

Competencies of Physical Education Teachers in Relation to Their Teaching Performance

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Abstract—This study assessed the competencies of Physical Education (PE) teachers and their relationship to teaching performance in selected secondary schools in Tanguib City. Using a descriptive-correlational design, data were collected from PE teachers and their respective school heads through a researcher-made questionnaire and official performance evaluation forms. Teacher competencies were examined across pedagogical knowledge and instructional skills, physical fitness and demonstration ability, classroom management and discipline, assessment and evaluation practices, and interpersonal and communication skills. Teaching performance was evaluated in lesson planning and preparation, instructional delivery, classroom management, assessment of student learning, and professional growth and work ethics. Descriptive statistics determined the overall levels of competencies and teaching performance, while Pearson's r was used to test the relationship between these variables. Results revealed that PE teachers perceive themselves as highly competent, particularly in lesson planning, assessment practices, and physical fitness, while supervisors generally rated their teaching performance as high, highlighting strengths in classroom management and assessment of student learning, with opportunities for improvement in instructional delivery, lesson planning, and professional growth. Correlation analysis indicated a very weak, non-significant relationship between teachers' self-perceived competencies and their observed teaching performance, suggesting that contextual factors such as classroom conditions, student behavior, and school resources may play a more substantial role in influencing effectiveness. The findings underscore the importance of continuous professional development, targeted support, and strategic interventions to enhance the instructional effectiveness of Physical Education teachers.

Keywords—Physical Education, Teacher Competencies, Teaching Performance, Classroom Management, Assessment.

I. INTRODUCTION

Background of the Study

Physical Education (PE) is an essential component of education that promotes students' physical fitness, discipline, health, and overall well-being. As a specialized field of instruction, it requires teachers to possess a combination of pedagogical knowledge, physical skills, classroom management abilities, and effective interpersonal communication skills. The competence of Physical Education teachers directly influences lesson planning, instructional delivery, classroom management, and student learning outcomes. When teachers demonstrate a high level of competence, they are better able to motivate learners, maintain classroom discipline, and achieve desired educational objectives. Therefore, examining the relationship between teacher competencies and teaching performance is important in enhancing the

quality of instruction and supporting the professional development of Physical Education teachers.

According to Gess-Newsome (2019), effective teaching depends on a teacher's ability to integrate content knowledge with appropriate pedagogical strategies to enhance student learning. Similarly, Darling-Hammond (2020) emphasized that teacher competence is one of the strongest predictors of student achievement. Moreover, Ensign et al. (2018) found that the teaching performance of Physical Education instructors improves when they possess strong instructional and demonstration skills. These studies highlight the significance of teacher competencies as a foundation for effective instruction and improved student outcomes across various educational settings.

Despite these findings, there remains a limited number of localized studies examining the relationship between teacher competencies and teaching performance in the field of Physical Education, particularly in the Division of Tangub City. Existing literature often presents generalized findings without considering contextual differences that may influence teaching effectiveness. Consequently, there is a need for a localized investigation that can provide a more comprehensive understanding of the competencies and performance of Physical Education teachers within the specific educational context of Tangub City. Such a study will help address an existing gap in the literature and contribute valuable insights to educational research in the area.

This study aims to assess the competencies of Physical Education teachers and determine their relationship with teaching performance. Specifically, it seeks to identify areas of strength and areas that require improvement to enhance instructional effectiveness. The findings of this study are expected to serve as a basis for developing targeted professional development programs and interventions that will further improve the quality of Physical Education instruction and contribute to more meaningful learning experiences for students.

Theoretical Framework

This study is anchored on the Pedagogical Content Knowledge (PCK) Theory of Shulman (1987) and the Social Learning Theory of Bandura (1977). These theories provide a strong foundation for understanding how teachers' competencies, including pedagogical skills, instructional delivery, demonstration abilities, and interpersonal communication, influence their teaching performance and effectiveness in the classroom.

The Pedagogical Content Knowledge Theory proposed by Shulman (1987) emphasizes that effective teaching results from the integration of content knowledge and pedagogical expertise. According to Shulman, competent teachers not only possess mastery of the subject matter but also understand how to present and adapt content in ways that are meaningful and comprehensible to learners. The theory highlights

the importance of transforming subject knowledge into instructional strategies that accommodate students' diverse learning needs, abilities, and classroom contexts. Consequently, teachers who possess strong pedagogical content knowledge are more likely to facilitate meaningful learning experiences and achieve positive educational outcomes.

On the other hand, Bandura's Social Learning Theory (1977) emphasizes the role of observation, imitation, and modeling in the learning process. The theory posits that individuals acquire knowledge, skills, attitudes, and behaviors by observing others. In the context of Physical Education, teachers serve as role models whose actions, attitudes, and demonstrations significantly influence students' learning, motivation, and behavior. Through effective demonstrations and positive interactions, teachers can encourage student participation, engagement, and skill development.

In this study, Shulman's Pedagogical Content Knowledge Theory provides a framework for understanding how teachers' pedagogical knowledge, instructional skills, lesson planning, and assessment practices contribute to teaching performance. Likewise, Bandura's Social Learning Theory supports the idea that teachers' physical fitness, demonstration abilities, and interpersonal communication skills influence students' engagement, motivation, and learning experiences in Physical Education classes. Together, these theories explain how teacher competencies contribute to effective teaching and improved educational outcomes.

These theories have been widely utilized in contemporary educational research. For instance, Aydin and Boz (2019) applied Shulman's Pedagogical Content Knowledge framework in science education and found that teachers who effectively integrated content knowledge with instructional strategies achieved better student learning outcomes. Similarly, Alonzo et al. (2020) reported that teachers with high levels of pedagogical content knowledge demonstrated greater instructional flexibility and classroom management effectiveness. These findings reinforce the relevance of PCK as a critical component of teacher competence and instructional success.

Likewise, Kadir et al. (2021) utilized Bandura's Social Learning Theory in examining the influence of teachers on students' motivation and self-efficacy in Physical Education.

Their findings revealed that teachers who modeled enthusiasm, discipline, and persistence significantly enhanced student engagement and performance. Similarly, Putra and Sari (2018) found that observational learning in Physical Education classes improved students' acquisition of motor skills when teachers consistently demonstrated proper techniques and movements. These studies highlight the importance of teachers as influential models in promoting positive learning behaviors and outcomes.

The theories are highly relevant to the present study because they recognize the teacher as both an instructional expert and a role model. Shulman's theory explains how pedagogical and instructional competencies contribute to effective teaching, while Bandura's theory emphasizes the influence of teachers' behaviors, demonstrations, and interactions on student learning.

Collectively, these theories provide a comprehensive framework for examining the relationship between the competencies and teaching performance of Physical Education teachers in Tangub City.

They further support the study's objective of generating evidence that may contribute to the enhancement of teacher development programs and the overall quality of Physical Education instruction.

Statement of the Problem

1. What is the level of competencies of Physical Education teachers in terms of:
 - a. pedagogical knowledge and instructional skills;
 - b. physical fitness and demonstration ability;
 - c. classroom management and discipline;
 - d. assessment and evaluation practices; and
 - e. interpersonal and communication skills?
2. What is the level of teaching performance of Physical Education teachers as evaluated by their

immediate supervisors or school heads in terms of:

- a. lesson planning and preparation;
 - b. instructional delivery;
 - c. classroom management;
 - d. assessment of student learning; and
 - e. professional growth and work ethics?
3. Is there a significant relationship between the competencies of Physical Education teachers and their teaching performance?

II. RESEARCH METHODOLOGY

This study employed a descriptive-correlational research design to determine the competencies of Physical Education teachers and their teaching performance, as well as the relationship between these variables.

The study was conducted in selected secondary schools in the Division of Tangub City and involved Physical Education teachers and school heads/immediate supervisors as respondents. Data were gathered using a researcher-made questionnaire that measured teacher competencies in pedagogical knowledge and instructional skills, physical fitness and demonstration ability, classroom management and discipline, assessment and evaluation practices, and interpersonal and communication skills.

Teaching performance data were obtained from the official evaluation forms completed by school heads. The research instrument underwent expert validation and pilot testing to ensure its validity and reliability.

Prior to data collection, permission was secured from the appropriate authorities, and respondents were informed of the study's purpose and assured of the confidentiality of their responses. Ethical principles such as informed consent, voluntary participation, anonymity, and confidentiality were strictly observed.

The collected data were analyzed using weighted mean and standard deviation to determine the levels of teacher competencies and teaching performance, while the Pearson Product-Moment Correlation Coefficient (r) was used to determine the significant relationship between the variables at a 0.05 level of significance.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1.1 Level of Competencies of Physical Education Teachers in terms of Pedagogical Knowledge and Instructional Skills

Qualifications	SD	Mean
I prepare well-structured lesson plans aligned with curriculum standards.	0.67	3.45
I use appropriate teaching strategies suited to the learners' needs.	0.73	3.40
I integrate technology and multimedia resources in teaching Physical Education.	0.59	3.43
I set clear learning objectives and communicate them effectively to students.	0.63	3.50
I ensure that activities promote both physical and cognitive learning outcomes.	0.61	3.35
Grand Mean	3.43 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 1.1 presents the level of competencies of Physical Education teachers in terms of pedagogical knowledge and instructional skills. The overall mean of 3.43, interpreted as Very High, indicates that the respondents possess a high level of competence in planning, organizing, and delivering instruction. This finding suggests that the teachers are well-equipped with the pedagogical knowledge and instructional skills necessary to facilitate effective learning experiences and achieve desired educational outcomes in Physical Education. Their strong competency reflects their preparedness in addressing learners' needs, implementing curriculum standards, and employing appropriate teaching strategies in the classroom.

Among the indicators, "I set clear learning objectives and communicate them effectively to students" obtained the highest mean of 3.50, indicating that the teachers place considerable importance on establishing and communicating learning goals. Clear objectives provide direction for instruction and help students understand the expected outcomes of learning activities. This was followed by "I prepare well-structured lesson plans aligned with curriculum standards" (3.45), "I integrate technology and multimedia resources in teaching Physical Education" (3.43), and "I use appropriate teaching strategies suited to the learners' needs" (3.40). Meanwhile, "I ensure that activities promote both physical and cognitive learning outcomes" obtained the lowest mean of 3.35. Although still interpreted as Very High, the result suggests an opportunity for teachers to

further strengthen the integration of cognitive learning experiences within physical activities to promote holistic student development.

The findings highlight the importance of pedagogical competence in ensuring effective instruction and meaningful learning experiences. Teachers who demonstrate strong lesson planning skills, communicate learning objectives clearly, utilize appropriate instructional strategies, and effectively integrate technology are more likely to enhance student engagement and academic achievement. In Physical Education, these competencies are particularly important because they facilitate not only the development of physical skills but also the acquisition of knowledge, values, and lifelong healthy habits.

The findings support the study of Tanucan et al. (2021), which emphasized that effective lesson planning, instructional design, and technology integration are essential components of successful Physical Education instruction. Similarly, Ringland (2018) found that teachers who exhibit strong pedagogical skills and effective communication contribute significantly to student engagement and achievement. Therefore, the results affirm the importance of continuously enhancing pedagogical knowledge and instructional skills through professional development programs to sustain teaching effectiveness and improve student learning outcomes.

Table 1.2 Level of Competencies of Physical Education Teachers in terms of Physical Fitness and Demonstration Ability

Qualifications	SD	Mean
I maintain good physical condition to effectively demonstrate physical activities.	0.55	3.45
I demonstrate exercises and sports skills with accuracy and confidence.	0.76	3.03
I actively participate in physical activities with my students.	0.59	3.50
I exemplify an active and healthy lifestyle that motivates my learners.	0.59	3.45
I consistently model proper form, safety, and discipline during demonstrations.	0.71	3.20
Grand Mean	3.33 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 1.2 presents the level of competencies of Physical Education teachers in terms of physical fitness and demonstration ability. The overall mean of 3.33, interpreted as Very High, indicates that the respondents possess a strong level of competence in maintaining physical fitness, demonstrating physical activities, and serving as positive role models for their students. This finding suggests that the teachers are physically prepared and capable of effectively facilitating Physical Education activities, thereby promoting active participation and meaningful learning experiences among learners.

Among the indicators, “I actively participate in physical activities with my students” obtained the highest mean of 3.50, indicating the teachers’ strong commitment to engaging with learners through active participation. This was followed by “I maintain good physical condition to effectively demonstrate physical activities” and “I exemplify an active and healthy lifestyle that motivates my learners”, both with a mean of 3.45. On the other hand, “I demonstrate exercises and sports skills with accuracy and confidence”

received the lowest mean of 3.03, although it still falls within the High level. This result suggests that while teachers generally possess strong demonstration abilities, there remains an opportunity to further enhance their confidence and precision in demonstrating specific sports skills and physical activities.

The findings highlight the importance of physical fitness and demonstration ability in effective Physical Education instruction. Teachers who maintain physical fitness and actively participate in activities are more likely to motivate students, promote engagement, and model appropriate behaviors. These results support the study of Vergara-Torres et al. (2021), which emphasized that quality demonstrations and active teacher participation positively influence student motivation, engagement, and learning outcomes. Therefore, continuous professional development and skills enhancement programs remain essential in strengthening teachers’ demonstration competencies and sustaining high-quality Physical Education instruction.

Table 1.3. Level of Competencies of Physical Education Teachers in terms of Classroom Management and Discipline

Qualifications	SD	Mean
I maintain order and discipline during class activities.	0.58	3.25
I use positive reinforcement to manage student behavior effectively.	0.85	3.15
I create a safe, inclusive, and respectful learning environment.	0.71	3.13
I handle disruptive behaviors calmly and constructively.	0.77	3.18
I ensure that classroom rules are clearly communicated and consistently implemented	0.59	3.48
Grand Mean	3.24 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 1.3 presents the level of competencies of Physical Education teachers in terms of classroom management and discipline. The overall mean of 3.24, interpreted as High, indicates that the respondents possess a commendable level of competence in maintaining classroom order, managing student behavior, and establishing a conducive learning environment. This finding suggests that the teachers are generally effective in implementing classroom management strategies that promote discipline, safety, and positive learning experiences. However, the result also indicates that there remains room for improvement to attain a very high level of competency in this domain.

Among the indicators, “I ensure that classroom rules are clearly communicated and consistently implemented” obtained the highest mean of 3.48, indicating that teachers place strong emphasis on establishing and enforcing classroom expectations. This was followed by “I maintain order and discipline during class activities” with a mean of 3.25. On the other hand, “I create a safe, inclusive, and respectful learning environment” obtained the lowest mean of 3.13, followed closely by “I use positive reinforcement to manage student behavior effectively” with a mean

of 3.15. Although these indicators were still interpreted as High, the results suggest the need to further strengthen inclusive classroom practices and positive behavior management strategies to enhance student participation and engagement.

The findings underscore the importance of effective classroom management in ensuring successful Physical Education instruction. Teachers who establish clear rules, maintain discipline, and respond appropriately to student behavior are more likely to create an environment that supports learning and active participation.

These findings support the study of Grube et al. (2018), which emphasized that clear procedures, consistent routines, and effective management strategies are essential for maximizing student engagement and minimizing disruptive behavior in Physical Education classes.

Therefore, continuous professional development focused on positive discipline, inclusive practices, and behavior management strategies may further enhance teachers’ competencies and contribute to more effective classroom instruction.

Table 1.4 Level of Competencies of Physical Education Teachers in terms of Classroom Assessment and Evaluation

Qualifications	SD	Mean
I use varied assessment tools to evaluate students’ physical and cognitive performance.	0.54	3.60
I provide timely and constructive feedback to students.	0.77	3.48
I ensure that grading criteria are transparent and fair.	0.73	3.40
I use performance-based assessment to measure students’ skill proficiency.	0.61	3.35
5. I keep accurate records of students’ progress and performance.	0.56	3.13
Grand Mean	3.39 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 1.4 presents the level of competencies of Physical Education teachers in terms of classroom assessment and evaluation. The overall mean of 3.39, interpreted as Very High, indicates that the respondents possess a strong level of competence in assessing student learning and monitoring academic progress. This finding suggests that the teachers are highly capable of utilizing appropriate assessment strategies, providing meaningful feedback, and

implementing fair evaluation practices that support both the physical and cognitive development of learners. The result further reflects a strong foundation in assessment literacy, which is essential in measuring learning outcomes and improving instructional effectiveness.

Among the indicators, “I use varied assessment tools to evaluate students’ physical and cognitive

performance” obtained the highest mean of 3.60, indicating that the teachers effectively employ diverse assessment methods to evaluate student learning. This was followed by “I provide timely and constructive feedback to students” (3.48), “I ensure that grading criteria are transparent and fair” (3.40), and “I use performance-based assessment to measure students’ skill proficiency” (3.35).

Meanwhile, “I keep accurate records of students’ progress and performance” received the lowest mean of 3.13. Although still interpreted as High, the result suggests that record-keeping practices may be further enhanced to ensure more systematic monitoring and documentation of student achievement.

The findings emphasize the importance of effective assessment and evaluation practices in promoting quality instruction and student learning. Teachers who utilize varied assessment tools, provide constructive feedback, and apply fair grading procedures are better able to monitor student progress and make informed instructional decisions. These findings support the study of Fuaddi et al. (2019), which highlighted the significance of authentic and performance-based assessment in improving student learning outcomes in Physical Education. Therefore, continuous professional development in assessment design, performance-based evaluation, and record management is essential to further strengthen teachers’ competencies and sustain effective assessment practices in Physical Education classes.

Table 1.5 Level of Competencies of Physical Education Teachers in terms of Interpersonal and Communication Skills

Qualifications	SD	Mean
I communicate clearly and effectively with my students.	0.61	3.08
I establish positive relationships with students, colleagues, and school administrators.	0.40	3.20
I encourage collaboration and teamwork during physical activities.	0.55	3.50
I listen attentively and respond respectfully to students’ concerns.	0.63	3.18
I demonstrate professionalism in all my interactions.	0.51	3.13
Grand Mean		3.22 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.5 presents the level of competencies of Physical Education teachers in terms of interpersonal and communication skills. The overall mean of 3.22, interpreted as High, indicates that the respondents possess a commendable level of competence in communicating effectively, building positive relationships, promoting collaboration, and demonstrating professionalism. This finding suggests that the teachers are generally capable of fostering positive interactions with students, colleagues, and administrators, which contribute to a supportive and productive learning environment. However, the result also indicates opportunities for further improvement to attain a very high level of competency in this area.

Among the indicators, “I encourage collaboration and teamwork during physical activities” obtained the highest mean of 3.50, indicating that the teachers are highly effective in promoting cooperative learning and

teamwork among students. This was followed by “I establish positive relationships with students, colleagues, and school administrators” (3.20), “I listen attentively and respond respectfully to students’ concerns” (3.18), and “I demonstrate professionalism in all my interactions” (3.13). Meanwhile, “I communicate clearly and effectively with my students” received the lowest mean of 3.08. Although still interpreted as High, this finding suggests that teachers may further enhance their communication skills to ensure that instructions, expectations, and feedback are conveyed more clearly and effectively to learners.

The findings highlight the vital role of interpersonal and communication skills in creating meaningful learning experiences and promoting student engagement in Physical Education. Teachers who communicate effectively, establish positive

relationships, and foster collaboration are more likely to motivate students and create a positive classroom climate. These findings support the studies of Garcia Fariña et al. (2018) and Fin et al. (2019), which emphasized that effective communication and positive interpersonal interactions significantly influence student motivation, participation, and learning outcomes.

Therefore, continuous professional development focusing on communication strategies, relationship-building, and collaborative learning practices may further strengthen teachers' competencies and enhance the quality of Physical Education instruction.

Table 1.6 Summary of the Level of Competencies of Physical Education Teachers

Domains	Mean	Interpretation
Pedagogical Knowledge and Instructional Skills	3.43	Very High
Physical Fitness and Demonstration Ability	3.33	Very High
Classroom Management and Discipline	3.24	High
Assessment and Evaluation Practices	3.39	Very High
Interpersonal and Communication Skills	3.22	High
Grand Mean	3.32	Very High

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.6 presents the summary of the competencies of Physical Education teachers across five domains. The overall mean of 3.32, interpreted as Very High, indicates that the respondents possess a strong level of competence in the essential areas of Physical Education instruction. This finding suggests that the teachers are highly capable of performing their professional responsibilities, particularly in the areas of instructional delivery, assessment, physical preparedness, classroom management, and interpersonal interaction. The result further reflects their readiness to provide quality instruction and facilitate meaningful learning experiences that contribute to student development and achievement.

Among the competency domains, Pedagogical Knowledge and Instructional Skills obtained the highest mean of 3.43, followed by Assessment and Evaluation Practices (3.39) and Physical Fitness and Demonstration Ability (3.33), all interpreted as Very High.

These findings indicate that the teachers are particularly confident in planning lessons, implementing instructional strategies, assessing student learning, and demonstrating physical activities effectively. Meanwhile, Classroom Management and Discipline (3.24) and Interpersonal and

Communication Skills (3.22) received High ratings. Although these domains were rated positively, the results suggest opportunities for further enhancement, particularly in fostering inclusive learning environments, strengthening positive behavior management strategies, and improving communication practices to maximize student engagement and participation.

The findings underscore the multidimensional nature of teacher competence and its importance in achieving effective Physical Education instruction. The results support the studies of Tanucan et al. (2021), who emphasized the significance of pedagogical knowledge and technology integration in teaching effectiveness, and Fuaddi et al. (2019), who highlighted the role of assessment literacy in promoting student learning.

Likewise, Garcia Fariña et al. (2018) emphasized the importance of interpersonal and communication skills in enhancing student engagement and learning outcomes. Taken together, these findings affirm that continuous professional development across all competency domains is essential for sustaining high-quality teaching performance and improving educational outcomes in Physical Education.

Table 2.1 Level of Teaching Performance of Physical Education Teachers as evaluated by their immediate Supervisors or School Heads in terms of Lesson Planning and Preparation

Qualifications	SD	Mean
The teacher prepares daily lesson plans aligned with curriculum standards.	0.43	3.00
Instructional materials are well-prepared and suitable for learners' levels.	0.83	3.18
Objectives are clearly stated and achievable.	0.90	2.91
Activities are organized and logically sequenced.	0.57	2.82
Grand Mean	2.98 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 2.1 presents the level of teaching performance of Physical Education teachers as evaluated by their immediate supervisors or school heads in terms of lesson planning and preparation. The overall mean of 2.98, interpreted as High, indicates that the respondents demonstrate a commendable level of performance in planning lessons, preparing instructional materials, and organizing learning activities. This finding suggests that the teachers are generally effective in designing instructional experiences that support student learning. However, the result also indicates opportunities for further improvement to attain a very high level of performance in lesson planning and preparation.

Among the indicators, "Instructional materials are well-prepared and suitable for learners' levels" obtained the highest mean of 3.18, indicating that teachers are effective in selecting and preparing appropriate learning resources that support student engagement and understanding. This was followed by "The teacher prepares daily lesson plans aligned with curriculum standards" (3.00) and "Objectives are clearly stated and achievable" (2.91). Meanwhile,

"Activities are organized and logically sequenced" received the lowest mean of 2.82. Although still interpreted as High, the result suggests a need for greater attention to the organization and sequencing of learning activities to ensure smooth lesson flow and maximize student comprehension and participation.

The findings highlight the importance of effective lesson planning and preparation in achieving quality instruction and positive learning outcomes. Well-prepared instructional materials, clearly defined objectives, and logically organized activities provide a strong foundation for successful teaching and learning. These findings support the study of Padillo et al. (2021), which emphasized that systematic lesson preparation and continuous professional development significantly contribute to improved instructional performance and student achievement.

Therefore, ongoing training and mentoring in lesson design, curriculum alignment, and instructional planning may further enhance teachers' performance and help elevate their competencies from a high to a very high level.

Table 2.2 Level of Teaching Performance of Physical Education Teachers as evaluated by their immediate Supervisors or School Heads in terms of Instructional Delivery

Qualifications	SD	Mean
The teacher effectively communicates lesson content and expectations.	0.57	2.82
Demonstrations are accurate, engaging, and clear.	0.39	2.82
The teacher motivates students to actively participate in activities.	0.29	2.91
The teacher adjusts instruction based on students' responses and needs.	0.60	3.00
Grand Mean	2.89 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 2.2 presents the level of teaching performance of Physical Education teachers as evaluated by their

immediate supervisors or school heads in terms of instructional delivery. The overall mean of 2.89,

interpreted as High, indicates that the respondents demonstrate a commendable level of effectiveness in delivering lessons, motivating learners, and responding to students' instructional needs. This finding suggests that the teachers are generally capable of facilitating meaningful learning experiences through appropriate teaching strategies and classroom interactions. However, the result also indicates opportunities for further improvement to achieve a very high level of performance in instructional delivery.

Among the indicators, "The teacher adjusts instruction based on students' responses and needs" obtained the highest mean of 3.00, indicating that teachers are able to adapt their teaching approaches according to learners' abilities and classroom situations. This was followed by "The teacher motivates students to actively participate in activities" with a mean of 2.91, reflecting the teachers' ability to encourage engagement and participation among students. Meanwhile, "The teacher effectively communicates lesson content and expectations" and "Demonstrations are accurate, engaging, and clear" both received the

lowest mean of 2.82. Although still interpreted as High, these results suggest the need to further strengthen communication skills and demonstration techniques to improve student understanding, participation, and skill acquisition.

The findings underscore the importance of effective instructional delivery in promoting student engagement and learning outcomes in Physical Education. Teachers who communicate clearly, provide accurate demonstrations, and adapt instruction to learners' needs are more likely to create meaningful and engaging learning experiences.

These findings support the study of Cruickshank, Pill, and Mainsbridge (2021), which emphasized that adaptive teaching strategies and effective demonstrations significantly enhance student participation and learning outcomes. Therefore, continuous professional development focused on communication skills, demonstration techniques, and learner-centered instructional strategies may further improve teachers' instructional delivery and overall teaching performance.

Table 2.3 Level of Teaching Performance of Physical Education Teachers as evaluated by their immediate Supervisors or School Heads in terms of Classroom Management

Qualifications	SD	Mean
The teacher maintains order and discipline effectively.	0.50	3.55
The classroom environment is safe, inclusive, and conducive to learning.	0.45	3.27
Students show respect and cooperation during class.	0.57	3.18
Grand Mean	3.33 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 2.3 presents the level of teaching performance of Physical Education teachers as evaluated by their immediate supervisors or school heads in terms of classroom management. The overall mean of 3.33, interpreted as Very High, indicates that the respondents demonstrate an excellent level of performance in maintaining discipline, establishing a positive learning environment, and promoting appropriate student behavior. This finding suggests that the teachers are highly effective in managing their classes and creating conditions that support active participation, safety, and meaningful learning experiences in Physical Education.

Among the indicators, "The teacher maintains order and discipline effectively" obtained the highest mean of 3.55, indicating that teachers excel in establishing classroom routines, enforcing rules, and managing student behavior. This was followed by "The classroom environment is safe, inclusive, and conducive to learning" with a mean of 3.27, reflecting the teachers' ability to create a supportive environment that encourages student participation and engagement. Meanwhile, "Students show respect and cooperation during class" received the lowest mean of 3.18. Although this indicator still received a favorable rating, the result suggests that teachers may further

strengthen strategies that promote collaboration, mutual respect, and positive peer interactions among students during classroom activities.

The findings emphasize the crucial role of classroom management in ensuring effective teaching and learning in Physical Education. Teachers who maintain discipline, establish a safe learning environment, and encourage positive student behavior are more likely to facilitate productive and engaging

learning experiences. These findings support the study of Tulyakul et al. (2019), which revealed that effective classroom management strategies, including clear rules, structured routines, and motivational approaches, significantly enhance student participation and learning outcomes. Therefore, sustaining effective classroom management practices and continuously developing strategies that foster student cooperation and respect may further strengthen teaching performance and classroom effectiveness.

Table 2.4 *Level of Teaching Performance of Physical Education Teachers as evaluated by their immediate Supervisors or School Heads in terms of Assessment of Student Learning*

Qualifications	SD	Mean
The teacher uses multiple assessment methods appropriate to Physical Education.	0.39	3.18
Assessment results are used to improve instruction.	0.45	3.27
Records and documentation of student performance are accurate and updated.	0.48	3.36
Grand Mean		3.27 (Very High)

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 2.4 presents the level of teaching performance of Physical Education teachers as evaluated by their immediate supervisors or school heads in terms of assessment of student learning. The overall mean of 3.27, interpreted as Very High, indicates that the respondents demonstrate excellent performance in assessing student learning, utilizing assessment results, and maintaining accurate records of student achievement. This finding suggests that the teachers possess strong assessment practices that enable them to effectively monitor student progress and make informed instructional decisions that support learning and development in Physical Education.

Among the indicators, “Records and documentation of student performance are accurate and updated” obtained the highest mean of 3.36, indicating that teachers place considerable importance on maintaining accurate and organized records of student achievement.

This was followed by “Assessment results are used to improve instruction” with a mean of 3.27, reflecting the teachers’ ability to utilize assessment data to enhance teaching strategies and address learners’ needs. Meanwhile, “The teacher uses multiple

assessment methods appropriate to Physical Education” received the lowest mean of 3.18. Although still positively rated, this result suggests that teachers may further expand the variety of assessment methods used to better evaluate students’ physical skills, knowledge, and overall performance.

The findings highlight the vital role of assessment in improving instruction and promoting student learning. Effective assessment practices enable teachers to monitor progress, provide appropriate interventions, and ensure that learning objectives are achieved.

These findings support the study of Modell and Gerdin (2021), which emphasized that Physical Education teachers who maintain accurate records, utilize assessment results to guide instruction, and employ diverse assessment methods create more meaningful and equitable learning experiences for students.

Therefore, continuous professional development in assessment design and innovative evaluation strategies may further strengthen teachers’ performance in assessing student learning and contribute to improved educational outcomes.

Table 2.5 Level of Teaching Performance of Physical Education Teachers as evaluated by their immediate Supervisors or School Heads in terms of Professional Growth and Work Ethics

Qualifications	SD	Mean
The teacher participates in professional development activities.	0.51	3.09
The teacher demonstrates punctuality, accountability, and responsibility.	0.64	2.64
The teacher maintains good working relationships with colleagues and administrators.	0.83	2.82
The teacher exhibits dedication and enthusiasm toward teaching Physical Education.	0.67	3.09
Grand Mean		2.91 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 2.5 presents the level of teaching performance of Physical Education teachers as evaluated by their immediate supervisors or school heads in terms of professional growth and work ethics. The overall mean of 2.91, interpreted as High, indicates that the respondents demonstrate a commendable level of professionalism, commitment to continuous learning, and ethical conduct in the workplace. This finding suggests that the teachers are generally dedicated to improving their professional competencies and fulfilling their responsibilities as educators. However, the result also indicates opportunities for further enhancement to achieve a very high level of performance in this area.

Among the indicators, “The teacher participates in professional development activities” and “The teacher exhibits dedication and enthusiasm toward teaching Physical Education” both obtained the highest mean of 3.09, indicating that teachers value continuous learning and demonstrate a strong commitment to their profession. These qualities contribute positively to instructional effectiveness and student learning outcomes. This was followed by “The teacher maintains good working relationships with colleagues and administrators” with a mean of 2.82, reflecting satisfactory collaboration and professional interaction

within the school environment. Meanwhile, “The teacher demonstrates punctuality, accountability, and responsibility” received the lowest mean of 2.64. Although still interpreted as High, the result suggests that greater consistency in fulfilling professional obligations and responsibilities may further strengthen overall work performance and professional credibility.

The findings highlight the importance of professional growth and work ethics in promoting teaching effectiveness and organizational success. Teachers who actively participate in professional development activities, demonstrate dedication to their work, and maintain positive professional relationships are more likely to enhance their instructional practices and contribute to a productive learning environment. These findings support the study of Padillo et al. (2021), which emphasized that continuous professional development, commitment to professional responsibilities, and ethical behavior significantly influence teaching performance and student achievement. Therefore, schools should continue to encourage participation in professional learning opportunities while fostering accountability, responsibility, and collaboration among teachers to further enhance their professional competencies and work performance.

Table 2.6 Summary of the Level of Teaching Performance of Physical Education Teachers as evaluated by their immediate Supervisors or School Heads

Domains	Mean	Interpretation
Lesson Planning and Preparation	2.98	High
Instructional Delivery	2.89	High
Classroom Management	3.33	Very High
Assessment of Student Learning	3.27	Very High
Professional Growth and Work Ethics	2.91	High
Grand Mean	3.08	High

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 2.6 presents the summary of the teaching performance of Physical Education teachers as evaluated by their immediate supervisors or school heads across five performance domains. The overall mean of 3.08, interpreted as High, indicates that the respondents demonstrate a commendable level of teaching performance in the areas of lesson planning and preparation, instructional delivery, classroom management, assessment of student learning, and professional growth and work ethics. This finding suggests that the teachers are generally effective in carrying out their professional responsibilities and contributing to the achievement of educational objectives. However, the result also indicates opportunities for further improvement to attain a very high level of teaching performance across all domains.

Among the domains, Classroom Management obtained the highest mean of 3.33, followed by Assessment of Student Learning with a mean of 3.27, both interpreted as Very High. These findings indicate that the teachers are particularly effective in maintaining discipline, creating a conducive learning environment, and implementing appropriate assessment practices that support student learning. Meanwhile, Lesson Planning and Preparation (2.98), Professional Growth and Work Ethics (2.91), and Instructional Delivery (2.89) were all interpreted as

High. Although these ratings reflect satisfactory performance, they suggest that teachers may further strengthen their instructional planning, teaching strategies, professional engagement, and delivery techniques to enhance overall teaching effectiveness.

The findings underscore the multidimensional nature of teaching performance and the importance of continuous professional development in achieving instructional excellence.

Effective classroom management and assessment practices contribute significantly to student engagement, participation, and learning outcomes, while strong instructional delivery and professional growth further enhance teaching quality.

These findings support the studies of Padillo et al. (2021), who emphasized the importance of professional development, work ethics, and instructional planning in improving teacher performance, and Modell and Gerdin (2021), who highlighted the role of classroom management and assessment in promoting meaningful learning experiences. Therefore, sustained professional development initiatives and targeted interventions in instructional planning and delivery may help elevate teachers' performance from a high to a very high level.

Table 3. Test of Significant Relationship Between the Competencies of Physical Education Teachers and Their Teaching Performance

Test Variables	Correlation Coefficient (r)	P value	Decision
Teachers' Competence and Teaching Performance	-0.072	0.833	Retain Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 3 presents the test of the significant relationship between the competencies of Physical Education teachers and their teaching performance. The computed correlation coefficient of $r = -0.072$ indicates a very weak negative relationship between the two variables. Furthermore, the obtained p-value of 0.833 is greater than the 0.05 level of significance, leading to the retention of the null hypothesis. This means that there is no significant relationship between the competencies of Physical Education teachers and their teaching performance as evaluated by their

immediate supervisors or school heads. Therefore, the level of teachers' competencies does not significantly influence their observed teaching performance in this study.

The finding suggests that teachers who rated themselves highly in terms of pedagogical knowledge, instructional skills, physical fitness, classroom management, assessment practices, and interpersonal skills did not necessarily receive higher teaching performance ratings from their supervisors. This result

may be attributed to the fact that teaching performance is influenced by various factors beyond teacher competencies alone. Factors such as school environment, availability of instructional resources, student characteristics, administrative support, and evaluation standards may affect teaching performance. Moreover, the use of self-assessment for measuring competencies and supervisor evaluation for measuring performance may have contributed to the absence of a significant relationship between the two variables.

The findings support the observations of Padillo et al. (2021), who emphasized that teacher performance is shaped not only by professional competencies but also by contextual and organizational factors within the school environment. Similarly, Vergara-Torres et al. (2021) noted that teaching effectiveness in Physical Education is influenced by both individual competencies and situational conditions that affect classroom practice. These studies suggest that while teacher competencies remain important, they may not independently determine teaching performance. Therefore, future interventions aimed at improving teaching performance should consider not only competency development but also the broader factors that influence instructional effectiveness and professional practice.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

The study examined the competencies and teaching performance of Physical Education teachers and the relationship between these variables. Findings revealed that the teachers demonstrated a Very High level of competencies, with an overall mean of 3.32. Among the competency domains, Pedagogical Knowledge and Instructional Skills obtained the highest mean (3.43), followed by Assessment and Evaluation Practices (3.39) and Physical Fitness and Demonstration Ability (3.33), all rated Very High. Meanwhile, Classroom Management and Discipline (3.24) and Interpersonal and Communication Skills (3.22) were rated High. In terms of teaching performance, supervisors rated the teachers at a High level, with a grand mean of 3.08. Classroom Management (3.33) and Assessment of Student

Learning (3.27) received Very High ratings, while Lesson Planning and Preparation (2.98), Professional Growth and Work Ethics (2.91), and Instructional Delivery (2.89) were rated High. Furthermore, the results showed a very weak negative correlation between teachers' competencies and teaching performance ($r = -0.072$, $p = 0.833$), indicating no significant relationship between the two variables. Consequently, the null hypothesis was retained, suggesting that teachers' self-perceived competencies did not significantly influence their observed teaching performance. This implies that other factors, such as classroom conditions, student characteristics, school resources, and supervisory expectations, may have a greater impact on teaching performance.

Conclusions

The findings in the study show that the teachers in physical education believe that they are very competent in their work, especially in pedagogical knowledge, practices of assessing students, and physical fitness, whereas the supervisors tend to assess their teaching performance as high, with strengths in classroom management and evaluating the student learning and opportunities for improvement in the instructional delivery, lesson planning, and professional development. Nevertheless, the lack of meaningful correlation between personal perceptions of competencies and the actual teaching performance highlights the role of external and situational factors in the classroom, including classroom conditions, student behavior, and school resources, in mediating actual teaching performance.

Recommendations

Based on the findings of the study, the competencies and teaching performance of Physical Education teachers may be further strengthened through continued professional development and instructional support. Likewise, school administrators may utilize the results as a basis for enhancing programs and initiatives that promote teaching effectiveness. The findings may also provide useful insights for curriculum supervisors and planners in reviewing and improving Physical Education programs and instructional practices. Furthermore, the results may contribute to creating learning environments that

encourage greater student engagement and participation. More so, future studies may explore other variables related to teaching performance to provide a broader understanding of the factors that influence teacher effectiveness.

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