

AN EVALUATION OF TEACHERS' COMPETENCE IN THE IMPLEMENTATION OF K TO 12 PHYSICAL EDUCATION CURRICULAR PROGRAMS

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ABSTRACT

This study aimed to determine the teachers' competence in the implementation of K to 12 physical education curricular programs in order to assess the relevance of the new program and to find areas for improvement and revision of the curriculum. This study is an evaluation research design employing ABCD model which utilized a researcher-developed questionnaire based on the K to 12 Basic Education Curriculum Guide and the Revised Performance Appraisal System for Teachers (RPAST). A total of 26 physical education teachers were identified as the respondents using convenience purposive sampling technique. The results showed that physical education teachers were not competent in teaching the content of physical education subject. Moreover, on content standard, performance standard and learning competencies, physical education teachers have limited knowledge, understanding and skills in teaching the subject. Furthermore, on the Revised Performance Appraisal System for Teachers (RPAST), physical education teachers had a very satisfactory result on their instructional competence especially on the mastery of the subject matter which was very opposite on how the teachers rated their level of competency on content. It is concluded that teaching physical education in the light of k to 12 program, the teachers must possess competence so to actualize the intended outcomes not only for the subject but most importantly it will cascade to the students. It is recommended that the Department of Education should put vision accounts in designing training programs solely for physical education teacher to enhance their acquisition of knowledge on the content and learning competencies with the amplification on individual, dual and combative sports made available to all physical education teachers.

Keywords: Teachers' competence, K to 12, physical education program, RPAST.

1. INTRODUCTION

Education in the Philippines has changed its landscape - from K 10 to K + 12. The country has been trying to put everything in place to cope up to the global standard. One of the reforms is the enhancement of K to 12 program which aims to create a functional basic education system that will produce responsible citizens equipped with the essential competencies and skills for both life-long learning and better employment opportunities (DepEd, 2012). To orient teachers on the new program, various teachers' trainings, seminars and conferences took place for the dissemination of the information on the changes in the educational system in the Philippines. Thus, it created opportunities for the teachers to re-tool and re-orient their selves on how to teach and what to teach in the changed educational platform. To adhere to this new program, the curriculum should be very specific on the outcomes of the students. Physical Education is one of the mandated subjects in K to 12 programs which must be aligned to the goals of the program. The questions

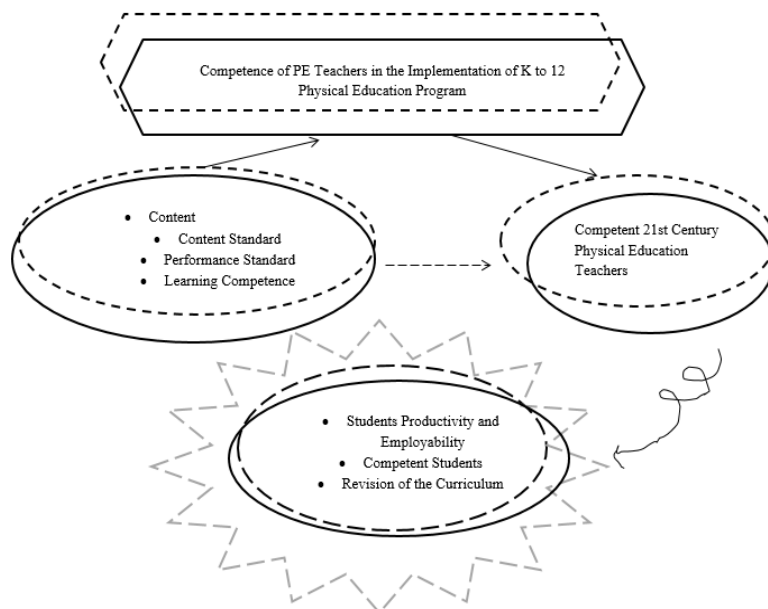
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will be: were the trainings enough for the teachers to be effective in the new program? Are the teachers ready to face the challenges of the implementation of the program? What are the possible gaps in the implementation of the program?

Proponents of constructivist approach contend that the more real life problems are being incorporated into teaching and learning process the more significant learning is for pupils. As skills are important for teachers to be able improve their teaching and their students' learning experiences, knowledge is the pre-requisite as the basis on which skills are developed (Demiraslan & Usluel, 2008). This is also somehow the goal of K to 12 by supporting the Mother Tongue Based Instruction to have proper grasp of learning in the country. The curriculum framework of K to 12 is anchored on 21st century skills with the creative and critical thinking at the heart of the K to 12 Curriculum Framework the learning areas are by necessity directed towards the development of creative and critical thinking. Thus, it requires also a 21st century skills and competencies of the physical education teachers. Teachers as the primary agents for change are obliged and encouraged to continuously update their knowledge and skills to suit with today's learners (Jimenez, 2005; Nguyet & Ha, 2010).

This study evaluated the competencies of the physical education teachers in teaching physical education subjects using the new standard proposed in the K to 12 curriculum for both public and private schools. The necessity to evaluate the competence of the physical education teachers is geared towards three reasons: (1) for teachers to acquire new knowledge and skills in handling and teaching 21st century students; (2) for students to be competent, productive and employable; and (3) to find areas for improvement and revision.

Figure 1: ABCD Model Framework



The study answered the following questions: What is the level of competency of the Physical Education teachers in using the K to 12 curricular programs in terms of the content, content standard, performance standard, and learning competency? And, what is the level of instructional competency of the physical education teachers based on the Revised Performance Appraisal System for Teachers? Using the ABCD model, the discrepancy between the actual and

expected from the outcomes can easily be identified. Looking at the model, a good evaluation will yield competent, productive and employable students and functional program.

2. METHODS AND MATERIALS

An evaluation research design employing ABCD model was used in gathering, analysing, interpreting, classifying and presenting the data in the study. This method was used since it intentionally looked into the level of competence of PE teachers in the implementation of K to 12 physical education program. The convenience purposive sampling was utilized in selecting the physical education teachers for both private and public schools. A researchers' made questionnaire based on the K to 12 Curricular Program and the Revised Performance Appraisal System for Teachers (RPAST) were used in this study. Weighted Mean was used to determine the physical education teachers' level of competency in different domain with the following parameters:

3.26 – 4.00	Expert
2.51 - 3.25	Experienced
1.76 – 2.50	Basic
1.00 – 1.75	Below Basic

Moreover, on Revised Performance Appraisal System for Teachers (RPAST), the following parameters were employed:

8.60 – 10.00	Outstanding (O)
6.60 – 8.59	Very Satisfactory (VS)
4.60 - 6.59	Satisfactory (S)
2.60 – 4.59	Unsatisfactory (US)
2.59 – below	Poor (P)

3. RESULTS

Table 1: Level of competency of the physical education teachers on content

Content	Weighted Mean	Interpretation
1. Training Guidelines of FITT Principles	1.96	Basic
2. Endurance, Muscle and Bone Strengthening Activity in Running	1.96	Basic
3. Endurance, Muscle and Bone Strengthening Activity in Rhythmic Sportive Gymnastics	1.54	Below Basic
4. Endurance, Muscle and Bone Strengthening Activity in Swimming	1.54	Below Basic
5. Endurance, Muscle and Bone Strengthening Activity in Badminton	1.88	Basic
6. Endurance, Muscle and Bone Strengthening Activity in Table Tennis	1.65	Below Basic
7. Endurance, Muscle and Bone Strengthening Activity in Arnis	1.69	Below Basic
8. Endurance, Muscle and Bone Strengthening Activity in Taekwondo	1.62	Below Basic
9. Endurance, Muscle and Bone Strengthening Activity in Karate	1.58	Below Basic
10. Endurance, Muscle and Bone Strengthening Activity in Dance	2.23	Basic
Grand Mean	1.75	Below Basic

The table reveals that the level of competence of the Physical Education teachers in teaching the content of the subject is below basic with a weighted mean of 1.75. Furthermore, the teachers are not competent in teaching the content of the subject especially on individual, dual and combative sports such as rhythmic sportive gymnastics, swimming, table tennis, arnis, taekwondo and karate.

This result is very threatening in the education system especially that teachers must and should know the content of what he/she going to teach. Teachers must master his/her content in teaching and to have a plan on what to teach and what technique they will use. In teaching, you cannot teach what you do not have.

Table 2: Level of competency of the physical education teachers on content and performance standards

Content Standard	Weighted Mean	Interpretation
1. Demonstrate understanding of the guidelines and principles in the exercise program design to achieve personal fitness	2.19	Basic
Performance Standards		
1. Designs an individualized exercise program to achieve personal fitness	2.08	Basic
2. Modifies the individualized exercise program to achieve personal fitness	2.12	Basic
Grand Mean	2.10	Basic

Table 2 explains the level of competence of the Physical Education teachers on content standard and performance standards in teaching the subject. The teachers rated these competencies with the grand mean of 2.10 which is interpreted as basic.

These competencies are very important as physical education teachers but yet the results are not impressive which somehow gives bad implications on what kind of students they will produce. Since teachers' quality can affect the students' performance and achievement (Darling – Hammon, 2000). This result must be put into account in strengthening the competence of the teachers in teaching physical education subject. One of the ways is to send the teachers for further studies and engagement in trainings, seminars and conferences (Johnson & Golombek, 2011; Clotfelter, Ladd, & Vigdor, 2006).

Table 3: Level of competency of the physical education teachers on learning competencies

Learning Competencies	Weighted Mean	Interpretation
1. Undertakes physical fitness assessments	2.54	Experienced
2. Sets goals based on assessment results	2.00	Basic
3. Identifies training guidelines and FITT principles	1.73	Below Basic
4. Recognizes barriers (low level of fitness, lack of skill and time) to exercise	2.15	Basic
5. Prepares an exercise program	2.12	Basic
6. Describes the nature and background of individual sport	2.27	Basic
7. Executes the skills involved in the individual sports	2.15	Basic
8. Monitors periodically one's progress towards the fitness goals	1.92	Basic
9. Distinguishes fallacies and misconceptions about physical activity participation	2.23	Basic
10. Performs appropriate sports related first aid for (e.g. cramps, sprain heat exhaustion)	1.92	Basic
11. Assumes responsibility for achieving personal fitness	2.08	Basic
12. Keeps the importance of winning and losing in perspective	2.35	Basic
13. Undertakes physical activity and physical fitness assessments	2.35	Basic
14. Reviews goals based on assessment results	2.04	Basic
15. Addresses barriers (low level of fitness, lack of skill and time) to exercise	1.92	Basic
16. Describe the nature of the sports (dual sport)	2.38	Basic
17. Executes the skills involved in the dual sports	2.12	Basic
18. Analyzes the effect of exercise and physical activity participation on fitness	2.42	Basic
Grand Mean	2.15	Basic

The level of competency of the physical education teachers on learning competencies is rated basic with a grand mean of 2.15. In terms of making physical fitness assessments for the students, the teachers are rated experienced with a weighted mean of 2.54 which is the only learning competency with a better result. On the contrary, identifying training guidelines and FITT principles is rated below basic with a weighted mean of 1.73.

Learning competence is very important as a teacher because this is the parameter of understanding, transferring and evaluating of knowledge from teacher to students. Teachers' expertise is very essential in the teaching – learning process. Learning is very crucial especially if you don't have the rudiments of learning. It views learning not only as completely determined, but also directed by the learner (Ashton and Newman, 2006; Hase & Kenyon, 2001). The teacher provides the resources but the learner designs the actual course he or she might take; assessment becomes more of a learning experience rather than a means to measure attainment (Hase & Kenyon, 2001).

Table 4: The level of instructional competence of the physical education teachers based on revised performance appraisal system for teachers

Instructional Competence	Weighted Mean	Interpretation
1. Formulates/adopts objectives of the lesson plan	7.54	VS
2. Selects content and prepares appropriate instructional materials/teaching aide	7.54	VS
3. Selects teaching methods/strategies	7.54	VS
4. Relates new lesson with previous knowledge/skills	7.88	VS
5. Provides appropriate motivation	7.46	VS
6. Presents and develops lessons	7.85	VS
7. Coveys ideas clearly	7.88	VS
8. Utilizes the art of questioning to develop higher level of thinking	7.50	VS
9. Ensures pupils/students participation	7.69	VS
10. Addresses individual differences	7.27	VS
11. Shows mastery of the subject matter	8.08	VS
12. Diagnoses learner's needs	7.23	VS
13. Evaluates learning outcomes	7.58	VS
14. Assesses lesson to determine desired outcomes within the allotted time	6.98	VS
15. Maintains clean and orderly classroom	7.27	VS
16. Maintains classroom conducive to learning	7.38	VS
Grand Mean	7.54	VS

Positive response on the level of performance of the Physical Education teachers on lesson planning and delivery in terms of instructional competence with a grand mean of 7.54 which is interpreted as very satisfactory.

Among the instructional competencies, showing mastery of the subject matter got the highest weighted mean of 8.08 which was followed by related new lesson with previous knowledge/skills and conveyed ideas clearly both got 7.88 weighted mean. On the other hand, assessed lesson to determine desired outcomes within the allotted time got the lowest weighted mean of 6.98 but still interpreted very satisfactory.

Looking at the results based on RPAST, it is clearly being identified the contrary results from how they have rated their knowledge on content, content standard and performance standard. One of the reasons maybe for conflicting ratings is RPAST will be used for official documents for Department of Education bases for promotions and incentives for the teachers that is why they rated it well.

4. DISCUSSION

The physical education teachers are not competent in teaching the content of physical education subject. On content standard, performance standard and learning competencies, physical education teachers have limited knowledge, understanding and skills in teaching the subject. Moreover, on the Revised Performance Appraisal System for Teachers (RPAST), physical education teachers had a very satisfactory result on their instructional competence especially on the mastery of the

subject matter which is very opposite on how the teachers rated their level of competency on content.

5. CONCLUSION

It is concluded that teaching physical education in the light of K to 12 program, the teachers must possess competence so to actualize the intended outcomes not only for the subject but most importantly it will cascade to the students. Competence of the teachers in teaching the subject is a key in transforming the students to become productive, employable and competent to face the changing demands of time. Furthermore, evaluating the teachers from time to time will ensure directions in hitting the goals and outcomes of the entire program. It is recommended that the Department of Education should put vision accounts in designing training programs solely for physical education teacher to enhance their acquisition of knowledge on the content and learning competencies with the amplification on individual, dual and combative sports made available to all physical education teachers.

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