

Factors Affecting the Performance of Teachers in Physical Education

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Abstract: *This study was conducted to determine the factors affecting the performance of teachers in Physical Education. It identified the teachers profile as to age, sex, civil status, field of specialization, highest educational attainment, length of service, number of years in teaching P.E. and number of trainings related to Physical education. It also looked into the level of skills of teachers as perceived by themselves in physical fitness; gymnastics; dance; individual and dual sport and team sport; identify the facilitating and hindering factors affecting teachers performance in physical education. The profile of the respondents revealed that the teachers were 25 years and younger, female, married, with specialization in T.H.E./T.L.E., bachelor's degree holder, 5 years and below in service, 1-5 years' experience in teaching P.E. and with at least 1 related training/seminar in Physical Education. Majority of trainings and seminar was on teaching strategies in PEHM. The level of skills of teachers in physical fitness was high with a mean of 2.86; low in gymnastics with 2.24 mean; high in dance with 2.57 mean; low in individual and dual sport with 2.42 mean; and high in team sports with 2.59 mean. The overall grand mean is 2.53 which falls within the interval of high. The most facilitating factors affecting teachers performance were exposure to athletic meets and participation of students while the hindering were negative attitude towards P.E. and individual differences of the students.*

Keywords: Facilitating factors, Hindering Factors, Performance, Profile, Non-P.E. major Teachers

1. Introduction

Teachers are the most important professionals in any nation's future.

It is a mere fact that teachers are one of the key factors in teaching-learning process. They perform a very vital role in molding the youth for the goal of their family, community and the entire society. (Aquino 1998). The teacher occupies the center stage in a learning environment. She shines in a number of roles- teaching managing, leading and facilitating, and more importantly motivating and inspiring children.

UNESCO (2006) asserts that one of the most determining factor that can guarantee education quality is teaching performance.

Adeyemi (2010) defines teacher performance as duties performed by teachers at a particular period in the school system in order to achieve goals. According to Hemphil as cited by Jali (2000), a very good teaching performance usually results when one teaches with profession, competence, and effective and with dedication to the profession.

Cortes (1982) as cited by Bautista (1998) stressed out that teaching performance was affected by factors which hindered or facilitate the improvement of the quality of pupil learning. Factors such as personal and instructional affect teacher's performance especially if the teacher is not specialized in the subject he is teaching.

It was pointed out by Hobbs (2015) that out-of-field teaching-teaching a subject without specific training in that subject- has for many years been a taboo practice that all teachers know of, may have experienced, but few have spoken up about due to its ubiquity.

Real learning in an out-of-field subject-where there is improved capacity and confidence to teach- requires support from colleagues and school leaders, as well as time to extend content knowledge and teaching approaches.

In the province of Northern Samar, the researcher observed that not all teachers who are teaching Physical Education are majors of the said subject. It is the purpose of this study, to determine the factors affecting the teaching performance in Physical Education for school year 2015-2016.

2. Objectives of the Study

This was generally aimed to determine the factors affecting the performance of the teachers in Physical Education in the selected secondary schools in Northern Samar.

Specifically, this study aimed to (1) find out the profile of the teachers in terms of age, sex, civil status, field of specialization, highest educational attainment, length of service, number of years in teaching PE and number of trainings related to Physical Education, (2) determine the level of skills of teachers as perceived by themselves in: (a) physical fitness, (b) gymnastics, (c) dance, (d) individual/dual sports, and (e) team sports, and (3) identify the facilitating and hindering factors affecting teachers performance in physical education.

3. Methodology

Twenty-three (23) public secondary schools in the province of Northern Samar were included in this study. It employed the descriptive survey method of research.

The respondents of this study were the eighty three (83) selected non-PE major teachers teaching physical education subject in the public secondary schools in Northern Samar.

Survey questionnaire was used in gathering the necessary data from the respondents. The data gathered were treated statistically using frequency counts, percentage and weighted mean.

4. Findings

Table 1 presents the profile of the non-PE major teachers handling physical education subjects.

As to age, 21 or 25.30 percent belonged to 25 years and younger, 19 or 22.89 percent were 26-30 and 36-40 years of age, 11 or 13.25 percent were 41-50 years old, 8 or 9.64 percent were 31-35 years old and 5 or 6.02 percent were 51 years and older. Most of the non-PE major teachers were young.

In terms of sex 53 or 63.86 percent were female while 30 or 36.14 percent were male. A majority of the teachers were female. This means that the teaching of PE subjects were assigned mostly to female teachers.

This findings was similar to Lluz (2014) study which revealed that most of the teachers were female.

On the civil status, there were 51 or 61.45 married respondents while 32 or 38.55 percent were single. This means that a majority of the teachers had their family obligations.

It showed that 25 or 30.12 percent of the respondents were specialized in T.H.E/T.L.E. This means that mostly of the teachers were assigned to teach PE were T.H.E/T.L.E. specialized teachers. This findings further support the study of Lluz which revealed that most of the respondents are specialized in T.H.E/T.L.E.

On the highest educational attainment, 44 or 53.01 percent were bachelor’s degree holder, 28 or 38.73 percent with M.A. units and 11 or 13.25 percent were master’s degree holder. This means that a majority of the teachers are not masters degree holder or units earner.

In terms of length of service, 40 or 48.19 percent have been in the teaching profession for five years and below, 22 or 26.50 percent have been teaching for 11-15 years, 16-20 years and 21 years above.

On the number of years in teaching P.E. 66 or 79.52 percent have been teaching P.E. for 1-5 years, 10 or 12.05 percent have been teaching P.E. 16 years and more and 7 or 8.43 percent have been teaching P.E. for 11-15 years. This means that a majority of the teachers had less experience in teaching P.E. the fact that most of them were new in the teaching profession.

In terms of number of related training/seminar attended, 26 or 31.33 percent attended one training, 11 or 13.25 percent attended 3-5 trainings and 6 or 7.23 percent with 6-9 trainings. This means that mostly of the teachers had only few training in related to physical education subject.

In terms of kinds of training/seminar attended, 25 or 38.46 percent attended .teaching strategies, 19 or 28.23 attended dances, 18 or 27.69 attended coaching and officiating. This means that mostly of the respondents attended trainings/seminars on strategies in teaching PEHM which is very much needed by them the fact that they are non-PE majors teaching Physical Education. This confirms the findings of Zimmerman (2005) that teachers need to continue training beyond initial qualifications to maintain, upgrade and update skills throughout looking life. This findings is similar to the results of the study of Solante (2003) regarding teacher factors such as age, educational attainment and trainings attended in service training on methods and strategies in teaching physical education.

Table 1: Profile of the Respondents

Profile	Frequency	Percentage %
Age		
25 years and younger	21	25.30
26-30	19	22.89
31-35	8	9.64
36-40	19	22.89
41-50	11	13.25
51 and older	5	6.02
Sex		
Male	30	36.14
Female	53	63.86
Civil Status		
Single	32	38.55
Married	51	61.45%
Field of Specialization		
Mathematics	11	13.25
English	9	10.84
Filipino	5	6.02
Science	14	16.87
Social Science	13	15.66
T.H.E./T.L.E.	25	30.12
Accounting, Values, Pol.Sci.	6	7.23
Highest Educational Attainment		
Bachelor’s Degree	44	53.01
MA Units	28	33.73
Master’s Degree	11	13.25
Length of Service		
5 years and below	40	48.19
6-10	22	26.50
11-15	7	8.43
16-20	7	8.43
21 years and above	7	8.43
Number of Years in Teaching PE		
1-5	66	79.52
11-15	7	8.43
16 years and more	10	12.05
Number of Related Training		
0	18	21.69
1	26	31.33
2	22	26.51
3-5	11	13.25
6-9	6	7.23
Kinds of Training/Seminar		
Games and Sports	15	23.08
Dances	19	28.23
Choreography	6	9.23
Teaching Strategies in PEHM	25	38.46
Athletics	10	15.38
Management Coaching and Officiating	18	27.69

Table 2 discloses the level of skills of teachers in physical fitness as perceived by themselves. It reflects in the table that the mean is ranging from 2.92 to 2.77. These quantities are still within the mean interval of high. In gymnastics, the teacher respondents rated themselves in the indicators ranging from 2.61-1.95. These quantities fall within the mean interval of high to low. The overall rating was 2.24 that falls within the mean interval of low. Therefore, it can be stipulated that the teachers lack adequate skills in gymnastics.

The result was related to the study of Ruetas (2004) which revealed that self-testing activities, stunts, tumbling, pyramid building and gymnastics were sometimes undertaken except for apparatus work, which was never undertaken.

In terms of dance, the result of this study indicated that teacher-respondents rated themselves ranging from 2.75 to 2.41. These quantities fall within the mean interval of high to low. The overall rating obtained in this indicator was 2.57 which falls within the mean interval of high.

Based from the result, it can be stipulated that the respondents were good dancers even if they are not PE majors. This is supported by the observations of the researcher that mostly of the teachers are former dancers and dance enthusiasts during their younger days.

This confirms the findings of Lucena (2002) in his study on the variates of skills and teaching competence of non-PE teachers which found out that teachers who are skilled in dancing could competently teach better than those teachers teaching PE but not skilled dancers.

Based on the table, in individual/dual sports, the teachers rated themselves in the indicator ranging from 2.83 to 2.16 which falls within the interval of high to low. The overall rating obtained in this indicator was 2.42 which falls within the mean interval of low.

Based on the mean on running events, relays, high jump and long jump, teachers had high level of skills.

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

In team sports the teacher-respondents rated themselves in the indicator ranging from 3.05 to 2.20 which falls within the mean interval of high to low. The overall rating obtained was 2.59 which falls within the mean interval of high.

Based on the mean on volleyball and basketball, teachers had high level of skills. The researchers was able to confirm the high level of skills because a majority of the teachers were varsity athletes and enthusiasts in these events.

Table 2: Level of Skills of Teachers

Indicator	Mean	Interpretation
Physical Fitness	2.86	High
Gymnastics	2.24	Low
Dance	2.57	High
Individual/Dual Sports	2.42	Low
Team Sports	2.59	High
Mean	2.53	High

- 1.00-1.75 (very low)
- 1.76-2.00 (low)
- 2.51-3.25 (high)
- 3.26-4.00 (very high)

Table 3 shows the facilitating factors on teaching performance of non-PE teachers. From the tabulated result on facilitating factors based on personal factor, rank one is exposure to athletic meets with a mean of 3.29 with descriptive equivalent of highly facilitating followed by being sports minded, experience being an athlete before, seminars and trainings in PE, and teaching experience with descriptive equivalent of facilitating respectively.

Rivera and Sambrano (1992) pointed out that in every educational institution, the administrator plays an important relation to Physical Education, however, it is suggested by Rivera that every school head should meet his/her PE teachers and plan with the implementation of the PE progress. School heads should send their PE teachers, especially those who have no advance units in their discipline, to attend seminars and strives to improve their competencies in physical education program.

Based on instructional factors rank one is participation of students with a mean of 3.31 with descriptive equivalent of highly facilitating. It is followed by cooperative head teacher, support of co-teachers, availability of textbook and other references and enough PE facilities and equipment with descriptive equivalent of facilitating respectively.

The study of Gerodias (2003) revealed that school factors such as type of school, size of class handled and library resources and other laboratory facilities significantly influenced teaching performance at 5% level.

Table 3: Facilitating Factors on Teaching s

Items	Mean	Rank	Interpretation
Personal Factors			
Experience being an athlete	2.95	3	Facilitating
Seminars and training in PE	2.90	4	Facilitating
Exposure to athletic meets	3.29	1	Highly Facilitating
Being sports minded	3.20	2	Facilitating
Teaching experience	2.86	5	Facilitating
Instructional Factors			
Enough PE facilities and equipment	2.67	5	Facilitating
Availability of textbooks and other references	2.95	4	Facilitating
Cooperative head teacher	3.22	2	Facilitating
Participation of students	3.31	1	Highly Facilitating
Support of co-teachers	3.20	3	Facilitating

In terms of hindering factors, for personal factors negative attitude towards PE rank one with a mean of 2.75 with

descriptive equivalent of hindering. It is followed by past negative experience with PE, not a sport fanatic, don't like to teach PE and not interested in the subject.

Based on instructional factors rank one is individual differences of the students with a mean of 3.08 followed by lack of PE facilities, equipment, classroom and instructional materials, high workload time is a challenge, no support from administration and not giving importance to PE less priority with descriptive equivalent of hindering respectively.

In support to the statement about the individual differences of the students, the theory of John Dewey pointed out that an educator must take into account the unique differences between each students. Each person is different genetically and in terms of past experiences.

It was stated in the study of Sabino (1997) that lack of facilities and apparatuses, lack of support from the school administration and lack of in-service, trainings for teachers was very serious problems.

Romedillo (2009) study revealed that teachers lack of textbooks, visual aids, flip charts, physical facilities, support from non-government organizations on school projects and funds for school improvement were rated more serious. Similarly, Rodriguez (2000) findings revealed that the common problems were lack of funds, oversized classes, lack of in-service trainings for PE teachers and lack of space for indoor and outdoor PE activities.

Table 4: Hindering Factors on Teaching Performance

Items	Mean	Rank	Interpretation
Personal Factors			
Negative attitude towards PE	2.75	1	Hindering
Negative experience with PE	2.58	2	Hindering
Don't like to teach PE	2.51	4	Hindering
Not a sports fanatic	2.52	3	Hindering
Not interested in the subject	2.48	5	Less Hindering
Instructional Factors			
Lack of PE facilities, equipment, classroom and instructional materials	3.00	2	Hindering
No support from the administration, less trainings and seminars	2.82	4	Hindering
High workload, time is a challenge	2.92	3	Hindering
Not giving importance to PE, less priority	2.75	5	Hindering
Individual differences of the students	3.08	1	Hindering

5. Conclusions

The majority of the teacher-respondents are 25 years old and younger which follows that they are new in the service, not masteral degree holder or units earner and also new in teaching PE which is not their major of specialization.

The respondents are honest enough to answer as they perceived low in gymnastics and individual and dual sports. The factors that facilitate their teaching performance are exposure to athletic meets and participation of students

while negative towards PE and individual differences of the students hinder their teaching performance.

6. Recommendation

Non-PE major teachers should also attend workshops and seminars on the different areas of physical education.

Immediate hiring of qualified PE teachers in the public secondary school is needed.

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