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SECTION 21 Pedagogy, Psychology and Innovation in the field of education.

TEACHERS' PERCEPTIONS IN ENHANCING LOW SKILLED STUDENTS IN HIGHER INSTITUTIONS

Abstract: The study determined the physical education teachers' perceptions in enhancing the performance of low –skilled performers in physical education classes. It employed descriptive method that illustrates in a paradigm the respondents' profiles, the areas of consideration to enhance the performance of low-skilled students. The implications of the results of the study in the teaching of physical education was drawn. Findings revealed that the respondents showed very high awareness on the perceptions in enhancing the performance of low-skilled students as indicated by the following: that the teachers should keep themselves abreast with the various concepts and principles on how they could further strengthen and help improve students' performance especially with low skill level students in physical education classes; that teachers must continuously become more probing in terms of how to make the classroom environment more beneficial and agreeable to the learners; that teachers should always innovate for better solutions to encourage and enhance the low-skilled performers strive for a more outstanding performances and look continually for challenges to make teaching and learning in physical education a more successful one; and that teachers should use authentic assessment tool in evaluating students performances to offer a more objective and relevant measures of the learners output.

Key words: teachers perceptions, low-skilled performers, reflective teaching, authentic assessment, Physical Education.

Language: English

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1 Introduction

Physical education is a statutory area of the school curriculum concerned with developing students' physical competence and confidence, and their ability to use these to perform in a wide range of activities [1]. The performance of physical skills forms a central and characteristic feature of the subject, like all other areas of the curriculum, which is fundamentally concerned with knowledge, skills and understanding. In the words of a position paper for the World Summit on Physical Education, the subject involves both learning to move and moving to learn [2]. In other words, physical education is concerned with learning the skills and understanding required for participation in physical activities, knowledge of one's own body and its range of and capacity for movement; and it is also a context for and means of learning a wide range of outcomes which are not inherent to physical activity, but which are valuable extrinsic educational lessons, such as social skills, aesthetic judgement, literacy and numeracy.

Students enter physical education classes with a wide range of motor ability and the disparity in student's skill levels bring with it different experiences

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to students. Low skilled students who experienced criticisms in competitive situations finally resorted to physically removing themselves from the situation by sitting out. Low skilled students enjoy physical education classes when they are successful, which subsequently makes learning a positive experiences. Physical education teachers play a pivotal role in helping low skilled students succeed by providing skill-related feedbacks and creating an environment in which all students can be successful [3].

With the above-mentioned information, the researchers would like to determine the perception of physical education teachers in enhancing the performance of low-skilled performers in physical education classes. The teacher's perceptions in enhancing the performance of students are based on the idea that instructors want to remove the physical and emotional barriers that confront low-skilled students. The objective is to empower low-skilled students to find success in college activity classes so that they will be more likely to pursue lifetime physical activities classes. Assessing the teachers' perceptions in enhancing low skilled students however, could serve as a starting point that will lead to other ideas and practices in helping students lead more active lifestyles. Instructors can no longer ignore the population of students; they must accept the challenge of giving them an adequate learning environment. Being perceptive with the concepts on how to enhance the performance of low-skilled students in physical education classes intends to guide physical educators through the process of identifying the needs and remain anchored to the changing learning environment.

This study was anchored in assessing the perception of the teachers in enhancing the performance of low skilled performers in physical education class, thus it sought to answer the respondents demographic profiles such as age, gender, educational attainment and teaching experience. In the process of assessing respondents perceptions to improve performance of low skilled students, the researchers looked into various considerations like learning environment, type of learners, reflective teaching, assessment and grading. With all the gathered data, the implications of the results of the study in teaching physical education was drawn.

2 Related Literatures

It is always been a challenged to every individual to pursue more active lifestyles. This is the continuous battle cry of most fitness enthusiasts and that is to promote a more active pursuit for lifetime fitness. Physical Education classes are composed of students of varying skill levels, that may range from the varsity athlete to the low-skilled. Little research exists which describe behaviors of low skilled students and their perception of membership in mixed ability physical education classes.

Gill et al [4] affirmed motor skill acquisition and health-related physical activity in college activity classes important. Part of the purpose of these reports was to encourage activity-class instructors to create a learning environment that is enjoyable, that promotes the students' confidence in their ability, and that helps students develop the skills necessary to pursue a lifetime physical activities.

Pan [5] revealed that physical education teachers' self-efficacy affected students' learning motivation, learning atmosphere, and learning satisfaction; teachers' self-efficacy also indirectly and positively influenced learning satisfaction, mediated by learning motivation and learning atmosphere.

In a study conducted by Bernstein et.al [6] on the attitudes and perceptions of middle school students of mixed skill levels toward competitive activities in physical education, observations of competitive class activities, and informal interviews with teachers were done and three major themes that emerged were, having fun in competitive activities, not all students were attaining motor skills necessary to participate in activities due to a lack of time to engage in appropriate practice, and the structure of competitive activities affects student experience .

Bailey [7] student's development in a number of domains: physical, lifestyle, affective, social, and cognitive. It shows that physical education have the potential to make distinctive contributions to the development of student's fundamental movement skills and physical competences, which are necessary precursors of participation in later lifestyle and sporting physical activities.

Further, when appropriately enhanced and improved, it can also support the development of social skills and social behaviors, self-esteem and attitudes, and, in certain circumstances, academic and cognitive development. The review also stresses that many of these benefits will not necessarily result from participation, per se; the effects are likely to be mediated by the nature of the motivation and interactions between students and teachers, parents, and coaches who work with them. This contexts emphasized that positive experiences, characterized by enjoyment, diversity, and the engagement of all, and that are managed by committed and trained teachers significantly influence the character of these physical activities and increase the likelihood of enhancing the potential benefits of participation thus improving the performances. With this purpose, much attention should be given on teachers knowledge of the strategies and full responsiveness on how to further encourage and develop the skills and abilities of the students to aim for continuous lifetime fitness [8].

One of the common problems that hinders individual to excel in a particular event in the field of physical education is the students belief that they are not physically capable or they lack skills necessary to perform a certain physical activities. With this, it is

very indispensable that instructors are fully aware on how to boost the morale and uplift the spirit of each students who has this kind of thinking. The positive belief that they can also perform and improve should be inculcated in them. Thorough encouragement should be taken into account for the students to get motivated to perform at their level best despite their low-skilled abilities.

Standage et.al.[9] stated that for students of low-skilled ability, in whom a lack of confidence and a history of unsuccessful performance may have decreased the motivation to be more active; college activity class may be the last possibility to develop the qualities necessary for success in lifetime activities

Vallerand [10] specified in his study that enjoyment and satisfaction are the key factors in motivating college students to participate in physical activity after taking an activity class. Enjoyment is closely related to students' confidence about their abilities. Confidence grows as the student is able to perform an activity with some degree of success.

Tessier et al.[11] mentioned similar ideas that fun should be an objective of all classes within the affective domain of student development. The value of the class in developing lifelong activity habits is enhanced when each student has fun while developing confidence based on skill development and active participation. Fun activity classes can help any student develop the cognitive, psychomotor, and affective skills that lead to more enjoyment and self-satisfaction. For the low-skilled student, however, this type of positive learning environment is essential for encouraging skill development, a feeling of success, and the desire for an active lifestyle.

Coker [12] emphasized that students entering activity classes with low-skilled abilities are often the product of environmental and attitudinal influences that are detrimental to an active lifestyle. Students m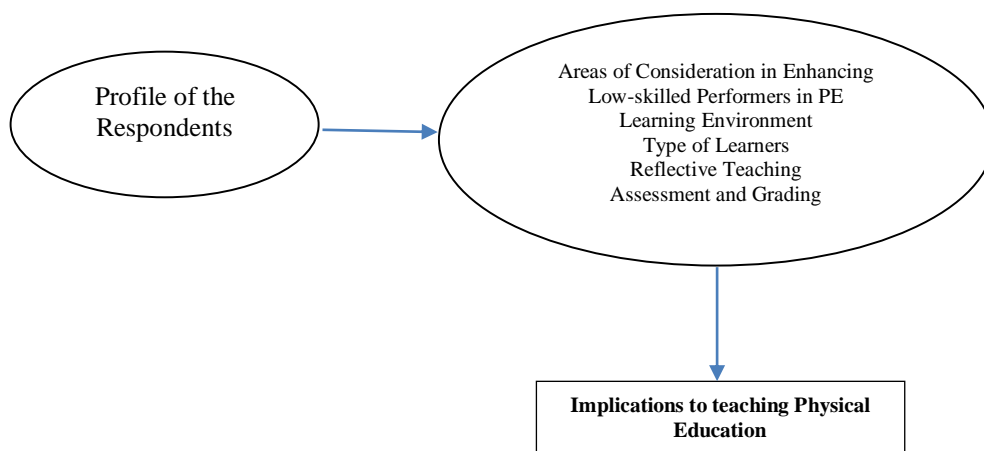ay have experienced negative learning situations and consequently have developed poor attitudes toward motor development. Classes should counter such influence by giving all students the opportunity for success, regardless of their skill level, health status, gender, cultural background, or age. Because of negative past influences, low-skilled students need to experience an enjoyable, challenging class that promotes their individual commitment to an active lifestyle.

Munk [13] indicated that low-skilled students tend to receive less attention from the teacher, which compounds the problem. It is a fact that the student who needs the instructor the most received the least attention. This situation should be an eye opener for the instructors to deal with the students individual differences. Much attention should be given to the students that needs most attention by looking on the various strategies that may be applicable to them.

Students should benefit from physical activity and learn how to attain moderate or vigorous levels of engagement

Maes [14] to date no one has asked students if their physical education experience has helped or hindered participation in regular physical activity. Villegas [15] reported that the major problem in physical activity courses is the practice of teaching to the top five to ten percent in skill level. He further indicates that proper homogeneous grouping would allow the instructor to help low-skilled students who need the most attention and instruction to become more active participants. The low-skilled student has the right to be treated with dignity and to be provided with a learning environment that promotes individual success.

In a summary, the direction and research model of this study demonstrated in the figure 1 of this study.

Figure 1. Research Framework of this study.

3 Material and Research Methods
3.1 Participants and Research Design

A sample of 18 physical education teachers where included as respondents of the study There were 10 females (55.56%) and 8 males (44.44%) in this study. The samples included many more females than males. This research employs descriptive method The goal of descriptive research is to describe a phenomenon and its characteristics. It also reveals conditions that exist or do not exist, practices that prevail or do not prevail, beliefs, point of view or attitudes at present times. Interviews, both formal and informal, were used to gather the data. Respondents were also individually interviewed. The interviews were held outside of the physical education classes, either during study period or lunch, and took place in a neutral room away from the gymnasium.

The idea behind this type of research is to study frequencies, averages, and other statistical calculations [16]. This research incorporates a paradigm design to determine and analyze the teachers responsiveness on how to enhance the performance of the low-skilled performers in teaching physical education. Housed within this paradigm are the following profiles and areas to be considered respectively: gender, age, educational attainment and teaching experiences. Analyzing and determining the areas of considerations of respondents on how to enhance the performance of low-skilled performers in PE which include: Learning Environment, Type of Learners, Assessment and Grading and Reflective Teaching as

well as acknowledge the wrought implications in the teaching of physical education in general will pave the way for the teachers to further discover inexhaustible means to create teaching and learning process a thriving one.

However, to draw the pertinent data and information needed to answer the specific problem, this study used the following tool:The questionnaire was used to determine the respondents' perceptions on how to enhance the performance of low-skilled performers in PE. Interview [16]. An interview was done to clarify pertinent data to support the responses on the questionnaires

3.2 Data Analysis

This research is made used of observation and survey tools to gather data [17]. In this study the data were collected and analyze using frequencies, percentages, averages.

4 Results and Discussion
4.1 Profile of the Respondents
A. Age

Table 1 illustrates the profile of the respondents according to age. As can be gleaned from the table, 10 or 55.56% fall under the age of less than 30 years old,6 or 33.33% are on the bracket of 31-40 years of age, no respondents fall under the age of 41-50 while there is 2 or 11.11% on the age of 50 above. It indicates that the greater number of respondents is on the age bracket of less than 30 years old. This means that there were greater numbers of young teachers included in the study.

Table 1. Respondents Age.

Age	Frequency	Percentage
<30	10	55.56
31-40	6	33.33
41-50	0	0.00
50>	2	11.11
Total	18	100.00

B Gender

Table 2 presents the profile of the respondents according to sex. As depicted from the table, there were 10 or 55.56% female PE teachers while 8 or 44.44% were male PE teachers. This shows that there were greater numbers of females PE teachers than that of male PE teachers.

Table 2. Respondents Gender.

Gender	Frequency	Percentage
Female	10	55.56
Male	8	44.44
Total	18	100.00

C. Educational Attainment

Table 3 shows data on the respondents' educational attainment. As can be gleaned from the table, there is 2 or 11.11% of the respondents who obtained doctoral degree, with 16 or 88.89%.

Table 3. Respondents Educational Attainment.

Educational Attainment	Frequency	Percentage
Doctorate Degree	2	11.11
Masters Degree	16	88.89
Bachelors Degree	0	0.00
Total	18	100.00

B. Years of teaching experience

Table 4 shows the respondents number of years teaching in their respective fields. As can be seen from the table, there were 33.33% of the respondents rendered less than five (5) years in the service, 8 or 44.44% have stayed in the teaching profession for 6-10 years, while 2 or 11.11% in the bracket of 10-20 years and 2 or 11.11% with more than twenty (20) years in the service respectively. The data shows that higher percentage of the respondents rendered 6-10 years in the service already.

Table 4. Respondents Years of Teaching experience.

Years of Teaching	Frequency	Percentage
0 <5	6	33.33
6-10 yrs.	8	44.44
10-20 yrs.	2	11.11
20> yrs.	2	11.11
Total	18	100.00

Table 5 shows the respondents overall perceptions on the area of learning environment on how to enhance the possibility of improving the performance of low-skilled performers in physical education class. As can be gleaned from the table, there is a high percentage of the respondents who strongly agreed that teachers should provide students with an activity-oriented environment, go beyond with the usual command style practice of teaching students. It is also imperative that teachers should also focus on the inclusion, reciprocal and discovery style to allow students enhance their critical and analytical skills in learning. Likewise, teachers should also provide learning environment where skills are one of the main focus to make learning more sensible to students. It is also reflected on the data that the idea of allowing students to work together and use different strategies in grouping students will pave the way to discover learning a more interesting and enjoyable one among students.

Table 5. Respondents Overall Perceptions on the Learning Environment.

Respondents Perceptions on the Learning Environment	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
provide an activity environment	12	6	0	0	18
%	66.67	33.33	0.00	0.00	100.00
go beyond command-style teaching	12	4	2	0	18
%	66.67	22.22	11.11	0.00	100.00
focus on conclusion, reciprocal, and discovery style	10	8	0	0	18
%	55.56	44.44	0.00	0.00	100.00
promote individual learning and peer interaction	14	4	0	0	18

%	77.78	22.22	0.00	0.00	100.00
skills based learning	10	8	0	0	18
%	55.56	44.44	0.00	0.00	100.00
encourages students to work together	12	6	0	0	18
%	66.67	33.33	0.00	0.00	100.00
use of different strategies in grouping students	6	12	0	0	18
%	33.33	66.67	0.00	0.00	100.00

Table 6 presents the overall perceptions of the respondents on the area of the type of learners. The data on the table implies that majority of the respondents strongly agreed that learners should be provided with information through textbooks, visual and auditory aids for sports skill development. It is also essential that teachers must use criteria sheets on describing student's performances as well as give specific feedbacks during activity to promote students success.

Table 7. Respondents Overall Perceptions on the Type of Learners.

Respondents Perceptions on the Type of Learners	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Provide the learners with information through textbooks	12	6	0	0	18
%	66.67	33.33	0.00	0.00	100.00
Give auditory learners a tape recorders for skill development	10	8	0	0	18
%	55.56	44.44	0.00	0.00	100.00
Use performance criteria sheets	8	10	0	0	18
%	44.44	55.56	0.00	0.00	100.00
Use videotape instruction for sport development skills	8	10	0	0	18
%	44.44	55.56	0.00	0.00	100.00
Provide visual and auditory aids	10	8	0	0	18
%	55.56	44.44	0.00	0.00	100.00
Give specific feedback to students	12	6	0	0	18
%	66.67	33.33	0.00	0.00	100.00
Repeat and rephrase information to promote students success	12	6	0	0	18
%	66.67	33.33	0.00	0.00	100.00

Table 7 shows the respondents perceptions on the area of reflective teachings that must be observed to facilitate students' capacity of improving their performances in physical education classes. As shown from the table, it was clearly emphasized that the respondents strongly agreed on the idea that teachers should adopt and allow students to develop muscular control to improve performances. It is also reflected that respondents strongly agreed that learning should provide students to follow sequential skill development however only 33.33% agreed that students must receive outside of class practice of the activity. It was also strongly agreed by the respondents that students must be encourage to participate on the activity and teachers must reflect and monitor their teaching by examining the lessons to make more teaching planning process be effective. Likewise, teachers must provide all the students with an enjoyable and positive learning environment to allow students be inspired and get motivated to further learn and improve performances.

Table 8.Respondents Overall Perceptions on Assessment and Grading.

Respondents Perceptions on Assessment and Grading	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
provide an evaluation in practice	14	2	2	0	18
%	77.78	11.11	11.11	0.00	100.00

provide experience to promote level of success	14	2	2	0	18
%	77.78	11.11	11.11	0.00	100.00
model based assessment grading system	8	10	0	0	18
%	44.44	55.56	0.00	0.00	100.00
provide a learning prescription for each student	6	12	0	0	18
%	33.33	66.67	0.00	0.00	100.00
use of qualitative or quantitative information	10	8	0	0	18
%	55.56	44.44	0.00	0.00	100.00
uses other methods of assessment	12	6	0	0	18
%	66.67	33.33	0.00	0.00	100.00
provide good instruction	12	6	0	0	18
%	66.67	33.33	0.00	0.00	100.00
provide a secure and supportive environment	14	4	0	0	18
%	77.78	22.22	0.00	0.00	100.00
promote formative assessment	10	8	0	0	18
%	55.56	44.44	0.00	0.00	100.00
provide formative skill testing	8	10	0	0	18
%	44.44	55.56	0.00	0.00	100.00
provide valuable information for improving performance	14	4	0	0	18
%	77.78	22.22	0.00	0.00	100.00

Table 8 illustrates the respondents overall perceptions on the area of providing assessment and grading among students. As reflected on the table, most of the concepts on how to assess students' performances were strongly agreed upon by the respondents. The following concepts like providing evaluation practice are vital to promote continuation of the learned activity, the use of quantitative and qualitative information and method assessment in describing student end of class skill ability are of great significance. Providing good instruction, supportive and secure environment that allow optimal and specific feed backs will be of immense aid to students' performance. It is also strongly agreed that the idea without the proper use of formative skill assessment, summative skill evaluation and providing valuable information to improve performance is not sufficient to enhance learning. Likewise, providing experiences to promote level of success towards the students' performance were given high weight. On the hand, the respondents agreed on the concepts that the use of grading assessment must be done using a model based assessment for individual accomplishment of the course objectives and at the same time develop a learning prescription for each student based on their skill ability.

5 Conclusions and Recommendation

Based on the results of the study, the following are significant findings: Majority of the respondents' age are still at their young age of below thirty years old. There is an almost equal distribution of the number of male and female teacher respondents with 8 males and 10 females. Majority of the respondents had 5 to 10 years of experience in teaching already. Teacher respondents meet the minimum requirements of a college instructor of having master's degree. Majority of the respondents strongly agree on the idea of observing the concept of considering the learning environment in strengthening the performance of low-skilled performers in Physical Education.

The respondents also agreed strongly that the type of learners must be taken into consideration to make learning more effective and successful. There is a high percentage or majority of the respondents are fully aware that it is an utmost importance that teaching must be reflected on by the teachers to check and balance the progress as well as the success not only of the learners but also of the teachers themselves in teaching. It was also made known by the respondents as presented on the data that it was strongly agreed that authentic assessment tool in evaluating or grading students performances must be provided in order to offer a more compelling evaluation on the learners output.

This study recommended the following: teachers should continuously keep themselves abreast with the various concepts on how they could further strengthen and enhance the performance of the low-skilled performers in physical education apart from the usual practice or considerations identified as far as the learning environment, type of

learners, teaching styles and grading or assessment are concern. This will create teaching the low-skilled performers in physical education be more resolute and successful. It is also important that physical education teachers will continuously become more probing in terms of how they will make the classroom environment more beneficial and agreeable to the learners.

More so, it is important to note that physical education teachers should always be agile on how they will come across for better solutions to encourage and enhance the low-skilled performers strive for a more outstanding performances and look continually for challenges to make teaching and learning of Physical education a more booming one.

The concept of being totally responsive on how to enhance the performance of low-skilled performers in physical education classes will serve as course of action to further understand the needs of the low-skilled performers in Physical Education. and improve teachers' effectiveness as part of quality improvement initiatives in teaching Physical education. Being totally acquainted with the areas that needs to be considered in identifying the needs of low-skilled performers in physical education class will allow physical education teachers go beyond the usual norms of teaching the physical education students in general. It will also improve teaching services and increase value of giving importance and more attention to the low-skilled performers in physical education. This will also paved the way for the teachers to plan for a secure, constructive, and valuable learning environment for students.

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