

Knowledge and Skills of Non-MAPEH Major Teachers Teaching Physical Education

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Abstract — 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 Pangasinan.

The rationale of this study is to find out the level of knowledge and skills of non- MAPEH major teachers teaching Physical Education in the province of Pangasinan. The result of this study might help to improve the delivery of instruction of physical education teachers and learner's achievement.

This study deals with the level of knowledge and skills of non-MAPEH teachers teaching Physical Education along sports officiating, social and ballroom dancing, active recreation/indoor spots, active recreation / outdoor sports, and lifestyle and weight management.

The independent variables are sets of non- MAPEH teachers profile namely: age; sex; civil status; highest educational attainment; length of service teaching MAPEH; and relevant trainings attended.

The researcher used the descriptive method of research that is concerned with the description of data and characteristics about a population. The researcher used questionnaire checklist instrument specifically made for the study based on the constructed problems, writer's experiences and observations as a teacher and reinforced by readings, informal interviews, and conversations of peoples and similar statistical calculations and to answer the problems in this study.

Based on the findings, the following conclusions were drawn:1)The respondent Physical Education teachers are matured and have adequate educational qualification thereby making them fairly knowledgeable and skilled in teaching Physical Education.2) The Physical Education teacher respondents in this study are performing fairly more than well enough in teaching Physical Education but excellence is yet possible then their performance is a stepping stone towards the highest level of knowledge and skills needed in teaching physical education.3)The respondent teachers profile variables are not influential to their level of knowledge and skills in teaching physical education.4) The respondent teachers age have a significant influence in their knowledge and skills in teaching physical education.5)The serious problems encountered by the respondent teachers in teaching Physical Education can affect their performance in their daily classroom instructions.

Keywords — ***Knowledge, Skills, Non-MAPEH Majors, and Physical Education***

I. Introduction

Physical education is a formal content area of study in schools, it is standards based, and it encompasses assessment according to standards and benchmarks. Select curriculum-based physical education programs have been described to show the potential of high-quality physical

education in developing children into active adults. Such models provide the only opportunity for all school-age children to access health-enhancing physical activities. Curriculum models for physical education programs include movement education, which emphasizes the importance of fundamental motor skills competence as a prerequisite for engagement in physical activity throughout the life span; sport education, which emphasizes helping students become skillful players in lifetime sports of their choosing; and fitness education, which imparts physical fitness concepts to students, including the benefits and scientific principles of exercise, with the goal of developing and maintaining individual fitness and positive lifestyle change. The emergence of a technology-focused fitness education curriculum offer further motivational opportunities for students to engage in lifelong physical activities.

Instructing a classroom of energetic young people requires patience, dedication and an engaging lesson plan to hold their attention. Teaching is an especially rewarding profession for those who want to help students reach their potential. Before deciding to embark on this career path, it's worthwhile to do a self assessment to determine whether you have the stamina and dedication to teach daily lessons and manage classroom discipline.

Teachers need a variety of skills, education and training to become proficient in their careers. They need excellent communication skills so they can explain the material in the curriculum in diverse ways to students who have different learning styles. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Creativity and presentation skills are important when planning lessons to motivate students and hold their interest. As schools become more technologically advanced, teachers also need basic technological skills for audio-visual presentations and for reporting and taking attendance electronically.

It is essential for teachers to have a strong grasp of the material they are teaching. High school teachers, who usually specialize in only one or two subject areas, must have a thorough knowledge, skills and understanding of their area of specialty. Teachers also need to know how students learn. They need to know the expectations in development for learners of different ages. Skills and knowledge of a teacher also include proficiency in teaching strategies and disciplinary techniques.

Most teachers are initially drawn to the profession due to positive learning experiences they had early in their lives. There might be a favorite teacher who was instrumental in helping them fulfill their full potential or any opportunity they had to teach something to someone, such as a younger sibling learning to ride a bicycle or a friend needing help with homework. Such experiences help aspiring teachers understand the dynamics of transmitting information from teacher to learner. Other experiences, such as being a camp counselor, scout leader or sports coach also contribute to increased awareness of how to interact with youngsters and how to motivate and inspire them.

An essential component of teachers' college programs is practice teaching. These practicum placements should occur early in the teacher preparation program. It is only by preparing lessons and delivering them that teachers can determine which methods they are most comfortable with and which ones are more likely to ensure student success. Teachers need to be lifelong learners and take advantage of the many professional development opportunities that are available for them to expand their repertoire of teaching strategies. Throughout their careers, excellent teachers constantly adjust and adapt their approach as they reflect on their past experiences and improve upon them.

Little has been said so far about subject knowledge. However, this should not be construed as meaning it has no part to play in improving teaching. Up until this point, the emphasis has been on the leadership processes that influence teaching.

In terms of what the content of these processes might be, subject knowledge is a major element of what is transferred, along with teaching skills. Subject knowledge has a very important role to play because high-quality teaching rests on teachers understanding the subjects they are teaching, knowing the structure and sequencing of concepts, developing factual knowledge essential to each subject and guiding their pupils into the different ways of knowing that subjects provide: subjects create disciplined ways of knowing. It is also clear that when there is a lack of subject expertise, or it is unevenly spread across teaching groups, then the quality of teaching and students' exam results are at risk (Smithers & Robinson, 2005)

For a vocational field to be classified as a professional career field, it is necessary that the people who perform the vocation possess specific knowledge and skills. Teachers who have comprehensive knowledge of their subject matters let their students actively participate in the lessons. These teachers are aware of the problems the students encounter while learning and are ready for any questions put by the students and the answers these teachers provide are not evasive or ambiguous (Woolfolk, 2008). It requires a formal training period for an individual to specialize in a subject matter. This period is four years for all kinds of expertise and it is also the same in nearly all the other countries. Today knowledge is produced and consumed quite rapidly. The information the teacher conveys to his students should be up-to-date and should reflect the latest scientific facts of the field. The individual usually ends his career development when he graduates. This is not a correct approach. The fact that information is produced rapidly demands that it is updated.

A teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter. Therefore, the teacher needs to have teaching skills. Teachers control the learning and teaching process by way of planning and carrying out the lessons, evaluating students, maintaining the order in the classroom and ensuring that their students participate in activities which could be beneficial for them to reach the goals of the lesson. Teachers acquire this skill through vocational courses and practices included in teacher education programs. Clifford (2007) states that, for an effective teaching, a teacher should possess basic

qualities such as “expertise on the subject matter, motivating for learning, awareness of student differences, planning the teaching process, knowing and using teaching-learning strategies, designing learning environment, effective communication and objective evaluation”. Teachers’ teaching skills such as “planning the teaching process, offering variety, using the instruction time effectively, creating a participatory learning environment, monitoring the development of the students and ensuring the students’ self-control” are dealt with.

If standards are the gauge for quality, teachers make the difference in a particular school in terms of the extent to which students can achieve the standards. Research has made clear that certified physical education specialists can provide more and longer opportunities for students to meet physical activity guidelines compared with classroom teachers trained to teach physical education. Moreover, when teachers are taught strategies to encourage vigorous- or moderate-intensity physical activity in physical education class, a significant increase in physical activity can be expected. The role of certified physical education specialists in health-enhancing physical education has become increasingly critical. The evidence is unequivocal regarding the need for a continued effort to train physical education specialists and the need for schools to continue to employ them as the main teaching force designing and implementing health-enhancing physical education programs to the fullest extent.

Aside from serving as the instructional leader for physical education, physical education specialists can serve as expert resources for classroom teachers in the implementation of classroom physical activity breaks and recess. Their expertise in age-appropriate physical activity helps ensure that students are participating in activities that are fun and engaging. Additionally, as the catalyst for a healthy school environment, the physical education specialist can assist in the design and delivery of intramural programs provided before and after school, as well as serve as a community outreach specialist for onsite activity partnerships.

It is a commonly held notion of the school that to maintain the quality of education, schools should hire teachers certified to teach in the subject matter areas in which they are knowledgeable and skilled in that particular subject.

Unfortunately, in the Philippines, not all physical education classes are taught by MAPEH major teachers. There are teachers teaching physical education wherein they are not Physical Education major, that’s the reason why the researcher will conduct this research to find out the level of knowledge and skills of non-MAPEH teachers teaching Physical Education in the province of Pangasinan. Teaching physical education to students effectively and safely requires specific knowledge about students and their physical/mental development, body composition (anatomy) and functions (physiology and biomechanics), and motor skills development and acquisition. In addition, teaching physical education requires substantial knowledge and skill in pedagogy—the science and art of teaching.

In all educational settings, professional development for teachers and administrators is a continuous process of acquiring new knowledge and skills that relate to an educator's profession or academic subject area, job responsibilities, or work environment. Professional development is essential for improving classroom instruction and student achievement. Through a variety of delivery methods, professional development activities may include credit or noncredit courses, classroom or online venues, workshops, seminars, teleconferences, and webinars, with the ultimate goal of improving the delivery of instruction to enhance student achievement.

The most impactful statement of government policy on the preparation and professional development of teachers was the No Child Left Behind Act wherein the act places highly qualified teachers in the classroom.

Literature Review

The study of Buedron (2017) 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.

The study of Rivera (2015) aimed to investigate the effectiveness of Pedagogical Content Knowledge and Skills-Guided Lesson Study (PCKLS) as an intervention to develop PCK

competencies among teachers and consequently enhance student achievement in terms of conceptual understanding and problem-solving skills. Using quasi-experimental design, teacher competencies and student achievement in the PCKLS group and the conventional group were compared. In the PCKLS group, the intervention involved planning the lesson by the research team, teaching the planned lesson while PCK observations were made by the researcher and another teacher from the group, including a feedback meeting, implementing the improvements in the reteach stage of the lesson study cycle by another teacher from the research team, and, finally, revising lesson plans based on the consolidated suggestions for improvement. Analyses of data showed that there was a significant difference in the physical education teacher competencies of the PCKLS group teacher respondents compared to those of the conventional group. Also, student respondents showed a significant increase on mean scores in terms of conceptual understanding and problem-solving skills. Therefore, it was concluded that PCKLS was an effective method to develop the teachers' PCK competencies and student achievement in terms of conceptual understanding and problem solving. This study recommends that this intervention be used across indoor and outdoor sports topics and in other physical education classes such as social dances, sports officiating, and active recreation.

Matiba (2015) said that exercise and healthy eating what are the effects in the youth. The purpose the research is to describe the impact of exercise and healthy eating on the youth's psychological, mental and social well-being. The aim of the thesis is to shed light on the positive and negative aspects of exercise, healthy eating and the role of the nurse in promoting physical activity and a healthy lifestyle. The theoretical framework of this thesis is built around the self determination theory and research consisting of exercise, healthy lifestyle and the impact on the youth. The thesis is done by way of narrative literature review method. Thirty eight articles on exercise and healthy lifestyle are reviewed and analyzed to support the author's aim. The research review in this thesis is from reliable databases and e-journals. The result of the literature show engagement in physical activity is recognized as a contributor to a range of positive outcomes in physical and mental health, social well-being and cognitive and academic performances The literature identifies the fact that people who exercise and eating healthy food have a higher chance of living a healthy lifestyle and less risk of getting diseases like type 2 diabetes, depression, cardiovascular diseases which are associated with lack of physical activity and choice of lifestyle.

This study of Sazama (2017) investigated the change in specialized content knowledge (SCK), specifically error detection skills, and sought to answer the following questions: (a) Does attending a common content knowledge (CCK) and SCK workshop and assessing videotaped performances of a volleyball skill (forearm pass) result in increased ability to identify performance errors in that skill?, and (b) Does attending a CCK and SCK workshop and then assessing one's own performance have a greater impact on error detection skill development as compared to assessing the performance of a peer? Participants were 20 undergraduate physical education teacher education (PETE) students (12 male and 8 female) enrolled in PETE courses. A pre-test, post-test experimental design was used to determine the effectiveness of increasing undergraduate

students' SCK through a CCK and SCK workshop and video analysis. Pre-test procedures included participants viewing a middle school male and female performing a volleyball forearm pass and evaluating the performance by indicating if they observed or did not observe the critical elements. The CCK and SCK workshop included instruction of the critical elements of the pass and common errors typically demonstrated by beginners. Video analysis included participants evaluating a peer or themselves performing 10 volleyball passes. The study concluded with a post-test evaluating the same male and female middle school student. A two-way repeated measures ANOVA was used to compare the pre- and posttest means. Results indicated post-test means for the peer analysis and self-analysis groups were significantly higher than pre-test mean scores. No significant difference was found between groups. Results revealed a trend of participants scoring the lowest on the pre-test evaluation showing the largest change in error detection ability from pre-test to post-test. This study demonstrated a short workshop and video analysis increased error detection ability for the volleyball forearm pass in undergraduate PETE majors. Physical education teacher education programs may want to consider implementing short instructional episodes to improve error detection skills. Future research should consider investigating the role of feedback on participants as they practice detecting errors and investigating if the number of errors performed by the model during video analysis effects error detection abilities.

Brubaker (2011) said that obesity in young children and adults has become an issue within the United States of America. It has been found that obesity is one of the top three reasons why middle school student-athletes drop out of organized sports. One of the areas in which we can address this issue is in physical education class. This phenomenological case study investigated the indirect impact of the Carol M. White Physical Education Program (PEP) Grant on a semi-rural school district's physical education program. Five physical education teachers with diverse experiences and backgrounds were interviewed. Two middle school and three high school physical education teachers were interviewed twice for approximately sixty minutes per interview. In addition, there was a two-hour focus group meeting held with these same five physical education teachers at their board of education office. Furthermore, the five physical education teachers in this study were observed teaching at their site on two occasions for approximately one hour. The sites were in the gymnasium and physical fitness exercise rooms. As a result of this PEP Grant, this study investigated three research areas. One is the possible characteristics of an effective physical education program. Second, this study investigated what motivates physical education teachers to v improve their instruction. Last, it investigated how these five physical education teachers feel about how people perceive their physical education program. According to the results, characteristics identified by the five physical education teachers within this study support several characteristics identified in the literature. An important finding of this study was that the five physical education teachers in this study believed that seeing students increase their participation in physical activity and improve in their overall fitness level was a motivational factor for them to improve their instruction. Last, since there is little literature on how people perceive the field of physical education, this study provides several perceptions provided by the physical education teachers about how they thought their physical education program is perceived.

Synthesis of Related Studies to the Study

The present study and the previous studies in the related literature and studies have similarities and differences in terms of the variables used in their studies regarding the knowledge and skills of teachers teaching physical education.

The study of Buedron (2017) 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. 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.

The purpose of this study of Botagariyeva (2016) was to determine the effectiveness of the existing model of teaching physical training in secondary schools and the analysis of a game like method introduced to improve physical fitness of students. The application of two-factor variance analysis gave the possibility to determine that the curriculum-based physical training was favorable for the development of endurance, whereas the game like method was more suitable for the development of speed-strength and strength. Practical significance of the study lies in the fact that statistical data processing used by the authors of this research, will be helpful for coaches to verify the effectiveness of the existing curriculum in real time and to improve student sports achievements.

The purpose of this research paper of Liwag (2016) was to identify and examine factors that affect students' performance in their physical education class at Lyceum of the Philippines University –Laguna. Self-made questionnaires were distributed to respective students who are currently enrolled in PE II and IV during 2nd semester SY 2015-2016. Several factors that is being discussed in this research are socio-economic, aptitude of students', learning facilities and teacher characteristics. Frequency counts and percentage were used to describe demographic profile and socio-economic profile, as well as the ranking of the teacher characteristics. Weighted mean was used to summarize the perception on the students' aptitude, the learning facilities and the teacher characteristics. Comparative analysis was done using Kruskal-Wallis test and the Mann-Whitney U test. The researcher found that all four factors that were identified positively affect students' performance. Results also indicated that first year students had a higher expectation of their PE teacher compared to second year students.

The study of Rivera (2015) aimed to investigate the effectiveness of Pedagogical Content Knowledge and Skills-Guided Lesson Study (PCKLS) as an intervention to develop PCK

competencies among teachers and consequently enhance student achievement in terms of conceptual understanding and problem-solving skills. This study recommends that this intervention be used across indoor and outdoor sports topics and in other physical education classes such as social dances, sports officiating, and active recreation.

Go (2017) aimed to identify the current trends and challenges in physical education and sports and based on these current challenges, future trends and challenges. Although the physical education is being taught as a part of curriculum in all the schools but lack of adequate time and trained teachers, good facilities are responsible for little interest in this field. The future challenges to make this field interesting involves an adequate curriculum, sufficient funds allotment for holding various competitions and role of technology to create awareness about the importance of physical activities and sports in our daily life. All these issues have been discussed in the present study.

This study of Sazama (2017) investigated the change in specialized content knowledge (SCK), specifically error detection skills. This study demonstrated a short workshop and video analysis increased error detection ability for the volleyball forearm pass in undergraduate PETE majors. Physical education teacher education programs may want to consider implementing short instructional episodes to improve error detection skills. Future research should consider investigating the role of feedback on participants as they practice detecting errors and investigating if the number of errors performed by the model during video analysis effects error detection abilities.

II. Methodology

This section should contain detailed information about the procedures and steps followed. It can be divided into subsections if several methods are described. (Times New Roman), Font Size 12)

This chapter discussed the methods and procedures utilize in the present study that includes the research design, respondents of the study, data gathering instruments, validation of instrument, data gathering procedures and statistical treatment of data.

Research Design

The researcher used the descriptive method of research that is concerned with the description of data and characteristics about a population. The goal was the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations and to answer the problems in this study.

This study determine the level of knowledge and skills of non-MAPEH major teachers teaching physical education in public secondary schools. The researcher employed this research

method to gain more realistic and valid information regarding the level of knowledge and skills of non-MAPEH major teachers teaching physical education in public secondary schools.

Descriptive survey method is a method of which surveys, describes and interprets what is; and reveals a condition of relationship that exists or do not exist, practices that prevail or do not prevail, beliefs or points of view. The word survey indicates the gathering of data from place to place and from group to group. Information is sought on current conditions, communities, agencies and institutions. It refers also to the characteristics, status, or practices of individuals or a particular group, Calmorin (1995).

The descriptive method of research used in the study. Good and Scates (1991) defined the descriptive method of research as a method for gathering evidence relating the current or present conditions concerning the nature of a group of persons, a number of subjects, or class of events and may involve the procedure of introduction analysis, clarification, enumeration of measurement. Gay (1976) defined descriptive research as involving collection of data in order to answer questions concerning the current status of the subject of the study.

III. Results and Discussion

This chapter presents the data generated in this study including their analysis and interpretations in order to arrive at and clarify the results and findings of this research endeavor.

The following discussions, therefore involves the description and analysis of the respondents' profile variables; their level of knowledge and skills in teaching Physical Education, the differences in the respondents' level of knowledge and skills in teaching Physical Education across their profile variables and the relationships between the respondents' level of knowledge and skills in teaching Physical Education and the profile variables.

Profile of the Respondents

The presentation of the respondents' profile is to provide and describe the background information about them as participants in this study. This is done in terms of their personal and professional background.

Table 2 presents the distribution of the teacher respondents' profile.

Age. It can be gleaned from the data in the table that in terms of age, majority of the respondents belong to age bracket 31-40 that is 37 or 46 percent. This indicates that the teachers are just in their prime age of maturity. For that matter, they still have a long way to go to develop themselves professionally and personally to prove their worth in the teaching profession.

Further, the table shows that 24 or 30 percent belong to age bracket 41-50 years old, 12 or 15 percent belong to age bracket 21-30. While 5 or 6 belong to age bracket 51-60 years old and 2 or 3 percent belong to 61 years old and above.

Sex. The same Table 2 reflects that in terms of sex, there are more female Non-MAPEH major teachers teaching Physical Education numbering to 48 or 60 percent out of the total number of 80 respondents. This gives an impression that female teachers are dominant in number, outnumbering the males. This further gives the impression that female teachers are more capable and strive harder to teach students as well as show more concern, love and more patience to understand their students.

Civil Status. In terms of civil status, the teachers are mostly married, that is 52 or 65 percent, of their total number.

At a certain point, the status of being married, having a family and enjoy a stable life is a source of feeling of security, self-fulfillment and inspiration in life. Such being the case, marital status can be considered contributory to good work performance. Married teachers are passionate which can be distinguished by their commitment to achievement of their students. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. They cultivate students' curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students.

Highest Educational Attainment. As shown in Table 2, only 4 or 5 percent of the 80 respondent teachers have reached the highest educational qualification of being doctoral degree holders. Some of them that is 20 or 25 percent are full pledge master's degree holders while 12 or 15 percent have earned their doctoral units but most of the respondents have MA units, that is 28 or 35 percent. It can be observed that the educational profile of the respondent teachers is adequate enough with the impression that a great number of them went beyond bachelor's degree.

Number of Years Teaching. The number of years teaching contributes to the ability and competence of the teacher to teach a specific lesson in Physical education. As revealed from the data in the table, most of the respondent teachers has been in the service for 8 - 13 years that is 24 or 30 percent. There are 20 or 25 percent who have been teaching for 20 years and above, 15 or 19 percent have been teaching for 2 - 7 years, and 5 or 6 percent belong to 1 year and below teaching experience. **Teaching experience is positively associated with student achievement gains throughout a teacher's career. The gains from experience are highest in teachers' initial years, but continue for teachers in the second and often third decades of their**

careers. Experienced teachers provide important additional benefits to their school community beyond increased learning for the students they teach. Based on the general knowledge that experience makes the best teacher and there are many things to learn, young teachers in the service are trying their best in order to attain the goal of educating the students to become well-rounded personalities.

Number Relevant Trainings Attended. Trainings of teachers develop their competencies and skills in implementing the curriculum. It is considered as one factor in developing teachers' professional growth.

It can be seen in the table that most of the teachers have attended 4 - 6 trainings in the division and regional level that is both 40 percent. The rest of the respondents have attended some trainings in the division, regional, national, and international level. This goes to show that trainings are embraced by teachers to improve their craft in teaching. This also gives an impression that in-service trainings attended by the teacher respondents increase their stock of knowledge that can improve their performance in the physical education instruction.

It is the goal of the Department of Education that every teacher will become not only efficient but also effective. It is in this mission that today, a lot of training's and seminars are being conducted to improve and develop the craft of each mentor in school. The Department fully understand that everything rises and falls on the teachers capability to bring learning at the heart of every pupil.

Training's and seminars on new methods and techniques in teachings, orientations on the K-12 Curriculum, MAPEH Seminars and the likes are being held in different parts of the country so as to prepare all the teachers in globalization. Their attendance to these seminars will help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world. Since the department is offering free training's and seminars, teachers must grab this opportunity for self-improvement.

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

Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. Teacher learning is a continuous process that promote teachers' teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students' learning. When teachers are effective classroom managers, their students achieve at a higher level and display more interest in the class subject matter.

Table 3 presents the indicators of knowledge and skills assessed by the Non-MAPEH major teachers teaching Physical Education and school administrators that Physical Education teachers are expected to be competent with a rating of fair.

The Physical Education teachers indicated that they have a fair performance in the teaching Physical Education along sports officiating, as signified by themselves and school administrators with an overall weighted mean of 3.46 combined with a transmuted rating of “Fair”

Table 3 reflects the combined assessment of teachers and school administrators on knowledge and skills of Physical Education teachers along sports officiating which the respondent teachers expected to perform well. The respondent teachers rated themselves fair in sports officiating with weighted mean ranging from 3.34 to 3.58 and an overall weighted mean of 3.48. The rating of their school administrators ranges 3.30 to 3.51 described as “Fair”.

As we can see in the table, the physical education teachers have high knowledge and skills in teaching in conducting the sports event according to the rules with the welfare of the athlete in mind, in relating the importance of the role of an officiating official to the success of the game. The quality of sports officiating depends on the official’s knowledge of the rules of the sport, on his ability to apply the rules while observing the requirements of sportsmanship, including unbiased judgment and accuracy and on his experience as an official. Sports officiating should have educational value for athletes and spectators alike.

According to the National Association of Sports Officials (2019) Sports officiating is a challenging job, but there are great rewards. To be a successful official, you will need mental toughness, good people skills and thick skin. Sports officiating will inherently teach you all of those skills and much more. If you love sports, you will have the best view of the game as an official. More importantly, officiating will teach you how to view the games in a whole new light – one that emphasizes fairness, integrity, decisiveness and sound judgement. Officiating teaches independent thinking and the ability to see the big picture — a skill that translates outside of officiating. It also requires the dedication, togetherness and ability to work as team that is important everywhere. Officials are often identified and associated with the sport(s) they work and recognized for it outside of officiating. Even if people don’t know you specifically, many people associate officiating with trustworthiness, impartiality, dedication and integrity all qualities that can open doors for you in other areas of life.

Table 4 discloses the level of knowledge and skills of Non-MAPEH major teachers teaching Physical Education along Social and Ballroom Dances as perceived by the teachers and department heads. The Physical Education teachers rated themselves ranging from 2.44 to 3.54 which means that these quantities fall within the mean of “Fair”. On the part of the department heads they rated the teachers in the indicator ranging from 2.40 to 3.52 which falls within the mean interval of “Fair”. The overall rating obtained was 3.36 and fall within the interval of “Fair”. From the data presented, it can be stipulated that the respondents were not much knowledgeable and

skilled in teaching the different competencies in social and ballroom dances since they got similar result which is fair as rated by themselves and their department heads. The Physical Education teachers rated themselves ranging from 2.44 to 3.54 which means that these quantities fall within the mean of “Fair”. On the part of the department heads they rated the teachers in the indicator ranging from 2.40 to 3.52 which falls within the mean interval of “Fair”. The overall rating obtained was 3.36 and fall within the interval of “Fair”. From the data presented, it can be stipulated that the respondents were not much knowledgeable and skilled in teaching the different competencies in social and ballroom dances since they got similar result which is fair as rated by themselves and their department heads.

By looking at the mean, teachers got high mean in social and ballroom dances in performing proficiently the basic steps and combinations of social and ballroom dances, showing dance etiquette by displaying positive behavior before, while and after dancing and explaining how participation in social dancing activities can contribute prevention of diseases. 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 respondent teachers 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 skills relative to the competencies of MAPEH majors as they are into sports.

Table 5 shows the level of knowledge and skills of Non-MAPEH major teachers teaching Physical Education along Active Recreation/Individual both indoor and outdoor activities.

The knowledge and skill of respondent teachers in teaching individual active recreation both outdoor and indoor sports obtained an overall weighted mean rated by the teachers itself and the school administrators of 3.48 described as “Fair”. The department heads rated the teachers in the indicator ranging from 3.41 to 3.50 which falls to a “Fair” transmuted rating. The respondent teachers also rated themselves a “Fair”. Based on the mean on running events, identifying basic rules for individual sports, providing fair and honest skill specific feedback to a partner which will be integrated into game play and comparing and contrasting the different behaviors participants

may exhibit in relation to proper sportsmanship in individual activities, the Physical Education teacher respondents had a high level of knowledge and 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 this indicators because a majority of the teachers were varsity athletes during their elementary and high school days. 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 in their elementary and high school days.

Table 6 shows the level of knowledge and skills of Non-MAPEH major teachers teaching Physical Education along Active Recreation/Dual Sports. As indicated in the table, the weighted mean of their ratings ranging from 3.49 to 3.59 with a weighted mean of 3.55 described as “Fair” by themselves and the overall rating of 3.39 by their school administrators described as “Fair” with a combined OWM of 3.47 denoting a “Fair” transmuted rating would mean that they are moderately knowledgeable and skilled in teaching active recreation both in indoor and outdoor dual sport. As shown in the table, the Physical Education teachers have high knowledge and skills in teaching to describe proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in dual activities, defining appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in dual activities and modeling attitude and assist in diffusing conflict during competition in dual sport activity. This could be attributed to the series of trainings, seminars and conferences provided by the DepED which made accessible to concerned teachers and personnel and their high profile in educational qualification.

Further, the overall combined average weighted mean of both the assessment of the teachers and the school administrators is 3.47 rated as “Fair” This indicate the Physical Education teachers moderately possess the necessary skills and knowledge in teaching dual sports both indoor and outdoor sports. Further, the findings also indicated that the Physical Education teachers are give more time on attending seminars and workshops to gain or enhance more their knowledge and skills in this area of physical education.

Table 7 presents the indicators in the level of knowledge and skills of non-MAPEH major teachers teaching Physical Education along active recreation in team sports both outdoor and indoor games by the public physical education teachers and their school administrators.

The physical education teachers indicated that they have fair performance in teaching active recreation in team sports both indoor and outdoor games as signified by themselves with an OWM of 3.52 describe as “Fair” while the school administrators rated their teachers with a “Fair” performance with an OWM of 3.30. Although when combined, it has an GOWM of 3.41 denoting a “Fair” transmuted rating.

The data in the table would imply that the physical education teachers are moderately knowledgeable and skilled in teaching with respect to active recreation in team sports both indoor and outdoor games

This includes their knowledge and skills in developing and implementing an appropriate practice plan for team sport, applying fundamental movement skills to a variety of team sport activities, applying principles of biomechanics to optimize movement and minimize injury while performing team sport activities, following safe practices, rules, procedures, and etiquette during participation in team sport activities, using game strategies and tactics as they apply to successful participation in team sport activities, selecting, organizing, and monitoring their participation in team sport activities, developing a fitness plan including team sport activities to achieve health related fitness goals, modeling positive attitudes and assist in diffusing conflict during competition in team sport activity and working collaboratively to establish and follow game rules in order to support and facilitate a safe and challenging team sport environment.

This could be interpreted to mean that most of the physical education teachers set their goals teaching well the active recreation with respect to team sports both outdoor and indoor games.

It can be inferred from such findings that the physical education teachers possess the necessary skills and knowledge making the learners articulate their thoughts and expand their ideas about team sports both indoor and outdoor games.

Table 8 presents the level of knowledge and skills of non-MAPEH major teachers teaching Physical Education along lifestyle and weight management.

It can be seen in the table that the overall weighted mean of the level of knowledge and skills of non- MAPEH major teachers teaching Physical Education along lifestyle and weight management obtained 3.38 described as “Fair”. Indicator no. 8 “using a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan “ got the highest rank with an overall weighted mean of 3.54 denoting a transmuted rating of “High” while item no. 3 “demonstrating achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program” got the lowest OWM of 2.44 described as “Low”.

This could be interpreted to mean that physical education teachers can easily encourage thru teaching their students how to have the best lifestyle and weight management to become a healthy person, physically and mentally. A teacher who makes healthy choices – including healthy eating and regular physical activity – can have a good influence on the health of students.

Moreover, the overall weighted mean of 3.38 described as “Fair” could be interpreted to mean that the physical education teachers are on the right track of determining ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

By choosing to eat healthy foods and be physically active, you will find that you are more alert, have more energy, smile more, remember more and generally feel better. Teachers are in a good position to act as positive role models for students, parents and the community. As a teacher, you know that students watch what you say and do very carefully.

Table 9 shows the summary of the level of knowledge and skills of non-MAPEH major teachers teaching Physical Education. As gleaned in the table, the summary of the level of knowledge and skills of non-MAPEH major teachers teaching Physical Education obtained a grand overall weighted mean of 3.43 an indicative of a “Fair” transmuted rating. All six (6) indicators used in this study obtained a transmuted rating of “Fair” with an OWM ranges from 3.36 to 3.48. The indicator Active Recreation on Individual Sports both indoor and outdoor games obtained the highest OWM of 3.48 while social and ballroom dances got the lowest OWM of 3.36. Both indicators denotes a transmuted rating of “Fair”. This could be interpreted to mean that the non-MAPEH teachers teaching physical education are moderately knowledgeable and skilled in teaching the different topics/lessons.

First and foremost, a physical education teacher needs to be a skilled educator. He needs to be able to break down complex concepts and instructions into smaller, more manageable steps. He must be able to recognize which students need encouragement and deliver it when needed. He recognizes the importance of providing extra time and patience with special-needs students. As stated in a Centers for Disease Control and Prevention guide for P.E. teachers, he needs to understand and follow the curriculum documents, teaching content that is appropriate for the specific grade level.

Teachers 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. He must reflect good health, physical coordination and vitality. He must be confident and strong, physically fit and able to demonstrate the techniques needed for competitive sports and exercise routines. He must eat healthy foods and be knowledgeable about the nutritional value of the different food groups so he can explain it to his students.

DIFFERENCES IN THE LEVEL OF KNOWLEDGE AND SKILLS OF NON-MAPEH MAJOR TEACHERS TEACHING PHYSICAL EDUCATION ACROSS THEIR PROFILE VARIABLES

This study also attempted to compare the performance of the physical education teachers with each other in their knowledge and skills in teaching physical education when grouped together according to each of their profile variables. This is to provide a more in-depth analysis of the data gathered with the use of other statistical measures, which are the analysis of variance (ANOVA).

Table 10 provides the summary of the computed ANOVA as indicated by the F values and their corresponding significant values. The individual computation of the ANOVA for each knowledge and skills in teaching physical education area covered in this study namely: sports

officiating, social and ballroom dances, active recreation individual sports, dual sports, team sports both indoor and outdoor games and lifestyle and weight management each of their profile variables are found in the appendices. It is from which the summary table, herein, presented was based.

By looking very closely at the table, it can be observed that physical education teachers significantly differ in their performance in the areas of sports officiating, social and ballroom dances, active recreation individual sports, dual sports, team sports both indoor and outdoor games and lifestyle and weight management most specifically on the basis of their profile variables.

These are indicated by the F-value marked with asterisk (*) with corresponding significant value, which is within the limit of .05 alpha level as the general point of reference. Hence, across profile variable age, it can be said that the physical education teachers are not comparable in their performance functions.

In other words they vary in the level knowledge and skills in teaching physical education. In this regard the null hypothesis that there are no significant differences in the level of knowledge and skills of non-MAPEH teachers teaching physical education across variable age is rejected. This means that their profile on age is found in this study as determinant factor of variability among teachers on their teaching performance in physical education. In other words, such profile variables of the respondent teachers can be regarded as positive indicator of variability or non-comparability among them as regards to their performance. This study firmly proves therefore, that the aforementioned profile variable is substantial influential to the teachers' performance on their functions.

Consequently, in the case of the other computed F-values that did not show any significant difference in the level of knowledge and skills of non-MAPEH major teachers teaching Physical Education as shown in Table 9. The null hypothesis that there is no significant difference in the level of knowledge and skills of non-MAPEH major teachers teaching Physical Education is accepted. In other words, the level knowledge and skills of non-MAPEH major teachers teaching Physical Education on the teaching performance of physical education teachers does not vary when they are grouped based on the following variables; sex, civil status, highest educational attainment, number of years of teaching experiences, and number of relevant trainings attended.

Problems Encountered by the MAPEH Teachers in Teaching Physical Education

It can be gleaned in the table that the overall weighted of the problems encountered by the teachers in teaching Physical Education obtained an OWM of 3.18 denoting a transmuted rating of "Moderately Serious". Two (2) indicators were rated "Very Serious" having weighted means that range from 4.54 to 4.55 where item no. 4 "inadequate teachers training, seminars, workshops and conferences for acquisition of the knowledge and skills needed for teaching physical education." got the highest ranking while item no. 7 "inappropriateness of the curriculum content for the educational environment" ranked the lowest. The overall weighted mean of 3.18 an

indicative of a “Serious” transmuted rating could be interpreted to mean that the Physical Education teachers are wanting to have more teachers training, seminars, workshops and conferences for acquisition of the knowledge and skills needed for teaching physical education, enhance and strengthen the teachers skills and knowledge in teaching physical education, limit the number of the students in one classroom to avoid overcrowded classroom to be more effective the teaching – learning process, and have adequate facilities, equipment and instruments for the sport games.

According to Darling-Hammond et al. (2017) Teachers with high quality teaching tend to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, looking for the new topics and ways to teach. However, in order to achieve their maximum potential, ongoing professional development should be implemented in their schedules. Teachers provided with proper training on up-to-date information and new research that can be use better teaching in Physical Education, on emerging technology tools for the classroom, new curriculum resources, and more, could become a successful factor to their schools. The best professional development is ongoing, collaborative, and connected to and derived from working with students and understanding their culture.

IV. Conclusion

Based on the findings, the following conclusions were drawn:

1. The respondent Physical Education teachers are matured and have adequate educational qualification thereby making them fairly knowledgeable and skilled in teaching Physical Education.
2. The Physical Education teacher respondents in this study are performing fairly more than well enough in teaching Physical Education but excellence is yet possible then their performance is a stepping stone towards the highest level of knowledge and skills needed in teaching physical education.
3. The respondent teachers profile variables are not influential to their level of knowledge and skills in teaching physical education.
4. The respondent teachers age have a significant influence in their knowledge and skills in teaching physical education.
5. The serious problems encountered by the respondent teachers in teaching Physical Education can affect their performance in their daily classroom instructions.

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