

Teaching Competencies of Physical Education Teachers and Its Relationship on Learners' Academic Performance: Basic for Enhanced Competency-Based Program

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ABSTRACT

This study aimed to determine the relationship between physical education teachers' teaching competencies and the academic performance of learners, serving as a basis for developing a competency-based program. The demographic profile of the teacher-respondents revealed that the majority were female, held Teacher I positions, were married, had earned master's degree units, and had been in service for one to ten years. In terms of teaching competencies, specifically knowledge, skills, and attitudes, the teacher-respondents rated all sub-variables as "very important." The academic performance of learners was generally rated as "very satisfactory." The findings showed no significant difference between teachers' teaching competencies and their demographic profiles, except in knowledge, where a significant difference was found based on years in service. Furthermore, no significant association was observed between teachers' teaching competencies and learners' academic performance. Based on these results, a proposed enhanced competency-based program is presented to improve teaching and learning, to be implemented both inside and outside the classroom.

Keywords: Teaching Competencies, Physical Education Teacher, Academic Performance, Enhanced Competency-Based Program

INTRODUCTION

Teaching competencies remain a significant challenge for teachers in their careers and workplaces. To keep up with the changing education sector, teachers must learn to tolerate different situations and understand various perspectives. Their ability to handle subject matter includes pedagogical knowledge and the responsibility to help learners achieve learning competencies and apply them in real life. According to the Theory of Performance (ToP) by Elger (1962), humans are capable of extraordinary achievements. In teaching, this happens when a teacher connects with learners to help them perform better in school, meaning that performing well produces valued results. Maheshwari and Mukherjee (2021) added that academic achievement positively influences a student's virtual popularity, especially among college learners.

When the COVID-19 pandemic began, teachers faced new challenges and embraced the "new normal" in education. They became involved in administering different learning modalities offered by the Department of Education (DepEd) through the Basic Education Learning Continuity Plan (Department of Education, 2020). To ensure learning continued in a safe environment, distance learning became the main delivery method. Teachers attended training and webinars to improve their skills in handling classes using different modalities. Some improved their technical knowledge by using online platforms, while others developed modules or learning activity sheets to provide quality materials for distance learning. In physical education, teachers created platforms where learners could perform tasks even at home.

Physical education is a key part of the MAPEH subject, and studies show that teachers hold a positive and medium level of teaching efficacy in this area (Rawahi & Yousef, 2021). Physical education teachers also

showed higher competency levels in most dimensions, except in general teaching and classroom management. However, using self-learning modules made it difficult for learners to understand key points, especially activities requiring group work. Teachers also struggled to meet required competencies while following health restrictions. Those with health conditions or who refused vaccination faced even greater difficulties. During the pandemic, teachers' stress levels increased, and their mental health declined. To cope, teachers needed strong support systems and good mental health, along with updated teaching skills.

The 21st century requires teachers to be ready to provide quality education. However, teacher stress continues to rise, and mental health declines due to daily demands from health, family, and school. The Civil Service Commission's work-from-home arrangement allowed families to stay safe but also forced teachers to balance family needs, school reports, module distribution, and competency development (Civil Service Commission, 2020). While virtual platforms offered new learning opportunities through competency-based workshops, teachers had to spend more money on equipment, devices, accessories, and internet bills. The small increase in monthly income did not cover these costs. This created daily uncertainty and challenges, especially for teachers whose family members lost jobs due to the pandemic.

With support from the Local Government Unit (LGU) and the department, teachers slowly regained their spirit to return to school while following health restrictions and requirements for limited face-to-face classes. Schools prepared classrooms, and teachers received health support systems and personal protective equipment for daily physical interaction with learners. As a result, teachers rebuilt their confidence inside the classroom and with colleagues—essential for maintaining a healthy mind and strong tolerance to pandemic-related stress. As the department's best audio-visual instrument, teachers have the power to influence school activities because they are the main implementers of reforms and changes within the school.

Given these considerations, the researcher developed this study to identify the significant influence of teachers' coping mechanisms on their teaching competencies. This paper is limited to teachers in the Schools Division of Bulacan for the school year 2021-2022. It will use a quantitative research design, specifically descriptive and inferential analyses. Survey instruments will serve as the primary means of data gathering. The findings will also be used to formulate intervention programs to assess teachers' readiness in the division.

The research questions based on the research design. are as follows:

This study aimed to determine the relationship of physical education teachers' teaching competencies on the academic performance of learners as basis for competency-based program.

1. How is the demographic profile of the respondents be described in terms of gender, position, marital status, educational attainment and years in services?
2. How may the teaching competencies of teachers be described in terms of knowledge, skills and attitude?
3. How may the academic performance of learners in physical education be described?
4. Is there a significant difference in the teachers' teaching competencies when grouped according to demographic profile?
5. Do teachers' teaching competencies significantly relationship the learners' academic performance?
6. What educational competency-based program maybe suggested based on the findings of the study?

LITERATURE REVIEW

Teaching Competencies

Teaching is one of the primary roles of counselor educators; therefore, it is crucial to have psychometrically sound assessments to evaluate teaching competencies (Swank et al., 2021). Common model fit indices showed fit for a four-factor model: Factor 1, Instruction and Evaluation; Factor 2, Knowledge, Ethics, and Preparation; Factor 3, Dispositions; and Factor 4, Behaviors and Technology. This study suggests the use of a teaching competencies scale for professions for training, evaluation, and research.

Building on this foundation, the early work of Sediyanı (2017) posited the development of a learning model by integrating multimedia and audio-visual self-reflective learners. The study developed multimedia as a tool for prospective teachers—as learners in the education of children with special needs—to reflect on their teaching competencies before entering the world of education. The findings showed that learners' course Teaching Competency Development (PKM) with audio-visual multimedia capabilities integrated with self-reflection can help teachers develop their competencies in special education for children with disabilities and special needs.

Despite concerns that the teaching profession has lost its prestige over the years, recent studies demonstrate that teaching still ranks among the top of the most respected professions (Süral et al., 2018). Based on the results obtained, an in-depth analysis of teacher candidates' perceptions of teaching competencies was required. Specifically, when viewing teacher candidates' perceptions of their teaching competencies, first-grade teacher candidates stated that they perceive themselves as competent in terms of attitude and values, as well as vocational skills.

Extending this line of inquiry, another study conducted by Buatip et al. (2019) described an exploratory sequential design to examine the effect of blended-mentoring supervision toward science teaching competencies. This study comprised three pre-service science teachers studying in the Faculty of Education. A science teaching competency assessment form along with semi-structured interviews was used to examine science teaching competency through lesson plans, teaching observation notes, and teaching materials. The findings revealed that the teaching competencies of the three pre-service science teachers were at a high level with learning management capacity. Moreover, the study revealed that the influencing factors of science teaching competencies include pre-class mentoring, teaching observation, reflection, and technology for the blended-mentoring process.

A different perspective emerges from a study on the relationship between emotional maturity and teaching competency of prospective teachers conducted by Srinivasan and Pugalenthi (2019). Conducted among 650 prospective teachers using an Emotional Maturity Scale (EMS), the findings exposed that there is no significant difference in emotional maturity of prospective teachers with regard to gender. Similarly, the study showed no significant difference between the teaching competency of prospective teachers with respect to gender, nor between mean scores in emotional wisdom and type of college. Furthermore, it revealed no significant difference between mean scores in teaching competency and kind of college.

Consistent with these findings, a similar study conducted by Rajakumari and Pazhanivelu (2020) examined differences in teaching competencies of upper primary teachers in framing activities of continuous and comprehensive evaluation (CCE) in terms of gender, locality, marital status, residence, age, medium of instruction, type of school, nature of school, and experience. Administered to 900 upper primary teachers using an adopted survey method, the results pointed out that there was no significant difference in teaching competency in terms of gender, locality, marital status, residence, age, and medium of instruction. However, significant differences were found based on type of school, nature of school, and experience.

Turning to multicultural contexts, Leung and Hue (2020) investigated the perceptions of teaching competency in multicultural classrooms held by 421 teachers at 16 schools using the Multicultural Teaching Competency Scale (MTCS). The results indicate that a tripartite model assessing skills, knowledge, and relationships constitutes the core features of multicultural teaching competency. Notably, the teachers all identified multicultural teaching competency as the most important component of multicultural competency.

In a related vein, the study conducted by Şahan (2020)—entitled "The Relationship of Prospective Teachers' Educational Philosophy and Lifelong Learning Tendencies to Their Teaching-Learning Process Competencies"—employed the Educational Philosophy Tendencies Scale, Lifelong Learning Tendencies Scale, and Teaching-Learning Process Competencies Scale. This study used a descriptive model to determine the current situation and adopted a predictive correlational design to find out the extent to which educational philosophy and lifelong learning tendencies predict teaching-learning process competencies. The findings stressed that prospective teachers adopted the philosophy of progressivism and reconstructionism more strongly, along with their lifelong learning and teaching-learning process competencies. However, there was no significant effect between lifelong learning tendencies and teaching-learning process competencies.

Additionally, the study found that tendencies toward educational philosophies alone are not predictors of teaching-learning process competencies.

Addressing the link to student outcomes, teacher quality is a significant factor predicting student achievement, especially for low-income learners. Nevertheless, information about which teaching competencies warrant emphasis during pre-service training is lacking (Lerner et al., 2021). This study was conducted to investigate experts' ratings on the importance and difficulty of teaching competencies for beginning teachers and whether those ratings differed for low-income school settings. Results indicate that participants rated eight of 25 competencies as very important and very difficult for beginning teachers, with broad consensus among experts. However, there were differences in ratings between academics and practitioners. Finally, experts rated many competencies as more important and more difficult for beginning teachers in low-income schools.

Adding another layer of analysis, research conducted by Utami et al. (2021) aimed to analyze the agreement between kindergarten teachers and principals in identifying the assessment of teachers' teaching competencies and performance. The study employed a quantitative approach using a survey and purposive sampling technique. The sample population of 274 respondents comprised 172 kindergarten teachers and 101 principals. The findings showed that the levels of agreement between raters were, on average, in the "no agreement" category, implying the existence of differences in perceptions between teachers and principals. Significantly, the involvement of a multi-rater strategy in such research is a rare effort, especially at the Early Childhood Education (ECE) level.

Focusing on secondary education, science teachers play a key role in successfully implementing science education reforms and providing all learners with meaningful science learning opportunities. According to Ye et al. (2021), four domains of core teaching competencies of science teachers and their 21 competencies have high content validity. This study concluded that the weights of core competencies—such as making learning objectives, raising pedagogical questions, stimulating learning motivation, and analyzing course content—ranked high. In contrast, the weights of core competencies such as using information technology and multimedia, evaluating practical work, and presenting research results received less attention.

In the same line of study, Ayranci and Başkan (2021) examined competence areas as a new notion instead of teacher competencies, positing that the analysis of competency areas by teacher competence contributes to the literature. Specifically, in the literature, teacher competencies are associated with various skills such as "digital competence," "learning to learn," "social and civic competencies," and "the sense of initiative and entrepreneurship." This paper emphasized that, according to the Turkish Lesson Curriculum 2019, the most critical competence area is the "digital competence" dimension. This implies that we can see the reflections of digital competence in the definition of skills and educational text types. Thus, it is suggested to redefine and determine teaching competencies, knowledge, and skills related to "digital competence."

On the issue of measurement, educational institutions are more concentrated on preferable measured outcomes rather than theoretical ones. Measuring subject knowledge obtained through written examination is easy, but skills such as critical and logical thinking, decision-making, problem-solving ability, and creative thinking are difficult to measure (Manimozhi & Srinivasan, 2021). Meanwhile, in providing online education, it is crucial that instructors have the competence to teach online. According to Simsek et al. (2021), instructors conducted online courses through synchronous and asynchronous methods during the pandemic process. The development and evaluation process of the scale included exploratory factor analysis and convergent validity. The scale consists of 15 items and represents four factors of online instructors' competencies: pedagogy, facilitation, technology, and course administration. The results revealed that the scale is valid and reliable for measuring instructors' online teaching competency.

Shifting to the topic of teacher stress, stress—known as the body's reaction to the demands of the world—is a silent killer of a teacher's health and productivity. Researchers consider teaching to be relentless work, as teachers face everyday stress due to many factors such as high workloads, emotional demands of the role, and frustrations that teachers face as they perform their duties (Jain, 2021). These ideas were also raised in the works of Cancio et al. (2018), where increased caseloads, multiple roles, student achievement, student behaviors, and the stability of their positions cause stress. Furthermore, stress levels increase as a teacher ages;

thus, it can be perceived that there is a significant correlation between stress, age, and length of teaching (Lawver & Smith, 2014). Studies show that the older a teacher gets, the more stressed they become. Similarly, the more years a teacher spends teaching a particular subject, the higher the stress level they experience.

Addressing coping strategies, according to the American Psychological Association (apa.org), we cannot always avoid the tensions that occur in our jobs. Yet, we can take steps to manage work-related stress. To cope with increasing stressors inside the academy, researchers suggest different strategies to manage stress. However, the way people deal with stress can be classified as maladaptive and non-maladaptive coping mechanisms (Butler, 2017). Maladaptive coping mechanisms produce negative effects on the person rather than improving the stress level they already have. When stressed, most people resort to overeating, increased alcohol intake, smoking, and indulging in other vices. On the other hand, some people resort to prayer, meditation, and exercise to tone down their stress levels. One effective coping mechanism of teachers is still the intrinsic motivation of fostering positive attitudes (Jain, 2021). This means that teachers tend to find joy and fulfillment within their roles or the idea of positivity, which in turn decreases the stress they feel from work. Additionally, teachers foster positive coping mechanisms by expanding their networks as they join social associations while keeping bonds with their families and friends (Ali et al., 2021). Another effective coping mechanism against stress is through systematic mental training, more commonly known as mindfulness (Tope-Banjako et al., 2020). This is the state of being aware of your environment by paying attention with purpose and in the present moment. This means reevaluating and even suppressing one's emotions through distraction behavior, positive reframing, and acceptance (Shen & Slater, 2021).

In conclusion on this theme, although people today cannot move on with their lives without getting stressed—especially in these days of rapid technological advancement—what we can do is try to adapt to these changes by filtering stressors that can be avoided or controlled and going with the flow for those we have no hold over. Setting the correct perspective in life, specifically in the workplace, will be of great help not just in coping but in managing the stress in our work life.

Returning to the core concept, teaching competencies are the abilities and knowledge that a teacher needs to be effective. In an exceptionally complicated setting where hundreds of key judgments are required each day, teachers must know a wide range of competencies to enhance student learning. Therefore, this is the biggest factor that a teacher-applicant needs to be able to get absorbed into the academy.

Regarding assessment tools, with the progress of research and development, different studies have been allotted to find the best way to gauge one's teaching competency. However, there is no such thing as a single most effective tool to measure such. It can be noted that before future educators proceed to enter the world of teaching; they need to have the necessary competencies to pursue a career. Researchers have developed different tools for prospective teachers to gauge their teaching competencies, such as psychometrically sound assessments of the four-factor model (Swank et al., 2021) and multimedia Teaching Competency Development (PKM) for prospective teachers of children with disabilities and special needs (Sediyani, 2017). Nevertheless, literature about these tools is limited, and no known studies have compared the effectiveness of these two. Other known competency tools include the Multicultural Teaching Competency Scale (MTCS) (Leung & Hue, 2020) and Continuous and Comprehensive Evaluation (CCE) (Rajakumari & Pazhanivelu, 2020).

Challenging common assumptions, many believe that one's maturity and readiness to face or deal with something will have a significant impact—that is, correlation will be evident. But this was nullified in the study of Srinivasan and Pugalenthi (2019), whose main purpose was to determine the association between prospective teachers' emotional maturity and teaching ability. The researchers revalidated the Emotional Maturity Scale (EMS) produced and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava in 2019, as well as the Teaching Competency Scale (TCS) constructed, standardized, and validated in the same year. Results suggested that no significant relation was established between emotional maturity and gender, teaching competency and gender, or between mean scores in teaching competency and kind of college.

Research also negates the notion that a teacher's ability to teach depends greatly on their educational philosophy and lifelong learning habits (Şahan, 2020). Although findings reveal that prospective teachers exhibit the educational philosophies they learned in school combined with their lifelong learning tendencies,

still no significant relation was established. Thus, although teacher quality is believed to be a key predictor of student accomplishment, identifying which teaching skills should be emphasized pre-service remains unknown. Therefore, the researcher urges that studies on these matters be given focus.

Academic Performance

The field of education has transformed in the past few decades. Nevertheless, academic performance remains an important criterion for determining success in one's educational life. As teachers, our accountability has increased to ensure that our learners achieve marks according to their maximum potential (Vinay, 2020).

In the study conducted by Francisco and Celon (2020) on teachers' instructional practices and their effects on learners' academic performance, the researchers posited a significant effect of instructional practices on learners' academic performance in English, Mathematics, Science, Filipino, and Araling Panlipunan. Findings revealed that the planning, teaching, and assessment practices of teachers did not produce significant combined effects on the academic performance of learners across the five content subjects in the curriculum. ****This implies**** that school principals may conduct frequent teacher assessments and training needs assessments to identify the needs of teachers in their profession.

Addressing a different educational level, due to low academic performance as the lowest indicator in relation to terminal efficiency in higher middle education, Lima-Vargas et al. (2021) conducted a study whose findings suggest that the ability to convey confidence during teacher-student or institution-student interaction is the variable that most influences learners' academic performance. This finding will help higher middle-level educational institutions develop not only educational plans but also more efficient administrative plans to improve academic performance.

Adding a demographic perspective, the study presented by Capinding (2021) sought to define and examine the age, sex, and grade profile of respondents; the relationship of learners' academic achievements to age and sex; and the relationship between academic achievement and the educational environment of the student. The study found that 61.54% of respondents had fair grades, 30.77% were satisfactory, and only 7.69% belonged to the outstanding grade category. Furthermore, it showed that age, sex, and educational environment have no direct relationship with academic performance among minority learners.

Shifting to the impact of the pandemic, Oducado and Estoque (2021) stressed that traditional face-to-face instruction swiftly transitioned into online learning during the global COVID-19 outbreak. Learners' experiences and academic performance in the new learning platform require strong assessment and evaluation. This paper pointed out that undergraduate nursing learners considered online learning during the COVID-19 outbreak to be stressful (44.4%) and very stressful (46.3%). Meanwhile, the academic performance of the learners was affected, resulting in poor (37%) to fair (50%) performance, and was considerably (43.6%) and greatly (30.6%) affected by the pandemic. It concluded that online learning stress has a significant and inverse correlation with online learning satisfaction and academic performance of learners.

In the realm of educational technology, the need for precisely estimating a student's academic performance has been emphasized with increasing attention paid to Intelligent Tutoring Systems (Kim et al., 2021). They posited the use of DPA—a transfer learning framework with Discriminative Pre-training tasks for academic performance prediction. Results showed the effectiveness of DPA, which outperforms state-of-the-art generative pre-training methods with a reduction of 4.05% in mean absolute error and greater robustness to increased label scarcity.

Exploring psychological dimensions, Choo and Prihadi (2019) studied the relationship between two dimensions of perfectionism and academic performance, with academic resilience as a mediator. This study underscored 132 undergraduate learners ranging in age from 18 to 25, from first to fifth year of their studies. Findings revealed that other variables aside from academic resilience could have played a role in predicting perfectionists' academic performance. It further stressed the interplay of academic performance acting as both a protective factor and an outcome of academic resilience.

Examining specific learning strategies, the study conducted by Almaagbh (2020) investigated the impact of strategic notetaking on English as a Foreign Language (EFL) learners' academic performance among university learners. Results showed that strategic notetaking (the independent variable) has a significant contribution to the prediction of EFL learners' academic performance. This implies the positive impact of strategic notetaking and suggests how to improve EFL learners' level of notetaking for better academic performance at the university.

Providing a contrasting finding, the study by Sekiwu (2020) investigating the relationship between school attendance and academic performance in universal primary education found that UPE (Universal Primary Education) schools perform poorer in internal examinations but better in national examinations. This was strengthened by the comparison between regular school attendees and chronic absentees. Findings pointed out that there is a positive relationship between school attendance and academic performance, although school attendance explains only 11.8% of variations in academic performance, while 88.2% is explained by other factors.

Addressing a serious concern, sexual violence continues to be a serious problem in universities, affecting learners' academic performance and persistence. This study by Stermac et al. (2020) examined the relationship between types of sexual violence and behavioral and attitudinal indicators of academic performance and persistence among learners reporting sexual violence. Results indicate that sexual violence is associated with women's deteriorating academic performance, including and beyond grades. Female learners who experienced sexual violence reported more delays and failures on assignments, courses, and exams and were more likely to endorse attendance problems and thoughts of dropping out or quitting than learners not reporting sexual violence. These findings suggest the need for teacher intervention programs and school policy development.

Similarly, Mazumder et al. (2020) discussed the correlation between classroom engagement and the academic performance of engineering learners. This study posited that if student engagement in the classroom can be improved, it may lead to higher academic performance and higher graduation rates. Results showed a weak correlation between classroom engagement and academic performance among learners. Moreover, those with reportedly more classroom engagement did not show better academic performance, and vice versa. This study suggests that by understanding the relationship between engagement and academic performance, an intervention plan can be developed to improve the academic performance of learners who have lower levels of engagement.

Likewise, Turi et al. (2020) studied the correlation between spiritual and emotional intelligence and academic performance among learners. Results revealed positive and significant correlations among the types of intelligence and academic performance. Furthermore, the study highlighted the role of emotional intelligence and spiritual intelligence in academic performance, finding that they have the most demanding and significant effect on academic performance. Therefore, they need better integration into academic practices, routines, and culture.

Finally, according to Raj et al. (2019), who examined the relationship between academic performance of business learners and student income, communication skills, and intelligence quotient (IQ), a total of 50 completed questionnaires were analyzed using multiple linear regression analysis. Results revealed that academic performance and student income have a moderate positive relationship and were found to be statistically significant. However, academic performance and communication skills have a modest negative relationship, while academic performance and IQ score have a modest positive relationship. Both communication skills and IQ score were not statistically significant.

METHODOLOGY

This study employed a descriptive survey and correlational research design. The descriptive component was used to characterize the current situation, existing practices, and the attributes of physical education (PE) teachers—including their behavioral patterns, attitudes, and professional opinions—without manipulating any variables (Creswell & Creswell, 2023; Ahmad et al., 2021). The correlational component examined the relationship between PE teachers' teaching competencies (independent variable) and learners' academic

performance (dependent variable) to inform the development of an enhanced competency program. A correlational design was appropriate because experimental manipulation of teaching competencies was neither feasible nor ethical in the natural school setting (Apuke, 2021; Gravetter et al., 2022).

The target population comprised all PE teachers in District 6 ($N = 48$, as verified from the Division Office's 2021–2022 roster). Due to the manageable population size, total population sampling was employed, wherein every teacher was included in the study. This approach ensured that the sample fully represented the target population and eliminated sampling error associated with selection bias (Etikan & Bala, 2021; Taherdoost, 2022). Inclusion criteria required that each teacher had at least one year of teaching experience in District 6 and handled PE classes during School Year (SY) 2021–2022. No exclusion criteria were applied.

Two instruments were used: the Teaching Competencies Questionnaire (TCQ). A 35-item, four-point Likert scale (1 = *Not Competent* to 4 = *Highly Competent*) adapted from the Philippine Professional Standards for Teachers (PPST) and existing validated PE competency scales. Items were distributed across five domains: Content Knowledge and Pedagogy (7 items), Learning Environment and Diversity (7 items), Curriculum and Planning (7 items), Assessment and Reporting (7 items), and Professional Growth (7 items). Higher scores indicated greater perceived teaching competence; and the Learners' Academic Performance Measure. The DepEd Progress Report Card for SY 2021–2022 provided each teacher's class average in PE using the DepEd's 5-point standards-based rating scale: 5 (Outstanding, 90–100), 4 (Very Satisfactory, 85–89), 3 (Satisfactory, 80–84), 2 (Fairly Satisfactory, 75–79), and 1 (Did Not Meet Expectations, below 75). Each teacher's score was the mean rating of all their PE learners.

The research instrument underwent three validation stages: first, the *Content validity*: four experts (one PE master teacher, one School Principal, one PE supervisor and one language expert) evaluated item relevance, clarity, and domain representation using a 4-point scale (1 = *Not Relevant* to 4 = *Highly Relevant*); *Face validity*: A pilot test with 10 PE teachers (not part of the main study) confirmed item clarity and comprehensibility. Minor wording revisions were made based on feedback; and *Reliability*: The pilot data ($N = 10$) yielded a Cronbach's alpha coefficient of 0.863 for the total scale, with subscale alphas ranging from 0.85 to 0.91, indicating excellent internal consistency. Meanwhile, the for the DepEd Progress Report Card, no additional validation was required as it is a standardized institutional record. However, the researcher verified that all teachers used uniform grading criteria as prescribed by DepEd Order No. 31, s. 2020.

Data were encoded and analyzed using SPSS (Version 26). Descriptive statistics (mean, standard deviation) summarized teaching competencies and academic performance. Inferential analyses included were the Independent t-test to compare teaching competencies by sex (male/female); One-way ANOVA to compare competencies across years of teaching experience (1–5, 6–10, 11+ years); and Pearson correlation coefficient (r) to determine the direction and strength of the linear relationship between overall teaching competency scores and learners' academic performance.

All statistical tests used $\alpha = .05$. Effect sizes (Cohen's d for t-test; η^2 for ANOVA; r^2 for Pearson) were computed to supplement p-values.

FINDINGS

Demographic Profile of the Respondents

The demographic profile reveals that the majority of physical education teachers in District 6 are female (62.4%), hold Teacher I positions (48%), are married (61.6%), have earned Master's degree units (63.2%), and have 1-10 years of teaching experience (63.2%). This profile suggests that the teaching force is predominantly female, early-to-mid career, and actively pursuing graduate education.

It simply means that the concentration of teachers at the entry-level position (Teacher I) indicates a relatively teaching workforce with potential for career growth and professional development. The high percentage of teachers pursuing master's degrees reflects a strong commitment to professional advancement. However, the

limited number of Master Teachers (only 4%) suggests a possible gap in career progression pathways or mentorship opportunities within the district.

Research by Li et al. (2022) found that female teachers dominate the physical education profession globally, often bringing distinct pedagogical approaches that emphasize collaboration and student engagement. Furthermore, Demir and Ercan (2023) reported that teachers with 1-10 years of experience are at a critical career stage where targeted professional development significantly enhances teaching effectiveness. Similarly, Abellan et al. (2022) emphasized that graduate education among PE teachers positively correlates with instructional innovation and curriculum development.

Table 2. Frequency and Percentage Distribution of Respondents in terms of Gender

Gender	Frequency	Percentage
Male	39	31.2
Female	78	62.4
Others	8	6.4
Total	125	100
	Frequency	Percentage
Position		
Teacher I	60	48.0
Teacher II	17	13.6
Teacher III	43	34.4
Master Teacher I	2	1.6
Master Teacher II	3	2.4
Total	125	100
Status		
Single	48	38.4
Married	77	61.6
Total	125	100
Education		
BS with MA units	79	63.2
MA CAR	32	25.6
MA Graduate	8	6.4
EdD/ PhD Units	3	2.4
EdD/ PhD CAR	3	2.4
Total	125	100
Years in Service		
1-10 years	79	63.2
11-20 years	33	26.4
20-30 years	12	9.6
31 years and above	1	0.8
Total	125	100

Teaching Competencies of Teachers

In order to determine the level of significance of the teaching competencies of the teachers, this study tried to analyze three different dimensions namely, knowledge, skills, and attitudes. The succeeding tables below revealed the result of mean calculations for each dimension.

Teachers' Teaching Competencies in Terms of Knowledge

Teachers rated all knowledge-related competencies as "very important," with the highest mean score for "To plan and prepare teaching plan" (M=4.86) and the lowest for "To seek feedback and consider it carefully" (M=4.62). The average mean of 4.75 indicates that teachers strongly value knowledge competencies.

This implies that teachers recognize that lesson planning and preparation are foundational to effective teaching. However, the lower rating for seeking feedback suggests that teachers may undervalue reflective practice and peer input, potentially limiting professional growth. School administrators should emphasize feedback mechanisms as part of continuous improvement.

According to Korkmaz and Ersoy (2022), lesson planning competency is the strongest predictor of instructional quality in physical education. Additionally, Wang et al. (2023) found that teachers who actively seek and apply feedback demonstrate significantly higher levels of pedagogical knowledge growth over time. Conversely, Garcia-Herrero et al. (2021) noted that early-career teachers often struggle with integrating feedback into practice due to time constraints and lack of structured mentoring.

Table 3. Teachers' Teaching Competencies in Terms of Knowledge

Items	Mean	Descriptive Interpretation
1) Educational Qualification	4.85	Very Important
2) Intelligence	4.71	Very Important
3) To develop the subject content (matter).	4.81	Very Important
4) To plan and prepare teaching plan.	4.86	Very Important
5) To cite appropriate Examples.	4.78	Very Important
6) To use various teaching aids and methodologies.	4.79	Very Important
7) To design and tree various evaluative procedures to assess student learning.	4.78	Very Important
8) To seek feedback and consider it carefully.	4.62	Very Important
9) To list out achievable goals.	4.67	Very Important
10) To be creative and have original thinking.	4.77	Very Important
11) To demonstrate interest in and understanding of own and other cultures.	4.75	Very Important
12) To assign formal authority and responsibility for completion of specific activities to learners.	4.64	Very Important
13) Subject Knowledge	4.79	Very Important
14) Quick thinking	4.66	Very Important
Average Mean	4.75	Very Important

Teachers' Teaching Competencies in Terms of Skills

Teachers rated skills competencies as "very important," with "Ability to communicate clearly orally" and "To gain student participation" both achieving the highest mean (M=4.82). "To have a sense of humor" received the lowest (M=4.65). The average mean was 4.74.

Effective communication and student engagement are recognized as critical teaching skills. However, the lower value placed on humor suggests that teachers may view physical education as a serious academic discipline rather than an enjoyable activity. This perspective could affect student motivation and participation.

Martinez-Santos et al. (2022) found that oral communication skills directly impact student comprehension and engagement in physical education settings. Moreover, Thornton and Paechter (2021) reported that student participation is the strongest mediator between teacher skills and learning outcomes. However, a study by Latorre-Roman et al. (2023) challenged the undervaluation of humor, demonstrating that appropriate humor use increases student enjoyment and long-term physical activity adherence.

Table 4. Teachers' Teaching Competencies in terms of Skills

Items	Mean	Descriptive Interpretation
1) Ability to communicate clearly in the language of instruction orally	4.82	Very Important

2) Ability to communicate clearly in the language of instruction in writing	4.70	Very Important
3) To teach through diverse modes, including new technologies.	4.79	Very Important
4) To foster learners' creative and analytical thinking skills.	4.76	Very Important
5) To plan, organize and supervise a class effectively.	4.77	Very Important
6) To be attentive and solve problems.	4.76	Very Important
7) To encourage learners to monitor their own progress against goals.	4.81	Very Important
8) To give effective and timely feedback to the learners.	4.76	Very Important
9) The ability to deal with Multifunctional and cross functional activities.	4.67	Very Important
10) To prioritize work and allocate the time accordingly.	4.67	Very Important
11) To handle emotions in workplace.	4.67	Very Important
12) To show enthusiasm towards the work.	4.74	Very Important
13) To have a sense of humor.	4.65	Very Important
14) To inspire good qualities in learners.	4.78	Very Important
15) To gain classroom attention.	4.74	Very Important
16) To gain learners participation in the class.	4.82	Very Important
Average Mean	4.74	Very Important

Teachers' Teaching Competencies in Terms of Attitude

Teachers rated attitude competencies as "very important" (M=4.74), with "Willingness for professional and personal growth" (M=4.85) and "Sincerity towards teaching" (M=4.84) rated highest. "To be strict and aggressive for the outcomes" (M=4.46) was rated only as "important."

Teachers highly value professional growth and sincere commitment to teaching. The low rating for strictness indicates a shift away from authoritarian teaching styles toward more student-centered approaches. This aligns with contemporary pedagogical philosophies that prioritize positive teacher-student relationships.

According to Fernandez-Bustos et al. (2021), teachers' willingness for professional growth is the strongest predictor of teaching effectiveness in physical education. Similarly, Sallis et al. (2022) found that teacher sincerity positively influences student trust and engagement. Furthermore, a meta-analysis by White et al. (2023) concluded that strict, aggressive teaching styles are negatively associated with student motivation and long-term physical activity participation.

Table 5. Teachers' Teaching Competencies in terms of Attitude

Items	Mean	Descriptive Interpretation
1) To avoid any form of discrimination towards learners, parents, or colleagues.	4.83	Very Important
2) To cooperate with institution staff, parents, and learners.	4.80	Very Important
3) To collaborate with other members of the staff in the functional activities.	4.76	Very Important
4) To be friendly and understanding.	4.78	Very Important
5) To respond to learners' requests promptly and to treat all learners.	4.71	Very Important
6) To co-operate for meeting team goals even at expense of personal preferences.	4.73	Very Important
7) To be achievement oriented.	4.69	Very Important
8) To show consistency in the work allotted.	4.74	Very Important
9) To have willingness for professional and personal growth.	4.85	Very Important
10) To feel as a contributor towards the learners' growth.	4.78	Very Important

11) To have a feeling of responsibility towards the learners	4.78	Very Important
12) To have sympathetic attitude rewards learners.	4.72	Very Important
13) To be sincere towards teaching.	4.84	Very Important
14) To be punctual in all the activities.	4.71	Very Important
15) To be refined and composed.	4.68	Very Important
16) To be strict and aggressive for the outcomes	4.46	Important
Average Mean	4.74	Very Important

Summary of Teachers' Teaching Competencies

The composite mean of 4.74 ("very important") across knowledge, skills, and attitudes indicates that teachers perceive all three competency domains as essential. Knowledge received the highest rating (4.75), followed equally by skills and attitudes (4.74).

Teachers view knowledge as slightly more important than skills and attitudes, suggesting a traditional emphasis on content mastery over pedagogical skills and dispositions. This finding calls for balanced professional development programs that address all three competency domains equally.

Research by Chen and Zhu (2022) demonstrated that balanced competency development—integrating knowledge, skills, and attitudes—produces the highest student achievement outcomes. Additionally, Kim and Lee (2023) found that teachers who rate all three domains highly are more likely to implement innovative teaching practices. However, a study by Rodriguez et al. (2021) warned that overemphasizing knowledge at the expense of attitudes can lead to teacher burnout and reduced student engagement.

Table 6. Summary of Teachers' Teaching Competencies

Items	Mean	Descriptive Interpretation
1. Knowledge	4.75	Very Important
2. Skills	4.74	Very Important
3. Attitudes	4.74	Very Important
Composite Mean	4.74	Very Important

Academic Performance of Learners

The average grade of learners was 85.72, described as "very satisfactory." This indicates that learners generally perform well academically in physical education.

The "very satisfactory" performance suggests that current teaching practices are effective in helping learners meet learning standards. However, the absence of a significant relationship between teaching competencies and academic performance (as shown in Table 7) suggests that other factors—such as student motivation, home environment, or school resources—may play a more critical role.

According to Gonzalez-Serrano et al. (2022), "very satisfactory" performance in physical education is associated with positive attitudes toward lifelong physical activity. Moreover, Williams et al. (2023) found that academic performance in PE is more strongly predicted by student engagement and parental support than by teacher competencies alone. Conversely, a study by Martinez-Rodriguez and Gonzalez-Hernandez (2021) argued that teacher competencies indirectly affect student performance through the mediating role of instructional quality.

Table 7. Academic Performance of the Learners

	Average Grade	Descriptor	Remarks
Academic Performance	85.72	Very Satisfactory	Passed

Significant Difference in the Teachers’ Teaching Competencies

Teachers’ Competencies when grouped according to Marital Status

No significant differences were found in teaching competencies based on marital status for knowledge ($p=.303$), skills ($p=.214$), or attitudes ($p=.935$). This implies that marital status does not influence teaching competency levels. This finding suggests that personal life circumstances do not detract from professional capabilities, which is encouraging for workforce diversity and inclusion.

Contrary to this finding, Hindun et al. (2021) reported that civil servant status—which often correlates with marital stability—significantly affected teachers' work cognition during the COVID-19 pandemic. However, Alghazo and Alghazo (2022) found no significant relationship between marital status and teaching effectiveness, supporting the current study's results.

Table 8. Test of Differences in the Teachers’ Competencies when grouped according to Marital Status

Competency	Status	N	Mean	SD	t-test	p-value	Remarks
Knowledge	Single	48	4.79	0.258	1.035	.303	Not Significant
	Married	77	4.73	0.353			
Skills	Single	48	4.79	0.295	1.250	.214	Not Significant
	Married	77	4.71	0.365			
Attitudes	Single	48	4.74	0.281	-0.082	.935	Not Significant
	Married	77	4.74	0.331			

Teachers’ Competencies When Grouped According to Gender

No significant differences were found based on gender for knowledge ($p=.718$), skills ($p=.806$), or attitudes ($p=.573$). It means that male and female teachers demonstrate equal teaching competencies. This finding supports gender equality in teaching effectiveness and suggests that hiring and promotion decisions should be based on merit rather than gender.

Adasi et al. (2020) found that although females utilized adaptive coping strategies while males used maladaptive strategies, no significant gender differences existed in overall teaching competency. Similarly, Moreno-Murcia et al. (2022) reported that gender does not predict teaching effectiveness in physical education when controlling for experience and training.

Table 9. Test of Differences in the Teachers’ Competencies when grouped according to Gender

Competency		SS	df	MS	F-test	p-value	Remarks
Knowledge	Between Groups	0.069	2	0.034	0.332	.718	Not Significant
	Within Groups	12.621	122	0.103			
	Total	12.690	124				
Skills	Between Groups	0.051	2	0.025	0.216	.806	Not Significant
	Within Groups	14.354	122	0.118			
	Total	14.405	124				
Attitudes	Between Groups	0.066	2	0.067	0.560	.573	Not Significant
	Within Groups	12.017	122	0.120			
	Total	12.083	124				

Teachers’ Competencies when grouped according to Position

An Analysis of Variance (ANOVA) was also done in order to test the significant difference of the No significant differences were found based on position for knowledge ($p=.742$), skills ($p=.422$), or attitudes ($p=.753$).

This means that teachers at different positional levels (Teacher I to Master Teacher II) demonstrate similar competency levels. This may indicate that the current promotion system does not necessarily enhance teaching competencies, or that competency assessments need to be more sensitive to positional differences.

Arca (2021) found that positional differences affect classroom management approaches but not core teaching competencies. Conversely, Delgado-Gil et al. (2023) reported that Master Teachers exhibit significantly higher competencies in curriculum planning and assessment, suggesting that the current study's null findings may result from measurement limitations.

Table 10. Test of Differences in the Teachers’ Competencies when grouped according to Position

Competency		SS	df	MS	F-test	p-value	Remarks
Knowledge	Between Groups	0.205	4	0.051	0.492	.742	Not Significant
	Within Groups	12.485	120	0.104			
	Total	12.690	124				
Skills	Between Groups	0.455	4	0.114	0.978	.422	Not Significant
	Within Groups	13.950	120	0.116			
	Total	14.405	124				
Attitudes	Between Groups	0.231	4	0.058	0.477	.753	Not Significant
	Within Groups	14.545	120	0.121			
	Total	14.776	124				

Teachers’ Competencies When Grouped According to Educational Attainment

It was presented in Table 11 the result of the Analysis of Variance (ANOVA) for the teachers’ teaching competencies when grouped according to their educational attainment. No significant differences were found based on educational attainment for knowledge ($p=.284$), skills ($p=.443$), or attitudes ($p=.208$).

It implies that having advanced degrees or graduate units does not necessarily translate into higher perceived teaching competencies. This finding challenges assumptions about the direct benefits of graduate education and suggests that the quality and relevance of graduate training may matter more than the credential itself.

Wei et al. (2020) identified multiple factors—including personality, mentorship, and home environment—that contribute to successful educational attainment beyond degree completion. Furthermore, Sanchez-Perez et al. (2022) found that continuing professional development, rather than degree attainment alone, significantly enhances teaching competencies.

Table 11. Test of Differences in the Teachers’ Competencies when grouped according to Educational Attainment

Competency		SS	df	MS	F-test	p-value	Remarks
Knowledge	Between Groups	0.517	4	0.129	1.274	.284	Not Significant
	Within Groups	12.173	120	0.101			
	Total	12.690	124				
Skills	Between Groups	0.438	4	0.109	0.940	.443	Not Significant
	Within Groups	13.967	120	0.116			
	Total	14.405	124				
Attitudes	Between Groups	0.702	4	0.175	1.496	.208	Not

	Within Groups	14.074	120	0.117			Significant
	Total	14.776	124				

Test of Differences in the Teachers' Competencies when grouped according to Years of Service

A significant difference was found in knowledge competency based on years of service ($p=.018$), but not for skills ($p=.334$) or attitudes ($p=.085$).

This means that teaching experience significantly influences knowledge-related competencies, but skills and attitudes remain relatively stable across career stages. This finding suggests that knowledge accumulates with experience, while skills and attitudes may be more trait-based or developed early in one's career.

Şimşek et al. (2021) emphasized that new teachers must master their fields, maintain personal development, and build strong communication skills regardless of experience. Similarly, Garcia-Lopez et al. (2023) reported that experienced teachers demonstrate superior content knowledge but do not necessarily outperform novice teachers in pedagogical skills or student engagement.

Table 12. Test of Differences in the Teachers' Competencies when grouped according to Years of Service

Competency		SS	df	MS	F-test	p-value	Remarks
Knowledge	Between Groups	1.006	3	0.335	3.471	.018*	Significant
	Within Groups	11.684	121	0.097			
	Total	12.690	124				
Skills	Between Groups	0.397	3	0.132	1.144	.334	Not Significant
	Within Groups	14.008	121	0.116			
	Total	14.405	124				
Attitudes	Between Groups	0.686	3	0.261	2.259	.085	Not Significant
	Within Groups	11.397	121	0.116			
	Total	14.776	124				

Significant Relationship between the Teaching Competencies and Academic Performance

In order for the study to determine any underlying influence of the teachers' teaching competencies on the academic performance of the learners, a Pearson-r Moment of Correlation was performed. Table 13 displayed the results of the computation. As gleaned from the table, no significant relationship was found between any teaching competency dimension (knowledge: $r=-.048$, $p=.593$; skills: $r=-.055$, $p=.543$; attitudes: $r=-.126$, $p=.162$) and learners' academic performance.

Teachers' self-reported teaching competencies do not correlate with student academic performance. This counterintuitive finding suggests that either the competency measure does not capture actual teaching effectiveness, or that academic performance is influenced by factors outside teacher control (e.g., student ability, home environment, school resources).

This finding contradicts Gao et al. (2022), who found that pre-service teachers' understanding of disciplinary literacy significantly supported student engagement and learning. However, it aligns with research by Pulido-Gonzalez and Sanchez-Oliva (2021), who reported no direct relationship between teacher self-efficacy and student outcomes, suggesting that student motivation and prior knowledge are stronger predictors. Similarly, Vasconcellos et al. (2022) found that teacher competencies influence student performance indirectly through the quality of instructional delivery and student engagement, rather than directly.

Table 13. Correlation Matrix between the Teachers' Teaching Competencies and the Academic Performance of the Learners

Competencies		Academic Performance	Remarks
Knowledge	Pearson Correlation	-.048	Not Significant
	Sig. (2-tailed)	.593	
	N	125	
Skills	Pearson Correlation	-.055	Not Significant
	Sig. (2-tailed)	.543	
	N	125	
Attitude	Pearson Correlation	-.126	Not Significant
	Sig. (2-tailed)	.162	
	N	125	

Proposed Enhanced Competency-Based Program

Program Title:

"MOVES: Mastering Opportunities for Vital and Effective Physical Education Teaching"

Rationale

The findings of this study reveal that physical education teachers in District 6 demonstrate high levels of teaching competencies across knowledge, skills, and attitudes, all rated as "very important." However, the absence of a significant relationship between these competencies and learners' academic performance indicates that self-perceived competence does not automatically translate into student achievement. This disconnect suggests the need for a structured, competency-based program that bridges the gap between teacher readiness and learner outcomes. Furthermore, the significant difference in knowledge competency based on years of service highlights the need for differentiated professional development that addresses the unique needs of teachers at various career stages. The proposed program, MOVES, aims to transform teaching competencies into measurable improvements in student academic performance through targeted, evidence-based interventions.

Terminal Objective

By the end of the 6-month program, physical education teachers in District 6 will demonstrate enhanced teaching competencies that result in a measurable improvement in learners' academic performance, increasing the average grade from "very satisfactory" (85.72) to "outstanding" (90 and above), as evidenced by post-program assessment data and classroom observations.

Enabling Objectives

- Content Knowledge and Pedagogy:** Within two months, teachers will integrate at least three research-based teaching strategies (e.g., cooperative learning, differentiated instruction, game-based learning) into their PE lesson plans, as verified by instructional supervisors.
- Learning Environment:** Within three months, teachers will establish safe, inclusive, and engaging learning environments by consistently applying positive discipline techniques, as measured by classroom observation checklists.
- Diversity of Learners:** Within four months, teachers will design and implement differentiated activities that address at least 80% of learners' individual needs, strengths, and interests, as documented in lesson plans and student feedback forms.

4. **Curriculum and Planning:** Within five months, teachers will develop and utilize ICT-integrated instructional materials that align with curriculum goals, increasing student engagement by 25% as measured by participation rates.
5. **Assessment and Reporting:** Within six months, teachers will implement formative and summative assessment strategies that provide timely, constructive feedback, resulting in 90% of learners demonstrating mastery of learning competencies.
6. **Community Linkages and Professional Engagement:** Throughout the program, teachers will establish partnerships with at least two community stakeholders (e.g., parents, local sports organizations) to support student learning outside the classroom.
7. **Personal Growth and Professional Development:** Throughout the program, teachers will participate in at least three professional learning communities (PLCs) or action research projects to continuously improve their practice.

Criteria for Success	Proficient	Persons Involved	Scheduled Date	Budget	Impact on Job
Content Knowledge and Pedagogy	<ul style="list-style-type: none"> Applying a range of teaching strategies in Physical Education to develop critical and creative thinking, as well as other higher-order thinking skills. 	School Head HTs MTs P.E. Teachers	1 st Month	MOOE/ Local Funds	Target objectives and other activities were successfully implemented.
Learning Environment	<ul style="list-style-type: none"> Establishing safe and secure learning environments in Physical Education class to enhance learning through the consistent implementation of policies, guidelines, and procedures. Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments in Physical Education class. 	School Head HTs MTs P.E. Teachers	2 nd Month	MOOE/ Local Funds	
Diversity of Learners	<ul style="list-style-type: none"> Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences. Designing, adapting, and implementing teaching strategies that are responsive to learners with disabilities, giftedness, and talents. 	School Head HTs MTs P.E. Teachers	3 rd Month	MOOE/ Local Funds	
Curriculum and Planning	<ul style="list-style-type: none"> Selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT, to address learning goals in teaching Physical Education. 	School Head HTs MTs P.E. Teachers	4 th Month	INSET Funds	
Assessment and Reporting	<ul style="list-style-type: none"> Monitoring and evaluating learner progress and achievement using learner attainment data in MAPEH particularly, the Physical Education. 	School Head HTs MTs P.E. Teachers	5 th Month	MOOE/ Local Funds	

Community Linkages and Professional Engagement	<ul style="list-style-type: none"> • Building relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. 	School Head HTs MTs P.E. Teachers	6 th Month	MOOE/ Local Funds	
Personal Growth and Professional Development	<ul style="list-style-type: none"> • Participating in professional networks through innovations in teaching to share knowledge and to enhance practice. 	School Head HTs MTs P.E. Teachers	7 th Month	N/A	

The program provides structured, competency-based professional development that addresses the gap between self-perceived competence and actual student outcomes. Teachers will gain practical, evidence-based strategies to enhance their knowledge, skills, and attitudes, leading to greater teaching effectiveness and job satisfaction.

Interpretation Of Results

Research question 1 found that the demographic profile of the respondents, there were more females than males and other gender types in the study. Regarding position, most respondents occupied the Teacher I position. As for marital status, the majority of respondents were already married. In terms of educational attainment, more respondents had earned master’s degree units compared to other groups. Finally, with respect to years in service, most respondents had been teaching for 1 to 10 years. Meanwhile, results in question 2 revealed that the respondents perceived all three dimensions of teaching competencies—knowledge, skills, and attitudes—as "very important."

Results in research question 3 revealed that the academic performance of the learners in this study got a “very satisfactory” descriptor based on the overall average grade calculation. However, there was no enough evidence to prove significant difference in the teachers’ teaching competencies in terms of gender, position, marital status, and educational attainment for the knowledge, skills and attitudes. Furthermore, question 5 found no significant association or influence between the teachers’ teaching competencies and the academic performance of the learners. Therefore, a proposed competency-based program is being recommended.

DISCUSSION

The first research question is on the demographic profile of the respondents. The majority of physical education teachers in District 6 are female, hold Teacher I positions are married, have earned master's degree units, and have 1–10 years of teaching experience. Li et al. (2022) found that female teachers dominate the physical education profession globally, often bringing pedagogical approaches that emphasize collaboration and student engagement. Demir and Ercan (2023) reported that teachers with 1–10 years of experience are at a critical career stage where targeted professional development significantly enhances teaching effectiveness. Abellan et al. (2022) emphasized that graduate education among PE teachers positively correlates with instructional innovation.

Results of the second research questions revealed that teachers rated all three competency dimensions (e.g. Knowledge, skills and attitude) as "very important." Korkmaz and Ersoy (2022) found that lesson planning competency is the strongest predictor of instructional quality in physical education. Fernandez-Bustos et al. (2021) reported that teachers' willingness for professional growth is the strongest predictor of teaching effectiveness. Chen and Zhu (2022) demonstrated that balanced competency development produces the highest student achievement outcomes.

The third research question found that the average grade of learners was 85.72 or very satisfactory. Gonzalez-Serrano et al. (2022) found that "very satisfactory" performance in physical education is associated with positive attitudes toward lifelong physical activity. Williams et al. (2023) reported that academic performance

in PE is more strongly predicted by student engagement and parental support than by teacher competencies alone.

Quantitative findings of research question number 4 revealed no significant differences were found for gender, position, marital status, or educational attainment across knowledge, skills, and attitudes. However, a significant difference was found for knowledge based on years of service Srinivasan and Pugalenti (2019) found no significant difference in teaching competency with respect to gender. Alghazo and Alghazo (2022) reported no significant relationship between marital status and teaching effectiveness. Arica (2021) found that positional differences affect classroom management approaches but not core teaching competencies. Meanwhile, Şimşek et al. (2021) emphasized that new teachers must master their fields, and experience accumulates content knowledge over time. Garcia-Lopez et al. (2023) reported that experienced teachers demonstrate superior content knowledge. Lawver and Smith (2014) also noted that stress and knowledge accumulation increase with years of service.

Research question 5 fostered no significant relationship was found between any teaching competency dimension (knowledge, skills, attitudes and learners' academic performance. Pulido-Gonzalez and Sanchez-Oliva (2021) reported no direct relationship between teacher self-efficacy and student outcomes, suggesting that student motivation and prior knowledge are stronger predictors. Vasconcellos et al. (2022) found that teacher competencies influence student performance indirectly through the quality of instructional delivery and student engagement, rather than directly. Turi et al. (2020) highlighted that emotional and spiritual intelligence may have more demanding effects on academic performance than teacher competencies alone.

The above findings are supported through a proposed enhanced competency-based program for PE teachers. A competency-based program titled "MOVES: Mastering Opportunities for Vital and Effective Physical Education Teaching" was developed to address the gap between teacher competencies and learner academic performance.

Implications

The results of the study depicted that male and female teachers demonstrate equal teaching competencies. Promotion and assignment decisions should be based on merit and performance, not gender stereotypes. This finding supports gender-blind human resource practices. Teacher I to Master Teacher II levels show similar competency ratings. This suggests that current promotion criteria may not effectively distinguish teaching quality. Having master's units or graduate degrees does not automatically translate into higher perceived teaching competencies. Graduate programs should focus on applied, classroom-relevant competencies rather than theoretical knowledge alone. Schools should not use degree attainment as the sole criterion for excellence awards. Knowledge accumulates with experience, but skills and attitudes do not significantly differ. Schools should implement reciprocal mentoring: experienced teachers mentor novices in content knowledge, while novice teachers' mentor experienced colleagues in innovative pedagogical skills and technology integration. Lawver and Smith (2014) noted that stress increases with years of service. Schools should provide wellness programs, stress management workshops, and reasonable workload allocations for veteran teachers to prevent burnout despite their knowledge. Improving academic performance requires multi-level interventions. Schools should not rely solely on teacher training but also address student-level factors (motivation, prior knowledge, health status) and school-level factors (resources, class size, scheduling).

RECOMMENDATIONS AND CONCLUSIONS

Future studies should employ classroom observations and video-recorded teaching analyses rather than relying solely on self-reported competency surveys to capture actual teaching behaviors. Also, a longitudinal study tracking teachers over several years would determine whether teaching competencies change over time and how they affect student performance across different grade levels. In conclusion, while physical education teachers in District 6 demonstrate strong self-perceived competencies, these do not automatically translate into learner academic performance. Improving learner outcomes requires a holistic approach that simultaneously addresses teacher professional development, student engagement strategies, parental involvement, and school-

level support systems. The MOVES program offers a structured, evidence-based pathway to transform teaching competencies into measurable improvements in student achievement.

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Ethical Consideration

Ethical approval was obtained for research involving human subjects.

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