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PROFESSIONAL DEVELOPMENT PROGRAM AND PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN LUCENA CITY

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ABSTRACT

This research investigates the professional growth of physical education (P.E.) teachers in private schools in Lucena City and the nexus between professional development program factors and teacher performance. Given that teacher professional growth is essential in promoting content knowledge, pedagogy, and classroom management, the research assesses the ways in which P.E. students and teachers rate the effectiveness of professional development programs along four key variables: insights, goals, techniques, and practices, according to Sam Sims et al.'s theory of I/G/T/P. Conducting a descriptive research design, the research gathers data regarding teacher demographics, training experiences, and performance evaluations, in addition to student perceptions of teacher performance.

STATEMENT OF THE PROBLEM

To facilitate a more comprehensive study of the main problem at hand, the following specific questions were taken into consideration:

1. How may the P.E. Teachers be described in terms of:
   - 1.1 Sex
   - 1.2 Age
   - 1.3 Years of Service
   - 1.4 Highest Educational Training
   - 1.5 Trainings/Seminars Attended
2. What is the profile of the student respondents as to:
   - 2.1 age
   - 2.2 gender
3. How do the teacher's respondents perceive the following professional development program variables in terms of:
   - 3.1. Insights
   - 3.2. Goals
   - 3.3. Techniques
   - 3.4. Practices
4. What is the performance level of PE teachers in terms of:
   - 4.1. Mastery of the subject matter
   - 4.2. Teaching Methodology
   - 4.3. Classroom Management
   - 4.4. Teaching Strategies
5. How do the student respondents perceive the performance level of P.E. teachers in terms of:
   - 5.1. Mastery of the subject matter
   - 5.2. Teaching Methodology
   - 5.3. Classroom Management
   - 5.4. Teaching Strategies
6. Is there significant relationship between professional development program variables and performance of physical education teacher?

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SIGNIFICANCE OF THE STUDY

The evaluation of the qualification of a good teacher may help to discover his strength and weaknesses in teaching and in dealing with his/her students. This study bears significance on the following:

The Teachers. The findings of this study could be a great help to Physical Education teachers who would be motivated to improve their teaching competencies.

The Administrators. The findings on this study will help them a lot to discover the factors that makes PE teacher good and efficient to his/her duties and responsibilities. The results of this study will guide the administrators in hiring the qualified teachers in Physical Education.

The PE Students. The students will receive quality instruction, proper guidance from qualified teachers who can give and prepare them to be a good citizen of the community.

The Researcher. They will benefit from this study because they will gain insight as to how the study was conducted.

RESEARCH DESIGN

The research study uses descriptive correlational research design to describe the professional development program for physical education. This study will gather information about the needs of physical education teachers in professional development programs. The objective of the research is to provide a detailed account of existing professional development programs for physical education teachers and their remaining gaps. Moreover, it seeks to examine the connection between such development programs and the teachers' capacity to improve students learning and performance levels.

POPULATION AND SAMPLING TECHNIQUE

The researcher utilized teachers in ten (10) private schools in Lucena City. The researcher has the freedom to choose a sample size that are the most suitable characteristics to give in-depth and quality information about what they are studying. No sampling technique will be applied since total enumeration of the population would be the respondents of the study.

RESPONDENTS OF THE STUDY

The respondents of this study are fifty (50) physical education teachers and fifty (50) selected students in private schools in Lucena City.

RESULTS

The findings of this study support the conclusions of previous research on the positive impact of professional development programs on teacher performance. The alignment of the results with existing literature highly emphasizes the importance of continuous professional growth in enhancing teaching effectiveness.

The significant gaps between teachers' self-assessments and students' perception highlight the need for more robust feedback mechanisms, as suggested by Darling- Hammond et.al. (2017). Incorporating student feedback into teacher evaluation could enhance instructional quality.

According to Guskey (2002) that professional development (PD) programs will significantly influence teachers' practices and performance, yet the impact is not inevitable. The article stresses that teacher change is a developmental process, which frequently necessitates multiple variables: high-quality PD, supportive school cultures, and explicit evidence of improved student learning. Guskey further highlights that teachers will be more likely to use new practices when they are able to observe how these changes are improving student results. Hence, as much as PD can help improve teachers' performance, its success is highly dependent on contextual and implementation variables.

In conclusion, the results validate the study's premise that continuous professional development significantly enhances PE teachers' performance. Aligning training programs with teachers' practical needs and incorporating student feedback mechanisms can further optimize their effectiveness.

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RESEARCH INSTRUMENT

The instrument used a questionnaire checklist in gathering the data. The questionnaire for the teachers will be divided into three (3) sections: (1) Respondents' profile, (2) program variables, and (3) performance of Physical Education teachers. And for the student questionnaire, it will be divided into two (2) sections: (1) Respondents' profile and (2) performance of Physical Education teachers. The respondents will answer the indicators as to the code stated in the parts of the questionnaires except in the profile.

STATISTICAL TREATMENT OF DATA

Different statistical methods used to analyze the data collected for the study. For descriptive statistics such as mean, standard deviation, frequency distributions, and percentages utilized for the purpose of organizing and analyzing the data collected on the satisfaction ratings of tailored professional development programs and on performance of the Physical Education Teachers. Further, to determine the relationship between professional development programs and the teaching performance of the respondents, Pearson correlation applied at 0.05 level of significance. In addition, an independent t-test was applied to determine the significant difference of the respondent's perception on the performance of P.E. teachers.

SUMMARY

Based on the gathered data, most of the teacher-respondents are female, falls within the 41 years and above category, and has over 10 years of teaching experience. Most of them hold a bachelor's degree in physical education and have attended national training sessions and seminars. While in the profile of the student-respondents, most of them are female and majority of them are between 17-18 years old.

The perceptions of the teacher-respondents on the professional development program variables, goals, techniques, and practices, majority of the respondents show high level of satisfaction.

CONCLUSIONS

The study concluded that (1) Physical Education teachers in Lucena City private schools are mostly experienced, middle-aged females, with the majority holding bachelor's degrees and actively engaging in professional development. However, few have advanced academic qualifications, with only 4% holding doctoral degrees. (2) Professional development programs, particularly those emphasizing applied practices, showed a strong positive impact on teacher performance, especially in subject mastery ($r=0.794$, $p<0.01$). Teachers generally rated their performance higher than students did, revealing a perception gap in teaching strategies and classroom management. Overall, continuous, practical, and well-structured professional development significantly enhances teacher effectiveness and supports better learning outcomes.