of mobile technology in physical education can improve the quality of teaching (Cojocaru et al., 2022; Rhoades & Woods, 2015). The increase in resources can impact the views of teachers, students, and the community on the purpose of the implementation of physical education subjects as well as detailing the quality teachers to teach these subjects (Powell, 2015).

Conclusion

Teacher education plays a pivotal role in shaping the quality of education and student achievement, posing significant challenges in the modern educational landscape (Ahmed & Godiyal, 2021). With the burgeoning volume of knowledge and evolving pedagogical theories, the task of producing proficient and dedicated teachers has become increasingly arduous (Ahmed & Godiyal, 2021). Teacher education programs necessitate comprehensive reform and reorientation to meet the demands of contemporary educational contexts (Ahmed & Godiyal, 2021). Notably, the expansion of teacher education institutions has led to a surge in the number of educators, yet concerns persist regarding the quality and dedication of newly trained teachers (Ahmed & Godiyal, 2021; Smith et al., 2018).

The proliferation of non-specialist teachers, particularly in disciplines like physical education, underscores the imperative of addressing the challenges inherent in teacher education to enhance educational standards (Smith et al., 2018). The challenges faced by generalist teachers extend beyond pedagogical skills to encompass the complexities of teaching subjects like physical education, where specialized knowledge and expertise are paramount (Truelove et al., 2021). Insufficient pre-service training leaves generalist teachers ill-equipped to deliver high-quality physical education instruction, thereby hindering student learning outcomes and long-term physical activity habits (Truelove et al., 2021).

Moreover, inadequate facilities and large class sizes exacerbate the challenges faced by generalist teachers, limiting their ability to ensure safe and effective physical education experiences for students (Truelove et al., 2021). Professional development initiatives play a crucial role in addressing the deficiencies in teacher training, yet generalist teachers often

receive limited opportunities for ongoing learning and support in physical education (Truelove et al., 2021; Keay et al., 2018). A concerted effort is warranted to provide comprehensive professional development programs that cater to the unique needs of generalist teachers, fostering confidence and competence in delivering physical education instruction (Keay et al., 2018).

Moreover, integrating reflective practices into teacher education programs can enhance the learning experiences of pre-service teachers, facilitating their transition into confident and effective educators (Murphy et al., 2021). By recognizing the emotional and professional journey of teacher education, institutions can better prepare primary teachers to navigate the challenges of teaching physical education and foster a lifelong commitment to physical activity among students (Murphy et al., 2021). In essence, addressing the multifaceted challenges of teacher education in physical education is essential for advancing the quality and efficacy of educational practices and promoting holistic student development.

Summary Of Key Findings In Challenges For Non-Optional Teachers In Physical Education

Key Findings	References
Knowledge	
Non-optional teachers lack content knowledge and teaching skills in physical education.	Burnett, 2020; Barber et al., 2022; Som et al., 2021; Bozdemir et al., 2015
Differences in knowledge levels exist between non-optional and specialist teachers.	Ahla-Wardah, 2020; Som et al., 2021; Vidal-Conti et al., 2021; Yıldizer & Munusturlar, 2022; Abdulla A. et al., 2022a; McEvilly, 2022; Roslan, 2014
Mastery of content and pedagogical strategies is crucial for effective teaching.	Ward & Ayvazo, 2016; Romar & Ferry, 2020; Patania et al., 2020; Mirjana Milić et al., 2022; Lorenz et al., 2020; Wright et al., 2020; Barber et al., 2022; Wawrzyniak et al., 2022
Enhancement of knowledge through cognitive tasks and development programs is recommended.	Wawrzyniak et al., 2022; Barber et al., 2022; Wright et al., 2020
Teaching Skills	
Non-optional teachers face challenges in implementing quality teaching skills.	Bozdemir et al., 2015; Yıldizer & Munusturlar, 2022
Specialist teachers demonstrate higher skills compared to non-optional teachers.	Amin & Lian, 2022; Wawrzyniak et al., 2022; Moon & Park, 2022
Effective implementation involves contemporary methods and active teaching involvement.	Walker et al., 2022; Burnett, 2020; Chen & Zhou, 2021; Cheung, 2020
Inadequate training hinders effective teaching.	To et al., 2020; Abdulla, Whipp, McSporrans, et al., 2022; Oluwasanu et al., 2021; Clohessy et al., 2020

Key Findings	References
Motivation	
Non-optional teachers struggle with self-motivation.	Barber et al., 2022; Gobbi et al., 2021; Beni et al., 2021; Abdulla A. et al., 2022a
Professional development and leadership enhance motivation.	Kihara et al., 2021; Clohessy et al., 2021; Wright et al., 2020; Sato et al., 2020; Barber et al., 2022
Non-optional teachers demonstrate generally good motivation.	Lorenz et al., 2020; Banville et al., 2020
Impact to Quality of Teaching in Physical Education	
Effective teaching leads to active student involvement and promotes a healthy lifestyle.	Le Masurier & Corbin, 2006; Caena, 2014; Hattie, 2003; Griggs & Fleet, 2021; Jess et al., 2016; Foster & Roberts, 2019
Non-optional teachers' knowledge, skills, and motivation significantly impact teaching quality.	Barber et al., 2022; Abdulla et al., 2022; Freak & Miller, 2017; Ghani et al., 2014; Mirjana Milić et al., 2022; Morgan & Bourke, 2008; Fletcher & Mandigo, 2012; Som et al., 2020; Tsangaridou, 2016
Immediate actions are necessary to address declining teaching quality.	Sufri & Chung, 2019; McNeill et al., 2010
Suggestion and Implementation	
Enhancing teaching quality requires improvement in knowledge, skills, and motivation.	Gess-Newsome et al., 2019; Jaafar, 2019
Mental and physical preparation is necessary for effective teaching.	Herold, 2020; de la Peña et al., 2021; Gisbert et al., 2017
Efforts to improve teaching quality include training, development programs, and effective methods.	Keay et al., 2019
Integration of digital technology is proposed to enhance knowledge, skills, and motivation.	Yayu & Tatang, 2022; Katherine, 2020; Julhi, 2014; Cojocarui et al., 2022; Rhoades & Woods, 2015; Powell, 2015

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