

Teachers' Assessment and Challenges on Teaching Tertiary Physical Education Program

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ABSTRACT

Transformation in the transportation sector is imperative to address the environmental issues and combat climate change. The study examined the determinants of intention to adopt cycling as a sustainable work travel mode among individuals in mumbai city. The responses were collected using a structured questionnaire based on the theory of planned behaviour. Individuals riding a cycle or sometimes using a cycle to workplace were the target audience of the study. Sem technique was used to identify the significant determinants of intention to adopt cycling as a sustainable work travel mode. The analysis found the "perception of environment" as the only significant contributor to the intention to adopt cycling as a sustainable work travel mode. The study highlights the urgent need to augment the infrastructure for cycling. The findings of the study may help enhance the usage of cycles as a work travel mode.

Keywords: Bicycling, Cycling, Sdgs 2030, Sustainability, Transportation, Vehicular Emissions

1. INTRODUCTION

Physical Education teachers are facing limitations in schools. Besides, some schools oblige physical education teachers to accept multiple responsibilities such as coaching, heavy teaching loads and many others. Teaching physical education, is focused on instructional planning that is influenced by the quality of the whole physical education program, especially teacher-coach role conflict. According to Xu et al. [1], this situation may cause physical tension of the teachers' cognitive conflict when attempting to effectively fulfill the stated expectations on both roles. Otherwise, cases like these fall short on these expectations a teacher and a coach thus, both roles devote time and effort to only one of them. This will result to neglecting the other and focus on the other role, a situation has consequences for the educational attainment of the students.

Several studies have noted that planning and preparing a lesson is time consuming. This will result to managing and organization that provides students the opportunity to be more involved and responsible and accountable for their learning. He added that the most challenging task for PE teachers most often is the increased need for planning and preparation and its implementation [2].

Moreover, it was concluded that physical education demonstrates the potential role for PE teachers who plays a role in determining achievement that facilitates increased competence, perception and enjoyment within the different areas in PE courses. It was also cited that teachers' active supervision on students' activity level maintains teacher-student engagement appropriated level of intensity, duration and quality. It recognized varied goals having different teaching styles and instruction when working with varied students that ensures maximum participation and lifelong positive influence that strengthens the school's physical education program and professionals in the field aimed to initiate solutions to the obesity problem of the students [1]. On account to Ricacho et al., [3] they hypothesized that teachers who agree to students input while maintaining control of the

instructional processes may have positive attitude towards Physical education course.

Ensuring discipline in the classroom is vital for efficient teaching and the main determinant of student academic progress. Effective classroom management techniques are crucial for promoting excellent instruction and fostering student achievement. In addition, effective classroom management in physical education promotes a favorable learning environment that improves academic performance and supports the cultivation of a healthy lifestyle in students.

[4; 5].

In a study applying the Deming Cycle, Knight [6] believes in a continuous quality improvement that provides an orderly method to progress toward the goal. Teaching and assessment of student learning are innately complex tasks. If one's goal is to effectively teach skills, knowledge and abilities in physical education class, it should be required by the teacher and then assess student learning appropriately. However, Deming's cycle that is planning, doing, checking and acting is continuous quality improvement that will provide a systematic method to incrementally progress toward the goal that emphasize a step-by-step guide, founded on regular, systematic evaluation of results and formulation of altered approaches with trial and re-evaluation. Following Deming's cycle, teachers will be guided with the plan on what to teach, how and what to teach, how to evaluate and assess students' learning that ensures validity of measurement in all class activities in the physical education program.

Furthermore, assessment helps PE teachers understand students in terms of their learning that allows this knowledge to help them set appropriate objectives to make effective programs in physical education course. The feedback mechanism provides effective and summative evaluation of physical education, while they are being monitored on the progress made. He advised to fulfill the goals, assessing the needs dealing with students' knowledge of the lesson content, skill and development [1]. Further, PE teachers must promote achievement goals based on task competence like presenting interesting and enjoyable activities to have more motivated students who consequently display more positive experiences towards physical education course and physical activities as an important factor to maintain adequate fitness, health and functioning throughout life which is the main goal of physical education [7].

Physical education is the only factor to get students be active that is a useful way to uncover and discover new skills and activities they enjoy considering each student a chance to find a chance to be personally conscious fighting against obesity.

With this, the present study reports the assessment of the tertiary physical education (TPE) teachers on the effectiveness of the program in terms of specifically, policy and environment, curriculum, appropriate instruction, student assessment, professionalism of physical education teachers. Moreover, this study documents their challenges in teaching the TPE. It is hoped that this study will provide fresher insights to curriculum planners on how to enhance the course, and to University officials to assist TPE teachers address their challenges in teaching the course.

2. METHODS

This descriptive study surveyed 16 randomly selected Physical Education teachers from the three campuses of a State University in Northern Mindanao. There were 10, 4, and 2 teachers from Campuses 1, 2 and 3, respectively. The sample size was determined using Cochran's formula with 95% confidence level and 5% margin of error. Research instruments used to gather data were adapted from Society of Health and Physical Educators of America (SHAPE) [8] and National Association for Sport and Physical Education (NASPE) [9]. Mean and standard deviation were used in analyzing the teacher's assessment on their physical education program. Table 1 shows the scoring procedure applied for the adapted questionnaire.

Table 1: Scoring Procedure of the Adapted Questionnaire.

Scale Ranges	Qualitative Description (QD)	Interpretation (I)
3.26-4.00	Always (A)	Highly Practiced (HP)
2.51-3.25	Sometimes (S)	Moderately Practiced (MP)
1.76-2.50	Rarely (R)	Rarely Practiced (RP)
1.00-1.75	Never (N)	Never Practiced (NP)

3. RESULTS AND DISCUSSION

The TPE program is divided on the following components, Policy and Environment, Curriculum, appropriate instruction, student assessment, professionalism of physical education teachers. Mean scores of teachers' assessment on these components is shown on Table 2.

Table 2: Teachers' Assessment on the TPE Program.

Domain	Mean	SD	QD	I
Policy and Environment	3.81	0.20	A	HP
Curriculum	3.79	0.38	A	HP
Appropriate Instruction	3.78	0.46	A	HP
Student Assessment	3.40	0.35	A	HP
Professionalism of Physical Education Teachers	3.71	0.39	A	HP
Overall	3.69	0.35	A	HP

When it comes to policy and environment, the teachers considered it as highly practiced. These results expose that the teachers believed that the indicators of policy and environment as an area in Physical Education program are highly practiced. These are confirmed during the interview that the teachers are always systematically making plans, developing and maintaining positive learning environment. The students shared that fair and consistent classroom management practices are evident which encourage them to be responsible, and the activities ensure that they really match students' ability levels.

As revealed in the interview, there some teachers who are more focused on the content of the subject or the lesson and give less emphasis on students' behavior since they are already in college. Teachers trust the students that they are already responsible and can manage with the consequences of their actions. Teachers anticipate that students already have known the consequences of bullying. On the other hand, students still opted that teachers still impose discipline to those students who are showing inappropriate remarks on behavior. With regards to first aid, advanced diagnostic, CPR, etc., students maybe were not informed and were unaware that these teachers have known these things as part of activity course. Teachers are trained in case emergencies occur and have known it and how to handle it in case the class needs it.

The National Center on Safe Supportive Learning Environments [10] stated that as educators engage with students during teaching, they wield considerable influence in fostering a secure and encouraging learning atmosphere. Constructive teacher-student connections hold enduring impacts on the social, emotional, and academic growth of young individuals. By actively fostering relationships with both students and colleagues, teachers can enhance the school environment and mitigate instances of physical violence, bullying, and emotional mistreatment within their classrooms and across the entire school setting. When it comes to Curriculum, Table 2 shows that teachers considered this component highly practiced. This implies that the teachers of Physical Education subject have successfully delivered the curriculum to the students.

During the interview, it was revealed that the curriculum develops the skills of the students, and the curriculum maximizes specific learning, fitness/skill enhancement and enjoyment in games instruction. Moreover, the curriculum includes the scope and sequence based on goals and objectives that are appropriate for all students and that are derived from national or state standards.

Mastery of the subject matter and skills ensure the teaching procedure conducted will be effective. Teachers must possess a good attitude in teaching and learning Physical Education subject. The study of Padillo et al. [11] showed that that professional development activities contributed to mastery in instructional planning, instructional delivery, knowledge of the subject matter, rapport with students, and classroom management. Moreover, Shantz and Latham [12] emphasized that a teacher who possesses good knowledge of the subject matter can effectively plan and teach lessons, clarifying any misconceptions for learners.

On the other hand, Husain et al. [13] states that teachers are the main actors and actresses implementing a strong connection in the delivery of the skills and the learning standard of the curriculum aspects. It should meet the standard competencies.

As shown on Table 2, teachers highly practiced the indicators under appropriate instruction. This signifies that the teachers know the appropriate instruction that can help them in understanding the lessons needed for their class instruction. This also portrays that the teachers have sufficient knowledge on the content of the lessons discussed. They also know the concepts, facts, theories, and procedures within the particular content. The teachers are knowledgeable enough to teach that lessons which will enable them to design, apply, and evaluate the appropriate teaching strategies for a particular topic which will satisfy the students' needs.

Study revealed that instructional strategies must be focused by teachers to prevent academic and behavioral difficulties and thereby increased student achievement. The study of Thomas and Green [14] emphasized the importance of teachers being situational in their application of instructional strategies. Teachers should assess the instructional needs of each student and align the appropriate strategy accordingly to enhance student achievement. Teachers provided with proper training on up-to-date information and new research on classroom management, new curriculum resources, and more, could become a successful factor to their schools. Understanding and working with students is a professional development for teachers that can be best collaborative culture of students and teachers in class [15].

Moreover, the result signifies that the teachers highly practiced the Physical Education program in terms of student assessment. Teachers do prepare syllabus before the start of the semester and present it on class during the orientation including the grading system. Students will be informed with regards to how they will be graded during examination and when it is graded practical examination. Rubrics are prepared and disseminated to the students for their information so that they will have a guide during student assessment. It has formative and summative assessment the usual evaluation to check students understanding and check if the program is aligned to its objectives.

An interview reveals that teachers have to vary their assessments considering students with disabilities or slow learners. The teachers need to inform students the criteria or rubric as part of the instruction before assessment, and it should be explained clearly to the students. Further, the students revealed that some teachers failed to inform them about their scores of the test in which through this they will be informed as to what part of the assessment they need to focus and improve.

Anticipating the outcomes of evaluation may often be challenging. Chan et al. [16] conducted semi-structured interviews with instructors and students in Queensland, Australia to investigate the interpretations of evaluation that are perpetuated in physical education (PE).

The examination of the data collected from the participants in the senior phase (year 12) reveals that the students' understanding of what is evaluated varies from that of their professors. The professors outlined a performance-based accountability framework that included both the practical and theoretical abilities of the pupils. Contrarily, the students believed that the exam primarily emphasized their proficiency in diverse physical activities and their capacity to collaborate in groups [5]. An unforeseen educational outcome of this misinterpretation was that, in all the written tasks and assessments they were required to do, their ability to write well became more significant than their acquisition of skills in the psychomotor and affective domains.

Further, the teachers believed that they highly practiced the indicators of professionalism of physical education teachers. In College, teachers report grades and accomplishment of the students is given directly to the Registrars' Office copy furnished to the Deans and Office of the Academic Affairs. These students are responsible and independent learners. PTA (Parent Teachers Association) unlike in Elementary and High School is a must. College students are independent working on their own and accomplishing what needs to be done by the student.

In the study of Tichenor et al. [17], Kramer [18] stipulated that professionalism contends the most critical elements of teacher professionalism can be classified into three categories: attitude, behavior, and communication. These three broad areas cover a wide range of behaviors and characteristics that should be demonstrated in the professional lives of teachers, from being on time and dressing neatly to understanding learning theories to clearly communicating with colleagues, parents, and students [19]. Additionally, Cruikshank and Haefele [20] categorized "good teachers" in multiple areas including being analytic, dutiful, expert, reflective, and respected as shown in the article.

Table 3: Teaching Challenges in the Tertiary School Physical Education.

Teaching Challenges (Teachers)	F	%
1. Large number of students per class	6	100
2. No permanent classroom	6	100
3. Challenging tasks as teacher, adviser and coach	3	50
4. Demanding college requirement	5	83

Table 3 presents the four (4) themes for the teaching challenges shared by the teachers. These are large number of students per class, no permanent classroom, challenging task as teacher, adviser and coach, and demanding college requirement. All of the six (6) teachers being interviewed revealed that it is really a problem for them to have large number of students per class (40-60 students) and no permanent classroom. These problems are considered as struggle for the teachers in keeping things in order and coping with teacher burnout [19]. Likewise, they were always worried with the classroom since PE subject is not given priority in assigning classrooms. Low priority was given to physical education because a lot of them considered PE as a frill or something that disrupts their classes or classroom work.

Moreover, there were three teachers who shared that they have a challenging task as teacher, adviser, and coach that they need to miss their classes and attend to monthly meetings, practices and other activities. Likewise, five (5) teachers mentioned that it was challenging for them to meet the requirements of the college. Aside from teaching designation, they have assigned tasks; hence, a lot of deadlines.

In terms of large number of students per class, study by Konukman et al. [21] found that PE teachers often have larger class sizes than teachers in other subjects, which can lead to difficulties in managing student behavior and

providing individualized instruction.

With regards to no permanent classroom, the lack of dedicated PE spaces is a common issue, as highlighted by a study by Santini and Neto [22], which found that PE teachers in Brazil often face challenges related to inadequate space and equipment.

In terms of challenging task as teacher, adviser, and coach, the role conflict experienced by PE teachers, including the need to balance teaching, coaching, and extracurricular activities, is well-documented in the literature. For example, a study by Richards and Templin [23] explored the multidimensional perspective on teacher-coach role conflict. With regards to struggle with coping and teacher burnout, the literature supports the idea that PE teachers face challenges that can lead to burnout and difficulties in keeping things in order. For example, a study by Rainer et al. [24] found that PE teachers faced a range of challenges, including low wages, precarious infrastructure, and lack of materials, which can contribute to burnout.

With regards to demanding college requirements, the need for PE teachers to meet a variety of college-level requirements, including maintaining certification, attending professional development workshops, and staying current with best practices in the field, is supported by the literature. For example, a study by Kale [25] found that job satisfaction of PE teachers and investigation of their burnout levels were associated with several variables, including meeting college-level requirements.

With these teaching challenges faced by the TPE teachers, they were able to find ways to cope with by giving more time to prepare the lessons, observe from teachers who are expert in the field, manage time wisely to submit the requirement promptly, find ways or place to conduct class if the venue is not available, report class scheduling to the Dean for consideration for the next class scheduling, and do some make-up classes for those missed classes affected with the monthly meeting and other activities.

4. CONCLUSION AND RECOMMENDATION

This study explored the teachers' assessment on the TPE program. Moreover, it determined the challenges that the teachers experienced. It was found that teachers considered all the components of TPE as highly practiced. The participants expressed that the challenges they encountered in teaching TPE include large number of students per class; no permanent classroom; challenging task as teacher, adviser and coach; and demanding college requirement.

From these, the researchers recommend that University officials continue to prioritize policy and environment to maintain a safe, supportive, and positive learning environment; ensure that the curriculum is aligned with national or state standards and meets the needs of all students; Continue to provide ongoing professional development opportunities to ensure that teachers have the knowledge and skills to effectively teach the Physical Education subject; ensure that assessments are clear, fair, and aligned with the curriculum to help students understand their progress and areas for improvement; and continue to prioritize professional development opportunities and maintain a culture of professionalism among TPE teachers.

Moreover, to address the challenges experienced by the teachers, it is recommended to reduce class sizes to improve student management and individualized instruction; provide dedicated PE spaces to improve the quality of instruction and student safety; offer professional development opportunities to help teachers manage role conflicts and cope with teacher burnout; and, foster a culture of understanding and support within educational institutions to address the challenges faced by TPE teachers.

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