

PROFESSIONAL COMPETENCIES AND TECHNOLOGY SKILLS OF HEALTH OPTIMIZING PHYSICAL EDUCATION TEACHERS: A BASIS FOR DEVELOPMENT PROGRAM

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ABSTRACT

The purpose of this study is to explore the potential relationship among the profile, professional competencies, and technology skills of Health Optimizing Physical Education teachers in Cluster I. To achieve the motive of the study, the sequential explanatory research design was used. A mixed quantitative and qualitative approach provides a more in-depth outlook and at the same time provides the study with the gains of both quantitative and qualitative data. Fifteen (15) Health Optimizing Physical Education teachers in Cluster I in the Division of Pampanga who teach in the Senior High School for the School Year 2020-2021 served as the respondents of the study. A structured questionnaire was used to gather data about the profile, professional competencies, and technology skills of the teacher-respondents for the quantitative part and an interview guide questionnaire for the qualitative part, that further explain the answers of the teachers on the structured questionnaire. Outcomes discovered show that there is a significant relationship between the years in teaching and technology skills of the teacher respondents. Based on the discoveries, it is recommended that teachers need to enrich their technology skills to be able to use these essential technologies effectively. From the results, a development program that was validated by the principals in Cluster I was developed by the researcher that will help Health Optimizing Physical Education teachers, especially experienced teachers improve their technology skills needed in the present times.

Keywords: Professional Competencies, Technology skills; Health Optimizing Physical Education

INTRODUCTION

Teachers serve as vital characters in cultivating the worth of instruction and knowledge progression. Good educators are essential in nurturing learners' attainment, however, the goals of education change very quickly depending on the demands of the era. As such, 21st-century skills include the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication) need to be developed by the learners (Applied Educational System, 2020), while also utilizing experiential learning approaches, age-appropriate concepts, and interesting activities to help students improve not just their mental skills but also, their fitness, health, and well-being as individuals and be a productive citizen of society (Porto, J. et.al, 2016). Therefore, in providing quality education, teachers' competence is essential, and improving educator quality ranks primarily in the many educational reforms that have a great impact on achieving quality education. Teaching proficiency is a combination of expert and didactical knowledge, practical experiences, skills that have been learned and practiced, insights, and attitudes that exceed all concerning the interaction with students and the teacher's own role (Krumm 2014). Moreover, alongside the teaching capability in the 21st Century Learning, one of the core skills needed to be focused on is digital literacy (Douglas, 2017). According to Aldoobie, (2015) to further enhance the status of the educational environment, the most significant change is adapting the integration of technology in the educational setting. Technology is developing every day and can be involved in the teaching method. It can be adapted to all ages, any group of learners, and any learning style. Ensuring the professional competencies and technological skills of teachers can expand students' learning while developing their physical attributes.

REVIEW OF RELATED LITERATURE AND STUDY

Professional Competencies

There are many types of teaching methods, depending on what information or skills the teachers are trying to convey. Knowledge, skills, abilities, and attitudes are what teachers need to possess in promoting learning processes and in designing lessons. Educators typically use the term capability about the perceived abilities, skills, and expertise of school leaders, teachers, and staff—most commonly when describing the "capacity" of an individual or school to execute or accomplish something specific, such as leading a school improvement effort or teaching more effectively (The Glossary of Educational Reform, 2013). Based on the definitions from several domains, competence is skills, knowledge, attitudes, and motivational variables that form the basis for mastery of specific situations. Professional competence is the application of the concept to working life, particularly in highly complex and demanding professions, through which mastery of situations is especially dependent on the interplay of knowledge, skills, attitudes, and motivation (Kunter, M. et.al.,2013). Moreover, cited in the study of Nessipbayeva (2012), competency is more than just knowledge and skills; it also involves the ability to meet complex demands by drawing on and organizing psychosocial resources, including skills and attitudes in a particular context. It is very essential to an educator's pursuit of excellence which is needed in a wide range of competencies to face the complex challenges of today's world.

Technology in Education

Digital literacy is having the abilities you need to live, learn, and work in a society where communication and access to information is increasingly possible through digital technologies like internet platforms, social media, and mobile devices (Western Sydney University, 2004). Students today tend to be more attentive when their teachers utilize technology. Using technology helps students learn to read laterally, which means they have a healthy sense of skepticism and check their sources. Also, when teachers effectively integrate technology into

subject areas, they grow into the roles of advisers, content experts, and coaches. As Wantulok (2015) mentioned in his study, technology helps to make teaching and learning more meaningful and fun. Students can collaborate with their classmates through technological applications. Furthermore, the most significant change is adapting the integration of technology in the educational setting. Technology is developing every day and can be involved in the teaching method. On the other hand, using technology in teaching randomly does not achieve the desired results of using it. But when it is used with a thoughtful scientific approach in education it has a big impact, and it will be useful in the development of quality learning. Teachers can use their capability to effectively use technology to access, evaluate, integrate, create, and communicate information that enhances the learning process through problem-solving and critical thinking. Furthermore, technology skills are computer skills that one must possess to utilize technology effectively in any academic or non-academic setting (IGI Global, 2019). Some of the basic technological skills that all educator must have are Word Processing Skills, Spreadsheets Skills, Database Skills, Electronic Presentation Skills, Web Navigation Skills, E-Mail Management Skills, Digital Cameras, Computer Network Knowledge Applicable to your School System, Downloading Software From the Web (Knowledge including eBooks), WebCT or Blackboard Teaching Skills, Video conferencing skills, Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)

21st Century Learning

The educational curriculum is also indispensable. Curriculum refers to the lessons and academic content taught in a school or specific course or program. However, curriculum changes in every generation. The 21st - century learning was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life, and citizenship, as well as the support systems necessary for learning outcomes. Schools in the 21st century have become nerve centers, a place for teachers and students to connect with those around them and their community. In this new environment, teachers will be more on facilitating than instructing and more orchestrators of information, giving children the ability to turn knowledge into wisdom (P21, Partnership for 21st Century Learning, 2017). In the learner-centered approach, teachers and students must keep up with the new skills required. The “21st-century skills” is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that schools need to teach to help students thrive in today's world (Rich, 2010). 21st-century teaching means teaching as you have always taught, but with today's tools and technology. It is utilizing everything important in today's world so that students will be able to live and prosper in today's economy, as well as guide students and to prepare them for the future. The 21st-century skills may be categorized, and determined differently from person to person, place to place, or school to school, the term does reflect a general—if somewhat loose and shifting—consensus (Briones, 2019). With these skills, 21st -century learners will be competent enough to face the challenges in today's world. These skills are timeless and highly valued not only inside the classroom but also in all professions.

In line with these changes and development, K-12 curriculum is implemented. The K-12 Program with an added 2 years known as Senior High School from the past curriculum which only had Kindergarten to Grade 10, it provides sufficient time for mastery of concepts and skills, cultivate lifelong learning, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. As what Sturgis (2017) stated, the purpose of K-12 education is to facilitate a process in which all students graduate from high school with the academic and lifelong learning skills to be leaders in their communities, and agents of their success — whether in college, career, or navigating the opportunities and challenges they will

encounter in their lives.

On the other hand, even though students tend to be more equipped with the added two years, some of their subjects were removed. An example is Music, Arts, Physical Education and Health (MAPEH) which is replaced by Health Optimizing Physical Education (HOPE) which is taught in the Senior High School (SHS). HOPE focuses primarily on the public health goal of developing lifelong physical activity (McKenzie, et. al,2013). United Nations, Scientific, and Culture Organization (UNESCO,2015) stated that, HOPE ascertains Physical Education as the entry point of lifelong partaking in physical activity and therefore a major provider to the public health agenda. Health Optimizing Physical Education seeks to provide students with the knowledge, skills, abilities, and confidence to be physically active for life in a learning environment that encourages physical activity involvement. Since today's world is dominated by computers, a great deal of change has happened that have taken the very essence of our physicality as human beings. A massive shift from physical labor to office jobs, engagement in passive forms of entertainment and recreation, and development of a sedentary lifestyle are just but natural consequences of the luxury offered by the advancements of technology. Granting also that it is obligatory to be a competent educator, here in the Philippines, the implementation of the K-12 curriculum is fresh to everyone's mind. Thus, the rationale in being a competent teacher is seen as indexed to status, wherein, in today's generation, our aim in education is not the same with recent years where we just want to provide students certain knowledge and expect it to be applied later. Our target now is more focused on "life skills." Life skills denote skills needed to make the most out of life. They are associated with managing and living a better quality of life. They also help to accomplish ambitions and live life to its full potential (<https://www.skillsyouneed.com>, 2018).

It is therefore the aim of this study is to examine and synthesize the professional competencies and technological skills of the HOPE teachers. It will then review studies showing that professional competencies and technological skills of teachers has an effect to students' acquiring of knowledge while also developing their physical fitness.

Research Questions

1. How may the profile of the respondents be described in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 years in teaching; and
 - 1.4 educational attainment?
2. How may the professional competencies of the respondents be described in terms of:
 - 2.1 Teachers' performance
 - 2.1.1 content knowledge and pedagogy;
 - 2.1.2 learning environment and diversity of learners;
 - 2.1.3 curriculum and planning; and
 - 2.1.4 assessment and reporting ?
 - 2.2 21st Century Skills
 - 2.2.1. critical thinking;
 - 2.2.2 communication;
 - 2.2.3 collaboration; and
 - 2.2.4 creativity ?
3. How may the technology skills of the respondents be described in terms of:
 - 3.1. operation;
 - 3.2. common application;
 - 3.3 professional development; and

3.4 device utilization ?

4. Is there a significant relationship among the profile, professional competencies and technology skills of the respondents?
5. What development program may be proposed to enhance the teachers' professional competencies and technology skills?

HYPOTHESIS

There is no significant relationship among the profile, professional competencies, and technology skills of the respondents.

SIGNIFICANCE OF THE STUDY

The study hopes to provide inputs in the design of a Training development plan to improve the proficiency of Health Optimizing Physical Education teachers in developing their professional competencies and technology skills suited to the nature of the students for the improvement of instruction. Furthermore, it would guide the provision of training needed by the students to help them further develop more their learning and physical potentials. Lastly, it will help to generate different activities in making Health Optimizing Physical Education subject more interesting.

SCOPE AND DELIMITATION

The area covered in this study was the Cluster I in the Division of Pampanga. The fifteen (15) respondents came from schools that offer Senior High School namely: Ayala High School, Balitucan National High School, Camba High School, Justino Sevilla High School, Rodolfo V. Feliciano Memorial High School and Tinajero High School Annex. It was delimited to the professional competencies and technology skills of Health Optimizing Physical Education during the School Year 2020-2021.

METHOD

Type of research

This study used the sequential explanatory (mixed method) design. This method can be classified into two categories based on whether the qualitative and quantitative data are gathered concurrently or sequentially. Under the sequential mixed method, the explanatory mixed method is employed; this method is a two -phased design where the quantitative data are collected first followed by a qualitative data.

The purpose was to use the qualitative results to further explain and interpret the findings from the quantitative phase of the study. (Creswell, 2003).

The quantitative method was used to analyze and interpret the professional competencies and technology skills of teachers teaching Health Optimizing Physical Education. While the qualitative method was used to describe the responses of teachers regarding their competencies and skills in the teaching and learning process.

Respondents/Participants

The respondents of the study were the fifteen (15) Health Optimizing Physical Education Teachers in six (6) Secondary Schools in Cluster I in the Division of Pampanga, during the school year 2020-2021.

Sampling Method

Total enumeration was utilized to identify the study's respondents. Total enumeration sampling is a form of purposive sampling strategy where the researcher decides to look at the complete population with a specific set of characteristics for a particular type of data. It offers extensive statistical coverage over both space and time and is very accurate. In both qualitative and quantitative research, the non-probability sampling technique known as "purposeful sampling" is frequently employed. This method is used in research to look across the entire population for particular traits, including stress and anxiety related to transition policies. Because the population with the required set of qualities is rare, the complete population is frequently picked in this situation (Campbell, 2020).

Instruments

The researcher used a structured questionnaire and open-ended questions as tools in gathering information. The questionnaire for the professional competencies of the teachers was adopted from the Results Based-Performance Management System (RPMS, 2018) and ISSA's Definition of Quality Pedagogy, Competent Educators of the 21st Century (2009). The respondents of the study were requested to answer one set of questionnaires primarily prepared to elicit answers to questions divided into three parts Part I is the profiling of teachers. This is about the teacher's name, position in the school, age, sex, years in teaching, and educational attainment. Part II includes the teachers' professional competencies and is divided into two subparts: the first subpart has twelve (12) items divided into four (4) which are Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning and Assessment and Reporting; the second subpart has twenty (20) items dealing with their Critical Thinking, Communication, Collaboration, and Creativity. The last part of the questionnaire was adopted from the Technology Proficiency of Administrators, Teachers, and Teacher Librarians (2013). This includes twenty (20) items that consist of Operation, Common Application, Professional Development, and Device Utilization. Aside from the questionnaire, there are eight (8) open-ended questions that explained their responses.

Data Collection Procedure

In this study, the researcher addressed a letter of permission to the DepEd Division of Pampanga Schools Division Superintendent, and Health Optimizing Physical Education teachers of Cluster I.

The distribution of structured questionnaires for teachers was done personally by the researcher. Before the respondents answered the questions, the researcher explained clearly all the items to gather honest responses. Furthermore, in gathering the responses of the respondents, the researcher developmentally asked the respondents using an interview guide to ensure that there were no biases made.

After the completion of the administration, retrieval of questionnaires, and interview with the respondents, the researcher consolidated the data and conducted appropriate statistical treatment.

DATA ANALYSIS

The following procedures were used in the analyzing the data:

Quantitative Phase. The data gathered through the questionnaire were computed, tabulated, analyzed, and described using frequency, mean and standard deviation. Mean and standard deviation were computed to further summarize the data. Means were verbally interpreted using the scale below:

For the Teachers’ Performance:

Mean Rating	Verbal Interpretation
1.00-1.74	Low
1.75-2.49	Moderate
2.50-3.24	High
3.25-4.00	Very High

As for the 21st Century Skills and Technology Skills:

Mean Rating	Verbal Interpretation
1.00-1.74	Never
1.75-2.49	Seldom
2.50-3.24	Usually
3.25-4.00	Always

Pearson r was used to find if there is a significant relationship among the profile, professional competencies, and technology skills of the respondents.

Qualitative Part. Open coding was done for the responses of the respondents to interpret and describe the data gathered. As stated by Creswell (2003), the tenacity of the qualitative results is to further explain and interpret the findings from the quantitative phase.

RESULTS AND DISCUSSION

This chapter provides and presents a comprehensive discussion and detailed presentation of the results posted in the study's objectives follows with inferences supported by the literature.

1.Respondents’ Profile

1.1 Age of the Respondents

Table 1

Frequency and Percentage Distribution of Respondents’ Age

Age	Frequency	Percentage
36-40	1	6.67%
31-35	7	46.67%
26-30	2	13.33%
21-25	5	33.33%
Total	15	100%

Table 1 presents the frequency and percentage distribution of respondents’ ages. It could be gleaned on the table that there were 7 out of 15 respondents whose ages ranged between 31 and 35 years old with a percentage of 46.67. This is followed by 33.33% or five (5) of the respondents were between 21 and 25 years old. Moreover, 13.33% or two (2) of the teacher-respondents were between 26 and 30 years old, and lastly, only one (1) or 6.67% of the respondents was between 36 and 40 years old. This implies that most of the respondents’ ages were from 31 to 35 years old.

1.2 Sex of the Respondents

Table 2

Frequency and Percentage Distribution of Respondents' Sex

Sex	Frequency	Percentage
Male	9	60.00%
Female	6	40.00%
Total	15	100%

Table 2 shows the frequency and percentage distribution of respondents' sex. Based on the data revealed on the table, 60.00% of the respondents were male, while 40.00% of them were female. In general, there were more male respondents in this study as compared to the number of females. This implies that majority of the Health Optimizing Physical Education teachers in Cluster I were males.

1.3 Years in teaching of the Respondents

Table 3

Frequency and Percentage Distribution of Respondents' Years in teaching

No. of years in teaching	Frequency	Percentage
0-5	7	46.67%
6-10	5	33.33%
11-20	3	20.00%
21-above	0	0%
Total	15	100%

The table above presents the frequency and percentage distribution of respondents' years in teaching. It could be seen on the table that there were seven (7) out of 15 respondents whose years in teaching ranged from 0 to 5 years having a percentage of 46.67%. Then, five (5) or 33.33% of the respondents ranged from 6 to 10 years. The remaining 20.00% or three (3) of the teacher-respondents' teaching experience ranged from 11 to 20 years. This implies that most of the respondents with 0-5 years in teaching were beginning teachers, the fresh graduates or new in the service.

1.4 Educational Attainments of the Respondents

Table 4

Frequency and Percentage Distribution of Respondents' Educational Attainment

Educational Attainment	Frequency	Percentage
College Graduate	2	13.33%
Masters	5	33.34%
with Master's Degree units	4	26.67%
Doctorate Degree	2	13.33%
with Doctorate Degree units	2	13.33%
Total	15	100%

Table 4 reveals the frequency and percentage distribution of the educational attainment of the teacher-respondents. Based on the results, 33.34% of the respondents already earned their

Master’s Degree, while 26.67% or four (4) of them were with Master’s Degree Units. It can be noted that teachers who were College graduates who had completed Doctorate degrees and earned Doctorate units have the same percentage of 13.33%. This suggests that most of the respondents pursued their post-graduate studies to comply with the requirements needed to teach in the Senior High school.

2. Professional Competencies of the Respondents

2.1 Teachers’ Performance

Table 5

Descriptive Ratings on the Teachers’ Performance

Capability Level and Priority Development	Weighted Mean			
	Capability Level	Descriptive Rating	Priority Development	Descriptive Rating
1.Content Knowledge& Pedagogy	3.71	Very High	1.42	Low
2. Learning Environment and Diversity of Learners	3.89	Very High	1.29	Low
3. Curriculum and Planning	3.64	Very High	1.60	Low
4. Assessment and Reporting	3.69	Very High	1.58	Low
Average Weighted Mean	3.73	Very High	1.47	Low

Table 5 presents the capability level and priority of development among teachers' performance that is measured by four indicators, namely, content knowledge and pedagogy, learning environment and the diversity of learners, curriculum and planning, assessment and reporting. In this table, it can be noted that the average weighted mean of teachers’ capability was 3.73 with a descriptive rating of **Very High**. While for the priority for the development of the teachers pointed out that the teachers had an average weighted mean of 1.47 with a descriptive rating of **Low**. The implication is that teachers were very capable when it comes to teaching, but as can be seen, teachers’ capability in Curriculum and Planning has the lowest average weighted mean of 3.64. The curriculum is the meat of the educational process, these are the lessons and academic content planned to be taught in schools and the standards or learning objectives that students are expected to meet (The Glossary of Education Reform, 2016).

Based on the interview, Health Optimizing Physical Education teachers were less capable because of lack of involvement in curriculum and planning. According to them, some of the learning objectives in the curriculum were not attainable considering the facilities that their respective schools had.

2.2 Teachers’ 21st Century Skills

Table 6

Descriptive Ratings on the Teachers’ 21st-Century Skills

21 st Century Skills	Weighted Mean	Descriptive Rating
1. Critical Thinking	3.85	Always
2. Communication	3.96	Always
3. Collaboration	3.71	Always
4. Creativity	3.83	Always
Average Weighted Mean	3.84	Always

As recognized in this study, the model on 21st-century skills has taken various modifications in the educational setting. Since knowledge of the people was growing in the skyline, trial on the expansion of abilities was also coercing the teachers mainly those in the basic education level as can be associated with the replies shown in table 3.2. The 21st-century skills of the teachers were measured by four identified indicators, namely critical thinking, communication, collaboration, and creativity. It can be noted that the communication skills were seen with a mean of 3.96 with a descriptive rating, *Always*. Then followed by critical thinking skills with a mean of 3.85, 3.83 for creativity, and 3.71 for collaboration with *Always* as the descriptive rating. This implies that communication is recognized by teachers as a vital skill required for mastery of subjects. Meanwhile, collaboration is still desired to be enriched. According to teacher certification.org (2017) to educate in the 21st century, teachers need to foster and uphold the student by showing how this knowledge relates to the real world. They must also try to surge their student’s curiosity, work together with other students, achieve compromises, and get the best positive results from solving a problem which will help them become lifelong learners.

Based on respondents’ interviews, to enrich the collaboration skills of the teachers, they should establish group goals, keep the group midsized, establish flexible group norms, build trust, and promote open communication.

3. Technology Skills of the Respondents

Table 7

Descriptive Ratings on the Technology Skills of the Respondents

Technology Skills	Weighted Mean	Descriptive Rating
1. Operation	3.75	Always
2. Common Application	3.72	Always
3. Professional Development	3.72	Always
4. Device Utilization	3.28	Always
Average Weighted Mean	3.62	Always

Table 7 shows the teachers -respondents' assessment of technology skills. As depicted on the table, the respondents were equipped with the operational skills with a mean of 3.75, closely followed by common application and professional development with a mean of 3.72, and device utilization with a mean of 3.28. All with a descriptive rating, *Always*. Generally, the teacher's technology skills as assessed have an average weighted mean of 3.62 which is *Always*. This is an implication that teachers were well versed when it comes to technology skills but still

needed to enhance their device utilization. The cost 21st century technology skills provide instructors and students to get entry to variety a few educational resources that inspire creativity, crucial thinking, communication, and collaboration Lohesh (2015).

Based on the teachers’ interviews, for educators to master device utilization they must engage in seminars that provide knowledge. They also need to associate with some Information technology experts related individuals and practice or apply what they learned to provide the necessary learning desired by the students.

4. Significant relationship among the profile, professional competencies and technology skills of Health Optimizing Physical Education Teachers

Table 8

Significant relationship among the profile, professional competencies and technological skills of Health Optimizing Physical Education Teachers

Variable		Pearson r	p-value	Significance
Professional Competences	Technology Skills	-0.464	0.081	Insignificant
Age	Professional Competencies	-0.128	0.65	Insignificant
	Technology Skills	-0.461	0.084	Insignificant
Sex	Professional Competencies	-0.159	0.651	Insignificant
	Technology Skills	-0.421	0.085	Insignificant
Years in Teaching	Professional Competencies	0.123	0.662	Insignificant
	Technology Skills	-.608*	0.016	Significant
Educational Attainment	Professional Competencies	-0.047	0.869	Insignificant
	Technology Skills	-0.069	0.808	Insignificant

With the computed value of $r = -.608$, there is a significant relationship between the years in teaching and technology skills of the teachers. This proves that enhancing teachers' 21st century and technology skills will improve teachers’ and students’ classroom collaborative experience. Technology provides teachers and students with access to numerous educational resources that encourage creativity, important thinking, communication, and collaboration (KnowingTech, 2015). On the other hand, Baek Jong and Kim (2008) claimed that experienced teachers are less ready to integrate technology into their teaching.

According to the teachers’ interviews, years in teaching and technology skills are noticeably significant. This is associated with their management skills, behavior skills and activity skills. Experienced teachers tend to use the traditional way of teaching rather than employ technology simply because they are more used to it.

5. Proposed Development Program to enhance the Technology Skills of Health Optimizing Physical Education Teachers

Proposed Development Program

Rationale

Public school teachers play a significant role in the improvement of teaching and learning process. To make teaching more meaningful, educators should adapt technology which transforms the classic teacher-centered classroom to a student-centered one. Technology has the

power to alter teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. Furthermore, using technology in the classroom enables teachers and students to find a new conclusion to daily life problems that furthermore helps in education to create better educational syllabus, learning materials, and future products and services. It's really important to integrate technology into classrooms especially for the 21st century learners where they can access variety of educational resources that inspire their creativity, critical thinking, communication, and collaboration. However, older or experienced teachers did not have any formal training or learning when it comes to technology. Also Baek Jong and Kim (2008) claimed that experienced teachers are less ready to integrate technology into their teaching. This proposed program is intended for the training of Health Optimizing Physical Education teachers' in developing their skills in utilizing technology.

The program will be guided by the following objectives:

1. To promote inclusion and the development of digital literacy skills.
2. To extend learning beyond the text – and beyond the classroom walls.
3. To ultimately expose students and teachers to new online global communities. This in turn promotes global awareness, which is an essential component to a 21st-century education.

The contents of the program are the following:

- a. time table;
- b. proposed development program

Time Table

Strategies	Key Results Area (KRA)	Developmental needs (based on SAT)	Action plan (SLAC)	Persons' Involved	Timeline (Quarter)
LAC Session Seminar	KRA 3.3	Select, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	Using ICT for Quality Teaching, Learning and Effective Management	Health Optimizing Physical Education Teachers	June-August
LAC session Workshop			Using ICT for Quality Teaching, Learning and Effective Management	Health Optimizing Physical Education Teachers	September-November
LAC session Workshop			Using ICT for Quality Teaching, Learning and Effective Management	Health Optimizing Physical Education Teachers	December-February
LAC session Group Discussion Training			Using ICT for Quality Teaching, Learning and Effective Management	Health Optimizing Physical Education Teachers	March-May

Table 9

Proposed development program for health optimizing physical education teachers’ technology skills

Technology skill	Specific Topics
1. Word Processing Skills	The word processing program to complete written tasks promptly.
2. Spreadsheets Skills	A program to compile grades and chart data.
3. Database Skills	A database program to create tables, store and retrieve data, and query data.
4. Electronic Presentation Skills	An electronic presentation software to create and give electronic presentations
5. Web Navigation Skills	To navigate the World Wide Web and search effectively for data on the Internet
6. Web Site Design Skills	To design, create, and maintain a faculty/educator Web page/site.
7. E-Mail Management Skills	To use e-mail to communicate and be able to send attachments and create e-mail folders.
8. Digital Cameras	To operate a digital camera and understand how digital imagery can be used.
9. Computer Network Knowledge Applicable to your School System	To know the basics of computer networks and understand how their school network works.
10. File Management & Windows Explorer Skills	To manage their computer files and be able to complete the following tasks; create, and delete files and folders, move and copy files and folders using the My Computer window and Windows Explorer.
11. Downloading Software From the Web (Knowledge including eBooks)	To download software from the web and knowledge of the major sites that can be used for this purpose.
12. Installing Computer Software onto a Computer System	To install computer software onto a computer system
13. Web CT or Blackboard Teaching Skills	To be aware of these two online teaching tools and know about them and/or know how to use them to teach or take classes.
14. Videoconferencing skills	To use a video conferencing classroom and understand the basics of teaching with Video Conferencing.
15. Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)	To use the following data storage devices: disks, CDs, USB drives, zip disks & DVDs.
16. Scanner Knowledge	To use a scanner and what OCR capacity is
17. Knowledge of PDAs	Know what a PDA is and who to use one.
18. Deep Web Knowledge	To know what the deep web is and how to use it as a resource tool.
19. Educational Copyright Knowledge	To understand the copyright issues related to education including multimedia and Web-based copyright issues.
20. Computer Security Knowledge	To know about basic computer security issues related to education.

SUMMARY

The following are the summary of findings of the study:

1.Respondents’ Profile

The gathered information in the respondents’ profile shown that in terms of age, revealed that there were 7 out of 15 respondents whose ages ranged between 31 and 35 years old, with a percentage of 46.67. This is followed by 33.33% or five (5) of the respondents were between 21 and 25 years old. Moreover, 13.33% or two (2) of the teacher-respondents were between 26 and 30 years old, and lastly, only one (1) or 6.67% of the respondents was between 36 and 40

years old.

Based on the data revealed, 60.00% of the respondents were male, while 40.00% of them were female. In general, there were more male respondents in this study as compared to the number of females.

It could be seen that in terms of years in teaching, there were seven (7) out of 15 respondents whose years in teaching ranged from 0 to 5 years having a percentage of 46.67%. Then, five (5) or 33.33% of the respondents ranged from 6 to 10 years. The remaining 20.00% or three (3) of the teacher-respondents' teaching experience ranged from 11 to 20 years.

Majority of the respondents, or 33.34% already earned their Master's Degree, while 26.67% or four (4) of them were with Master's Degree Units. On the other hand, teachers who were College graduates, had completed Doctorate degrees and earned Doctorate units have the same percentage of 13.33%.

2. Professional Competencies of the Teachers

Results noted that the average weighted mean of teachers' capability was 3.73 with a descriptive rating of **Very High**. While for the teachers' priority for the development had an average weighted mean of 1.47 and with a descriptive rating of **Low**.

Based on the results of the 21st century skills of the teachers; communication skills is seen with a mean of 3.96. Next is critical thinking skills with a mean of 3.85, closely followed by creativity and collaboration with 3.83, and 3.71 respectively. All had the descriptive rating **Always**.

3. Technology Skills of the Teachers

Based on the results, the respondents were equipped with the operational skills with a mean of 3.75, closely followed by common application and professional development with a mean of 3.72, and device utilization with a mean of 3.28. All with a descriptive rating, **Always**. Generally, the teacher's technology skills as assessed had an average weighted mean of 3.62 which is **Always**.

1. Significant relationship among the profile, professional competencies and technological skills of Health Optimizing Physical Education Teachers

Based on the results, with the computed value of $p = .608$, there is a significant relationship between the years in teaching and technology skills of the teachers.

2. Proposed Development Program for Health Optimizing Physical Education Teachers Technology Skills

Based on the results, the researcher come up with a development program; a time table and a training program, that will enhance the technology skills of the Health Optimizing Physical Education Teachers.

CONCLUSIONS

According to the summary of the findings, the researcher came out with the following generalization:

1. Majority of the Health Optimizing Physical Education teachers' ages range from 31 to 35. It also implies that most of the respondents in Cluster I were male. Furthermore, when it comes to their years in teaching, it can be seen that most of them have 0-5 years teaching experience. Lastly, majority of the respondents completed their Master's Degree.
2. The Health Optimizing Physical Education teachers' performance weighted mean in the level of capability is 3.73 with a descriptive rating of **Very High**, whereas for the priority of development, the weighted mean is 1.47 with a descriptive rating of **Low**. The respondents'

gave critical thinking, communication, collaboration, and creativity in the 21st-century skills

Always as descriptive rating. Meanwhile, collaboration is still desired to be enriched.

3. Generally, HOPE teachers are well versed when it comes to their technology skills, having an average weighted mean of 3.62 and with a descriptive rating of *Always*. There is a significant relationship between the HOPE teachers' years of teaching and their technology skills.
4. The researcher came up with a development program to enrich the technology skills of the Health Optimizing Physical Education Teachers.

RECOMMENDATIONS

Based on the findings of the study and the above stated conclusions, the researcher offers the following recommendations:

1. To enhance the knowledge and skills of the teacher-respondents' in the field, they should pursue studies or take more units in Physical education. Moreover, they should attend trainings/short courses while they are still young.
2. There is a need for Health Optimizing Physical Education teachers to continuously prioritize their development because growth and improvement are necessary. Since the students nowadays learn from various methods, teachers must keep up with the new trends in education.
3. Health Optimizing Physical Education teachers should establish goals to develop students' collaboration skills by promoting open communication, creating group roles and building trust.
4. The most significant thing for Health Optimizing Physical Education teachers nowadays is to be equipped with skills in utilizing technology. They must take some time each day to read technical books, watch online videos and participate in seminars or workshops about device utilization.
5. To help Health Optimizing Physical Education teachers develop technology skills to a high level, school administrators must provide training incorporating modalities that are relevant to present times (operation, common application, professional development, and device utilization). In other words, there is a need for administrators to provide provisions for teachers to train to allow them to progress from experience.
6. This study can be useful for future researchers in conducting the same study to perceive an improvement for the betterment of a quality education.

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