

Knowledge-Based Competency of Non-Specialized P.E Teachers: Basis for Enrolling the Physical Education Subjects

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Abstract: *The lack of specialized Physical Education Teachers has forced principals to assign teachers to be in charge of Physical Education subjects, such teachers are categorized as non-specialized because of the characteristics of belonging to other specialties. This study assessed the knowledge-based competency of non-specialized P.E teachers handling Physical Education subjects in the City of San Jose del Monte, Bulacan. The population of the study was 44 non – specialized P.E teachers and 100 k to 12 students. The instruments measures teachers’ knowledge-based competencies adapted from the k to 12 module programs of DepEd. This module measures the knowledge and competencies of non-specialized P.E teachers. The questionnaire was divided into two parts, the first part is a questionnaire for non-specialized P.E teachers and the second part of the questionnaire is for student respondents. The first part included the profile of teachers’ respondents such as Personal Data, Professional Profile, number of years in teaching, coaching, and officiating, pre-service experience, in-service training, and the awards received in the competition. The questionnaire also included items related to Knowledge of sports and involvement of classroom management. There were seven (7) items for knowledge of sports and ten (10) items for classroom management. The teacher respondents put a check in the appropriate column corresponding to how they rate each item. The terms are coded as excellent, very good, good, fair and poor. The second part of questionnaire under body management, the students were asked to place an X over the circle indicating whether they think the item is very true, somewhat true, or not true to assess their self-management skills that are important to adhering to physically active lifestyle. It consists of twelve (12) items. While under movement skills the students were assessed base on the rating scale such as students does not attempt skill, attempts the skill with little success. Attempt the skill with some success and attempts and complete skill successfully which is consists of fourteen (14) items. Under Physical Fitness Test the students were rate base on the performance target such as excellent, good, fair, poor and very poor. Under Games and Sports the student respondents checked the appropriate box corresponds on how many attempts they can solve the puzzle in and the time to solve the puzzle, they rate as advance, proficient, approaching proficiency and developing. The last is the rhythm and dance consists of six (6) items. They were assessed following the criteria such as excellent, very good, good fair, needs improvement base on their performance.*

Keywords— Knowledge-Based Competency, Non-Specialized, Physical Education Teachers, Performance, games, Sports, Physical Activitie

1. INTRODUCTION

Teaching without content mastery is one of the great dilemmas among educators in the academe. The term ‘non-specialist’ is used for teachers without qualifications and training in the subject. This is sometimes referred to as out-of-field teaching or teachers being assigned to teach subjects that do not match their training or education (Wise Geek Article). A non-specialized Physical Education teacher are those who were not able to acquire studies regarding Physical Education.

The lack of specialized Physical Education Teachers has forced principals to assign teachers from different areas to be in charge of the subject of Physical Education, such teachers are categorized as non-specialized because of the characteristics of belonging to other specialties. The non-specialized teachers find difficulties when teaching due to the lack of specialization, their inadequate and lack of training, in addition, they do not know the variety of

methods and techniques suitable for Physical Education teaching. Teacher content knowledge is crucially important to the improvement of teaching and learning.

This study is very interesting because presently we have a new curriculum which is the K-12 program wherein we expect 100% development and improvement of our students. The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship, but unfortunately, most of the teachers such in Physical Education subject are not competent enough in their given subject because they just only force by their principal to teach the subject. What is the use of the new curriculum if the knowledge base competency of teachers will not be able to meet the needs of the students in terms of quality education?. Some people say that it is not the number of years that should

be increased, but the quality of instruction that the students receive. In a way, adding a few years to basic education can still provide the quality that students need.

The purpose of this research is to uplift quality education regarding the knowledge base competency of non-specialized P.E teachers: basis for re-tooling the Physical Education Program, in line with k12 curriculum “The State shall promote physical education and encourage sports program, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors”. In connection with the non-specialists P.E teachers in the k to 12 program, the teachers will be given sufficient in-service training on content and pedagogy to implement this program. Current DepEd teachers shall be retrained to meet the content and performance standards of the enhanced K to 12 curriculum. The pre-service education training for aspiring teachers will also be modified to conform to the requirements of the program. DepEd, in coordination with CHED, shall ensure that the Teacher Education curriculum offered in Teacher Education Institutions will meet the necessary quality standards for new teachers. Training of teachers will follow the phased-in introduction of the enhanced curriculum. According to the Dep Ed, the problem which has adversely affected their quest for quality education could be largely attributed to the few numbers of teachers-education graduates who are specialists or major in such subject.

There will be a matching of competency requirements and standards so that 12-year basic education graduates will have the necessary skills needed to join the workforce and to match the College Readiness Standards for further education and future employment. Entrepreneurship will also be fostered in the enhanced curriculum, ensuring graduates can venture into other opportunities beyond employment.

As in any other profession, teaching requires preparation to equip those entering the field with the necessary skills and attitudes for efficient and effective performance. Teachers have sometimes been tagged as inefficient, unfit, and unqualified individuals who adversely affect those entrusted to their care. Teachers must possess a high degree of intellectual ability and must be of untarnished integrity –people will not settle for anything less from them. For all that is expected of teachers, their only reward is to see that their efforts have not been in vain (Aliman, 1993). To be effective, a teacher must meet many demands. He must have a vast pond of knowledge in his field of specialization. To be a productive teacher, one must have these qualities that would make him competent in his chosen field.

The effect of non-specialized Physical Education Teacher teaching Physical Education is the low quality of education in terms of Physical Education subject. It expressed concern over the lack of confidence and qualifications of teachers to teach Physical Education. The influence of school PE

experiences may play an important role in the development of students’ confidence to learn appropriately in Physical Education.

The researcher concludes that non-specialized P.E teachers teaching Physical Education subjects must undergo training and seminars and took the foundation of Physical Education in order to teach PE appropriately and properly. To improve students’ achievement and performance the criteria for PE teachers should be followed. Effective instruction is the main concern of this study. Quality instruction is essential to student achievement.

2. STATEMENT OF THE PROBLEM

The general problem was: How does non-specialized P.E teachers be assessed as a basis for enrolling in the Physical Education subject for the new curriculum (k to 12 program)?

Specifically, the study sought answers to the following questions:

1. What is the knowledge-based competence of non – specialized P.E teachers as perceived by the students as in:
 - 1.1 Body Management;
 - 1.2 Movement Skills;
 - 1.3 Physical Fitness;
 - 1.4 Games and Sports; and
 - 1.5 Rhythm and Dance?
2. What is the level of assessment of non – specialized teachers in Physical Education as perceived by themselves for the new curriculum –k to 12 as to:
 - 2.1 Knowledge of Sports;
 - 2.2 Classroom Management; and
 - 2.3 Awards in Competition?
3. What program may be proposed based on the findings of the study to serve as re-tooling for non-specialized P.E teachers suited for the K to 12 Program?

3. METHODOLOGY

This study used the simple descriptive research method utilizing research design. Aquino (2002), defines descriptive research as a fact-finding method with adequate interpretation. That it is something more and beyond just data-gathering; the latter is not reflective thinking or research. The true meaning of the data collected should be reported from point of view of the objectives and the assumption of the project underway. This follows logically after careful classification of the data. Facts obtained accurate expression of central tendency, or deviation; but the report is not research unless discussion of those data is not carried up to the level of adequate interpretation. Data must be subjected to the thinking process in terms of the ordered reasoning.

4. RESULTS AND DISCUSSIONS

- I. Knowledge-based competence of non – specialized P.E teachers

Table 4 shows the knowledge-based competence of non-specialized P.E teachers as perceived by the students as in body management. It is shown that the highest point “I have more positive than negative attitudes about physical activity with a mean value of 2.45 with interpretation as somewhat true. This is proof that most of the non-specialized teachers have more positive sides than negative that the teacher should possess.

It indicates that the knowledge-based competence of non-specialized PE teachers as to body management is perceived by student respondents to be somewhat true. This could be interpreted that although teachers are not specialized in physical education they still have time to conduct exercises and physical fitness activities to improve their endurance and agility as a requirement of a physical education teacher to be able to demonstrate effectively the activities with students. Indicative data reveals that of the indicators entered into the body management variable interpreted as somewhat true. This is due to the fact that teachers are motivated to enhance their teaching skills in physical education by considering things to be positive in order to achieve their classroom goal and objectives with students. In short, they face their problem with full strength and courage.

Meanwhile, keeping regular physical activity logs to monitor current physical activity levels received the lowest mean of 1.57 but the descriptive rating is still somewhat true. This is attributable by the scenario that teachers are having the difficulty of monitoring their exercises activities because of the over workload assigned to them that they have to focus and sometimes forget to monitor their physical activities. And also include the total number of students per classroom (class size) can also contribute difficulty in the part of the teacher to monitor properly their everyday activities. And usually P.E subject is only included in MAPEH (Music, arts, P.E & health) were in the computations of grades becomes difficult in k12 program.

Moreover, other indicators such as regularly assessing their health-related fitness and rate their fitness test results using health-fitness standards, set realistic and attainable fitness and activity goals and monitor progress in meeting these goals, have planned a personal program that includes activities for all parts of fitness and for optimal health benefits, have the motor skills necessary to perform several physical activities on a regular basis, find a way to do an activity even when the weather is bad or time is limited, knows how to identify fitness misinformation and quackery, knows how to get others to do exercise with me and to get the support of others for doing my own activity program, knows and use strategies to stick with it especially when I have not been active for a while, participate in activities that I am not very good at because they are able to enjoy them even if they don't excel, and manage their time to allow regular performance of their physical activity program are found to be somewhat true whose mean is 2 when rounded to a whole number.

Body management skills involve balancing the body in stillness and in motion Specific skills in the units include

balancing large and small body parts. Without competence in body management, the safe implementation and development of the other fundamental movement skills become difficult. That was presently experienced by the non-specialized teacher were in they don't have the skills needed to make everything easy. But still, they try all the necessary things to come up with the problem especially for the k12 program. Activities usually help students learn to control their bodies, while using a wide variety of apparatus. Body management skills are usually large muscle activities required for controlling the body in various situations.

Table 4. Knowledge-Based Competence of Non-Specialized PE Teachers as perceived by the students as to Body Management

Student Self-Management Skills Questionnaire	Mean	Interpretation
1. I regularly assess my health-related fitness and rate my fitness test results using health fitness standards.	2.11	Somewhat True
2. I keep regular physical activity logs to monitor current physical activity levels.	1.57	Somewhat True
3. I set realistic and attainable fitness and activity goals and monitor progress in meeting these goals.	2.02	Somewhat True
4. I have planned a personal program that includes activities for all parts of fitness and for optimal health benefits.	1.78	Somewhat True
5. I have the motor skills necessary to perform several physical activities on a regular basis.	2.21	Somewhat True
6. I have more positive than negative attitudes about physical activity.	2.45	Somewhat True
7. I find a way to do my activity even when the weather is bad or my time is limited.	2.07	Somewhat True
8. I know how to identify fitness misinformation and quackery.	2.08	Somewhat True
9. I know how to get others to do exercise with me and to get the support of others for doing my own activity program.	2.37	Somewhat True
10. I know and use strategies to stick with it especially when I have not been active for a while.	2.04	Somewhat True
11. I participate in activities that I am not very good at because I am able to enjoy them even if I don't excel.	2.25	Somewhat True
12. I manage my time to allow regular performance of my physical activity program.	2.10	Somewhat True

Table 5 presents the knowledge-based competence of non-specialized PE teachers as to student movement skills. It is shown that squat registered the highest mean of 2.39 which is interpreted to have some success. This is because to squat is a warm-up activity in all activities to be accomplished by students to condition the body need requirement for agility and strength and they are more familiar with this kind of movement. This is followed by lunges whose mean is 2.07, bird dog arm – up with a mean of 1.95, bird dog knee to elbow whose mean is 1.85, lunge and twist with 1.74 mean rating, knee hug and calf raise, quadriceps stretch with identical mean of 1.69, hamstrings whose mean is 1.60, trunk stretch with 1.56 mean value, front plank with a mean of 1.55 that are all assessed by respondents to have some success. Bird dog- leg up has a mean value of 1.41, Side plank with a mean value of 1.32 same as in inch worm, single deadlift with a mean value of 1.27 these are interpreted as little success as of students' activities. It is noticeable that every activity inside and outside of the classroom the students are required by teachers to execute the different fitness activities that helped a lot to students in motivating them to actively participate in all physical activities.

Table 5. Knowledge-Based Competence of Non-Specialized P.E Teachers as to Student Movement Skills

Student Movement Skills	Mean	Interpretation
1.Front Plank	1.55	Student attempts skill/activity with some success
2.Side Plank	1.32	Student attempts skill/activity with little success
3.Squat	2.39	Student attempts skill/activity with some success
4.Bird dog arm-up	1.95	Student attempts skill/activity with some success
5.Bird dog leg-up	1.41	Student attempts skill/activity with little success
6.Lunges	2.07	Student attempts skill/activity with some success
7.Bird dog knee to elbow	1.85	Student attempts skill/activity with some success
8.Knee hug and calf raise	1.69	Student attempts skill/activity with some success
9.Single leg dead lift	1.27	Student attempts skill/activity with little success
10.Lunge and Twist	1.74	Student attempts skill/activity with some success
11.Inch worm	1.32	Student attempts skill/activity with little success
12.Hamstring Stretch	1.60	Student attempts skill/activity with some success
13.Quadriceps Stretch	1.69	Student attempts skill/activity with some success
14.Trunk Stretch	1.56	Student attempts skill/activity with some success

Table 6 manifests the knowledge-based competence of non-specialized PE teachers as to student physical fitness test. It shows the knowledge base competency of non-specialized teachers as to students in performing the Physical fitness test that usually needs to measure the strength and weakness points of the students in terms of physical aspect. Sit and reach has a mean value of 35.73 interpreted as good, it is considered as the strong point of the students. Curl-ups has a mean value of 20.07, Push – up with a mean value of 10.30 have an identical interpretation of fair which are considered as the weakest point of the students.

Table 6. Knowledge-Based Competence of Non-Specialized PE Teachers as to Student Physical Fitness Test

Student Physical Fitness Test	Mean	Interpretation
1.Curl - ups	20.07	Fair
2.Push - up	10.30	Fair
3.Sit and Reach	35.73	Good
4.Zipper Test	7.12	Good

In table 7 shows the competency of non-specialized P.E teachers in teaching games and sports such as chess. It shows the capability of non-specialized teachers in teaching games and sports (chess). Time to solve the puzzle has a total mean value of 1.45 and time to solve the puzzle in with a total mean value of 1.17, both are interpreted as developing. It is manifested on the table that the knowledge-based competence of non-specialized PE teachers as to student games and sports is interpreted to be developing. This may be explained by the fact that students are engaged in different games and sports that measure the competency of non-specialized teachers in term of teaching games and sports. Base on the total result of interpretation most of non-specialized teachers are not totally good enough in teaching games and sports but they tried to give their best to cope up with this problem.

Table 7. Knowledge-Based Competence of Non-Specialized PE Teachers as to Student Games and Sports

Student Games and Sports	Mean	Interpretation
1.Solve the puzzle in	1.17	Developing
2.Time to solve the puzzle	1.45	Developing

In table 8 shows knowledge base competency of non-specialized teachers in teaching dance. This was measured through students’ performance. It indicates the knowledge base competence of non-specialized teachers as to student’s rhythm and dance. Item no. 1, execute dance steps correctly has a mean value of 2.51 was interpreted as good is the highest point. Respects and participates in the activity willingly has a mean value of 2.40, respond to music and tempo accurately with a mean value of 2.33, moves in relation to partner or group has a mean value of 2.17, define clearly the qualities of movement has a mean value of 2.13, and control self in terms of balance and other movement factors has a mean value of 2.11, these have the same interpretation which is fair. The findings may be interpreted further that dance is a powerful ally for developing many of the attributes of a growing child. It helps children mature physically, emotionally, socially, and cognitively. The physical benefits of dance are widely accepted, but the emotional, social and cognitive attributes have only recently begun to be appreciated. involves a greater range of motion, coordination, strength, and endurance than most other physical activities. This is accomplished through movement patterns that teach coordination and kinesthetic memory. Dancing utilizes the entire body and is an excellent form of exercise for total body fitness. Young children are naturally active, but dance offers an avenue to expand movement possibilities and skills

It promotes psychological health and maturity. Children enjoy the opportunity to express their emotions and become aware of themselves and others through creative movement. A pre-school child enters a dance class or classroom with a history of emotional experiences. Movement within a class offers a structured outlet for physical release while gaining in awareness and appreciation of oneself and others.

Young children will create movement spontaneously when presented with movement ideas or problems that can be solved with a movement response. Movement provides the cognitive loop between the idea, problem, or intent and the outcome or solution. This teaches an infant, child and, ultimately, adult to function in and understand the world. The relationship of movement to intellectual development and education is an embryonic field of study that has only recently begun to be explored.

This shows that most of none specialized teachers are not competent enough in teaching dance, because teaching dance is more on the interpretation of dance literature. It is very difficult if you don’t have any foundation of dance.

Table 8. Knowledge-Based Competence of Non-Specialized PE Teachers as to Student Rhythm and Dance

Student Rhythm and Dance	Mean	Interpretation
1.Execute dance steps correctly	2.51	Good
2.Respond to music and tempo accurately	2.33	Fair
3.Moves in relation to partner or group	2.17	Fair
4. Define clearly the qualities of movement	2.13	Fair
5.Control self in terms of balance and other movement factors	2.11	Fair
6. Respects and participates in the activity willingly	2.40	Fair

Table 9 present items pertaining to the level of assessment of Non-Specialized Teachers as to knowledge of Sports. Item no. 9 which stated “Established harmonious coach-athlete relationship had a mean value of 3.50 has the highest point, was interpreted as very good. “Motivates students in all levels of training and competition” had a mean value of 3.34 and was interpreted as good. Item no. 4 “interprets the rules of the games correctly “with a mean value of 3.16 interpreted as good. Item no.2 and 5 had a mean value of 3.11 and interpreted as good. Item no.1 with a mean value of 2.98 and interpreted as good and item no. 3 with a mean value of 2.80 interpreted as good. This meant that the non-specialized teachers although they are not good enough in terms of ability to correct technical and tactical errors in teaching P.E still they value the importance of coach –athlete relationship which is also considered as one of the important thing as a P.E teacher to become successful because achievement of the athlete also the achievement of the coach.

Table 9. Level of Assessment of Non- Specialized Teachers as to Knowledge of Sports

Knowledge of Sports	Mean	Interpretation
1.Demonstrate sufficient knowledge of games both technical and tactical	2.98	Good
2.Executes Fundamental Skills	3.11	Good
3.Display the ability to correct technical and tactical errors	2.80	Good
4. Interprets the rules of the game correctly	3.16	Good
5.Utilizes the sports equipment and facilities appropriately and accurately	3.11	Good
6.Motivates students in all levels of training and competition	3.34	Good
7.Established harmonious coach-athlete relationship	3.50	Very Good

Table 10 indicate the level of assessment of non-specialized teachers in managing the classroom. It shows the level of assessment of non-specialized teachers on how to manage classroom during their class hour. Item no. 5 was the strong point stated “Practices fairness on treating students” has a mean value of 3.77 and interpreted as very good. Item no.1, “Creates learning environment that is kind and respectful” and item no. 7, “Ensures that every student feels at ease, safe and secured in the classroom” with a mean value of 3.73 and also interpreted as very good. Item no. 8 stated “rewards deserving students has a mean value of 3.68 interpreted as very good. Item no. 6 stated “reacts appropriately to misbehaviors has a mean value of 3.64 interpreted as very good. Item no.9, “ensures the students are actively engaged throughout the lesson” has a mean value of 3.52 interpreted as very good. “Organizes classroom group for collaborative learning that is item no.2, item no. 3 “Establishes rules and procedures to maintain classroom order and item no. 10 “makes learning resources in the classroom accessible to all have a mean value of 3.45 interpreted as good. Item no. 4 stated “monitors and paces activities has a mean value of 3.43 interpreted as good.

This indicate that most of the non-specialized teachers are dedicated with their teaching job although they are not aligned with this subject still they give their best for the sake of the students. Classroom management can also consider as the strong point of non-specialized teachers.

Such findings is attributable to the fact that classroom management is extremely effective to create a better learning environment, in which the teacher invests in space, time and materials to achieve academic and personal development to the students. Personally, seating arrangement play a significant role in creating a stress-free and a beneficial atmosphere for the learners and helping the teacher in controlling the class easily. It will also reflect their performance in the activities, how much they have struggled from the lesson and facilities free movement in the classroom. Arranging the class in a semi-circle allows the teacher to observe the students and also the students will be able to see their classmates and the board. It is also perfect for conducting group discussions and participating in group conversations by building the students self –esteem and confidence. in sharing their ideas, especially for students who are shy to present their work to others. It also makes easy in the part of the teacher if the class is not big enough because this seating arrangement will take much room than the traditional row seating arrangement. Having the students sit in the group seating arrangement allows the teacher to walk around the classroom and monitor all the students.

Table 10. Level of Assessment of Non-Specialized Teachers as to Classroom Management

Classroom Management	Mean	Interpretation
1.Creates learning environment that is kind and respectful	3.73	Very Good
2. Organizes classroom group for collaborative learning	3.45	Good
3. Establish rules and procedures to maintain classroom order	3.45	Good
4. Monitors and paces activities	3.43	Good
5.Practices fairness on treating students	3.77	Very Good
6.Reacts appropriate to misbehavior	3.64	Very Good
7.Ensures that every student feels at ease, safe and secured in the classroom	3.73	Very Good
8.Rewards deserving students	3.68	Very Good
9.Ensures that students are actively engaged throughout the lesson	3.52	Very Good
10.Makes learning resources in the classroom accessible to all	3.45	Good

Table 11 shows the Level of Assessment of Non-Specialized P.E Teachers in terms of awards received in the different competition such as in division or regional level. It indicates that out of 44 teacher’s respondent 12 or 27.3 percent received division first placer. 10 or 22.7 percent won division second placer. 8 or 18.2 percent gain division third placer. Others are not participated in the division level whose frequency is 4 or 9.1 percent. 3 or 6.8 percent won regional first placer.1 or 2.3 percent are regional second placer, regional third placer and regional fourth placer. Division fifth and fourth placer has a frequency of 2 or 4.5 percentage. The rest are not interested at all. It means that teachers respondents are not totally competent in sports competition. The highest point was

division first placer. And the lowest point was Regional fourth placer and the other no participation at all.

Table 11. Level of Assessment of Non-Specialized Teachers as to Awards in Competition

Awards in Competition	f	%
1. Regional first placer	3	6.8
2. Regional second placer	1	2.3
3. Regional third placer	1	2.3
4. Regional fourth placer	1	2.3
5. Regional Fifth placer	0	0
6. Regional Participation with award	0	0
7. Regional no participation	0	0
8. Division first placer	12	27.3
9. Division second placer	10	22.7
10. Division third placer	8	18.2
11. Division fourth placer	2	4.5
12. Division fifth placer	2	4.5
13. Division participation with award	4	9.1
14. Division no participation	0	0
Total	44	100

Program Proposal Based on the findings of the study to serve as re-tooling for non-specialized teachers suited for the k-12 program

Physical Education Teacher Evaluation Tool

The National Association for sport and Physical Education (NASPE), the preeminent national authority on physical education and a recognized leader in sport and physical activity, has origins that date back to 1885. A central aspect of this leadership is the development of national standards, guidelines, and position statements that set the standard for quality physical education programs. Quality physical education requires appropriate infrastructure (opportunity to learn), meaningful content defined by curriculum, appropriate instructional practices including good classroom management, student and program assessment, and evaluation.

The NASPE developed Physical Education Teacher Evaluation Tool identifies the knowledge, skills and behaviors needed to provide sound instruction in the k-12 physical education classroom. Its purpose is to assist principals, school district curriculum specialists, and others who evaluate physical education teachers as well as to guide physical education teachers in reflection and self-assessment, and serve as an instructional tool for physical education teacher education programs. Specific examples of how this tool can be used include.

Specific Uses for this Tool

K - 12 Physical Education Teacher

1. Use the tool for self-assessment (e.g., videotape a lesson and review)
2. Study and prioritize the list of tool items to work on specific points of emphasis during instruction
3. Ask a colleague to observe a class and complete the evaluation tool for peer feedback.

K – 12 Administrator

1. Prioritize and rearrange the items on the evaluation tool to emphasize certain teaching knowledge/skills/behaviors
2. Modify the tool to meet needs for formative or summative observation and feedback
3. Customize the tool to target areas identified in a professional growth plan

School District Curriculum Specialist

1. Assist teachers with using the tool for professional growth
2. Provide in –service programs to help teachers address point of emphasis or areas need improvement
3. Incorporate the tool into the mentoring program for new teachers
4. Use the tool for formal or informal observation of teachers

National Standards for Physical Education

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Evaluation Principles

1. Be evaluated with standards, expectations, procedures, and rigor that parallel teachers of other curricular areas.
2. Be observed, assessed, and evaluated by trained evaluators.
3. Be observed multiple times during the academic year.
4. Be observed for the entire class period, from beginning to end.
5. Be observed and evaluated as part of a comprehensive assessment plan, which should include formal conferences, professional growth plans, etc.
6. Be accountable for student achievement of state standards in physical education or the National Standards for Physical Education (NASPE, 2004) in the absence of state standards.

5. CONCLUSIONS

1. The knowledge base competency of non-specialized teachers is significantly related with their

educational qualification (major), Years in teaching, coaching and officiating, pre-service experience and in-service training experience.

2. The knowledge base competency of non-specialized teachers is significantly related with Body management, movement skills, physical fitness, games and sports and rhythm and dance as perceived by the students.
3. There is a significant difference on the level of assessment of non-specialized teachers in teaching physical education as perceived by the teachers themselves in terms of knowledge in sports, classroom management and awards in competition.

6. RECOMMENDATIONS

1. Since the result of the study indicate that the knowledge base competency of non-specialized teachers is significantly related with their educational qualification(major), Years in teaching, coaching and officiating, pre-service experience and in-service training experience. The researcher recommends the non-specialized teachers to take a foundation of Physical Education subject then continue up to master's degree. Also continue attending trainings/seminars in coaching, officiating etc. to gain and update more knowledge (Professional Development). Constant exposure with this activity can improve teaching practices.
2. The school heads and administrators should encourage and support the non-specialized teachers to promote different activities in Physical Education subject that enhance the quality of teaching and also provide the facilities and materials needed in the said activity for the benefits of the students.
3. The DepEd should provide a specific program in re-tooling the physical education subject for the k12.

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