

STUDENTS' BEHAVIOR PROBLEMS AND TEACHERS' COMPETENCIES IN PHYSICAL EDUCATION

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ABSTRACT

This study determined the degree of seriousness of the students' behavioral problems in P. E. classes as reported by the students themselves and the level of teachers' competency as perceived by the students from the two colleges in Camotes Islands, Cebu, Philippines for the school year 2007-2008. It sought further the following: Profile of Teachers, Profile of Students, and the significant relationship between the degree of seriousness of the students' behavioral problems and the level of teachers' competency.

The degree of seriousness of the behavioral problems of students is found to be Not Serious which means that problems were not at all observed in the students. The level of competency of teachers is Above Average to the four areas and only Instruction is found to be Satisfactory. There was no significant relationship between the students' behavior problems and the teachers' competency in Physical Education.

Behavioral problems were not at all observed in the P. E. 4 students. Teachers are good to some areas of competencies but have weaknesses in some areas. However, the relationship between the degree of seriousness of the behavioral problems of the students and the level of competency of teachers is not statistically significant.

INTRODUCTION

Physical education is vital to every child's optimum development. As the person performs physical activities, the totality of him like the physical, mental, social and emotional are working to its development. In like manner, the activities facilitate the development of the potentialities which enable him to enjoy life with satisfaction and contentment. The activities in physical education vary but on the same way they cater to the needs and interests of individual students.

However, it has been observed that students are mostly taking the course for granted. They are not serious about it. In the study of Ponce (1999), it is observed that students lack interest in attending Physical Education classes. Students display some undesirable attitudes toward this program as manifested by their frequent absences and or tardiness, not seriously performing the activities assigned to them, not properly wearing the prescribed uniform, uncooperative with group's activity and others. Students used to disrupt classes such as talking and laughing aloud, moving from one seat to other seat, giving non-sense questions and answers, and entertaining students outside the classroom; truancy like not attending the class regularly, cutting or skipping classes, coming to class late; dishonesty like cheating during examination, copying assignments, and not serious in the activity; inattentiveness such as not listening to discussion, difficulty in interpreting activities that results to wrong performance, not following instruction and not paying attention; and another which is obvious is the improper wearing of uniform and incomplete wearing of uniform.

These behavioral problems have greatly inhibited the total personality of a child which is considered barriers to teaching – learning process. The teacher is an element of central importance in the educational environment of the students. Their interpersonal skills are influential to successful teaching.

Observation reveals that majority of the physical education teachers and coaches are not P. E. majors. These teachers were made to teach only because they were athletes during their student days. Hence, teachers under this condition of work will likely take and teach the course for granted. It is a fact that there are only few physical education major teachers. Thus, some are obliged to handle the subject.

There is a need to conduct a study to find out the level of seriousness of Physical Education students'

behavior problems and teachers' competencies in the colleges of Camotes Islands, Cebu, Philippines which will serve as basis for behavior management plan and instructional enhancement plan for a better student-teacher bonding.

MATERIALS AND METHODS

Research Design

This study utilized a descriptive correlation design in examining the significant relationship between students' behavior problems and P. E. teachers' competency.

Research Environment

This particular study covered the two colleges in the Islands of Camotes.

The first college, Cebu State College of Science and Technology-Fishery and Industrial College, is located in the Northern part of San Francisco, Camotes, Cebu and is a 5-minute ride from the town. It offers courses such as; Bachelor in Elementary Education; Bachelor of Science in Industrial Engineering; Bachelor of Science in Hotel Restaurant Services and Tourism; Bachelor of Science in Industrial Technology major in Computer Technology; and Bachelor of Science in Industrial technology major in Electronic Technology. This college has a total P. E. IV student population of 107. There is only one P.E. teacher handling four classes.

The second college, Mt. Moriah College, is situated in Poro, Cebu. One has to take five-kilometer ride to reach the school from the town of San Francisco, Cebu. Its course offerings are Commerce; Bachelor of Science in Criminology; Associate Computer Technology; Bachelor in Elementary Education; and Bachelor in Secondary Education. There were 10 students who took P. E. IV and have one P. E. teacher only.

Research Participants

The respondents of this study were the P. E. 4 students. This used a convenient sampling where all of those present during the gathering of data were taken as respondents. There were 82 students from CSCST- Fishery and Industrial College and 6 students from Mt. Moriah College. There were 88 students all in all who reported the degree of seriousness of their own behavioral problems and rated the level of competency of teachers.

There were two teacher- subjects, one was a male who is teaching at CSCST-FIC and is 54 years old and the other was a female who is teaching at Mt. Moriah College and is 26 years old. They are both married. The male teacher is a B.S.F.Ed. Graduate with units in P.E. No one of them was a B.S. – P.E. graduate. They have not attended trainings, seminars, workshops related to physical education.

Research Instruments

This study used a survey instruments that measured; 1) Profile of P. E. teachers as to their highest educational qualification, number of years teaching P. E. and the trainings attended in P. E.; 2) Profile of students as to their sex, age and course taken; 3) Degree of seriousness of the behavior problems of students which is a modified researcher-made tool based on the conduct of students used by Nadala, 2004 in her thesis entitled "The Conduct and Personal Problems of P. E. Students" which could either be Very serious(4) – behavior is always manifested, Serious(3) – behavior is frequently observed, Less serious(2) – behavior is seldom observed, or Not serious(1) – behavior is not at all observed; and 4) Level of competency of P. E. teachers using the Standardized Tool for P. E. Teacher Evaluation which can be rated as Outstanding(5) – has mastery, clearly exceeds standards, exemplary; Above average(4) – is proficient, strong, very good; Satisfactory(3) – is basic, meets standards, good; Below average(2) – needs improvement, developing, poor; or Unsatisfactory(1) – unacceptable, does not meet standards, needs significant attention.

Research Procedure

Data Gathering

Each student was given a survey tool to determine their P. E. teachers' level of competency. The students answered simultaneously each item as the researcher defined each variable in order to have a common understanding. On the other hand, each student was also asked to report the level of their behavior problems. This study recognizes some limitations. The students may not rate the items honestly or truthfully for some reasons personal. This study focuses only on the relationship between the behavioral problems of students and the competencies of teachers. There could be other variables that cause the behavior problems that are not looked into this study.

Statistical Treatment

Data were analyzed using the descriptive statistical tools and the Pearson Product Moment Correlation technique. For the descriptive statistics, the percentage, the weighted mean, and the standard deviation were used.

RESULTS AND DISCUSSION

Profile of the Students

Table 1 shows the overall profile of P. E. 4 college students who were taken as respondents which includes age, gender and course taken as the participants of the study.

As presented in the table, the highest number of students is from 17 – 18 years old which is 63% of the sample, then followed by the 19 – 20 (24%) , while there is only 13% of the sample is in the age of above 20. The gender profile reveals that there were more female students (56%) who participated which than the male students (44%). In the course profile, Bachelor of Science in Industrial Technology major in Electronic Technology (BSIT-ET) students is 13% of the sample, Bachelor of Science In Industrial Technology major in Computer Technology (BSIT-CT) is 65%, Bachelor in Elementary Education (BEED) is 19%, Associate in Computer Technology (ACT) is 2%, and Bachelor of Science in Commerce (BSC) is 1% only of the sample. It further shows that BSIT-CT has the most number of students participated in the study, then next is from BEED class, followed by BSIT-ET class, then ACT, and the last is from BSC.

Table 1
Profile of Students (N=88)

Characteristics	Frequency	Percentage
Age:		
17 – 18	55	63
19 – 20	21	24
Above 20	12	13
Gender:		
Male	39	44
Female	49	56
Course:		
BSIT-ET	11	13
BSIT-CT	57	65
BEED	17	19
Assoc. CT	2	2
BSC	1	1

Behavioral Problems of Students

Table 2 shows the range, weighted mean, and standard deviation of the behavioral problems of students in P. E. 4 classes. It is shown that disrupting of classes has a weighted mean of 1.50, truancy has a mean of 1.44, dishonesty has a weighted mean of 1.72, inattentiveness a weighted mean of 1.74, and non-wearing of P.E. uniform has a weighted mean of 1.63. The overall mean is 1.60. It further shows that the behavioral problems are all not serious which further means that the behaviors are not at all observed in the students.

Data in the table imply that the P. E. 4 students are not disrupting teachers and students while the class is going on, not truant in attending classes, honest during examinations and activities, attentive to discussion and properly wearing P. E. uniform.

Table 2
Degree of Seriousness of the Behavior Problems of Students (N=88)

Behavior Problems	Range	Weighted Mean	Standard Deviation	Interpretation
Disrupting of Classes	1-2.33	1.50	0.31	Not Serious
Truancy	1-2.25	1.44	0.35	Not Serious
Dishonesty	1-2.67	1.72	0.39	Not Serious
Inattentiveness	1-2.75	1.74	0.42	Not Serious
Non-wearing of P.E. uniform	1-4.00	1.63	0.59	Not Serious
Overall Mean	1-2.23	1.60	0.30	Not Serious
Parameter:				
	3.25 – 4.0	- Very Serious		
	2.5 – 3.24	- Serious		
	1.75 – 2.49	- Less Serious		
	1.0 – 1.74	- Not Serious		

Competency of Teachers

It is shown in Table 3 the range, weighted mean, and standard deviation of the teachers' level of competency. Further it shows that instruction has a weighted mean of 3.40, evidence of learning a weighted mean of 3.47, management has a weighted mean of 3.41, learning climate has a weighted mean of 3.54, and professionalism has 3.59 weighted mean. It has an overall mean of 3.48. The results obviously show that the four areas of competency are classified as above average with Instruction perceived as satisfactory.

It proves that the teachers in P. E. 4 really used effective tools to monitor student learning, established strong management strategies which is fair and firm, with very good learning environment that promotes success, and teachers are proficiently professional to feedback for personal growth. However, it is only in organizing and presenting learning tasks to students which shows that they performed only satisfactorily.

Table 3
Level of Teacher's Competency

Areas of Competency	Range	Weighted Mean	Standard Deviation	Interpretation
Instruction	2.53-4.42	3.40	0.47	Satisfactory
Evidence of Student Learning	2.45-4.45	3.47	0.48	Above Average
Management/ Organization	1.94-4.56	3.41	0.49	Above Average
Learning Climate	2.44-4.67	3.54	0.44	Above Average
Professionalism	2.58-4.83	3.59	0.50	Above Average
Overall Mean	2.55-4.44	3.48	0.41	Above Average
Parameter:				
	4.21 – 5.0	- Outstanding		
	3.41 – 4.20	- Above Average		
	2.61 – 3.40	- Satisfactory		
	1.81 – 2.60	- Below Average		
	1.0 – 1.80	- Unsatisfactory		

Behavioral Problems and Teachers' Competencies

The table 4 shows the relationships among the five behavioral problems of students and the five areas of teachers' competency. It presents that Disrupting of classes and Instruction has a very weak negative relationship with a correlation coefficient of -0.042 , disrupting of classes and Evidence of student learning has a very weak positive relationship with a correlation coefficient of 0.083 , disrupting of classes and Management of classes has a very weak positive relationship with a correlation coefficient of 0.025 , Disrupting of classes and Learning climate has a very weak negative relationship with a correlation coefficient of -0.032 , and Disrupting of classes and Professionalism has a very weak negative relationship with a correlation coefficient of -0.041 .

The Truancy and Instruction has a very weak negative relationship with a correlation coefficient of -0.026 , Truancy and Evidence of student learning has a very weak positive relationship with a correlation coefficient of 0.025 , Truancy and Management of classes has a very weak negative relationship with a correlation coefficient of -0.006 , Truancy and Learning climate has a very weak negative relationship with a correlation coefficient of -0.082 , and Truancy and Professionalism has a very weak negative relationship with a correlation coefficient of -0.063 .

Dishonesty and Instruction has a very weak negative relationship with a correlation coefficient of -0.031 , Dishonesty and Evidence of student learning has a very weak negative relationship with a correlation coefficient of -0.016 , Dishonesty and Management of classes has a very weak negative relationship with a correlation coefficient of -0.060 , Dishonesty and Learning climate has a very weak negative relationship with a correlation coefficient of -0.135 , and Dishonesty and Professionalism has a very weak negative relationship with a correlation coefficient of -0.020 .

The Inattentiveness and Instruction has a very weak negative relationship with a correlation coefficient of -0.113 , Inattentiveness and Evidence of student learning has a very weak negative relationship with a correlation coefficient of -0.071 , Inattentiveness and Management of classes has a very weak negative relationship with a correlation coefficient of -0.052 , Inattentiveness and Learning climate has a very weak negative relationship with a correlation coefficient of -0.110 , and Inattentiveness and Professionalism has a very weak positive relationship with a correlation coefficient of 0.014 .

The Non-wearing of uniform and Instruction has a very weak negative relationship with a correlation coefficient of -0.043 , Non-wearing of uniform and Evidence of student learning has a very weak negative relationship with a correlation coefficient of -0.111 , Non-wearing of uniform and Management of classes has a very weak negative relationship with a correlation coefficient of -0.005 , Non-wearing of uniform and Learning climate has a very weak positive relationship with a correlation coefficient of 0.056 , and Non-wearing of uniform and Professionalism has a very weak negative relationship with a correlation coefficient of -0.020 .

While some correlation coefficients suggest the expected relationships, the others are also found to be the inverse. The table further shows that the correlation coefficients are very weak. Thus, there are no significant relationships among the five behavioral problems of students and the five areas of teaching competency.

Table 4 Relationship between Students' Behavioral Problems and Teachers' Competencies

BEHAVIORAL PROBLEMS	AREAS OF COMPETENCY					
	Instruction	Evidence of Student Learning	Management Organization	Learning Climate	Professionalism	Decision
Disrupting	-0.042	0.083	0.025	-0.032	-0.041	Not Significant
Truancy	-0.026	0.025	-0.006	-0.082	-0.063	Not Significant
Dishonesty	-0.031	-0.016	-0.060	-0.135	-0.020	Not Significant
Inattentiveness	-0.113	-0.071	-0.052	-0.110	0.014	Not Significant
Non-wearing of uniform	-0.043	-0.111	-0.005	0.056	-0.020	Not Significant

CONCLUSIONS

Behavioral problems are not at all observed in the P. E. 4 students. Teachers are good to some areas of competencies but have weaknesses in some areas. However, the relationship between the degree of seriousness of the behavioral problems of the students and the level of competency of teachers is not statistically significant.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following are recommended:

1. The teachers should have an instructional enhancement plan so as to make sure that learning objectives are clearly communicated to all students.
2. The teachers to apply new innovations and techniques. Constant trainings and seminars is imperative to strengthen their capacity to facilitate teaching-learning process.
3. Teachers to utilize effectively and efficiently the appropriate methods of teaching P. E. which maximize practice and or activities. The use of modern technology in presenting lessons is recommended.
4. The researcher or some other researchers to conduct further studies like, Causal Factors of the Behavioral Problems of Students, Appraisal of the Teachers' Skill in Team Sports, and Effective Methods and Strategies in Teaching Physical Education.

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