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RESEARCH ARTICLE

PERCEIVED PERSONALITY, RESPONSIBILITY, AND COMPETENCE OF PRE SERVICE PHYSICAL EDUCATION TEACHERS

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ABSTRACT

Physical Education plays an essential role in the full-length of formal and holistic education of the learners. This study examined the personality, responsibility, and competence of the pre-service physical education teachers as perceived by the mentors and mentees and its relationship. Descriptive correlational research design and researcher's made instrument was utilized in gathering, interpreting and analysing the data. Forty two (42) pre- service teachers and nine (9) mentors were identified with 100% response rate. The result showed high level of personality, responsibility and competence of pre-service teachers in their practice teaching as evaluated by the mentors. Consistently, mentees' perceived personality, responsibility and competence conforms to that of mentors' perceptions, which is high. Furthermore, there is no significant relationship between the mentors' and mentees' evaluation in the personality, responsibility and competence of the pre-service physical education teachers. In conclusion, the pre-service physical education teachers acquired the necessary characteristics and skills in teaching physical education ready to be fielded in real and actual teaching world. Despite positive results, it is further recommended in this study to intensify the training of the pre-service teachers in ensuring production of quality physical education graduates.

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INTRODUCTION

Physical Education has played an important role in basic and tertiary education. The Department of Education was mandated through Republic Act 9155, to formulate, implement, and coordinate policies, plans, programs and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development. Physical Education is one of the subjects mandated by Department of Education to be responsive of the need of the society. It is fortified in the pursuant to article XIV, section 19 of the Philippine Constitution which mandates the state to promote Physical Education in the country. Recently, the Commission on Higher Education (CHED) as Per Commission en banc Resolution No. 083 – 2016 dated February 9, 2016 and CEB Resolution No. 201 – 2016 dated April 4, 2016 clarified that Physical Education is a mandated subject for all students in the undergraduate educational program. With this, Physical Education is essential and relevant in shaping and reshaping the lives of the students and the society. With its importance the carrier of this subject must be competent and

relevant in the growing need of physical activity in the country and in the world. Competent physical education teachers must possessed the five categories of competence such moral, praxiological, communicational, creative and informative (Czechowski and Zukowsha, 2010) and must master his/her content in teaching and plan on what techniques they will use (Mahama and Mintah, 2018). These are the qualities that the pre-service physical education teachers must be acquired and be delivered. Argument on the insufficiency of practicum which is only a small part of teachers knowledge in the preparation for professional role of teaching (Schulz, 2005) have been helpful in the socialization and feeling the real experience of a teacher (Darling-Hammond, 1999). Though, several factors might affect the performance of the pre-service physical teachers along the way but the experienced will strengthen to understand the actualities of being a teacher in their own field. Student-teachers must be prepared from the location of their designated areas since due to educational changes, they are experiencing different educational challenges and in producing quality teaching professional, quality practice through practice teaching is essential (Tuli and File, 2009). It is in this premise that checking or evaluating the capabilities of the pre-service physical education teachers calls a significant importance especially on the personality, responsibility, and competence of the pre – service teachers. Self – evaluation and mentor's evaluation are the two most important ingredients to decipher either such capabilities existed in the pre – service physical education teachers.

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MATERIALS AND METHODS

The descriptive correlational research design was utilized in gathering, analysing, interpreting, classifying and presenting the data in the study. The study aimed to examine the perceived personality, responsibility, and competence of the pre-service teachers in teaching physical education and its relationship to the evaluation of the mentors for the purpose of identifying strengths and weaknesses for possible enhancement and improvement in the area of practice teaching. Total population sampling was used wherein there were forty two (42) pre-service teachers and nine (9) mentors who participated in the study. Survey questionnaire was used in the study which has three parts: (1) statements that describe the personality of the pre-service teachers; (2) statements that describe the responsibility of the pre-service teachers; and (3) statements that describe the competence of the pre-service teachers. Both the pre-service teachers and the mentors answered the questionnaire.

Data collected from the questionnaire were encoded and processed electronically to answer the research questions and presented in frequency distribution tables. Descriptive statistical tools such as means and standard deviations were used to describe the personality, responsibility and competence for the pre-service teachers and mentor. Furthermore, inferential statistics was used to answer the significant relationship between the pre-service teachers' and mentors' perceived evaluation.

RESULTS

This part presents the analyses and interpretation of the personality, responsibility and competence as perceived by the pre-service teachers and mentors in teaching physical education. In the evaluation on the personality of the pre – service teachers both mentees and mentors have the same perceptions that the pre – service teachers possess the qualities of dependability, punctuality, patience to work, poise,

Table 1. Students' and Mentors' Evaluation on Personality

Students Evaluation				Mentors Evaluation			
Personality	Mean	Std.	Interp	Personality	Mean	Std.	Interp
1. Poise	1.495	.3236	O	1. Poise	1.575	.3076	O
2. Voice/Diction	1.550	.4274	O	2. Voice/Diction	1.725	.2403	O
3. Energy, vitality and enthusiasm	1.400	.2656	O	3. Energy, vitality and enthusiasm	1.545	.3017	O
4. Dependability	1.510	.4051	O	4. Dependability	1.525	.3076	O
5. Initiative and Resourcefulness	2.105	2.825	AA	5. Initiative and Resourcefulness	1.525	.3242	O
6. Patience to work	1.375	.2049	O	6. Patience to work	1.460	.2963	O
7. Punctuality	1.475	.2989	O	7. Punctuality	1.420	.2821	O

Table 2. Students' and Mentors' Evaluation on Responsibility

Students Evaluation				Mentors Evaluation			
Responsibility	Mean	Std.	Interp	Responsibility	Mean	Std.	Interp
1. Show respect to his/her mentor at all time	1.300	.1522	O	1. Show respect to his/her mentor at all time	1.220	.2462	O
2. Wear his/her practicum uniform with honour and dignity while on duty	1.295	.2164	O	2. Wear his/her practicum uniform with honour and dignity while on duty	1.210	.2426	O
3. Check and record the quizzes, tests and examinations	1.300	.1654	O	3. Check and record the quizzes, tests and examinations	1.363	.2891	O
4. Do errands for his/her mentor such as photocopy some pertinent documents related to work, arrange projects, portfolios, journals and sport and dance equipment and buy some materials related to work	1.310	.2198	O	4. Do errands for his/her mentor such as photocopy some pertinent documents related to work, arrange projects, portfolios, journals and sport and dance equipment and buy some materials related to work	1.375	.2531	O
5. Assist and Facilitate class activities provided by his/her mentor	1.335	.2059	O	5. Assist and Facilitate class activities provided by his/her mentor	1.370	.2736	O
6. Listen and do without complaints to what his/her mentor is trying to teach and impart	1.325	.2245	O	6. Listen and do without complaints to what his/her mentor is trying to teach and impart	1.255	.2481	O

Table 3 Students' and Mentors' Perceived Evaluation on Competence

Students' Evaluation				Mentors' Evaluation			
Competence	Mean	Std.	Interp	Competence	Mean	Std.	Interp
1. Show mastery of subject matter	1.625	.3892	O	1. Show mastery of subject matter	1.565	.3345	O
2. Can facilitate the class with less supervision	1.580	.2858	O	2. Can facilitate the class with less supervision	1.480	.2913	O
3. Ability to plan and organize lesson	1.550	.3301	O	3. Ability to plan and organize lesson	1.625	.2989	O
4. Skill in carrying out classroom discussion	1.600	.3509	O	4. Skill in carrying out classroom discussion	1.625	.3640	O
5. Skill in giving directions	1.530	.3570	O	5. Skill in giving directions	1.645	.2781	O
6. Can communicate	1.545	.3086	O	6. Can communicate	1.570	.3813	O
7. Discipline or class control	1.475	.3385	O	7. Discipline or class control	1.610	.2634	O
8. Demonstrate confidence	1.535	.4082	O	8. Demonstrate confidence	1.495	.3137	O

Table 4 Levels of Significance of the students' and mentors evaluation

Variables	r value	sig.	Interpretation
Personality	.087	.853	Weak correlation and not significant
Responsibility	.414	.414	Weak correlation and not significant
Competence	-.198	.638	Weak negative correlation and not significant

voice/diction and energy, vitality and enthusiasm as they rated it outstanding. Only in initiative and resourcefulness both evaluators rated it differently. When teachers show positive personality it will equate the liking of the students and desire to perform their best in physical activity (Ravizza, 2005; Carroll and Loumidis, 2001). Indeed, personality is a vital instrument in becoming a good teacher as well as a good indicator of students' motivation especially in the engagement of physical activity. In the evaluation on the responsibility of the pre-service physical education teachers both the mentees and mentors are in the same vein in rating the responsibilities of the pre-service physical education teachers as they rated the entire sub-areas as outstanding. This is strong evidence that the pre-service teachers are really responsible in all the duties and roles they're expected to perform. The necessity to prepare the student-teachers in molding their knowledge and know the complexities of the today's classroom is a must (Tuli and File, 2009). Knowing the responsibilities of becoming a teacher is best acquired by doing the exact and precise duties through practise. In the evaluation on the competence of the pre-service physical education teachers the mentees and mentors are consonant that the student-teachers are competent in handling and teaching physical education subject. Though, they rated it outstanding but they still have differences in rating the different sub-areas in the component of competence. For the students, they rated highly on discipline or class control while teacher/mentors rated the students highly on can facilitate the class with less supervision. Practicum is the most valued component in the preparation of student-teachers in practicing the art of teaching in the real context which in way shaped them into critical and creative future teachers in the realm of teaching and learning process (Hill and Brodin, 2004; High and Tuck, 2000; Glickman and Bey, 1990; Kennedy, 2006; Gustafson and Rowell, 1995). Practicing the actual teaching or what we say "practicum" with daily interaction with students improved their communication, understanding students and impacted future teaching expectation of the pre-service physical education teachers. Thus, correct, concise and constant practice makes it habitual and near perfect teaching in physical education. In the levels of significance of the mentees and mentors evaluation, it clearly expressed that how they rated their personality, responsibility and competence have no significant level based on 0.05 level of significance. It shows that students/mentees and teachers/mentors have different ways of looking and evaluating the components of the pre-service teachers. Though, it has no significant relationship but it yielded a positive result as indicated in the above tables.

DISCUSSION

Positive results on the personality, responsibility and competence of the pre-service teachers are luminous as rated by the mentees and mentors. Though, in a way they differs from few sub-areas but still it explains the preparedness and readiness of the pre-service teachers in handling and teaching physical education. However, how they rated it has no significant relationship to each component.

Conclusion

In conclusion, the pre-service physical education teachers acquired the necessary characteristics and skills in teaching

physical education ready to be fielded in real and actual teaching world. Despite positive results, it is further recommended in this study to intensify the training of the pre-service teachers in ensuring production of quality physical education graduates.

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