LEVEL OF KNOWLEDGE AND SKILLS OF NON- MAPEH MAJOR TEACHERS IN PHYSICAL EDUCATION

NIMFA F. BUEDRON

Doctor of Education Major in Physical Education, College of Arts and Communication, University of Eastern Philippines
University Town, Northern Samar

Abstract - This study specifically aimed to find out the level of knowledge of teachers in the areas of physical education as perceived by the students and the department head; find out the level of skills of teachers in the areas of physical education in terms of dance, individual/dual sports and team sports and what action plan can be proposed based on the findings of the study.

It was conducted in Northern Samar for school year 2015-2016. It employed the descriptive method of research. The respondents of the study were the public secondary schools teachers who are non- MAPEH teachers teaching physical education subject in the secondary schools in Northern Samar.

A survey questionnaire was used in gathering the data. Frequency counts, percentages, standard deviation and mean were used in this study.

The level of skills in dance as rated by the students ranging from 3.15 to 2.66 which means that these quantities fall within the mean of high. On the part of the department heads they rated the teachers in the indicator ranging from 3.42 to 2.74 which falls within the mean interval of very high to high. The overall rating obtained was 3.09 and fall within the interval of high.

The level of skills in individual/dual sports ranging from 3.30 to 2.27 which falls within the mean interval of high to low. The obtained general rating was 2.52 which falls within the mean interval of high. The department heads rated the teachers in the indicator ranging from 3.30 to 2.09 which falls within the interval of very high to low. The obtained overall rating was 2.70 and falls within the mean interval of high.

In the level of skills in team sports, the students rated their teachers in the indicator ranging from 3.32 to 2.40 which falls within the mean interval of very high to low. The overall rating obtained was 2.74 which falls within the mean interval of high. The department heads on the other hand rated the teachers in the indicator ranging from 3.13 to 2.13 which falls within the mean interval of high to low. The overall rating obtained was 2.50 which is interpreted as low.

It is recommended that the proposed program designed for the improvement of knowledge and skills of the non-MAPEH major teachers handling physical education be implemented to address on the identified weakness of the respondents.

Keywords - Knowledge, Non-MAPEH Major Teachers, Skills, Physical Education

I. INTRODUCTION

Physical Education is an integral part of educational program designed to promote the optimum development of the individual physically, socially, emotionally and mentally through total body movement in the performance of properly selected physical activities (Andin:1988).

To underscore the importance of physical education, Article XIV section 19 of the 1986 Philippine Constitution states that: "The state shall promote physical education and encourage sports programs, league competitions, and amateur sports including training for international competition to foster self-discipline, teamwork and excellence for the development of a healthy and alert citizenry. All educational institution undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors."

Physical education today has the potential of contributing to the enhancement of positive lifestyle changes, which ultimately lead to a better quality of life. This means that through physical education, the individual can acquire sufficient knowledge and understanding, activity skills, and desirable attitudes that will eventually contribute to his well -being through which the teacher can help effect desirable outcomes.

In the province of Northern Samar, the researcher has observed that not all teachers who are teaching physical education are majors of the said subject. There are those who were just assigned by their school heads because they are sports minded or they have a talent in dancing and skills in sports. Teachers who were varsity athletes during their college days, those who served as coaches and officials in athletic meets handle physical education subject because of their experience not due to their academic preparation.

However, these teachers would not be effective in teaching physical education due to the fact that that they have inadequate knowledge about the subject. Aside from that, they lack the proper training in the proper demonstration of the different physical education activities. They even have a difficulty in elaborating the technical terms used in physical education more so in executing them.

Thus, if the teacher is not well-equipped with knowledge and skills in demonstrating the activities

in physical education, the s/he will not be able to impart learning and encourage positive attitude towards physical education among students.

The researcher being a physical education teacher conducted this study to determine the knowledge and skills of non-MAPEH major teachers and the academic performance of students in physical education in the selected secondary schools in Northern Samar.

II. OBJECTIVES

This study generally aimed at determining the level of knowledge and skills of non MAPEH major teachers and academic performance of students in physical education in the selected public secondary schools in Northern Samar.

Specifically, this study aimed to:

1. find out the level of knowledge of teachers in the areas of physical as perceived by:
   a. department head/ chairman
   b. students
2. determine the level of skills of teachers in the areas of physical education:
   a. dance
   b. individual/dual sports
   c. team sports
3. proposed an action plan based on the findings of the study

III. METHODOLOGY

This study was conducted in Northern Samar. Twenty three (23) public secondary schools were included in this study.

It employed the descriptive survey method of research.

The respondents of this study were the selected non-MAPEH major teachers teaching physical education subject in the public secondary schools in Northern Samar.

Survey questionnaire was used in gathering the necessary data from the respondents.

The data gathered were treated statistically using frequency counts, percentages and weighted mean.

IV. FINDINGS

Level of Knowledge of Teachers in the Areas of Physical Education as Perceived by the Students and department Heads

Table 1 exhibits the level of knowledge of the respondents in the areas of physical education as perceived by the students and department heads.

The students rated their teachers in the particular indicator ranging from 3.7 to 2.61 within the mean interval of very high to high. The department head rated their faculty in this particular indicator ranging from 3.54 to 2.53 within the mean interval of very high to high.

From the overall result, it was shown that the teacher respondent weighted mean was 2.80 with descriptive equivalent of high. Likewise, students and the department heads rated the teachers with a weighted mean of 3.02 and 2.99 with descriptive equivalent of high respectively.

This confirms the statement of Grossman et al (2000) that even teachers are not specialized; teacher may acquire and develop knowledge from approximation of practice. However, the findings of this study do not agree with the findings of Cochran-Smith(2002) that the prior knowledge of teacher is necessary to determine what teachers know and able to do because in this study, students had good academic performance and teachers has high level of knowledge.

Also, this study agrees with the findings of Beijjaard, Verloop and Vermunt (2009) that content knowledge is both experiential and implicit. In this case of non-MAPEH major teachers, they are not specialized but they had high knowledge inherent to them being former athletes, coach and sports enthusiasts.

Table 1
Level of Knowledge of Teachers in the Areas of Physical Education as Perceived by the Students and department Heads

	Students		Department Heads	
Statements	Mean	Interpre-tation	Mean	Interpre-tation
1. Know that physical education is a part of the general education that teacher's responsibility is to translate the objective of education and physical education into actual practice	3.70	Very high	3.54	Very high
2. Clear understanding of physical education with respect to its scope, purpose and values	3.48	Very high	3.52	Very high
3.Activities are selected and grades that served as a means of developing character traits, social skills in group participation, emotional stability, leisure time expression training for citizenship	3.399	Very high	3.30	Very high
4. Know the different phases of activities of physical education program,	3.13	high	3.21	high
5. Determine the various phases of the physical education program to be included in the curriculum	3.13	high	3.17	high
6.Unable to identify critical elements of motor skill performance and				

combine motor skills into appropriate sequences for the purpose of improving learning	2.70	low	2.87	low
7.Does not demonstrate competent motor skill performance in a variety of physical activities.	2.61	low	2.59	low
8. Never describe performance concepts and strategies related to skilful movement and physical activity	2.61	low	2.60	low
9.Does not understand and debate current physical activity issues and laws on historical, philosophical and sociological perspective	2.70	low	2.54	low
10.Never demonstrate knowledge of approved state and national content standard, and local program goals.	2.78	low	2.53	low
Grand mean	3.02	high	2.99	high

Level of Skills of Teachers in the Areas of Physical Education

Table 2a discloses the level of skills of teachers in dance as perceived by the students and department heads.

The students rated their teachers ranging from 3.15 to 2.66 which means that these quantities fall within the mean of high. On the part of the department heads they rated the teachers in the indicator ranging from 3.42 to 2.74 which falls within the mean interval of very high to high. The overall rating obtained was 3.09 and fall within the interval of high.

From the data presented, it can be stipulated that the respondents were good dancers since they got similar result which is high as rated by themselves, their students, and their department heads.

By looking at the mean, teachers got high mean in dance terms, fundamental dance steps and interpretative dance. This is supported by the observations of the researcher that mostly of the teachers are former dancers during their younger years and dance enthusiasts.

Supported by the premise of self-efficacy theory of Bandura, this study confirms that when teachers believe that they know they can give, it agrees with the responses of the students and department heads.

This confirms the findings of Lucena (2012) in his study on the variates of skills and teaching competence of non-PE teachers in the Leyte Division which found out that teachers who are skilled in dancing could competently teach better than those teachers teaching PE but not skilled dancers. This was done through descriptive-observational aided by interview and classroom observation.

According to the National Board for Professional Standards, teacher must be skilled in their subject areas. As such, the physical education teacher must be a good athlete and an excellent role model for the students. S/he must reflect good health, physical coordination and vitality. S/he will be confident and strong, physically fit and be able to demonstrate the techniques needed for competitive and exercise routine.

The study confirms the findings of Seruelo (2011) that even teachers are not specialized in MAPEH, they still possess the skillsrelative to the competencies of MAPEH majors as they are into sports.

Table 2a
Level of Skills of Teachers in Dance

Indicators	Students		Department Heads	
	Mean	Interpre-tation	Mean	Interpre tation
Dance Terms	3.25	High	3.26	Very high
Fundamental Dance Steps	3.05	High	3.43	Very high
Foreign Dance	2.74	High	2.74	High
Ballroom Dance	2.66	High	3.04	High
Interpretative Dance	2.79	High	2.96	High
Mean	2.88	High	3.09	High

The level of skills in individual/dual sports ranging from 3.30 to 2.27 which falls within the mean interval of high to low. The obtained general rating was 2.52 which falls within the mean interval of high. The department heads rated the teachers in the indicator ranging from 3.30 to 2.09 which falls within the interval of very high to low. The obtained overall rating was 2.70 and falls within the mean interval of high.

Based on the mean on running events, relays, high jump and long jump, teachers had high level of skills. When the researcher went back to the station to gather the actual performance rating of teacher-respondents, the researcher was able to confirm high level of skills on running events, relays, high jump and long jump because a majority of the teachers were varsity athletes in these events.

This confirms the findings of Lucena (2012) in his study on the variates of skills and teaching competence of non-PE major who are varsity players and sports enthusiasts are competent than PE teachers who are not into sports.

Table 2b
Level of Skills of Teachers in Individual/Dual Sports

Indicators	Students		Department Heads	
	Mean	Interpre-tation	Mean	Interpre tation
Arnis	2.94	High	2.65	High
Badminton	3.30	Very high	3.30	Very High
Chess	2.79	High	3.13	High

Lawn Tennis	2.29	Low	2.30	Low
Table Tennis	2.39	Low	2.39	Low
Taekwondo	2.20	Low	2.09	Low
SepakTakraw	2.37	Low	2.43	Low
Running Events	2.77	High	3.13	High
Relays	2.59	High	3.09	High
Hurdles	2.29	Low	2.61	High
High Jump	2.63	High	2.91	High
Long Jump	2.56	High	2.96	High
Triple Jump	2.26	Low	2.52	High
Discus Throw	2.32	Low	2.57	High
Javelin Throw	2.27	Low	2.57	High
Shot Put	2.27	Low	2.57	High
Mean	2.52	High	2.70	High

Table 2c presents the level of skills of teachers in team sports. The students rated their teachers in the indicator ranging from 3.32 to 2.40 which falls within the mean interval of very high to low. The overall rating obtained was 2.74 which falls within the mean interval of high. The department heads on the other hand rated the teachers in the indicator ranging from3.13 to 2.13 which falls within the mean interval of high to low. The overall rating obtained was 2.50 which is interpreted as low.

Based on the mean on volleyball and basketball, teachers had high level of skills. When the teacher went back to the station to gather the performance rating of teacher-respondents, the researcher was able to confirm the high level of skills on volleyball and basketball because a majority of the teachers were varsity athletes and enthusiasts in these events.

This confirm the findings of Lucena (2012) in his study on the variates of skills and teaching competence of non-PE teachers in the Leyte Division. It was found out that non-PE major who are varsity players and sports enthusiasts are competent than PE teachers who are not into sports.

Table 2c
Level of Skills of Teachers in Team Sports

Indicators	Students		Department Heads	
	Mean	Interpre-tation	Mean	Interpre tation
Basketball	3.00	High	2.87	High
Volleyball	3.05	High	3.13	High
Softball	2.49	Low	2.22	Low
Baseball	2.46	Low	2.13	Low
Soccer	2.20	High	2.13	Low
Grand Mean	2.53	High	2.72	High

The teacher occupies the center stage in a learning environment. She shines in a number of roles – teaching, managing, leading and facilitating, and more importantly motivating and inspiring children. No single teacher is proficient in all, since one maybe good in managing but not as capable in other chores. She bring forth into the teaching profession as wealth of knowledge and skills complemented by her set of values and attitudes (Salandanan, 2005)

It is needless to underscore the fact that a teacher must have a complete mastery of the subject he teaches. The logic behind this is that one cannot give what he does not have. It is therefore imperative that a teacher must have a complete mastery of the subject he teaches so that he has something to give to his students.

The proposed training and development program designed by the researcher focused on the weaknesses found in the study.

The primary objective of the proposed training and development program is to help improve the knowledge and skills of the non-MAPEH major teachers.

PROPOSED ACTION PLAN

Areas of Concern	Objectives	Strategies/Activities	Resources	Time Frame	Budget	Expected Outcome
KNOWLDEGE						
Scope of physical education program	Acquire a thorough understanding on the phases of physical education in relation to its purpose and values	Seminar-workshops and trainings	Physical Education Professors and Physical Education Experts	Annually every summer vacation	P 20, 000 (for resource speakers certificate, snacks and miscellaneous)	Highly knowledgeable teachers in PE
SKILLS						
Physical Fitness, Gymnastics, Sports and Dance	Demonstrate competent skills performance in variety of physical activities	Seminar-workshops and trainings	PE professors, sports coaches, sports, trainers, dance experts.	Annually every summer vacation	P 20, 000 (for resource speakers certificate, snacks and miscellaneou)	Skillful teachers that can demonstrate proficiency of performance

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are forwarded: Non-MAPEH major teachers should attend workshops and seminars to enrich their knowledge and skills. Immediate hiring of qualified P. E teachers in the public secondary schools.

REFERENCES

[1] Andin, Carmen T (1988). Teaching Physical Education in the Philippine Schools Manila, Rex Bookstore.

[2] Cochran- Smith M. (2002) The outcome questions in a teachers education. Paper [resented at the challenging futures, Changing agenda in teacher education, Armidale.

[3] Beijaard, D., Verloop, N and Vermunt, J.D (2009) Teachers Perception of Professional Identity: An Exploratory Study from a personal knowledge perspective teaching and teacher education.

[4] Grossman P and McDonald M (2010) Back to the Future: Directions for Research in Teaching and Teacher Education, American Educational research Journal, 45 (1), 184-205.

[5] Lucena, John Mark L. (2012). Variates of Skills and Teaching Competnce of Non-PE Teachers in the Leyte Division. (Unpublished Master's Thesis: Eastern Visayas State University)

[6] Seruelo,Jiann B. (2011) Teaching Competence of Non Specialized PE Teachers in the City Division of Legaspi (Unpublished Master's Thesis: Saint Aquinas University)

★★★