

# Professional Identification and Teaching Quality of Secondary Physical Education Teachers

Asia Pacific Journal  
Educational Perspective  
Vol. 9 No. 1, pp. 81-86  
May 2022  
ISSN: 2782-9332 (Print)

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**Abstract** – The study aimed to determine the professional identification and teaching quality of PE teachers in selected secondary schools in Batangas City. Specifically, it sought to describe the profile of the teachers in selected schools in Batangas City; identify the professional identity of the respondents; describe the qualities of physical education teachers; and propose a plan of action that can be developed to become an effective physical education teacher based on the results of the study. It utilized a qualitative research design for professional identification and teaching quality of physical education teachers with validated set of question as the gathering instruments. The questionnaire was adopted from the study of professional perception of quality physical education learning in selected Asian cities. Data were collected from 106 physical education teachers in both private and public schools in Batangas City. Results showed most of the respondents are 40-49 years old, obtained bachelor's degree with the teaching experience in the current of 11-20 years. Most of the respondents are female teachers from public schools.

**Keywords** – Professional identification, Teaching quality

Cite this article as: Gupo, J., and Patena, A.D., (2022). Professional Identification and Teaching Quality of Secondary Physical Education Teachers. *Asia Pacific Journal of Educational Perspectives*, 9(1), 81-86

## INTRODUCTION

In schools, there is a significant desire to improve the quality of physical education. The desire is most likely related to the current concern about student physical inactivity. Learning has long been a hot topic in physical education because teachers are so important in determining student accomplishment and success, it

has become a responsibility to ensure that physical education teachers are of the greatest quality.

In accordance with CMO 46 Series of 2012 and Commission en banc (CEB) Resolution number 724-2017, the Commission adopts and promulgates the following policies, standards, and guidelines (PSGs). PE is both a discipline and a teaching profession, according to Article 1 Section 1 Paragraph 2. As a result, the importance of movement in daily life, analyzing the impact of contexts on students' well-being, and recognizing physical activity and sports participation are all significant cultural and health practices. It contributes to the development of constructive behavior for coping with the stress of academic and work demands by providing the necessary "from sedentary activities at home and in school that will eventually develop loyalty and nationalism through the sporting culture, which in turn significantly shaped the students' individual identities." This motivated the researcher to ascertain the professional identity and teaching quality of the teachers who will carry out all of the program's significant requirements [1].

Physical Education is not a core subject. For some, teaching is a gift; for others they need to work it out. With this in mind, the researcher believed that this study would benefit the teachers by being able to assess themselves with the skills and capability in imparting among their students the love for sports and a healthy body, sound mind and a well-nurtured spirit.

Affective and Reflective Theory of Physical Inactivity and Exercise by Brand and Ekkekakis [2] showed that if the affective evaluation is positive, it will serve as a driving force to the students to have passion in physical activity and will change their current state of not being interested in such activity. If the teacher does otherwise, most likely, his/ her students would be demotivated and lose interest in this very important subject. This psychology theory is a driving force on the part of the researcher to assess the teacher's professional identity and evaluate the

qualities that would determine the effectiveness of the teaching strategy. This study therefore is intended to improve the issue that although PE is not a core subject, it is as important as other academic subjects because it needs to develop healthy body, a sound mind, and a well-nurtured spirit. This can only be done if the teacher possesses the expertise of a well-rounded pedagogue. This study will help the parents in guiding their children towards a healthy environment. The school will also be benefitted by producing holistic individuals and at the same time, they could represent the school in sports competition which is a great help to enhance the marketing strategy of the institution. Lastly, the students would be the main beneficiary of this study because they will be developed physically, emotionally and spiritually.

### **OBJECTIVES OF THE STUDY**

The study aimed to determine the professional identification and teaching quality of Physical Education teachers in select public and private secondary schools in the First Semester of 2020.

Specifically, it sought to: describe the profile of the Physical Education teachers in select public and private secondary schools in terms of age, sex, educational attainment, years of teaching and type of school; determine professional identification of the respondents in terms of professional emotion, behavior, cognition, career expectation and professional will; assess the qualities of Physical Education teachers in terms of class organization, exercise load, lesson preparation and training attitude; test the significant difference between professional identification and teaching quality when grouped according to profile; and propose a plan of action based on the results of the study.

### **MATERIALS AND METHODS**

#### **Research Design**

The descriptive survey was used to achieve the objectives of this study. This method could best help the researcher in gathering data about the existing conditions and situations. Descriptive research is usually defined as a type of qualitative research; it can use a wide variety of research methods to investigate one or more variables. This research design should be carefully developed to ensure that the result is valid and reliable. In this study, the researcher wanted to investigate physical education teachers' personal identification and qualifications.

#### **Respondents of the Study**

Respondents of the study were 106 PE teachers in select secondary schools in private and public schools. They were purposively selected because of their availability and the challenges of the present pandemic situation.

#### **Data Gathering Instruments**

The researcher constructed a checklist for the demographic survey where information came from the paper of private and public schools. The questionnaire was derived from the study of Ho et. al. [3] on the Professionals' perception of quality physical education learning in selected Asian cities. The responses of the students were given the rating of 1 to 4, with lowest to the highest.

#### **Data Gathering Procedure**

Permission to conduct the study was requested from the Dean of the Colleges. The nature and purpose of the study were explained, and full cooperation among teachers was encouraged. Sets of questionnaires were sent to the respondents through google forms. The respondents are the teachers who are teaching physical education subjects both in private and public schools.

#### **Data Analysis**

To perform data analysis, the following statistical tools were used. Frequency & percentage distribution were used to describe the demographic profile of the respondents. Weighted means and ranking were used to assess professional identification and teaching quality. The result of Shapiro-Wilk Test revealed that p-values of four major variables are less than 0.05 which means that the data set is not normally distributed. Therefore, Mann-Whitney U test for two groups and Kruskal Wallis test for three groups were used as part of the non-parametric tests to determine the significant differences. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05.

#### **Ethical Considerations**

The respondents were informed about the nature and purpose of the research before the actual conduct of the survey. They were assured that all information obtained would be kept as confidential as possible and would only be used for academic research.

## RESULTS AND DISCUSSION

Table 1 shows the profile of the teachers: age, sex, educational attainment, length of years in teaching and type of school. Among the teachers, ages 40 – 49 has highest frequency in teaching PE subjects, while the lowest in age is 29 and below are respondents.

**Table 1.** *Percentage Distribution of the Respondents' Profile*

Age	Frequency	Percentage (%)
50 and above	28	26.40
40-49	39	36.80
30-39	34	32.10
29 and below	5	4.70
Sex		
Male	46	43.40
Female	60	56.60
Educational Attainment		
College	67	63.20
MA	37	34.90
PhD	2	1.90
Length of Years in Teaching		
10 years and below	39	36.80
11-20years	59	55.70
21-30 years	8	7.50
Type of School		
Public	87	82.10
Private	19	17.90

Majority of the teachers were females comprising 56.60 percent while males were only 43.40 percent. This is supported by Wahsheh and Alhawamdeh's [4] claim about the role of female teachers in initiating effective teaching techniques and abilities among high school students in Najran, KSA. It identifies the role of female teachers in activating effective teaching skills among students in Najran, Saudi Arabia, and it indicates that female teachers are very concerned about participation and collaboration in various activities.

Most female teachers can encourage students to prepare for daily schoolwork and identify the difficulty levels in teaching the curriculum. Female teachers are always smiling and energetic. A proposed plan will be recommended: a daily plan for each lesson and ask the students for their concern. A training program will be given for the lesson to cope all their needs.

There are more PE teachers in public than private schools. Most of the PE teachers have already graduated in college with 63.20 percent while 2 took up Doctorate Degree, comprising 1.90 percent. Therefore, teachers have enough knowledge to teach PE.

As to length of teaching experience, 11 – 20 years have 55.70 percent while the lowest in service is of 21 – 30 years, which is 8.70 percent. Therefore, teachers who work for almost 11 to 20 years have increasing levels of knowledge, practice, and professional engagement. According to Llego [5,] the role of the teacher is critical

in nation building. The Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and capable of propelling the country to development and progress through quality teachers. Lastly, teachers in the public schools have the highest percentage 82.10 percent, while 17.90 percent only for teachers in the private schools. Therefore, public schools provide the students opportunity to learn social skills and grow in peer relationship while teachers also had the opportunity to travel and learn more experiences in physical activities as well. A regular physical activity will improve the fitness and lower the risk of heart disease, high blood pressure, diabetes [6]. The school has standard-based curriculum that is appropriate for professional development for teachers, disallowing waivers/substitution, student assessment, teacher certification/ licensing, and accountability. Public school has a fund for technical assistance, equipment, student instruction and facilities for improvement.

**Table 2.** *Summary Table on Professional Identification*

Indicators	WM	VI	Rank
1. Professional Emotion	3.70	Strongly Agree	4
2. Professional Behavior	3.72	Strongly Agree	2.5
3. Professional Cognition	3.72	Strongly Agree	2.5
4. Career Expectations	3.73	Strongly Agree	1
5. Professional Will	3.68	Strongly Agree	5
Composite Mean	<b>3.71</b>	<b>Strongly Agree</b>	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Table 2 presents professional identification in terms of professional identification. The composite mean of 3.71 indicates that the respondents strongly agreed on the above indicators. Among the items cited, the career expectation highest composite mean of 3.73 strongly agree. As a result, teachers prioritize their students' education and are held accountable for achieving the highest possible standards of work and professional conduct. This is supported by Kyriacou et. al [7] in claiming that doing a social worthwhile job will be happy when having holiday, feel elated in pupil achievement. Majority of the teachers were involved in management and stay teaching for almost a year by holding positive expectations. Teachers expected to become regular as the requirements will be completed.

However, professional will has the lowest mean of 3.68 equivalent to strongly agree. As a result, a teacher must be a skilled educator, able to break down complex concepts and instructions into smaller, more manageable steps. According to Husain et. al [8], there are five effective models for determining teaching effectiveness for physical education: personal, professional, intellectual, teaching strategies, and social that result from professional will, by making the subject more interesting and becoming an expert as professional teachers.

**Table 3.** Summary Table on PE Teacher’s Teaching Quality

Indicators	WM	VI	Rank
1. Class organization	3.57	Strongly Agree	5
2. Performance effect	3.65	Strongly Agree	4
3. Exercise load	3.67	Strongly Agree	3
4. Lesson preparation	3.69	Strongly Agree	2
5. Training Attitude	3.72	Strongly Agree	1
<b>Composite Mean</b>	<b>3.66</b>	<b>Strongly Agree</b>	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 3 summarized the PE Teacher’s Teaching Quality. The composite mean of 3.66 indicates that the respondents strongly agreed on the above indicators. Among the items cited, training attitude has a composite mean of 3.72 interpreted as strongly agree. As a result, a teacher has training attitudes and actions that include the teacher's genuine caring and kindness, willingness to share the responsibility involved in a classroom, genuine sensitivity to the students' diversity, motivation to provide meaningful learning experiences for all students, and enthusiasm for stimulating the students' creativity. Al Harthy et. al [9] stated that teacher's attitude and performance is an analysis of effective PE teachers; by identifying the effect of teachers' attitudes, the training program will be indicated. Advance knowledge of the teacher's performance may result in increased productivity.

However, class organization has the lowest mean of 3.57 interpreted as strongly agree. Thus, classroom management refers to the wide range of skills and techniques that teachers use to keep students organized, focused, attentive on task, orderly, and academically productive during a class, as well as approaches to teachers by using and maintaining a safe, orderly, and productive learning environment. An effective teacher creates a positive classroom environment for their students by working with them to ensure that routines, procedures, and expectations are clear; additionally, these teachers spend more time at the beginning of the school year working with students on creating a positive class climate where individuals are treated with respect and fairness. Tsanggaridou [10] argues that PE is primarily taught by primary teachers, and that teaching PE is an avenue for developing better-quality students by organizing class organization. As a result, teachers can optimally engage, motivate, and teach all students. They may comprehend the learning process in general, comprehend and respond to individual emotional and cognitive profiles of students, and select instructional strategies and tactics that are effective for diverse learners.

**Table 4.** Difference of Responses on Professional Identification When Grouped According to Profile

Age	U / $\lambda^2_c$	p-value	I
Professional Emotion	9.844	0.020	S
Professional Behavior	9.969	0.019	S
Professional Cognition	9.476	0.024	S
Career Expectations	6.844	0.077	NS
Professional Will	12.611	0.006	S
<b>Sex</b>			
Professional Emotion	1317.00	0.649	NS
Professional Behavior	1275.00	0.450	NS
Professional Cognition	1197.50	0.191	NS
Career Expectations	1231.50	0.282	NS
Professional Will	1338.00	0.766	NS
<b>Educational Attainment</b>			
Professional Emotion	5.743	0.057	NS
Professional Behavior	4.337	0.114	NS
Professional Cognition	5.927	0.052	NS
Career Expectations	3.724	0.155	NS
Professional Will	7.157	0.028	S
<b>Length of Service</b>			
Professional Emotion	10.46	0.005	S
Professional Behavior	8.312	0.016	S
Professional Cognition	2.874	0.238	NS
Career Expectations	7.834	0.020	S
Professional Will	7.927	0.019	S
<b>Type of School</b>			
Professional Emotion	612.00	0.046	S
Professional Behavior	629.00	0.066	NS
Professional Cognition	799.50	0.803	NS
Career Expectations	636.50	0.075	NS
Professional Will	659.50	0.127	NS

Legend: Significant at p-value < 0.05; NS: Not Significant, S: Significant

Table 4 presents the comparison of professional identification when grouped according to profile. It was observed that there was a significant difference in professional identification, except career expectations when grouped according to age since the obtained p-values were less than the alpha level of 0.05. This means that there was a significant difference observed and based on the pairwise comparison, it was found out that those who are 30 to 39 years old have greater assessment on professional identification. As a result, teachers between the ages of 30 and 39 are on probation, and many different types of schools (from academies to independent schools) employ teachers with a probationary period in their contracts. However, some schools choose not to have a probation period for teachers, instead limiting it to supply staff. It varies greatly between schools. Gepila, Jr. [11] supports in assessing teachers using Philippine standard for teachers as part of national development. At 30–39 years old, teachers have to produce and develop learnings that will lead to the country’s development and progress.

In terms of educational attainment, there was a significant difference in professional will since the obtained p-value of 0.028 was less than 0.05 alpha level. This implies that those who earned MA degrees have greater assessment on professional will. Therefore, teachers after they have finished their course as PE Teachers have to take up MA degree as their professional will. Nag [12] shared Teachers as Learners: Impacts of Graduate Teacher Education Programs that the primary aim of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments that allow teachers to improve their classroom effectiveness. A proposed design is driven to graduate teacher education programs in order to support in-service teachers' classroom needs and to diligently guide them in dealing with professional challenges.

With regard to length of service, there was a significant difference in professional identification except professional cognition since the obtained p-values were less than the alpha level of 0.05. This means that there was a significant difference observed and based on the pairwise comparison, it was found out that those who are working for 11 to 20 years have greater assessment on professional identification. Therefore, teachers who work for almost 11 to 20 years had increasing levels of knowledge, practice, and professional engagement. Llego [5] who described an expectation that teachers have to increase the levels of knowledge, practice, supports this and professional engagement and the same time allow themselves to grow by understanding, apply with increasing sophistication across a broader and more complex range of teaching/learning situations. With these

teachers are enjoying and becoming important in their mastery of teaching. Teachers have also established school-community partnership enrichment as community engagement. They assume responsibility for personal growth and professional development for lifelong learning.

Lastly, there was a significant difference in professional emotion when grouped according to type of school. This was observed since the obtained p-value of 0.046 was less than 0.05 alpha level. Based on the test conducted, teachers from the private schools have greater assessment. The result showed that there was significant difference in a professional emotion between the public and private schools. Private schools have different approach in terms of teaching. Chen et. al [13] supported about public vs private school, a quality of public-school teachers. It says that training is a requirement by the state including teaching and course work, licensed to teach. Teachers should be competent, after completing a probationary period teacher may grant a tenure law, while private schools may not have a certification and often have a subject area expertise and degree to teach. For the governance, private school are not subject to as many state and federal regulations as public school. The education of public school is free in designing the curriculum and instruction; it requires of operating 170 days as per compulsory and there is no regulation on employing beyond term. The governed local, state, federal laws including specific funds and program development, the minimum of 180 days as per compulsory attendance law, and teachers must work 16 days beyond school duties.

**Table 5. Proposed Plan of Action to Improve Professional Identification and Teaching Quality**

KRA	Program Objectives	Enhancement Activities	Success Indicator	Persons Involved
1. Professional will.	To obtain a position as PE teacher utilizing the skills in the field of physical education.	1. to have a master's degree/doctorate degree in the field of specialization and attend seminars/workshops.	1. To be valuable educators	1. Department Head, chairs; teachers
		Cross training: train employees for their job position if they need a training program is to identify and assess needs.	To serve multiple positions to uplift their professional goal	Teachers, Department heads and chairs
2. Professional Emotion	2. To identify and express feelings about self and others as a PE teacher.	2. The teachers should have self-observation (e.g., Behavioral checklist, anecdotal records, self-evaluation.	2. Be a productive teacher in terms of professional emotion.	2. Teachers, principal, students
		Cultivate curiosity and a sense of sensitivity with the students.	To impart the humor and sensitivity for the students, teachers and staff	
3. Classroom organization	3. To provide structure through creating a schedule ( e.g., curriculum planning, extension activities).	3. Provide a clear communication and establish an authority figure as a PE teacher their ability to improve student achievement as shown by having a research study	3. Achieve and provide different types of effectiveness in distance learning modalities and learning progress.	3. Teachers, students Heads, Principal Teachers, heads
		Micro teaching practices	To develop teaching competencies.	

4. Performance effect	4. To develop professional knowledge and skills by attending seminar about superior interpersonal skills an effective performance (e. g. principles and goals)	4. Determine and set of learning tools (e.g. SMART, specific, measurable, relevant, time bound)  Practice clear communication	4. Effective goal setting and performance level of teachers and students.  Create learning environments that are alive with purposeful outcomes where teachers have access to reading, and creating as their outcomes	4. Teachers, students, principal, heads
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**CONCLUSION AND RECOMMENDATION**

Based on the findings, majority of the teachers are 30 to 39 years old, females who obtained bachelor’s degree, have been teaching for 11 to 20 years in public schools. Professional identification of PE teachers was assessed to be very high. The teaching quality was evaluated positively by the respondents. Ages 30 to 39 and working for 11 to 20 years have a highest point on professional identification. Teachers obtained master’s degree focuses on their professional will, while in private schools have a great point in professional emotions. A proposed plan of action was formulated to enhance PE teachers’ professional identification and teaching quality.

The school administrators may encourage the PE teachers to take up master’s degree in PE to grow and improve their learning skills. The DepEd or CHED may conduct seminars and workshops for PE teachers to develop will power and reach their goals as professional teachers. For the teaching quality of teachers, the school administrators may offer webinars and workshops on teaching methods, peer co-learning, self-study test or self-evaluation to achieve teacher’s effectiveness. The school administrator may send a programs and policies for physical activity and physical education in the school environment for the PE teachers in a various local and international webinar in health and sports. The proposed action plan may be tabled for discussion and implementation.

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