Phys. Educ. Sport Stud. Res. 3(1); 26-45 (2024)
DOI: 10.56003/pessr.v3i1.347

Physical Education and
Sport: Studies and Research

ORIGINAL RESEARCH Open Access

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

Davidsol Mendoza[1*], Maryjane Calabia[2]

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

Submitted : March 08, 2024
Accepted : April 21, 2024
Published : April 29, 2024

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.

*Correspondence: mendozadavidsol5@gmail.com
Davidsol Mendoza
Batangas State University, Rizal Avenue Ext. Batangas City, 4200, Philippines

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-ate 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

Option	Range	Verbal Interpretation
4	3.50-4.00	Very Good
3	2.51-3.49	Good
2	1.50-2.50	Fair
1	1.00-1.49	Poor

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

Items	School Heads		Teachers	
	Weigted Mean	Verbal Interpretation	Weigted Mean	Verbal Interpretation
1. Base instruction on local or national physical education standards	3.51%	Very Good	3.50%	Very Good
2. Demonstrate evidence of extensive knowledge and application of the important concepts and structure of the discipline	3.56%	Very Good	3.53%	Very Good

Continued Table 2. Assessment of…

3. Demonstrate knowledge, skills and understanding of technology in presenting learning content of the subject	3.64%	Very Good	3.55%	Very Good
4. Exhibit knowledge of the content, central concepts, tools of inquiry, and appropriate evidence-based instructional practices	3.56%	Very Good	3.51%	Very Good
5. Integrate key content elements and facilitates students' use of higher-level thinking skills in instruction	3.44%	Good	3.55%	Very Good
6. Link present content with past and future learning experiences, other subject areas, and real-world applications	3.58%	Very Good	3.54%	Very Good
7. Introduce lessons with related concepts and appropriate motivational activity	3.66%	Very Good	3.56	Very Good
8. Deliver accurate and current learning content of the subject taught	3.66%	Very Good	3.51%	Very Good
9. Arrange content and tasks in proper sequence and with increasing complexity	3.49%	Good	3.47%	Good
10. Present content and tasks concisely and clearly while emphasizing key elements	3.56%	Very Good	3.42%	Good
11. Teach learning content that promotes the transfer of learning within physical education units and among other subject content areas	3.59%	Very Good	2.98%	Good
12. Demonstrate performance concepts related to skillful movement in a variety of physical activities	3.59%	Very Good	2.83%	Good
Composite Mean	**3.57%**	**Very Good**	**3.41%**	**Good**

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)

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

Items	School Heads		Teachers	
	Weigted Mean	**Verbal Interpretation**	**Weigted Mean**	**Verbal Interpretation**
1. Maximize the quantity of instructional time in handling classroom events, teaching at a steady pace, and maintaining clear direction in lessons	2.97%	Good	2.97%	Good

Continued Table 3. Assessment of…

2. Possess a command of various teaching methods and the knowledge of when and how to apply each method	3.10%	Good	2.97%	Good
3. Build on knowledge of prerequisites and misconceptions when designing instruction and strategies that cause students' misunderstanding	2.80%	Good	3.42%	Good
4. Investigate on students' background, culture, skills, language proficiency, interests, and special needs from a variety of sources for lesson planning	2.90%	Good	2.96%	Good
5. Identify and respond to learners' individual and group needs, interests and goals when developing instructional plans	2.98%	Good	3.57%	Very Good
6. Use a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction	2.98%	Good	2.95%	Good
7. Provides opportunities for learners to use personal experiences as a context for applying knowledge	2.93%	Good	2.98%	Good
8. Create and utilize learning experiences that challenge, motivate and actively involve the learners.	2.71%	Good	2.99%	Good
9. Engage learners in activities that require use of critical thinking skills	2.98%	Good	2.94%	Good
10. Encourage collaborative learning and respect among learners through sharing ideas, asking questions and making comments	3.00%	Good	2.99%	Good
11. Integrate work, family and community-related activities into instruction	3.03%	Good	3.57%	Very Good
12. Effectively integrate current and appropriate media and technology as tools for instruction	3.00%	Good	2.98%	Good
Composite Mean	2.95%	Good	3.11%	Good

***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)*

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

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

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

Items	School Heads		Teachers	
	Weigted Mean	Verbal Interpretation	Weigted Mean	Verbal Interpretation
1. Work collaboratively with colleagues, parents/guardians and the community to support students' learning and well-being	2.97%	Good	3.64%	Very Good
2. Demonstrate behavior that are consistent with the belief that all students can become physically educated individuals	3.00%	Good	3.65%	Very Good
3. Participate in activities that enhance collaboration and lead to professional growth and development	3.00%	Good	3.03%	Good
4. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers	3.58%	Very Good	3.57%	Very Good
5. Keep abreast of developments in education practices and policies in the trends of physical education at secondary levels	2.93%	Good	3.57%	Very Good
6. Connect to everyday life and lifelong learning by modeling concepts of physical fitness and health	2.97%	Good	3.00%	Good
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	3.58%	Very Good	3.00%	Good
8. Produce exemplary teaching materials, involve in or contribute to educational research, and/or contribute articles on teaching-related topics	2.90%	Good	2.84%	Good
9. Support the professional development of novice teachers, e.g. serving as a mentor	3.00%	Good	3.59%	Very Good
10. Provide leadership in the design, implementation and review of school-based activities for physical education at secondary level	3.02%	Good	2.87%	Good
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	3.02%	Good	3.55%	Very Good
12. Demonstrate accuracy in record keeping and promptness in meeting deadlines	2.95%	Good	2.95%	Good
Composite Mean	3.08%	Good	3.27%	Good

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)

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 6. Comparison on the Assessments on Instructional Capabilities by the two Groups

Variable	t_c	p-value	Decision on H_0	Interpretation
Content Area Knowledge	2.891	0.004	Reject	Significant
Pedagogical Skills	-3.660	0.000	Reject	Significant
Communication Skills	6.808	0.000	Reject	Significant
Professionalism	-3.661	0.000	Reject	Significant

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.

ACKNOWLEDGMENTS

The researchers would like to thank all of the participants in this study endeavor for their time and effort. The researchers are appreciative for their time, work, and devotion to this project. The findings of this study would not have been feasible without their assistance and cooperation.

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.

FUNDING/SPONSORSHIP

This research does not receive external funding.

References

Backman, E., & Barker, D. M. (2020). Re-thinking pedagogical content knowledge for physical education teachers–implications for physical education teacher education. *Physical education and sport pedagogy*, *25*(5), 451-463. https://doi.org/10.1080/17408989.2020.1734554

Baumgartner, M. (2022). Professional competence(s) of physical education teachers: terms, traditions, modelling and perspectives. *German Journal of Exercise and Sport Research, 52*(4), 550–557. https://doi.org/10.1007/s12662-022-00840-z

Boyko, G. L., Kozlova, T. G., & Sharafutdinova, S. (2022). The impact of physical education on the formation of the health culture of students. *Scientific Journal of National Pedagogical Dragomanov University. Series 15. Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sports), 12*(158), 16–19. https://doi.org/10.31392/npu-nc.series15.2022.12(158).02

Brinia, V., Katsionis, C., Gkouma, A., & Vrekousis, I. (2023). Attitudes and perceptions of school principals about the contribution of evaluation to the efficient operation of schools both at the administrative and educational levels. *Education Sciences, 13*(4), 366. https://doi.org/10.3390/educsci13040366

Brown, T. D. (2023). On the periphery of pedagogical practice in health and physical education (HPE): the importance of self-management skills for physical activity. Curriculum Studies in Health and Physical Education, 1–16. https://doi.org/10.1080/25742981.2023.2256304

Bustami, Y., & Putra, E. (2023). An analysis of school principal's managerial competencies on accreditation ranking. *Jurnal Educatio FKIP UNMA, 9*(2), 744–752. https://doi.org/10.31949/educatio.v9i2.4757

Cale, L. (2023). Physical education: At the centre of physical activity promotion in schools. *International Journal of Environmental Research and Public Health, 20*(11), 6033. https://doi.org/10.3390/ijerph20116033

Chavez, C. A., Olan, C., Carandang, C. A., Fabros, W., Pesimo, J., & Pitao, C. (2020). Social media usage on effective communication skills of grade 12 Fidelis senior high students. Unpublished. https://doi.org/10.13140/RG.2.2.11208.65283

Capes, B. (2022). *Teacher Perceptions of Obstacles to Physical Education Instruction: A Qualitative Inquiry* (Doctoral dissertation, American College of Education).

Classmate.ph. (2022, March 13). Physical Education (Grade 1 to Grade 10) K to 12 Curriculum Guide. Retrieved from https://classmate.ph/physical-education-grade-1-to-grade-10-k-to-12-curriculum-guide/

Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2018). Concepts of fitness and wellness: A comprehensive lifestyle approach. McGraw-Hill Education.

Corliss, S. B., & Lee, M. W. (2022). Assessment and teaching of professional attitudes and behaviors. In An Introduction to Medical Teaching (pp. 221–237). Springer International Publishing.

Daing, C. A., & Mustapha, L. C. (2023). School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the national capital region, Philippines. *International Journal of Educational Policy Research and Review, 10*(1). https://doi.org/10.15739/ijeprr.23.001

Dar, D. R. A. (2018). Qualities of effective teachers. *International Journal of Advanced Multidisciplinary Scientific Research, 1*(10), 82–87. https://doi.org/10.31426/ijamsr.2018.1.10.1019

DepEd memo no. 20, s. 2017. DepEd Resources. https://depedresources.com/deped-memo-no-20-s-2017/

Department of Education. (2019). DepEd continues to drive improvements to teaching quality with new standards for school leaders. Retrieved from https://www.deped.gov.ph/2020/10/04/deped-continues-to-drive-improvements-to-teaching-quality-with-new-standards-for-school-leaders/

Department of Education. (2019). K to 12 Curriculum Guide: Physical Education. Retrieved from https://www.deped.gov.ph/wp-content/uploads/2019/01/PE-CG.pdf

Dulay, M. Q. (2022). Implementation of Music, Arts, physical education and health (MAPEH) program and challenges encountered: Basis for a proposed action plan. *International Journal of Multidisciplinary: Applied Business and Education Research, 3*(5), 731–736. https://doi.org/10.11594/ijmaber.03.05.01

Ferraz, R., Branquinho, L., Sortwell, A., Teixeira, J.E., Forte, P., & Marinho, D.A. (2023) Teaching models in physical education: current and future perspectives. *Montenegrin Journal of Sports Science and Medicine, 19*(1), 53–60. https://doi.org/10.26773/mjssm.230307

Fong, W., Kwan, Y. H., Yoon, S., Phang, J. K., Thumboo, J., Leung, Y. Y., & Ng, S. C. (2020). Assessment of medical professionalism using the Professionalism Mini Evaluation Exercise (P-MEX) in a multi-ethnic society: a Delphi study. *BMC Medical Education, 20*(1). https://doi.org/10.1186/s12909-020-02147-9

García-Hermoso, A. (2023). Health-related fitness during early years, childhood, and adolescence. In Handbook of Clinical Child Psychology (pp. 763–788). Springer International Publishing.

Griban, G., Bosenko, A., Asauliuk, I., Topchii, M., Vysochan, L., Zamrozevuch-Shadrina, S., Orlyk, N., Pilipchuk, P., Skyrda, T., Bloshchynskyi, I., & Shcherbatiuk, N. (2022). Professional and communicative competence of physical education instructors in postmodern education. *Postmodern Openings, 13*(4), 158–186. https://doi.org/10.18662/po/13.4/512

Hardman, K., & Routen, A. (2014). UNESCO-NWCPEA: World-wide survey of school physical education; final report. UNESCO.

Janse van Vuuren, J., & van der Bank, F. (2023). The development of a behavioural competency framework for school principals. *SA Journal of Industrial Psychology*, *49*, 2050. https://doi.org/10.4102/sajip.v49i0.2050

Khalil, M. K., & Elkhider, I. A. (2016). Applying learning theories and instructional design models for effective instruction. *Advances in Physiology Education, 40*(2), 147-156.

Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Journal of Education and Practice*, *8*(1), 18-21. https://eric.ed.gov/?id=EJ1131770

Krahe, C., Escamilla-Fajardo, P., & López-Carril, S. (2021). The influence of teacher-student communication on the importance of Physical Education. *Facta Universitatis, Series: Physical Education and Sport*, 635-647. https://doi.org/10.22190/fupes200916061e

Huong, V. T. M. (2020). Factors affecting instructional leadership in secondary schools to meet Vietnam's general education innovation. *International Education Studies, 13*(2), 48. https://doi.org/10.5539/ies.v13n2p48

Leo, F. M., Flores-Cidoncha, A., Ramírez-Bravo, I., López-Gajardo, M. A., & Pulido, J. J. (2023). Teaching methodology instruments in physical education: A systematic review. *Measurement in Physical Education and Exercise Science, 27*(4), 377–390. https://doi.org/10.1080/1091367x.2023.2197887

Lipovec, A., Tekavc, J., Cugmas, Z., Vršnik Perše, T., & Legat, D. (2023). *Perspectives on Teacher Education and Development*. Univerza v Mariboru, Pedagoška fakulteta. https://doi.org/10.18690/um.pef.1.2023

Lynch, T., & Lynch, T. (2019). Theories, Models and Approaches: Physical Education and Wellbeing. *Physical Education and Wellbeing: Global and Holistic Approaches to Child Health*, 15-34. https://doi.org/10.1007/978-3-030-22266-6_2

Liusnea, S. (2022). The Relationship between Fitness and Healthy Lifestyle. *Balneo and PRM Research Journal*, *13*(4), 521-521. https://doi.org/10.12680/balneo.2022.521

McNamara, S. W. T., & Rizzo, T. L. (2023). Principals' attitudes and intentions toward supporting adapted physical education. *European Physical Education Review, 29*(3), 421–437. https://doi.org/10.1177/1356336x231158495

Molano-Tobar, N. J., Torres Quintero, L. M., & Yanza Mera , P. A. . (2023). Formative research in the accreditation of physical education programs. *Retos*, *49*, 1068–1073. https://doi.org/10.47197/retos.v49.99431

Mousena, E., & Raptis, N. (2020). Beyond teaching: School climate and communication in the educational context. *Education at the Intersection of Globalization and Technology*, 153-170.

Napalkova, T., & Milkina, O. (2023). Features of physical education classes and their effects on increase of physical workability of female students and the course. *Scientific Journal of National Pedagogical Dragomanov University. Series 15. Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sports), 3*(162), 300–303. https://doi.org/10.31392/npu-nc.series15.2023.3k(162).61

Ní Chróinín, D., Fletcher, T., & O'Sullivan, M. (2018). Pedagogical principles of learning to teach meaningful physical education. *Physical Education and Sport Pedagogy, 23*(2), 117–133. https://doi.org/10.1080/17408989.2017.1342789

Nurmai, E. (2020, August). The Different Effect of Instructional Approaches of Physical Education and Students' Motor Capability on Students' Physical Fitness. In *1st Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2019)* (pp. 297-300). Atlantis Press.

OECD. (2013). Teachers for the 21st Century: Using Evaluation to Improve Teaching. Paris: OECD Publishing.

Poulou, M. S., Reddy, L. A., & Dudek, C. M. (2023). Teachers and school administrators' experiences with professional development feedback: The classroom strategies assessment system implementation. *Frontiers in Psychology*, *14*, 1074278. https://doi.org/10.3389/fpsyg.2023.1074278

Popkova, E. (2020). The Pedagogic Role of Assessment in Improving Learner Outcomes. *Changing Language Assessment: New Dimensions, New Challenges*, 23-52.

Reyes, E. M., Daran, D. N., & Daran, A. M. (2023). Junior high school mapeh teachers' lived experiences, difficulties and coping mechanism in teaching physical education in distance learning. *International Journal of Research Publications, 126*(1). https://doi.org/10.47119/ijrp1001261620224985

Soga, S., Mikhailenko, V., & Dobrovolsky, V. (2022). The influence of physical education on the psycho-physical state of students. *Scientific Journal of National Pedagogical Dragomanov University. Series 15. Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sports), 12*(158), 31–33. https://doi.org/10.31392/npu-nc.series15.2022.12(158).07

Surbakti, S. (2020). The Relationship of Teacher's Professionalism With Physical Education Results. *International Journal of Science and Research (IJSR)*, *9*(07), 686-688. https://doi.org/10.21275/SR20702113424

Surprenant, R., & Cabot, I. (2023). A pedagogical strategy applied in physical education to encourage sustainable physical activity. *Journal of Education and Learning, 12*(5), 13. https://doi.org/10.5539/jel.v12n5p13

Tsuda, E., Ward, P., Li, Y., Higginson, K., Cho, K., He, Y., & Su, J. (2019). Content knowledge acquisition in physical education: Evidence from knowing and performing by majors and nonmajors. *Journal of Teaching in Physical Education*, *38*(3), 221-232. https://doi.org/10.1123/jtpe.2018-0037

Uskova, S., Prus, N., & Krivenda, V. (2022). Movement activity as a means of increase indicators of students' physical fitness. Scientific Journal of National Pedagogical Dragomanov University. Series 15. *Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sports), 12*(158), 34–36. https://doi.org/10.31392/npu-nc.series15.2022.12(158).08

van der Vleuten, C., van den Eertwegh, V., & Giroldi, E. (2019). Assessment of communication skills. *Patient Education and Counseling, 102*(11), 2110–2113. https://doi.org/10.1016/j.pec.2019.07.007

Ward, P., & Kim, I. (2024). Unpacking pedagogical content knowledge in physical education: What we know and do not know. *Kinesiology Review (Champaign, Ill.), 13*(2), 176–185. https://doi.org/10.1123/kr.2023-0076

Ward, P., Kim, I., Li, W., Ko, B., Iserbyt, P., Sinelnikov, O., & Curtner-Smith, M. (2023). The role of content knowledge in influencing student physical activity, on-task behavior, and skill performance. *Research Quarterly for Exercise and Sport, 94*(2), 322–330. https://doi.org/10.1080/02701367.2021.1979186

Wendt, J., Scheller, D. A., Flechtner-Mors, M., Meshkovska, B., Luszczynska, A., Lien, N., Forberger, S., Banik, A., Lobczowska, K., & Steinacker, J. M. (2023). Barriers and facilitators to the adoption of physical activity policies in elementary schools

from the perspective of principals: An application of the consolidated framework for implementation research–A cross-sectional study. *Frontiers in Public Health*, *11*, 935292. https://doi.org/10.3389/fpubh.2023.935292

Williams, S. (2022). *Physical Education in primary schools: head teachers' beliefs and practices*. Sheffield Hallam University (United Kingdom).

Zhang, T., Liu, H., Lu, Y., & Wang, Q. (2023). The nexus of sports-based development and education of mental health and physical fitness. *International Journal of Environmental Research and Public Health, 20*(4), 3737. https://doi.org/10.3390/ijerph20043737

Zhu, J., & Tongdecharoen, W. (2023). An instructional model for physical education in the next era for secondary school. *International Journal of Sociologies and Anthropologies Science Reviews, 3*(5), 323–334. https://doi.org/10.60027/ijsasr.2023.3364