

**THE TEACHING COMPETENCY OF PHYSICAL
EDUCATION TEACHERS IN THE PRIMARY
SCHOOLS IN INDANG I, CAVITE**

THESIS

**GERALD C. FAJARDO
MARDY JENISER L. SACOPANIO**

**College of Sports, Physical Education and Recreation
CAVITE STATE UNIVERSITY
Indang, Cavite**

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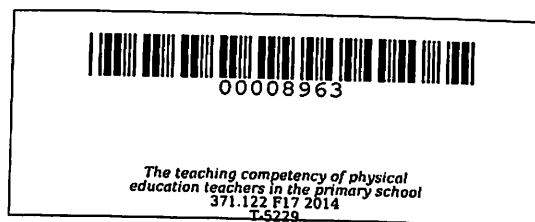
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Gerald G. ~~Ejardo~~

Mardy Jeniser L. Sacopanio

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ABSTRACT

FAJARDO, GERALD G. and SACOPANIO, MARDY JENISER L. The Teaching Competency of Physical Education Teachers in Primary Schools in Indang I, Cavite. Undergraduate Thesis. Bachelor of Sports and Recreational Management. Cavite State University, Indang, Cavite. April 2013. Adviser: Mr. Victor Piores.

The study examined the teaching competency of physical education teachers in Indang I, Cavite. Specifically, this study aimed to: describe the teaching techniques of the physical education teachers such as personal attribute, teaching methods, interpersonal relationship and classroom management and determine the level of their teaching capacity and its overall assessment.

A descriptive research design was used in this study. A total of 11 barangays from Indang I, Cavite participated in this study. Further survey instrument was used to gather information from the participants. Mean, standard deviation and chi-square were used to answer the objectives of the study.

Results showed that majority of the participants in Indang I, Cavite answered “always” and “most of the time” rated as “excellent” on the overall assessment.

Test statistics revealed that the teaching competency of physical education teachers in primary schools in Indang I, Cavite had no effect on the overall assessment aimed their teaching techniques.

As a whole, the physical education teachers in Indang I, Cavite had “excellent” rating in the overall assessment based on the five class techniques as perceived by the students, which include: personal attribute, teaching method, interpersonal relationship and classroom management.

TABLE OF CONTENTS

Page

APPROVAL SHEET -----	ii
BIOGRAPHICAL DATA -----	iii
ACKNOWLEDGEMENT -----	v
ABSTRACT -----	vi
INTRODUCTION -----	1
Statement of the problem -----	6
Hypothesis -----	7
Scope and limitation of the Study -----	7
Importance of the Study -----	8
Definition of Terms -----	8
Theoretical and Conceptual Framework -----	10
REVIEW OF RELATED LITERATURE -----	11
METHODOLOGY -----	20
Research Design -----	20
Population and Sampling -----	20

Participants of the Study -----	21
Research Instrument -----	21
Adaptation of Instrument -----	23
Data Gathering Procedure -----	23
Statistical Treatment of Data -----	24
RESULTS AND DISCUSSION -----	25
SUMMARY, CONCLUSION AND RECOMMENDATION -----	35
Summary -----	35
Conclusion -----	35
Recommendation -----	36
REFERENCES -----	37
APPENDICES -----	38

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GERALD G. FAJARDO

MARDY JENISER L. SACOPANIO

INTRODUCTION

The system of education in the Philippines was patterned, both from the educational systems of Spain and the United States. However, after the liberation of the Philippines in 1946, the system has changed radically and moved at its own. The Department of Education or DepEd administers the whole educational system, which also includes the allocation of funds utilized for school services and equipment (books, school chairs, etc.), recruitment of teachers for all public schools in the Philippines, and the supervision and organization of the school curricula. The former education system of the Philippines is composed of: six years of elementary education starting at the age of six or seven, and four years of high school education starting at the age of 12 or 13. In this system, education is not compulsory. However, since June 4, 2012, DepEd started to implement the new K-12 educational system, which includes the new curricula for all schools. In this system, education is now compulsory. All public and private schools in the Philippines must start classes from a date mandated by the Department of Education (usually every first Monday of June for public schools only), and must end after each school completes the mandated 200-day school calendar of DepEd (usually around the third week of March to the second week of April).

Elementary school, sometimes called primary school or grade school (Filipino: *paaralang elementarya*, sometimes *mababang paaralan*), is the first part of the educational system, and it