

Methodologies of PE Teachers towards Teaching Effectiveness in the New Normal

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ABSTRACT

This study was conducted to determine the teaching effectiveness of the methodologies of physical education teachers in the new normal. The quantitative-correlational research method was used and employed with the statistical techniques like the frequency counts, percentage, Weighted Average Mean, t-test and spearman rho. This study utilized standardized questionnaire and adopted with modification. The researcher distributed the questionnaire-checklists through face-to-face survey following the health safety protocol to target the respondents of this study.

The findings revealed that the PE teachers' teaching effectiveness were "highly effective" in terms of online discussion forum, video presentation, and pre-recorded video lectures during the new normal. There is no significant difference in the online discussion forum when the teachers are grouped according to professional profile. There is no significant difference in the video presentation when the teachers are grouped according to professional profile. More so, there is no significant difference in the pre-recorded video lectures when the teachers are grouped according to professional profile in terms of length of service and position acquired. However, there is a significant difference in the effectiveness of methodologies when they are grouped according to professional profile in terms of educational qualifications. There is no significant relationship between the effectiveness of methodologies of teachers and their teaching effectiveness.

The study recommends that the teachers must integrate varied instructional methodologies and strategies to motivate the students to learn and to enhance their academic performance through online learning and teaching. That the student must adapt the new way of learning styles of the teacher to help them succeed their academic performance.

KEYWORDS: *Methodologies, PE Teachers, Teaching Effectiveness, New Normal*

INTRODUCTION

The world has altered as a result of COVID-19. The virus has a significant impact on the economic, political, cultural, and academic landscapes of nations all over the world because of its characteristics, particularly how it spreads. To stop the virus's spread and lower infection rates, several institutions were temporarily closed (UNESCO) [1]. Online learning platforms have been developed as a result of responses like community lockdown and community quarantine in a number of nations, which have encouraged students and teachers to study and work from home

(Crawford, et.al) [2]. In order to address and respond to the present challenges and concerns in this pandemic period, the so-called "new normal educational policy" has been put into place as a result of the current circumstance. In order to close the gap between learners and their educational needs, the involved agencies have put rules into place that allow teaching activities to continue from homes using information and communication technologies. These are online learning platforms that were developed before the introduction of Google, TV broadcasts, rules, resources, video lectures, and internet channels (UNESCO) [1]. The Philippines is currently in the process of adjusting to the new normal type of education, and the success of this process depends on educators' constant creativity and the active participation of other stakeholders (Dangle, et al) [3].

Online education is reportedly a well-liked alternate teaching strategy in numerous institutional settings all over the world. Physical education (PE) practical sessions offered online are challenging for both teachers and students to understand. According to numerous researches, student engagement in online courses is challenging since the teacher-student connection is subpar compared to that in traditional classroom settings. Particularly, practical exercises in physical education cover topics that help people move their bodies, enhance their physical skills and/or health, decompress, and conquer mental obstacles. In fact, by encouraging teamwork among students, developing motor abilities, and fostering social relationships through cooperative or competitive activities, physical education classes benefit their students. However, because the instructor and the students are geographically and physically apart, online PE sessions might not offer these educational advantages to the students. Nevertheless, it is crucial for PE to go online during the COVID-19 pandemic condition.

As online learning or instruction has grown in popularity, pedagogically sound teaching methodologies are being proposed to make it easier to create and deliver engaging online learning environments. This is because an online lecture that is poorly designed causes students to become disoriented, lose interest, and feel distressed. An effective instructional methodology is very advantageous for both teachers and students. It is also known as instructional systematic design or instructional methodologies. It is defined as "the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing."

Teaching methodologies employed by some teachers may increase student responsibility for learning and feedback while others enable learners to progress through a sequence of learning activities without immediate presence of the teacher. Therefore, the ability of the teacher to put subject matters before the students in an artistic manner may influence students' performance in Physical Education. The performance of students may be credited to the teacher's implementation of various teaching methods in Physical Education.

Effective teaching is critical because effective teaching is the key to students' learning. As students' progress to higher education, it is critical that they have a solid foundation. Effective teaching does not happen by accident. It is used as a criterion for evaluating students' performance and achievements as a result of their good practices and applications.

This study was conducted for the purpose of having deeper understanding about the methodologies of PE teachers towards teaching effectiveness in the new normal.

STATEMENT OF THE PROBLEM

This study attempted to identify the effectiveness of the methodologies used by the PE teachers in teaching PE in the new normal learning. Specifically, this study discussed the following: 1. Effectiveness of teachers in teaching PE during the new normal in terms of online discussion forum; video presentation; and pre-recorded video lectures; 2. level of teaching effectiveness of PE teachers; 3. Tests for significant difference in the effectiveness of methodologies of teachers when they are grouped according to professional profile; and 4. Tests for significant relationship between the effectiveness of methodologies of teachers and their teaching effectiveness.

METHODS

The study used the quantitative-comparative-correlational research design. The study was conducted in JH Cerilles State College Dumingag Campus, Dumingag National High School, San Jose Academy and Western Adventist Academy in the month of January in this year 2022.

The respondents were six (6) teachers in JH Cerilles State College Dumingag Campus out of 6 PE instructors, another ten (10) teachers from Dumingag National High School out of 12 PE teachers, another two (2) teachers from San Jose Academy out of 2 PE teachers and two (2) teachers from Western Adventist Academy out of 2 PE teachers.

The instrument being used in the study is the questionnaire-checklist that consists of adaptive series statements corresponding to the variables used based from the sub-problems raised. In gathering the data, the five-point scale was being used to generate responses, analyzed and interpreted the data.

To determine the level of effectiveness on the methodologies used by the PE teachers in teaching Physical Education in the New Normal, the Weighted Average Mean (WAM) was used. To determine the significant difference in the effectiveness of methodologies of teachers when they are grouped according to professional profile, the t-Test was used. To determine the significant relationship between the effectiveness of methodologies of teachers and their teaching effectiveness, the Spearman rho was used.

RESULTS AND DISCUSSIONS

In overall, the general average weighted mean in table 1 is 4.85 having an adjectival equivalent of “strongly agree”. It pertains to verbal interpretation of “highly effective” which signifies that the respondents have strongly agreed in using online discussion forum as a tool in delivering the lesson. According to Makina [4], suggested that online education has the following features: (a) it provides a learning experience different than in the traditional classroom because learners are different, (b) the communication is via computer and World Wide Web, (c) participation in classroom by learners are different, (d) the social dynamic of the learning environment is changed, and (e) discrimination and prejudice is minimized. It is also evident on the study of Qudsyi, Herawaty, Saifullah, Khaliq, & Setiawan) [5] that teaching method is the way of teachers deliver the subjects to students by using certain methods corresponding to the characteristics of students that were encountered. Each student has different characteristics from the very clever, moderate, and there is also less able to receive lessons quickly. Therefore, a teacher must be able to apply the learning method in accordance with the characteristics of students.

The participants also described use of video presentation as one of the methodologies in teaching online as “highly effective” which signifies that the respondents have strongly agreed in using video presentation as a tool in delivering the lesson.

In the study of (Fern et al.) [6]; (Syed) [7], video is one of the most diversified and distinct virtual learning mediums captures and presents information; and offers a sensory learning environment that allows learners to understand more and retain information better.

It is evident on the study of (Greenberg, et al.) [8] that video-based materials boost student creativity and cooperation. Access to video can help motivate students and create a distinctive context for their learning experience. Based on a true story- the incorporation of video in the classroom, it has allowed Broadmeadows students and teachers to help in broadcasting school announcements, use pre- recorded classes to overcome teacher shortages and influence Internet-based digital video to enhance self-directed learning.

As regards the use pre-recorded video lectures as one of the methodologies in online teaching, both participants, teachers and students, signified that the methods were very effective. This suggests that pre-recorded video lectures were considered by the participants as very effective alternative to the face-to-face interactions or discussions as for them this would also bring about the same learnings and experiences with the face-to-face method. Besides, there are points in the pre-recorded videos which are of more advantage to students especially in their revision, drill and practice and self-assessment.

The theory of (Danielson, Preast, Bender, & Hassall) [9] tells that online availability of recorded lectures provides flexibility for those students who are juggling the competing demands of work, studies, and other commitments. Students do utilize the lecture recordings to review course content, revise class notes, clarify complex concepts, and work at their own pace.

According to (Mayer) [10], the application of media within video lectures allows learners to process information received through both visual and auditory channels. Such processing occurs by organizing the information in working memory and transferring it to long term memory. This should ideally lead to greater schema construction, and ultimately a clearer understanding of the content.

Table 1. *Effectiveness in Teaching Physical Education During the New Normal*

Variables	Teachers		Students	
	WAM	I	WAM	I
Online discussion forum				
1. Create an online course orientation (e.g. introduction, getting started).	4.90	VE	4.13	VE
2. Share open educational resources (learning websites, web resources, simulations).	4.90	VE	4.32	VE
3. Use different teaching methods in the online environment (pre-recorded video lectures, video presentation, online discussion forum)	4.85	VE	4.23	VE
4. Use online collaborative tools (google drive,	4.85	VE	4.12	VE

dropbox)				
5. Design learning activities that provide students opportunities for interaction (discussion forums, wikis)	4.75	VE	4.24	VE
Overall Mean	4.85	VE	4.21	VE
Video presentation				
1. The video presentation gave a new understanding that they didn't have after watching.	4.90	VE	4.24	VE
2. Learning with video presentation is fun and very interesting.	4.90	VE	4.47	VE
3. The instructional video was organized by a specific link so that it was easy to search and review information.	4.85	VE	4.30	VE
4. Create instructional videos (e.g., lecture video, demonstrations, video tutorials).	4.80	VE	4.39	VE
5. It offers feedback so that they would know their response was correct or incorrect and if needed to continue to review.	4.80	VE	4.30	VE
6. Information was neatly displayed and organized; relative importance of information was clear throughout the video.	4.75	VE	4.30	VE
7. The use of video presentation encouraged memory retention of the courses taught.	4.70	VE	4.33	VE
8. When learning with video presentation your attention span is improved compared to learning through other media like (chalkboard, white board or printed media).	4.65	VE	4.13	E
9. The use of video presentation reduced my anxiety and tension in learning design related and practical courses.	4.45	VE	4.20	E
10. Class participation greatly improved with the use of video presentation.	4.45	VE	4.24	VE
Overall Mean	4.72		4.29	VE
Pre-recorded video lectures				
1. Make up for a missed lecture.	4.80	VE	4.20	VE
2. Prepare for the exam.	4.70	VE	4.35	VE
3. Review material after a lecture.	4.60	VE	4.35	VE
4. Improve retention of lecture materials.	4.40	VE	4.27	VE
5. Reinforce the experiences at the live lecture	4.35	VE	4.21	VE
Overall Mean	4.57	VE	4.28	VE

The students have high regards on the teaching effectiveness of their PE teachers. In fact, their ratings resulted to “very effective” teaching effectiveness of their teachers. It is evident from their responses that they considered evaluating their performance and expecting an immediate feedback from their teachers as very important for them, which they considered their teachers very effective on this aspect, the highest weighted average mean of 4.52. As for the teachers, they regarded very effective the following: “Applies different assessment methods in assessing students’ performance in PE at a very high level” interpreted as “highly effective” based on the weighted mean value of 4.9; “Provides clear information about the content of the topic in Physical Education at a very high level” with the weighted mean value of 4.85 interpreted as “highly effective”; and “Introduces innovations, and models in the class for the enrichment of the discussion” having a weighted mean value of 4.75 interpreted as “highly effective”.

In overall, the teachers have effective responses to the predetermined five statements on the level of teaching effectiveness of PE teachers with general average weighted mean of 3.58 interpreted as “effective”. On the other hand, the students have general description of very effective on their teachers’ teaching effectiveness. The result signifies that the respondents perceived that they can provide clear information about the content of the topic, and can apply different assessment methods in assessing the students’ performance in physical education at a very high level.

It is evident on the study of Hartherm [11], studied the effectiveness of teaching among physical education teachers. The findings showed that the factors related to teachers such as personal competence and the preparation programs quality compared to the factors related to the students.

The theory of Borich [12], the major research studies involving effectiveness in physical education have studied such areas as student engagement, curriculum time allocation, teaching methods, teacher behavior, and teacher perceptions, but have not applied the classroom research findings identified by researchers. This supports the study of plethora of research tells that effective teacher exhibit competence in subject matter, use varying instructional strategies, demonstrate knowledge of assessment, and contribute to student growth.

Table 2. *The level of teaching effectiveness of PE teachers*

Variables	Teachers		Students	
	WAM	I	WAM	I
1. Provides clear information about the content of the topic	4.65	VE	4.50	VE
2. Applies different assessment methods in assessing students’ performance in PE at a very high level.	4.6	VE	4.50	VE
3. Introduces innovations, and models in the class for the enrichment of the discussion.	4.6	VE	4.48	VE
4. Simulates the activities and encourages students to demonstrate their learning.	2.35	FE	4.44	VE
5. Evaluates the students’ actual performance and gives immediate feedback of the assessment.	1.70	LeE	4.52	VE
Overall Mean	3.58	E	4.49	VE

Table 3. Significant difference in the effectiveness of methodologies of teachers when they are grouped according to professional profile

Variable	t-Test	p-value	Decision
Online Discussion Forum			
Length of Service	1.818	0.086	Not Significant
Position Acquired	0.854	0.404	Not Significant
Educational Qualifications	1.078	0.295	Not Significant
Video Presentation			
Length of Service	0.078	0.939	Not Significant
Position	1.767	0.09	Not Significant
Educational Qualifications	0.69	0.497	Not Significant
Pre- Recorded Lecture			
Length of Service	0	1	Not Significant
Position Acquired	0.394	0.698	Not Significant
Educational Qualifications	2.448	0.025	Significant

CV = 2.101 df = 18

The computed t-values of 1.818, 0.854, and 1.078 were lesser than the critical value of 2.101 at the .05 probability value with 18 degrees of freedom. Therefore, the null hypothesis is accepted. There is no significant difference in the effectiveness of methodologies when they are grouped according to profile. The result reveals that the responses of the respondents on frequency on using online discussion forum methodology have no significant difference.

According to the research (Staiger and Rockoff) [13], the United States has indicated that teaching experience matters very much early on in a teacher’s career, but that, in later years, there were little to no additional gains. The research of Pil and Leana [14] adds additional nuance; they found that acquiring teacher experience at the same grade level over a number of years, not just teacher experience in general (i.e., at multiple grades), was positively related to student achievement.

The computed t-values of 0.078, 1.767, and 0.69 were lesser than the critical value of 2.101 at the .05 level of significance with 18 degrees of freedom. Therefore, the null hypothesis is accepted. There is no significant difference in the effectiveness of methodologies when they are grouped according to profile. The result reveals that the responses of the respondents on frequency on using video presentation methodology have no significant difference.

According to Djamarah [15] the method of teaching is a teaching strategy to achieve the expected goals. By utilizing an accurate method, the teacher will achieve the goal of teaching smoothly. When the goals are formulated in order that students have certain skills, so that the methods that are used must be adapted to goals.

The computed t-values of 2.448 were greater than the critical value of 2.101 at the .05 level of significance with 18 degrees of freedom. Therefore, the null hypothesis is rejected. The result reveals that the educational qualifications and pre-recorded video lectures has a significant difference with each other. However, there is no significant difference in the pre-recorded video

lectures when the teachers were grouped according to professional profile in terms of length of service and position acquired. The computed t-values of 0, and 0.394, were lesser than the critical value of 2.101 at the .05 level of significance with 18 degrees of freedom. Therefore, the null hypothesis is accepted. Hence, the result reveals that the responses of the respondents on frequency on using pre-recorded video lectures methodology have no significant difference.

Table 4. Significant relationship between the effectiveness of methodologies of teachers and their teaching effectiveness

Variable	Spearman Coefficient	rho	t-value for r	p-value	Decision
Online Discussion Forum	0.054		0.236	0.82	Not Significant
Video Presentation	0.033		0.144	0.89	Not Significant
Pre-Recorded Video Lectures	0.224		1.002	0.342	Not Significant

The computed t-values for r of 0.236, 0.144, and 1.002, were lesser than the critical value of 2.094 at the .05 level of significance with 19 degrees of freedom. Therefore, the null hypothesis is accepted. The result reveals that the responses of the respondents on the significant relationship between the effectiveness of methodologies of PE teacher and their teaching effectiveness is not significant.

This supports on the study of (Jaakkola et. al.) [16] that the examination of teaching effectiveness, within educational domains such as sport pedagogy, remains an important focus. As many different variables contribute to learning, teachers should have the skills to use a various teaching method to match the demands of their students. According to Kulinna and Cothran [17] in physical education, suggested that an effective approach to pedagogical practice is to use a number of different teaching styles.

CONCLUSIONS AND RECOMMENDATIONS

The PE teachers’ teaching effectiveness in terms of online discussion forum, video presentation, and pre-recorded video lectures during the new normal, majority of the responses resulted a “highly effective” teaching effectiveness. Evidently, the PE Teachers responded a “very effective” level of teaching effectiveness. Apparently, there is no significant difference in the online discussion forum when the teachers are grouped according to professional profile. There is also no significant difference in the video presentation when the teachers are grouped according to professional profile. There is no significant difference in the pre-recorded video lectures when the teachers are grouped according to professional profile in terms of length of service and position acquired. However, there is a significant difference in the effectiveness of methodologies when they are grouped according to professional profile in terms of educational qualifications. In addition, there is no significant relationship between the effectiveness of methodologies of teachers and their teaching effectiveness.

It is therefore that the school principals must have seminars and trainings for the teachers on the utilization of the varied methodologies, techniques and strategies in physical education in the new normal learning; that the teachers must integrate varied instructional methodologies and strategies to motivate the students to learn and enhance their academic performance through online learning

and teaching; that the student must adapt the new way of learning styles of the teacher to help them succeed their academic performance; and that another similar studies must be conducted to include more variables and more respondents to enhance more the study.

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