THE DEVELOPMENT OF THE PROPOSED NATIONAL COMPETENCY- BASED STANDARDS (C-BS) FOR PHYSICAL EDUCATION TEACHERS

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ABSTRACT

Title of the Research: THE DEVELOPMENT OF THE PROPOSED NATIONAL COMPETENCY-BASED STANDARDS (C-BS) FOR PHYSICAL EDUCATION TEACHERS

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This study aimed to develop an evaluation tool for teachers of Physical Education based on competency standards. The researcher used a combination of qualitative-developmental research method and quantitative data.

There were 42 colleges and universities included in this study, 18 from the NCR and 24 from Region 4-A, 38 of which were used as regular school respondents, while the remaining four schools were used specifically to get information from experts. The respondents included the following: 34 administrators; 371 P.E. teachers with 117 in physical fitness and self-testing activities, 66 in rhythmic activities, 93 in individual/dual sports and 95 in team sports. On the other hand, the total respondents from the experts group were 130 with 26 respondents in physical fitness and self-testing activities, 34 in rhythmic activities, 37 in individual/dual sports and 33 in team sports.

The schools were identified using the following criteria: (a) recognized by the Commission on Higher Education, and (b) with two-unit credit in every P.E. course that offers physical activities like physical fitness and self-testing
activities, individual/dual sports, rhythmic activities and team sports among others. The principal instruments for gathering data were the validated self-made questionnaire with checklists. Moreover, opinions, views and suggestions regarding the P.E. teaching competencies gathered from interviews, readings and survey were considered in this study.

Findings from the study showed that in terms of common descriptions of P.E. courses, the respondent schools followed the P.E. courses mandated by CHED memoranda as stipulated in DECS Order No.58, s.1990, that all students in basic education and tertiary level must take P.E. courses in any of the listed subjects per semester such as: Physical Education 1, Physical Fitness and Self- Testing Activities; Physical Education 2, Rhythmic Activities; Physical Education 3, Individual/Dual Sports; and Physical Education 4, Team Sports.

The schools concerned offer two credit units, for a total of eight units within four semesters, and 36 hours per semester in first and second years. Moreover, the schools followed the CHED memorandum that P.E. 1 must be taken during the first year of the students since it is a prerequisite subject of other courses while other P.E. courses can be taken during any semester.

The 535 or 100% of the respondents' perceived that the standards and indicators of teaching competencies such as (a) mastery of the subject matter, (b) appropriate teaching methodology, (c) appropriate utilization of instructional materials, (d) effective classroom management, (e) communication skills, (f)
evaluation skills, (g) personal and social traits, and (h) personal appearance were highly expected to be part of the evaluation tool. In addition, other standards and indicators were considered highly important and fitting to measure the teachers’ competency level according to 25 or 100% experts who were interviewed. This is also one way to enhance the evaluation tool. These standards are (a) in-depth knowledge, understanding and skills of risk reduction and safety management and (b) proficiency in officiating and assessing/evaluating P.E. activities.

The respondents’ views and opinions on the standards and indicators of teaching competency in P.E.1, P.E. 2 and P.E. 3 were not significantly different as shown by computed F-ratios of 1.64 for P.E.1, 0.59 for P.E. 2 and 1.39 for P.E. 3. However, the responses of the three groups of respondents in P.E. 4 differed significantly (F-ratio= 6.34). The obtained over-all weighted means in the four P.E. subjects within the range of 4.21 to 4.50 are verbally interpreted as highly expected.

These findings suggest that the competency-based standards as part of the evaluation tool that are highly expected could appropriately and effectively gauge the teaching performance of the P. E. teachers.

In conclusion, the respondent schools were compliant with DepEd Order and CHED Memorandum Order although a few of them failed to comply in the area of sports. This was due to lack or absence of P.E. equipment and other requirements in physical activities. Inasmuch as the standards and indicators
as well as the data or information were highly expected by the respondents, these were included in the proposed evaluation tool.

The said evaluation tool is recommended for consideration and appropriate action by CHED or DepEd or any school which may want to make use of it.

Another study of various schools, big or small, urban or rural among other limitations and which do not fall under the criteria in this research may be conducted or a replication study may also be done by another researcher.
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