

Original Article

# Variates Related to the Teaching Practices of Physical Education Majors and Non-Physical Education Majors Teaching P.E. in the Selected Public Secondary Schools in the Second Congressional District of Northern Samar

Lucien B. Froilan

*Faculty, Department of Physical Education, College of Arts and Communication  
The University of Eastern Philippines, University Town, Northern Samar*

**Abstract** - This study assessed the teaching practices of P.E. majors and non-P.E. majors teaching Physical Education in the selected public secondary schools in the second congressional district of Northern Samar during the school year 2008 – 2009. Specifically, this study aimed to determine the profile of the teacher respondents in terms of their age, sex, civil status, the field of specialization, length of service, monthly family income, and nature of training/seminars attended talents/skills. It also looked into the status of other related variables, which are the problems encountered by the teachers teaching Physical Education. This study also looked into the significant relationship between the respondent's profile and the teaching practices, the significant relationship between the teaching practices and the problems encountered by the P.E. teachers, and the significant difference between the teaching practices of P.E major and non-P.E. major teachers.

This study employed the descriptive-correlational as a research method and involved selected public secondary schools in the second congressional district of Northern Samar. The three groups of respondents were the P.E majors and non-P.E majors teaching P.E., students of these P.E teachers, and the immediate head of the teachers.

Findings revealed that the respondents' profile in terms of age, sex, civil status, length of service, monthly family income, and talents/skills were not significantly related while the field of specialization and

The kind/nature of training/seminars attended by the respondents were found to be significantly related.

Teaching practices of P.E major and non-P.E. major teachers teaching P.E were found very good, and the common problems encountered by them were lack of financial support of the school administrations for their professional growth, inadequate facilities and sports equipment used in P.E., big P.E. classes, and the inability of the parents to meet the needs of their children in connection with P.E. activities.

The test of the relationship between teaching practices and the respondents' profile in terms of age, sex, civil status, length of service, monthly family income, and talents/skills were found to be not significantly related while the field of specialization and nature/kind of training/seminars attended by the teacher respondents were found to be significantly related.

The test of the relationship between teaching practices and the respondent's profile and the test of the relationship between teaching practices and problems encountered by the teachers were not significantly related.

On the test of the difference between the P.E major teachers and non-P.E. major teachers on the teaching practices, it was found not significantly related.

**Keywords** - Physical education, Teaching practices, PE major and non-PE. Major

## I. INTRODUCTION

Physical education is the phase of education that, through the motor activities, guides the individual to a successful solution to everyday living. It is the part of the school instructional program that focuses on development through participation in various forms of bodily activities. Physical



education programs encourage students to develop skills and enjoyment of exercise that will help them remain active throughout their lives. It helps build and maintain healthy bones, muscles and reduces fat. It prevents or delays the development of high blood pressure in some adolescents with hypertension.

Physical education is taken by students in all grades, from preschool until college. Students participate in a wide variety of activities, including basic movement, dances, fitness, games, recreational activities, and sports. Such activities help develop a strong and well-disciplined person. Plato pointed out that "the results of a good physical education are not limited to the body alone, but may extend to the soul itself".

This point of view implies that physical education is not only focused on physical activities but also concerned with the total development of an individual mentally, socially, and emotionally. Physical education develops a well-rounded personality.

Such an idea is clearly reflected in the major goal and objectives of physical education. According to Andin, the major goal of P.E. is "fitness," which is defined as the ability to live a healthy, useful, and satisfying life. In other words, the ultimate goal of P.E. is a "good life".

As part of the curriculum, Gensemer said that Physical Education from elementary to the tertiary level has the greatest potential for developing as well as reinforcing values. This is so because of the well-known principle in the development of the value, which starts from verbalism and conceptualization to practicing, thus resulting in internalization. It provides situations or activities in which are verbalized during instruction and then put into practice such real situations which are developed and internalized. Physical experiences are also vital in the development of creative and critical thinking.

Such benefits mentioned would be more possible through proper administration and implementation of the P.E program and better P.E. instruction. In other words, the value and significance of Physical Education can be gained through efficient and effective teaching performance.

According to Silverman, often, the emphasis of some school administrators and the community is on competitive athletics and not on P.E instruction anymore. Therefore, the quality of P.E. instruction has not been given importance.

This observation is very clear in the study conducted by Froilan, which revealed that the majority of the teachers teaching Physical Education in the public secondary schools in the province of Northern Samar were not major in Physical Education.

Considering the goal and objectives of Physical Education, it is alarming if the task of teaching P.E.

will be entrusted to the hands of unskilled, incompetent, and effective teachers.

As a researcher and a P.E. teacher, it is, therefore, the primary concern of this study to evaluate the teaching practices of the P.E. and non-P.E major teachers teaching Physical Education in the selected public secondary schools in the second district of Northern Samar.

## II. OBJECTIVES OF THE STUDY

The purpose of this study was to attain the following objectives:

1. to know the profile of the respondents in terms of?
  - 1.1 age
  - 1.2 sex
  - 1.3 civil status
  - 1.4 field of specialization
  - 1.5 length of service
  - 1.6 kind/nature of training/seminars attended
  - 1.7 talents/skills
2. To know the teaching practices of P.E and non-P.E major teachers teaching P.E. in the selected public secondary schools in the second district of Northern Samar.
3. To know the problems encounters by the P.E and non-P.E major teachers teaching P.E in the selected public secondary school in the second district of Northern Samar.
4. To find out the significant relationship between the respondent's profile and their teaching practices in P.E.
5. To determine the significant relationship between the teaching practices and the problems met by the P.E and non-P.E major teachers teaching P.E. in the selected public secondary schools in the second districts of Northern Samar.

## III. METHODOLOGY

### Locale of the Study

This study was conducted in the selected public secondary schools in the second district of Northern Samar, namely Pambujan National High School, San Roque-Pambujan Vocational High School, Catubig Valley National High School, Hibubulao National High School, UEP Catubig Laboratory High School, Batag National High School, Laoang National Technical High School, Laoang National High School, Marubay National High School, Rawis National High School, Salvation National High School, Vigo National

High School, and UEP Laoang Laboratory high School.

### Respondents

Respondents involved in this study are the teachers teaching P.E, students, and the immediate supervisor.

### Research Design

This study employed the descriptive correlational method as a research design that is designed to investigate, determine, and gather information about the existing condition.

### Research Instrument

The research instrument used in this study was a questionnaire patterned from Froilan. For teacher-respondents, the questionnaire has three parts: part I consisted of teachers' profiles in terms of age, sex, civil status, the field of specialization, training/seminars attended, and talent/skills. Part II consisted of a set of statements about teaching practices using the scale A (always), O (often), SO (sometimes), S (seldom), N (never). Part III was a set of statements about the problems met by the teachers in teaching P.E using the scale very serious problem, serious problem, slightly serious problem, moderately serious, and not a problem.

For the student respondents and for the immediate supervisor, a set of questionnaires to be accomplished about the teaching practices of the P.E and non-P.E major teachers teaching P.E using the scale of A (always), O (often), SO (sometimes), S (seldom), N (never). '

### Statistical Treatment

*Percentage.* This was employed for the respondent's profile.

*Weighted Mean.* This was used for the data on the teaching performance of non-PE major Teachers' teaching P.E.

*Chi-square.* This was used in testing the significant relationship of variables.

## IV. FINDINGS

### Profile of the Respondents

**Age.** Of the forty-eight teacher respondents of this study, thirty or 62 percent were on the age bracket of 25-34; eleven or twenty-three percent from the age of 35-44; seven or 15 percent were on the age of bracket of 45-54. Findings revealed that the majority of the P.E teachers were still young.

**Sex.** Out of forty-eight respondents, 25 or 52 percent are female, and 23 or 48 percent are male.

**Civil Status.** Of forty-eight respondents, 33 or 69 percent were married, and 15 or 31 percent were single.

**Field of Specialization.** 22 or 46 percent of the respondents were TLE/HE majors; 11 or 23 percent were MAPEH majors; both social studies and BSIT had 16 or 12 percent, 2 or 4 percent were math majors, and 1 or 2 percent specialized in English subjects. It can be noted that the majority of the teacher respondents were not major in MAPEH/P.E.

**Length of Service.** In terms of length of service, 20 or 42 percent had a length of service of 5-9 years; 17 or 85 percent had a length of service 0-4 years; 6 or 12 percent had rendered service 10-14 years 3 or 6 percent had a length of service of 15-19 years.

**Nature of training and Seminars.** 14 or 29 percent of the respondents attended on teaching strategies in P.E/MAPEH; 9 or 19 percent had training on first aid and bandaging; 7 or 15 percent attended leadership training; both scouting and athletic management had 6 or 12 percent and drug education and coaching & officiating had 3 or 6 percent.

**Talents/Skills.** Of forty-eight respondents, 18 or 38 percent had talent/skills in dancing, 16 or 33 percent had talent/skills in singing, and 14 or 29 percent in playing/coaching/officiating.

### Teaching Practices

Teaching practices are categorized into classroom instructional process, regular classroom management, and class evaluation. Of the 14 statements of teaching practices under classroom instructional process, statements number six, seven, and eight were found to be good, and the rest were very good.

Of 20 statements of the problems encountered by the P.E. teachers, four revealed to be a serious problem. They are a lack of financial support of the school administrator for professional growth of P.E. teachers, which had a weighted mean of 4.04; inadequate facilities and equipment's used in P.E, with a weighted mean of 3.54; having big P.E classes, with a weighted mean of 3.50; and the inability of parents to meet the needs of their children in connection with P.E. activities which got a weighted mean of 3.43.

## V. CONCLUSION

The test of the relationship between the teaching practices and profile of the respondents in terms of age, sex, civil status, nature of training/seminars attended, and talents/skills, two were to be significantly related. These are the field of specialization and the nature of training/seminars attended. While age, sex, civil status, length of service, and talents/skills were not found to be significantly related.

The test of the relationship between the teaching practices of the P.E. and non-P.E. major teachers was found to be not significantly related.

Of 15 statements under regular classroom management, only number 13 was found to be good, and the rest were very good. It implies that P.E major and non-P.E major teachers teaching physical education in the selected public secondary schools had a very satisfactory teaching practice in regular classroom management.

The set of statements was the class evaluation of nine statements of which, four were found to be very good, Statements five, six, and eight were found to be good.

## VI. RECOMMENDATIONS

1. The researcher recommends that the university give more effort in enhancing the physical education course of the students.
2. A similar be conducted for updating the findings in this study but with a broad locale covering other areas.
3. The teachers assigned in the physical education course be more appropriate and more legible in teaching.

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