

MOTIVATIONAL FACTORS AND INSTRUCTIONAL COMPETENCIES OF NON-PE MAJORS: ITS EFFECT ON STUDENTS' BEHAVIOR AND PERFORMANCE

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ABSTRACT

The study explored the motivational factors and instructional competencies of Non-PE majors among students and examined how it affects their behavior and performance. Descriptive survey method was utilized to 400 students from the selected schools in the Division of Quezon. Descriptive statistics were utilized to analyzed data in determining the motivational factors of the students as well as the instructional competencies of the Non-PE major teachers. Mean and Standard Deviation were used to show the perception of the respondents on the motivational factors, instructional competencies and students' behavior and performance in Physical Education. To measure the academic performance of the students, the final rating in Physical Education subject were taken, respectively. The significant findings entailed that students' perception on motivational factors was identified as highly motivated in terms of teaching style, teacher's behavior and students' psychological factor; based on respondents' perception on Instructional Competencies, always as to mastery of the subject, teaching skills, management skills, and evaluation skills; likely in all aspects, physical, emotional and social behavior of students. More so, in terms of performance, half of the student-respondents are outstanding, others are very satisfactory, and satisfactory in terms of grades in PE. Thus, it was recommended to encourage the teachers to attend seminars to discover interesting and newer methods for a more creative and innovative teaching. School administrators may practice excellent service so that teachers become more motivated in doing their tasks. In addition, the school officials may conduct a more-in depth qualitative analysis by interviewing teachers and parents instead of focusing solely on the students' input. Lastly, the study may be conducted in an urban area to ascertain how the data may be impacted by geographical location and include teachers as respondents.

Keywords: Motivational Factors, Instructional Competencies, Non-PE majors, Behavior, Performance

INTRODUCTION

The knowledge of physical education is an essential tool in the society. It is a tool that can be used in our daily life to overcome the difficulties faced. Due to this, physical education has been considered as one of the most important core subjects in a school curriculum. In fact, during the 1920, physical education was made a required subject in the curriculum of all public schools in the Philippines. Physical

Education (PE) develops students' behavior and performance to take part in a range of physical activities that become a central part of their lives.

As per DepEd Order 84, s. 1994 entitled Physical Education and School Sport as DECS Priority Program, it was agreed upon by the Committee that more importance should be given to Physical Education by providing opportunities for actual participation of students during PE classes. Although academic performance stems from a complex interaction between intellect and



contextual variables, health is a vital moderating factor in a child's ability to learn. Through the range of experiences that PE teachers offer, students will learn how to be effective in competitive, creative, and challenging situations. As the country shifts to blended learning due to Covid-9 pandemic, the Philippine Sports Commission and Department of Education fights for the retention of PE citing it as a 'core subject'.

To teach is to help the child become more human. Teaching like engineering, nursing, accounting, and any other field is a profession. To become a teacher requires a long year of preparation for excellence because the end goal of teaching is service and that "we cannot give what we do not have," we can give if we have more". Taking teaching as a profession means willingness to go through a long period of preparation and a continuing professional development. However, there are some factors that may be considered to motivate a person. Motivation is the force that energizes an individual to do what s/he is expected to do. It is activating action. An individual's level of motivation is reflected in his choice of action, and in the intensity and persistence of his/her effort. A highly motivated individual accomplishes and performs well in contrast to an unmotivated or a poorly motivated one who seems not to have any desire to accomplish things or perform well. That force can be intensified by factors People have all heard the cliché, "You can lead a horse to water, but you can't make him drink", and it likes motivating anyone. It involves not only leading them to their dreams, but also making them thirsty for knowledge and understanding of these dreams. Anyone should be motivated to learn. It is a basic principle in the teaching-learning process, without motivation, no learning will take place. Motivation can mean the difference between success and failure of a student.

Several studies and researches were conducted to find the factors that motivate the students in improving their performance. Among these factors are motivational factors and job-related activities of teachers has been consistently studied. In Busia District, Kenya, the study shows that motivation has its bearing on student's academic performance (International

Journal of Current Research, 2011). Similarly, the researcher would like to find also other motivational factors that may influence the interest of non-PE major teachers in teaching Physical Education.

OBJECTIVES OF THE STUDY

This study aimed to determine the relationships of motivation and instructional competence of Non-PE major teachers on the behavior and performance of the students in Physical Education. Specifically, this study sought to answer the following: 1) Ascertain the mean perception of the respondents on the following motivational factors: Teaching style and teacher's behavior; Psychological Factor. 2) Examine the students' perceptions on the instructional competencies of non-PE major teachers in terms of the following: Mastery of the subject; Teaching skills; Management skills; and Evaluation skills. 3) Identify the level of behavior of the students in PE as to: Physical; Social; and Emotional. 4) Identify the level of student's performance in PE as to their grade.

METHODOLOGY

Descriptive-correlation research design was used in this study to determine the relationship between the motivational factors and instructional competencies of the non-Physical Education major teachers in the selected school in the Division of Quezon and the behavior and performance of the students on their PE subject. The researcher utilized a survey questionnaire as the main instrument in gathering the necessary information needed to accomplish the study. There were 400 high school students from the selected schools in the Division of Quezon. The respondents of the study were chosen purposively according to the subject handled in their respective school from ten (10) public secondary schools. To demonstrate adequate reliability and validity, the survey questionnaire was validated by the panel of examiners/committee on oral defense and professors from two different State Universities. When it was approved, the researcher conducted

the administration of the questionnaire. The final grades in PE subject served as the measurement of students' academic performance during the school year 2018-2019 was sought upon notifying to the subject teachers concerned and with the approval of the Principal. The data obtained were tabulated, analyzed, and interpreted. Descriptive statistics were utilized to analyzed data in determining the motivational factors of the students as well as the instructional competencies of the Non-PE major teachers. Mean and Standard Deviation were used to show the perception of the respondents on the motivational factors, instructional competencies and students' behavior and performance in Physical Education. To measure the academic performance of the students, the final rating in Physical Education subject were taken, respectively. Pearson Correlation was used to determine the relationship of the independent variables to the dependent variables while Regression Analysis was used to determine the prediction of the independent variables to the dependent variables.

RESULTS AND DISCUSSIONS

1. Respondents' Perception on Motivational Factors

1.1 in terms of Teaching Style and Teacher's Behavior.

The overall mean of 4.17 means that the mean perception to teaching style as motivational factor is *highly motivated*. As has been said, what happens in the classroom depends on the teacher's ability to maintain students' interests. Thus, teachers play a vital role in effecting classroom changes. As to teacher's behavior, the overall mean of 4.12 implies that students were highly motivated by the teacher's behavior.

1.2 in terms of Psychological Factor.

The overall mean of 4.29 suggests that motivations in terms of students' psychological factors were *very highly motivated*. Psychological

factor is a factor that is mentally or spiritually concerned with the aspects in students' acquisition. It, at least, involves four of many factors, such as anxiety, attitude, aptitude, and motivation since they have been proved through some research findings.

In general, motivations in terms of students' psychological factor with a mean of 4.29 implies that it is *very highly motivated*. Motivations in terms of teacher's teaching style gained a mean of 4.17, which implies it is *highly motivated*. Meanwhile, motivations in terms of teacher's behavior obtained a mean of 4.12, also equivalent to *highly motivated*.

The 4.19 overall average mean means that motivational factors in terms of the three variables are *highly motivated*.

Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to try to attain a goal. Alderman (2000) indicates that those students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring. Besides, motivational variables interact with cognitive, behavioral, and contextual factors to upset self-regulation.

2. Respondents' Perception on the Instructional Competencies

2.1 in terms of Mastery of the Subject.

The overall mean 4.27 with a standard deviation 0.46 revealed that the PE teachers are practicing "Always" the manifesting behavior of mastery of the subject. This result implies that the instructional competencies of their PE teachers in terms of Mastery of the Subject are very adequate.

2.2 in terms of Teaching Skills.

The overall mean of 4.31 implies that Non-PE major teachers' instructional competencies in

terms of Teaching Skills were practiced “Always”.

Oskawe (2009) emphasized the importance of the communication and questioning skills. The students’ perception on the practice of the teaching skills in PE of the subject teachers are concerned and based upon the consideration on the skills and supported by the use of various methods and strategies in teaching which is being practiced by the teachers.

2.3 in terms of Management Skills.

The teacher “Always” commands respect from the students with a weighted mean of 4.54. Second with a mean of 4.42 was that teachers “Always” helps the class achieve the objectives set for the day.

On the other hand, that teachers can assist students in doing cooperative tasks was “Often” practiced. This supported by the mean of 3.92.

The overall mean 4.20 denotes that instructional competencies of Non-PE major teachers in terms of management skills were “Often” practiced.

2.4 in terms of Evaluation Skills.

This 4.35 overall mean implies that instructional competencies of Non-PE major teachers in terms of evaluation skills were practiced “Always”.

It infers that evaluation skills in the PE instructions of the subject teachers concerned is based upon the consideration on evaluating students’ performance. This deals with the evaluation of the students’ actual performance with fairness using different techniques in order to enhance the performance capacity of students.

Generally, students responded “Always” in the practices of instructional competencies in terms of the “Mastery of the Subject” with a mean of 4.27, “Teaching Skills” with a mean of 4.31 and “Evaluation Skills” with a mean of 4.35. The students responded “Often” in the “Management Skills” with a mean of 4.20.

The overall mean of 4.28 with a standard deviation of 0.44 suggests that the Non-PE major teachers are “Always” practicing the manifesting behaviors of being competent in the instruction.

The main factor affecting the students’ academic performance and behavior is their teacher. To be more specific, this study shows more into the instructional competencies that a teacher should possessed. First on the list is the Mastery of the subject. Teachers must be adept on the subject that they intend to teach. They must be aware that every bit of information that they hand down to the students are accurate and precise. The set of teaching skills that they have could greatly affect the way they present lessons to their class. The management skills of the teachers are also of immense significance, for the researchers believe that a great teacher also instills values and self-discipline to their students. A teacher must always strive to be in absolute control of the management skills.

Last on the list is the evaluation skill, which the researchers see as something essential for a teacher. Evaluation skills give the teacher a capability to judge the student’s performance and progress, which most likely give them a hint on some necessary adjustments or notices to give. All of these are connected to the performance and behavior of students, specifically in Physical Education.

3. Level of Physical Behavior of Students in P.E.

3.1 Level of Physical Behavior of Students in P.E.

In general, the 4.15 mean indicates that behavior of the students in terms of physical were *likely*. Physical Education involve the physical behavior of the students. Making time to include physical activity in the regular schedule or even after school will enhances the metabolism of the body which in turn is a factor of losing weight, burns more calories and strengthens the body.



However, religious indulgence in physical activities can lead you to attaining your fitness.

3.2 Level of Social Behavior of Students in P.E.

This reveals the overall mean of 3.86 indicates that the level of the students in terms of social behavior was *likely*. Social interaction with others during any performance in Physical Education have an impact. This may be due to how good your communication is, how individuals feel, or simply how well a team work together. Regarding the intensity level of social behavior, it has been found for all the social behavior described that was above the median, with notable means in all of the items. These results suggest that the social and personal values had been developed in.

3.3 Level of Emotional Behavior of Students in P.E.

The mean of 4.18 entails that the level of the students in terms of emotional behavior was *likely*. The emotional behavior has a range of features, which can affect performance. It can increase anxiety levels on an aspect of student performance. The physical education teacher's role is to help the student channel their intense feelings into something positive. Many students will allow their emotions to interfere with their performance. Training students to control their emotions and use them at their advantage is an important skill for all students.

Mostly, the level of behavior of the students in PE was *likely*. The goal of a positive youth development perspective is the promotion of healthy physical and psychosocial development among young people. This approach consists of social-contextual features that help equip youth with attributes, skills, competencies, and values that will contribute to their role as productive, socially conscious, and healthy citizens. School physical education represents a context that has the potential for promoting positive youth development by helping

students acquire life skills and psychosocial and behavioral attributes that can transfer to other important domains (school, family, and work) concurrently and over the life span. This contend that such skills and attributes should include *both* motor skill development physical activity and health goals.

4. Level of Students Performance in PE as to their Grade

Table 1
Level of Students Performance in PE as to their Grade

Rating	Frequency	Percentage	Description
90-100	202	50.5%	Outstanding
85-89	148	37%	Very Satisfactory
80-84	50	12.5%	Satisfactory
75-79	-	-	Fairly Satisfactory
Below 75	-	-	Did not Meet Expectations
Total	400	100%	

Table 1 exhibits that majority of the respondents learned in PE subject with the Non-PE major teachers.

There is a myriad research that proves that students need adequate amounts of physical activity throughout the school day—not only does it prevent obesity and obesity-related issues, but students also perform better academically. The CDC states, “...physical activity can have an impact on cognitive skills and attitudes and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behavior.”

Active Living Research says, “In some cases, more time in physical education leads to improved grades and standardized test scores.” In schools that are under government mandates to bridge the achievement gap (and when those

mandates encourage “teaching to the test”), physical education can actually help improve students’ scores.

CONCLUSIONS

Based on the salient findings, the following conclusions were drawn:

1. The hypothesis stating that motivational factors are not significantly related to the behavior of the students in Physical Education is supported by evidence, hence it is sustained. Meanwhile, it is not sustained as to the performance of the students.

2. There is no significant relationship between the instructional competencies in PE to the behavior of the students, thus the hypothesis was sustained, while it is not sustained as to the performance of the students.

3. Motivational factors and instructional competencies do not predict separately or by combination of behavior and performance of the students, therefore, hypothesis is sustained.

RECOMMENDATIONS

Herein the offered recommendations aligned with the results of the study.

1. Teachers are encouraged to attend seminars regarding instructional competencies to enhance their teaching skills and to discover interesting and newer methods in teaching.

2. School administrators may practice excellent service so that teachers become more motivated in doing their task.

3. The study may be conducted in an urban area to learn how the data may be impacted by geographic location and to include teachers as respondents.

4. School officials may conduct a more-in depth qualitative analysis by interviewing teachers and parents instead of focusing solely on the students’ input.

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