

PERFORMANCE OF PHYSICAL EDUCATION TEACHERS OF CAVITE STATE UNIVERSITY ON ONLINE LEARNING DELIVERY

Karen M. Tilan

Khaitrece@gmail.com

Cavite State University, Imus City, Cavite 4103 Philippines

Abstract

Teaching performance is an important aspect in higher education. It is considered to be challenging the expectations of various stakeholders such as parents and students and reasons for assessing the teaching effectiveness. Teachers have a big influence in their students, teaching and assisting them by imparting knowledge, techniques, as well as sharing or life experiences can have an impact for them to engage and be more participative during class activities. Physical education subject can help them be more active, program in this subject may help them in a lot of aspects.

This research was conducted by the author in order to determine the Performance of Physical Education Teacher with regards to their online learning delivery. The study also dealt with knowing the status of the profile of the faculty respondents such as Highest educational attainment, years of teaching experience, status of appointment, teaching workload Secondary data was also gathered such as supervisor/dean's performance evaluation and student evaluation test was considered to determine the performance level in online learning delivery. This study used a descriptive research method. A total of 44 (forty-four) faculty from Cavite State University – Main Campus were chosen as respondents using a purposive sampling technique. In order to collect data, a self-made questionnaire is employed as a research tool and secondary data was collected. The main study instrument was the Likert scale survey questionnaire and secondary data, with these instruments, it was examined and interpreted using statistical tool.

The results showed that the respondents in terms of highest educational attainment needs to be pursued, teaching experience are mostly new in the service, status of appointment mostly faculty -respondents are in the job order status, teaching workload were more than regular number of hours, for eligibility findings faculty needed to take teacher's board examination. Management styles findings in terms of interventionist styles was high, interactionist style was very high and non – interventionist style data results show of an overall rating for interactionist style with a 4.53 % was the frequent management style that is implicated by the faculty. Leadership styles findings was democratic and transformational styles with a very high interpretation, while autocratic style result was high, among the results that gained a very high rating transformational style standout the most with a 4. 50% overall rating.

Keywords: Teaching Performance; Physical Education; Online Learning Delivery

I. INRODUCTION

Teaching performance is an important aspect in higher education. It is considered to be challenging the expectations of various stakeholders such as parents and students and reasons for assessing the teaching effectiveness. As stated by Hammond (2010), improving the quality of teaching is the most specific and optimistic strategies for improving the quality of education as well as the learning outcomes.

Physical education can play an important role in that transition. Positive self-concept development is an outgrowth of a number of positive experiences encountered through physical activity. Social development results from interactions between peers as they learn to work cooperatively in small, medium and large groups. Physical education contributes to student's academic and intellectual growth as it provides knowledge and understanding about their bodies and how they function with exercise and without exercise. Students learn how to achieve physical fitness and importance of maintaining an active lifestyle for a lifetime. In a statement of A. Boonsem & T. Chaoensupmanee 2020, Physical education is one of the most important aspects of educational and teaching process. Teaching students in elementary, high school and college level can be taught the value of health and wellness, encouraging them in having an active lifestyle as well as developing them holistically. These learnings should have a continuous process most especially in the college level, this is the level were students experience to much stress in-terms of academic responsibilities, peer pressure, time management since they are already experiencing adulthood.

College students are experiencing a phase of a wide variety of challenges and opportunities as they engage and navigate in their college life. Teachers have a big influence in their students, teaching and assisting them by imparting knowledge, techniques, as well as sharing or life experiences can have an impact for them to engage and be more participative during class activities. Physical education subject can help them be more active, program in this subject may help them in a lot of aspects. According to Sallis et.al., 2012; Lohaphaibookun, 2011 & A. Boosem et.al., 2019, Physical education program can prepare children and adolescents in a lifelong active lifestyle and may have a good physical healthcare that are endorsed in public schools. Physical education subject can be an avenue for enhancing the appropriate approach for physical activities that is designed to develop student's fitness, improve psychomotor skills, social interactions and behavior. Physical educators should meet the standard qualifications in accordance to the said needed of college students in PE subject. One specific study that addressed this issue was done by L. Faber et.al, (2013) they stated a teacher – strategy level and involves a school-wide effort that classroom teachers and other school personnel can be the promoters in developing a healthy and active student. Teachers can implement physical activities and health knowledge in a vast number of cross-curricular subjects like integration of physical activities and health content could be used as material on social studies. Physical educators have been challenged on how to deliver the lessons to their learners with effectiveness in online teaching.

Online delivery is one of the transitions that happen in the education system around the world, it is one of the challenges that both the teachers and students have experienced for the past two years since this pandemic happened. Delivering or learning online, conducting or attending class meeting remotely had been the practiced to follow the safety protocols making sure that no

one will be harmed and be infected by the COVID – 19 virus. As stated by Allen et.al.,2020; I. Mojica 2021, the education sector continued to carry out their work, shifting circumstances via different service delivery modes. According to C. M Beyioku (2021), All of the face – to -face classes was continued as synchronous weekly meeting in Zoom, it also includes social-emotional sharing time. Teachers’ direct delivery of lessons was with the means of using software applications such as PowerPoint slides, short recorded videos, Breakout room discussions, and follow-up activities for submissions was the means of connected in the class. New policies and guidelines were imposed to embrace the new normal settings for educational delivery.

The purpose of this study to determine the teaching performance of Cavite State University physical educators on online learning delivery. From the results of this research, the researcher established the idea that the quality of teaching is a matter of knowing what are the most effective strategies to face the teaching – learning settings, and to decide when and how these should be used. Likewise, this addressed how a physical education teacher can most effectively assist the needs of each student regardless of their developmental characteristics.

1.1 Objectives of the Study

Generally, this study was conducted to determine the teaching performance of Cavite State University physical educators in online learning delivery.

Specifically, this study sought answer the following questions:

1. What is the status of the Profile of the Respondents in Cavite State University – Main Campus in terms of:
 - 1.1 highest educational attainment,
 - 1.2 years of teaching experience,
 - 1.3 status of appointment,
 - 1.4 teaching workload, and
 - 1.5 eligibility?
2. What is the level of management styles in terms of:
 - 2.1 Interventionist style,
 - 2.2 Interactionist style, and
 - 2.3 Non-interventionist style?
3. What is the level of leadership styles in terms of:
 - 3.1 Democratic leader
 - 3.2 Autocratic leader, and
 - 3.3 Transformational leader?
4. What is the level of performance in online learning delivery of PE teachers in CvSU – Main Campus based on supervisor/dean’s performance evaluation?
5. Is there a significant relationship between the management styles and the level of performance of PE teachers in online learning delivery?
6. Is there a significant relationship between the leadership styles and the level of performance of PE teachers in online learning delivery?
7. Is there a significant difference in the level of performance of PE teachers in online learning delivery when grouped according to their status?

2. METHODOLOGY

2.1. Research Design

This study employed a descriptive research design. Descriptive research, describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions who, what, where, and how. This type of research is also a grouping that will include many particular research methodologies and procedures, such as observations, surveys, self-reports, and tests (National Research Council, 2002). In this study, the researcher will employ data gathering and surveys to gather the necessary information. With the nature of the present study, descriptive research will be employed.

2.2 Respondents of the Study

The respondents of this study are faculty. The list of faculties under the College of Sports Physical Education and Recreation (CSPEAR), Purposive Sampling was utilized to gather the necessary data from the faculty - respondents. A Likert scale self-made questionnaire was administered to the faculty – respondents of this study. Secondary data of the summary of supervisor/dean's evaluation was collected for this research.

2.3 Research Instruments

One instrument was prepared by the researcher to gather the necessary information. The instrument will be solely constructed by the researcher.

Each of these variables has indicators where the respondents rate their classroom management and teaching approach in online delivery class using the 5-point Likert Scale.

Legend:

Scale	Range	Remarks
5	4.20 – 5.00	Always
4	3.40 – 4.19	Often
3	2.60 – 3.39	Sometimes
2	1.80 – 2.59	Seldom
1	1.00 – 1.79	Never

The secondary data instrument: summary of supervisor/dean's evaluation was gained from the office of the dean of College of Sports Physical Education and Recreation of Cavite State University – Main Campus.

The teachers were given a self-administered structured questionnaire to complete. The items on the questionnaire were the professional profile of physical educators, their management styles and leadership styles in teaching.

The instrument for physical educators was asked for information about the highest educational attainment, years of teaching experience, status of appointment, teaching workload, and eligibility.

The secondary instrument is summary of supervisor/dean's evaluation that had been rated by the chairperson and dean of CSPEAR.

2.4 Research Procedure

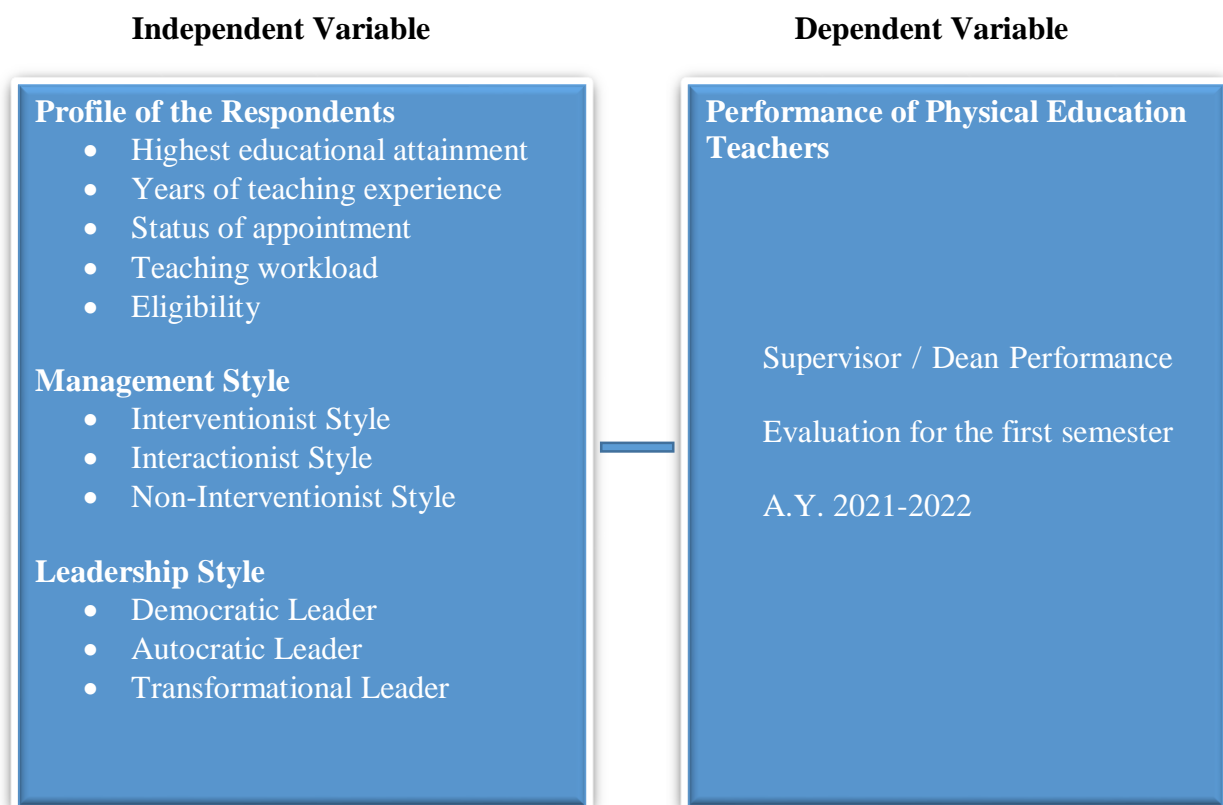
Permission to conduct the study was secured from the Research Adviser, Dean of Graduate Studies and Research of Laguna State Polytechnic University – Sta. Cruz, President of Cavite State University – Main Campus, Dean of College of Sports Physical Education and Recreation (CSPEAR) of Cavite State University – Main Campus. Thereafter, the physical educators were informed about the study and gave their consent to participate.

The physical educator was asked to allow the researcher to conduct the surveys questionnaire. The respondents will be assured of confidentiality and privacy of information provided.

The researcher submitted a letter that was approved by the research adviser and dean of GSAR – LSPU – Sta.Cruz, afterwards the letter was submitted to the university president of CvSU – Main, dean of CSPEAR and was permitted to gather all the necessary data that are needed for the basis of the results of this study.

2.5 Conceptual Framework

Conceptual framework is derived from the two theories of action in teaching effectiveness. This study aims to identify the teaching effectiveness of Cavite State University physical educators in online learning platform.



Research Paradigm of the Study

The independent variable included are the status of the profile of the respondents (highest educational attainment, years of teaching experience, status of appointment, teaching workload, eligibility), management styles (Interventionist style, Interactionist style, Non – Interventionist style), Leadership styles (Democratic leader, Autocratic leader, Transformational leader). The dependent variable is the performance of the faculty members based on supervisor or dean's rating for the first semester A.Y. 2021-2022.

2.6 Statistical Treatment of Data

The statistical treatment of data used in this study were the following:

1. To determine the status of the Profile of the Respondents in Cavite State University – Main Campus in terms of:

- 1.1 highest educational attainment,
- 1.2 years of teaching experience,
- 1.3 status of appointment,
- 1.4 teaching workload, and
- 1.5 eligibility

Frequency was used to compute the statistical treatment of data.

2. To determine the level of management styles in terms of:

- 2.1 Interventionist style,
- 2.2 Interactionist style, and
- 2.3 Non-interventionist style

Mean and Standard Deviation was used to compute the statistical treatment of data.

3. To determine the level of leadership styles in terms of:

- 3.1 Democratic leader
- 3.2 Autocratic leader, and
- 3.3 Transformational leader

Mean and Standard Deviation was used to compute the statistical treatment of data.

4. To determine the level of performance in online learning delivery of PE teachers in CvSU – Main Campus based on supervisor/dean's performance evaluation. P-value was used to compute the statistical treatment of data.

5. To determine the significant relationship between the management styles and the level of performance of PE teachers in online learning delivery. P-value was used to compute the statistical treatment of data.

6. To determine the significant relationship between the leadership styles and the level of performance of PE teachers in online learning delivery. P-value was used to compute the statistical treatment of data.

7. To determine the significant difference in the level of performance of PE teachers in online learning delivery when grouped according to their status. T-statistics was used to compute the statistical treatment of data.

3. RESULTS AND DISCUSSION

Presentation, Analysis and Interpretation of Data

This chapter discusses the status of the profile of the respondents in Cavite State University – Main Campus, the level of management styles and leadership style of the respondents, the relationship of management style in the performance of physical education teachers in online learning delivery; the relationship of leadership style in the performance of physical education teachers in online learning delivery; the difference of performance of physical education teachers in online learning delivery when grouped according to their professional qualifications.

Status of the Profile of the Respondents

The status of the profile of the respondents covered in this study included highest educational attainment, years of teaching experience, status of appointment, teaching workload and eligibility.

Figure 2 presents the status of the profile of the respondents in Cavite State University – Main Campus in terms of highest educational attainment. Out of forty-four (44) faculty, twenty-one (21) or about 47.73% of the sample population were Baccalaureate Degree. This is followed in frequency by the Master's Degree with twenty (20) faculty or about 45.45% of the sample population. On the other hand, only three (3) faculty were Doctorate Degree which accounts for 6.82% of the sample population.

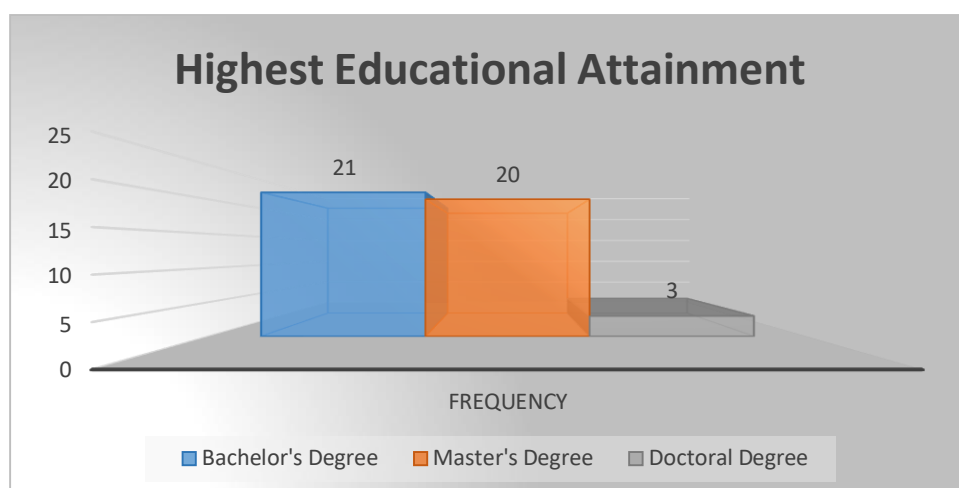


Figure 2. Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of highest educational attainment

It can be inferred that the highest educational attainment of the faculty's predominantly needs to pursue higher education during the time of the study. Figure 2 shows that only few physical education teachers in Cavite State University – Main Campus obtained the highest degree in professional teaching. Doctorate Degree. This implies that teachers need to prioritize pursuing higher education.

Espina – Verano (2017), their studies findings mostly of their faculty respondents are in the range of the ages 30 – 59 years old, these respondents have earned their appropriate post – graduate in both master’s and doctoral degree.

Figure 3 presents the Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of years of teaching experience. Out of forty-four (44) faculty, twenty-four (24) or about 54.55% of the sample population were in the field for 5 years and below. This is followed in frequency by the 6 to 10 years experiences with eight (8) faculty or about 18.18% of the sample population. On the other hand, only five (5) faculty were in the teaching for more than 16 years which accounts for 11.36% of the sample population.

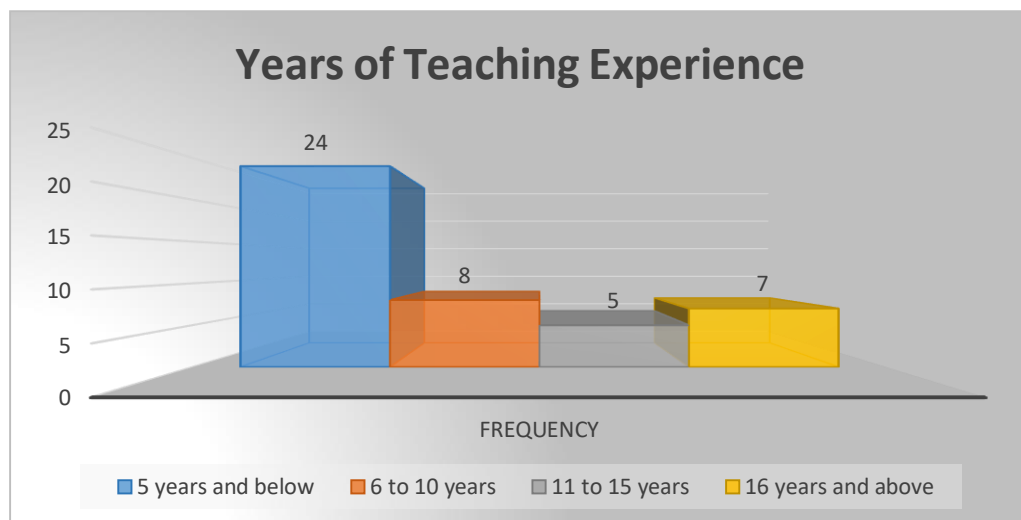


Figure 3. Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of years of teaching experience

It can be inferred that the years of teaching experience of the faculty’s mostly new in the service during the time of the study. When it comes to teaching experience, most of the sample population have only spent 5 years and below teaching in the university. It can be concluded that most of the faculty is new in the educational field during the study.

Respondents in the study of Espina – Verano (2017) had a teaching experience for 1 – 15 years and had a monthly salary ranging from P. 35, 000.00 and below.

Figure 4 presents the Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of status of appointment. Out of forty-four (44) faculty, thirty (30) or about 68.18% of the sample population were Contract of Service or Job Order. This is followed in frequency by the Permanent Position with twelve (12) faculty or about 27.27% of the sample population. On the other hand, only two (2) faculty were Contractual which accounts for 4.55% of the sample population.

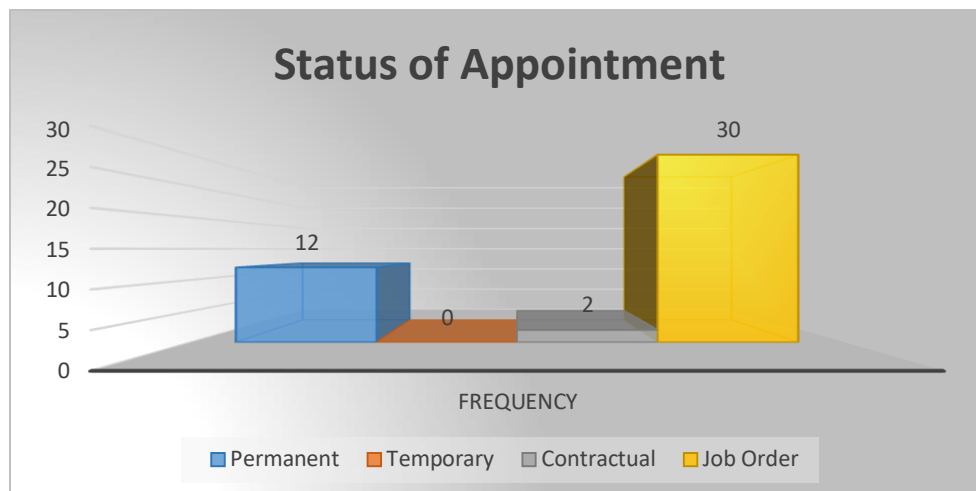


Figure 4. Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of status of appointment

It can be inferred that the status of appointment of the faculty were Job Order during the time of the study. Figure 3 shows that most of the physical education teachers' status of appointment in Cavite State University – Main Campus is Contract of Service or Job Order. Only a few works as a permanent employee in the said university. The study also cited that respondent was composed of regular, permanent and special lecturer faculty that are handling basic physical education course in State university in Samar Island. (Espina – Verano 2017).

Figure 5 presents the Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of teaching workload. Out of forty-four (44) faculty, thirty-one (31) or about 70.45% of the sample population have more than 24 hours. This is followed in frequency by regular number of hours 18 to 24 with seven (7) faculty or about 15.91% of the sample population. On the other hand, only six (6) faculty were working less than 18 hours which accounts for 13.64% of the sample population.

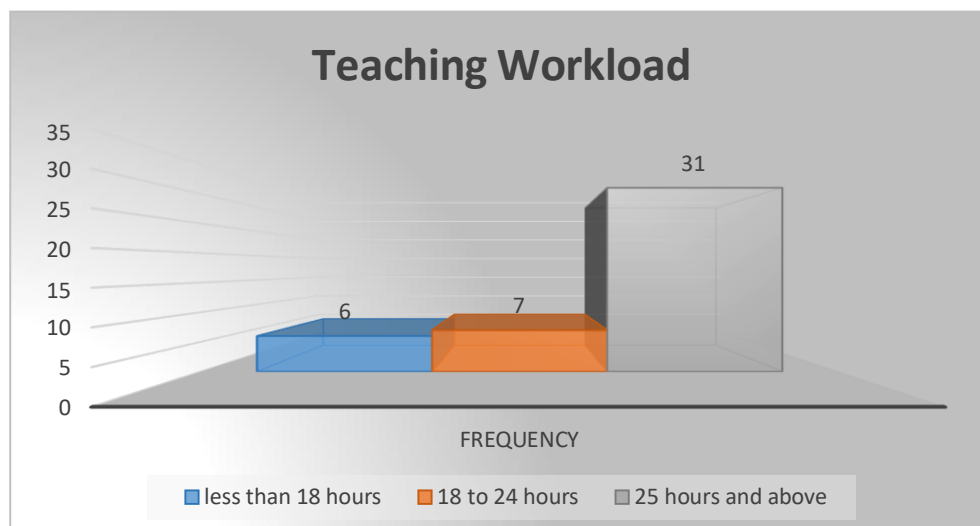


Figure 5. Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of teaching workload

It can be inferred that the teaching workload of the faculty were more than the regular number of hours during the time of the study. In terms of teaching workload, it can be concluded that most of the physical education teachers in Cavite State University – Main Campus spend more than 24 hours, which is more than the regular number of hours of teaching. For teaching workload as relevant to my study. According to Espina – Verano (2017), their respondents handle a class size of 50 student and below.

Figure 6 presents the Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of Eligibility. Out of forty-four (44) faculty, twenty-one (21) or about 47.73% of the sample population are Teacher's Board Passer. This is followed in frequency of without Eligibility with nineteen (19) faculty or about 43.18% of the sample population. On the other hand, each have two (2) faculty with Civil Service Professional and other Eligibility which accounts for 4.55% of the sample population.

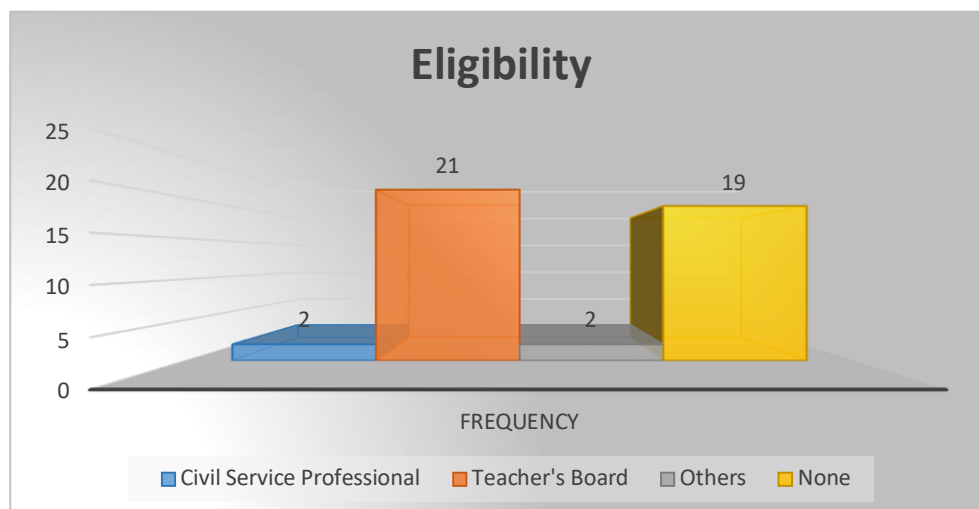


Figure 6. Status of the Profile of the Respondents in Cavite State University – Main Campus in terms of Eligibility

It can be inferred that the Eligibility of the faculty need to take Teacher's Board Examination during the time of the study. When it comes to eligibility most of the physical education teachers in Cavite State University – Main Campus passed the Board Exam for Teachers, and some of them are Civil Service Professionals. This shows that the teachers, especially those who did not take the Board Examination yet, should do so during the duration of the study. As stated by Espina – Verano, 2017. Faculty had attended 10 relevant seminars/trainings that are related to Physical Education subject, these seminars/trainings may help them in their career growth and in some for-eligibility purposes.

Level of Management Style

In this section, the Level of Management Styles of the respondents in terms of Interventionist Style, Interactionist Style and Non-Interventionist Style.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 1 illustrates the Level of Management Style in terms of Interventionist Style.

Table 1. Level of Management Style in terms of Interventionist Style

Statement: As a faculty:	MEAN	Standard Deviation	Verbal Interpretation
I discuss with the students the policy and guidelines for my subject.	4.84	0.37	Always
I make sure that students follow the policy and guidelines in my class.	4.86	0.46	Always
I give reward points for proactive students that pass their outputs on or before the scheduled deadline.	4.36	0.84	Always
I give surprise quizzes	2.75	1.42	Sometimes
I deduct points in activities if students do not follow the instructions.	3.80	1.23	Often
Overall Mean	4.12		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 1, Among the statements above, “I make sure that students follow the policy and guidelines in my class” yielded the highest mean score ($M=4.86$, $SD=0.46$) and was remarked as Always. This is followed by “I discuss with the students the policy and guidelines for my subject” with a mean score ($M=4.84$, $SD=0.37$) and was also remarked as Always. On the other hand, the statement “I give surprise quizzes” received the lowest mean score of responses with ($M=2.75$, $SD=1.42$) yet was also remarked as Sometimes.

Overall, the level of Management style in terms of Interventionist Style attained a mean score of 4.12 and a standard deviation of 1.23 and was High among the respondents.

In table 1, making sure that the students follow the policy and guidelines in the class got the highest mean score, while giving surprise quizzes got the lowest. With this the Interventionist Style when it comes to Management was high among the participants.

According to Skinner (cited in Sowell 2013), the interventionist management style is reactive in nature, providing consequences for student actions, which may help students learn by observation.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 2 illustrates the Level of Management style in terms of Interactionist Style.

In table 2, Among the statements, “I always give consideration and respond to my students' problems” yielded the highest mean score ($M=4.59$, $SD=0.58$) and was remarked as Always. This is followed by “I show empathy to my students about their academic status” with a mean score ($M=4.57$, $SD=0.62$), and were also remarked as Always. On the other hand, the statement “I greet

my students and ask them how's today or last weekend" received the lowest mean score of responses with ($M=4.45$, $SD=0.76$) yet was also remarked as Always.

Table 2. Level of Management Style in terms of Interactionist Style

Statement: As a faculty:	MEAN	Standard Deviation	Verbal Interpretation
I greet my students and ask them how's today or last weekend?	4.45	0.76	Always
I always seek the ideas and suggestions of my students during our lessons.	4.52	0.76	Always
I show empathy to my students about their academic status.	4.57	0.62	Always
I am using some sense of humor to engage my students with our topics.	4.52	0.59	Always
I always give consideration and respond to my students' problems.	4.59	0.58	Always
Overall Mean	4.53		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 2, Among the statements, "I always give consideration and respond to my students' problems" yielded the highest mean score ($M=4.59$, $SD=0.58$) and was remarked as Always. This is followed by "I show empathy to my students about their academic status" with a mean score ($M=4.57$, $SD=0.62$), and were also remarked as Always. On the other hand, the statement "I greet my students and ask them how's today or last weekend" received the lowest mean score of responses with ($M=4.45$, $SD=0.76$) yet was also remarked as Always.

Overall, the level of Management style in terms of Interactionist Style attained a mean score of 4.53 and a standard deviation of 0.66 and was Very High among the respondents.

In table 2, giving consideration and responding to the students' academic status got the highest mean score, while greeting students and asking them how they have been got the lowest. With this, the Interactionist Style when it comes to Management level was Very High among the participants.

As stated by Bandura cited in Sowell, 2013, the interventionist management approach has limitations, in general, it is more reactive rather than proactive, the teacher can become a full-time disciplinarian rather than a teacher.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 3 illustrates the Level of Management Style in terms of Non-interventionist Style.

In table 3, Among the statements, “After greeting the students, I proceed with my lesson right away” yielded the highest mean score ($M=3.89$, $SD=1.10$) and was remarked as Often. This is followed by “I consider late submission of outputs even if I disregard my instruction” with a mean score ($M=3.68$, $SD=1.20$) and was also remarked as Often. On the other hand, the statement “I give high scores on activities even if the students seldomly follow the instructions” received the lowest mean score of responses with ($M=2.95$, $SD=1.40$) yet was remarked as Sometimes.

Overall, the level of Management style in terms of Non-interventionist Style attained a mean score of 3.44 and a standard deviation of 1.26 and was High among the respondents.

Table 3. Level of Management Style in terms of Non-interventionist Style

Statement: As a faculty:	MEAN	Standard Deviation	Verbal Interpretation
I proceed to discuss the lesson whether the students give their feedback or not.	3.64	1.12	Often
I consider late submission of outputs even if I disregard my instruction.	3.68	1.20	Often
After greeting the students, I proceed with my lesson right away.	3.89	1.10	Often
I give high scores on activities even if the students seldomly follow the instructions.	2.95	1.40	Sometimes
It's okay for me if students seldomly cooperate with class activities	3.05	1.26	Sometimes
Overall Mean	3.44		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 3, greeting the students then proceeding to the lesson right away got the highest mean score, while giving high score to the outputs of the students even if they do not follow the instructions received the lowest mean score. With this, the Management level when it comes to Non – interventionist Style was high among the participants.

Ganly (2010), explained that non-interventionist management style is a reinforcement in a positive way to discipline students, and it is a helpful tool in the goal of classroom management.

Level of Leadership Style

In this section, the Level of Leadership Style of the respondents in terms of Democratic Leader, Autocratic Leader and Transformational Leader.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 4 illustrates the Level of Leadership Style in terms of Democratic Leader.

Table 4. Level of Leadership Style in terms of Democratic Leader

Statement: As a faculty:	MEAN	Standard Deviation	Verbal Interpretation
In the distribution of activities, I always seek the class opinion before having my final decision.	4.20	0.90	Always
I let my students handle classroom tasks to help them improve their leadership skills.	4.30	0.70	Always
I encourage my students in a collaborativetask with the rest of the class.	4.61	0.58	Always
I give my full support to my students on their outputs.	4.70	0.46	Always
I let my students plan and conceptualize their presentation of activities.	4.59	0.54	Always
Overall Mean	4.48		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 4, Among the statements above, “I give my full support to my students on their outputs” yielded the highest mean score ($M=4.70$, $SD=0.46$) and was remarked as Always. This is followed by “I encourage my students in a collaborativetask with the rest of the class” with a mean score ($M=4.61$, $SD=0.58$) and was also remarked as Always. On the other hand, the statement “In the distribution of activities, I always seek the class opinion before having my final decision” received the lowest mean score of responses with ($M=4.20$, $SD=0.90$) yet was remarked Always.

Overall, the level of Leadership style as to Democratic Leader attained a mean score of 4.48 and a standard deviation of 0.69 and was Very High among the respondents.

In table 4, giving full support to the students got the highest mean score, while seeking class opinion before deciding on the distribution of activities got the lowest. With this, the Leadership level when it comes to Democratic leader was Very High among the participants.

Onkoroji, Anyanwu and Ukpere (cited in Remaly 2017) suggested that democratic leadership style tends to be the most effective style for student’s performances. It brings out encouragement for class participation and decision making.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 5 illustrates the Level of Leadership Style in terms of Autocratic Leader.

In table 5, Among the statements, “I always put limitations with my students when it comes to student-teacher relationships” yielded the highest mean score ($M=4.52$, $SD=0.85$) and was remarked as Always. This is followed by “I am very strict when it comes to the submission of outputs” with a mean score ($M=3.95$, $SD=0.86$) and was also remarked as Often. On the other hand, the statement “Most of the time I discourage the suggestions of my students for them to strive and come up with a better output” received the lowest mean score of responses with ($M=2.48$, $SD=1.39$) yet was remarked as Rarely.

Table 5. Level of Leadership Style in terms of Autocratic Leader

Statement: As a faculty:	MEAN	Standard Deviation	Verbal Interpretation
I am the one always assigned leader for group performances.	3.57	1.11	Often
I am very strict when it comes to the submission of outputs.	3.95	0.86	Often
Most of the time I discourage the suggestions of my students for them to strive and come up with a better output.	2.48	1.39	Rarely
During examinations, it is required for my class to open their cameras.	3.11	1.42	Sometimes
I always put limitations with my students when it comes to student-teacher relationships.	4.52	0.85	Always
Overall Mean	3.53		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Overall, the level of Leadership style as to Autocratic Leader attained a mean score of 3.53 and a standard deviation of 1.34 and was High among the respondents. In table 5, putting limitations regarding student-teacher relationship received the highest mean score, while discouraging the suggestions of the students got the lowest. With this, the Leadership level when it comes to being an Autocratic Leader was High among the participants. Smith, 2016, indicated that authoritarian leader sustains control through strict rules, guidelines, and negative consequences.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 6 illustrates the Level of Leadership Style in terms of Transformational Leader.

Table 6. Level of Leadership Style as to Transformational Leader

Statement: As a faculty:	MEAN	Standard Deviation	Verbal Interpretation
I always incorporate my life experiences during class discussions.	4.14	0.77	Often
The activities that are assigned in my class always challenge their creativity skills.	4.59	0.50	Always
I enroot to my <i>lesson</i> 's life goal tips.	4.55	0.59	Always
I am well-groomed during a class meeting.	4.68	0.56	Always
I am optimistic about my instructional videos.	4.52	0.59	Always
Overall Mean	4.50		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 6, Among the statements above, “I am well-groomed during a class meeting” yielded the highest mean score ($M=4.68$, $SD=0.56$), and was remarked as Always. This is followed by “The activities that are assigned in my class always challenge their creativity skill” with a mean score ($M=4.59$, $SD=0.50$) and was also remarked as Always. On the other hand, the statement “I *always incorporate my life experiences during class discussions*” received the lowest mean score of responses with ($M=4.14$, $SD=0.77$) yet was remarked as Often.

Overall, the level of Leadership style as to Transformational Leader attained a mean score of 4.50 and a standard deviation of 0.63 and was Very High among the respondents.

In table 6, being well – groomed and prepared during the class meeting received the highest mean score, while incorporating life experiences during class discussion got the lowest.

With this, the Leadership level when it comes to being a Transformational leader was Very High among the participants. Caspi and Roccas, 2013, transformational leadership style when applied in university settings students are more satisfied with the subject when an instructor is an transformational leader.

Level of performance in online learning delivery of PE teachers in CvSU – Main Campus based on supervisor / dean's performance evaluation

Table 7 shows the level of performance in online learning delivery of PE teachers in CvSU – Main Campus based on supervisor / dean's performance evaluation.

Table 7 shows the level of performance in online learning delivery of PE teachers in CvSU – Main Campus based on supervisor / dean's performance evaluation, out of 44 faculty, the grade "4.00 to 4.99" got the highest frequency of twenty-five (25) or 56.82% of the sample population and with descriptive equivalent of Very Satisfactory. The scores "3.00 to 3.99" got the frequency of seventeen (17) or 38.64% of the sample population and with descriptive equivalent of Satisfactory. While the grade "2.00 to 2.99" got the lowest frequency of two (2) or 4.55% of the sample population and with descriptive equivalent of Unsatisfactory.

Table 7. Level of performance in online learning delivery of PE teachers in CvSU – Main Campus based on supervisor / dean's performance evaluation

Grade	Total	Descriptive Equivalent
5.00	0	Outstanding
4.00 to 4.99	25	Very Satisfactory
3.00 to 3.99	17	Satisfactory
2.00 to 2.99	2	Unsatisfactory
1.00 to 1.99	0	Poor
Total	44	
Weighted Mean	4.13	Very Satisfactory
SD	0.60	
Variance	0.365	
Skewness	-1.201	
Kurtosis	1.292	

With the (Weighted Mean = 4.13, SD = 0.60) and with variance of 0.365 indicating how the data scores are homogeneous to each other. The Skewness of -1.201 which is fairly symmetrical and a Kurtosis of 1.292 shows that the level performance in online learning delivery of PE teachers in CvSU – Main Campus based on supervisor / dean's performance evaluation has a linear relationship with thin distribution and has a descriptive equivalent of Very Satisfactory. It has been established that the dean's performance review has provided direct gratification to his or her teacher. More over half of the population passed their supervisor's evaluation. Not only does the supervisor see a big impact, but she or he is also confidence in his or her teacher's ability to give high – quality education.

Significant Relationship between the management styles and the level of performance of PE teachers in online learning delivery

Table 8 presents the significant relationship between the management styles and the level of performance of PE teachers in online learning delivery.

Table 8. Significant Relationship between the management styles and the level of performance of PE teachers in online learning delivery

	Management Style	Computed r-value	Strength	p-value	Analysis
Performance of PE Teachers	Interventionist	0.0331	Very Weak	0.8313	Not Significant
	Interactionist	0.1392	Very Weak	0.3674	Not Significant
	Non-interventionist	0.0153	Very Weak	0.9213	Not Significant

Legend:

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

Table 8 presents the significant relationship between the management styles and the level of performance of PE teachers in online learning delivery. Specifically, it presents the relationship of management styles and performance of PE teachers in online learning delivery.

The performance of PE teachers in online learning delivery were observed to have a very weak and no significant relationship. This is evidenced by the computed r values for Interventionist ($r=0.0331$), Interactionist ($r=0.1392$) and Non-interventionist ($r=0.0153$) which are less than the critical values for r. Furthermore, the computed p-values for the tests were shown to be greater than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the management styles and the level of performance of PE teachers in online learning delivery is accepted. Hence, there is no significant relationship between the two. It indicates that, although the level of performance of PE teachers in online delivery tend to go up in response to management styles, the relationship is not very strong. It also concludes there is no significant relationship between the level of performance of PE teachers in online delivery and management styles. Brannon's (2010) revealed that there is a lack of significant differences between interventionist, noninterventionist, and interactionalist teachers in relation to teachers' performance and student achievement.

Significant Relationship between the leadership styles and the level of performance of PE teachers in online learning delivery in terms of Democratic leader

Table 9 presents the significant relationship between the leadership styles and the level of performance of PE teachers in online learning delivery. Specifically, it presents the relationship of leadership styles and performance of PE teachers in online learning delivery.

Table 9. Significant Relationship between the leadership styles and the level of performance of PE teachers in online learning delivery in terms of Democratic leader

	Leadership Style	Computed r-value	Strength	p-value	Analysis
Performance of PE Teachers	Democratic Leader	0.1861	Very Weak	0.2264	Not Significant
	Autocratic Leader	0.2131	Weak	0.1649	Not Significant
	Transformational Leader	0.1654	Very Weak	0.2833	Not Significant

Legend:

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

The performance of PE teachers in online learning delivery were observed to have a very weak to weak and no significant relationship. This is evidenced by the computed r values for Democratic Leader ($r=0.1861$), Autocratic Leader ($r=0.1392$) and Transformational Leader ($r=0.0153$) which are less than the critical values for r. Furthermore, the computed p-values for the tests were shown to be greater than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the leadership styles and the level of performance of PE teachers in online learning delivery is accepted. Hence, there is no significant relationship between the two. It indicates that, although the level of performance of PE teachers in online delivery tend to go up in response to leadership styles, the relationship is not very strong. It also concludes there is no significant relationship between the level of performance of PE teachers in online delivery and leadership styles. Tello-Aguilar, Uribe-Hernandez, Castagnola-Sanchez and Meneses-Claudio (2021) examined the perception of leadership styles and teaching performance at a University of Lima. It was found out that transformational leadership style was significantly related to higher teaching performance.

Significant difference in the level of performance of PE teachers in online learning delivery when grouped according to their status.

Table 10 presents the significant difference in the in the level of performance of PE teachers in online learning delivery when grouped according to their professional qualifications.

Table 10. Significant difference in the level of performance of PE teachers in online learning delivery when grouped according to their status.

		t statistic	p-value	Analysis
	Bachelor's Degree	-1.6398	0.055	Not Significant
	Master's Degree			
	Bachelor's Degree	-1.9444	0.062	Not Significant

Highest Educational Attainment	Doctoral Degree			
	Master's Degree	-0.8557	0.228	Not Significant
	Doctoral Degree			
Years of Teaching Experience	5 years and below	-0.6269	0.270	Not Significant
	6 to 10 years			
	5 years and below	-4.2972	0.001	Significant
	11 to 15 years			
	5 years and below	-2.9843	0.006	Significant
	16 years and above			
	6 to 10 years	-2.0717	0.030	Significant
	11 to 15 years			
	6 to 10 years	-1.3110	0.106	Not Significant
	16 years and above			
	11 to 15 years	1.1193	0.149	Not Significant
	16 years and above			
Status of Appointment	Permanent	-0.5301	0.345	Not Significant
	Contractual			
	Permanent	0.3250	0.374	Not Significant
	Job Order			
	Contractual	0.7327	0.299	Not Significant
	Job Order			
Teaching Workload	Less than 18 hours	1.4368	0.097	Not Significant
	18 to 24 hours			
	Less than 18 hours	3.4509	0.001	Significant
	25 hours and above			
	18 to 24 hours	0.0725	0.472	Not Significant
	25 hours and above			
Eligibility	Civil Service Professional	-2.6986	0.057	Not Significant
	Teacher's Board			
	Civil Service Professional	-0.7476	0.296	Not Significant
	Others			
	Civil Service Professional	-0.4775	0.325	Not Significant
	None			
	Teacher's Board	4.1635	0.000	Significant
	Others			
	Teacher's Board	1.7117	0.049	Significant
	None			
	Others	0.0014	0.499	Not Significant
	None			

There is no observed significant difference in the in the level of performance of PE teachers in online learning delivery when grouped according to highest educational attainment based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

Also, there is no observed significant difference in the level of performance of PE teachers in online learning delivery when grouped according to years of teaching experience based on the computed t-statistic with a p-value that is less than the significance alpha 0.05.

And there is no observed significant difference in the level of performance of PE teachers in online learning delivery when grouped according to status of appointment based on the computed t-statistic with a p-value that is greater than the significance alpha 0.05.

While, there is no observed significant difference in the level of performance of PE teachers in online learning delivery when grouped according to teaching workload based on the computed t-statistic with a p-value that is greater than the significance alpha 0.05.

Lastly, there is no observed significant difference in the level of performance of PE teachers in online learning delivery when grouped according to eligibility based on the computed t-statistic with a p-value that is greater than the significance alpha 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant difference in the level of performance of PE teachers in online learning delivery when grouped according to their professional qualifications” is accepted. Thus, inciting that there is no significance between the two. Simply put the data show that when PE teachers are classified according to their professional qualifications, there is no significant difference in their level of performance in online learning delivery. (Waller, Harrison, Hatt and Choudry, 2012 cited in Amalus, (2021), Teaching experience is one of the qualifications used in this study in relation to teacher performance. This refers to the actual number of years a teacher has put into classroom teaching.

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions based on the hypotheses, and corresponding recommendations.

Summary

This study was conducted to determine the performance of physical education teachers in online learning delivery specifically to determine the professional qualifications of physical education teachers in Cavite State University – Main Campus in terms of highest educational attainment, years of teaching experience, status of appointment, teaching workload, and eligibility. It also discusses the level of management styles in terms of; interventionist, interactionist and non – interventionist, leadership styles in terms of; democratic leader, autocratic leader and transformational leader. The level of performance in online learning delivery of physical education teachers based on the supervisor/dean’s performance evaluation. The relationship of management styles between the performance of physical education teachers in online learning delivery. The relationship of leadership styles between the performance of physical education teachers in online learning delivery. The difference in the level of performance of physical education teachers in online delivery when grouped according in their professional qualifications.

This study utilized a descriptive design use to determine the performance of physical education teachers of Cavite State University on online learning delivery. The main source of data

of the study is the survey questionnaire prepared by the researcher and the secondary data which was collected during this study.

The results revealed that the highest educational attainment of the faculty's predominantly needs to pursue higher education during the time of the study, only few physical education teachers in Cavite State University – Main Campus obtained the highest degree in professional teaching. Doctorate Degree. This implies that teachers need to prioritize pursuing higher education. The years of teaching experience of the faculty's mostly new in the service during the time of the study. When it comes to teaching experience, most of the sample population have only spent 5 years and below teaching in the university. It can be concluded that most of the faculty is new in the educational field during the study. The status of appointment of the faculty were Job Order during the time of the study, most of the physical education teachers' status of appointment in Cavite State University – Main Campus is Contract of Service or Job Order. Only a few works as a permanent. In teaching workload, most of the physical education teachers in Cavite State University – Main Campus spend more than 24 hours, which is more than the regular number of hours of teaching. Eligibility of the teachers finding was most of the respondents passed the teachers' board examination and civil service professionals. The level of managements styles had a results of an overall mean verbal interpretation for interventionist style – high, interactionist style – very high, non – interventionist style – high. The level of leadership styles had a results of an overall mean verbal interpretation for democratic leader – very high, autocratic leader – high, transformational leader – very high. Transformational leader standout the most type of leader style by the respondents during this study. The findings for the level of performance of PE teachers in online learning delivery based on the supervisor/dean's performance evaluation had a linear relationship with an overall mean verbal interpretation of very satisfactory among the respondents, while no significant relationship between management styles and leadership styles in the performance of physical education teachers in online learning delivery. Lastly there was no significant difference in the level of performance of physical education teachers in online learning delivery when grouped according to professional qualifications.

Conclusions

Drawn the results of the study, the following results are set forth;

1. The null hypothesis stating that "There is no significant relationship between the management styles and the level of performance of PE teachers in online learning delivery thus was accepted.
2. The null hypothesis stating that "There is no significant relationship between the leadership styles and the level of performance of PE teachers in online learning delivery thus was accepted.
3. The null hypothesis stating that "There is no significant difference in the level of performance of PE teachers in online learning delivery when grouped according to their professional qualifications, thus was accepted.

Recommendations

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

1. The supervisor/dean should have more encouragement for faculty members to pursue professional development.
2. Opportunities for faculty development can be target by an action plan.
3. The University may continue support and provide all the needs of the faculty

members either in different academic status to be more motivated and feel that they were being assisted even in the line of diverse services.

4. As revealed by the educational attainment of the majority of Physical Education Teachers, it is highly recommended that teachers may be encourage to undergo assessment for promotion and permanent position since majority of the respondents have acquired master degree.

5. Sustainable development through attendance in seminar, webinars and training about online distance learning modalities.

5. ACKNOWLEDGMENTS

The author wishes to extend appreciation to the participants of the study.

6. REFERENCES

- Amalu, M. N. (2021). Teacher demographics and evaluation: A descriptive study in a large urban district. *Lwati: A Journal of Contemporary Research* 18(1), Retrieved from <https://www.ajol.info/index.php/lwati/article/view/206253>
- Benware, A. (2017). The Roles of Teaching Experience and Authoritative Classroom Management Style on Student Discipline (Order No. 10252203). Available from ProQuest Central; Publicly Available Content Database. (1900254302). <https://www.proquest.com/dissertations-theses/roles-teaching-experience-authoritative-classroom/docview/1900254302/se-2>
- Boonsem. A Chaoensupmanee. T. (2020). Determining the Factors of Teaching Effectiveness for Physical Education International Education Studies; Vol. 13, No. 3; 2020 ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education
- Brannon, T.S. (2010). The effects of classroom management beliefs/ideologies on student academic success. Dissertation. California State University. CA, USA. <https://eric.ed.gov/?id=ED522758>
- Beyioku, C. M. (2021). COVID-19 Transition to Online: Quick! Bring the Fun. *Journal of Teaching and Learning with Technology*, Vol. 10, Special Issue, pp. 393-396. doi: 10.14434/jotlt. v9i2.3110
- Cacheiro-Gonzalez, M.L., Medina-Rivilla, A., Dominguez-Garrido, M.C., Medina-Dominguez, M. (2019). The learning platform in distance higher education: student's perceptions. *Turk. Online J. Distance Educ.* 20, 71–95.
- Caluza, L. J., Function, D.G., Verecio, R.L., Cinco, J.C., Quisumbing, L..A., Laurente, M.L., & Gotardo, M.A. (2017). Faculty performance evaluation in a Philippine university information technology program. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22, 28-36. Retrieved from https://www.researchgate.net/publication/334415462_Faculty_Performance_Evaluation_in_A_Philippine_University_Information_Technology_Program

- Coman, C., Laurențiu, G. Ț., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: students' perspective. *Sustainability*, 12(24), 10367. <http://dx.doi.org/10.3390/su122410367>
- D'Agostino, E.M., Urtel, M., Webster, C.A., McMullen, J., & Culp, B. (2021). Virtual physical education during covid-19: exploring future directions for equitable online learning tools. *Frontier in Sports and Active Living*, 3(716566), 1-6. doi:10.3389/fspor.2021.716566.
- Darling-Hammond. L. (2010). Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching Web site: <http://www.americanprogress.org>
- Daum, D. N. (2020). Thinking about hybrid or online learning in physical education? Start here! *JOPERD* 91, 42–44. doi: 10.1080/07303084.2020.1683387
- Dhawan, S. (2020). online learning: a panacea in the time of covid-19 crisis. *J. Educ. Technol. Syst.* 49, 5–22.
- Digital Learning Collaborative. (2020). Snapshot 2020: A review of K–12 online, blended, and digital learning. <https://static1.squarespace.com/static/5a98496696d4556b01f86662/t/5e61341d879e630db4481a01/1583428708513/DLC-KP-Snapshot2020.pdf>
- Esentürk, O. K. (2020). Parents' perceptions on physical activity for their children with autism spectrum disorders during the novel Coronavirus outbreak. *Int. J. Dev. Disabil.* 1–12. doi: 10.1080/20473869.2020.1769333
- Espiña-Verano, M.L. (2017). Performance of Physical Education Teachers in State Universities in Samar Island: Basis for Ape Development Plan. *International Journal of Science and Research*, 6(12), 631-642. <https://www.semanticscholar.org/paper/Performance-of-Physical-Education-Teachers-in-State-Espi%C3%B1a-Verano/5d9b0b6cd0b9798c6ac6a18ce0304806799db1f1>
- Evergreen Education Group. (2016). Keeping pace with K–12 online learning. https://static1.squarespace.com/static/59381b9a17bffc68bf625df4/t/593efc779f745684e6ccf4d8/1497300100709/EEG_KP2016-web.pdf/
- Faber, L., Kulinna, P., & Darst, P. (2013). Strategies for Physical Activity Promotion Beyond the Physical Education Classroom: Published online: 26 Jan. 2013. Pages 27 - 31
- Filiz, B., & Konukman, F. (2020). Teaching strategies for Physical Education during the COVID-19 pandemic. *Journal of Physical Education Recreation & Dance*, 91(9). <https://doi.org/10.1080/07303084.2020.1816099>
- Frazer, C., Sullivan, D.H., Weatherspoon, D., & Hussey, L.C. (2017). Faculty Perceptions of Online Teaching Effectiveness and Indicators of Quality. *Nursing Research and Practice*, 2017.

- Ganly, S. (2010). BF Skinner's theories on discipline in the classroom. Retrieved from <https://sarahganly1.medium.com/b-f-skinner-theories-on-discipline-in-the-classroom-f2741c1fe39e>
- Gnnawan, C. I. (2020). An analysis of lecturers' demographic factors affecting research performance in indonesia. International Journal of Research in Business and Social Science, 9(5), 326-332. doi:<http://dx.doi.org/10.20525/ijrbs.v9i5.759>
- Ismail, R. Arshad, R., & Abas, Z. (2018). Teaching experience and teacher effectiveness. International Journal of Advanced Studies in Social Sciences and Innovation (IJASSI), 2(1), 144-158.
- Jones, C. (2020). How P.E. teachers are trying to get students off the couch during the pandemic. EdSource. Retrieved from <https://edsource.org/2020/how-p-e-teachers-are-trying-to-get-studentsoff-the-couch-during-the-pandemic/642765>
- Kooiman, B.J. (2017). Moving online physical education from oxymoron to efficacy. Sport, Education and Society, 22(2), 230–246. 10.1080/13573322.2015.1015978
- Kretschmann, R. (2015). Physical education teachers' subjective theories about integrating information and communication technology (ICT) into physical education: [1]. TOJET: The Turkish Online Journal of Educational Technology, 14(1) Retrieved from <https://www.proquest.com/scholarly-journals/physical-education-teachers-subjective-theories/docview/1728238595/se-2?accountid=38643>
- Lanoue, P. D. (2009). The effect of professional development in perceptual control theory on administrator and teacher beliefs about classroom management. Doctoral Dissertation. Mercer University, Atlanta Unpublished doctoral dissertation.Kansas State University. UMI Number: 8806247
- Luthra, & Mackenzie. (2020). 4 Ways Covid -19 Could Change How We Educate Future Generations.
- M. D. Castro & G. Tumibay. (2019). A literature review: efficacy of online learning courses for higher education institution using meta-analysis: Published: 04 November 2019
- Magalong, A. A. & Torreon, L. C. (2021). Teaching workload management: its impact to teachers' wellbeing and effectiveness American Journal of Multidisciplinary Research & Development (AJMRD), 3(2), 31-36.
- Moore, D. W. (2008). Classroom organizational structures as related to student achievement in upper elementary grades in Northeast Tennessee Public Schools. (Doctoral dissertation). East Tennessee State University.
- O'Brien, W., Adamakis, M., O'Brien, N., Onofre, M., Martins, J., Dania, A., . . . Costa, J. (2020). Implications for European Physical Education Teacher Education during the COVID-19 pandemic: a cross institutional SWOT analysis. European Journal of Teacher Education, 43, 503-522.

- Patimo, D. M. (2020). Faculty performance evaluation system of state universities and colleges in the Philippine eastern Visayas region. *JISAE Journal of Indonesian Student Assessment and Evaluation* 6(2),159-167. doi:10.21009/JISAE.062.06
- Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. *Journal of Professional Capital and Community*, 4(4), 286-308. <https://doi.org/10.1108/JPC-12-2018-0032>
- Quezada, R. L., Talbot, C., & Quezada-Parker, K. B. (2020). From bricks and mortar to remote teaching: A teacher education program's response to COVID-19. *Journal of Education for Teaching*, 46, 472-483.
- Razalli, A. R., Kamaruddin, K., Tek, O. E., Teck, K. W., & Daud, N. A. M. (2021). Evaluating teaching workload of academic staff for optimum and effective use of expertise resources. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 13–26. <http://dx.doi.org/10.6007/IJARBS/v11-i6/10077>
- Remaly, K., Smith, G., Minor, M., & Brashen, H. (2017). Successful instructional leadership styles in education. *Journal of Instructional Research*, 6, 46-52. <https://files.eric.ed.gov/fulltext/EJ1152956.pdf>
- Reyes, J.V., Ariraya, A. C. Guerzon, R. A., & Solis, A. L. (2018). The perceived impact of online student evaluation to the performance among faculty from PUP branches and campuses: Basis for policy review and implementation. *IRCHE 2017 4th International Research Conference on Higher Education*, 2018, 623-640. doi: <https://doi.org/10.18502/10.18502/kss.v3i6.2409>
- Ritter, J. & Hancock, D. (2007). Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teachers. *Teaching and Teacher Education*, 23(7), 1206-1216. 10.1016/j.tate.2006.04.013
- Sallis, J. F., McKenzie, T. L., Beets, M. W., Beighle, A., Erwin, H., & Lee, S. (2012). Physical education's role in public health: Steps forward and backward over 20 years and HOPE for the future. *Research quarterly for exercise and sport*, 83(2), 125-35. <https://doi.org/10.1080/02701367.2012.10599842>
- Shah, S. & Udgaonkar, U. (2018). Influence of gender and age of teachers on teaching effectiveness.: Students perspectives. *International Journal of Current Microbiology and Applied Sciences*, 7(1), 2436-2441.
- Simendinger, E., Abdul-Nasser El-Kassar, Gonzalez-Perez, M., Crawford, J., Thomason, S., Reynet, P., . . . Edwards, J. (2017). Teaching effectiveness attributes in business schools. *The International Journal of Educational Management*, 31(6), 780-800. doi:<http://dx.doi.org/10.1108/IJEM-05-2016-0108>
- Sobaih, A.E.E., Hasanein, A.M., & Abu Elnasr, A.E. (2020). Responses to covid-19 in higher education: Social media usage for sustaining formal academic communication in

developing countries. Sustainability 12, (24), 10367. doi:
<http://dx.doi.org/10.3390/su122410367>

- Sowell, H. K. (2013). Classroom management strategies: The impact on student achievement (Order No. 3605968). Available from ProQuest Central. (1491383370). <https://www.proquest.com/dissertations-theses/classroom-management-strategies-impact-on-student/docview/1491383370/se-2?accountid=34302>
- Tello-Aguilar, C., Uribe-Hernandez, Y., Castagnola-Sanchez, J., & Meneses-Claudio, B. (2021). Perception of Leadership Styles and Teaching Performance at a University of Lima. The Institute of Electrical and Electronics Engineers, Inc. (IEEE). <http://dx.doi.org/10.1109/SHIRCON53068.2021.9652259>
- Varea, V., & González-Calvo, G. (2020). Touchless classes and absent bodies: teaching physical education in times of Covid-19. Sport, Education and Society, 1-15.
- W. Simmons. Annenberg Institute for School Reform (AISR). (2011). <https://www.coreeducationllc.com/blog2/theories-of-action-for-teacher-effectiveness/>
- Webster, C. A., D'Agostino, E., Urtel, M., McMullen, J., Culp, B., Loiacono, C. A. E., & Killian, C. (2021). Physical education in the covid era: considerations for online program delivery using the comprehensive school physical activity program framework. Journal of Teaching in Physical Education, 40(2), 327-336. <https://doi.org/10.1123/jtpe.2020-0182>
- Yambao, Y.I.A. (2016). Online Student Evaluation of Teachers (SET) Database System: A Faculty Evaluation Tool. In Proceedings of EdMedia 2016--World Conference on Educational Media and Technology (pp. 539-544). Vancouver, BC, Canada: Association for the Advancement of Computing in Education (AACE). Retrieved November 19, 2021 from <https://www.learntechlib.org/primary/p/172998/>.