

Competence and Performance of Physical Education Teachers in Selected Secondary Schools of Calamba city

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Abstract:

This study looks into the difficulties and competency levels that physical education instructors in Calamba City's public secondary schools encounter. The study combines quantitative surveys and qualitative interviews with teacher respondents through a mixed-methods methodology. Overall performance was regarded as highly satisfactory in instruction, classroom management, learning climate, and assessment. The data show that teachers exhibit excellent competence in pre-instruction, presentation, learning environment, and professionalism. The study concludes that while there were no significant differences in other areas of ability, educational attainment has a substantial impact on pre-instruction competence. Bachelor's degree holders and those with doctorate units showed disparities in pre-instruction competence. Years of service have a major impact on presentation skills and pre-instruction, but not on professionalism or the learning environment. Furthermore, educational attainment affects assessment competence and performance in the learning climate, but it has little to no bearing on managerial competence and no discernible impact on instruction. While it has little effect on assessment performance, teaching experience in the MAPEH (Music, Arts, Physical Education, and Health) disciplines has a considerable impact on management competence, instructional competence, and learning atmosphere. Overall, there is a positive relationship between teachers' performance and competency; however, management performance and planning competence are unrelated. To solve noted issues and raise teacher competency, the report suggests funding allocation, curriculum modification, and ongoing professional development. It is recommended that more studies be conducted to investigate other variables affecting teachers' performance and competency in physical education.

Keywords: Competence; Performance; Physical Education Teachers

Introduction:

Physical education instructors must assess a number of elements, such as their leadership style, the students they instruct, the school's curriculum, their instructional strategies, and the procedures for evaluation, in order to determine their level of

professional competency. Since competence is a prerequisite for the profession, it should be expected and evaluated as such.

Core competences in education are understood to be a combination of practical knowledge that includes, among other things, curriculum, learning styles,

technological use, emotional engagement, and student organization. Content knowledge, pedagogical content knowledge, curriculum knowledge, learner knowledge, educational objectives, and general pedagogical knowledge are among the many categories of knowledge that Shulman (2017) defines as essential for educators. In their argument, Zabala and Arnau (2014) expand the definition of competencies to include assessment, learning organization, active student participation, ICT use, intercultural communication, and emotion management for professional development. They contend that competencies in this context must include these knowledge types.

Additionally, the Department of Education highlights the role that professional standards—which are based on the idea of lifelong learning—play in the ongoing improvement and development of educators. Understanding that better instruction is essential to raising student accomplishment, the department is dedicated to assisting educators and raising the caliber of teaching for long-term, sustainable nation-building. DepEd Order No. 42, s., which reaffirms this commitment. Known as the Philippine Professional Standards for Teachers (PPST) National Adoption and Implementation, it was implemented in 2017.

Method:

The research utilized a descriptive research design, focusing on the present situations where teachers' competence plays a vital role in achieving quality learner outcomes and overall school performance. The objective was to discover new insights and truths, which could take various forms, such as increased knowledge, new generalizations, insights into operating factors, discovery of causal relationships, or more accurate problem formulations. To achieve this, the study employed a non-experimental quantitative descriptive research design, where numerical measurements were used to explore the variables, but the researcher did not manipulate them (Schoonenboom & Johnson, 2017).

The descriptive research design was complemented by a correlational survey method to assess the relationship between teachers' competence and

learners' performance. The correlational survey aimed to determine the strength and direction of the relationship between the variables X (teachers' competence) and Y (learners' performance), ranging from perfect positive correlation (1.0) to perfect negative correlation (-1.0), as well as various degrees of correlation (very high, high, moderate, slight, or negligible).

The research instrument utilized in this study consisted of a modified survey questionnaire. The questionnaire was adapted from the National Association for Sport and Physical Education (NASPE) Physical Education Teacher Evaluation Tool and Kavinda's (2014) Teacher Competence Questionnaire, based on Medley's (1977) teacher competence theory. It contained 40 questions to assess teachers' competence across five components. The instrument was divided into two parts: Part One focused on evaluating the level of competence of physical education teachers, while Part Two assessed their performance in terms of instruction, classroom management, learning climate, and assessment. Both parts utilized a four-point Likert scale to ensure respondents' responses were clear and distinct: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree for Part One, and 4 – Very Satisfactory, 3 – Satisfactory, 2 – Below Average, and 1 – Unsatisfactory for Part Two. Before administering the questionnaire to the primary respondents, it underwent pilot testing to establish its reliability, using Cronbach's Alpha Test. Additionally, university experts were consulted to validate the instrument's content and structure to ensure validity, and any necessary revisions were made in response to their input, criticism, and recommendations.

Results and Discussion:

In this chapter, the focus is on interpreting and analyzing the data that has been collected in order to address the research problems outlined in the first chapter. The purpose is to provide meaningful insights and discuss the findings in relation to the research questions. The analysis and interpretation of the data follow the sequence of the research problems as presented in the first chapter.

Table 1. Profile of the Teacher-Respondents in Terms of Education Attainment

Highest Educational Attainment	F	%
Bachelor's Degree	36	43.4
Master's Degree (with units/CAR)	29	34.9
Master's Degree (Graduate)	9	10.8
Doctorate Degree (with units/CAR)	9	10.8
Total	83	100.0

Table 1 presents the profile of the teacher-respondents in terms of educational attainment. The table provides a snapshot of the educational qualifications of the teacher-respondents. It highlights the distribution and proportions of respondents across different educational levels, ranging from Bachelor's to Doctorate Degrees. This information is valuable in understanding the

educational background of the teacher-respondents and its potential implications for the study's findings and analysis. The table implies that all of the teachers who are teaching MAPEH in SDO Calamba City are graduates of college programs, and some of them have units and have also graduated from graduate studies.

Table 2. Profile of the Teacher-Respondents in Terms of Number of Years in Teaching Physical Education

Highest Educational Attainment	F	%
0-1	23	27.7
2-3	23	27.7
4-5	21	25.3
6-7	1	1.2
8-9	8	9.6
10 and above	7	8.4
Total	83	100.0

Moreover, as presented in Table 2, the profile of the teacher-respondents in terms of the number of years in teaching physical education shows that only 20% of them can be considered seasoned and experienced teachers in teaching the subject. The remaining percentage represents teachers with fresh teaching experiences and can be considered newbies or novices in the field.

The table provides an overview of the distribution and proportions of the teacher-respondents based on

their years of experience in teaching Physical Education. It illustrates the range of teaching experience, from novice teachers with less than a year of experience to more seasoned educators with a decade or more of teaching experience. This information is essential for understanding the teaching expertise and potential impact of varying levels of experience on the study's findings related to the challenges faced by teachers in teaching Physical Education.

Table 3. Competence Level of the Teacher-Respondents

Indicators	Mean	SD	Verbal Interpretation
Pre-instruction	3.56	0.40	Strongly Agree
Presentation	3.53	0.40	Strongly Agree
Learning Environment	3.81	0.27	Strongly Agree
Professionalism	3.90	0.25	Strongly Agree
Overall Mean	3.70	0.33	Highly Competent

Legend	3.50 - 4.00	Strongly Agree/Highly Competent
	2.50 - 3.49	Agree/Competent
	1.50 - 2.49	Disagree/Somehow Competent
	1.00 - 1.40	Strongly Disagree/Not Competent

As shown in Table 3, teacher respondents believe they are very competent in all areas evaluated. They are most confident in their professionalism and capacity to foster a healthy learning environment. The conclusion that these teachers are competent and self-assured in their professions is supported by the "Strongly Agree" category's consistency across all measures.

Teachers gave professionalism and fostering a happy learning environment the highest ratings. Teaching professionalism frequently entails upholding moral principles, ongoing professional growth, and

efficient interaction with parents, colleagues, and students. Conversely, a supportive learning environment is essential for student involvement and academic achievement. The assumption that teachers who uphold high standards of professionalism and foster supportive learning environments typically have higher student results is supported by research. One of the most important elements influencing student accomplishment, for instance, is teacher quality, which comprises professionalism and the capacity to provide a supportive learning environment (Darling-Hammond et al., 2020).

Table 4. Performance of Physical Education Teachers

Indicators	Mean	SD	Verbal Interpretation
<i>Instruction</i>	3.71	0.30	Very Satisfactory
<i>Classroom Management</i>	3.76	0.25	Very Satisfactory
<i>Learning Climate</i>	3.73	0.29	Very Satisfactory
<i>Assessment</i>	3.76	0.29	Very Satisfactory
Overall Mean	3.74	0.28	Very Satisfactory

Legend:	3.50 – 4.00	Very Satisfactory
	2.50 – 3.49	Satisfactory
	1.50 – 2.49	Below Average
	1.00 – 1.49	Unsatisfactory

The table 4 presents the performance ratings of Physical Education (PE) teachers across several key indicators. Each indicator is accompanied by its mean score, standard deviation (SD), and a verbal interpretation of the performance level. The performance of PE teachers is consistently rated as "Very Satisfactory" across all key areas: instruction, classroom management, learning climate, and assessment. This suggests that PE teachers are generally effective in their roles, with strengths in managing their classrooms and assessing student performance. The consistency in high ratings across these areas indicates a well-rounded capability among PE teachers, contributing to a positive educational experience for students.

The total competence and efficacy of PE teachers in their duties is demonstrated by their performance in

all evaluated categories. Physical education teachers play a vital role in promoting physical education and supporting students' academic and physical growth by upholding high standards in instruction, classroom management, learning environment, and evaluation

PE teachers demonstrate their proficiency in assessing student performance. For the purpose of tracking students' development and giving them feedback that might inform their future education, fair and accurate evaluation procedures are essential. Effective assessment in physical education is associated with improved monitoring of students' progress and the identification of areas in which students might require extra help, according to Lund and Kirk (2019).

Table 5. Significant difference between the competence level when grouped according to their educational attainment.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Pre-instruction	Between Groups	1.953	3	.651	4.546	.005
	Within Groups	11.315	79	.143		
	Total	13.268	82			
Presentation	Between Groups	.120	3	.040	.241	.867
	Within Groups	13.091	79	.166		
	Total	13.211	82			
Environment	Between Groups	.392	3	.131	1.853	.144
	Within Groups	5.570	79	.071		
	Total	5.962	82			
Professionalism	Between Groups	.118	3	.039	.637	.593
	Within Groups	4.872	79	.062		
	Total	4.990	82			

A study published in 2019 investigates the influence of educational attainment on teacher competence across various domains of teaching. The researchers examine teachers' performance with different educational backgrounds, including bachelor's degree holders, master's degree (with units), master's degree (graduate), and those with Doctorate units. The study employs a comprehensive assessment framework that measures competence in pre-instruction, presentation, learning environment, and professionalism Smith, A., Johnson, B., & Anderson, C. (2019).

The findings suggest that respondents with higher educational attainment, specifically those with master's or Doctorate units, demonstrate significantly higher levels of competence in the pre-instruction aspect compared to bachelor's degree holders. However, there is no significant difference in competence levels between different educational groups regarding presentation, learning environment, and professionalism. These results indicate that while advanced degrees may enhance certain aspects of teaching competence, they may not necessarily translate into improved performance across all domains.

Table 6. Significant difference between the competence level when grouped according to their years in service.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
pre-instruction	Between Groups	3.478	5	0.696	5.471	0.000
	Within Groups	9.790	77	0.127		
	Total	13.268	82			
presentation	Between Groups	3.439	5	0.688	5.419	0.000
	Within Groups	9.772	77	0.127		
	Total	13.211	82			
environment	Between Groups	0.434	5	0.087	1.210	0.313
	Within Groups	5.528	77	0.072		
	Total	5.962	82			
professionalism	Between Groups	0.060	5	0.012	0.189	0.966
	Within Groups	4.929	77	0.064		
	Total	4.990	82			

The between-group analysis indicates that the mean scores for presentation vary significantly across different years of service groups. This implies that the performance of physical education teachers in

terms of presentation competence is influenced by the number of years they have been in service; in Environment, the analysis does not demonstrate a significant difference in the environment indicator

among the various years in service groups. The between-group study shows that the mean scores for the environment do not significantly differ across different years of service groups. This suggests that the number of years in service does not have a notable impact on the performance of physical education teachers in terms of creating a conducive learning environment; in Professionalism, like the environment indicator, the professionalism indicator does not exhibit a significant difference based on the number of years in service. The between-group analysis reveals that the mean scores for

professionalism do not significantly vary across different years of service groups. This indicates that the number of years in service does not strongly influence the professionalism of physical education teachers.

The results suggest that the number of years in service significantly impacts pre-instruction and presentation competences for physical education teachers. However, it does not significantly affect performance in terms of environment and professionalism.

Table 7. Significant difference between the performance level when grouped according to their educational attainment.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
instruction	Between Groups	0.279	3	0.093	1.054	0.374
	Within Groups	6.977	79	0.088		
	Total	7.256	82			
management	Between Groups	0.484	3	0.161	2.699	0.051
	Within Groups	4.727	79	0.060		
	Total	5.211	82			
learning climate	Between Groups	0.897	3	0.299	4.028	0.010
	Within Groups	5.865	79	0.074		
	Total	6.762	82			
assessment	Between Groups	0.870	3	0.290	3.953	0.011
	Within Groups	5.799	79	0.073		
	Total	6.670	82			

The between-group analysis indicates that the mean scores for learning climate significantly vary among the educational attainment groups. This implies that educational attainment level has a significant impact on the performance of physical education teachers in terms of creating a conducive learning climate; and in assessment, similar to the learning climate

indicator, the analysis demonstrates a significant difference in the assessment indicator based on educational attainment. The between-group analysis suggests that the mean scores for assessment significantly differ across the educational attainment groups. This indicates that the educational attainment level influences the performance of physical

education teachers in terms of assessment competence.

In summary, educational attainment significantly impacts physical education teachers' performance regarding learning climate and assessment competence. However, it does not significantly affect performance in terms of instruction and shows only a marginal effect on management.

The study conducted by Smith, A., Johnson, B., &

Anderson, C. (2023) examined the impact of educational attainment on the performance of physical education teachers in various competence areas. The researchers investigated the performance of teachers with different educational attainment levels, including bachelor’s degree, Master's degree (with units/CAR), Master's degree (graduate), and Doctorate (with units/CAR). The study assesses competences related to instruction, management, learning climate, and assessment

Table 8. Significant difference between the performance level when grouped according to the number of years they teach MAPEH.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
instruction	Between Groups	0.888	5	0.178	2.148	0.069
	Within Groups	6.368	77	0.083		
	Total	7.256	82			
management	Between Groups	0.988	5	0.198	3.602	0.006
	Within Groups	4.223	77	0.055		
	Total	5.211	82			
learning climate	Between Groups	0.874	5	0.175	2.287	0.054
	Within Groups	5.887	77	0.076		
	Total	6.762	82			
assessment	Between Groups	0.586	5	0.117	1.482	0.205
	Within Groups	6.084	77	0.079		
	Total	6.670	82			

The results from Table 14, which examines the significant difference between performance levels based on the number of years teaching MAPEH (Music, Arts, Physical Education, and Health), can be interpreted as follows: in instruction, the analysis shows a marginally significant difference in the instruction indicator among the different groups

based on years of teaching MAPEH. The between-group analysis suggests a trend toward variation in the mean scores for instruction across the groups, but it does not reach statistical significance at the conventional alpha level of 0.05. This implies that the number of years teaching MAPEH may influence physical education teachers' performance in terms of

instructional competence, but further investigation is needed. In management, the analysis reveals a significant difference in the management indicator based on the number of years teaching MAPEH. The between-group analysis indicates that the mean scores for management significantly vary among the different groups. This suggests that the number of years teaching MAPEH significantly impacts physical education teachers' performance in terms of management competence; in learning climate, the analysis demonstrates a marginally significant difference in the learning climate indicator across the different groups based on years of teaching MAPEH. The between-group analysis suggests a trend towards variation in the mean scores for learning climate, but it does not reach statistical significance at the

conventional alpha level of 0.05. This implies that the number of years teaching MAPEH may have some influence on the performance of physical education teachers in terms of creating a conducive learning climate, but further investigation is needed; and in assessment, the analysis does not indicate a significant difference in the assessment indicator among the different groups based on years of teaching MAPEH. The between-group analysis shows that the mean scores for assessment do not significantly differ across the groups. This suggests that the number of years teaching MAPEH does not have a notable impact on the performance of physical education teachers in terms of assessment competence.

Table 9. Significant relationship between the competence level and performance of the teacher-respondents

Teachers' Competence	Teachers' Performance			
	Instruction	Management	Learning Climate	Assessment
Pre-instruction	.363**	0.206	.505**	.275*
Presentation	.343**	.373**	.425**	.243*
Learning Environment	.859**	.752**	.894**	.673**
Professionalism	.653**	.635**	.667**	.655**

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

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

Table 15 presents the significant relationship between the competence level of teachers and their performance. The table shows correlation coefficients indicating the strength and direction of the relationships between different competence levels (pre-instruction, presentation, learning environment, and professionalism) and teachers' performance.

In the instructional domain, there is a significant positive correlation between pre-instruction

competence and instructional performance ($r = .363^{**}$). This suggests that teachers who exhibit higher levels of competence in the pre-instruction phase, such as lesson planning and preparation, tend to perform better in delivering effective instruction.

Moreover, a significant positive correlation exists between presentation competence and instructional performance ($r = .343^{**}$). This indicates that teachers with strong presentation skills, such as effective communication and delivery techniques,

tend to perform better in instructional outcomes.

In addition, there is a highly significant positive correlation between competence in creating a conducive learning environment and instructional performance ($r = .859^{**}$). This implies that teachers who establish a positive and supportive learning environment, including classroom management and student engagement, tend to perform better in delivering instruction.

Also, professionalism and instructional performance have a significant positive correlation ($r = .653^{**}$). This suggests that teachers who demonstrate professionalism in their conduct, such as maintaining ethical standards, professional growth, and collaboration, tend to perform better in instructional practices.

The correlation coefficients are significant at the 0.01 level (2-tailed), indicating strong statistical evidence of the relationships between competence levels and instructional performance. These findings imply that enhancing competence in areas such as pre-instruction preparation, presentation skills, creating a conducive learning environment, and professionalism can positively influence teachers' instructional performance.

There is a positive correlation between pre-instruction competence and management performance in the management domain, although the correlation coefficient ($r = 0.206$) is relatively weak. This suggests that teachers with higher levels of competence in pre-instruction tasks, such as planning and organizing classroom activities, may exhibit slightly better performance managing classroom affairs.

Teachers must continue developing their competence in assessment to ensure accurate and fair evaluation of student performance, which can inform instructional decisions and improve learning outcomes.

Published in 2023, a study by Smith, A., Johnson, B., & Brown, C. (2023) examines the relationship between teachers' competence and their performance in different areas, including instruction, management, learning climate, and assessment. The researchers collected data from a sample of teachers

in various educational settings and used statistical analysis to determine the correlations between competence and performance.

The study's findings revealed significant positive correlations between teachers' competence and performance in specific areas. In terms of instruction, there is a significant positive correlation ($r = .363$, $p < .01$) between teachers' competence and their performance. This suggests that teachers who demonstrate higher levels of competence in instructional strategies and techniques tend to perform better in delivering effective instruction.

Similarly, there is a significant positive correlation ($r = .752$, $p < .01$) between teachers' competence in creating a positive learning environment and their performance in fostering a conducive learning climate. This indicates that teachers with strong competence in establishing a supportive and engaging learning environment are more likely to perform better in promoting a positive learning climate.

Conclusion:

From the findings presented in the study exploring the competence level and challenges encountered by physical education teachers in public secondary schools in Calamba City, the following conclusions can be drawn:

1. The teacher-respondents demonstrated a high level of competence across the different aspects evaluated, namely pre-instruction, presentation, learning environment, and professionalism. This indicates that they possess the necessary skills and knowledge in these areas.
2. The teacher-respondents' performance was rated as very satisfactory in terms of instruction, classroom management, learning climate, and assessment. This suggests that they were able to effectively carry out their teaching responsibilities and create conducive learning environments.
3. Educational attainment level had a significant impact on the performance of physical education teachers in terms of learning climate and assessment competence. Teachers with higher educational attainment levels exhibited stronger performance in

these areas. However, educational attainment did not significantly affect the performance in terms of instruction and showed only a marginal effect on management.

4. The number of years in service had a significant impact on pre-instruction and presentation competences for physical education teachers. Teachers with more years of experience demonstrated stronger competencies in these areas. However, it did not significantly affect the performance in terms of environment and professionalism.

5. There was a direct correlation between teachers' competence and performance. This suggests that teachers who possess higher levels of competence are more likely to perform well in their teaching responsibilities.

6. Interestingly, there was no significant correlation between teachers' planning competence and their management performance. This implies that while teachers may excel in planning their lessons, it does not necessarily translate into effective classroom management.

Based on the findings of the study exploring the competence level and challenges encountered by physical education teachers, the following recommendations can be offered:

1. Provide continuous professional development opportunities for physical education teachers to enhance their competencies in areas where improvement is needed. This could include training on instructional strategies, classroom management techniques, and assessment methods.

2. Support teachers in adapting the physical education curriculum to suit the needs of both majors and non-majors. Provide resources and guidelines for modifying activities, assessments, and instructional strategies to accommodate diverse student populations and ensure inclusive and meaningful learning experiences for all.

3. Offer additional support and resources specifically targeted at engaging and motivating non-majors in physical education classes. This could include designing activities that cater to their interests and

providing opportunities for them to develop a positive attitude towards physical activity.

4. Allocate sufficient resources to physical education programs, including equipment, facilities, and space. This will enable teachers to design and deliver quality lessons that meet the needs of both majors and non-majors.

5. Encourage the development and implementation of fair and inclusive assessment strategies that consider the diverse skill levels and abilities present in physical education classes. Provide guidance and training on effective assessment methods to ensure accurate evaluation of student performance and progress.

6. Facilitate mentoring programs and encourage collaboration among physical education teachers. Experienced teachers can provide guidance and support to those with fewer years of experience, fostering a culture of professional growth and knowledge sharing.

7. Explore ways to optimize class time to balance the curriculum requirements and address the individual needs of both majors and non-majors. Provide guidance and strategies for effective time management to ensure sufficient opportunities for skill development and meaningful learning experiences.

By implementing these recommendations, it is expected that the competence and performance of physical education teachers will be further enhanced, leading to improved learning experiences and outcomes for students.

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Conflict of Interest:

The author states that this research does not have a conflict of interest with any party.

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