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Mapeh Teachers' Academic Optimism, Pedagogical Content Knowledge And Physical Literacy

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Abstract:

Academic optimism defines talent, the desire to succeed, and optimism as the three factors that make success possible. Pedagogical content knowledge is specific to teachers and is based on how they connect their subject matter knowledge with pedagogical knowledge (what they know about teaching). Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.

This study aims to determine whether a significant relationship exists between the MAPEH Teachers' Academic Optimism, Pedagogical Content Knowledge, and Physical Literacy. The demographic profile of MAPEH teachers shows that most are female, married, between the ages of 41 and 50, have been teaching for more than six years, have a baccalaureate degree, and have participated in national training. The weighted mean was also employed to determine the academic optimism, pedagogical content knowledge, and physical literacy of MAPEH Teachers. The fact that the respondents' teachers assessed them as having high levels of self-efficacy in their teaching (mean = 4.80) indicates that they have attained a very high degree of academic optimism. With six domains and the highest mean for educational purposes (4.74), pedagogical content knowledge According to the respondents' accomplishments, it is clear that they have a very high level of understanding in the field of pedagogical content. With four domains and the highest mean for knowledge and understanding (4.41), physical literacy In light of the respondents' accomplishments, it is clear that they have a high level of physical literacy. Last but not least, the findings indicate that there was a substantial connection between academic optimism, pedagogical content knowledge, and physical literacy, with a correlation significant at the 0.01 level and a correlation significant at the 0.05 level.

Keywords: Academic Optimism, Pedagogical Content Knowledge, Physical Literacy

Introduction:

In the classroom, a teacher is held to a high standard. One factor is that he is relied upon by every pupil. There will be an effect on the kids from anything the instructor says. Students will catch the teacher's emotions if they are happy or angry since teachers' attitudes are contagious. From the most primitive to the most technologically advanced societies, teachers play a crucial role in the development of future members of the community. It is somewhat accurate since instructors are the main contributors to the instructional activities taking place in classrooms that influence students' achievement. Because teachers must instruct their pupils in accordance with their needs, interests, IQ,

and other characteristics, modern education is learner-centric. Teachers must employ their academic concepts and pedagogical expertise to accomplish this.

Additionally, students must improve their pedagogical abilities while still in the classroom because both art and science go into education. The pedagogical knowledge of the instructor is essential for successful instruction and learning. Therefore, future education will be of high quality.

One of the difficult responsibilities that MAPEH Teachers undertake is teaching the topic. In this regard, MAPEH instructors play a vital role in society as they must impart high-quality education to pupils by effectively instructing MAPEH. In addition to creating and implementing effective MAPEH pedagogy, MAPEH instructors must also exhibit successful academic optimism and pedagogical subject knowledge in the classrooms to complete this difficult task. How far a MAPEH teacher can teach MAPEH and fulfill the goals of raising physical literacy depends on their academic optimism and pedagogical content knowledge. Academic optimism, pedagogical content knowledge, and physical literacy of MAPEH teachers determine how far they can teach MAPEH and achieve the objectives of improving students.

Literature Review:

Academic Optimism:

Ratnawati, V., and his colleague state that one element that supports academic success and achievement motivation is optimism. Low academic success, despair, poor communication between students and instructors, and a high rate of infractions at school are all signs of low optimism in students, which affects their self-esteem. The assertion made by Wardani and Sugiharto (2020), who claimed that the decline in students' positive attitudes in the academic field impacts the student's success, supports Schumacher's claim. Pessimistic students will struggle to discover their potential and lack the motivation to accomplish their objectives. Pessimistic students will work to realize their potential and lack the drive to achieve their goals.

It is vital to investigate relevant elements in addition to measures to increase students' academic optimism. Internal variables such as locus of control and self-concept are thought to impact academic optimism. The locus of control is a person's view that the events in his life are mostly determined by his abilities. As indicated by Anggraini and Marwan (2020), individuals with an internal locus of control will be more active in finding, digesting, and utilizing varied information in a drive to reach better success. When pupils have a high internal locus of control, they have more self-confidence, motivation to work hard, and a fear of failure, which leads to an optimistic outlook.

Pedagogical Content Knowledge:

According to Gitomer & Zisk (2015), and Hill & Chin (2018), assuming that teacher knowledge significantly contributes to effective teaching and student learning, research on teacher expertise conducted as early as the 1980s and 1990s led to the assumption that professional teacher knowledge is a significant factor for effective teaching, thereby promoting student attainment. This has caused interest in research on measuring cognitive elements of teachers' professional competence to grow over the past decade. (e.g., Bromme, 2001; Hogan, Rabinowitz, & Craven, 2003). For example, an "intellectual framework" for classroom management (Doyle, 1985, 2006; Shulman, 1987) or, more generally, knowledge of pedagogical concepts, principles, and techniques that are not necessarily bound by topic or subject matter is likely to be necessary for teachers to be successful in their teaching (Wilson, Shulman, & Richert, 1987). When dealing with the student and the pertinent subject matter in the classroom, teachers must rely on this information and incorporate it into coherent understandings and abilities (Shulman, 1987). (1) knowledge of representations of subject matter (content knowledge); (2) understanding of students' conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter; and (3) general pedagogical knowledge (or teaching strategies). To complete what he called the knowledge base for teaching, he

included other elements: (4) curriculum knowledge; (5) knowledge of educational contexts; and (6) knowledge of the purposes of education (Shulman, 1987).

Physical literacy:

Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." (International Physical Literacy Association, May 2014)

Literacy is a term used in education to refer to knowledge, comprehension, communication, application, and thought (Roetert & Jefferies, 2014). However, many authors have employed the term "physical literacy" in several settings. Physical literacy is crucial for both academic writing and the daily actions of bot practitioners. Margaret Whitehead's (2023a)article, "The Concept of Physical Literacy, " spurred the scholarly debate." The Long-Term Athlete Development idea has been embraced, and physical literacy has grown in importance in practitioner discourse.. Whatever the definition, physical literacy refers to those who are proficient in using their capacity to move to accomplish their purpose in physical activity.

According to Whitehead (2023b), young children might not be able to take ownership of their movement immediately, whereas physically literate individuals need to be able to take responsibility for their own mobility. Teachers may foster and encourage physical literacy, but a number of other things also impact kids (Whitehead, 2023). The parent is one of these significant impacts. In their research on parental understanding and attitudes about the development of physical literacy, Humbert, Chad, and Sulz (2017) found that 87.7% of parents thought they had the primary responsibility for helping children acquire physical literacy. To promote physical literacy, various stakeholders must collaborate, including parents, educators, and community recreation leaders. Whitehead (2023) asserts that everyone In their article "Thinking about physical literacy as a disposition, as opposed to a collection of abilities, awakens ups to the holistic character of physical literacy," Lewis, Lessard, and Schaefer (2014) support this concept of a disposition (p. 31). This study aims to determine whether a significant relationship exists between the MAPEH Teachers' Academic Optimism, Pedagogical Content Knowledge, and Physical Literacy. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the MAPEH Teachers in terms of:

1.1 Sex;

1.2 Civil Status;

1.3 Age;

1.4 Length of Teaching Service;

1.5 Educational Attainment; and

1.6 Seminars/ Training Attended

1.6.1 School

1.6.2 Division

1.6.3 Regional

1.6.4 National

1.6.5 International

1.7 Workload

2. What is the level of academic optimism of MAPEH teachers in terms of:

2.1. Teacher sense of self-efficacy;

2.2. Academic emphasis; and

2.3. Trust in students and parents

3. What is the level of Pedagogical Content Knowledge of the MAPEH teachers in terms of:3.1. Content Knowledge;

3.2. Conceptions of teaching and learning ;

3.3. General pedagogical knowledge;

3.4. Curriculum knowledge;

3.5. Educational contexts; and

3.6. Purposes of education

4. What is the level of Physical Literacy of Teachers in terms of:

4.1. Motivation and Confidence;

4.2. Physical Competence;

4.3. Knowledge and Understanding; and

4.4. Engagement in Physical Activities for Life

5. Is there a significant relationship between MAPEH Teachers' Academic Optimism, Pedagogical Content Knowledge, and Physical Literacy?

Hypothesis:

1. There is no significant relationship between MAPEH Teachers' Academic Optimism, Pedagogical Content Knowledge, and Physical Literacy.

Theoretical/Conceptual Framework:

There are several challenges in the classroom. Therefore, this issue impacts the student's ability to learn. Since we know that instructors have the greatest impact on their students, following an assessment of the relevant papers and literature, the researcher determined that further research was essential to better inform instructors about the value of academic optimism, pedagogical content knowledge, and physical literacy in the classroom.

A concept called academic optimism emerged from quantitative research that pinpointed school qualities that were significantly associated with academic success. Academic performance has been connected to collective teacher efficacy, intellectual emphasis, and trust, and in each case, the correlation was so significant that it overrode the impacts of socioeconomic position (McGuigan, 2005). Science professors with pedagogical content knowledge are more likely to be considered educators than researchers (Gudmundsdottir, 1987a, b). Teachers and scientists differ in how their subject-matter information is structured and used, not necessarily in the degree or breadth of that knowledge. In other words, the knowledge of a seasoned scientific teacher is structured from a teaching viewpoint and used as a foundation for assisting pupils in understanding certain subjects. Pedagogical content knowledge is the synthesis or integration of instructors' subject matter expertise with pedagogical knowledge. Shulman (1986) asserts that pedagogical content knowledge incorporates the elements of the subject matter that are most important to consider. This defines pedagogical content knowledge as the ability to represent and formulate a subject in a way that is understandable to others. This includes the most effective analogies, illustrations, examples, explanations, and demonstrations for the topics most frequently taught in a subject area. The International Physical Literacy Association, May 2014: "Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to appreciate and accept responsibility for involvement in physical activities for life."

Research Design:

The researcher used the descriptive-correlational method of research, in which responses were gathered from the respondents through the use of a questionnaire. In addition, the researcher believed that through this method, he could obtain facts and information about the MAPEH Teachers' Academic Optimism, Pedagogical Content Knowledge, and Physical Literacy

Respondents of the Study:

There were 100 teacher respondents involved in the study. San Francisco B National High School, Lopez Comprehensive National High School, Jungo National High School, Cogorin Ibaba National High School, Hondagua National High School, Gumaca National High School, Infanta National High School, Ungos National High School, and Paaralang Sekundarya ng Heneral Nakar They are the ones who can give a clear picture of the said research.

Sampling Technique:

The study used a Quota sampling technique to determine the respondents

Research Instrument:

Construction. The researcher created a survey-type questionnaire to determine MAPEH Teachers' Academic Optimism, Pedagogical Content

knowledge, and physical literacy by adapting the standard questionnaire of Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2023). The questionnaire is composed of two parts. The first section has the Personal profiles of the teachers and students. The second part has 15 statements about the teachers' academic optimism. The third part was composed of 42 statements: pedagogical content knowledge representations of subject matter, conceptions of the subject and the learning and teaching implications, general pedagogical knowledge, curriculum knowledge, educational contexts, and purposes of education. The last part was composed of 39 statements: motivation and confidence, physical competence, knowledge and understanding, and engagement in physical activities for life. The questionnaire is answerable with Strongly Agree, Agree, Moderately Agree, Disagree, and Strongly Disagree descriptive ratings.

Data Analysis:

The researcher finished all the instruments and collected the necessary data. The information received from the survey questionnaire was collated and statistically analyzed. Following the statistician's report, data interpretation and analysis were carried out.

Results and Discussion:

Table 1 Demographic ***Profile of the MAPEH Teachers***

Sex	**f**	**%**
Male	32	32
Female	68	68
Total	100	100
Civil status	f	%
Single	31	31
Married	67	67
Widowed	2	2
Total	100	100
Age	f	%
21-30	20	20
31-40	22	22
41-50	48	48
51 and Above	10	10
Total	100	100
Length of teaching service	f	%
1 to 5	22	22
6 to 10	33	33
11 to 20	24	24
21 and Above	21	21
Total	100	100
Educational attainment	f	%
Baccalaureate Degree	42	42
With MS/MA units	39	39
With MS/MA Degree	14	14
With Ed.D./Ph.D. Units	4	4
Total	100	100

Seminars/ training attended	f	%
School Level	5	5
District Level	8	8
Division Level	6	6
Regional Level	20	20
National Level	38	38
International Level	23	23
Total	100	100

The demographic profile of the respondents is presented in Table 1. It can be gleaned that the MAPEH teachers were composed of 32 males and 68 females, meaning that most of them were female. Most respondents are also married, 67% or 67%, and only 31 % and 2 % are single and widows, respectively.

Most MAPEH teachers also belong to the 41-50 age bracket; they are 48 or 48%. It is followed by 22 teachers who are 31-40 years old, 20 who belong to the 21-30 age bracket, and only 10 who belong to 51 years old and above. In terms of length of years teaching, the majority of them, 33%, are teaching for 6-10 years, followed by 24% who served for 11-20years, and 22% and 21% who have 1-5 years and 21 years above, respectively.

In terms of the Educational qualification and training attended by the respondents, the table presented that the majority of them, 42%, are bachelor's degree holders, followed by 39% who are already with MS/MA units, 14% who have already finished their MS/MA Degrees, and only 4% who took the Ed.D./Ph.D. Teams The MAPEH teachers also participated actively in training and seminars relevant to their specialization, comprising 38% at National Level, 23% International Level, 20% Regional Level, 6% Division Level, 8% District Level, and 5% at School Level.

Table 2. ***The Perceived on the Level of Academic Optimism***

Indicators	**Mean**	**Std. Deviation**	**Verbal Interpretation**
1. Teacher's sense of self-efficacy	4.80	0.35	Very High Level
2. Trust in students and parents	4.73	0.47	Very High Level
3. Academic emphasis.	4.76	0.44	Very High Level
OVERALL	**4.76**	**0.42**	**Very High Level**

Legend: 4.50 – 5.00 Strongly Agree-Very High Level; 3.50 – 4.49 Agree-High Level; 2.50 – 3.49 Moderately Agree-Moderate Level; 1.50 – 2.49 Disagree-Low Level; 1.00 – 1.49Strongly Disagree-Very Low Level

Table 2 presents the MAPEH teachers' perceived level of Academic Optimism with an overall mean of 4.76 with a Very High Level. The respondents perceived the highest mean of 4.67 on the first indicator, which indicates the Teacher's sense of self-efficacy.

The perception of self-efficacy by the teacher is critical to good teaching. Teachers display excitement, tenacity, and ingenuity when believing in their potential to impact students' learning and growth positively. This self-assurance creates a supportive classroom climate, which empowers pupils and promotes academic success.

Chang, I-Hua. (2014). have demonstrated that teachers' academic optimism is a personal trait

that shares several characteristics with those of their coworkers': effectiveness, faith in children and parents, and educational emphasis. These three aspects of personality together form a hidden construct called optimism.

Table 3. The Perceived on the Level of Pedagogical Content Knowledge

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Content knowledge	4.63	0.49	Very High Level
2. Conceptions of teaching and learning	4.69	0.44	Very High Level
3. General pedagogical knowledge	4.60	0.53	Very High Level
4. Curriculum knowledge	4.67	0.45	Very High Level
5. Educational contexts	4.61	0.54	Very High Level
6. Purposes of education	4.47	0.42	High Level
OVERALL	**4.61**	**0.48**	**Very High Level**

Legend: 4.50 – 5.00 Strongly Agree-Very High Level; 3.50 – 4.49 Agree-High Level; 2.50 – 3.49 Moderately Agree-Moderate Level; 1.50 – 2.49 Disagree-Low Level; 1.00 – 1.49Strongly Disagree-Very Low Level

Table 3 presents the MAPEH teachers' perceived level of Pedagogical Content Knowledge. With an overall mean of 4.61 with a Very High Level. The respondents perceived the highest mean of 4.69 on the second indicator, which they know the conceptions of teaching and learning.

Teachers who comprehend teaching and learning concepts have a formidable toolkit. They can modify their teaching tactics to accommodate unique student requirements, provide meaningful learning experiences, and encourage a passion for lifelong learning by embracing numerous theories and methodologies. This understanding improves their effectiveness as educators.

Souza DM et al. (2018) state that teachers must understand active teaching and learning approaches that connect education and practice. As a result, the School is also charged with supporting human development by increasing the complexity of thoughts and deeds. One of the primary challenges for success in teaching is to prepare students who are creative, intellectual, responsible, and problem solvers. The application of active learning approaches can help achieve these goals.

Table 4The Perceived on the Level of Physical Literacy

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Motivation and Confidence	4.35	0.73	High Level
2. Physical Competence	4.34	0.74	High Level
3. Knowledge and Understanding.	4.41	0.71	High Level
4. Engagement in Physical Activities for Life	4.35	0.76	High Level
OVERALL	**4.36**	**0.73**	**High Level**

Legend: 4.50 – 5.00 Strongly Agree-Very High Level; 3.50 – 4.49 Agree-High Level; 2.50 – 3.49 Moderately Agree-Moderate Level; 1.50 – 2.49 Disagree-Low Level; 1.00 – 1.49Strongly Disagree-Very Low Level.

Table 4 presents the MAPEH teachers' perceived level of physical literacy, with an overall mean of 4.36, a High Level. The respondents perceived the highest mean of 4.49 on the third indicator, which tells that they have knowledge and understanding.

Teachers who comprehend and know about physical literacy are a valuable asset. They can help kids develop physical competence, confidence, and motivation, supporting lifelong involvement in healthy, active lives by being well-versed in fundamental movement skills and fitness principles and creating a good attitude toward physical activity.

Hernaiz-Sánchez et al. (2021) state that, according to Stevens-Smith (2016), Physical literacy is more than the simple knowledge of fundamental motor skills. Rather, it is also the ability to perform movements and know why they are performed in different contexts. Physically literate individuals are constantly developing the motivation and ability to understand, communicate, apply, and analyze various forms of movement.

Table 5 presents that Physical Literacy as of Motivation and Confidence, Physical Competence, Knowledge and Understanding, and Engagement in Physical Activities for Life obtained 0.05-0.01 significance levels. Has a significant relationship with Academic Optimism and Pedagogical Content Knowledge?

Academic optimism, pedagogical content knowledge, and physical literacy are substantially related. Academic optimism, defined as positive instructor views and expectations, has significantly influenced students' engagement and educational outcomes in physical literacy. Pedagogical Content Knowledge provides teachers with the competence to teach physical literacy successfully, boosting students' learning experiences. Physical literacy includes essential movement skills, fitness, and a good attitude toward physical activity. When these three factors work together, teachers may create an environment where children feel confident, motivated, and competent in physical pursuits, supporting holistic growth and academic achievement. Educators can optimize kids' physical and intellectual literacy potential by identifying and nurturing this relationship.

Table 5. Relationship between Academic Optimism, Pedagogical Content Knowledge, and Physical Literacy

	Physical Literacy			
Academic Optimism	**Motivation & Confidence**	**Physical Competence**	**Know ledge & Understanding**	**Engagement in Physical Activities for Life**
a) Teacher sense of self-efficacy;	**.269****	**.345****	**.245***	**.284****
b) Trust in students and parents; and	**.281****	**.349****	**.252***	**.274****
c) Academic emphasis	**.258****	**.309****	**.188**	**.350****
Pedagogical Content Knowledge				
a) Content Knowledge;	**.335****	**.424****	**.309****	**.406****
b) Conceptions of Teaching and Learning	**.280****	**.341****	**.226***	**.368****
c) General pedagogical knowledge;	**.351****	**.426****	**.324****	**.420****
d) Curriculum knowledge;	**.327****	**.420****	**.357****	**.399****

e) Educational contexts; and	**.358****	**.411****	**.305****	**.456****
f) Purposes of education	**.312****	**.385****	**.272****	**.416****

****.** Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed

Ratnawati, V., and his colleague state that one element that supports academic success and achievement motivation is optimism. Low academic success, despair, poor communication between students and instructors, and a high rate of infractions at school are all signs of low optimism in students, which affects their self-esteem (Schumacher, 2006).

According to Keller M. et al. et al. (2017), student success and interest are desirable outcomes of classroom education. Previous studies have found that teacher pedagogical content knowledge is an important indicator of student accomplishment, although instructor motivation is thought to impact students' interest significantly.

According to Uljas, L. et al. Al (2022) that it was discovered that classroom student teachers believe that the following are the best ways to support physical literacy: 1) Motivation can be supported by the atmosphere, teaching methods, contents, and learning environments; (2) Physical competence and self-confidence are supported by experiences of success, developmentally appropriate physical activities, and motor skills; and 3) Knowledge and understanding can be supported by creating meanings and adjusted objectives, evaluation, and individual student assessments Our findings imply that aspiring classroom instructors have a broad grasp of promoting physical literacy, which is consistent with the varied educational responsibilities that set them apart from topic instructors.

Summary of Findings

The study yielded the following findings:

1. Demographic profile of the MAPEH teachers'

Based on the study's results, The demographic profile of MAPEH teachers shows that most of them are female, married, between the ages of 41 and 50, have been teaching for more than six years, have a baccalaureate degree, and have participated in national training. 2. Perceived level of teachers' academic optimism. It was manifested that the respondents were perceived as academically optimistic in three domains as Teacher sense of self-efficacy (overall mean = 4.80), Trust in students and parents (4.73), and lastly, Academic emphasis (4.76). Relative to the respondent's accomplished data, it shows that they have obtained a very high degree of academic optimism. 3. Perceived level of teachers' pedagogical content knowledge. It was shown that the respondents are equipped with high pedagogical content knowledge to Content Knowledge (4.63), Conceptions of teaching and learning (4.69), General pedagogical knowledge (4.60), Curriculum knowledge (4.67), Educational contexts (4.61), and lastly, Purposes of education (4.74). Relative to the respondent's accomplished data, it shows they have obtained a very high degree in pedagogical content knowledge. 4. Perceived level of teachers' physical literacy. It was manifested that the respondents were perceived as physically literate in Motivation and Confidence (4.35), Physical Competence (4.34), Knowledge and Understanding (4.41), and lastly, Engagement in Physical Activities for Life (4.35). Relative to the respondent's accomplished data, it shows they have obtained a high degree in physical literacy. 5. Relationship between academic optimism, pedagogical content knowledge, and physical literacy. Lastly, the results also show that there was a significant relationship between academic optimism, pedagogical content knowledge, and physical literacy, with a correlation significant at the 0.01 level and a correlation significant at the 0.05 level, thus ultimately redound to the rejection of the null hypothesis.

Conclusion:

The findings gathered in the study led to the formulation of the conclusion:

Since the findings revealed that academic optimism, pedagogical content knowledge, and physical literacy are significantly related to one another, hence the hypothesis is rejected.

Recommendations:

Based on the results and conclusions of the study, the following recommendations are hereby suggested:

1. For future researchers, since the researcher conducted the study for MAPEH teachers only. The researcher suggests that the researcher may involve teachers and students and test if the physical literacy of the teacher can affect the students' physical literacy.

2. The administrators may focus on advocacies related to the importance of physical education, ensuring that teachers continue to learn more to enhance their physical literacy. Throughout the year, physical literacy engages in various physical activities (such as dancing, gymnastics, games, fitness, and outdoor pursuits). Include both conventional and unconventional physical activities. Include exercises that improve cultural knowledge and understanding.

3. An activity training matrix could be made so that the level of physical literacy of the MAPEH teachers continuously be strengthened for better improvement.

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