

## Comparative Analysis of Teaching Competency of Physical Education Teachers of Bulacan State University

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### Abstract:

*Teaching has, for a long time, been approached from an abstract viewpoint, as though teaching involved the formal dispensation of sterile knowledge to disembodied students in a non-social, non-historic context. The teacher or instructor occupies a strategic position in the teaching-learning process (De Guzman 1998). Effective teachers are equipped with repertoire of best teaching practices such as strategies, procedures, and approaches in presenting, implementing and assessing classroom instruction in accordance with the objectives set. They are imbued with values, attitudes and dispositions that foster a classroom atmosphere of mutual trust for individual characteristics, especially student's needs, interests, and abilities (Salandanan 2005). It could be noted that improvement of classroom instruction is largely dependent upon the competencies of the teacher. As such, obtaining higher academic performance depends upon several factors but most importantly, the mental ability and study skills of the students. The academic performance of students is based on how they spend time in performing the academic work. Students' academic performance can be influenced by their abilities and interests, routine practices, classroom management, motivation, and even the instructional quality (Aquino 1989).*

**Key words:** Education, Teaching Competencies of Physical Education Teachers, Descriptive Research, Malolos City, Bulacan, Philippines.

## **Introduction:**

Physical education (PE) is a vital arena for promoting children's physical activity participation. It has potential to encourage health benefits in children by helping them meet current physical activity recommendations. Moreover, positive PE experiences may be important in encouraging lifelong physical activity habits, which can impact on future public health. However, in order to positively influence physical activity behaviors in PE it is important to address what motivates children and adolescents to continue and sustain their levels of activity.

Perceived competence refers to one's beliefs about his or her ability in an achievement domain. These beliefs are formed by information gathered from the environment and significant others. Such information could take the form of peer comparisons or teacher feedback. According to cognitive evaluation theory, events that satisfy a person's need to feel competent enhance their intrinsic motivation within the activity in question, if achieved with some self-determined choice. Competence motivation and achievement motivation theories have also conceptualized perceived competence to mediate intrinsic motivation. Harter's (1981) theory of competence motivation proposes that the quality of an experience is the critical determinant for the development of perceived competence. Furthermore, the significance of perceptions of competence are dependent on the importance attached to particular achievement domains (i.e., athletic, scholastic, physical appearance, social acceptance, behavioral conduct) (Harter, 1985).

In sport and physical activity contexts, gender differences in perceived competence have been observed consistently, with boys possessing more positive perceptions of their physical competence than girls. However, among physically active girls and boys differences in perceived

competence are negligible (Lintunen, 1999). Thus, it is possible that the frequency or volume of participation in physical activity may be an important determinant of young people's perceived physical competence. Furthermore, physically active children typically demonstrate more favorable perceptions of competence than their sedentary counterparts (Biddle and Armstrong, 1992). As girls tend to be less physically active than boys, this may reflect their lower perceived physical competence. In the PE setting girls' perceived competence has been observed to decline with age, while for boys it remained stable (van Wersch, Trew and Turner, 1990). Boys' criteria for judging physical competence revolve around competitive outcomes and ease of learning new skills, while girls assess their competence via internal and social sources. Thus, it is likely that the content, group dynamics and delivery of PE lessons combine to influence girls' and boys' self-perceptions of physical competence. Perceived competence in PE has correlated with quantity and intensity of physical activity participation outside of school. Moreover, structured or intensive physical activity has been more strongly associated with competence levels than unorganized or recreational activity.

### **Statement of the problem:**

The major problem of this study is: How do the teaching competencies of Physical Education Graduates compare to the graduates of Certificate of Physical Education graduates teaching in Physical Education in Bulacan State University?

Specially, the study attempted to answer the following questions:

1. What is the profile of PE and CPE graduates teaching Physical Education in Bulacan State University?

2. What is the educational qualification of Physical education faculty of BulSU?
3. How do the teaching competencies of PE graduates compare to the Graduates of CPE teaching Physical Education in BulSU?

### **Significance of the Study**

The study determined the competencies of instructors and its correlation to the factors affecting the academic performance of students. Specifically, the study pursued the following objectives: (1) to determine the competencies of instructors of terms of planning, teaching materials, instructional strategies and techniques, communication with the learners, learner reinforcement involvement, and professional standards. (2) to determine the factors affecting the academic performance of students in terms of intellectual, physical, environmental, psychological, and teacher factors. (3) to compare the responses of the two groups of respondents on the predetermined competencies of instructors, and the factors affecting academic performance. (4) assess to determine the relationship between the competencies of instructors and the factors affecting academic performance of students.

### **Scope and Delimitation of the Study**

This study focused on the faculty members in the College of Physical Education, Recreation and Sports (CoPERS) of Bulacan State University. It analyzed the teaching competencies of PE graduates and CPE graduates teaching in the Physical Education in BulSU.

The respondents of the study were the regular and part timer faculty members of CoPERS of BulSU main campus. The study will be conducted in the 1<sup>st</sup> semester of school year 2014-2015.

## **Methodology**

This chapter presents the discussions on the methods and techniques to be used, population and sample, the research instruments for data gathering. The data processing and statistical treatment to be used in the analysis and interpretation of data will also be described.

### **Research Design:**

To be able to draw pertinent data and information needed to determine the teaching competencies of Physical Education Graduate teaching in Bulacan State University, this study utilized the descriptive method of research, which refers to the description, recording analysis and interpretation of the present condition of research. It also determines what is presently happening in the competency of the physical education teachers of Bulacan State University. According to Fraenkel and Wallen (2003), descriptive research describes a given state of affairs as fully and carefully as possible. This requires a more detailed analysis of the various aspects of phenomena and their interrelationships. For data collection, the survey method of descriptive research was used. Questionnaires and documentary analysis were employed as tools in order to have baseline information of the variables under study.

As mentioned by Mendoza (2004), documentary analysis is a method of investigation requiring the researchers to examine existing records. It is sometimes referred to as “content”, “activity”, or “information” analysis for it is concerned with the classification, qualification and comparison of the content of communication. The communication maybe in the form of official records or in any written, printed, verbal or pictorial form.

On this study, the profile of the faculty members of Bulacan State University teaching physical education, the profile of the Physical Education graduates and Certificate of

Physical Education teaching physical education, the teaching competencies of Physical Education graduates and Certificate of Physical Education teaching physical education in the main campus of Bulacan State University particularly from first semester of the calendar year 2013-2014 were the primary concern of this study.

### **Population of the Study**

The investigation made use of purposive sampling technique since the study aimed to ascertain the teaching competencies of faculty members teaching physical education. Purposive sampling is a technique used to select samples based on specific objectives (Baciles, et al.: 2005). Since the purpose of the study was to ascertain the teaching competencies of the respondent, those who were concerned in such area were included in the investigation are the faculty members of the College of Physical Education, Recreation and Sports of Bulacan State University calendar year 2013-2014. The table below shows the distribution of respondents as follows:

**Table I Frequency and Percentage Distribution of Respondents. Population and Sample of Faculty College of Physical Education, Recreation and Sports Respondents of Bulacan State University Main Campus**

RESPONDENTS	POPULATION		SAMPLE (80%)	
	PE	CPE	PE	CPE
COPERS	13	12	13	12
TOTAL	13	12	100	100

Table I shows the distribution of respondents

### **Research Instrument**

There is one set of instrument. The instrument elicits the profile of faculty member of College of Physical Education, Recreation and Sports in terms of: Profile of PE Faculty of BulSU such as the age ,sex , civil status, number of faculty members, academic faculty rank, years of teaching experience ,

educational qualification, faculty load and preparation, training, seminars and workshop will also be used in order to ascertain the actual performance of teaching competency from the 1<sup>st</sup> semester of school year 2014-2015.

### **Data Gathering Procedures**

The researcher sought approval from the Dean of the College of Physical Education, Recreation and Sports through a personal visit with a letter of request to conduct a survey. The questionnaires were floated to the different deans/heads of each institution, and faculty members/ researchers to ascertain the data needed in the investigation.

Unstructured interviews were also considered and documentary analysis of the teaching competency of the respondent. This is done in order to ensure reliability of the data or information.

### **Data Processing and Statistical Statement**

The data that were gathered from this study were treated statistically and analyzed using Statistical Programs for Social Sciences (SPSS version 21.0).

The gathered data were presented in a coding scheme was prepared for all the variables in this study. The responses of the faculty were coded and placed in the coding sheet. The data were processed through the use of the SPSS program using the following: (1) frequency and percentage were used to describe the faculty profile; (2) mean and standard deviation to qualify the respondent's assessment about their teaching competency , and (3) t test were also used to describe weather there is a significant difference between two sets of scores.

### **Data Management**

To be able to interpret the data resulting from this study, the following code were used in interpreting the independent variables:

For respondent two (2) Physical education Graduates:

- 1 Physical education graduates (PE)
- 2 Certificate of Physical Education Graduates (CPE)

## **Presentation, Analysis and Interpretation of Data**

This chapter presents the findings based on the indicative data of the variables of the study. The presentation, analysis and interpretation of these data following the order of the statement of the problem set forth earlier are discussed in the following subsections.

**Table 2 Shows the Number of Graduates Teaching Physical Education**

Faculty members	Frequency	Percent
Certificate in Physical Education (CPE)	12	48%
Physical Education(PE)	13	52%
TOTAL	25	100

The foregoing table 2 shows that the study has a total of 25 respondents. Out of 25 respondents 12 are graduates of certificate of physical education (CPE) or 48% and 13 are graduates of Physical Education major or 52% of the total number of respondents who are teaching in Bulacan State University main campus.

**Table 3 Civil Status of Faculty Respondents**

VARIABLES	FREQUENCY	PERCENTAGE
Single	8	32%
Married	17	68%
TOTAL	25	100%

The foregoing table 3 shows that out of 25 respondents majority are married with 17 or 68 percent while the remaining 8 or 32 percent are single.



**Table 4 Shows the years of teaching in BulSU**

YEARS IN SERVICE	Frequency	Percent (%)
1	5	20%
4	2	8 %
5	2	8 %
7	2	8 %
10	2	8 %
13	2	8 %
17	2	8 %
TOTAL	17	68%

As shown in the table 4 that there are 17 faculty members with 8 Percent each years in service these are the following number of years in Service 4,5,7,10,13 and 17 years teaching in the Bulacan State University With total percentage of 48 percent. While it was shown in the table that their were 5 faculty members or 20 percent were newly hired faculty members of the COPERS with a total of 17 or 68% of the 25 faculty members.

**Table 5 Academic Rank of the respondents**

ACADEMIC RANK	FREQUENCY	PERCENT(%)
Instructor	16	64 %
Associate Professor	8	32%
Professor	1	4%
TOTAL	25	100 %

As seen in the table that most of the respondents are in the instructor with a total of 16 out of 25 or 64% where Instructors , 8 of them where Associate professor or 32% and with one (1) or 4% is with the academic rank of Professor

**Table 6 The Educational Qualification of the respondents**

Educational Qualification	Frequency	Percent (%)
BS	5	20
BS with MA units	7	28
Master's Degree	10	40
MA with Ed D/Ph D units	3	12
Ed D/ Ph D Degree	0	0
TOTAL	25	100 %

Table 6 shows the educational qualification of the respondents 5 or 20 percent of them are Bachelor degree, 7 or 28 percent respondents with master units, 10 or 40 percent of the respondents are master degree, 3 or 12 percent respondents with doctoral units. The table shows that most of the respondents are master's degree.

**Table 7 Regular Teaching Load for every faculty**

Regular Teaching Hours	Frequency	Percent
18	15	60
30	3	12
32	2	8

Table 7 shows that there are 15 or 60 percent of PE faculty has a 18 hours load every week. Wherein there are 3 faculty or 12 percent have a total number of teaching hours per week of 30 hours. And 2 PE faculty with 2 faculty with 32 hours of teaching hours per week or 8 percent .

**Table 8 The Number of Preparation or work load**

Number of Preparation	Frequency	Percent
2	5	20
3	9	36
4	6	24
5	4	16
6	1	4
TOTAL	25	100

In the table 8 shows that 9 of the PE faculty has a 3 preparation or 36 percent, while there are 6 faculty with 4 preparation or with 24 percent. Others are with 2 and 4 frequency with 20 and 16 percent respectively.

**Table 9 The number of Minutes for Changing of School Uniform PE Uniform, Warm up, Cool down and Changing of PE Uniform to School Uniform**

Variables	Number of Minutes	Frequency	Percentage
School to PE Uniform	10	12	48
	5	7	28
	15	3	12
Warm up	10	9	36
	5	7	28
	15	6	24
Cool Down	10	12	48
	5	7	28
	15	3	12
School to PE Uniform	10	12	48
	5	6	24
	15	4	16

Table 9 shows that the number of minutes for changing of uniform, warm up , cool down and change of clothes shows that they are with the same number of minutes of 10 , 5, 15 minutes respectively. It shows that they are using same number of minutes for all of the variables.

**Table 10 On Teaching Competencies of PE graduates and CPE graduates Teaching in Bulacan State University**

	Instruction		Student Learning		Management		Learning Climate		Professionalism	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
PE	4.0658	.73203	4.067	.7431	4.1015	.741440	4.067	.7914	4.1563	.79387
CPE	4.0322	.51274	4.191	.5028	4.1276	.52788	4.222	.6036	4.4246	.44466

In the table 10 shows that the respondents where evaluated by the students in terms of the following variables: 1) Instruction, 2) Student Learning, 3) management, 4) Learning Climate and 5) Professionalism.

The table shows that among the variables the PE graduates teaching in the COPERS where slightly edge over the CPE graduates in terms of the instruction with mean value

of 4.0658 with an SD of .73203 while the CPE graduates have an mean value of 4.0322 and an SD value of .51274.

On the other factors like student learning, management, learning climate and professionalism shows that CPE graduates were significantly over the mean of PE graduates in the four (4) areas. These shows that the experience they gain in the other field of specialization were rationally used and adopted by the faculty members of the College of Physical Education, Recreation and Sports. It was cited by Anderson,(1991) stated that an effective teacher are those who achieve their goals and they set for themselves or have set for them by others.

To teach successfully, one must plan successfully. Successful planning means knowing how to facilitate a positive learning experience for all students. The teacher uses his/her professional judgment to decide which method, the best strategy and techniques that will work for a particular situation. Dhand, (1990).

## **Summary, Conclusions and Recommendation**

This chapter presents the summary of findings , conclusion and the corresponding recommendations.

- a. It is shown in the tables that most of the faculty are in the instructor rank and few are in the associate professor and professor respectively.
- b. The findings shows that in the part of warm up , cool down , changing of PE and school uniform they are using same time/ minutes for those sited variables.
- c. The findings shows that the teaching competency of Certificate of Physical Education (CPE) Graduates were ahead as compare to the Physical education (PE) Graduates teaching in the College of Physical Education, Recreation and Sports (COPERS) in the four (4) factors namely student learning, management, learning climate

and professionalism. While the Physical education Graduates were slightly over to CPE graduates in the Instruction by .0336 of mean value.

## **Conclusion**

Based on the findings of the study, the following conclusions were drawn.

1. The study shows that the profile of the faculty of College of Physical Education, Recreation and Sports shows that most of the faculty have an academic rank of instructors, some are in the associate professor and only 1 with a professor rank.
2. The findings shows that in the part of warm up, cool down, changing of PE and school uniform they are using same time/ minutes for those sited variables.
3. The study shows that the teaching competency of Certificate of Physical Education (CPE) Graduates were ahead as compare to the Physical education (PE) Graduates teaching in the College of Physical Education, Recreation and Sports (COPERS) in the four (4) factors namely student learning, management, learning climate and professionalism. While the Physical education Graduates were slightly over to CPE graduates in the Instruction.

## **Recommendation**

On the basis of the findings and conclusion of the study, the following are recommended:

1. The administration should encourage the faculty to pursue advance studies to make the faculty profile stronger.

2. The administration should be strictly followed the minimum and maximum number of teaching load per week to make them be more effective.
3. The administration should continue to upbreast in the new trends in the teaching strategies and create a more conducive learning atmosphere.
4. The faculty member should follow the university faculty manual for their guide in bringing the high level of professionalism.

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