# TEACHING COMPETENCE AND PERFORMANCE OF STUDENTS IN PHYSICAL EDUCATION IN SELECTED SECONDARY SCHOOLS IN BALICUATRO AREA OF NORTHERN SAMAR

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**Abstract -** This study on the assess the teacher competence and performance of students in Physical Education in selected secondary schools in Balicuatro Area in Northern Samar, during the school year 2007-2008.

Specifically this study aimed to determine the profile of the teacher respondents in terms of their age, sex, specialization, number of teaching loads, degrees earned and the length of teaching experiences. Also, it looked into the status of other related variable which are the problems encountered by the teachers teaching physical education. The study also determined the significant relationship between the respondents profile and their teaching competencies and problems encountered.

This study was conducted in the municipalities of San Isidro, Victoria, Allen, Lavezares, Capul, San Antonio and San Vicente during the school year 2008-2009. The respondents of this study were the fifteen teachers P.E. seven administrators and nine-four, fourth year students.

It utilized the descriptive correlational method of research involving P.E. teachers in public secondary schools, students and school administrators. The primary data gathering instrument used was a questionnaire. Frequency counts, percentages, weighted mean, t-test and multiple regression were utilized to analyze and interpret the data.

The results of the study revealed that the P.E. teachers of the Balicuatro Area were 30-39 years old, female, with specialization in MAPEH, had a teaching load of 6-7 subject during the school year, holders of Bachelor's degree, with a length of service ranging 10-22 years.

The teaching competencies of the teachers were generally "attained." Coincidentally, their teaching methodologies used in attaining competence in physical education were also very effective.

The problems encountered by the respondents in terms of administrative, student and teacher factors were all moderately serious. Nonetheless, the students showed a good performance.

Subsumed under teachers' profile were age, number of subject, length of service, teaching competence, teaching methodologies and problems encountered were significantly related to the students' performance except sex, specialization and degree earned.

It is recommend that P.E. teachers be sent for seminars and trainings. The gymnastics be given focus especially the dances and cultural presentation. The school head shall include in their request for the procurement and repair of facilities and equipment. However, it is further recommended that similar study be conducted.

**Keywords -** Teaching Competence, Performance, School Administrators, Teaching Methodologies

## I. INTRODUCTION

The implementation of Presidential Decree No.1 6-1 titled, "Education Development Decree of 1992" which is primarily focused on the educational efforts directed towards national goals evidently implies the important role of education in the nation's survival in this new age. Thus, as one struggles towards the new millennium administrators must direct all aspects of education into meeting the challenges of this new generation.

Physical education aims to develop the individual physically, mentally, socially and emotionally through properly selected activities. Thus, physical education aims to develop the individual as a total being which implies its supplementary and complementary function in the attainment of national educational goals. This is also well supported in the provision of the Philippine Constitution of 1987, Article IV, and Sec. 19, which declare to:

… encourage sports program, league competitions and amateur sports including training for international competitions, to foster self-discipline, teamwork and excellence.

With the conception of quality education as the panacea of most of the national development problems, the programs conform to the felt needs of time.

Upon the transfer of the Bureau of Physical Education and School Sports to the Sports Commission (PSC), all functions, programs and activities of the Department of Education related to sports competition somehow created confusion and it evidently manifested a dismal showing of Philippine athletes in international competition as a picture of poor performance. It boils down to the question on what the implementers are doing and how much is given to physical education.

Quality education (QoE) lies not mainly on the curriculum development. In the book authored by Palma he mentioned that the curriculum is the most vital of all school programs, the school being an institution of learning. Thus, being an integral part of the education program, today's physical education curriculum must keep pace with the changes to keep students abreast with educational advances and to perform the needs of times. Learning as a lifelong and continuous process, physical education therefore, needs to have continuous curricular program to be carried out through logically and systematically organized learning experience. Most especially so that human beings need to be physically fit and healthy, vigor, and vitality. Dr. David Henry, President of the University of Illinois, said:

… physical activity is the promoter of intellectual vitality, and contribute to academic performance as well as emotional stability is one that the physical well-being will take care of itself among young people.

Physical education is taken for granted. It is integrated with Music, Arts with a once a week time allotted to it. It scored low in the National Secondary Achievement Test for the school year 2007. If efforts had been initiated to revive the importance of MAPEH in the secondary schools, DepEd Memorandum Circular, 107, s. 2008 (Appendix C) indicated that the fruits may not yet be harvested but this study is just timely to address several issues hounding Physical Education in the secondary level in Northern Samar, particularly the Balicuatro Area.

## II. OBJECTIVES

This study on the teaching competencies in physical education curricula in selected secondary schools in the Balicuatro Area in Northern Samar during the School Year 2007-2008, aimed to:

1. determine the profile of the teacher-respondents in terms of the following:
   1.1 Age
   1.2 Sex
   1.3 Specialization
   1.4 number of subjects/teaching load
   1.5 degree earned
   1.6 length of teaching experience

2. determine the extent of attainment of the teachers' competencies in teaching P.E. in terms of the following:
   2.1 posture
   2.2 physical fitness
   2.3 gymnastics
   2.4 dances
   2.5 individual/dual sports
   2.6 team sports
   2.7 recreational activities

3. determine the teaching methodologies used in attaining competencies in physical education.

4. identify the problems encountered by the respondents in terms of the following
   a. administrator factor
   b. teacher factor
   c. student factor

5. determine the level of performance of students in physical education.

6. find out if there is a significant relationship between the level of performance of the students and the teacher's profile, teaching competence, teaching methodologies and problems encountered by the teacher-respondents.

## III. METHODOLOGY

This study was confined within the municipality of San Isidro, Victoria, Allen, San Antonio, San Vicente, Capul and Lavezares, Northern Samar. The province of Northern Samar is composed of two district with 24 municipalities, 14 of which belong to the first district and 10 to the second district, and the municipality of Catarman is considered as the commercial center and capital town of the province, which cater likewise the provincial capitol and government offices of the service area. It is basically situated in the eastern edge portion of the Philippine archipelago.

The province was created by virtue of RA 4221 in June 21, 1964, making it a district and separate province of the whole island of Samar, establishing 24 municipalities which were likewise composed of 586 barangays dividing further into three major areas, the Central, Balicuatro and Pacific region.

The respondents of this study were the physical education teachers, students and administrators of the clustered sampling sites which are the selected high schools in the Balicuatro Area of Northern Samar during the school year 2007-2008.

The teachers were the primary respondents of this study to elicit answers on the effectiveness of the teaching competencies, teaching methodologies used in attaining competencies, and the degree of seriousness of the problems encountered by the respondents.

The fourth year students during the school year 2008-2009 were elicited to answer about their teacher's competence. This was done to validate the responses of their teachers who self-rated themselves. They were also used as the respondents to determine their level of performance. The final grades during their third year were the basis of their school performance referred to in this study.

The administrators were sought to answer the questionnaire for validating the self-evaluation made by the P.E. teachers themselves on their competencies, methodologies used, and problems

encountered in teaching physical education in the secondary schools.

Two sets of variables were used in this study: the independent and dependent variables.

The independent variables consist of the profile of teachers in terms of age, sex, specialization, number of subjects/teaching load, degree earned, length of teaching experience, teaching competencies, teaching methodologies, and problems encountered in teaching physical education.

The dependent variables comprised the students' academic performance in physical education. This was obtained through the final rating of the third year students.

The researcher used a descriptive-correlational research design. This design is deemed appropriate since according to Sevilla, it principally aimed to collect information about on the phenomenon, and describe the prevailing situations, the effect that were felt, trends that were developed and relationships that existed in the learning methodologies in physical education in the secondary school level.

The population of this study was the secondary school teachers, teaching physical education in the Balicuatro Area of Northern Samar.

Since there were only a few physical education teachers, purposive sampling was used which include the teacher's teaching physical education in all levels in the secondary schools in the Balicuatro Area – from first to fourth year.

The sample schools and numbers of respondent teachers, students and administrators were composed of s162 respondents participated in the study.

However, on administering the questionnaire, only 94 students participated in answering the questionnaire to evaluate their teachers.

The main data gathering tool used was a questionnaire checklist patterned after Ignacio's study on the learning competencies in Physical Education in Baguio City. Some of the items were modified to be suitable to Northern Samar condition.

It consisted of two parts – Part I contained the information needed to cluster the respondents and the Part II comprised the questions that answered the following problems under study: the extent of attainment of learning competencies, methodologies and problems in physical education. Responses were expressed in numerical terms of the 5-ponit Likert Scale.

The instrument was no longer validated as this had already been used by Ignacio who based her test items on learning competencies in Physical Education prescribed in the Basic Education Curriculum (BEC) of 2000 of the Department of Education for secondary schools. However, as there is already the Basic Education Curriculum of 2002, the questionnaire had, nonetheless, need pre-tested at Bobon School of Philippine Craftsmen in Bobon, and Cawayan Integrated School, Catarman District IV.

The questionnaire was tried also to the student teachers, major in P.E. and a few physical education teachers in the field. This was to ensure that the items asked were easily understood or not when it was fielded in the Balicuatro Area. Changes were made for items that were ambiguous and other defects. Upon the revision of the instrument, Sit was presented to the committee, and then it was validated and fielded. Those sample respondents used in the pre-testing were no longer included in the actual floating of the instrument.

The main data gathering tool was a questionnaire checklist administered personally by the researcher to the physical education teachers in the Balicuatro Area.

The researcher asked permission to distribute the questionnaire from proper authorities. As soon as it was approved, the questionnaires were administered and afterwards retrieved when the questionnaires were filled out.

Assistance was also sought from the principals/head of the school to expedite the data gathering. The researcher also conducted informal interviews to gather data not elicited from the questionnaires and supported these with the researcher's personal observations. Documentary analysis was used to collect data from the records of the school head or principal to obtain the grades of the students.

Primary data were taken from the answers of the respondents through the employment of questionnaires. The sources of secondary data were publications, journals and educational textbooks and references.

To elicit answers from tact classes were taken as respondents. This means that while teachers were taken information, their classes were also given turn to answer the same questionnaires addressed to the students. At least 20 students were taken as samples for every teacher teaching physical education.

The grades of the students in their Form 138 were taken at the office of the principal and were the basis of the data on the performance of students in their Physical Education.

Part I of the questionnaire used percentage distribution and frequency counts. Data were grouped to facilitate statistical analysis.

Scores were summed up in Part II of the research instrument and organized for proper interpretation.

Numerical and percentile method in the scoring were used by the researcher while the interpretation ranking certain responses from highest to lowest and interpreting them according to the outcome of that specific question whether it was a negative or positive result.

Several statistical methods were used in this study to analyze and interpret data.

**Percentage analysis.** This involves dividing the frequency by the total number of values and multiplying in by 10. It was used to determine the profile of the different categories or respondents.

**Mean.** This was used to quantify the response for each item the generalization for every part.

To determine the significant relationship among the variables, the multiple regression analysis was used with the aid of Microsoft programs in personal computers, since manually computing the equation by hand took a considerably longer time.

All hypothesis in this study were tested at .05 level of significance.

## IV. FINDINGS

The frequency distribution of the profile of the teacher respondents particularly on their age. Out of 15 respondents, seven (7) or 46.7 percent had an age from 30-39; three (3) or 20 percent were 20-29; two (2) or 13.4 percent were 40-49 years old one (1) or 6-7 percent were 50 years old and older.

On their sex, twelve (12) or 80 percent were female and three (3) or 20 percent were male: on the specialization, nine (9) or 60 percent were MAPEH majors, two (2) or 13.3 percent were Homemaking majors, one (1) or 6.7 percent each were majors in Agronomy, English and Animal Science respectively. This findings support the campaign of Cardinal and Cardinal for their continued strong support for this view that only qualified teachers should teach P.E. and by following the NASPE, McNamara and Romulo and Fernandez stressed the standards for an effective teacher to grow up in their jobs professionally.

As to the number of subjects/teaching load, one (1) or 6.7 percent had a teaching load of more than 10 subjects; four (4) or 26.7 percent had 8-9 subject teaching load; five (5) or 33.3 percent had a teaching load of 6-7 subjects; two (2) or 13.3 percent had a teaching load of 4-5 subjects; and three (3) or 20 percent had teaching load of 2-3 subjects.

As to educational competence, the respondents were all BS degree holders except for five (5) or 33.3 percent having post graduate units. Teacher competence was emphasized at recruitment level of the teacher of the Department of Education, hence, secondary schools are assured of the best quality of licensed teachers.

As to the length of teaching experience, the shortest was 10 years and the longest service to the organization was 39 years. The paramount importance of teaching experience is seen on safety education. P.E. is designed to examine the hazards present in all aspects of modern life as applied to schools comprised mostly of minor children (elementary to 2nd year college.) Activities that may produce property damage, injury/and/or ill, activities of recreation, education, and home living are assessed for safety.

Findings revealed that the teacher has attained competencies in posture, gymnastics, dance, team sports, and recreational activities with a grand mean of 3.91.

This implies that as to the teacher's effort to teach students on their exposure to movement set to music or some structured sounds, emphasis is placed on the use of movement, small equipment and music. This is particularly demonstrated by the P.E. teachers during cultural presentation, and other school functions where the most popular forms of entertainment encompass the showmanship in artistic dance and game competitions. Many of the materials are developed by the teachers for their own use.

Cardio vascular endurance, flexibility, agility floor exercise, foreign folk dances, Asian folk dances, interpretative dances, badminton, chess, table tennis, track and field, sepaktakraw, softball, indoor recreational and outdoor recreational were found to have been "attained." The attainment of the competencies is for the teachers on how to teach team sports. Students will learn proper skill progressions, transition techniques that are used to link fundamental movement with sports skills, and how to evolve simple strategies into more complex offenses and defenses.

As to the stunts and tumbling, apparatus exercise, lawn tennis, baseball, softball were found as "moderately attained." Arnis, swimming, taekwondo, however, were found to be "barely attained," while bowling and judo-karate was "not attained." This situation is explained by the absence of rule books, facilities for swimming and safety apparatus for taekwondo, respectively. These activities all point to skills acquisition and the study of the mechanics of locomotor, non-locomotor, and manipulative skills.

While some of the teachers who are not competent to teach Physical Education may be very experienced in activities such as games, the quality of Physical Education they can offer to students is quite limited. Additionally, there may be a health and safety risk associated with deploying teachers to take timetabled Physical Education lessons who are not competent in the subject. Physical Education encompass many of the underlying principles that are necessarily to successfully understand and progress in a broad range of physical activities. These include physiological, biomechanical, and sociological. Psychological, aesthetics and pedagogical principles. The Physical Education instructor or coach is expected to develop students' knowledge, skills and attitude through a broad range of physical activities and experiences. Additionally, a Physical Education professional is expected to have a high level of awareness of safe practice in all areas of physical activity. An appropriately qualified professional is the most important resource that a school requires to deliver a quality Physical Education program and such teachers exist on the staff. Therefore, it is strongly recommended that only teachers who possess recognized competencies to teach Physical Education be timetabled to teach the subject.

The frequency distribution on the teaching methodology used in attaining competencies in

physical education, generally is "very effective" and indicated in the grand mean.

Seven methodologies were indicated by the respondents such as formal lecture method, lecture discussion method, demonstration method, group activities/discussion; discovery method; whole-part method; and part-whole method.

Rated "very effective" by the teachers were formal lecture method, lecture discussion method, demonstration method, group activities/discussion, and whole-part method; while discovery method and part-whole method were rated as "effective."

This finding is also used by some schools such as the St. Mary Academy as revealed in the subject inspection report of the school in 2006 that the use of paired and group work activities was effective. The finding further implies to push for the implementation of a range of assessment methodologies that would contribute to a well-informed portfolio of student achievement in the subject.

Generally, the problems were "moderately serious." With 2.8 weighted mean.

In terms of administrative factors the data revealed that they were "moderately serious" although there was seriousness in the problem on having inadequate equipment, inadequate facilities, and lack of financial support for a large class size numbering more or less 45 students in each class. While too many teaching loads, lack of moral support from administrators, scheduling of physical education classes and the class size were only "moderately serious." This implies that safe and effective instruction may become compromised. NASPE has many tools available to physical education teachers who find themselves faced with administrative problems such as too little space, too many students, and too little equipment. There are a lot of information on how this can be dealt with.

In terms of teacher factor, consequences for large classes may manifest itself in many ways such as decreased instructional time due to management issues, decreased ability of teacher to provide individualized instruction, increased risk of student injury. There are strategies for teaching with large class sizes. Even in the face of adversity, physical education teachers must always provide the best possible instruction, such as putting into small groups to work on a concept, skill, and/or task. This method is being used now by the teachers in the Balicuatro Area.

As to student factors, the problem is "moderately serious" and mostly the lack of time to practice, treating P.E. as minor subject, lack of group participation especially during outside-class practices. Group members do not have the same vacant time. There was also lack of knowledge on the fundamentals of physical education activities. NASPE indicated that it is best to use small-sided games because this strategy uses a smaller number of players and small playing area than a regulation game. This strategy can be applied to many sports, such as basketball, and/or volleyball and allows more participation and practice by each student; and an option to implement different curriculum models which can be used as a format to deliver units of instruction. Personal and social responsibility, sport education and teaching games for understanding are very effective models to use with large classes. Experts also are pre-assessing students by utilizing strategies in addition to direct teacher observation such as videotaping performance and evaluate them after class or let students self-evaluate, increase the use of task sheets to keep students on task and accountable, and using peer evaluation (one student is active and the other is observing/assessing) so that these itemized problems will be kept to the minimum and come up with increased participation.

The frequency distribution on the level of performance of the student as respondents in physical education in their grade point average shows that out of ninety-four (94) students, thirty-six (36) or 38.3 percent were good, twenty-eight (28) or 29.8 percent were very good and thirty (30) or 31.9 percent were fair.

The grading system presents an idea that even if the students have a grade 82-88 does not mean good performance. The "fair" student' performance category is one-third of the sample student's population. This result can be directly linked to prior estimation and reflect the over-all standing of MAPEH indicated in the Mean Percentage Score (MPS) which was 43.6% during the school year 2007-2008. The national standard is 75% good performance by the students and the result showed that the good performers are only 68% in the Balicuatro area, which is 7 percent more to reach the 75% requirement of the Department of Education to be attained.

This result will 0open up subsequent to disentangle the impact of schools and teachers in influencing students' performance with special attention given to the potential problems in P.E. of omitted or not measured variables and of subject and school selection.

To test the null hypothesis that there is no significant relationship between the performance and the profile of the respondents in terms of age, sex, specialization, number of subjects/teaching load, degree earned, length of teaching experience, teaching competence, teaching methodologies and problems encountered, the multiple regression analysis was used.

The summary results on the relationship between the performance and the profile of the respondents showed that out of the nine (9) independent variables under the profile of the respondents, six (6) were found to be significantly related. These were the following: age, number of subjects/teaching load, length of service, teaching competence, teaching methodologies and problems encountered. While 3 independent variables under the profile of the

respondents were not found to be significantly related. These were the sex, specialization and degrees earned.

**Age.** Age was found to be significantly related because the f-ratio of 4.33 was greater than the significant F of .06; thus, the research hypothesis was accepted which means that there is significant relationship between them. The coefficient of determination of 24.98 percent indicates the degree of relationship between performance and age. It implies that the older the faculty members the better the performance of the students.

The result confirmed the finding of Juciviciene and Lepaite that the younger generation of teachers tend to influence the performance of students. In Philippine society where respect for adults usually is attached as the alternate person wielding authority over the younger generation, out of obedience and respect the students will submit to the dictates of the teacher to perform better; or because of the teachers' age his/her level of professional qualifications or physical skills needed to perform a job. Professionals who form organizations to set and maintain standards of performances are an important part of this equation. If teachers desire more respect, perhaps we ought to mimic the professions that are generally admired. There are incompetent doctors and rocket scientists, for example, but that does not denigrate the general admirationfor the professions of which they are members.

**Sex.** Sex was found to be significantly related considering that the value of F-ratio is smaller than the significant F thus the null hypothesis is accepted, which means that there is no significant relationship between them. This finding negates the finding of Juciviciene and Lepaite since they emphasized that the female teachers influence the performance of students because of the female teachers' ability to foster understanding of the role of the human body in Physical Education. Salli, negated this finding, claiming that men, attribute their success or failure to particular cases; unlike women that they are more superstitious.

**Specialization.** This is another variable under the profile of the respondent which was not found to be significant because the F ratio of .14 is less than the significant F of .71 thus, the null hypothesis is accepted.

This finding negated Foster's because specialization had varied influences especially on poorly-prepared students.

**Number of subjects teaching load**. This was found to be significantly related as the F-ratio was lower, 9.63 to the coefficient of determination, which was 42.56. This means that the teachers' influence on students' performance have positive correlation. The teacher's teaching load as a potential driver of educational parity is not diminished by the number of subjects/teaching nor her potential power to catalyze students' retention and/or learning.

**Degree Earned.** Although some studies such as Kallai and Manin which suggested that there is a significant positive relationship between students' performance and teachers' professional qualification in the secondary education in terms of the degree that the teachers' earned, it negated the result of this study which showed that the degree earned is not significantly related with the students' performance.

**Length of Service.** With regards to the length of service under the profile of the respondents was found to be significantly related considering that the value of F ratio of 7.80 is greater than the significant F .02, thus, the null hypothesis is rejected in favor of the research hypothesis, likewise the coefficient of determination is 37.47 percent significant.

Thisfinding is confirmed by Juciviciene and Lepaite that the teacher's experience impact on student performance have been found to be associated to some degree with students gains, as has the degree of positive demographic match between a student and his or her teacher.

**Teaching Competencies.** Anothervariable under the profile of the respondents was found to be significantly related considering that the value of F ratio is 15.24 which is greater than the significant F = .00; thus, the null hypothesis is rejected in favor of the research hypothesis. Likewise the coefficient of determination is 53.60 percent significant. This finding confirmed the study of Dwyer et.al. that the competence of teachers is significantly related to the average lesson spent to teach boys and girls.

**Teaching Methodologies.** With regard to the teaching methodologies under the profile of the respondents was found to be significantly related considering that the value of F ratio is .48, thus the null hypothesis is rejected in favor of the research hypothesis. Therefore, the coefficient of determination is 3.37 percent significant.

This finding confirmed Pacenka and Kardelis on their study using critical-constructive movement; and Wong who found out that as more time was spent on other phases of teaching, learning through play method at the application phase was reduced; and that PE teachers using drills (skill refinement practice) allowed pupils to acquire the criteria for performance. The drill method, as Wong further emphasized, only favored the high ability group. From evidence of this paper, PE teachers may have misconceived the nature of the profession.

**Problems Encountered.** As to the problems encountered under the profile of the respondents was found to be significantly related considering that the value of f ratio is 1.41 which is greater than the significant F which is .25, thus the null hypothesis is rejected in favor of the research hypothesis. Likewise the coefficient of determination is 9.38 percent significant. It shall be noted that on the components on problems encountered, these eliminated factors

include the administrative, teacher and students factors as they affect the performance of students in Physical Education. This also include systematic sorting of the problems. The difference in cohort average performance gains is thus a function of the between-cohort differences in teacher profile, in student factors and an average error component that includes not only measurement errors but varying problems in the implementation of Physical Education program, The statistical results showed strong complementarities between specific administrator, teachers, and students, that is, the effect of the problems is linear and separable. Yet as long as schools maintain similar methodologies and teaching competencies from year to year, even such complementarities will not contaminate the estimates. Additionally, changes in the teachers' problem (lack of competences, etc. Table 4) will tend to bias estimates of the variance of teacher quality downward, reinforcing the interpretation of the estimator as a lower bound on the performance of the students.

## V. RECOMMENDATIONS

In the light of the foregoing conclusions, the following recommendations are hereby proposed:

1. It is recommended that the P.E. teachers shall be sent to trainings and summer institute for P.E. teachers who are not MAPEH major.
2. It is recommended that gymnastics will be given focus as much as the dances.
3. It is recommended that teachers should undergo training in those areas to respond the demand for cultural presentations.
4. It is recommended that the school heads shall include in their request for procurement items related to equipment, and repair of facilities so that these matters can be included in the deliberation of budget.
5. It is recommended, that a similar study be conducted.

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