Physical Education Teachers' Competency and Academic Performance of the High School Learners Towards a Professional Development Programs

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Abstract

This research aimed to examines the competency levels of Physical Education (PE) teachers and their relationship to the academic performance of high school learners as a basis for developing a professional development program. Using a correlational quantitative research design, the study assesses teachers' competencies and student performance. The findings showed that the competency level of PE teachers was overall competent to very competent, with classroom and activity management being the strongest competency and technology integration being the lowest. The students' academic performance was Very Satisfactory. Furthermore, a very weak but significant relationship was established between teacher competency and students' academic performance, which suggested that although teacher competency is a factor in students' academic success, other factors also play a role in it. The competency gaps and challenges were used as a foundation for the proposed professional development program. The study contributes to evidence-based teacher development initiatives and improved quality of physical education instruction.

Keywords: Academic Performance, Professional Development Program, Teacher Competency, Tawi-Tawi Philippines