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1.

Instructional Leadership and Self-Efficacy of Physical Education Instructors in Relation to Student's Performance

Cordova¹, Ma Socorro Gigi V. and Mariano², Janet

¹ St. Scholastica's College

² De La Salle University - Manila

*Corresponding Author: gigicordova@yahoo.com

Abstract

This study was conducted 2nd semester of Academic Year 2015-2016 with the purpose of assessing the instructional delivery and self- efficacy of Physical Education teachers from two private schools which was run by Benedictine Sisters. It involved all the teachers from elementary, high school and college units. It has been noted that students coming from these two schools were found out to be competitive, likewise that teachers came from good schools as well, thus this was the reason that they became the main respondents of the study.

Further, it also tried to investigate the relationship of students' performance in Physical Education and the teachers' instructional leadership and self-efficacy. The student respondents were those under the physical education teachers who were surveyed in this study.

The study made use of quantitative - descriptive research. The data were gathered by using standardized instrument on self-efficacy and documentary source for teachers' instructional leadership and students' performance in Physical Education. Interview with the respondents, department heads and students were utilized to supplement the findings culled from the questionnaire and documentary sources.

Findings of the study was that the Physical Education teachers of these two academic institutions showed that they knew very well their craft as they possesses very good instructional leadership.

Likewise, the students are very much engrossed in their studies as their performance is very satisfactory.

Finally, the students' performance in physical education has no significant relationship from the instructional leadership and self-efficacy of the Physical Education teachers of the two private schools who are used as the subject of the study.



Key Words: instructional leadership; self-efficacy; student academic achievement; classroom management; instructional strategies; student engagement

1. SECTION

1.1 Subsection

In the Philippines, Physical Education is an important element of the curriculum both in the basic education level and tertiary level. Cognizant of the recognized importance of Physical Education in the educational curriculum, and while a vast number of studies have investigated teachers' sense of efficacy in different subject area here and abroad, study on physical education teachers' sense of efficacy is conspicuously lacking particularly in the country. Therefore, it is essential that it gives rise the need to investigate the importance of knowing specifically in physical education, the teachers' sense of self-efficacy and its relationship towards students' performance in their classes.

As to this date, no study yet has been conducted in this institution focusing on assessing the self-efficacy of all the Physical Education teachers and its relationship to students' performance in Physical Education. These pronouncements inspired the researcher to embark on this investigation hoping to unravel the relationship of self-efficacy of teachers to the class performance of their students.

The purpose of the study was to assess the Physical Education teachers' instructional leadership and self-efficacy and their relationship to students' performance in Physical Education.

The respondents of this study were 100% all Physical Education teachers from the Grade School, Junior High School and the College departments of two (2) Benedictine schools in Manila under the academic year 2015 – 2016.

Further, since the researcher has no access of students' individual test scores who was being handled by the surveyed teachers in terms of their level of sense of efficacy, final rating as provided by the Office of the Registrar was used to assess their academic performance in Physical Education.

2. METHODOLOGY

The researcher used the quantitative-

descriptive method for its appropriateness to the problem. This is a technique that was deemed appropriate by the researcher since it gathered facts that would adequately interpret the data through the responses from the items speculated from the questionnaire.

No sampling techniques was applied in this study since the researcher used the total population of the entire physical education teachers from Grade School, Junior High School and the College departments/units as the primary respondents of the study. They have been named as Benedictine educators since the school is operated by OSB (Order of St. Benedict) Sisters. Table below shows the number of respondents involved in this study.

School	Grade School	High School	College	Total
Private School A	13	2	4	19
Private School B	11	2	No college department	13
Total Respondents				32

Likewise, the final rating scores of all of the students being handled by the said teachers surveyed with at least a case load ranges from 25-40 per section are also included in this study within the academic year of 2015 – 2016.

For the purpose of data gathering, the researcher employed the Teacher Self – Efficacy Scale (TSES) Questionnaire which was developed by Tschannen – Moran &Hoy (2001).

The PE instructors' instructional leadership result was based on the Teachers' Evaluation Survey (TES) which was used by the institution for a long time. It's an institutionalized evaluation tool employed to all teachers to determine and assess how they are performing inside the class.

For the treatment of data, the researcher applied percentage, mean, weighted mean, Pearson r and One Way Analysis of Data or F-test. The values of F and r were interpreted using 0.05 level of



significance. Computations were made using available software in the computer such as excel and data analysis.

3. RESULTS AND DISCUSSION

Table 1. Summary of Instructional Leadership Rating of Physical Education Teachers as to Instruction of Private Schools A and B

Rating	Description	Private School A		Private School B		Total	
		f	%	f	%	f	%
4.62 - 5.00	Superior	11	57.89	10	76.92	21	65.62
4.23 - 4.61	Above Average	7	36.84	1	7.69	8	25.00
3.52 - 4.22	Average	1	5.26	2	15.38	3	9.37
2.26 - 3.51	Below Average	0	0.00	0	0.00	0	0.00
Below 2.26	Poor	0	0.00	0	0.00	0	0.00
Total		19	100.00	13	100.00	32	100.00
Mean		4.58	Above Average	4.50	Above Average	4.54	Above Average

Further analysis of the table reveals that both groups of teachers have exhibited above average performance in the areas of instruction. It can therefore be said that these teachers know their job as teachers who are always ready to serve the students by teaching them what to be taught in Physical Education. They are always guided by their lesson plans and course syllabi that serve as their guide as to what instructions are to be given to the students. The department heads, principals and students said that P.E. teachers know their craft very much as they have the mastery of the lesson that they teach using varied teaching strategies. They also said that they assess the learning that took place among the students through written, oral and performance examinations.

Table 2. Summary of Self-Efficacy of Physical Education Teachers in Private Schools A and B

Areas of Self Efficacy	Private School A		Private School B		Total	
	WM	Description	WM	Description	WM	Description
Student Engagement	7.83	A Great Deal	8.07	A Great Deal	7.95	A Great Deal
Instructional Strategies	7.75	A Great Deal	8.15	A Great Deal	7.95	A Great Deal
Classroom Management	7.74	A Great Deal	7.94	A Great Deal	7.84	A Great Deal
Grand WM	7.77	A Great Deal	7.95	A Great Deal	7.91	A Great Deal

As revealed in the table, generally the teachers from both private schools a and b are considering their self-efficacy as a great deal. This can be seen from the grand weighted means of 7.77 and 7.95 resulting to the grand average weighted mean of 7.91. It can be inferred that the P.E. teachers of both private schools are very efficient as they can effectively deliver instruction, implement effectively classroom management and effectively make the students to be engaged in school activities.

Table 3. Summary on Relationship between Physical Education Teachers of Private School A and B on Instructional Leadership and Self- Efficacy

Departments	N	Computed r	Tabular r at 0.05	Description	Decision
Private School A					
Elementary	13	0.03	0.5529	Not Significant	Accept Ho
High School	2	Relationship cannot be determined due to lack of subjects			
College	4	0.05	0.9970	Not Significant	Accept Ho
Private School B					
Elementary	11	0.36	0.7543	Not Significant	Accept Ho
High School	2	Relationship cannot be determined due to lack of subjects			

This means that there is no significant relationship between teachers' self-efficacy and instructional leadership. This goes to show that instructional leadership of the teachers does not depend from their self-efficacy but maybe from other factors not covered by this study.

The relationship between instructional leadership and self-efficacy of high school teachers was not determined due to lack of respondents.

For Private School B, the computed r of 0.36 is less than the tabular r of 0.7543 indicating that self-efficacy of the elementary teachers and their instructional leadership are not significantly related to each other. The null hypothesis therefore is accepted.

It can be inferred that for the elementary teachers, instructional leadership does not depend on the kind of self-efficacy of the teachers.



The coefficient of relationship for the high school teachers of Private School B was not determined due to lack of respondents.

Table 4. Summary on Relationship between Students' Performance in Physical Education and Self Efficacy of Physical Education Teachers

Departments	N	Computed r	Tabular r at 0.05	Description	Decision
Private School A					
Elementary	13	0.35	0.5529	Not Significant	Accept Ho
High School	2	Relationship cannot be determined due to lack of subjects			
College	4	-0.59	0.9970	Not Significant	Accept Ho
Private School B					
Elementary	11	-0.03	0.7543	Not Significant	Accept Ho
High School	2	Relationship cannot be determined due to lack of subjects			

As reflected in table 4, there is no significant relationship between Physical Education teachers' self-efficacy and students' performance in Physical Education. The null hypothesis therefore is accepted.

It appears that students' performance in Physical Education cannot be attributed to self-efficacy of the teachers. It may also be inferred that whatever is the students' performance in Physical Education may be due to their own interest and abilities but not because of self-efficacy of teachers. Interview with the teachers and other educators revealed that performance of the students may depend from their inherent intelligence and attitudes as well as interest in their studies and also on the conduciveness of the learning environment

4. CONCLUSIONS

In the light of the findings, the following conclusions were drawn:

1. The Physical Education teacher of Private Schools A and B is somebody who knows very well his or her craft as he or she possesses very good instructional leadership.
2. Generally, the null hypothesis that there is no significant difference in the three dimensions

of instructional leadership of the Physical Education instructors is accepted.

3. Self-efficacy is a "big deal" for all the physical Education teachers.

4. Generally, the null hypothesis that says that there is no significant difference in the self-efficacy ratings in the areas of students' engagement, instructional strategies and classroom management is accepted.

5. Generally, the students of Private Schools A and B are very much engrossed in their studies as their performance is very satisfactory.

6. Since there is no significant relationship that existed between instructional leadership and self- efficacy of Physical Education instructors of Private Schools A and B, then the null hypothesis is accepted.

7. The null hypothesis stating that there is no significant relationship between students' academic achievement in physical Education and the instructional leadership and self-efficacy of the teachers is accepted.

RECOMMENDATIONS

Considering the findings and conclusions of the study, the following recommendations are hereby offered:

1. The Physical Education teachers of Private Schools A and B should continue doing their tasks as instructional planners, classroom managers and instructional managers in order to maintain very good instructional leadership but can still exert extra effort to reach the excellent level of being instructional leaders.
2. The teachers should continuously adhere to their high level of self-efficacy so as to influence and motivate their students to do the same.
3. As socially informed and catalyst of change, respective teachers should continue motivating, inspiring and keeping their students skilled to maintain their very good performance.
4. As educators, teachers should continue their very good, positive outlook in their teaching profession.
5. The high school teachers of Private School B may revisit their method of teaching and observe more carefully the students' behavior to help them attain very satisfactory level of academic performance in Physical Education

A similar study can be conducted in other research environment.



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