



TEACHER PERFORMANCE AND ATTITUDE OF STUDENTS TOWARD PHYSICAL EDUCATION

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Abstract:

Most research over the last three decades has shown that students' views toward physical education, whether good or negative, are essential variables in their engagement in physical activities. The study aimed to determine the significant influence of teacher performance and students' attitudes toward physical education. The study included 199 students from the Padada and Hagonoy II districts in the Philippines who participated in quantitative non-experimental research using a correlational technique and a random sample technique. All participants completed the questionnaire, which consisted of 68 questions. Instruction, evidence of student learning, management and organization, learning climate, and professionalism were the factors that affect teacher performance. Moreover, family physical education, cultural physical education, and personal physical education were student performance indicators. Mean, Pearson-r, and Regression were the statistical tools used for the data treatment. Results showed a high level of teacher performance regarding instruction, management, and organization and evidence of student learning and learning climate. Thus, only professionalism shows significant results ($r=.326$, $p<0.05$). The study also revealed that student attitudes towards physical education were very high regarding cultural, physical education, family physical education, and personal physical education. Furthermore, there was only a minimal significant relation between the indicators. However, this cannot affect the overall result of the study. Implications for future studies and practice are provided in this paper.

Keywords: attitude, performance, physical education, students and teachers

1. Introduction

In the past three decades, most of the research showed that students' attitudes toward physical education, whether positive or negative, are key factors in their participation in physical activities (Anu, 2018). Positive attitudes towards physical activity are developed

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when students enjoy a wide range of activity choices (Araujo & Dosil, 2015; Blumberg, 2014), feel competent in performing the activity, enjoy autonomy in class, and experience positive relationships with peers and teachers (Silverman, 2005; Chappell, 2005). Moreover, teachers who model healthy habits, know students' needs and interests and use proactive methods in teaching to inspire students to engage in physical activities (Monk, 2005). However, a vast problem arose with students' negative attitudes toward learning and participating in activities (Al-Alwan & Mahasneh, 2014). Further, negative attitudes are developed from finding no practical value in physical education, and a sense of powerlessness through lack of inputs (Rink *et al.*, 2018), short-changed on physical activity provision (Feleciano, 2008; Martin, 2018), levels of physical abilities and awareness of physical activity benefits are low; choices in physical education curriculum activities are not properly delivered, and inadequate school facilities or resources for physical activity (Zeng *et al.*, 2012). A physically educated person must achieve the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity (NASPE Primer, 2001). Therefore, it is necessary to understand the attitudes and perceptions of students toward physical education as future workforce members. Thus, studies in physical education considered the provision of appropriate school physical education programs to young people as a tool to influence their development of knowledge (Griofa, 2010; Jenkins, 2010)

A particular study cited that the right attitudes, sound beliefs, and favourable behaviours towards lifetime physical activity habits can improve students' positive attitudes and communication towards a particular activity in the community. In addition, the current situation of physical education in schools demands an improvement in the abilities mostly of the teacher to deliver the content, effectively communicate, and cope with the increasing demands of teaching to create an impact on the students' attitudes in participating in physical activities (Hands, Parker, Larkin, Cantell, & Rose, 2016). In the global arena, educational institutions mandated that instructors be engaged in pedagogical updates (Kincheloe, 2008). However, the faculty were very busy with their multiple loads, and accessing current approaches was the least of their priority (Freire, 2010). Most often, faculty members re-use the same syllabus over and over. This is a pressing predicament since knowledge is constantly being created and updated, and course offerings should reflect this change (Kenklies, 2009; Petrie, 2009).

2. Research Objective

The primary objective of the researcher in conducting this study was to determine which domain of teacher performance best influences students' attitudes toward physical education.

Specifically, this study will attempt to attain the following objectives:

- 1) To assess the level of teacher performance when assessed in the following strands:
 - 1.1 instruction;
 - 1.2 evidence of student learning;
 - 1.3 management/organization;

- 1.4 learning climate; and
- 1.5 professionalism.
- 2) To ascertain the level of students' attitude towards physical education along these indicators:
 - 2.1 family physical education;
 - 2.2 cultural physical education; and
 - 2.3 personal physical education.
- 3) To determine the significant relationship between teacher performance and students' attitudes toward the physical education subject,
 - 3.1 To determine which domain of teacher performances best influences the students' attitudes towards physical education.

2.1 Hypothesis

The following null hypotheses of this study were tested at the 0.05 level of significance set in this study: there is no significant relationship between teacher performance and students' attitudes toward physical education, and there is no domain of teacher performance that best influences students' attitudes toward physical education.

3. Theoretical Framework

The theory was anchored on Demetriou's Attribution Theory of Learning (2011), which cited that teacher performance's influence depends on students' attitude to interpret events and how that interpretation influences motivation for learning and future learning behaviours. Attribution theory was first proposed by psychologist Fritz Heider (1958), who posited that people may encounter a circumstance and situation that attributes the outcome of events to internal and external influences.

It is essential to understand the motivational consequences and attributions in learning behavior. Students are more likely to suppress themselves when they feel they are in control (Schunk & Zimmerman, 2006). Students would likely feel in control when the factors attributed to their outcomes were seen as internal, stable, and controllable.

In addition, this study is supported by the proposition of Anderman and Wolters (2006), who stated that emotions must be understood, for these are the attributions that serve as motivations for future behaviors and accepting tasks given by the teachers. Moreover, the ones that can affect the emotional responses to learning situations are individual attributions. In precise examples, the dimensions of locus and controllability produce strong emotional and social reactions. Perry, Stupnisky, Daniels and Haynes (2008) hypothesized that students who cannot perform well and get low marks in learning can be affected and cause the teachers to feel frustrated (Weiner, 2000). Also, students who can achieve higher performance continue their development and manifest through awards, quizzes, and exams, leading to a higher possibility of having pride in their accomplishments.

However, if a certain student has constantly shown a very low ability in different aspects, it may cause them to be ashamed and hopeless (Anderman & Wolters, 2006).

Also, the student will now negatively embrace learning as a punishment and a cruel thing to do, where they will not attend any class or related activities. Moreover, understanding a case like this can help academic advisors dwell on how to engage students with low self-esteem and not just focus on improving the curriculum but also on the welfare of every student who needs it.

Concerning Herbart's Theory of Education and Harter's (1987) Theory of Teacher Performance, as cited by Blyth (2008), Gavin (2012) and Stephens (2008) that only by becoming productive citizens can people fulfill their true purpose also points out that factors like teacher factor, the behaviors, class rules, school management class and family will directly influence students' attitude towards physical education class. In addition, Hekim, Reyhan, Tokgoz, and Yildirim (2012) emphasized that students' interests matter when developing attitudes toward a particular activity with the help of teachers.

Therefore, teacher attributes and performance, teacher style, and training techniques must improve the student's performance in the best possible way (Vella *et al.*, 2013). Furthermore, this study confirmed the propositions of Ajmal, Bashir, and Abrar (2015), who stated that the student's success and failure in a class or lesson depends on their level of attitude, which serves as an essential tool for them to achieve a set goal. Thus, attitude in learning affects their overall performance in a lesson or class.

4. Conceptual Framework

The study's conceptual framework shows the interaction of variables. The independent variable is Teacher Performance, which is composed of the following indicators: instruction, evidence of student learning, management/ organization, learning climate, and professionalism to foster student learning (NASPE, 2006). First is *instruction*; this explains the standards followed in schools and how they are aligned with state and local standards. Second, *evidence of student learning* converses the teacher's assessment and how the students show the criteria, skills, and mastery. Third, *management or organization* deals with effective management in handling a class or school. Fourth, *learning climate* precisely connotes the learning environment in the class or school and explains teaching space and strategies for dealing with varied students. Lastly, *professionalism* holistically implies the pedagogical development of the teacher towards his or his work (inside the classroom and outside the classroom), colleagues, students, and community.

The dependent variable is students' attitude towards physical education, which includes the following indicators: *family physical education*, *cultural*, *physical education*, and *personal physical education* (Te Ava & Davies, 2016). First, *family physical education* elaborates on physical education as an important curriculum and how it affects support from families. Second, *cultural*, *physical education* believes that cultural study can inspire more physical attributes (skills) to its specific lesson in physical education. Third, *personal physical education* involves the personal perception of students toward physical education. The students and the teachers will benefit from the study, and the teachers will help them know and understand the factors that affect the students' attitude towards the subject of physical education. The teacher can apply different strategies that would fit the students'

level of understanding, with the entertaining effect of learning and lifelong influences on the students.

A correlation was established to determine if there was a significant relationship between the two variables of the study.

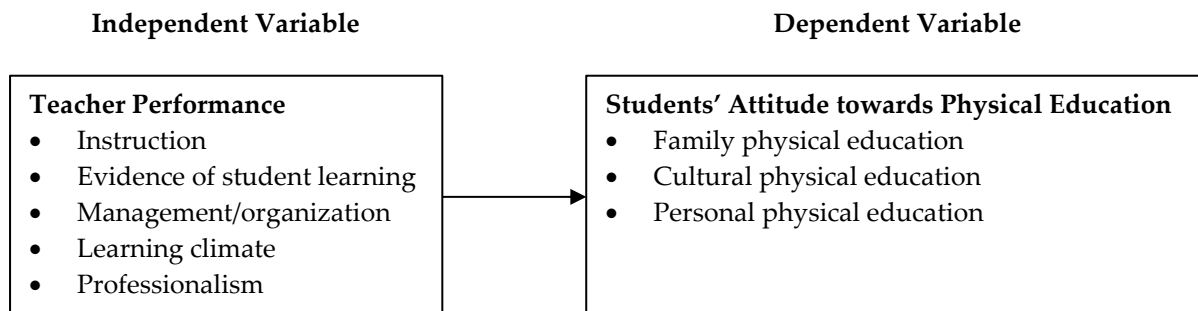


Figure 1: Conceptual Framework Showing the Variables of Study

5. Significance of the Study

The physical education enthusiasts and teachers' organization continuously work together to promote improved academic outcomes. Based on the result, the association shall be able to see the strengths of fellow physical education teachers and ensure that such strengths are constantly utilized in teaching practice. On the other hand, if weaknesses are identified, group members may plan various professional development activities, including training to improve PE education (Froiland, 2015).

This study, therefore, describes what effective teaching is in terms of what a teacher is skilled at in dispensing his/her role in effecting quality education. This will benefit the teachers, school administrators, and the Dep Ed Regional Officials as they will be able to establish authentic programs from the result of the data and focus on areas for improvement, thereby making possible enrichment, if any, to improve the teaching competencies of physical education teachers and inspire PE students to obtain positive attitude towards physical fitness program.

The data will help the PE teachers create their professional development plans and inform the program planners and decision-makers in designing training programs and development activities that benefit the school, cluster, division, and region. Above all, this study will ensure quality education through improved student interaction geared towards enhanced learning outcomes.

6. Methodology

This chapter discusses the research steps and procedures employed by the researcher in this study. This includes the research design, locale, population and sample, research instruments, data collection, and statistical tools.

6.1 Research Design

This study utilized a descriptive-correlational method. This includes subjecting the variables to appropriate statistical treatment to determine the relationship between the two variables in the study. It involves data gathering, organizing, describing, comparing, and presenting relevant information. Descriptive design describes the teacher's performance in terms of instruction, evidence of student learning, management/organization, learning climate, and professionalism.

The correlational method was employed to determine the relationship between teacher performance and students' attitudes and determine which domain of teacher performance significantly influences students' attitudes toward physical education. Correlational design was used to establish relationships between two or more variables in the same population or between the same variables in two populations, which is an essential part of a research study. Understanding the associations and relationships that exist among human phenomena is a remaining incentive for scientific investigation in all of the social science disciplines. That motivation surpasses even the most differentiated model distinctions between various research methods (Curtis, 2016). In this research endeavor, the researcher investigated the influence of leadership behavior among coaches and the sports motivation of athletes utilizing descriptive-correlational research as the design of this study.

6.2 Research Locale

This study was conducted in the public secondary cluster schools in District II, Division of Davao del Sur, with their school codes: 316002, 316016, 316014 from the municipality of Padada and 304275 from the municipality of Hagonoy. The schools are along the road and are easily accessed through any land transportation plying the Marbel-General Santos-Davao City Highway. The researcher asked permission and wrote a request letter to the Division Office through the Schools Division Superintendent to conduct a study in this identified location, which the latter approved the researcher. A written letter was also sent to the heads of different schools where the research was conducted. The researcher chose the locality of District II of the Davao del Sur division, which is where the researcher is currently employed. The researcher chose the five schools from the district, the only schools with a more significant population. The researcher prioritized and ensured the safety and security of all respondents who answered the questionnaires and responded to the interviews and other relevant events in collecting the needed data. This study was conducted entirely inside the classrooms on their respective campuses.

6.3 Population and Sample

A random sampling technique with 199 respondents was used to select the respondents for this study. Random sampling refers to the various techniques for selecting samples by chance. This technique was used to determine the number of sample respondents from the students of the secondary schools of District II Padada and Hagonoy District II (PAHA), Davao del Sur Division. The respondents of the study were randomly picked from grade 10 level under the MAPEH teachers teaching MAPEH of the four national

high schools of Padada and Hagonoy District II, Davao del Sur division with the school codes: 316016, 316014, 316002, and 304275. Slovin's formula was used to determine the number of respondents for this study, which totaled 410 students; thus, only 199 students could answer the survey.

The research respondents exercised free will in deciding whether to participate in a research activity. Moreover, if the respondent decided not to participate in this study, it was emphasized that it would not affect the care he or she would receive or result in any loss of benefits entitled to him or her. In addition, students who were out of school or dropped out, as well as the teaching and non-teaching personnel, were excluded in the selection of the respondents to consistently align the study, which focused on the teacher performance and attitude of students towards physical education. On the other hand, participants were informed that they could leave the research study at any time. When withdrawing from the study, the participant shall let the researcher know that he/she wishes to withdraw. A participant may or may not provide the researcher with the reason(s) for leaving the study. The students may adhere to the benefit of standards and develop teachers' performances in the learning process. Thus, it may also serve as an avenue for the students to air out their concerns and suggestions towards the teacher's performance, not to embarrass the teachers but to help them to learn, participate, and cope with the different needs of the students about teaching physical education. However, as they go through the research, this might hinder or affect the teaching pedagogy inside or outside the class. Thus, the researcher shall be given time to explain to the students the do's, don'ts, implications, and possible research results and explain their rights as the respondents.

The respondents were distributed to different schools of District II Division of Davao del Sur for this area where I practice and do my job. The location is accessible from my area, and only minimal studies have been conducted in this area, especially on physical education. The respondents were randomly selected, and there were 50 students from school code 316002, 50 students from 316016, 49 students from school code 316014, and 50 students from school code 304275.

6.4 Research Instrument

The instrument used in this study was adapted from the National Association for Sport and Physical Education 2007 (NASPE). The five-point Likert scale was used in the assessment survey on teacher performance to encourage the respondents to commit to either the positive or negative side (Kerlinger, 2009). The questionnaire was validated by a set of five validators to determine its appropriateness and consistency among the respondents' levels.

In evaluating the level of teacher performance, the five orderable gradations of their respective range of means and descriptions were used as follows:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very high	This means that teacher performance is observed at all times.
3.40 – 4.19	High	This means that teacher performance is frequently observed.
2.60 – 3.39	Moderate	This means that teacher performance is sometimes observed.
1.80 – 2.59	Low	This means that teacher performance is seldom observed.
1.00 – 1.79	Very low	This means that teacher performance is never observed at all.

As shown in the table, corresponding to each item were numerical scales at which respondents were asked to check the appropriate numeral with the equivalents shown. On the other hand, the students' attitudes were adapted from a questionnaire from an Australian Journal of Teacher Education, a study of Cook Islands' and Students' Attitudes towards Physical Education (2016). This instrument consisted of 20 questions that involved three factors that inquired into the opinions of the students towards physical education. This set of instruments was presented to experts for validation and was also pre-tested to students as part of pilot testing. Students' answers were kept confidential to protect students' moral ascendancy towards teacher performance in the class where they belong and officially enrolled.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very high	This means that students' attitude towards physical education is observed at all times.
3.40 – 4.19	High	This means that students' attitudes towards physical education are oftentimes observed.
2.60 – 3.39	Moderate	This means that students' attitude towards physical education is sometimes observed.
1.80 – 2.59	Low	This means that students' attitude towards physical education is seldom observed.
1.00 – 1.79	Very low	This means that students' attitude towards physical education is never observed at all.

6.5 Data Collection

The researcher's first step was to look for appropriate questionnaires for the study. Fortunately, she came across the standard questionnaire adopted from Te Ava and Davies (2016) from the questionnaire entitled Cook Islands' Attitudes towards Physical Education and the National Association for Sport and Physical Education (Physical Education Teacher Evaluation Tool) 2007. The researcher and her adviser discussed the appropriateness of the questionnaires and agreed that some modifications would be made. They also agreed that not all items would be included except those that would fit the needs of the study. After, the questionnaire was finalized and validated.

The researcher wrote a letter of request to the Office of the Dean of UM Professional Schools for her endorsement to the Schools Division Superintendent (SDS)

of the Davao del Sur Division, where she intended to conduct the study. When the Division approved the letter of endorsement, the researcher immediately asked the School Heads in District II to allow the study to be conducted. The survey was conducted in October 2018. The researcher personally administered the survey to the respondents. They were first oriented on the nature and purpose of the survey and were assured of the confidentiality of their responses.

As the survey questionnaires were completed, they were immediately retrieved. The responses were encoded in Microsoft Excel and were submitted for statistical treatment using SPSS. Results were displayed in tabular forms, analyzed and discussed. The length of the data collection and finalization was accomplished in a span of 15 working days.

6.6 Statistical Tools

The following tools were used to compute data testing the hypothesis at a 0.05 significance level to correlate with the four research objectives.

6.6.1 Mean

This was used to describe the level of teacher performance and students' attitude towards physical education in answer to sub-problems 1 and 2.

6.6.2 Pearson Product Moment Correlation Coefficient

This statistical tool was applied to determine the significance of the relationship between teacher performance and students' attitude towards physical education answer to subproblem 3.

6.6.3 Regression Analysis

This statistical tool was employed to determine the indicators of teaching efficacy that significantly influence the student's attitude towards physical education.

6.7 Ethical Consideration

The researcher observed full ethical standards in the study, following the study protocol assessments and standardized criteria, particularly in managing the population and data.

In this study, all students were given the free will to participate without any form of consequence or penalty. Therefore, after the purpose and benefits of the study were described and presented to the school, the rights of the respondents to contribute to the body of knowledge were carefully considered and adhered to. The researcher made sure that the research subjects would exercise free will in deciding whether to participate in a research activity. Moreover, if the respondent decided not to take part in this study, it was emphasized that it would never affect the care he or she received and would not result in any loss of benefits entitled to him or her. Students in Davao del Sur, Padada and Hagonoy of District II secondary schools were chosen as respondents of the study.

On the other hand, participants were informed that they could leave the research study at any time. When withdrawing from the study, the participant shall let the

researcher know that he/she wishes to withdraw. A participant may or may not provide the researcher with the reason(s) for leaving the study.

Furthermore, the researcher kept it private and treated the respondents' data and personal information with utmost confidentiality. The researcher was responsible for safeguarding the respondents' privacy from disclosure of their personal, sensitive, or private information to unauthorized persons. Also, she underwent the informed consent process before the researcher conducted the survey. Informed consent is a vital part of the research process, which entails more than obtaining a signature on a form. In this, the researcher was made to educate potential subjects to ensure they can reach a truly informed decision about whether to participate in the research.

Since the respondents were the students in this study, the appropriate recruiting parties who assisted the researcher in conducting the study were the teachers and advisers who knew the respondents themselves. Another important thing that the researcher considered for the study was to maximize the possible benefits and minimize the possible harm on the part of the respondents involved. Possible risks that were expected in the respondents of the study were discomfort and confusion. To avoid these, the researcher told the respondents they were concerned and talked to them about the action they encountered. Also, after the survey, the researcher thanked the respondents. Contact with the school guidance counselor was ensured to help solve potential problems that may arise.

Moreover, the researcher ensured that the respondents had an equal opportunity to experience the possible benefits of the involvement regardless of their class, socioeconomic status, or race. At the end of the research, the respondents knew how important it is to be motivated to participate in any learning in physical education.

In addition, the researcher assured that there was no trace of misinterpretation and appropriation of another person's ideas, processes, results, or words without giving appropriate credit to the author, copying verbatim, or reusing one's own research. A Turnitin software and/or plagiarism detector were used to prove this.

Also, the researcher assured us that there was no making up of data or results and recording or reporting them to support this research. Moreover, the researcher did not manipulate research materials, equipment, or processes, or change or omission of data or results such that the research is not accurately represented in the research record. Likewise, the researcher assured us that there was no conflict of interest in the study; hence, the research was not influenced by any secondary interest, such as financial or academic gains and recognitions. Moreover, there was no trace of purposefully misinterpreting the work to fit a model or theoretical expectation, and there was no evidence of over-claiming or exaggeration in this study.

Moreover, the researcher made sure that deceit was avoided in the study. Deception occurs when participants are misled or wrongly informed about the research aims. The researcher ensured that appropriate data or responses were collected from the respondents. Orientation of the aims, goals, and nature of the study was done prior to the giving of the questionnaire to disclose the full information about the study and avoid the creation of ambiguity on the part of the respondents. Moreover, the researcher also

ensured that the questions/statements in the questionnaire were contextualized to the respondents' level for easy comprehension.

Furthermore, the researcher secured written permission from the school president or principal to collect the survey data. Remarkably, the researcher ensured that the person to talk to must have the authority to give the permission sought and that the activities were organized well in advance.

Finally, as evident, the author of this study is the one whose name appeared on the title page of the manuscript and assured that no misrepresentation of work, ghost authorship, and gift and guest authorship occurred or entertained in this research. She is the research author since she made substantial contributions to the conception and design, acquisition of data, analysis and interpretation of data, drafting the article or revising it critically for important intellectual content, and final approval of the version published.

7. Results

They are presented based on the problem raised in the previous chapter. The discussions were arranged from highest to lowest in terms of the average means of the indicators, which were presented in textual and tabular forms. The order of the discussion on the mentioned topic is as follows: teacher's performance in teaching physical education; attitude of students towards physical education; the correlation between teacher performance and attitude of students towards physical education and the analysis on the influence of teacher performance and attitude of students towards physical education.

7.1 Level of Teacher Performance

As shown in Table 1, the data on teacher performance with an overall mean score of 4.53 is described as very high, with a standard deviation of 0.28. The high level could be attributed to the high rating given by the respondents. The cited overall mean score was the result gathered from the computed mean scores of its indicators from highest to lowest mean scores, which were as follows: *management or organization* with a mean score of 4.61 or *very high*; *professionalism* with a mean score of 4.58 or *very high*; and *learning climate* with a mean score of 4.55 or *very high*.

The indicator of *teacher performance* among physical education teachers exhibited the highest mean, 4.61, or *very high* was on *management or organization*. Indicators further described with the items arranged from highest to lowest means: the teachers used adequate and developmentally appropriate equipment that was accessible and utilized 4.68; teachers used class routines to maximize instructional times, 4.66; teachers gave instructional support materials that were utilized to enhance the lesson, 4.65; teachers made the instructional area safe, orderly, and supports learning activities, 4.65; the teachers see to it that the students understand and adhere the class rules, routines and behavioral expectations, 4.65; teachers explained firmly to the students that appropriate behaviors were reinforced consistently, 4.62; teachers manifest effective management

strategies, 4.59; teachers find time in making lesson plans and curriculum that were aligned from current local, state, and national standards.

Table 1: Level of Teacher Performance

Indicator	SD	Mean	Descriptive Level
Management/organization	0.32	4.61	Very high
Professionalism	0.39	4.58	Very high
Learning climate	0.37	4.53	Very high
Evidence of student learning	0.45	4.46	Very high
Instruction	0.40	4.44	Very high
Overall	0.28	4.53	Very high

Professionalism was another domain of teacher performance among teachers, with the second highest mean, 4.58. The indicator described in Table 1 with the following items arranged from highest to lowest means: teachers focus on opening to feedback and seek opportunities for professional growth, 4.67; teachers firmly adhere to professional and ethical standards of teaching, 4.62; teachers showed participation in professional organizations, 4.63; teachers manifest as models appropriate appearance and behavior, 4.64; teachers established professional objectives each year, 4.63; teacher show that he/she was an advocate for the profession, 4.59; teachers shared information, resources, and expertise with peers, 4.57; teachers serve as an integral, contributing member of the school community, 4.52; teachers reflect upon and incorporate new learning into practice, 4.49; and teachers show that being a teacher is lifelong learning within the profession, 4.42.

This was followed by *learning climate*, which can be viewed in the teaching performance of physical education teachers as an indicator having the third highest mean of 4.55, which is described in the appended Table 1.4 with the following items arranged from highest to lowest means: teachers let his/ her students demonstrate respect and appreciation for individual differences, 4.71; teachers let the students accept responsibility for their learning and actions, 4.61; teachers make sure that all interactions were positive, 4.58; teachers let their students support the learning of others, 4.57; physical education teachers gave safe, secure, learning environment, 4.55; the teachers manifest climate of courtesy and respect that was established, 4.54; teachers promote lifelong physical activity and skillful movement, 4.50; and teachers gave evident of high expectation for learning and behavior, 4.42.

The domain *evidence of student learning* and *teacher performance* among physical education teachers has the fourth and fifth highest means of 4.44 and 4.46.

7.2 Level of Attitude of Students

As shown in Table 2 are the mean scores for the indicators of attitude of students towards physical education, with an overall mean of 4.61, which is described as *very high*. The cited overall mean score was the result gathered from the computed mean scores of its indicators from highest to lowest mean score as follows: *family physical education*, 4.64 or

very high; personal physical education, 4.64 or very high; and cultural physical education, 4.56 or very high.

The domain of *family physical education* showed the highest mean of 4.64 or *very high*; it was on identified regulation, which is described in the appended Table 2.1 with the following items arranged from highest to lowest means: student believed that his/her family thinks that compelling part in physical education was important, 4.69. Students also believed that his/her family thought that physical education was an essential part of the curriculum, 4.60. The indicator of attitude of students that exhibited the second highest mean, 4.64, or *very high*, was on *personal physical education*. This indicator was described with the following items arranged from highest to lowest means: they feel that participating in physical education was fun, 4.74. Taking part in physical education classes helped him/her physical skills, 4.74; believed that physical education was an essential part of the curriculum in his/her school, 4.73; enjoying participating in physical education in his/her school, 4.72; believed that participation in physical education in his/her school is important to him/her, 4.70; believed that his/her community encouraged him/her to participate the physical education in his/her school, 4.56; liked taking part in physical education classes because it helps him/her to learn new skills, 4.52; and he/she enjoyed running 2 kilometers as part of his/her physical education classes.

Table 2: Level of Attitude of Students

Indicator	SD	Mean	Descriptive Level
Family physical education	0.47	4.64	Very high
Personal physical education	0.33	4.64	Very high
Cultural physical education	0.33	4.56	Very high
Overall	0.25	4.61	Very high

In addition, the *cultural physical education* as a domain attitude of student having the third highest mean of 4.56 or *very high* with the following items arranged from highest to lowest means: enjoyed physical education more last year when no cultural activities were included, 4.72; believed that my culture should be an important part of the teaching program of health and physical education, 4.61; participated in various cultural community activities, 4.60; believed that family believes that culture is one of the ways that can help us learn better in school, 4.60, believed that he/she gets feel excited and happy in participating in school cultural activities, 4.57; enjoyed in participating cultural sports, 4.54; enjoyed showing his/her culture to others in their school, 4.50; enjoyed physical education classes more if cultural activities were also included, 4.47; and he/ she enjoyed participating in various cultural community activities such as traditional sport games, dancing and weaving as an important part of his/her physical education program at school, 4.46. Thus, the results manifested that culture is vital in developing the physical attitudes of the students toward the community and personal growth. Ergo, the student's attitude towards physical education depends on the means of activity given to them.

7.3 Significance on the Relationship between Teacher Performance and Attitude of Students

Displayed in Table 3 were the results of the test on the relationship between variables involved in the study. The overall *R-value* of 0.101 with a *p-value* of $p > 0.153$, which is greater than 0.05 level of significance, signified that the null hypothesis was accepted. This means no significant relationship exists between teacher performance and students' attitudes towards physical education.

However, there was a minimal set of variables between teacher performance and the attitude of students. This was shown in the evidence of student learning and family physical education *p-value* of $p < 0.003$, which is lesser than the significance level of 0.05, signifying the rejection of the null hypothesis. This means a significant relationship existed between student learning and family physical education. Also, the *p-value* of the indicators professionalism and family had a *p-value* of $p < 0.009$, which was also lesser than the significance level; thus, this also indicated a significant relationship between professionalism and family physical education. In addition, the relationship between management and cultural physical education has a *p-value* of $p < 0.00$, which was less than the significance level of 0.05; thus, this showed the significant relationship between management and cultural physical education.

Table 3: Significance on the Relationship
between Teacher Performance and Attitude of Students

Teacher Performance	Attitudes of Students			
	Family	Cultural	Personal	Overall
Instruction	.071 (.321)	-.008 (.913)	-.070 (.326)	.011 (.879)
Evidence of Student Learning	-.208** (.003)	-.020 (.782)	.021 (.767)	-.130 (.067)
Management/Organization	-.063 (.377)	.246** (.000)	.079 (.266)	.104 (.145)
Learning Climate	.133 (.061)	.089 (.212)	-.069 (.335)	.093 (.190)
Professionalism	.183** (.009)	.283** (.000)	.195** (.006)	.326** (.000)
Overall	.025 (.730)	.152* (.032)	.042 (.559)	.101 (.153)

Furthermore, as professionalism is correlated to the cultural, physical education of students, it obtained an *R-value* of .283** or significant. It showed that the influence of the professionalism of teachers was significantly related to the cultural and physical education of students because of the probability level $p < 0.000$, which was lesser than the 0.05 alpha level of significance set in this study, hence significant.

The correlation between professionalism and the personal physical education of students yields an *R-value* of .195** or significant. It showed that the relationship of professionalism of teachers is significantly related to the personal physical education of students because of the probability level of $p < 0.000$, which is lower than 0.05. alpha level

of significance set in the study; hence, it is significant. Nevertheless, these limited domains also have a minimal impact on the overall result of the study. Hence, the null hypothesis was accepted.

Lastly, the correlation between the indicators of teacher performance, which are the instruction, evidence of student learning, management/organization, learning climate, and professionalism to the attitude of students towards physical education, yields an R-value of .101 and a probability level of .153, which is greater than the .05 alpha level of significance. This means that the relationship between teacher performance indicators and students' attitudes towards physical education has no relationship with each other.

7.4 Significance on the Influence of Teacher Performance and Attitude of Students

Exemplified in Table 4 is the regression coefficient to test the significant influence of the overall teacher performance on student's attitudes toward physical education. The model showed that the computed *p-value* of .000 is less than the 0.05 significance level. Thus showing significant influence with an *F-value* of 10.917. Meanwhile, the result tallies an *R² value* of .220, which implies that the teacher performance indicators explain 22.0 percent of the variance in students' attitudes towards physical education. The remaining percentage cannot be accounted for in teacher performance indicators. This shows that in their singular capacities, teacher performance indicators cannot influence students' attitudes. However, their combined ratings show significant influence.

Table 4: Significance on the Influence of Teacher Performance and Attitude of Students

Students Attitudes					
Teacher Performance (Indicators)		B	B	T	Sig.
Instruction		.044	.071	.946	.345
Evidence of student learning		-.235	-.424	-5.116	.000
Management/organization		.128	.165	2.205	.029
Learning climate		-.030	-.044	-.567	.571
Professionalism		.297	.462	6.097	.000
R	.469				
R ²	.220				
F	10.917				
P	.000				

Based on the result, three out of five teacher performance indicators significantly influence students' attitudes towards physical education. However, professionalism got the highest beta *value* of .297 and *p-value* of .000 which is lower than 0.05 in the significance level. Therefore, professionalism was the domain that best influenced the attitude of students. Another teacher performance that significantly influenced the attitude of students towards physical education was on management and organization with a beta value of .128 and a *p-value* of 029; and lastly, the evidence of student learning with a beta value of -.235 with a *p-value* of .000 which is lower than 0.05 in the level of significance.

8. Discussion

The correlation between teacher performance and students' attitudes towards physical education is discussed and interpreted. The discussion ends with determining the influence of teacher performance on students' attitudes towards physical education.

8.1 Teacher Performance

The very high level of teacher performance towards the students' attitude was due to the very high rating given by the respondents on teachers' *management/organization, professionalism, and learning climate*. The teacher's performance in the scope of the study manifested class routines to maximize instructional time, to allow them to learn by opening feedback, to increase professional growth, and to demonstrate respect and appreciation for individual differences of the students. These practices, therefore, are expected to increase the positive attitude of students since it is congruent with the views of various authors (Clinchy, 2009; Backes & Hansen, 2015; Burns, 2010; Duckworth & Yeager, 2015; Heckman *et al.*, 2013) teaching is never an easy task as it takes a good and positive attitude to do so. It is a very tough job. It is not about holding a position to impress people with the teacher's exemplary qualities, either by performing outside the class for a practical output of the students or even inside the class whenever there is a class observation. It entails great responsibility and accountability. Moreover, as cited in the study of Hunks, Lindsey, and Stephen (2012), a teacher plays several roles - teacher, mentor, leader and the nature of their interactions with students can greatly influence students' motivation and enjoyment of physical activities. It is no surprise, therefore, that many students name their teachers as essential figures in their lives, and this relationship has been routinely found to be a factor related to athlete performance.

8.2 Attitude of Students

The overall level of student attitude towards physical education is very high, which means that students' attitude towards physical education is always observed. It is revealed that positive personal, family, and cultural beliefs towards physical education most likely influence students. This causes them to engage in physical activities because of the importance they see in the future and for their health. To be able to do good and think good, we must be able to have a good health status. Thus, this can be manifested through participating in different physical activities. A person's attitude will tell how the environment influences a person's character holistically. It is the key when it comes to getting people to take action. Attitude can either be intrinsic or extrinsic influences on how a person absorbs an action or situation. Attitude is more important in everything we do, reflecting how well we are moved by certain things we have experienced in different situations. In addition, attitudes refer to one's positive or negative judgment about a person, event, or subject in mind. In addition, these are learned experiences and results from social experiences.

Further, it is congruent with various studies (Asif & Tabussum, 2017; Borchert, 2002; & Kazi, 2017; Dunlavy, 2008; Dosil, 2015; Tannehill, 1993; McQuaid & Bond, 2003;

Xiang *et al.*, 2004). Internal or external choices can influence personal choice, and inevitably, each student will come to a point in their life when they need to choose their career path and live for the future. This will help them to be more stable, confident, and poised. Consequently, it will help the workforce in society; unfortunately, personal choices are made with little awareness of the real world; students are unaware of their choices, which will cause them to either win or lose and if that happens, they will avoid making choices in pursuing their goals.

Attitude is one of the motivating factors in improving learning and the use of skills and information related to learning. physical education focuses on an active lifestyle and instilling in students the skills and attitudes required for lifelong physical activity. attitude toward physical education comprises five elements: fitness, self-actualization, social development, physical education curriculum, and physical education teachers.

8.3 Significance on the Relationship between Teacher Performance and Attitude of Students

Teacher performance and students' attitudes towards physical education are significant in many ways. On the other hand, teacher performance and students' attitudes toward physical education have a minimal relationship. However, the result does not affect the significance of their relationship overall. Teachers play several roles- parent and mentor and the nature of their character profession with students, such as interaction, organization, pacing, disclosure, speech, and rapport, can significantly affect and influence students' attitudes, participation, and interests toward the subject taught. It is no surprise that at school, there is a celebration for teachers, for their teachers are essential persons in their lives, and this relationship has typically been found to be a factor related to students' attitudes (Rashid & Zaman, 2018) where teaching is never an easy task to do so. A study investigating the influence of teacher performance on students' attitudes was conducted in the Department of Education in Pakistan; the study population comprised 250 randomly sampled secondary teachers in their district. A questionnaire was used to collect data from the study; data collected were analyzed using frequency counts and percentages. Consequently, it was found that there was a high level of attitude among students based on the influence of teacher performance (Ahmad *et al.*, 2013).

The evidence of student learning as one of the indicators of teacher performance was correlated with family physical education of attitude of students that obtained an *r-value* of $-.208^{**}$ or significant. It shows that the teachers' evidence in student learning to the family physical education and attributes of the students is significantly related. Thus, the transparency of a teacher is crucial and vital in the broad spectrum of the teaching and learning world. To lift genuine personal respect towards teachers, there must be a two-way communication learning process.

Further, teachers should communicate the assessment criteria of the activities to let the students be aware of their own progress toward learning goals and show student progress documented in a retrievable record-keeping system (National Association for Sport and Physical Education, 2007). In a classroom setting, assessments based on mastery of learning expectations aligned with local, state, and national standards

strongly influence students' attitudes toward learning and participating in physical education. It was affirmed that teachers' personal characteristics, styles, and behaviours greatly affect both work and pedagogical relationships (Golbini *et al.*, 2013).

The second indicator of teacher performance was *management and organization*, which was correlated to cultural, physical education and the attitude of students, obtaining an *r-value* of .246** or significant. It showed that the influence of a teacher's managerial and organizational approaches on students' cultural aptitude towards physical education was significantly related. Management and organization were correlated among the three domains of students' attitudes: family physical, cultural, and personal physical education. However, it was only significantly related to cultural and physical education.

Thus, management greatly influenced students' participation, considering their cultural beliefs as culture as ever-changing values, beliefs, and social and political beliefs. Good management can open the wide spectrum of culture and greatly influence the minds of our children when considering the sports they choose, helping the parents to overcome fear, making them believe and trust that culture is one of the ways that can help a child to learn better in school; that there was no label whatever culture a student came from. In addition, a teacher's performance can be most appreciated if one considers the various cultural activities, such as traditional sports, games, and arts and crafts, that a teacher applies inside the class (Ababa & Obanya, 2005).

Further, sometimes, students may or may not appreciate a teacher's performance based on how the teacher manages a certain school or group of students from different cultures. Thus, teachers must conduct thorough research and study the geographic and cultural beliefs of the community they are assigned to teach (Narinasamy & Aravindan Logeswaran, 2015).

Cultural family education, as the second indicator of students' attitude, is correlated with teacher performance as it obtained an *r-value* of .152* or significant. It shows that the influence of teacher's performance on students' cultural and physical education was significantly related. The cultural and physical education of student attitude is significant to the two domains of teacher performance: organization, management, and professionalism. Teacher performance is crucial and is a very high-end talent of a teacher that has to be observed at all times. Although a teacher has to deal with his or her personal life, a teacher has to have a picture of a role model not just inside the school or a classroom but also on all sides of society.

Teaching is a personal and social influence process in which a teacher seeks the participation of students to reach goals, a process of influencing the activities of an individual or group of students in an effort towards curriculum or goal achievement in a given situation. In addition, teacher performance allows the students to extend their full potential in solving problems, leading and influencing others at their own pace and learning in their own ways.

Lastly, professionalism as a teacher's performance is correlated with students' attitude as it is found significant. It shows that teachers' professionalism concerning students' attitudes is significantly related to an *r-value* of .326** or significant. The

teacher's performance was significant to the three domains of students' attitudes: family physical education, cultural, physical education, and personal physical education. The family is a central and significant part of society; the family must be the first to consider delivering, judging, evaluating, and grading a particular student aside from his or her standard results and outputs. Moreover, also the teacher must be professional in delivering lessons and must be culture-sensitive in delivering the lessons (National Association for Sport and Physical Education, 2007). Further, one of the neglected domains in different studies is personal physical education, for sometimes educators use it to deliver lessons or sets of information with biases and do not conform to the personal choices of the people involved. This finding suggests that the teachers use positive professional approaches in giving feedback to the students for more positive responses from the students, and more positive attitudes of students will be developed. Thus, teachers have high discipline, professionalism, and integrity in that institution. Therefore, it is recommended that teachers understand the grassroots of the students and the nature of the lesson and activity before deciding to use it not just for the benefit of their personal developmental reports but for the full benefits and encouragement of the students (Jagtap, 2016).

8.4 Significance on the Influence of Teacher Performance and Attitude of Students

Three out of five teacher performance indicators significantly influence students' attitudes toward physical education. However, *professionalism* got the highest beta value of .297. Therefore, professionalism was the domain that best influenced students' attitudes toward physical education. The teacher's performance as a professional becomes essential because teachers are the second parents of the students inside the school or even in a situation where a teacher is in the company of the students. This finding suggests that the more teachers deal with the students with wholesome professionalism, character, and positive attitude, the more students can establish and develop positive attitudes towards their subject lessons and activities (Ababa & Obanya, 2005; Sogunro, 2017).

In addition, the strength of teachers in influencing students' positive attitude in learning lessons and doing activities plays an essential role in the students' lives. They posited that positive attitude motivation is crucial for students to attain a positive attitude in learning. This is because teacher performance is a mobile tool for students to discover the world and themselves and to be positive, productive, and wholesome. It is worth noting that students feel motivated, cared for, and guided by their teacher's treatment and compliments, as examined by the Department of Education and Training, Western Australia (2014).

Management and organisation were other domains of teacher performance that significantly influenced student attitudes, with a beta value of .128. Management is defined as an art and a design, a process of decision-making and control of one action over the other. Organization, though, is also defined as bringing a plan to reality. In connection, management and organization involve the students in sharing opinions in making and giving house rules for the benefit of all. Although most of the time, the

teacher will make the final decision; a teacher should invite all the students' opinions to contribute to the decision-making process and integrate responsibilities among them (Karnataka *et al.*, 2012).

Management and organization face the challenge of building their competencies and systematic process-making, for good management and organization will be seen through good communication between the teachers and students. Students were more motivated to perform when a teacher communicated clearly and directly. Students' attitude was most negatively influenced when the teacher avoided communication with the students or ignored the students' ideas.

Lastly, the instruction under teacher performance with a beta value of .044 significantly influences the attitude of students. Instruction was defined as giving a review of the concepts and skills that are necessary to life. The quality of instruction cannot be explained overnight; without quality education, students' motivation to learn recedes. The success of every student is a reward to every teacher's heart. Educators take pride in students' success and always feel elated when they hear success stories of performance or accomplishments. On the other hand, students also feel dissatisfied when they feel mediocre instruction, which leaves them not inspired and feeling that their time is wasted in school, sometimes resulting in quitting school (Sogunro, 2017).

Ergo, teachers should be motivated to motivate and inspire the students in many ways, not to be branded as a superhero but to do tasks that are helpful and necessary to the needs of the students. Motivation of students in tasks and physical education and or activities is a lifetime phenomenon between learners and teachers. In addition, some learners are motivated and display interest in learning activities, explore capacities, and allow themselves to engage in minor to rigid physical exposures. In a broader spectrum, quality of instruction can be manifested through a harmonious relationship between teachers and students in the classroom, a display of good attitude, and perseverance with the use of appropriate instructional strategies to come up with better learning.

9. Conclusion

The teacher's performance level was very high. This indicates that teaching performance always manifests in school; *management/ organization, professionalism, learning climate, evidence of student learning*, and instruction are indicators that yield *very high* descriptive ratings. The *very high* responsive level was due to teachers informing the students of the competencies they will be expected to acquire, providing them with information that allows them to gain a better and deeper understanding of the subject matter, designing the content, and developing the course to promote the acquisition of professional competencies, encouraging, motivating students to participate in any lesson and physical activities and applying the assessment criteria of the activities as established in the subject's curriculum.

On the other hand, the attitude of grade 10 junior high school students in physical education tallied a very high response level. This indicates that students' attitude towards physical education was always manifested in school. Family physical education, personal

physical education, and cultural physical education indicators got very high response levels.

However, the correlation between variables reveals that there was no significant correlation between teacher performance and student attitude in physical education. However, there were limited indicators of teacher performance that showed correlations among different indicators of student attitude. In addition, *professionalism* is the only indicator of teacher performance that significantly contributes to the positive relationship toward student attitude. This means that increasing teacher professional growth leads to an increase in student attitudes towards physical education.

The overall teacher performance among teachers does not significantly influence the student's attitude toward physical education. However, if combined in their singular capacities, evidence of student learning towards family physical education, management and organization towards cultural physical education, and professionalism towards cultural and personal physical education, there is a significant influence. Further, the rest, like instruction and learning climate, also influence students' attitudes with the support of the other indicators. Likewise, among the five indicators, *professionalism* is the best predictor in its singular capacity. Based on the results, limited domains of teacher performance best predicted student attitude towards physical education, as depicted by p-values greater than 0.05 in the significance level. Nevertheless, these limited domains also have a minimal impact on the overall result of the study. Hence, the null hypothesis was accepted.

9.1 Recommendations

The result, which underscores that in their singular capacities, suggests that evidence of student learning, management organization, and professionalism significantly influence the student's attitudes. The researcher, therefore, recommends that the Department of Education may provide training and seminars among teachers for them to become more effective mentors towards students and for them to be equipped with the skills that teachers must have. Students will be more motivated to provide the students with the techniques and skills used in different learning skills and lessons.

Lastly, the study found that there is no significant relationship between teacher performance and students' attitudes. Thus, the researcher recommends that the department provide physical activities in schools that can stimulate students' attitudes toward physical education with state-of-the-art equipment and facilities so that students can practice and hone their skills and attitudes toward learning.

Conflict of Interest Statement

The author declares no conflicts of interest.

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