

Original Article

Problems Encountered by the P.E. Faculty Teachers and their Needs in Teaching Performance

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Abstract - This study was conducted to determine the problems encountered by the PE faculty teachers and their needs in their teaching performance as a basis for the PE development plan. Specifically, identify the problems encountered by the faculty and their needs in their teaching performance, in terms of personal, student, instructional, and administrative factors. And this determined the significant difference between the evaluations of the four (4) state universities on the performance of the faculty. The study utilized a descriptive-correlational research design. Covering four (4) state universities in Samar Island and faculty handling basic PE courses, supervisors and students participated in the study. Complete enumeration was employed for the faculty and supervisors, while a random sampling technique was used for the 2,156 students. A survey questionnaire was used as the primary instrument to gather data. The study used frequency counts, percentages, ranking, and weighted mean, t-test for independent samples, and multiple regression analysis as statistical tools. Most of the faculty-respondents belonged to 30 to 59 years old, female, married, earned appropriate post-graduate studies, earned a monthly salary of P 35,000 and below, have been teaching for 1 to 15 years, attended 1 to 10 relevant seminars/pieces of training related to PE teaching, received 1 to 10 awards/incentives related to teaching PE, had a class size of 50 and below, had “highly favorable” teaching strategies, and “favorable” attitude towards teaching. Most of the student-respondents had access to books, received an average grade of 1.50 during the first semester, had “very good” study habits, and had a result of 51 to 75 in their school ability test. The faculty had a “very satisfactory” teaching performance in terms of commitment, knowledge of the subject matter, teaching for independent learning, management of student learning, course syllabus, methodology, performance, critic factor, instruction as to teacher, students, and learning environment, and other qualities. The faculty, the students, and the supervisors assessed that the faculty moderately encountered problems in terms of instructional, personal, administrative, and student factors.

Moreover, the faculty, the students, and the supervisors perceived that the faculty was “much needed” in their teaching performance as to personal, student, instructional, and administrative factors. On the test of a relationship, it showed that all socio-demographic profile variables were found to be not significantly related to the teaching performance of faculty handling basic PE courses. It also revealed that among the socio-demographic profile variables, only study habits affected the problems encountered by the faculty, while other variables were found to be not significantly correlated with the problems and needs of the faculty in their teaching performance. On the test of difference, there was no significant difference between the evaluation of the students in four (4) universities in Samar Island on the teaching performance of the faculty handling basic PE courses. Based on the findings of this study, a PE Development Plan was formulated to further increase or improve the quality, desirability, attractiveness, or effectiveness of the teaching performance of faculty handling basic PE courses in state universities in Samar Island.

Keywords - Performance, Problems, Instructional, and Administrative factors

1. INTRODUCTION

The development of any country depends largely on the quality of education. An institution of learning should be manned by competent faculty. Without good teachers, students’ academic development and better performance is not possible.

Accordingly, quality education may be attributed to the quality of teachers, and the quality of teachers is a function of the quality of training they have. This is because, in education, teachers play the biggest and the heaviest role in developing students to the fullest so they can contribute to a fully developed and progressive country as well.

The teacher may have the content or knowledge, but he or she must have the methodology as well to



effectively and efficiently harbor. In the teaching-learning situation, the students get something. Knowing and competent, the mentor must be caring, concerned to sustain the performance. In such a manner, the student is developed morally, physically, and intellectually to attain the good life.

Each teacher is different in character, intelligence, and ability. However, the target of every teacher is to be the best in achievement and performance. To be an ideal, competent, and progressive teacher, s/he must possess the personal and professional qualities of an effective teacher. Personal and professional qualities have a definite relationship to teaching competence which includes mastery of the subject field one teaches, understanding of the learner, understanding of teaching principles and skills in the use of techniques for their implementation, general understanding of other branches of knowledge, and understanding and appreciation of the teaching profession. Ramos (2001) believes that personal qualities are so interrelated with professional qualities that it is quite hard to isolate them, but they add up to making the teacher effective.

Physical education teachers are responsible for promoting a healthy and positive environment for learning. A healthy, positive environment can be created and maintained, especially if a physical education teacher provides constructive and positive feedback. In addition, if a physical education teacher is prepared, provides well-organized activities, and establishes clear expectations, students will usually respond to the environment in a positive manner. Physical education provides students the opportunity to enhance their physical, social, emotional, and cognitive development. This usually occurs during team sports, project adventure activities, problem-solving, and physical fitness activities (Martin et al., 2009).

Amid the changing environment, the Physical Education Curriculum (PEC) encourages and motivates students to adopt and pursue a healthy and active lifestyle through education and involvement in sports and other variety of physical and recreational activities. It also develops and strengthens the character of the students by engaging them in athletic and friendly competitions and activities that promote Philippine culture.

Furthermore, Hardman (2005) noted in his article that there was a decline or marginalization of the subject of Physical Education in schools, such as deficiencies were apparent in curriculum, time allocation, subject status, materials, human and financial resources, gender, and disability issues, quality and program delivery, and teaching performance. Leonard A. de Vries, as cited by Miguel (2013), believes that 60% of the physical education and sports programs in the

Philippine schools suffer from low resources and deprived conditions because of, among others, important decisions are often made by government officials with no academic or professional qualifications in the discipline; and physical education and sports are commonly considered as “play” rather than subjects that develop the “thinking” capacity.

As observed by the researcher, the teaching performance of faculty handling basic PE courses in the University of Eastern Philippines, based on the evaluation of the students, are not yet enhanced due to lack of pieces of training and seminars and that their academic/professional preparation is not enough to further improve the quality of teaching, likewise the quality of learning that should be learned by the students.

With this, Peterson (2005) calls for a new direction in teacher evaluation, especially those handling basic PE courses that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform.

During the preliminary assessment conducted by the researcher, it has been observed that the teaching performance of the PE faculty in the four (4) state universities in Samar Island should still be enhanced despite very good results of the students’ evaluation. This confirms with the study conducted by Miguel (2013) on the PE programs of higher education institutions (HEIs), which revealed that the PE curricular programs for both the general education and the degree-granting and teaching competencies of teachers were generally satisfactory but yet do not meet the minimum standards required by the CHED and ICHPER.SD. The other two program components, i.e., teacher characteristics and qualifications and PE facilities and equipment, were rated poor, which signified that the HEIs failed to meet the minimum requirements set by the aforementioned bodies and by local and foreign PE specialists.

Hence, it is along with these insights that gave a plausible reason for the researcher’s preference to conduct a study on the performance of Physical Education teachers in state universities in Samar Island as a basis in designing and proposing a PE development plan that will enhance and improve the teaching performance for PE instruction.

II. OBJECTIVES OF THE STUDY

This study was conducted to know the problems of Physical Education teachers in State Universities in Samar Island as the basis for a PE development plan.

Specifically, it aimed to:

1. identify possible problems that are encountered by P.E. faculty teaching performance, in terms of:
 - a. personal factor
 - b. student factor
 - c. instructional factor
 - d. administrative factor
2. determine the needs of the faculty in their teaching performance, in terms of:
 - a. personal factor
 - b. student factor
 - c. instructional factor
 - d. administrative factor
3. ascertain if there is a significant difference between the assessment and evaluation of the four (4) state universities on the performance of PE faculty; and
4. design a Physical Education development plan based on the findings of the study.

III. METHODOLOGY

This study was conducted in the state universities that are situated in Samar Island, namely Eastern Samar State University (Borongan City), Northwest Samar State University (Calbayog City), Samar State University (Catbalogan City), and University of Eastern Philippines (Catarman).

Geographically, Samar Island occupies the eastern portion of the Philippines. It lies southeast of Luzon and occupies the northernmost section of Eastern Visayas. It is separated from Luzon on the north by San Bernardino Strait and from Leyte on the southeast by the narrow San Juanico Strait. It is bounded on the east by the Pacific Ocean, on the south by Leyte Gulf, and on the west by the Samar Sea.

The province of Samar comprises the whole Samar Island before the approval of Republic Act 4221 on June 19, 1965, which divided the island into three provinces: Northern Samar, with Catarman as capital; Eastern Samar with Borongan City as capital; and Western Samar (officially known as Samar), with Catbalogan City as capital. Eastern Samar and Northern Samar bound the island of Samar on the east and north, respectively. Leyte Gulf on the south, and Samar Sea on the west.

The province of Samar is the largest among the three provinces that comprise Samar Island, the third largest island in the country. Formerly called Western Samar, it is bounded on the north by Northern Samar, on the east by Eastern Samar, on the west by Samar Sea, and on the south by Leyte Gulf. It is composed of twenty-five (25) municipalities and two (2) cities, Calbayog and Catbalogan. It has two (2)

congressional districts and has a total of 951 barangays.

Meanwhile, Northern Samar is located in the eastern part of the Philippine Archipelago bounded on the north by San Bernardino Strait, on the east by the Pacific Ocean, on the west by Samar Sea, and on the south by the province of Samar. It is composed of twenty-four (24) municipalities and 569 barangays with two (2) congressional districts. It is strategically located as the gateway of Visayas and Mindanao from Luzon.

Eastern Samar has twenty-two (22) municipalities, and the City of Borongan comprising one (1) congressional district. It is bounded on the east by the Philippine Sea that forms part of the Pacific Ocean; on the north by the province of Northern Samar; on the west by the province of Samar and on the south by the Leyte Gulf that merges further with Surigao Strait.

According to the 2009 Samar Island Profile, it has four (4) state universities situated in the island, namely: the University of Eastern Philippines (UEP) found in the capital town of Catarman, Northern Samar; the Samar State University (SSU) and Northwest Samar State University (NWSSU) found in the heart of the cities of Catbalogan and Calbayog respectively; and the Eastern Samar State University (ESSU) located in Barangay Maypangdan, Borongan City.

Descriptive designs provide comprehensive information about a problem or situation, its variables, and its features. They are more precise in their focus and scope than exploratory designs. According to David (2005), a descriptive study uses more specific data gathering techniques, may involve various comparison groups in its attempt to produce a representative sample, and provides specific and clear information regarding the problem. Descriptive research designs cannot control conditions nor test hypotheses.

This study also utilized the correlational design because it tried to test the hypotheses on relationship and difference. According to David (2005), this kind of method is used to describe the tendency for corresponding observations in two or more series to vary together from the averages of their respective series that is to have relative positions. This method of research creates a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, trends, and relationships to make an adequate and accurate interpretation of data with the aid of statistical methods.

Using such a design, this study tried to establish a difference between the assessment and evaluation of the four (4) state universities on the performance of faculty handling basic PE courses.

The variables of this study are composed of the input and output variables.

Input Variables

Problems and Needs of Faculty. These were the problems and difficulties encountered by faculty handling basic PE course and their needs in teaching the PE subjects. The problems and needs were categorized into personal, students, instructional, and administrative factors.

The population of this study was composed of regular, permanent, and special lecturer faculty handling the basic PE course in State Universities in Samar Island.

This study also included the students enrolled in the PE classes and the supervisors.

Complete enumeration was employed for the faculty and for the supervisors, while a random sampling technique was used to determine the student-respondents.

The researcher asked for a copy of the actual teaching loads of the faculty handling basic PE courses for the second semester, the school year 2015-2016, from the university's respective Office of the Registrar/Admission. From this list of 10,001 students, the respondents were selected through the fish-bowl technique. A total of 2,156 student respondents were determined by the researcher, using Slovin's formula (Broto, 2010).

This study involved the faculty handling basic PE courses in state universities in Samar Island.

The state universities included in this study were Eastern Samar State University (Borongan City), Northwest Samar State University (Calbayog City), Samar State University (Catbalogan City), and University of Eastern Philippines (Catarman). Moreover, the students enrolled in the PE classes during the second semester, the school year 2015-2016, and the supervisors were also chosen as respondents of the study.

IV. FINDINGS

The findings of the study show that the problems encountered by the faculty, the highest mean is on the item "Lack of sports/games facilities and equipment" and the lowest mean is on "Poor knowledge and skills in physical fitness, gymnastics, dance, and

individual/dual/team sports and activities". Generally, the problems encountered were rated "moderately serious problems" in terms of instructional, personal, administrative, and student factors.

Concerning the needs of the faculty in their teaching performance, the faculty and the students rated "very much needed" and "much needed" respectively, with the highest mean on "Adequate human and financial resources" and the lowest mean on "Have a double standard faculty in teaching PE subject". While the supervisors perceived the needs as "much needed" with the highest mean on "Have background knowledge and skills in physical fitness, gymnastics, dance, and individual/dual/team sports and activities" and "Exposure to various up-to-date methods and strategies in teaching the PE course" and the lowest mean on "Construction of buildings for safe teaching and learning process to suit specialized courses to the needs of the course". In general, the needs of the faculty members were rated "much needed" as to instructional, personal, administrative, and student factors.

On the test of difference, there was no significant difference between the assessment and evaluation of the students in four (4) universities in Samar Island on the teaching performance of the faculty handling basic PE courses. Based on the findings of this study, a Physical Education Development Plan was formulated to further increase or improve the quality, desirability, attractiveness, or effectiveness of the teaching performance of faculty handling basic PE courses in State Universities in Samar Island.

V. CONCLUSIONS AND IMPLICATIONS

In the light of the findings of the study, the following conclusions and implications were drawn:

As to the problems encountered, the faculty, the students, and the supervisors perceived that the faculty moderately encountered problems in terms of instructional, personal, administrative, and student factors. This implies that there is a lack of sports/games facilities and equipment as perceived by the faculty. In addition, the students believed that the class size, which is too crowded, affects the teaching performance of the faculty. Likewise, the supervisors perceived that having extreme and diverse intellectual differences causes unsatisfactory performance.

Moreover, the faculty, the students, and the supervisors perceived that the faculty is "much needed" in their teaching performance as to personal, student, instructional, and administrative factors. This means that to be efficient and effective in teaching the basic Physical Education course, the faculty are in need of adequate human and financial resources, specialists faculty in teaching the course, background

knowledge and skills in physical fitness, gymnastics, dance, and individual/dual/team sports and activities, exposure to various up-to-date methods and strategies in teaching the course, and construction of buildings for safe teaching and learning process to suit specialized courses to the needs of the course.

As to the test of difference, there is no significant difference between the assessment and evaluation of the students of the four universities in Samar Island on the teaching performance of the faculty handling basic PE courses. This implies that students' evaluation of the faculty's teaching performance does not vary from what school they came from.

A Development Plan for PE Faculty is formulated to further increase or improve the teaching performance of the faculty handling basic PE courses in state universities in Samar Island. The design will develop the quality, desirability, attractiveness, and effectiveness of the faculty performance when it comes to their commitment, knowledge of the subject matter, teaching for independent learning, management of student learning, and course syllabus. Hence, the program will help create an environment that stimulates selected movement experiences resulting in desirable responses that contribute to the optimal development of the individual's capabilities in all phases of life.

VI. RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are hereby presented:

1. The faculty should be competent through exposure to various up-to-date methods and strategies by providing journals, latest books, or references in teaching PE subjects which play a vital role in teaching performance and students' achievements.
2. Likewise, the university should subscribe to monthly journals and a collection of books related to PE, thus creating a mini-library.
3. The university, through its PE Department head or supervisor, should properly schedule PE classes to minimize overcrowded class sizes. The Vice President for Academic Affairs should strictly monitor and supervise the number of students per class.
4. It is recommended that effective Physical Education specialists be hired, particularly those who have background knowledge of PE principles and skills in physical fitness,

gymnastics, dance, and individual/dual/team sports and activities.

5. The university should have a centralized PE department which could be a separate institution of human kinetics where all concerns and needs of faculty and students regarding PE be channeled to its department.
6. It is recommended that a follow-up study should be conducted with a wider scope and perspective in terms of respondents and objectives so that higher treatment of performance of faculty handling basic Physical Education course will be made and also explore and include other variables that might be significant and research be conducted on study habits.

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