Capabilities in Physical Education: A Comparative Analysis of School Heads’ and Teachers’ Perspectives

Davidsol Mendoza¹, Maryjane Calabia²

¹ Batangas State University, Rizal Avenue Ext. Batangas City, 4200, Philippines
² Padre Garcia Integrated National High School, Pader Garcia, Batangas, 4224, Batangas, Philippines

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Abstract

Background: Effective education delivery relies on PE teachers’ abilities. Research indicates that students’ school performance significantly depends on the quality of PE teaching.

Objectives: This study focused on assessing instructional capabilities in physical education. Specifically, it examined how school heads and teachers evaluated teachers’ abilities in content knowledge, pedagogical skills, communication, and professionalism. Additionally, the study compared assessments between the two groups.

Methods: The study employed a descriptive research design involving 98 physical education teachers and 59 school heads from the Division of Batangas City. Data collection utilized a researcher-made questionnaire and interviews. Statistical analysis involved weighted mean and independent t-tests for data interpretation.

Results: The assessment revealed valuable insights regarding PE teachers’ instructional capabilities. Administrators acknowledged strengths in lesson introduction and accurate content delivery. However, areas for improvement included integrating key elements and promoting higher-order thinking skills. PE teachers felt confident introducing lessons but recognized a need to refine performance demonstrations. Administrators praised diverse teaching methods but suggested creating more challenging experiences. Communication skills were positive, with room for improvement in grammatical accuracy. PE teachers expressed dedication to student physical education but identified a need for more decisive leadership in school-based activities. The findings highlighted specific improvement needs while emphasizing contrasting perceptions between administrators and PE teachers.

Conclusion: The assessment found that physical education (PE) teachers are capable in delivering junior high school PE. However, they need familiarity with emerging trends to enhance instruction. School heads and PE teachers have differing views on instructional capabilities, attributed to assessment sources: administrators rely on scheduled observations, while PE instructors use self-assessment and daily teaching experiences.

Keywords: content area knowledge, pedagogical skills, communication skills, professionalism.
INTRODUCTION

Physical education (PE) plays a crucial role in promoting physical activity and health among students. PE should be central in schools' efforts to enhance physical activity levels, emphasizing the importance of high-quality PE tailored to young people's needs (Cale, 2023). The decline in health among students underscores the significance of fostering a culture of health through physical education, encompassing physical, mental, and moral-spiritual well-being (Boyko et al., 2022; Soga et al., 2022). Introducing modern fitness technologies in PE programs can significantly improve students' physical condition, motivation, and interest in physical activities, contributing to a positive attitude towards a healthy lifestyle (Napalkova & Milkina, 2023). Health-related fitness is defined as the ability to perform physical activities that are essential for good health and includes components such as cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition (Corbin et al., 2018). The shift towards a health-related fitness focus in physical education is supported by various studies. Research indicates that physical fitness plays a crucial role in maintaining overall health and preventing chronic diseases (Napalkova & Milkina, 2023). Additionally, engaging in physical activity can help combat issues like obesity, heart disease, and type 2 diabetes (García-Hermoso, 2023). Furthermore, physical activity has been linked to improvements in mental health, cognitive function, and sleep quality (Uskova et al., 2022). By incorporating health-related fitness components such as cardiorespiratory endurance, muscular strength, flexibility, and body composition into physical education programs, individuals can enhance their overall well-being and reduce the risk of various health conditions (Liuşnea, 2022). This shift underscores the importance of promoting physical activity not only for physical health but also for mental well-being (Zhang et al., 2023).

The Kinder to Grade 12 PE program aims to develop students' physical well-being and fitness through movement education. The curriculum is designed to encourage 21st century learners to broaden their perspective in learning and develop interpersonal and inter-cultural relations (Department of Education, 2016). The program also intends to develop students' skills in accessing, synthesizing, and evaluating information to make informed decisions and advocate for their own and others' fitness and health (Department of Education, 2016; Classmate.ph, 2022). The K to 12 PE program takes an inclusive approach that respects the diverse range of learners and their needs, strengths, and abilities.
The program emphasizes understanding the what, how, and why of movement and focuses on developing learners' understanding of how the body responds, adjusts, and adapts to physical activities. This equips learners to become self-regulated and self-directed, enabling them to influence their peers, family, community, and society. These are valuable 21st-century skills that the K to 12 PE curriculum aims to develop (Department of Education, 2016).

In response to the demands of the new curricular framework, the junior high school physical education program aims to provide meaningful and relevant learning experiences for children and youth. In the 21st century, there have been significant changes in learning strategies, requiring students to acquire critical thinking and problem-solving skills, reflect greater imagination and innovation in their thinking, and develop healthy, active lifestyles. This poses challenges for physical education teachers, as their responsibilities and roles have shifted from being knowledge dispensers to being learning facilitators (Department of Education, 2016; Classmate.ph, 2022).

The goals of the new physical education curriculum are indeed idealistic and promising, to the point that PE teachers, particularly in the secondary level, may have difficulty coping with this new educational trend. Many teachers may still resort to traditional lecture-based instruction, resulting in unremarkable physical education academic experiences for students due to poor instruction and traditional practices (Hardman & Routen, 2014). Many students’ express dissatisfaction with the repetitive nature of physical education (PE) classes, perceiving them as boring and uninteresting due to the lack of novel activities introduced throughout their academic journey (Leo et al., 2023).

The instructional approaches of physical education teachers directly affect students’ academic experiences. Positive physical education experiences are the result of careful planning and effective teaching (Lynch, 2019). The new physical education program emphasizes the key role played by physical educators, who need to upgrade their instructional capabilities to develop 21st-century skills among students. Secondary physical educators or MAPEH teachers in public schools’ face challenges in keeping up with the latest trends in physical education instruction and demonstrating adequate content knowledge, pedagogical skills, communication abilities, and professionalism (Reyes et al., 2023; Dulay, 2022).
A competent physical educator understands and communicates content effectively, tailoring instruction to diverse student needs. They exhibit strong communication skills, utilize modern platforms, and strive for continual professional growth. Effective physical education requires a thorough understanding of content and the ability to communicate it using age-appropriate methodologies (OECD, 2013). Learning theories provide the foundation for selecting instructional strategies and predicting their effectiveness (Khalil and Elkhider, 2016). High-quality programs are characterized by instruction from certified teachers, a minimum number of minutes per week, and tangible standards for student achievement. Professional competence involves not only knowledge but also skills, attitudes, and motivational variables that contribute to the mastery of teaching and learning (OECD, 2013).

Content area knowledge is the thorough understanding of the content of curricular areas. A physical educator should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners (Department of Education, 2016). Pedagogical skills deal with the physical education teachers’ versatility in using multiple methods for instruction. They must understand various levels of human development and be able to diversify their lessons to meet the different needs of learners with various abilities and interests (Backman & Barker, 2020). Physical education teachers should also display good communication skills and be able to use modern platforms for communication (Department of Education, 2016). With respect to professionalism, physical education teachers’ excellence is reflected in their efforts towards continual improvement in their field.

Undoubtedly, the teachers’ effectiveness serves as one of the essential factors that contribute to the fulfillment of curricular goals (Dar, 2018). The success of the K to 12 physical education program lies heavily on the instructional capabilities of physical educators. However, most physical education teachers, especially those from the public schools, adhere only to the traditional way of teaching physical education. This dilemma is commonly manifested in the Division of Batangas City, which despite the conscious and continuous efforts to improve the quality of education, the idea of upgrading teachers’ professional and teaching skills is apparently taken for granted by most MAPEH teachers. It is unfortunate that some of the public-school physical educators in Batangas City do not seem fully responsive to the demands and challenges of the new curriculum. This
poses a negative domino effect in the achievement of the 21st century skills by the students and the status of K to 12 PE curriculum as a whole. This concern prompted the researcher to pursue this study on the emerging trends in junior high school physical instruction. The researcher believes that identifying these new developments in physical education may urge MAPEH/PE teachers to be more adaptive to the demands of a shifting 21st century academic landscape. With the appropriate activities in coping with the latest trends in physical education instruction, the researcher is firm on the belief that this may be an initial step to elevate the instructional capabilities of physical educators in Batangas City.

This research emphasizes the importance of assessing instructional capabilities in PE from the perspective of school principals. Principals play a critical role in shaping the quality of PE programs (Bustami & Putra, 2023; Lipovec et al., 2023). Their evaluations can influence strategic planning and resource allocation for PE (Brinia et al., 2023). Additionally, principal assessments provide valuable feedback for teachers, guiding professional development initiatives and promoting continuous improvement in PE delivery (Huong, 2020).

Understanding the role of principals in managing educational institutions, evaluating teachers, and overseeing educational quality (Janse van Vuuren & Van der Bank, 2023) underscores the significance of their perspective in enhancing PE instruction and fostering professional growth among PE teachers. This comprehensive approach aligns with the need for effective school leadership to translate resources into successful educational outcomes.

Existing research on PE instruction primarily focuses on teacher evaluation and student outcomes, neglecting the crucial role of school leadership (Leo et al., 2023). While some studies acknowledge principal involvement in educational assessment (Williams, 2022), there’s a scarcity of research exploring the comparative perspectives of school principals and teachers regarding PE instruction. Studies suggest that principals' beliefs about PE are shaped by their own experiences (McNamara & Rizzo, 2023). Further, research highlights the important role of administrators in supporting adapted PE services and teachers (McNamara & Rizzo, 2023). Therefore, a deeper exploration into the perceptions of both school principals and teachers regarding instructional capabilities in PE is warranted. This will enhance understanding and improve PE practices within educational settings.
This study delves into the perceptions of both school principals and teachers on PE instructional practices. It aims to compare their viewpoints to reveal insights into the congruence of instructional goals, teaching methods, and administrative backing in PE programs. By adopting a holistic organizational perspective, the research seeks to uncover the multifaceted factors influencing instructional efficacy in PE, contributing to a deeper understanding of the dynamics that shape physical education. This study aligns with previous research highlighting the importance of administrative support and stakeholder engagement in enhancing PE services (McNamara & Rizzo, 2023; Wendt, 2023). Additionally, it builds on the importance of teacher training and knowledge dissemination for fostering academic quality in PE programs (Molano-Tobar et al., 2023).

METHOD

Study Design and Participants

The researcher used the descriptive method of research design in order to identify the profile of the physical education teachers. In like manner, it was used to determine the assessment of instructional capabilities of school heads and teachers relative to content area knowledge, pedagogical skills, communication skills and professionalism. Furthermore, the comparison on the assessment on instructional capabilities by the two groups and the difference of assessment on instructional capabilities when grouped according to profile variables was identified using this method.

The research involved two groups of respondents: junior high physical education teachers and school heads from 17 public schools in the Division of Batangas City. Out of 157 research participants, 98 were physical education teachers while 59 of them were school heads of public schools in Batangas City. No sampling technique was done as the total population of physical education teachers and school heads was used as respondents.

Research Instruments

The study employed a researcher-made questionnaire and interviews as data gathering instruments to assess instructional capabilities, encompassing content area knowledge, pedagogical skills, communication skills, and professionalism. The questionnaire’s development was informed by insights from physical education instruction materials and underwent content development and validation stages with guidance from an adviser and a panel of experts. Personally administered by the researcher, the questionnaire was accompanied by an explanation of the research purpose and assurance
of respondent confidentiality. Subsequently, the collected questionnaires were tabulated, interpreted, and analyzed. The scoring of questionnaire responses involved various statistical measures such as weighted mean and independent t-test. To evaluate the instructional capabilities of physical education teachers, a measurement scale was employed, encompassing content area knowledge, pedagogical skills, communication skills, and professionalism.

Table 1. Verbal Interpretation

<table>
<thead>
<tr>
<th>Option</th>
<th>Range</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3.50-4.00</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>2.51-3.49</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>1.50-2.50</td>
<td>Fair</td>
</tr>
<tr>
<td>1</td>
<td>1.00-1.49</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Data Analysis

To interpret the data collected, two statistical tools were used. Weighted mean was used to measure the instructional capabilities of physical education teachers, while independent t-test was used to determine if there was a significant difference on the assessments of instructional capabilities by the school heads and physical education teachers.

RESULTS AND DISCUSSION

Based on the obtained data, the following tables are presented to establish and present the results relative to the specific objectives posed by the researcher. The tables provide a clear and structured presentation of the findings.

1. Assessment of Instructional Capabilities. Instructional capabilities are the skills and knowledge that enable teachers to be successful. They include content area knowledge, pedagogical skills, communication skills, and professionalism. These competencies are important for establishing and implementing high-quality physical education.

1.1 Content Area Knowledge

Table 2. Assessment of Instructional Capabilities in terms of Content Area Knowledge

<table>
<thead>
<tr>
<th>Items</th>
<th>School Heads</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted Mean</td>
<td>Verbal Interpretation</td>
</tr>
<tr>
<td>1. Base instruction on local or national physical education standards</td>
<td>3.51%</td>
<td>Very Good</td>
</tr>
<tr>
<td>2. Demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline</td>
<td>3.56%</td>
<td>Very Good</td>
</tr>
</tbody>
</table>
School heads and PE teachers both agree that PE teachers are very good in introducing lessons and delivering accurate content. However, school heads think PE teachers are only good at integrating key content elements and facilitating higher-level thinking skills, while PE teachers think they are good at demonstrating performance concepts. Overall, PE teachers think they are good in content area knowledge, while school heads think they are very good.

1.2. Pedagogical Skills

Table 3. Assessment of Instructional Capabilities in terms of Pedagogical Skills

<table>
<thead>
<tr>
<th>Items</th>
<th>School Heads</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted Mean</td>
<td>Verbal Interpretation</td>
</tr>
<tr>
<td>1. Maximize the quantity of instructional time in handling classroom events, teaching at a steady pace, and maintaining clear direction in lessons</td>
<td>2.97%</td>
<td>Good</td>
</tr>
</tbody>
</table>
School heads and PE teachers both agree that PE teachers are good at possessing a command of various teaching methods and creating learning experiences that challenge and motivate students. However, school heads think PE teachers are only good at engaging learners in activities that require the use of critical thinking skills, while PE teachers think they are good at investigating students' background, culture, skills, and interests for lesson planning. Overall, both groups think PE teachers are good in pedagogical skills, but there is room for improvement.
### 1.3 Communication Skills

Table 4. Assessment of Instructional Capabilities in terms of Communication Skills

<table>
<thead>
<tr>
<th>Items</th>
<th>School Heads</th>
<th>Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighted Mean</td>
<td>Verbal Interpretation</td>
<td>Weighted Mean</td>
<td>Verbal Interpretation</td>
</tr>
<tr>
<td>1. Use vivid language and imaginative analogies and metaphors</td>
<td>3.49%</td>
<td>Good</td>
<td>2.96%</td>
<td>Good</td>
</tr>
<tr>
<td>2. Adequately elaborates the relevance of the subject to students’ interests and lives</td>
<td>3.53%</td>
<td>Very Good</td>
<td>2.98%</td>
<td>Good</td>
</tr>
<tr>
<td>3. Make explanations clear in order to prevent or correct possible students’ misconceptions</td>
<td>3.68%</td>
<td>Very Good</td>
<td>3.58%</td>
<td>Very Good</td>
</tr>
<tr>
<td>4. Use language that models accurate syntax and rich vocabulary</td>
<td>3.51%</td>
<td>Very Good</td>
<td>3.41%</td>
<td>Good</td>
</tr>
<tr>
<td>5. Enable students to emulate such language, making their own more precise and expressive</td>
<td>3.51%</td>
<td>Very Good</td>
<td>3.45%</td>
<td>Good</td>
</tr>
<tr>
<td>6. Use a variety or series of questions or prompts to challenge students cognitively and promote meta-cognition</td>
<td>3.54%</td>
<td>Very Good</td>
<td>2.98%</td>
<td>Good</td>
</tr>
<tr>
<td>7. Provide clear directions for classroom activities</td>
<td>3.63%</td>
<td>Very Good</td>
<td>2.99%</td>
<td>Good</td>
</tr>
<tr>
<td>8. Articulate thoughts and ideas effectively using various forms of oral and written communication</td>
<td>3.54%</td>
<td>Very Good</td>
<td>2.99%</td>
<td>Good</td>
</tr>
<tr>
<td>9. Present ideas clearly and persuasively in a complex discussion</td>
<td>3.61%</td>
<td>Very Good</td>
<td>2.99%</td>
<td>Good</td>
</tr>
<tr>
<td>10. Display very good command of professional vocabulary, allowing gaps to be readily overcome with indirectness</td>
<td>3.56%</td>
<td>Very Good</td>
<td>3.00%</td>
<td>Good</td>
</tr>
<tr>
<td>11. Maintain a high degree of grammatical accuracy</td>
<td>3.47%</td>
<td>Good</td>
<td>3.40%</td>
<td>Good</td>
</tr>
<tr>
<td>12. Express ideas fluently and spontaneously, almost effortlessly</td>
<td>3.54%</td>
<td>Very Good</td>
<td>3.43%</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Composite Mean</strong></td>
<td><strong>3.55%</strong></td>
<td><strong>Very Good</strong></td>
<td><strong>3.18%</strong></td>
<td><strong>Good</strong></td>
</tr>
</tbody>
</table>

Legend: VG – Very Good (3.50 - 4.00), G – Good (2.50 - 3.49), F – Fair (1.50 - 2.49), P – Poor (1.00 - 1.49)

Both school heads and PE teachers agree that PE teachers are very good at making explanations clear and preventing misconceptions. However, school heads think PE teachers are only good at maintaining grammatical accuracy, while PE teachers think they are good at using vivid language and imaginative analogies. Overall, both groups think PE teachers are good in communication skills, but there is room for improvement.
### 1.4 Professionalism

Table 5. Assessment on Instructional Capabilities in terms of Professionalism

<table>
<thead>
<tr>
<th>Items</th>
<th>School Heads</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weigted Mean</td>
<td>Verbal Interpretation</td>
</tr>
<tr>
<td>1. Work collaboratively with colleagues, parents/guardians and the community to support students’ learning and well-being</td>
<td>2.97%</td>
<td>Good</td>
</tr>
<tr>
<td>2. Demonstrate behavior that are consistent with the belief that all students can become physically educated individuals</td>
<td>3.00%</td>
<td>Good</td>
</tr>
<tr>
<td>3. Participate in activities that enhance collaboration and lead to professional growth and development</td>
<td>3.00%</td>
<td>Good</td>
</tr>
<tr>
<td>4. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers</td>
<td>3.58%</td>
<td>Very Good</td>
</tr>
<tr>
<td>5. Keep abreast of developments in education practices and policies in the trends of physical education at secondary levels</td>
<td>2.93%</td>
<td>Good</td>
</tr>
<tr>
<td>6. Connect to everyday life and lifelong learning by modeling concepts of physical fitness and health</td>
<td>2.97%</td>
<td>Good</td>
</tr>
<tr>
<td>7. Effective advocate for the physical education/health teaching profession thru continued professional growth and promotion of physical fitness and health lifestyles within the community</td>
<td>3.58%</td>
<td>Very Good</td>
</tr>
<tr>
<td>8. Produce exemplary teaching materials, involve in or contribute to educational research, and/or contribute articles on teaching-related topics</td>
<td>2.90%</td>
<td>Good</td>
</tr>
<tr>
<td>9. Support the professional development of novice teachers, e.g. serving as a mentor</td>
<td>3.00%</td>
<td>Good</td>
</tr>
<tr>
<td>10. Provide leadership in the design, implementation and review of school-based activities for physical education at secondary level</td>
<td>3.02%</td>
<td>Good</td>
</tr>
<tr>
<td>11. Take a leading role among colleagues and stakeholders in promoting a consensus on and the actualization of the school vision and mission through own exemplary practice and sharing of experience</td>
<td>3.02%</td>
<td>Good</td>
</tr>
<tr>
<td>12. Demonstrate accuracy in record keeping and promptness in meeting deadlines</td>
<td>2.95%</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Composite Mean</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Legend: VG – Very Good (3.50 - 4.00), G – Good (2.50 - 3.49), F – Fair (1.50 - 2.49), P – Poor (1.00 - 1.49)</td>
<td></td>
</tr>
</tbody>
</table>

School heads assessed that PE teachers are very good in demonstrating behaviors consistent with professional ethics and advocating for the physical education profession. However, they assessed that PE teachers are good in keeping up with developments in education practices and policies in physical education. In general, school heads assessed
PE teachers to be good in terms of professionalism. PE teachers assessed themselves to be very good in demonstrating behaviors consistent with the belief that all students can become physically educated individuals. However, they assessed themselves to be good in providing leadership in school-based activities for physical education. In general, PE teachers assessed themselves to be good in terms of professionalism, suggesting key areas for improvement.

2. Comparison on the Assessments on Instructional Capabilities by the two groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>t</th>
<th>p-value</th>
<th>Decision on H₀</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Knowledge</td>
<td>2.891</td>
<td>0.004</td>
<td>Reject</td>
<td>Significant</td>
</tr>
<tr>
<td>Pedagogical Skills</td>
<td>-3.660</td>
<td>0.000</td>
<td>Reject</td>
<td>Significant</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>6.808</td>
<td>0.000</td>
<td>Reject</td>
<td>Significant</td>
</tr>
<tr>
<td>Professionalism</td>
<td>-3.661</td>
<td>0.000</td>
<td>Reject</td>
<td>Significant</td>
</tr>
</tbody>
</table>

α=0.05

The findings show that there is a significant difference between the assessments of school heads and PE teachers on the four components of instructional capabilities: content area knowledge, pedagogical skills, communication skills, and professionalism. The computed t-values for these components are 2.891, -3.660, 6.808, and -3.661 respectively, with p-values ranging from 0.000 to 0.004, which are lower than the 0.05 level of significance. This led to the rejection of the null hypothesis.

DISCUSSION

Assessment of Instructional Capabilities

In the realm of physical education, instructional capabilities play a pivotal role in fostering student learning and development. Research indicates that the competencies of physical education teachers encompass various aspects such as professionalism, communication skills, and pedagogical expertise (Nurmai, 2020). These competencies are essential for creating an effective learning environment and promoting student engagement and physical fitness (Griban et al., 2020). Studies emphasize the significance of teacher competence, including pedagogic, professional, and social competencies, in enhancing teacher performance and ultimately impacting student outcomes positively. Therefore, a comprehensive set of instructional capabilities, ranging from content knowledge to communication skills, is crucial for physical education teachers to navigate the complexities of the educational landscape and ensure high-quality teaching practices. A comprehensive set of instructional capabilities, encompassing content knowledge to
communication skills, is indispensable for physical education teachers to adeptly navigate the intricacies of the educational landscape and ensure the delivery of high-quality teaching practices (Zhu & Tongdecharoen, 2023; Ferraz et al., 2023). These competencies, which include content area knowledge, pedagogical skills, communication skills, and professionalism, are vital for the effective implementation of high-quality physical education (Baumgartner, 2022).

In terms of content area knowledge, school administrators perceive Physical Education (PE) instructors as proficient in curriculum delivery but suggest enhancements in integrating higher-level thinking activities (Tsuda et al., 2019). This sentiment is echoed by the instructors themselves, who also acknowledge the need for bolstering demonstration skills (Tsuda et al., 2019). Despite positive self-assessments, particularly among new instructors, both parties recognize areas for growth. This contrasts with previous research indicating deficiencies in content knowledge among PE instructors (Tsuda et al., 2019). Administrators commend PE instructors for their adeptness in tailoring instruction to individual needs and creating engaging learning experiences through real-world applications (Krahe et al., 2021).

This showcases strong pedagogical skills, a sentiment echoed by the instructors who emphasize their responsiveness to student diversity and practical learning (Ní Chróinín et al., 2018; Surprenant & Cabot, 2023). Communication skills are deemed strong overall, with PE instructors excelling in clarity of explanations (Krahe et al., 2021). However, administrators note areas for improvement in grammar usage (Khan & Khan, 2017). Instructors concur and express a desire for more creativity in explanations to enhance engagement, indicating a current emphasis on clarity over engagement in instructional practices (Khan & Khan, 2017). Both administrators and PE instructors agree on the presence of strong professional conduct (Baumgartner, 2022). Administrators applaud instructors’ ethics and research contributions (Baumgartner, 2022), while instructors highlight inclusivity and staying current as aspects of professionalism. This underscores a shared dedication to professional growth and delivering quality physical education.

Comparison by the Two Groups of Respondents

The study compared the evaluation of instructional abilities between school administrators and Physical Education (PE) instructors using a t-test. Significant differences were found in assessments related to content knowledge, pedagogical skills,
communication, and professionalism. Administrators rated PE instructors higher in terms of content knowledge, indicating confidence in their ability to deliver K to 12 PE programs (Department of Education, 2019). However, PE instructors assessed themselves as knowledgeable not only in PE but also in related areas such as Health, Music, and Arts (DepEd memo no. 20, s. 2017). Regarding pedagogical skills, differences in assessments were observed (Popkova, 2020). Administrators relied on periodic observations, while instructors based their assessments on personal reflection (Capes, 2022). Communication skills assessments also varied. Administrators noted good communication based on observation (van der Vleuten et al., 2019), whereas instructors attributed their skills to teaching experiences. Lastly, assessments of professionalism differed. Administrators’ evaluations were observation-based (Corliss & Lee, 2022), while instructors evaluated themselves based on their own ethical standards (Fong et al., 2020). Overall, these differences stemmed from varied assessment sources: administrators relied on scheduled observations (Daing & Mustapha, 2023), while instructors drew from self-assessment and daily teaching experiences (Poulou et., 2023).

Content area knowledge is paramount for effectively delivering curriculum content, designing appropriate learning activities, and accurately assessing student understanding (Tsuda et al., 2019; Ward et al., 2023). Without a solid grasp of PE concepts, teachers may struggle to engage students and facilitate meaningful learning experiences (Tsuda et al., 2019). Pedagogical skills, including understanding various teaching methods and adapting instruction to diverse student needs, are crucial for creating a positive learning environment and promoting skill development (Brown, 2023; Ward & Kim, 2024). Communication skills are equally vital, enabling teachers to effectively convey instructions, provide feedback, and establish rapport with students, ultimately leading to better learning outcomes (Chavez et al., 2020; Mousena & Raptis, 2020). Lastly, professionalism, encompassing ethical conduct, continuous professional development, and dedication to the teaching profession, contributes to teacher credibility and fosters a supportive learning environment (Surbakti, 2019). Teachers who demonstrate professionalism uphold high ethical standards, engage in ongoing learning, and strive for excellence in their practice (Surbakti, 2019). Together, these aspects play a pivotal role in achieving learning objectives by ensuring accurate content delivery, effective student engagement, and a positive learning atmosphere.
The study may be limited by teacher bias, regional focus, and a one-dimensional approach. It could benefit from mixed methods and exploring interactions between factors influencing PE instruction. Future research with interviews and longitudinal studies could provide a more holistic understanding and identify effective teaching strategies.

CONCLUSION

Based from the findings, it was concluded that the physical education teachers are instructionally capable in the delivery of junior high school physical education. However, they still need familiarity with the emerging trends in PE instruction to be more effective in the delivery of instruction in some key areas. Furthermore, the school heads and PE teachers have different views on instructional capabilities with reference to content area knowledge, pedagogical skills, communication skills and professionalism.

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CONFLICT OF INTEREST

The authors hereby declares that this research is free from conflicts of interest with any party.

AUTHOR’S CONTRIBUTION

DM wrote the full work and presented nice and informative research related to instructional capabilities. While MC served as the adviser and mentor to accomplished the research paper.

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