

INSTRUCTIONAL COMPETENCIES OF NON-SPECIALIZED PHYSICAL EDUCATION TEACHERS IN TEACHING PERFORMING ARTS IN STA. CRUZ DISTRICT, LAGUNA

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Abstract

This study determined the instructional competencies of the non-specialized Physical Education teachers in teaching Performing Arts in Sta. Cruz District, Laguna. Specifically, the study sought answers to the following questions: What is the demographic profile of the non-specialized teachers in terms of age, gender, educational attainment, years in service, and specialization? What are the pedagogical skills of the non-specialized teachers in terms of time management, academic advice and mentoring, appraisal focused; emotional-focused; occupation- focused? What is the level of competency of the non-specialized teachers in teaching Performing Arts in terms of classroom management, coaching, and training, teaching strategies? Is there a significant relationship between the demographic profile on the instructional competency of non-specialized Physical Education teachers in teaching Performing Arts? Is there a significant relationship between the pedagogical skills on the instructional competency of non-specialized Physical Education teachers in teaching Performing Arts?

The descriptive method was utilized in this study since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. The research also used the survey questionnaire to obtain data from the selected respondents. The process of descriptive survey research went beyond mere gathering and tabulation of data. It involved an element of interpretation of the meaning or significance of the result since the investigation is concerned with determining the instructional competencies among non-specialized Physical Education teachers in teaching Performing Arts in selected public junior high schools in Santa Cruz, Laguna.

The majority of the respondents belong to the age bracket of 31-35. It could be noted that out of fifty (50) respondents, 44% were males, and 56% were females. Half of the respondents, or 50%, were 6 to 10 years in teaching, and all of them were non-specialized teachers of Physical Education.

The study revealed that the pedagogical skills in terms of time management, academic advice and mentoring, appraisal focused, emotion-focused, and occupation focused were frequently performed actively and intelligently by the non-specialized teachers in Physical Education.

In terms of the instructional competencies of non-specialized Physical Education teachers in Sta. Cruz District in Laguna, as classroom managers/advisers, coaches and trainers, and handlers of the ancillary task, the result from the data gathered revealed that most of these were very frequently performed by the teachers.

Keywords: Instructional Competencies; Performing Arts; Non-Specialized Teachers

1. Introduction

A discussion of the arts focuses on how people communicate their perceptions, responses, and understanding of the world to themselves and others. Since their first appearance thousands of years ago, the arts have been evolving continually, exhibiting the ability of human beings to intuit, symbolize, think, and express themselves through dance, music, theatre, and the visual arts. Each of the arts contains a distinct body of knowledge and skills that characterize the power to expand the perceptual, intellectual, cultural, and spiritual dimensions of human experience.

In the academe, particularly in Physical Education, teachers should be able to measure their ability on arts to meet the basic list of outcomes under each competency area regardless of how they entered the profession. Additionally, if all Physical Education teachers desire to grow in a particular competency area, they can examine expected learning and skills in the intermediate and advanced levels.

In the current situation of our educational system, many teachers are experiencing difficulties in teaching and facing complicated challenges because of their inadequate training in the field to which they belong. Since teachers are in demand, the fashion in teaching is very evident. Teaching is a profession that many teachers enjoy doing because of their love and commitment to the sworn duty. On the other hand, some teachers especially the new ones experience a high level of stress. After the first year of teaching, they leave the field of education due to lack of administrative support, inability to manage personal and professional expectations, limited teaching resources, lack of professional development, and difficulty in handling behavioral problems in the classroom. There is an increased rate of attrition by as much as 50% of teachers who leave teaching within the first three to five years (Le Maistre & Paré, 2008).

It can be said that teaching has two faces: the experience that teaches how to learn and the experience that lead them to give up. In terms of learning, it can be said that one of the most important drivers for teachers to continue teaching is the students' achievements that they have been instruments in their success. Teachers are also referred to as novice teachers, if they are assigned to handle subjects, they are not specialized in most particularly teaching MAPEH components.

There is no doubt that through the visual and performing arts, students can give their imaginations in life, and in doing this, they create something that they never did before.

As teachers, the responsibility rests with them to nurture the creativity and imagination among the children and the youth.

More specifically, the teachers are expected to transform the imaginations and dreams of these young minds into artworks. For these will be treasured and appreciated in their entire lives. Moreover, power can move the hearts of everyone. Thus, imagination can lead to power and changes then are achievable. This is true for the young generations of today. The teachers are the prime movers of their goals. Hence, schools are implementing comprehensive arts education to provide paths and bridges to a new, more profound understanding of the vital nature of arts education for each one.

Thus, the researcher seeks to find out the competency level of non-specialized Physical Educators in teaching performing arts among selected public junior high schools in Santa Cruz, Laguna.

Background of the Study

A teacher's competency in the 21st century according to UNESCO (2008) is to have a firm knowledge of the curriculum of his/her subject and to use technology in the curriculum. Today, the formal system of education depends on three components such as the curriculum, the students, and the teachers. Teachers' role is to impart education and education builds societies, and an individual is a unit of society.

The quality of education depends upon the provision that is being provided by two sources, these are teachers

and the curriculum. In the informal system of education, a student must depend on the teacher who transmits, interpret, and facilitates the subject matter knowledge.

Education is actually of the highest quality which requires teachers of the highest quality with outstanding skills in professional teaching.

Teaching is a set of skills, values, beliefs, and practices to make outcomes valuable. Teachers prepare citizens for the future, citizens make a nation with high levels of knowledge, competencies, and skills that are the very basic conditions for active citizenship, employment, and social cohesion. These build one's future on a professional and personal level and high-quality education are essential for this purpose. But different subjects need different techniques and skills for effective teaching and learning process including the outcomes.

According to Sujathamalinia, 2011 all these techniques, abilities, and skills combined makes a teacher competent. The reliability of work depends upon its competency and competency depends upon the consistency of that work.

Measurement of teacher competence related to the performance by the students is quite difficult, though the evaluation procedure largely depends on the 'output' of the students.

Theoretical Framework

Theoretical abstract is hereby included as a basis for the conceptual frame in which the study is premised.

Functionalism interprets each part of society in terms of how it contributes to the stability of the whole. Society is more than the sum of its parts; rather, each part is functional for the stability of the whole.

Durkheim envisioned society as an organism, and just like within an organism, each component plays a significant part, but none can function alone, and more likely one experiences a crisis or fails, other parts must adapt to fill the void in some way.

Schools, on the other hand, as a social institution is composed of social systems with interrelated parts and a plurality of individual and group actors interacting with one another. Each part lends itself to a functionalist analysis. The functionalist argument is generally endorsed by those who support teaching. Schools, as a social institution, are reinforced in many other social institutions such as the family, education system, workplace, community association, and so on. Functionalists claim that the teachers and the students bond with one another and form a sense of a collective, inclusive community. There are countless numbers of people and organizations that also utilize the functionalist perspective on the value of schools as social institutions.

The functionalist theory views society as a system of interrelated parts (Coakley, 2001). Therefore, it is a related theory for schools as an institution simply because that is what schools are. Every institution has individuals working together for a common goal/purpose.

Another theory is the theory of motivation which can be categorized into different kinds, but each contributes to the motivation of teachers and its importance to society. Among others is the extrinsic motivation that comes from an outside source. Some of which are tangible, such as financial or other material rewards, including trophies or medals. Tangible extrinsic motivation is not necessarily ideal for teachers who become too focused on materialism at the expense of other aspects of teaching. Intangible extrinsic motivation includes praise, recognition, and achievement, which can often be enough to motivate the teachers.

Another is the intrinsic motivation that comes from within the teachers. It includes a natural desire to overcome challenges and enjoyment in the repetition of a skill. These factors can remind teachers why they keep on participating and attending different seminars, especially during grueling training. Intrinsic motivation is often best supported by a series of goals, whether they're enhanced skill sets or victories in the competition.

The theory of vitality is another related theory stating that vitality influences the future capacity for performance. A teacher has a baseline vitality with which to work and won't stray far from that point. Actions

or effects affect that vitality and either thwart or satisfy the teacher's needs. For example, if a teacher is extrinsically motivated and praise isn't forthcoming, the teacher's vitality sinks and loses motivation. Similarly, if a teacher loves what he is doing and keeps enjoying and winning at it, his intrinsic enjoyment is satisfied, his vitality rises, and is motivated to continue.

The sandwich theory motivates an individual to correct or improve without destroying their sense of enjoyment, pride, or inclusion as an equal member of society is also a theory where this research is anchored.

Statement of the Problem

The main purpose of this study is to measure the level of Instructional competency of non-specialized Physical Education teachers in teaching performing arts in Sta. Cruz District, Laguna. Specifically, this study sought answers to the following questions:

- 1.) What is the status of the demographic profile of non-specialized Physical Education Teacher in terms of;
 - Age;
 - Gender;
 - Years in Service;
 - Educational Attainment
 - Specialization;
- 2.) What is the level pedagogical skills of the non-specialized Teachers in terms of:
 - Time management;
 - Academic advice and mentoring;
 - Appraisal focused;
 - Emotion-focused;
 - Occupation-focused?
- 3.) What is the level of competency of the non-specialized teachers in teaching performing arts in terms of;
 - Classroom management;
 - Coaching and Training;
 - Teaching strategies?
- 4.) Is there a significant relationship between the demographic profile on the instructional competency of non-specialized physical education teachers in teaching performing arts?
- 5.) Is there a significant relationship between the pedagogical skills on the instructional competency of non-specialized physical education teachers in teaching performing arts?

Research Methodology

The researcher sent letters to the Schools Divisions Superintendent Dr. Marties A. Ibanez to ask permission and approval to conduct the study among non-specialized Junior High School Teachers in Santa Cruz District, Division of Laguna. Permission to distribute questionnaires to the school principal, teachers in the Junior High School in Santa Cruz District, Laguna teaching MAPEH, specifically the non-specialized physical education teachers. The study prepared a self-made questionnaire to obtain the necessary data on the Teaching Competencies of Non-Specialized Physical Education Teachers in teaching Performing Arts in Santa Cruz District Division of Laguna.

The thesis adviser checked the researcher-made questionnaire followed by the face validation of the contents by the adviser of the researcher and other persons with specialization in the field. They are vital members of the education team.

The copies of the questionnaire were multiplied based on the number of respondents. Then the administration of the questionnaire. With confidentiality, the information was gathered and transferred in a tally sheet. Subsequently, the assigning of codes to each indicator followed. The researcher gave the encoded

data to the statistician for the descriptive analysis. The gathered data was presented in textual and tabular forms and appropriately interpreted.

A validated researcher-made questionnaire was used as the primary instrument to gather adequate data and information from the respective subjects of the study.

The teacher questionnaire consisted of three parts; the first part was about the demographic profile of the Non-specialized Physical Education Teachers in terms of age, gender, years in teaching, educational attainment, and specialization. The second part was about the Pedagogical Competencies in teaching: time management, academic advice and mentoring, appraisal focused, emotional-focused, and occupation-focused. The third part was the performance of the non-specialized teachers as classroom managers, coaches, and trainers and teaching strategies.

The respondents were asked to place a checkmark on the responses they had chosen from the given scale. A five-point rating scale was used to determine each part of the questionnaire. Each of the answers in the questionnaire will be weighted as follows 5 with the verbal interpretation of always or excellent; 4 with often or very satisfactory; 3 with sometimes or satisfactory; 2 with rarely or fair, and 1 with never or poor.

Legend:

Weight	Verbal Interpretation
5	Always/Excellent
4	Often/Very Satisfactory
3	Sometimes /Satisfactory
2	Rarely/Fair
1	Never/Poor

Fundamental Awareness (Basic Knowledge)

In constructing the questionnaire described above, the researcher used an extensive review of various books, publications, and internet sites. An initial draft of the research tool was prepared and presented to professors and panel members for comments and suggestions. Validation was used to assess the representation of the items with those of others dealing with the same area of investigation. The adviser's assistance relevant to the contents of the questionnaire will be solicited.

The research used the following statistical tools to analyze and interpret the gathered data:

Descriptive statistics were applied to derive information and frequency distributions of the gathered data properly.

The weighted mean was used to find out the average responses of the respondents as a measurement of the central tendency.

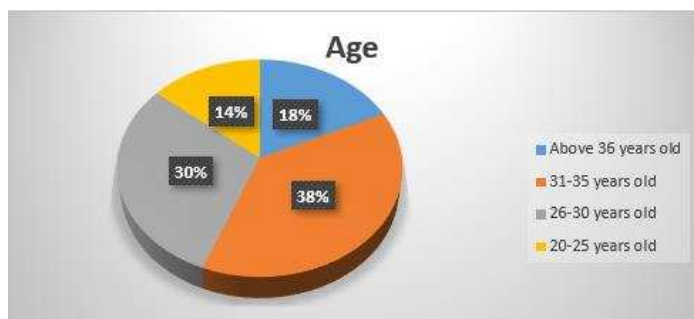
F-Test Formula an F-test is any statistical test where the test statistic has an F-distribution under the null hypothesis. It is used when comparing statistical models that have been fitted to a data set to identify the model that best fits the population from which the data were sampled.

F Statistic variance of the group means/mean of the within-group variances will also be utilized.

Results and Discussion

1. Demographic Profile of Non-Specialized Teachers

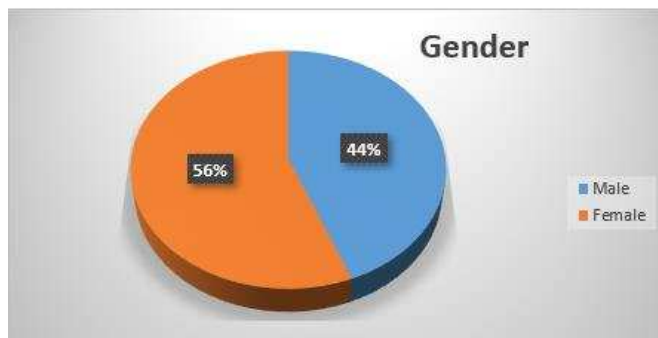
Figure 1. the Demographic profile on Non-Specialized Teachers in terms of Age



Out of fifty (50), nineteen (19) respondents or about 38.00% of the population were identified to be from the age group "31-35 years old" followed by the age group of "26-30 years old," with fifteen (15) respondents which accounts for 30.00% of the population. On the contrary, only seven (7) respondents, or about 14.00% of the population, have been identified to be aged between "20-25" years old.

From the findings above, we can infer that the respondents were in the adult to middle adulthood phase of their lives at the time of the study. Thus, this meant that teachers were generally young, as evidenced in the profile in terms of age.

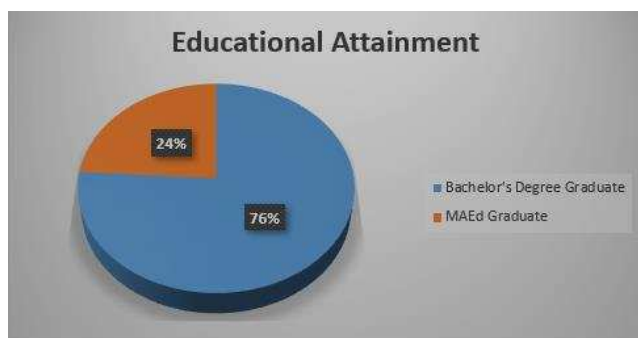
Figure 2. Demographic Profile of the Non-Specialized Physical Education Teacher in terms of Gender



The graph shows that out of fifty (50), twenty-eight (28) respondents, or about 56.00% of the population, have been identified to be from the "female" population. The remaining respondents, about twenty-two (22) or approximately 44.00% of the population, were identified to be "male."

We can infer that at the time of the study the respondents are at an almost equal distribution between the two genders and from the result mentioned in the survey, that most of the students did not feel gender or age as a barrier in teaching unless the teacher is active and interested in teaching.

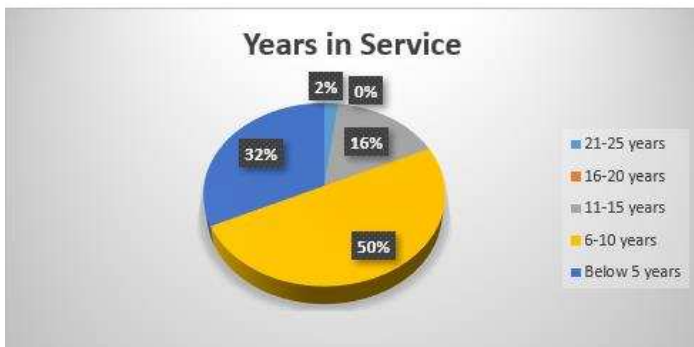
Figure 3 shows the Demographic Profile of the Non-Specialized Physical Education Teacher in terms of Educational Attainment



Out of fifty (50), thirty-eight (38) respondents, or about 76.00% of the population claim to be a "Bachelor's Degree" graduate. This is followed by 12 respondents who are claiming to be "MAEd" graduates", which accounts for the remaining 24.00% of the population. On the other hand, none of the respondents were identified as graduates of a post-doctorate degree or others.

From the findings above, we can say that the respondents, at a minimum, are degree holders, which is one of the requirements in becoming a teacher

Figure 4 Presents the demographic profile of the non-specialized Physical Education teachers in terms of years in service



Out of fifty (50), twenty-five (25) respondents, or about 50.00% of the population, have been in service for about "6-10 years". This is followed by the frequency of "below five years," with twelve (12) identified respondents, which accounts for 32.00% of the population. On the other hand, only one (1) teacher claimed to have been in the service for "21-25 years".

Figure 6 shows the demographic profile of the non-specialized Physical Education teachers in terms of specialization



In this study, out of fifty (50), thirteen (13) respondents, or about 26.00% of the population, have specialized in "English" and are now physical education teachers. This is followed in frequency by those who specialized in "Math," with nine (9) identified respondents, which accounts for 18.00% of the population. On the other hand, only one (1) teacher claimed to have specialized in the "Arts." From the information above, the non-specialized Physical Education teachers are almost evenly distributed among different specializations except the Music and Arts

2. Pedagogical Skills of the Non-Specialized Teachers

Table 1 illustrates the pedagogical skills of the non-specialized teachers in terms of time management

Statement	Mean	SD	Remarks
Set goals and prepare lessons early.	4.74	0.56	Very Frequently
Organize and set priorities in teaching to achieve the daily objectives in the lesson exemplar.	4.78	0.51	Very Frequently
Make use of differentiated instruction in Teaching PHYSICAL EDUCATION.	4.72	0.57	Very Frequently
Maximize the time allotted in teaching the lesson.	4.74	0.60	Very Frequently
Prepare lessons ahead of time.	4.74	0.53	Very Frequently

Overall Mean = 4.74

Standard Deviation = 0.55

Verbal Interpretation = Very High

Among the statements above, “organize and set priorities in teaching to achieve the daily objectives in the lesson exemplar.” yielded the highest mean score (M=4.78, SD=0.51) and was remarked as Very Frequently. This is followed by “set goals and prepare lesson early” (M=4.74, SD=0.56), “maximize the time allotted in teaching the lesson” (M=4.74, SD=0.60), and “prepare lesson ahead of time” (M=4.53, SD=0.60) were also remarked as Very Frequently. On the other hand, the statement “make use of differentiated instruction in teaching PHYSICAL EDUCATION” received the lowest mean score of responses with (M=4.72, SD=0.57) yet was also remarked Very Frequently.

Overall, the pedagogical skills of the non-specialized teachers in terms of time management attained a mean score of 4.74 and a standard deviation of 0.55 and was Very High among the teachers. The overall interpretation in all indicators was Very Frequently.

Table 2 illustrates the pedagogical skills of the non-specialized teachers in terms of academic advising and mentoring.

Statement	Mean	SD	Remarks
Usually, invite my Head Teacher to hear and observe in my class.	4.02	0.89	Frequently
Follow my <i>mentor's</i> advice to improve my personal and professional growth in teaching Physical Education.	4.80	0.40	Very Frequently
Perform collaborative discussions with my co-teachers.	4.72	0.45	Very Frequently
Consult my colleagues/mentors about my plan for the subject, which I do not understand much.	4.78	0.48	Very Frequently
Allow me to do my mentor's advice to develop my strategies in teaching Physical Education.	4.74	0.49	Very Frequently

Overall Mean = 4.61

Standard Deviation = 0.63

Verbal Interpretation = Very High

Among the statements below, “follow my mentor’s advice for the improvement of my personal and professional growth in teaching Physical Education” yielded the highest mean score (M=4.80, SD=0.40) and was remarked as Very Frequently. This is followed by the statement “consult my colleagues/mentors about my plan for the subject which I do not understand much” with the mean score (M=4.78, SD=0.48) and was

also remarked as Very Frequently. On the other hand, the statement “usually invite my Head Teacher to hear and observe in my class” received the lowest mean score of responses with (M=4.02, SD=0.89) and was remarked Frequently.

Overall, the pedagogical skills of the non-specialized teachers in terms of academic advising and mentoring attained a mean score of 4.61 and a standard deviation of 0.63 and was Very High among the teachers, with an interpretation of Very Frequently.

Table 3 illustrates the pedagogical skills of the non-specialized teachers in terms of appraisal focused.

Statement	Mean	SD	Remarks
Think carefully about the decision I make.	4.80	0.40	Very Frequently
Consult my colleagues for proper solution to the problem I encountered in teaching Physical Education.	4.66	0.52	Very Frequently
Tend not to react immediately in times of my students' trouble or problem.	4.64	0.69	Very Frequently
Apply sense of humor in teaching.	4.64	0.63	Very Frequently
Let my student evaluate my teaching at the end of the class.	4.62	0.67	Very Frequently
Overall Mean = 4.67			
Standard Deviation = 0.59			
Verbal Interpretation = Very High			

Among the statements above, "think carefully about the decision I make" yielded the highest mean score (M=4.80, SD=0.40) and was remarked as Very Frequently. This is followed by "consult my colleagues for proper solution to the problem I encountered in teaching Physical Education" with the mean score (M=4.66, SD=0.52) and was also remarked as Very Frequently. On the other hand, the statement "Let my student evaluate my teaching at the end of the class" received the lowest mean score of responses with (M=4.62, SD=0.67) yet was also remarked Very Frequently.

Overall, the pedagogical competencies of the non-specialized teachers in terms of appraisal focused attained a mean score of 4.67 and a standard deviation of 0.59 was Very High among the teachers with an overall verbal interpretation of Very Frequently.

Table 4 illustrates the pedagogical skills of the non-specialized teachers in terms of emotion focused

Statement	Mean	SD	Remarks
Practice the maximum tolerance in my profession.	4.80	0.40	Very Frequently
Find time to do some doings that makes me relax.	4.46	0.65	Very Frequently
Have time to spend with my family and friend for some small talk to ease stress.	4.60	0.67	Very Frequently
Eat a lot in time of hectic schedule.	4.24	1.13	Very Frequently
Refuse to talk about my problem because I can find ways to solve it.	4.40	0.97	Very Frequently
Overall Mean = 4.50			
Standard Deviation = 0.82			
Verbal Interpretation = Very High			

Among the statements above, "practice the maximum tolerance in my profession" yielded the highest

mean score ($M=4.80$, $SD=0.40$) and was remarked as Very Frequently. This is followed by the statement “have time to spend with my family and friend for some small talk to ease the stress” with the mean score ($M=4.60$, $SD=0.67$) and was also remarked as Very Frequently. On the other hand, the statement “eat a lot in time of hectic schedule” received the lowest mean score of responses with ($M=4.24$, $SD=1.13$) yet was also remarked Very Frequently.

Overall, the pedagogical competencies of the non-specialized teachers in terms of emotion-focused attained a mean score of 4.50 and a standard deviation of 0.82 and was Very High among the teachers hence interpreted as Very Frequently.

Table 5 illustrates the pedagogical skills of the non-specialized teachers in terms of occupation focused

Statement	Mean	SD	Remarks
Capable to work at my own.	4.76	0.48	Very Frequently
Confident to teach Physical Education. I can positively influence my students physically, mentally, emotionally, and spiritually.	4.50	0.65	Very Frequently
Satisfied to the result of the outputs of my students.	4.70	0.54	Very Frequently
Able to execute the activities in teaching the four components in MAPEH.	4.66	0.56	Very Frequently
Make sure that my strategies are effective in teaching Physical Education.	4.66	0.56	Very Frequently
Overall Mean = 4.66			
Standard Deviation = 0.56			
Verbal Interpretation = Very High			

Among the statements above, “capable to work at my own” yielded the highest mean score ($M=4.76$, $SD=0.48$) and was remarked as Very Frequently. This is followed by “satisfied to the result of the outputs of my students” with the mean score ($M=4.70$, $SD=0.54$) and was also remarked as Very Frequently. On the other hand, the statement “confident to teach Physical Education. I can positively influence my students physically, mentally, emotionally, and spiritually” received the lowest mean score of responses with ($M=4.50$, $SD=0.65$) yet was also remarked Very Frequently.

Overall, the pedagogical skills of the non-specialized teachers in terms of occupation focused attained a mean score of 4.66 and a standard deviation of 0.56 and was Very High among the teachers. With an overall interpretation of Very Frequently.

3. Level Of Competency of The Non-Specialized Teachers in Teaching Performing Arts

Table 6 presents the level of competency of the non-specialized teachers in teaching performing arts in terms of classroom management

As A Classroom Manager	Mean	SD	Remarks
Have rules and regulations inside the classroom, and I clearly explain the consequences and occasionally review the rules and regulations to make sure they clearly understand and keep them reminded.	4.86	0.35	Always Performed
Create routines, most especially during outdoor activities in Physical Education Class such as entering the gym or in the play area, getting and putting back all the equipment, and in the beginning, during, and after of the activities/games to avoid	4.76	0.48	Always Performed

unnecessary accidents			
Giving positive verbal reinforcement to the class.	4.90	0.30	Always Performed
Do health background interviews with students and parents and have intact data of my students for future references.	4.76	0.52	Always Performed
Effectively organize and provide maximum specific activity time in every component of MAPEH within the class period.	4.78	0.46	Always Performed

Overall Mean = 4.81

Standard Deviation = 0.43

Verbal Interpretation = Very High

Among the statements above, "giving positive verbal reinforcement to the class" yielded the highest mean score ($M=4.90$, $SD=0.30$) and was remarked as Always Performed. This is followed by "have rules and regulations inside the classroom, and I clearly explain the consequences and occasionally review the rules and regulations to make sure they clearly understand and keep them reminded" with the mean score ($M=4.86$, $SD=0.35$) and was also remarked as Always Performed. On the other hand, the statements "create routines most especially during outdoor activities in Physical Education Class such as entering the gym or in the play area, getting and putting back all the equipment and in the beginning, during and after of the activities/games to avoid unnecessary accidents" and "do health background interview to students and parents and have an intact data of my students for future references" received the lowest mean score of responses with ($M=4.76$, $SD=0.52$) yet were also remarked as Always Performed.

Overall, the level of competency of the non-specialized teachers in teaching performing arts in terms of classroom management attained a mean score of 4.81 and a standard deviation of 0.43 and was Very High among the teachers. It was evident that non-specialized teachers of Physical Education were performing as classroom managers or advisers.

Table 7 presents the level of competency of the non-specialized teachers in teaching Performing Arts in terms of coaching and training

Coaching And Training	Mean	SD	Remarks
Attend Seminars in the specific sports where I am assigned to coach/handle.	4.80	0.53	Always Performed
Capable to coach/ train my student/player.	4.76	0.52	Always Performed
Create training programs to be followed by the players and set proximity control to my players to cease undesirable behavior, especially during training and competitions.	4.58	0.70	Always Performed
Teach skills and activities that students/players may adopt in real-life situations and even outside competition.	4.74	0.56	Always Performed
Motivate my students/players to be active and encourage them to win the competition.	4.90	0.30	Always Performed

Overall Mean = 4.76

Standard Deviation = 0.55

Verbal Interpretation = Very High

Among the statements above, "motivate my students/player to be active and encourage them to win the competition" yielded the highest mean score ($M=4.90$, $SD=0.30$) and was remarked as Always Performed. This is followed by "attend Seminars in the specific sports where I am assigned to coach/handle,"

with the mean score ($M=4.80$, $SD=0.53$) and was also remarked as Always Performed. On the other hand, the statement “create training programs to be followed by the players and set proximity control to my players to ceased undesirable behavior, especially during training and competitions” received the lowest mean score of responses with ($M=4.58$, $SD=0.70$) yet was also remarked Always Performed.

Overall, the level of competency of the non-specialized teachers in teaching performing arts in terms of coaching and training attained a mean score of 4.76 and a standard deviation of 0.55 and was Very High among the teachers, with a verbal interpretation of Very Frequently.

Table 8 presents the level of competency of the non-specialized teachers in teaching Performing Arts in terms of teaching strategies.

Teaching Strategies	Mean	SD	Remarks
Lecture-Discussion (The teacher just discusses the lecture or lesson)	4.68	0.65	Always Performed
Panel Discussion (One or two students are given a topic that will be discussed from broad to specific)	4.06	1.04	Often Performed
Group Discussion (Sharing of ideas by group)	4.72	0.45	Always Performed
Brainstorming (The students will give their ideas about the topic)	4.68	0.59	Always Performed
Role-Playing (The students will act particular situation)	4.22	0.84	Always Performed
Symposium (There will be a resource speaker that will discuss a certain topic)	3.98	0.94	Often Performed
Overall Mean = 4.39			
Standard Deviation = 0.83			
Verbal Interpretation = Very High			

Among the statements above, "Group Discussion (Sharing of ideas by group)" yielded the highest mean score ($M=4.72$, $SD=0.45$) and was remarked as Always Performed. This is followed by "Lecture-Discussion (The teacher just discusses the lecture or lesson)" and "Brainstorming (The students will give their ideas about the topic)" with the mean score ($M=4.68$, $SD=0.65$) and ($M=4.68$, $SD=0.59$) and were also remarked as Always Performed. On the other hand, the statement "Symposium (There will be a resource speaker that will discuss a certain topic)" got the lowest mean score of responses with ($M=3.98$, $SD=0.94$) and was remarked Often Performed.

Overall, the level of competency of the non-specialized teachers in teaching Performing Arts in terms of teaching strategies attained a mean score of 4.39 and a standard deviation of 0.83 and was Very High among the teachers.

4. Significant Relationship Between the Demographic Profile and The Instructional Competency Of Non-Specialized Physical Education Teachers In Teaching Performing Arts

Table 9 below presents the significant relationship between the demographic profile and the instructional competency of non-specialized Physical Education teachers in teaching Performing Arts

Demographic Profile	Level of Competency	of	Computed r-value	Strength	Critical r-value	p-value	Analysis
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Age	Classroom Management	0.552	Moderate	0.235	0.000	Significant
	Coaching and Training	0.514	Moderate	0.235	0.000	Significant
	Teaching Strategies	0.472	Moderate	0.235	0.001	Significant
Gender	Classroom Management	0.438	Moderate	0.235	0.001	Significant
	Coaching and Training	0.425	Moderate	0.235	0.002	Significant
	Teaching Strategies	0.492	Moderate	0.235	0.000	Significant
Years in Teaching	Classroom Management	0.302	Weak	0.235	0.033	Significant
	Coaching and Training	0.237	Weak	0.235	0.097	Not Significant
	Teaching Strategies	0.333	Weak	0.235	0.018	Significant
Educational Attainment	Classroom Management	0.441	Moderate	0.235	0.001	Significant
	Coaching and Training	0.400	Moderate	0.235	0.004	Significant
	Teaching Strategies	0.371	Weak	0.235	0.008	Significant
Specialization	Classroom Management	0.560	Moderate	0.235	0.000	Significant
	Coaching and Training	0.481	Moderate	0.235	0.000	Significant
	Teaching Strategies	0.491	Moderate	0.235	0.000	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Age is observed to have a significant moderate relationship with the Classroom Management ($r=0.552$), Coaching and Training ($r=0.514$), and Teaching Strategies ($r=0.472$) with the p-values of 0.000, 0.000, and 0.001. Computed r values which were more significant than that of the critical and the obtained p-values which is less than 0.05, hence significant.

Similarly, Gender is observed to have a significant moderate relationship with Classroom Management ($r=0.438$), Coaching and Training ($r=0.425$), and Teaching Strategies ($r=0.492$) with the p-values of 0.001, 0.002, and 0.000. On the other hand, Years in teaching are observed to have no significant relationship with Coaching and Training ($r=0.237$) even when it incurred an r value of more significance. This is because of the obtained p-value of 0.097. Yet it was shown to have an important weak relationship with the

Classroom Management ($r=0.302$) and Teaching Strategies ($r=0.333$) with the p-values of 0.033 and 0.018.

Educational Attainment is observed to have a significant moderate relationship with Classroom Management ($r=0.441$) and Coaching and Training ($r=0.400$), while it is shown to have a weak relationship with Teaching Strategies ($r=0.371$). Obtained p-values of 0.001, 0.004, and 0.008, respectively, were still less than the significance alpha.

Lastly, specialization is observed to have a significant moderate relationship with Classroom Management ($r=0.560$), Coaching and Training ($r=0.481$), and Teaching Strategies ($r=0.491$) with the p-values of 0.000.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis stating that "The demographic profile has no significant relationship on the Instructional competency of the non-specialized teachers in teaching performing arts in Santa Cruz District in Laguna" is rejected. Thus, this calls for the acceptance of the alternative, which incites a significant relationship.

5. Significant Relationship Between the Pedagogical Skills and The Instructional Competency Of Non-Specialized Physical Education Teachers In Teaching Performing Arts

Table 10 below presents the significant relationship between the pedagogical skills and the instructional competency of non-specialized Physical Education teachers in teaching Performing Arts.

Pedagogical Skills	Level of Competency	of	Computed value	r- Strength	Critical r-value	p-value	Analysis
Time Management	Classroom Management		0.538	Moderate	0.235	0.000	Significant
	Coaching and Training		0.480	Moderate	0.235	0.000	Significant
	Teaching Strategies		0.234	Weak	0.235	0.101	Not Significant
Academic Advice and Mentoring	Classroom Management		0.610	Strong	0.235	0.000	Significant
	Coaching and Training		0.474	Moderate	0.235	0.001	Significant
	Teaching Strategies		0.409	Moderate	0.235	0.003	Significant
Appraisal Focused	Classroom Management		0.514	Moderate	0.235	0.000	Significant
	Coaching and Training		0.564	Moderate	0.235	0.000	Significant
	Teaching Strategies		0.565	Moderate	0.235	0.000	Significant
Emotion-Focused	Classroom Management		0.352	Weak	0.235	0.012	Significant
	Coaching and Training		0.447	Moderate	0.235	0.001	Significant
	Teaching Strategies		0.548	Moderate	0.235	0.000	Significant
Occupation-Focused	Classroom Management		0.674	Strong	0.235	0.000	Significant
	Coaching and Training		0.735	Strong	0.235	0.000	Significant

Teaching Strategies	0.613	Strong	0.235	0.000	Significant
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Legend:

Range Verbal Interpretation

0.80-1.00 Very Strong

0.60-0.79 Strong

0.40-0.59 Moderate

0.20-0.39 Weak

0.00-0.19 Very Weak

Time Management is observed to have a significant moderate relationship with Classroom Management ($r=0.538$) and Coaching and Training ($r=0.480$), yet it shows no meaningful relationship with Teaching Strategies ($r=0.243$). The latter test incurred an r value less than the critical value and a p -value greater than the significance alpha, hence the absence of significance.

On the other hand, Academic Advice and Mentoring is observed to have a significant strong relationship with the Classroom Management ($r=0.610$) and a moderate relationship with Coaching and Training ($r=0.474$) and Teaching Strategies ($r=0.409$) with the p -values of 0.000, 0.001, and 0.003. Similarly, Appraisal Focused is observed to have a significant moderate relationship with the Classroom Management ($r=0.514$), Coaching and Training ($r=0.564$), and Teaching Strategies ($r=0.565$) with the p -values of 0.000.

Emotion-Focused is observed to have a significant moderate relationship with the Coaching and Training ($r=0.447$) and Teaching Strategies ($r=0.548$), while it is shown to have a weak relationship with Classroom Management ($r=0.352$). Obtained p -values of 0.001, 0.000, and 0.012 respectively were still less than the significance alpha.

Lastly, Occupation Focused is observed to have a significant strong relationship with the Classroom Management ($r=0.674$), Coaching and Training ($r=0.735$), and Teaching Strategies ($r=0.614$) with the p -values of 0.000.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis which states that "The pedagogical skills of non-specialized physical education teachers have no significant relationship on the instructional competency of non-specialized physical educators in teaching performing arts in Santa Cruz District in Laguna" is rejected. Thus, this calls for the acceptance of the alternative, which incites a significant relationship.

Summary of Findings

Different salient points were found after the conduct of the research. Therefore, based on the different findings of the study, the following findings are hereby enumerated based on the statement of the problem:

1. Demographic profile of the non-specialized physical education teachers.

In terms of Age, we can infer that the respondents were in the adult to middle adulthood phase of their lives at the time of the study area. Thus, this meant that teachers were generally young, as evidenced in the profile in terms of age.

In terms of Gender, twenty-eight (28) respondents, or about 56.00% of the population, have been identified to be from the "female" population. The remaining respondents, about twenty-two (22) or about 44.00% of the population, were identified to be "male."

In terms of Educational Attainment, we can state that the respondents, at a minimum, are degree holders, which is one of the requirements in becoming a teacher.

In terms of years in service, twenty-five (25) respondents, or about 50% of the population, have been in service for about "6-10 years". This is followed in frequency by the respondents in service

for "below five years," with twelve (12) identified respondents, which accounts for 32% of the population. On the other hand, only one (1) teacher claimed to be in the service for "21-25 years".

In terms of Specialization, thirteen (13) respondents, or about 26% of the population, have specialized in "English" and are now Physical Education teachers. This is followed in frequency by those who specialized in "Math," with nine (9) identified respondents which accounts for 18% of the population. On the other hand, only one (1) teacher claimed to have specialized in the "Arts."

2. Pedagogical skills of the non-specialized teachers.

The pedagogical skills of the non-specialized teachers in terms of time management attained a mean score of 4.74 and a standard deviation of 0.55 and was Very High among the teachers. The overall interpretation in all indicators was Very Frequently.

The pedagogical skills of the non-specialized teachers in terms of academic advising and mentoring attained a mean score of 4.61 and a standard deviation of 0.63 and was Very High among the teachers. With an interpretation of Very Frequently.

The pedagogical skills of the non-specialized teachers in terms of appraisal focused attained a mean score of 4.67 and a standard deviation of 0.59 and was Very High among the teachers, with an overall verbal interpretation of Very Frequently.

The pedagogical skills of the non-specialized teachers in terms of emotion-focused attained a mean score of 4.50 and a standard deviation of 0.82 and was Very High among the teachers interpreted as Very Frequently.

The pedagogical skills of the non-specialized teachers in terms of occupation focused attained a mean score of 4.66 and a standard deviation of 0.56 and was Very High among the teachers, with an overall interpretation of Very Frequently.

3. Level of competency of the non-specialized teachers.

The level of competency of the non-specialized teachers in teaching performing arts in terms of classroom management attained a mean score of 4.81 and a standard deviation of 0.43 and was Very High among the teachers. It was evident that the non-specialized teachers of Physical Education were performing as classroom managers or advisers.

The level of competency of the non-specialized teachers in teaching Performing Arts in terms of coaching and training attained a mean score of 4.76 and a standard deviation of 0.55 and was Very High among the teachers.

The level of competency of the non-specialized teachers in teaching Performing Arts in terms of teaching strategies attained a mean score of 4.39 and a standard deviation of 0.83 and was Very High among the teacher

4. The significant relationship between the demographic profile and the instructional competency of nonspecialized Physical Education teachers in teaching Performing Arts.

We can infer that at 0.05 level of significance, the null hypothesis stating that "the demographic profile has no significant relationship on the Instructional competency of the non-specialized teachers in teaching Performing Arts in Santa Cruz District in Laguna" is rejected. Thus, this calls for the acceptance of the alternative, which incites a significant relationship.

We can infer that at 0.05 level of significance, the null hypothesis stating that "the pedagogical skills of non-specialized Physical Education teachers have no significant relationship on the instructional competency of non-specialized Physical education teachers in teaching Performing

Arts in Santa Cruz District in Laguna” is rejected. Thus, this calls for the acceptance of the alternative, which incites a significant relationship.

Conclusions

Based on the different findings of the study, the following conclusions are hereby concluded based on the statement of the problem

1. The null hypothesis stating that “the demographic profile has no significant relationship on the Instructional competency of the non-specialized teachers in teaching Performing Arts in Santa Cruz District in Laguna” is rejected. Thus, this calls for the acceptance of the alternative, which incites a significant relationship.
2. The null hypothesis stating that “the pedagogical skills of non-specialized Physical Education teachers have no significant relationship on the instructional competency of non-specialized Physical education teachers in teaching Performing Arts in Santa Cruz District in Laguna” is rejected. Thus, this calls for the acceptance of the alternative, which incites a significant relationship.

Recommendations

In the light of the findings and conclusion of the study, the following recommendations were drawn.

1. The non-specialized teachers may need to have an adequate knowledge and skills in teaching a subject through training to further improve their strategies in teaching Physical Education, specifically Performing Arts.
2. The task may be assigned to a teacher who may have a transparent consultation in terms of coaching and training the student/dance athletes and attending to orientation regarding other ancillary tasks to visualize and come up with a favourable outcome.
3. The Instructional competencies may be enhanced by employing the activities that could develop camaraderie and stress reliever, teaching them to become positive in all aspects.
4. The school may have a program for LAC sessions or learning action cell training to develop fashion in the teaching profession, such as Refresher Training Course for Coaches and Trainers, Honing Teaching Strategies in teaching Physical Education with regard to performing arts in the simplest yet effective way.
5. Future researchers may discover better approaches to teaching Physical Education that could have helped teachers struggling to teach performing arts.

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