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STUDENTS' BASIC SKILLS AS MEASURED ALONG SIX DIMENSIONS: RELATIONSHIP TO PHYSICAL EDUCATION INSTRUCTORS' ATTRIBUTES

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ABSTRACT

The main problem of the study was to assess the basic skills of students and their relationship to the attribution of instructors in Physical Education. The specific problems of the study were the following:

1. *How may the student's basic skills be described along the following dimension:*
   - *1.1 Attentiveness*
   - *1.2 Facility to recall*
   - *1.3 Dexterity*
   - *1.4 Communication*
   - *1.5 Resourcefulness, and*
   - *1.6 Peer relationships?*
2. *How may the instructor's attributes be described as perceived by students?*
3. *Do the students differ in their basic skills across sex and year level?*
4. *Are the six dimensions of student's basic skills and their instructor's attributes significantly related*

The following hypotheses were tested:

1. *The students do not differ in their basic skills across sex and year level.*
2. *The six dimensions of student's basic skills and their valuations of their instructor's attributes are not related.*

INTRODUCTION

Success in the instruction of Physical Education requires teacher's identification of student's basic skills. Students are expected to be equipped with the competence, facility and adeptness in becoming skilled at something as the subject involves multifarious activities that require student's basic skills. The basic skills which students possess should be operational for successful learning. These include attentiveness, ability to recall, facility for communication, dexterity, resourcefulness, and favorable peer relationships.

There are instances when students easily get bored listening to their teacher's instruction. Teacher who are very observant can easily distinguish them from among the rest as the students find it hard to sit still in the class. Their minds tend to wander elsewhere while lessons are being explained by teachers. In some cases, there is the presence of students in the classroom who find it hard to memorize and remember lessons taught. Alertness and mindfulness of a student to situations, circumstances, and situations related with the subject matter taught is imperative if the teacher of Physical Education desires to ensure success in school work among his or her students. Student's skills to situate places and events pursue information and to commit to memory ideas and concepts in succession must be looked into by every teacher. Added to this, teacher must exert effort to look into their student's facility in working out difficulties in various ways, assisting students to arrive at simplifications or solutions, the use of judgment and opinion, and efficiency to expound matters. Finally, if accomplishment of goals and objectives are hoped to be accomplished by teachers of Physical Education, student's sensitivity and consideration for genial and warm interactions should be painstakingly considered too, by teachers.

Student's basic skills enable teachers of Physical Education to closely monitor the performance of their students in school and the quality of the teaching- learning processes involved. Effective delivery of Physical Education instruction is insured when teachers are cognizant of who their students are in terms of their basic skills. Teacher's awareness of learner's basic skills will provide grounds on which they may be able to assess and evaluate their students, specifically how well the student's basic skills

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equipped of capabilities that they can fully employ to acquire knowledge rather than counting on others.

Exploring student's basic skills to intensify the instruction of Physical Education and employing strategies to embellish instruction spells success in the effective conveyance of teaching-learning scenarios associated with Physical Education. Thus, it can be affirmed that teacher's consideration of student's basic skills are imperatives and are worth looking into since these are essentials that will enable teachers to know better their students in school.

Statement of the Problem

The main problem of the study was to assess the basic skills of the students and their relationship to the attribution of instructors in Physical Education. The specific problems of the study were the following:

1. How may the student's basic skills be described along the following dimension:
   1.1 Attentiveness
   1.2 Facility to recall
   1.3 Dexterity
   1.4 Communication
   1.5 Resourcefulness, and
   1.6 Peer relationships
2. How may the instructor's attribute be described as perceived by students?
3. Do the students differ in their basic skills across sex and year level?
4. Are the six dimensions of student's basic skills and their valuation of their instructor's attributes significantly related?

MATERIALS AND METHODS

Methodology

This study utilized the descriptive type of research among the 50% of the College students who are enrolled in Physical Education on four (4) campuses of Nueva Ecija University of Science and Technology namely: Main Campus, San Isidro, Gabaldon and Penaranda during the school year 2006-2007. Checklists, which was adapted Benjamin and White (1998) were the main tools used to gather data.

The instrument was consisted of six (6) parts with 5 item-statements each. It focused on awareness, facility to recall, efficacy for communication, dexterity, resourcefulness and per relationships to draw the respondents' basic skills associated with the teaching of Physical Education.

The responses were subjected to statistical analysis and the verbal descriptions of each statement were described using the following arbitrary scale:

3.25 – 4.0	-	Very True /Always
2.50 – 3.24	-	True / Often
1.75 – 2.49	-	Sometimes True / Sometimes
1.0 – 1.74	-	Not True / Never

Weighted mean, ANOVA, and Pearson Product Moment Correlation Coefficient were the statistical tools used.

RESULTS

Table 1.1
Weighted Mean and Verbal Description of Responses of the Students to the Attentiveness Scale

Item	WM	Verbal Description
1. I get tired when I sit and listed to my instructor in Physical Education	1.73	Never
2. I find it hard to sit still in my class in Physical Education	1.93	Rarely
3. I keep on looking at other things while my Physical Education instructor is explaining the lessons	2.01	Rarely
4. I find it easy to finish all assignments given by my instructor in Physical Education	3.52	Often
5. I find it hard to concentrate when I study my lesson in Physical Education	2.24	Rarely

Table 1.2
Weighted Mean and Verbal Description of Responses to the Facility to Recall Scale

Item	WM	Verbal Description
1. I find it hard to memorize	2.26	Rarely
2. I have techniques to memorize things	3.63	Often
3. I have trouble remembering past lessons taught by my instructor in Physical Education	2.15	Rarely
4. It takes too long to remember facts	2.39	Rarely
5. I forgot what to do during activities in my class in Physical Education	2.0	Rarely

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Table 1.3
Weighted Mean and Verbal Description of Responses to the Communication Scale

Item	WM	Verbal Description
1. The words of my Physical Education instructor are hard to understand	1.45	Never
2. I find it difficult to remember long directions given by my instructor in Physical Education	2.04	Rarely
3. I have good vocabulary	3.57	Often
4. I feel my classmates in Physical Education are better than I am	2.82	Sometimes
5. I understand what my Physical Education	4.05	Often

Table 1.4
Weighted Mean and Verbal Description of Responses to the Dexterity

Item	WM	Verbal Description
1. I learn well with actual demonstration	4.24	Always
2. I have trouble following so many instructions	2.24	Rarely
3. I have poor sense of direction	1.77	Never
4. I come late to my class in Physical Education	1.48	Never
5. I find it hard to remember things in order	2.01	Rarely

Table 1.5
Weighted Mean and Verbal Description of Responses to the Resourcefulness Scale

Item	WM	Verbal Description
1. I easily understand the values behind any lesson taught by my instructor in Physical Education	4.11	Often
2. I am not good at taking up new ideas	2.14	Rarely
3. I feel that I am not better at imagination than my other classmates in Physical Education	2.22	Rarely
4. I am good in solving problems in other ways	3.55	Often
5. I find it difficult to follow even the simplest dance steps	1.82	Rarely

Table 1.6
Weighted Mean and Verbal Description of Responses to the Peer Relationship Scale

Item	WM	Verbal Description
1. I am popular among my classmates	2.85	Sometimes
2. Some classmates hurt my feelings	2.47	Rarely
3. I know how to keep a close friend	4.19	Often
4. Some classmates ask me to do things for them	3.09	Sometimes

Table 2.1
Weighted Mean and Verbal Description of Responses of Students to the Instructors' Attributes Scale

Item	WM	Verbal Description
1. has routines that are neede to keep activities running efficiently	3.91	Often
2. uses rewards / incentives to keep students involved in physical education activities	**3.22**	**Often**
3. motivates students to actively participate in school program	4.19	Often
4. has skills toward effective management of students' activities	4.04	Often
5. communicates to students the need for appropriate behavior	4.14	Often
6. instruct students at the first day of classes the importance of good manners and conduct	4.42	Always
7. listen and tries to useideas raised by students	3.81	Often
8. assesses accurately students' strenghts and weaknesses	3.91	Often
9. has techniques to redirect students' behavior that disrupt classroom activities	3.86	Often
10. comes up with good ideas and presents ideas convincingly	4.12	Often

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11. is aware of the needs of students with problems	3.77	Often
12. uses practical experiences to aid students in understanding the lesson better	4.17	Often
13. has the ability to identify students with behavior problems	3.81	Often
14. can influence students to achieve more success in Physical Education	4.37	Always
15. is a role model for students to emulate	4.22	Always

DISCUSSION

1. Basic Skills of Students

1.1 Attentiveness

Table 1.1 presents the weighted mean and verbal description of the responses of the students to the attentiveness scale.

The students never get tired when they sit and listen to their Physical Education teacher (WM= 1.73).

They rarely find it hard to sit still in their Physical Education class (WM= 1.93), to keep on looking at other things while their instructor is explaining the lesson (WM= 2.01), and to find it hard to concentrate when they study their lessons in Physical Education (WM= 2.24).

They often find it easy to finish all assignments given by their instructor in Physical Education (WM= 3.52)

The results showed that the students are attentive during their Physical Education class. They are never bored listening to their teacher's lesson. They behave well in class and rarely find it hard to keep still in their class. This suggest that the teachers are able to gain their student's interest in the lesson. The students stay focused while attending their Physical Education class, listening intently to their instructor's lecture.

It can also be gleaned from the results that the students can concentrate in their lessons. They participate actively in activities their instructor asks them to do.

The students often find it easy to finish the assignments given by their instructors. This is a consequence of their attentiveness in class. By paying attention and listening to their instructor's teachers, they can easily do whatever assignments they are sked to do. The results suggest that the students are attentive during their Physical Education Class.

1.2 Facility to Recall

Table 1.2 presents the weighted mean and verbal description of responses to the facility to recall scale.

The students rarely find it hard to memorize (WM= 2.24), to have trouble remembering past lessons taught by their PE instructor (WM= 2.15), to take too long to remember facts (WM= 2.39), and to forget what to do during activities their PE class (WM= 2.0)

The students often have techniques to memorize things (WM=3.63).

The findings showed that the students have the facility to recall facts. They rarely find it hard to memorize. This can be attributed to the skills or techniques they use to memorize things. Most students, through their years of schooling, have learned ways to make memorization easy. It does not take them long to memorize facts.

The students have no trouble remembering past lesson in PE. This is a result of their attentiveness in class. Since they listen to their teachers, it is not, difficult for them to remember the steps in a dance, the rules of a game, and how to execute a rhythmic activity, to name a few.

The results indicate that the students have the ability to recall facts.

1.3 Communication

Table 1.3 presents the weighted mean and verbal description of responses to the communication scale

The results showed that the students never find it hard to understand the words never find it hard to understand the words of their Physical Education instructor (WM=1.45) and to find it difficult to remember long directions given by their Physical Education instructor (WM=2.04). Sometimes they feel that their classmates are better in what they do (WM=2.82).

They often have good vocabulary (WM= 3.57) and understand what their PE teacher instructs them to do (WM=4.05). The findings showed that the students easily understand the words of their Physical Education instructor which means the instructor use the right medium of instruction in teaching Physical Education. As a consequence, the students easily learn their lesson well. Sometimes students feel that their other classmates are better than they are simply because the right directions and clear demonstrations, the students can easily grasp what their PE instructors teach them to do.

It can be gleaned from the findings that the students can understand what their teachers is communicating to them.

1.4 Dexterity

Table 1.4 presents the weighted mean and verbal description of the responses to the dexterity scale.

The results showed that the students never have poor sense of direction (WM=1.77) nor come late to their PE class (WM=1.48).

They rarely find it hard to remember things in order (WM=2.02).

It can be seen from the findings that the students have good sense of direction, which implies that they can find the right path to a place they want to reach.

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They are practical in attending their PE classes. This means they observe a time schedule which enables them to keep up with their daily activities.

The students rarely find it hard to remember things in order. This supports the finding that they have the facility to recall things. They rarely have trouble following so many instructions. This can be explained by their skill in listening to their teacher, and their ability to focus.

The students always learn well with actual demonstrations. This result suggests that while it is true that they can learn by listening, it is better for them if they can actually see what they supposed to do in an activity. It is implied that PE instructors should often demonstrations as a teaching strategy.

The results indicate that the students have dexterity.

1.5 Resourcefulness

Table 1.5 presents the weighted mean and verbal description of responses to the resourcefulness scale.

The results showed that the students rarely are not good at taking new ideas (WM=2.14); rarely feel that they were not better at imagination than any of their classmate in PE (WM=2.22), and rarely find it difficult to follow even the simplest dance steps (WM=1.82).

The students often easily understand the values behind taught by their instructor in PE (WM=4.11) and are often good in solving problems in other ways (WM=3.55).

It can be seen from student's responses that the students believe in their ability to take up new idea. This finding suggest that the students are open to innovations and creativity.

The students tend to be competitive. They feel that their imagination is comparable to their classmates. This suggest the finding that they are open to new ideas, resulting in creative imaginations.

It is notable that the students can easily understand the values behind every lesson taught by their PE instructor.

It can be deduced that they can pick up the meanings conveyed in every lesson, which indicates sensitivity and high sense of values.

It is also noteworthy that the students see themselves as good problem solvers. They try to find alternative solutions to problems.

The results indicate that the students are resourceful.

1.6 Peer Relationship

Table 1.6 presents the weighted mean and verbal description of responses to the peer relationship scale.

The results revealed that rarely do some classmates hurt their feelings (WM=2.47).

Sometimes, the students are popular among their classmates (WM=2.85)., or ask them to do things for them (WM=3.09).

The students often know how to help friends (WM=4.19).

It can be seen from the findings that the students have friendly relationship with their peers. Their feelings are rarely hurt by their classmates, which suggest that they get along each other well.

There are times when their classmates request them to do something for them, which shows that their classmate are comfortable and ease with them

Another indication of good peer relationship is their ability to keep friends. They are able to have long standing friendship with their peers. This suggest that the students have good interpersonal relationship.

2. Instructors' Attributes

Table 2.1 presents the weighted mean and verbal description of responses to the instructors' attributes scale.

The instructors often use routines that are needed to keep activities running smoothly (WM= 3.91); use rewards/ incentives to keep students involved in Physical Education activities (WM=3.22); motivate students to actively participate in program/ activities (WM+4.19); has skills toward effective management to students' activities (WM=4.04); communicate to students (WM=3.81); assess accurately students' strengths and weaknesses (WM= 3.91); have techniques to redirect students' behavior that disrupt classroom activities (WM=3.86); come up with good ideas and presents ideas convincingly (WM=4.12); are aware of the needs of the students with problems (WM3.77); uses practical experiences to aid students in understanding the lessons better (WM=4.17); and has the ability to identify students with behavior problems (WM=3.81)

The instructors always teach students at the first day of classes the importance of good manners and conduct (WM=4.42); influence students to achieve more success in Physical Education (WM=4.37); and a role model for students to emulate (WM=4.22).

The findings showed that the PE instructors employ a variety of teaching strategies in order to provide effective instructions and promote learning.

They often use routine that are needed to keep activities running efficiently. For example, it is part of the class routine to review the past lesson before starting a new lesson or doing a new activity.

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The teachers realize the value of extrinsic motivation so they use rewards/ incentives to keep the students involved in PE activities and to participate in related activities.

The students rated their teachers as effective in the management of their activities. This means teachers can make their students obey rules and regulations in performing PE activities, as well as having the ability to manage classroom behavior to avoid disruption of activities or classes.

The students believe in their teachers' openness to ideas. This suggest that the PE instructors listen to their students when they raise issues concerning their class. The teachers are also perceived to be fair in their assessment of the strengths and weaknesses of students.

A significant finding is the students' belief that their PE instructor is aware of their needs and problems. This awareness enables the teacher to design or come up with ways and means to meet the students' needs and to address their problems.

It is also significant to note that the students believe that their PE teachers serve as role model to them. And are therefore worthy to emulate

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