Skill Competencies of PE Teachers Based On Qualitative Contribution Evaluation of NBC 461 towards An Upskilling Program

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ABSTRACT: This study on the continuing professional development of physical education teachers in selected local and state universities and colleges in Laguna provide valuable insights into their teaching practices and the perception of Career Professional Development (CPD) programs. The findings reveal that the teachers exhibit a high level of competency in planning, instruction, and assessment, with mean scores of 4.89, 4.81, and 4.75, respectively. These scores indicate competencies beyond the highly proficient level, placing them in the category of "Distinguished Teachers (DT)." The study also highlights the positive impact of CPD programs on teaching skills, collaboration among teachers, professional growth, and student performance. The analysis of supervisors' perspectives offers additional insights into strategies for enhancing teachers' participation and engagement in CPD programs. The recommended upskilling CPD strategies aim to strengthen professional development initiatives, customize programs to address specific needs and improve program effectiveness through regular evaluation and feedback mechanisms. By implementing these recommendations, this study contributes to the enhancement of the knowledge, skills, and teaching practices of physical education teachers, ultimately benefiting both teachers and students in the field of physical education in Laguna.

KEYWORDS: SKILL COMPETENCIES OF PE TEACHER

INTRODUCTION

Continuing Professional Development (CPD) plays a crucial role in the ongoing growth and development of physical education teachers in selected local and state universities and colleges in Laguna. As stated by Osman and Warner (2020), ongoing professional development significantly impacts teaching efficacy, which in turn influences student learning outcomes. It is widely acknowledged that well-equipped and empowered teachers have a direct positive influence on student's academic success (Osman & Warner, 2020)

The Professional Regulation Commission (PRC) Resolution No. 2018-774 series defines CPD as the acquisition of innovative knowledge, skills, and ethical standards in a specialized or multidisciplinary field of study beyond licensure. The primary objective of CPD is to ensure the continuous enhancement of registered professionals, promoting their competency and keeping them up-to-date with the latest trends and practices in their respective fields (Rahman, 2022).

For physical education teachers, CPD is essential for their career development and professional growth. As Shriki and Patkin (2018) highlight, teachers gain invaluable experiences through reviewing their teaching skills and capabilities. CPD activities such as seminars, conferences, and workshops provide opportunities for teachers to enhance their knowledge and skills. CPD goes beyond career advancement, focusing on fostering teachers' growth and ensuring their continued professional development (Shriki & Patkin, 2018).

It is crucial for teachers across all disciplines to stay updated on the most effective instructional methods, techniques, and tools that produce optimal results in the classroom (Wang et al., 2018). While many physical education teachers are experts in their field, they may require additional training to effectively impart their expertise and improve their teaching abilities (Wang & Shuttlesworth, 2020). Unfortunately, training, coaching, and advising teachers are often overlooked in university settings, even

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though many academic staff encounter challenges in the classroom (Wang & Shuttlesworth, 2020). Developing and evaluating CPD programs within the education system can enhance instructional methods and improve faculty members' ability to effectively transmit knowledge to students (Widodo & Allamnakhrah, 2020).

In the Philippines, the Commission on Higher Education (CHED) mandates that faculty members must possess a master's degree in their area of expertise, recognizing the critical role teachers play in achieving excellent educational outcomes. CPD is a vital component in establishing a solid foundation for academic institutions to deliver quality education (Zheng et al., 2018). However, there have been debates and petitions regarding the implementation of CPD requirements. The Alliance of Concerned Teachers (ACT) has filed a petition in the House of Representatives and the Senate, seeking to repeal the CPD Law (Willemse et al., 2018). While the objective of CPD regulation is to improve the teaching profession, there are concerns that it may conflict with teachers' academic independence, ethical standards, and professional judgment.

Furthermore, the COVID-19 pandemic has posed additional challenges to CPD for teachers, as policies and restrictions limit in-person gatherings. However, educators have adapted by utilizing online conferences, webinars, and virtual classrooms to continue their professional development remotely (Cavanaugh & Deweese, 2020).

In light of these discussions, it is evident that CPD holds significant importance in the continuous professional development of physical education teachers in selected local and state universities and colleges in Laguna. This study examines the current status, effectiveness, and challenges of CPD programs for physical education teachers in the region. By analyzing the perceptions and experiences of teachers, valuable insights can be gained to improve the quality and impact of CPD initiatives, ultimately leading to enhanced teaching practices and improved student outcomes.

I.   TABLE 1.
Summary of research locale for this study

Location	School Name
Cabuyao	University of Cabuyao
Calamba	City College of Calamba
Sta. Rosa	Polytechnic University of the Philippines
Los Banos	Laguna State Polytechnic University

II.   TABLE 2.
Participants of the Study

University	Population
Pamantasan ng Cabuyao	10
Polytechnic University of the Philippines	3
City College of Calamba	5
Laguna State Polytechnic University	9
TOTAL	27

III.   TABLE 3.
Mean Score range for the descriptor of the overall mean from the results of the NBC 461 survey questionnaire.

Mean (M)	Verbal Interpretation
1.00 – 1.50	Novice Teachers (NT)
1.51 – 2.50	Developing Teachers (DT)
2.51 – 3.50	Proficient Teachers (PT)
3.51 – 4.50	Highly Proficient Teachers (HPT)
4.51 – 5.00	Distinguished Teachers (DT)

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IV.   TABLE 4.

Demographic Characteristics of the Respondents

School	Frequency	Percentage
CCC	5	18.52
LSPU	9	33.33
PNC	10	37.04
PUP	3	11.11
Total	**27**	**100.00**
Age	**Frequency**	**Percentage**
25 years old and below	1	3.70
26-30	3	11.11
31-35	2	7.41
36-40	12	44.44
41-45	6	22.22
46-50	2	7.41
51 and above	1	3.70
Total	**27**	**100.00**
Sex	**Frequency**	**Percentage**
Female	8	29.63
Male	19	70.37
Total	**27**	**100.00**
Years of Teaching Experience	**Frequency**	**Percentage**
1 year and below	1	3.70
2 - 6 years	4	14.81
7 - 11 years	6	22.22
12 - 16 years	11	40.74
17 - 21 years	4	14.81
22 years and above	1	3.70
Total	**27**	**100.00**
Educational Attainment	**Frequency**	**Percentage**
Baccalaureate degree	1	3.70
Master's degree	23	85.19
PhD/EdD degree	3	11.11
Total	**27**	**100.00**
Current Employment Status	**Frequency**	**Percentage**
Fulltime/Regular	19	70.37
Part Time	8	29.63
Total	27	**100.00**

V.   TABLE 5.

Level of Competency of Teachers utilizing the NBC 461 in terms of Planning

I. Planning	Mean	SD	Verbal Description
1 Integrates and discusses the mission, vision, and quality policy of the institution.	4.89	0.32	Outstanding
2 Formulates objectives, learning tasks and materials that are consistently aligned with each other and with the content of learning.	4.89	0.32	Outstanding

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3 Provides learning objectives clearly define with measurable outcomes of student learning in the psychomotor, affective, and cognitive plans.	4.89	0.32	Outstanding
4 Implements planned instruction that includes 3 exercises program such as warm-up workout and cool-down period.	4.89	0.32	Outstanding
Overall Weighted Mean	**4.89**	**0.22**	**Outstanding**

VI.   TABLE 6.

Level of Competency of Teachers utilizing the NBC 461 in Instruction as to Commitment.

     II. Instruction

A. Commitment	Mean	SD	Verbal Description
1 Displays awareness and consideration for students' capacity to actively engage with and comprehend the presented content.	4.89	0.32	Outstanding
2 Effectively incorporates their learning objectives in a collaborative manner that aligns with the students' goals and needs, demonstrating sensitivity to their individual perspectives.	4.78	0.42	Outstanding
3 Readily extends availability to students beyond regular office hours, demonstrating a willingness to provide support and assistance outside of official designated times.	4.74	0.53	Outstanding
4 Consistently arrives punctually to class, presenting a professional appearance and adequately prepared to fulfill assigned duties.	4.78	0.51	Outstanding
5 Maintains precise records of students' performance and ensures timely submission of the records.	4.85	0.36	Outstanding
Overall Weighted Mean	**4.81**	**0.28**	**Outstanding**

VII.   TABLE 7.

Level of Competency of Teachers utilizing the NBC 461 in Instruction as to Knowledge of Subject

B. Knowledge of Subject	Mean	SD	Verbal Description
1 Displays expertise in the field of physical education, showcasing a comprehensive understanding of the subject matter beyond reliance solely on the prescribed textbook.	4.78	0.51	Outstanding
2 Keeps abreast of the latest advancements and developments in the field of physical education, and effectively disseminates information on cutting-edge theory and practice within the discipline.	4.93	0.27	Outstanding
3 Adapts the subject matter of physical education to real-life situations and aligns it with the specific learning goals and intentions of students.	4.78	0.42	Outstanding
4 Establishes connections between current topics and previous lessons, highlighting their relevance, and effectively relates the subject matter of physical education to pertinent current	4.81	0.40	Outstanding
5 Exhibits a current and comprehensive understanding of the latest trends and issues within the realm of physical education, staying well-informed and up-todate on the subject matter.	4.77	0.42	Outstanding
Overall Weighted Mean	**4.81**	**0.31**	**Outstanding**

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VIII.   TABLE 8.

Level of Competency of Teachers utilizing the NBC 461 in Instruction as to Teaching for Independent Learning.

C. Teaching for Independent Learning	Mean	SD	Verbal Description
1 Designs interactive teaching strategies that actively engage students in practicing and applying the concepts essential for their understanding, fostering meaningful and participatory discussions	4.78	0.42	Outstanding
2 Boosts student self-esteem by acknowledging and appreciating their performance and recognizing their unique potentials.	4.81	0.40	Outstanding
3 Encourages student autonomy in physical education by enabling them to create their own course, defining objectives, establishing realistic student-professor rules, and fostering accountability for their performance.	4.81	0.40	Outstanding
4 Promotes independent thinking and decision-making among students in physical education, holding them accountable for their performance primarily based on their ability to effectively execute their decisions.	4.81	0.40	Outstanding
5 Inspires students to go beyond the required curriculum in physical education and provides guidance on how to apply the learned concepts effectively.	4.89	0.32	Outstanding
Overall Weighted Mean	**4.82**	**0.26**	**Outstanding**

IX.   TABLE 9.

Level of Competency of Teachers utilizing the NBC 461 in Assessment as to Assessing Students.

A. Assessing Student	Mean	SD	Verbal Description
1 Ensures that the assessments in physical education are aligned with the standards and objectives of the subject, maintaining a cohesive and consistent approach to evaluating student progress.	4.81	0.40	Outstanding
2 Utilizes a variety of assessment methods to gather multiple forms of evidence, effectively monitoring students' progress in developing competencies and skills in physical education.	4.81	0.40	Outstanding
3 Administers examinations and assignments that align closely with the objectives and content outlined in the syllabus of physical education.	4.93	0.27	Outstanding
4 Offers tangible evidence of conducting fitness testing on two occasions within the school year, demonstrating a commitment to assessing students' physical fitness levels.	4.74	0.45	Outstanding
5 Incorporates self-assessment and peer-assessment as integral components of student involvement in activities, fostering self-reflection and collaborative evaluation among students in physical education.	4.56	0.51	Outstanding
6 Maintains precise records of student performance, ensuring accuracy and thoroughness in tracking their progress and achievements.	4.81	0.40	Outstanding
Overall Weighted Mean	**4.78**	**0.23**	**Outstanding**

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X. TABLE 10.

Level of Competency of Teachers utilizing NBC 461 in Assessment as to Giving Feedback.

B. Giving Feedback	Mean	SD	Verbal Description
1 Establishes a direct connection between feedback provided and the specific learning objectives, ensuring that the feedback given in physical education aligns with the intended goals of the learning process.	4.63	0.49	Outstanding
2 Delivers clear, specific, and accurate feedback that effectively highlights students' strengths, enabling them to understand their areas of success, while also offering constructive guidance for improvement in physical education.	4.74	0.45	Outstanding
Overall Weighted Mean	**4.69**	**0.34**	**Outstanding**

XI. TABLE 11.

Overall level of teaching competency of respondents

Performance Indicator	Level of Competency
Planning	4.89
Instruction	4.81
Assessment	4.75

XII. TABLE 12.

Current Upskilling CPD Programs available for PE teachers

Current Upskilling CPD Programs available for PE teachers	Mean	SD	Verbal Description
1 I am given opportunities to participate in professional development programs that enhance my knowledge, skills, and confidence to become a leader in the field of physical education.	4.59	0.50	Strongly Agree
2 Co-teaching provisions are in place, allowing me to actively engage in teaching and coaching other teachers in the school's physical education department.	4.81	0.40	Strongly Agree
3 There is a strong sense of collective teacher efficacy, where I believe that the faculty as a whole has a positive impact on student achievement in physical education.	4.82	0.40	Strongly Agree
4 Partnerships with Career Professional Development (PDS) programs/ organizations/ seminars ensure that relevant, innovative, and goal-aligned professional development experiences are available to enhance my expertise in physical education.	4.78	0.42	Strongly Agree
5 I have opportunities to be involved in action research projects conducted in collaboration with the university, allowing me to contribute to the advancement of knowledge and practices in physical education.	4.78	0.42	Strongly Agree
6 I have opportunities to engage in research activities, including data collection, analysis, writing, and presenting research findings related to physical education	4.74	0.53	Strongly Agree
Overall Weighted Mean	**4.75**	**0.27**	**Strongly Agree**

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XIII.   TABLE 13.

Perceptions of The Respondents Regarding the Potential Benefits of Upskilling PE Teachers In Terms of Students' Performance

Perception of teachers on the impact of CPD programs on students' performance	Mean	SD	Verbal Description
1 I believe that participating in CPD programs positively influences students' academic achievement in physical education.	4.63	0.63	Strongly Agree
2 I perceive that CPD programs enhance my teaching strategies and methodologies, leading to improved student learning outcomes in physical education.	4.78	0.42	Strongly Agree
3 I believe that CPD programs provide me with the necessary knowledge and skills to effectively assess students' performance in physical education.	4.70	0.47	Strongly Agree
4 I perceive that CPD programs contribute to a more engaging and interactive learning environment for students in physical education.	4.74	0.53	Strongly Agree
5 I believe that CPD programs help me address the diverse needs and abilities of students in physical education classes, leading to better overall student performance.	4.56	0.51	Strongly Agree
6 I perceive that CPD programs assist me in implementing innovative and effective instructional practices that positively impact students'	4.79	0.51	Strongly Agree
7 I believe that participating in CPD programs enhances my ability to provide valuable feedback and guidance to students in their physical education journey.	4.78	0.42	Strongly Agree
8 I perceive that CPD programs improve my understanding of students' individual strengths and areas for improvement in physical education.	4.67	0.55	Strongly Agree
9 I believe that CPD programs support the development of essential life skills in students through physical education.	4.70	0.47	Strongly Agree
10 I perceive that CPD programs positively contribute to students' overall enjoyment and engagement in physical education, leading to improved performance.	4.63	0.56	Strongly Agree
Overall Weighted Mean	**4.70**	**0.25**	**Strongly Agree**

XIV.   TABLE 14.

Perception of teachers on the impact of CPD programs on job satisfaction.

Perception of teachers on the impact of CPD programs on job satisfaction	Mean	SD	Verbal Description
1 I believe that there are sufficient opportunities for me to engage in CPD programs that can enhance my professional growth in the field of physical education.	4.78	0.42	Strongly Agree
2 I perceive that the school values and supports the professional development of physical education teachers through CPD programs.	4.74	0.45	Strongly Agree
3 I believe that participating in CPD programs would positively impact my teaching skills and knowledge in physical education.	4.67	0.48	Strongly Agree
4 I perceive that there are ample resources and support available to facilitate my participation in CPD programs related to physical education.	4.78	0.42	Strongly Agree

5 I feel optimistic about the possibilities of accessing relevant and effective CPD programs that can contribute to my professional development as a physical education teacher.	4.74	0.45	Strongly Agree
6 I believe that the school provides a conducive environment for ongoing professional development activities in the field of physical education.	4.52	0.70	Strongly Agree
7 I perceive that the school recognizes the importance of CPD programs in improving the quality of physical education instruction.	4.67	0.48	Strongly Agree
8 I am confident that the school would invest in providing proper CPD programs to enhance the job satisfaction of physical education teachers.	4.48	0.70	Strongly Agree
9 I perceive that participating in CPD programs would contribute to my overall job satisfaction as a physical education teacher.	4.56	0.51	Strongly Agree
10 I feel that the school is committed to meeting the professional development needs of physical education teachers through the provision of CPD programs.	4.56	0.75	Strongly Agree
Overall Weighted Mean	**4.65**	**0.30**	**Strongly Agree**

XV. TABLE 15.

Perception of teachers on the impact of CPD programs on teaching competence.

Perception of teachers on the impact of CPD programs on teaching competence	Mean	SD	Verbal Description
1 Career Professional Development (CPD) programs enhance teachers' competence in delivering physical education classroom activities.	4.89	0.32	Strongly Agree
2 CPD programs assist teachers in expanding their expertise and knowledge in the field of physical education.	4.93	0.27	Strongly Agree
3 CPD programs contribute to the improvement of learning and teaching standards in physical education.	4.78	0.42	Strongly Agree
4 CPD programs support the implementation of effective continuous assessment techniques in physical education.	4.74	0.45	Strongly Agree
5 CPD programs facilitate the sharing of experiences and best practices among colleagues in physical education.	4.67	0.48	Strongly Agree
6 CPD programs help in renewing professional teaching licenses for physical education teachers.	4.85	0.36	Strongly Agree
7 CPD programs aid in the creation of instructional materials specifically tailored for physical education.	4.59	0.57	Strongly Agree
8 CPD programs assist in identifying and providing appropriate assistance to special needs students in the context of physical education.	4.59	0.57	Strongly Agree
9 CPD programs help teachers implement effective classroom management methods in physical education.	4.58	0.50	Strongly Agree
10 CPD programs support the implementation of effective time management strategies in the physical education classroom.	4.85	0.36	Strongly Agree
Overall Weighted Mean	**4.75**	**0.23**	**Strongly Agree**

XVI. TABLE 16.

Perception of teachers on the impact of CPD programs on mentoring and peer observation activities.

Perception of teachers on the impact of CPD programs on mentoring and peer observation activities	Mean	SD	Verbal Description
1 CPD workshops have increased my understanding of follow-up, making it easier for me to engage in the mentoring process.	4.70	0.61	Strongly Agree

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2 CPD has assisted teachers in promoting collaborative peer observations in the physical education classroom.	4.70	0.47	Strongly Agree
3 Teachers have improved their performance with the support of CPD and mentorship.	4.78	0.42	Strongly Agree
4 CPD provides opportunities for teachers to take their careers to the next level through mentorship.	4.63	0.63	Strongly Agree
5 Teachers feel more confident in providing peer observations as a result of participating in CPD programs.	4.74	0.45	Strongly Agree
6 Peer observations have helped identify specific CPD topics for fellow teachers.	4.78	0.42	Strongly Agree
7 Continuing professional development can help mentors achieve their goals in supporting and guiding other teachers.	4.85	0.36	Strongly Agree
8 Mentors have developed supportive supervisory relationships and effective counseling techniques through CPD.	4.59	0.50	Strongly Agree
9 CPD encourages and supports the growth of in-school coaching in the field of physical education.	4.70	0.47	Strongly Agree
Overall Weighted Mean	**4.72**	**0.29**	**Strongly Agree**

XVII.   TABLE 17.

Significant Relationship Between the Demographic Characteristics and the level of competencies of teachers

Demographic Characteristics		A	B1	B2	B3	C1	C2
School	Correlation Coefficient	-0.173	-.732**	-.466*	-0.127	0.087	-0.001
	Sig. (2-tailed) N	0.387	0	0.014	0.528	0.665	0.997
		27	27	27	27	27	27
Age	Correlation Coefficient	0.083	0.048	-0.249	0.134	-0.236	0.300
	Sig. (2-tailed) N	0.68	0.811	0.209	0.504	0.236	0.128
		27	27	27	27	27	27
Gender	Cramers V	0.325	0.317	0.187	0.012	-0.016	0.207
	Sig. (2-tailed) N	0.098	0.107	0.352	0.952	0.936	0.3
		27	27	27	27	27	27
Years in Teaching	Correlation Coefficient	-0.003	-0.246	-0.246	0.169	0.005	0.188
	Sig. (2-tailed) N	0.989	0.216	0.216	0.399	0.979	0.349
		27	27	27	27	27	27
Educational Attainment	Cramers V	-0.28	-0.064	-0.064	-0.157	0.142	-0.234
	Sig. (2-tailed) N	0.157	0.752	0.752	0.434	0.481	0.241
		27	27	27	27	27	27
Employment Status	Cramers V	0	-.435*	-.435*	-0.326	-0.038	0.092
	Sig. (2-tailed) N	1	0.023	0.023	0.097	0.85	0.648
		27	27	27	27	27	27

CONCLUSIONS

Based from the findings of the study, the following conclusion were drawn:

1. Most of the respondents were from PNC, middle age, male, had 12 – 16 years in experience, master's degree holder and fulltime/regular employees.

2. The level of competency of teachers in terms of planning was verbally described as "outstanding." In terms of three key areas of instruction such as commitment, knowledge of the subject and teaching for independent learning was verbally described "outstanding." Similarly, in the areas of assessment such as assessing students and giving feedback was verbally described as "outstanding."

3. The perception of the respondent's teachers on the current continuing professional development programs provided to them was verbally described "strongly agree."

4. The perception of the respondents on the potential benefits of upskilling PE teachers in terms of teaching competence, job satisfaction, teaching competence and mentoring and peer observations activities was strongly agreed by them.

5. Out of 7 demographic characteristics tested for correlation, the school found a significant relationship with the level of competencies of teachers in terms of instructions as commitment and knowledge of the subject. Moreover, employment status was negatively correlated with instruction in terms of knowledge of the subject. The hypothesis of no significant relationship was rejected.

6. Based on the findings of the study, proposed upskilling CPD programs were formulated based on the key areas of teaching competency as to planning, instruction, and assessment.

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