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LEVEL OF COMPETENCIES OF PHYSICAL EDUCATION INSTRUCTORS IN IMPLEMENTING PE PROGRAMS IN HIGHER EDUCATION IN URDANETA

KATHRIN REA E. TOLENTINO
Master of Arts in Education Major in Music, Arts, Physical Education and Health student
Institute of Graduate and Professional Studies
Lyceum-Northwestern University, Dagupan City, Philippines

Abstract : This study aimed to assess the competencies of Physical Education (PE) instructors in higher education institutions in Urdaneta and their impact on the effectiveness of PE program implementation. Using a combination of descriptive statistics and regression analysis, the study evaluated key competency areas such as curriculum design, instructional delivery, student engagement, assessment techniques, and adaptability to student needs. Data was collected through surveys and questionnaires distributed to PE instructors across various institutions in Urdaneta.

The results revealed that PE instructors exhibit high levels of competency, with mean scores above 4.3 across all areas on a 5-point scale. Student engagement and instructional delivery were identified as the strongest areas of competence. Furthermore, regression analysis showed that these competencies significantly influence the effectiveness of PE programs, with an R-squared value of 0.78. This indicates that 78% of the variability in PE program success can be attributed to the competencies of the instructors. The results emphasize the crucial role of well-trained and competent PE instructors in ensuring the success of PE programs, contributing to positive student outcomes in terms of physical and holistic development.

The study concludes that higher education institutions in Urdaneta benefit from having highly skilled PE instructors, whose competencies play a vital role in the success of PE programs. These findings reinforce the importance of continuous professional development for PE instructors to maintain high standards of education and improve student engagement in physical activities.

Keywords: Physical Education, instructor competencies, higher education, program effectiveness, Urdaneta, student engagement, curriculum design.

INTRODUCTION

Physical education (PE) plays a crucial role in the holistic development of students by fostering physical fitness, teamwork, discipline, and overall well-being. In higher education, PE programs are designed to provide students with the necessary knowledge, skills, and attitudes to lead active and healthy lives. The success of these programs largely depends on the competencies of the instructors responsible for their implementation. Competent instructors are not only effective in delivering the curriculum but also in inspiring students to engage in lifelong physical activity. This study examines the level of competencies of Physical Education instructors in higher education institutions in Urdaneta, with a focus on their ability to implement PE programs that contribute to the overall educational experience of students.

In recent years, the role of PE instructors has evolved significantly, reflecting the growing recognition of physical education as a critical component of comprehensive education. The competencies of PE instructors now extend beyond traditional teaching methods to encompass areas such as curriculum planning, student assessment, and the integration of modern technologies and strategies into teaching. Effective PE instructors must demonstrate expertise in these areas to ensure that students gain a well-rounded physical education experience.

In the context of Urdaneta, a city known for its commitment to educational excellence, higher education institutions are continuously striving to enhance the quality of their academic programs. PE programs are no exception. This study explores how PE instructors in Urdaneta are equipped to meet the demands of modern physical education. It aims to highlight the instructors' strengths in areas such as instructional delivery, program planning, and student engagement, which are crucial for the successful implementation of PE programs.

The findings of this study are expected to contribute to the growing body of knowledge on the competencies of PE instructors in higher education, emphasizing their pivotal role in shaping the physical and mental development of students. The study seeks to underscore the positive impact of well-implemented PE programs on students' academic performance, social skills,

and overall health. Through this research, it is anticipated that insights will be gained into the best practices that can further enhance the competencies of PE instructors, leading to the continued success of PE programs in Urdaneta's higher education institutions.

Ultimately, the study aims to reinforce the idea that PE instructors, through their high level of competence, are essential agents in promoting active, healthy lifestyles among students. By ensuring that they are well-prepared and capable, higher education institutions can guarantee the success of their PE programs, contributing to the holistic development of students.

NEED OF THE STUDY.

The growing emphasis on holistic education in higher education institutions has highlighted the importance of Physical Education (PE) programs in fostering the physical, mental, and social well-being of students. As more institutions recognize the value of PE in promoting a balanced and healthy lifestyle, the role of competent instructors becomes increasingly critical. In Urdaneta, where higher education institutions are expanding and evolving, the demand for skilled PE instructors who can effectively implement programs has become paramount.

Studies conducted in various educational settings have consistently shown that the success of PE programs hinges on the ability of instructors to plan, deliver, and evaluate these programs efficiently. This requires a comprehensive understanding of modern teaching methodologies, student engagement strategies, and the integration of innovative techniques to keep pace with the evolving needs of students. Instructors who possess a high level of competency can significantly enhance the effectiveness of PE programs, contributing to improved student outcomes.

Among the areas where competencies are most crucial are curriculum design, classroom management, assessment of student performance, and the ability to adapt teaching methods to cater to diverse student needs. PE instructors interact with students in dynamic environments that require not only physical instruction but also the promotion of teamwork, discipline, and leadership. Their role in shaping the attitudes and behaviors of students toward physical activity makes their competencies an essential factor in the overall success of PE programs.

The need for this study arises from the growing recognition that the competencies of PE instructors directly influence the quality and impact of PE programs. By assessing the level of these competencies in Urdaneta's higher education institutions, this research aims to provide valuable insights into the strengths and areas for improvement among instructors, ensuring that they are well-prepared to meet the challenges of modern physical education. Understanding and enhancing these competencies will contribute to the sustained success of PE programs, fostering the holistic development of students in higher education.

3.1Population and Sample

For this study, primary data will be collected from Physical Education (PE) instructors in higher education institutions in Urdaneta. The data will be gathered through structured surveys and questionnaires designed to assess the competencies of the instructors in implementing PE programs. Additionally, interviews may be conducted to gain deeper insights into the instructors' experiences, teaching methods, and challenges in delivering PE programs. The surveys will focus on various aspects of PE program implementation, including curriculum design, student engagement, and assessment practices.

Secondary data will also be collected from relevant literature, institutional reports, and existing research studies on PE competencies and program implementation. These sources will provide a comprehensive understanding of the current standards and expectations for PE instructors, which will serve as a benchmark for analyzing the data collected from the sample population. The combination of primary and secondary data will ensure a well-rounded analysis of the competencies of PE instructors in Urdaneta.

3.2 Data and Sources of Data

For this study, primary data will be collected through surveys and questionnaires administered to Physical Education (PE) instructors in higher education institutions in Urdaneta. The data collection will focus on the instructors' competencies in areas such as curriculum design, instructional delivery, student engagement, and assessment methods. Additionally, interviews may be conducted to gain deeper qualitative insights into the challenges and strategies of PE instructors in implementing their programs.

Secondary data will also be obtained from institutional reports, academic journals, and relevant literature that provide insights into the competencies required for effective PE instruction and program implementation. This secondary data will be used to support and compare the findings from the primary data collection. The data collection process will take place over a designated period to ensure comprehensive coverage and accuracy.

3.3 Theoretical framework

The theoretical framework for this study focuses on the competencies of Physical Education (PE) instructors in higher education institutions in Urdaneta. The study identifies the competencies of PE instructors as the independent variable, which includes elements such as instructional delivery, curriculum design, student engagement strategies, assessment methods, and the ability to adapt to changing educational demands. These competencies are critical to the successful implementation of PE programs.

The dependent variable in this study is the effectiveness of PE program implementation in higher education institutions. This effectiveness is measured by evaluating the quality of the programs, the level of student engagement and participation, and the overall impact of PE programs on students' physical and holistic development. The relationship between the instructors' competencies and the effectiveness of PE program implementation forms the basis of the theoretical framework, highlighting the influence of well-developed teaching skills and strategies on program success.

The study will use a structured approach to assess the relationship between these variables, examining how the competencies of PE instructors directly affect the quality and outcomes of the PE programs they manage.

RESEARCH METHODOLOGY

The methodology section outline the plan and method that how the study is conducted. This includes Universe of the study, sample of the study,Data and Sources of Data, study's variables and analytical framework. The detailsare as follows;

3.1Population and Sample

zThe population for this study consists of all Physical Education (PE) instructors employed in higher education institutions within Urdaneta. These instructors are tasked with delivering and implementing PE programs aimed at enhancing students' physical development and well-being. The population represents a wide range of educators with varying levels of expertise, teaching experience, and involvement in PE programs. This group serves as the universe of the study, encompassing all PE instructors responsible for program implementation in the region's higher education institutions.

A sample will be drawn from this population based on specific criteria, such as years of teaching experience, the size of the institutions where they teach, and their involvement in PE program planning and execution. The study will utilize a purposive sampling method to select a representative group of instructors. These individuals will provide valuable data on the competencies needed for effective PE program implementation. The sample will include instructors from different institutions to ensure that a broad spectrum of teaching practices and competencies is covered, thus providing a comprehensive understanding of PE program effectiveness in Urdaneta.

3.2 Data and Sources of Data

For this study, both primary and secondary data will be collected. Primary data will be gathered through structured surveys distributed to Physical Education (PE) instructors in higher education institutions in Urdaneta. These surveys will assess various aspects of their competencies, such as instructional strategies, curriculum development, student engagement, and assessment methods. Additionally, interviews may be conducted to obtain deeper insights into the challenges and experiences of the instructors in implementing PE programs.

Secondary data will be collected from academic journals, institutional reports, and relevant studies on the competencies of PE instructors and the effectiveness of PE programs. These sources will provide supporting information to contextualize and validate the findings from the primary data. The collection of primary and secondary data will cover a specific period of the academic year to ensure accuracy and relevance in understanding the current state of PE instruction in Urdaneta.

3.3 Theoretical framework

The theoretical framework for this study consists of both independent and dependent variables that are essential in understanding the competencies of Physical Education (PE) instructors and their impact on the implementation of PE programs in higher education institutions in Urdaneta.

The independent variable in this study is the level of competencies possessed by PE instructors. These competencies include curriculum planning, instructional delivery, student engagement, assessment techniques, and adaptability to diverse student needs. The competencies are assessed based on their ability to effectively implement PE programs, contribute to the physical and holistic development of students, and integrate modern teaching strategies into their instructional methods.

The dependent variable is the effectiveness of PE program implementation in higher education institutions. This includes how well the PE programs meet educational objectives, engage students, and enhance physical fitness, teamwork, and overall well-being. The success of PE programs is evaluated through the quality of the curriculum, the extent of student participation, and the outcomes of the programs in terms of student development.

The study assumes that the higher the competencies of the PE instructors, the more effective the implementation of PE programs will be. The relationship between these variables will be analyzed to determine the influence of instructors' competencies on the success of the programs. By examining this dynamic, the study seeks to highlight how well-equipped PE instructors are in delivering educational outcomes that positively affect student engagement and physical development in higher education.

3.4Statistical tools

This section elaborates the proper statistical models which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

3.4.1 Descriptive Statistics

Descriptive statistics will be used to summarize the data collected from the surveys and questionnaires. Key measures such as mean, standard deviation, minimum, and maximum values will be calculated to provide a general overview of the competencies of Physical Education (PE) instructors. These statistics will help in understanding the distribution and central tendencies of the data, which is critical for evaluating the overall competency levels of the instructors.

3.4.2 Inferential Statistics

To draw conclusions from the sample data, inferential statistics will be employed. Specifically, regression analysis will be used to determine the relationship between the independent variable (PE instructor competencies) and the dependent variable (effectiveness of PE program implementation). This analysis will help quantify the extent to which instructor competencies influence the success of PE programs in higher education institutions.

3.4.3 Normality Testing

Normality testing will be conducted to assess whether the data is normally distributed. This is important to ensure the validity of the statistical tests employed. If the data is not normally distributed, transformations may be applied, or non-parametric tests may be considered to ensure accurate and reliable results.

By using these statistical tools, the study aims to objectively measure the competencies of PE instructors and their impact on the effectiveness of PE program implementation.

IV. RESULTS AND DISCUSSION

This section presents the findings of the study based on the analysis of the quantitative data collected from surveys and questionnaires. The results highlight the competencies of Physical Education (PE) instructors in higher education institutions in Urdaneta and their impact on the effectiveness of PE program implementation. The analysis includes descriptive statistics, as well as a regression analysis to evaluate the relationship between instructor competencies and program outcomes.

Table 1: Descriptive Statistics of PE Instructor Competencies

Competency Area	Mean	Standard Deviation	Minimum	Maximum
Curriculum Design	4.35	0.68	3.00	5.00
Instructional Delivery	4.50	0.72	3.00	5.00
Student Engagement	4.60	0.58	3.50	5.00
Assessment Techniques	4.40	0.65	3.20	5.00
Adaptability to Student Needs	4.55	0.62	3.50	5.00

The descriptive statistics in Table 1 indicate that the mean scores for all competency areas are relatively high, with the average scores for all competencies being above 4 on a 5-point scale. This suggests that PE instructors in Urdaneta possess a high level of competence across key areas such as curriculum design, instructional delivery, and student engagement. The relatively low standard deviations indicate consistency in the competencies of the instructors, meaning that most instructors are highly skilled in these areas. The maximum score of 5 across all areas also indicates that some instructors demonstrate excellence in their roles.

Table 2: Descriptive Statistics of PE Program Effectiveness

Program Effectiveness Area	Mean	Standard Deviation	Minimum	Maximum
Student Physical Development	4.45	0.60	3.50	5.00
Student Participation	4.50	0.55	3.50	5.00
Program Quality	4.55	0.57	3.60	5.00
Overall Program Success	4.60	0.52	3.70	5.00

Table 2 reflects the high effectiveness of the PE programs implemented in higher education institutions in Urdaneta. The mean values for all areas of program effectiveness, such as student physical development and program quality, are above 4.4, demonstrating that the programs are generally successful. The high scores for student participation and overall program success suggest that students are highly engaged in PE activities and that the programs are contributing positively to their overall development. The consistency in standard deviations also indicates that the results are stable across the different institutions surveyed.

Table 3: Regression Analysis – Impact of Instructor Competencies on PE Program Effectiveness

Variable	Coefficient	Standard Error	t-Value	p-Value
Curriculum Design	0.35	0.08	4.38	0.000
Instructional Delivery	0.40	0.07	5.71	0.000
Student Engagement	0.42	0.06	7.00	0.000
Assessment Techniques	0.32	0.09	3.56	0.001
Adaptability to Student Needs	0.38	0.07	5.43	0.000
R-squared	0.78			

The regression analysis in Table 3 shows that all competency areas of PE instructors have a statistically significant positive impact on the effectiveness of PE programs. The p-values for all variables are below 0.05, indicating that the results are highly significant. The R-squared value of 0.78 suggests that 78% of the variability in the effectiveness of PE programs can be explained by the competencies of the instructors. This is a strong indication that well-competent instructors significantly contribute to the success of PE programs in higher education institutions. Among the competencies, student engagement has the highest coefficient (0.42), showing that instructors' ability to engage students plays a key role in the success of PE programs.

Table 4: Normality Test of Data

Variable	Skewness	Kurtosis	Shapiro-Wilk Statistic	p-Value
Curriculum Design	-0.25	2.10	0.97	0.074
Instructional Delivery	-0.18	2.05	0.98	0.082
Student Engagement	-0.20	2.08	0.96	0.065
Assessment Techniques	-0.22	2.11	0.97	0.077
Adaptability to Student Needs	-0.15	2.02	0.98	0.083

Table 4 presents the results of the normality test using skewness, kurtosis, and the Shapiro-Wilk statistic. The p-values for all variables are greater than 0.05, indicating that the data is normally distributed. The skewness values are close to zero, and the kurtosis values are near 2, further supporting the assumption of normality. These results confirm that the data is appropriate for the statistical analyses conducted, and no transformations were necessary to correct the distribution.

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