

## **FACTORS AFFECTING STUDENTS' PERFORMANCE IN PHYSICAL EDUCATION CLASS IN LYCEUM OF THE PHILIPPINES UNIVERSITY- LAGUNA**

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### **ABSTRACT**

*The purpose of this research is to identify and examine factors that affect students' performance in their physical education class at Lyceum of the Philippines University –Laguna. Self-made questionnaires were distributed to respective students who are currently enrolled in PE II and IV during 2<sup>nd</sup> semester SY 2015-2016. Several factors that is being discussed in this research are socio-economic, aptitude of students', learning facilities and teacher characteristics. Frequency counts and percentage were used to describe demographic profile and socio-economic profile, as well as the ranking of the teacher characteristics. Weighted mean was used to summarize the perception on the students' aptitude, the learning facilities and the teacher characteristics. Comparative analysis was done using Kruskal-Wallis test and the Mann-Whitney U test. The researcher found that all four factors that were identified positively affect students' performance. Results also indicated that first year students had a higher expectation of their PE teacher compared to second year students.*

### **INTRODUCTION**

In an educational institution, the students are the main character in the plot, without them, the school, the teachers, and facilities will be worthless. The topmost priority of educators is the quality of students' performance in academic standards. Students' motivation to participate in physical activity on a regular basis has become an important concern of a physical educator. Previous experiences of students in their PE class may also result in their perception towards the activity.

In Lyceum of the Philippines University- Laguna (LPU-L), the physical education courses that are being offered are PE I Physical Fitness, PE II Rhythmic Activities, PE III Dual/Individual Sports, and PE IV Team Sports. Enrollees are composed of students from five different colleges, namely: College of Allied Medicine (CAM), College of Arts and Sciences (CAS), College of Business Administration (CBA), College of International Tourism

Hotel Management (CITHM), and College of Engineering and Computer Science (COECS). Freshman and sophomore students comprise the bigger percentage of enrollees in each PE courses. All PE courses must be taken within two years straight upon the first enrolment of a freshman student. Freshmen complete PE I on the first semester before they could proceed to PE II and so on.

Educators, trainers, and researchers have been exploring factors that contribute to effectively address performance of learners. Many factors can affect student's quality of academic achievement may it be inside or outside the school premises. These factors may be termed as student factors—family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). Besides other factors, socio-economic status is one of the most researched and debated factors that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has a negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996).

The purpose of this study is to identify and correlate the factors affecting students' performance in their PE class on the 2<sup>nd</sup> semester 2015-2016. This sought to determine the direct relationships between identified factors (socio-economic, aptitude, learning facilities and teacher characteristics) and student's performance. The study will contribute towards unravelling the significant determinants of students' performance that need to be addressed. This will also serve as a guide for future physical educators and practitioners for the improvement in the quality of physical education program. In addition, the results will also serve as platform for schools to initiate discussions on the possible causal factors and how the school may be able to address these problems so that academic performance can be improved.

## **Review of Related Literature**

There were many early studies about student age adults as subjects. College students appear to regard fitness more favorably as compared to younger students and they indicated that physical fitness is a very important reason for participating in physical education classes (Avery & Lumpkin, 1987; Blair, 1984; Soudan & Everett, 1981; Weick, 1975). They represent the final link in school physical education and are one source that may provide valuable insight into students' positive and negative perceptions of physical education (Coelho 2000). One of the major causes that the researcher has been looking into in students' performance is socio-economic factors. It has been studied that such factor greatly affects students' performance in school and that there is a negative relationship between the family income and students'

performance (Diaz, 2003; Raychauduri et al., 2010; Hijaz and Naqvi 2006). A number of studies have been carried out to identify causal factors of poor academic performance in a number of institutions worldwide. Most of the studies focus on the three intervening elements: parents (family causal factors), teachers (academic causal, factors), and students (personal causal factors) (Diaz, 2003). One of the studies from a secondary school level revealed that socioeconomic status (SES) and parents' education have a significant effect on students' overall academic achievement, as well as achievement in the subjects of Mathematics and English. The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005; Lopez, 1995). "I hear and I forget. I see and I remember. I do and I understand." (Confucius 551-479 BC) – a quote that provides evidence that, even in early times, there was a recognition of the existence of different learning preferences among people.

Of the many characteristics that influence a person's behavior, only a small set aid goal attainment in a particular situation. These are called aptitudes. Specifically, aptitude refers to the degree of readiness to learn and to perform well in a particular situation or domain (Corno et al., 2002). In fact, intelligence tests or IQ tests are measures of general aptitude: scores on these test represents a composite of cognitive abilities and can be used to forecast achievement and other behavior in a wide range of situation. The importance physical education aptitude is basic among institution they are using this sporting aptitude as a part of admission process.

The ALPHA group is a specialized sports programme in Ellowes Hall Sports College which advances both their physical and academic achievement. The sessions takes place in PE lessons and consists of a variety of advanced physical education sessions to cover sports psychology, physiology and skill acquisition. Meanwhile, according to Portman (1995), students' knowledge of being low skilled when comparing ability to others makes some student believe success was unattainable. The more that the students perceived they were competent in physical education and valued physical education as an important, interesting and useful school subject, and perceived autonomy and competence support from physical education teachers, the more likely they were to exert effort and concentrate in PE (Zhang, Solmon, Gu, 2012). "Student perceptions are thoughts, beliefs and feelings about persons, situation, and events" (Schunk 1992).

Nicholls (1989) stated that students who can differentiate ability and effort tend to believe that effort associated with adequate ability leads to success. Up until present USMA conducted in their intramural program is an excellent example of a Sports Education Model (Seidontop, 1994). In this model, students not only learn how to play, coordinate and manage sports experiences but must also learn individual responsibility and effective group

membership skills. Students' performance has a significant correlation with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution (Karemera 2003). The academic environment is the effective variable for students and has a positive relationship with fathers' education and grade level (Kirmani & Siddiquah, 2008). Physical elements in the school environment can be shown to have discernible effects on teachers and learners.

It is recognized that having physical activity will enhance one's overall capabilities. Curriculum plays an extremely important role in determining college students' perceptions of physical education (Figley, 1985). Generally, a school as defined by Smith (2000) consists of the provision of school buildings on a well located site which include the facilities and surrounding provided for students to concentrate and learn. It is a place that practices the complex organization in influencing the people in terms of social perspective, school management, school organization and class allocation as well as teachers' quality/ effectiveness.

Many students suggested that the physical education teachers "take it too far", perhaps to the extent that learning in the physical education is adversely affected (Coelho, 2000). Siedentop (1983) suggests that "tolerance is more likely to lead to better knowledge of the person, better knowledge of the person's point of view is likely to lead to acceptance, and acceptance is more likely to lead to positive interactions". Aicinena (1991) concluded that the quality of a teacher's personal interactions with students had the most significant impact on students' attitudes toward physical education. Figley (1985) found that teacher reinforcement, or lack of it, ranked first as a determinant of college students' attitudes. "Teachers who operate without awareness of their students' points of view often doom students to dull, irrelevant experiences, and even failure" (Brooks & Brooks, 1993). This research reports thoroughly discuss the factors affecting students' performance in LPU-L towards their performance in physical education class.

### Theoretical Framework

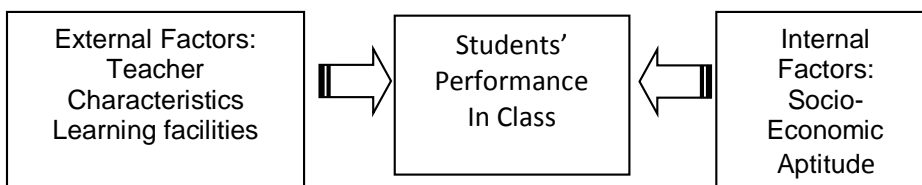


Figure 1. Theory of Educational Productivity

This study is based on the Theory of Educational Productivity by Walberg. In Fig 1 shows that factors are divided into two parts the external and internal factors that are affecting student's performance in class. The syntheses show that the amount and quality of instruction and the degree of psychological stimulation in classrooms, homes, peer groups, and mass media have consistent and powerful effects on learning.

### **Conceptual Framework**

In a dynamically growing market, an academic institution has a primitive job to provide well-educated, skilled, well-mannered, and quality students to support the needs of various companies. There are 5 factors the researcher identified as influencing student performance: Socio-economic, communication, aptitude, learning facilities, and personal condition.

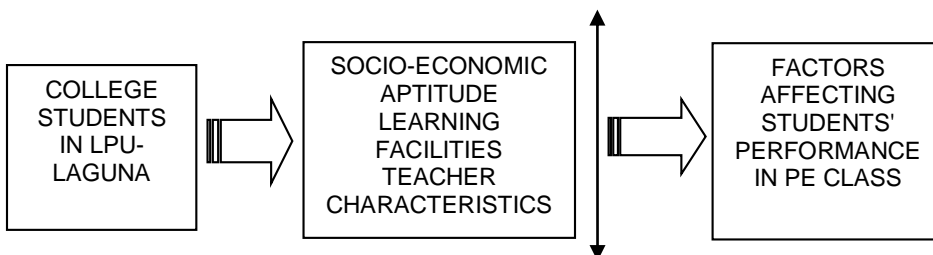


Figure 2. Conceptual framework

Figure 2 shows the linkage between the student and the factors affecting their performance in PE class. The respondents of this study were the PE students' of LPU- Laguna during 2<sup>nd</sup> semester A.Y.15-16. The researchers then identified those factors affecting their performance in PE class namely: socio-economic, aptitude, learning facilities, and teacher characteristics are linked to students' performance in their PE class. Said factors may have a different effect depending on the students' perception. For a better understanding of these factors the researcher correlated each factor with internal and external factors; socioeconomic together with aptitude and learning facilities together with teacher characteristics.

### **Objectives of the Study**

This study aims to identify the factors affecting college student's performance in their Physical Education class. Specifically, this study aims to determine:

- a.) the demographic profile and socio-economic status.
- b.) the level of aptitude of students.
- c.) the teacher factors that affect students' performance.
- d.) the respondents' perception on the learning facilities and teacher characteristics.
- e.) if there is a significant difference in the level of aptitude, the learning facilities and the teacher characteristics when students are grouped by year level and college.
- f.) if there is a significant difference in the ranked teacher factors when students are grouped by year level and college.

### **Research Hypothesis**

1. There is a significant relationship between students' aptitude and socio-economic status.
2. There is a significant difference in the level of aptitude, the learning facilities and the teacher characteristics when students are grouped by year level and college.
3. There is a significant difference in the ranked teacher factors when students are grouped by year level and college.

## **METHODOLOGY**

### **Research Design**

A descriptive correlational research design was used in this investigation. This research determined the demographic profile, socio-economic, and aptitude of students in Lyceum of the Philippines University-Laguna, the teacher factors that affect students' performance in their PE class. Third, this research shall establish the perception on the learning facilities and teacher characteristics that students' would want to improve more, and the students' perception on how these factors influenced their academic performance in PE class.

### **Participants of the Study**

The Lyceum of the Philippines University is an autonomous, private non-sectarian provincial university that has five physical campuses located in Laguna, Batangas, Cavite, Manila, and Makati. The study was carried out in Laguna campus. There were 441 college students from the College of Arts and Sciences, Allied Medicine, Business Administration, Engineering and International Tourism Hospitality Management of Lyceum of the Philippines University –Laguna (LPU-L) currently enrolled in PE II and PE IV during 2<sup>nd</sup> semester 2015-2016 chosen to take part in this study. Participants' age ranges from  $\pm 16$  to 21 years of age. Students will be assured that their responses will be kept anonymous and that participating in the study will not have an effect with their PE grade. The researcher monitored and helped students by

answering any question they would have. Participants were limited to PE II and PE IV students because those were the only PE classes available during the 2<sup>nd</sup> semester.

### **Locale of the study**

The test was conducted in the gymnasium of LPU-Laguna with 100 feet by 100 feet and 441 questionnaires were given to each of the participants on the 2nd to the last day of class in their PE session.

### **Instrument used**

The researcher used a self-made survey questionnaire. The said questionnaire contained five questions for every factor. There were five factors namely: socio-economic, aptitude, learning and teacher characteristics. The scaling of the factors utilized a Likert Scale ranging from 1 to 4 with Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4).

### **Procedure**

The research study focused on the “Factors Affecting Students Performance in Physical Education class in Lyceum of the Philippines University- Laguna”. Upon the approval of the research proposal, a commencement letter was received from the Research Office of Lyceum of the Philippines University- Laguna to conduct the study. The questionnaires were administered personally to the respondents, and the latter were informed about the study and they were told that participation in this study will not affect their PE grade. The researcher made sure that during the answering of questionnaire they would assist all students if they had questions. All students were considered equal in all PE class. After answering, the questionnaires the researchers gathered the data immediately. Data were tabulated, analyzed and interpreted. The scope of the study was limited to all those currently enrolled in PE class during 1<sup>st</sup> semester 2015-2016.

### **Data Analysis**

The researchers used frequency distribution table to present data on the demographic profile and the socio-economic profile, as well as the ranking of the teacher factors. Weighted mean was used to summarize the perception on the students’ aptitude, the learning facilities and the teacher characteristics. Comparative analysis was done using Kruskal-Wallis test and the Mann-Whitney U test.

## RESULTS AND DISCUSSION

### Socio-economic profile

The demographic profile of the respondents is looked upon in terms of college, year level, and residency.

**Table 1. College Preference**

College	Frequency	Percent
CAS 1	60	13.6
CBA 2	45	10.2
CAM 3	116	26.3
CITHM 4	122	27.7
COECS 5	98	22.2
Total	441	100

**Table 2. Year Level of participants**

Year	Frequency	Percent
1	299	67.8
2	142	32.2
Total	441	100

Table 1 shows the demographic profile of students in terms of their college preference. The data shows that most student (27.7%)

On the other hand, Table 2 shows the distribution of respondents according to their year level. The data shows that mostly freshman students who are in their PE II (Rhythmic Activities) participated in the said research.

**Table 3. Residence of students**

Residence	Frequency	Percent
Batangas	169	38.3
Laguna	251	56.9
Cavite	6	1.4
Quezon	13	2.9
Others	2	0.5
Total	441	100

Table 3 shows the residency of students. The data shows that most participants reside in Laguna area with a frequency of 251. This could be attributed to LPU Laguna being located in Calamba City, Laguna. There were 169 respondents (38.3%) from Batangas area.



**Table 4. Socio-economic status of students according to weekly allowance**

Allowance	Frequency	Percent
Less than 1000	179	40.6
1000	160	36.3
1500	78	17.7
2000	10	2.3
2500	6	1.4
More than 2500	8	1.8
Total	441	100

Table 4 shows the socio-economic status of students through their weekly allowance. Data shows that most of the respondents received a weekly allowance of less than P1000 with a frequency of 179 (40.6%), followed by students who had weekly allowance of P1000 with a frequency of 160 (36.3%). It shows that most of the respondents had a low weekly allowance because most students, as shown in Table 3, reside in Laguna. It could be that students spent less if they are living near the school—less fare and less expense for food and other materials. According to a research entitled “The Factors Influencing Students’ Performance at Universiti Teknologi MARA Kedah, Malaysia”, demographic factors of students are found to be positively related with their CGPA (Cumulative Grade Point Average). Allison and Allison (2007) stated that demographics characteristics of parents, such as the parents’ level of education become the reasons in selecting the private school for their children.

### **Aptitude**

As shown in Table 5, the students’ aptitude level shows that the statement “I do not do the skill, if I feel I cannot” had the highest mean (2.62). This only shows that students are not confident with their aptitude skill during their PE class. Aptitude test can be used a substitute for intelligence tests (Lynmann, 1998). In fact, intelligence tests or IQ tests are measures of general aptitude: scores on these test represents a composite of cognitive abilities and can be used to forecast achievement and other behavior in a wide range of situation. The importance physical education aptitude is basic among institution, they are using this sporting aptitude as a part of admission process. Although in LPU-Laguna, the admission process does not consider physical aptitude of student.

**Table 5. Aptitude of students**

Aptitude	Mean	Std. Deviation
I do not do the skill, if I feel I cannot.	2.62	0.87
I am as good as anyone else.	2.07	0.71
I can do all the skills with given time to practice and was able to execute a skill very well.	1.91	0.57
My learning performance is affected by my state of mind.	1.81	0.60

**Teacher Characteristics**

Table 6 shows the frequency and ranking of teacher factors that affect student performance. It shows that the first thing that student look into their teacher is personal appearance. It is said by Ferrer-Caja & Weiss (2000) that the physical education teacher plays a crucial role in students' motivation. They also noted that even the teacher's gender was an element that influenced students' point of view. It is assumed that physical education teachers should be physically fit therefore students' based their teacher on appearance and also students perceived their teachers to be well-groomed even if its' PE class. Ranked second is facilities and equipment for the reason there should be equal opportunities for students to experience learning together with the fiscal environment. Designing of the classroom significantly affected participants' preference to the course and attitude on learning performance (Kaen 2012). Third factor that student choose is classroom management expertise because some lesson in PE is discuss through lecture but most of the time it is practical application. The teacher allows the students to practice anywhere inside the gymnasium.

**Table 6. Frequency and ranking of teacher factors that affect student performance**

Ranking	personal appearance		communication skills		classroom management expertise		subject matter expertise		facilities and equipment	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
1	121	27.4	23	5.2	49	11.1	22	5	98	22.2
2	58	13.2	54	12.2	84	19	57	12.9	75	17
3	57	12.9	77	17.5	131	29.7	82	18.6	93	21.1
4	114	25.9	140	31.7	109	24.7	127	28.8	83	18.8
5	91	20.6	146	33.1	68	15.4	152	34.5	92	20.9

Table 6a shows that among the teacher factors that the researchers found is that personal appearance together with facilities and equipment had the highest mean (1.52). Teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain. Thus, a major conclusion is that teachers make a difference (Wright, Horn & Sanders, 1997).

**Table 6a. Mean of ranks of teacher factors**

Teacher factors	Mean of ranks	Std. Deviation
Communication skills	3.75	1.19
Subject matter expertise	3.75	1.20
Classroom management expertise	3.14	1.22
Facilities and equipment	2.99	1.44
Personal appearance	2.99	1.52

Table 6b shows students perceive that their teacher maintains classroom atmosphere conducive to learning and utilizes time effectively (mean=1.73). Students felt that the clarity of their teacher's explanation influenced their understanding towards the subject. Literature reviews show that at present there are different opinions with regard to the topic (Goodykontz 2000). The results shows the importance of teachers' competence support and autonomy support in fostering students' motivational constructs and achievement outcomes in physical education (Gao, Podlog & Harrison, 2012; Coelho, 2012; Ward & Barret, 2002).

The research entitled "Predictors of Intrinsic Motivation among Adolescent Students' in Physical Education" said that those who perceived that their teachers encouraged students to participate in the decision-making of the class reported higher self-determination that was contrary to predictions, weakly associated with intrinsic motivation and motivated behaviors. The category student and teacher social interactions refers to the frequency and quality of social interactions in the classroom that contribute to students' sense of self-esteem and can foster a sense of membership in their class and school (Anderson, Everetson, & Brophy, 1979; Brophy & Good, 1986; Wang, Haertel, & Walberg, 1993).

**Table 6b. Perception on teacher characteristics**

Teacher characteristics	Mean	SD
Teacher maintains classroom atmosphere conducive to learning and utilizes time effectively.	1.73	0.55
Teacher answers questions knowingly and convincingly showing high credibility.	1.70	0.56
My teacher speaks fluently the language and express facts and ideas in a clear and effective manner.	1.65	0.55
Teacher states clearly the objectives of the lesson and gives lecture without reading notes/book.	1.65	0.58
My teacher wears proper attire and is well groomed.	1.61	0.55

### Learning Facilities

Table 7 shows the perception of students' on their learning facilities. Respondent reported that suitable athletic activities can be conducted during rainy weather (mean= 2.12). Students seem to learn the most when they feel the environment is conducive and supportive.

**Table 7. Perception on learning facilities**

Learning Facilities	Mean	SD
Suitable athletic activities can be conducted during rainy weather.	2.12	0.71
There are safety features for all areas of sports activities, including first-aid facilities.	2.07	0.66
They have sufficient quantity and variety of PE supplies for the normal class size.	2.01	0.62
Sanitary drinking water is always available.	1.95	0.69
The gym is spacious enough to maximize learning.	1.90	0.69

The result of this study is aligned with that of Karemera (2003) who found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. Based on the data analysis of research entitled "Factors Affecting Students' Academic Performance" showed that there is 16% variation in student performance but the direction is positive.

As shown on Table 8. Student aptitude and learning facilities are not significant among two year levels.

**Table 8. Comparative analysis of factors by year level**

Variables	year	Mean	Std. Deviation	t	Sig. (2- tailed)
Student aptitude	1	2.11	0.50	-0.215	0.83
	2	2.12	0.43		
Learning facilities	1	2.01	0.45	0.16	0.873
	2	2.00	0.47		
Teacher characteristics	1	1.71	0.44	3.144	0.002**
	2	1.57	0.42		

\*\* Significant at 1% level

First year students have significantly higher perception on the teacher characteristics than second year students. It could be that first year had to adjust to their teacher compared to the second year students. Also, the researcher believed that the first year students had higher expectations from their teacher because they came from different schools.

As shown on Table 9, there is no significant difference in terms of learning facilities and teacher characteristics among five colleges, although there is a significant difference in student aptitude.

**Table 9. Comparative analysis of factors by college**

Variables	F	Sig.
Student aptitude	3.16	0.01*
Learning facilities	2.21	0.07
Teacher characteristics	2.14	0.07

\* Significant at 5% level

Table 10 shows the comparative analysis of teacher factors in terms of college. The table shows that College of Engineering and Arts and Science had a significant higher mean of ranking in classroom management expertise. The course that is being offered in the said college might have the influence for this item. Courses of the said college is much more technical compared to other colleges.

**Table 10. Comparative analysis of Teacher Factors by College**

Teacher factors	Chi-square	sig
Personal appearance	1.036	0.309
Communication skills	0.124	0.725
Classroom management expertise	8.452	0.004**
Subject matter expertise	1.618	0.203
Facilities and equipment	2.621	0.105

\*\* Significant at 1% level

As shown on Table 11, first year students have a significantly higher mean rank than second year students on personal appearance, communication skills, and subject matter. Based on Table 8, the data confirms that teacher characteristics was most significant for first year students.

**Table 11. Comparative Analysis of Teacher Factors by Year Level**

	Chi-Square	Sig.
Personal appearance	7.509	0.006**
Communication skills	11.686	0.001**
Classroom management expertise	3.172	0.075
Subject matter expertise	8.135	0.004**
Facilities and equipment	0.753	0.386

\*\* Significant at 1% level

## CONCLUSION AND RECOMMENDATIONS

From the data gathered and discussion, it can be concluded that it is very important to have a comprehensible understanding of the factors that benefit and hinder the academic progress of an individual's education. If students realized that their physical education class promoted learning and participation, they focused on the activities and evaluated their success using self-referenced sources, such as effort and improvement. This study is conducted to identify factors affecting students' performance in PE class at collegiate level in LPU-Laguna. The researcher found that there are four influencing factors in students' performance: socio-economic, aptitude, learning facilities, and teacher characteristics. Results indicated that students from CITHM perceived themselves as incapable of skills in their PE class.

Contrary to the researcher's observation, CITHM students were perceived to be more of application skills than technical skills in their classes. They also compete in international and local competitions to showcase their

skills. Students from Engineering and Arts and Science were more particular of the teacher classroom management skills, this is because their course are more technical compared to other colleges

The results shows that first year students perceived their physical educator teachers to be highly skilled and physically fit. Since first year students came from different schools and they are now entering another chapter of their education life, they have a higher expectation compared to before. Students' believed that their gymnasium is suitable for athletic activities that can be conducted during rainy weather. Physical educator should be more anticipative in their classes because they are believed to be more meticulous and cautious when it comes to their students.

These students viewed their level of physical ability as high and felt they had a choice to decide what to do in the class. Moreover, they participated in the class for reasons related to enjoyment, fun, and a desire to learn and, in turn, chose difficult activities, put forth effort and persevere even after failures. Also, it is very important to have comprehensible understating of the factors that benefit and hinder the academic progress of an individuals' education. These four factors: socio-economic, aptitude, learning facilities, and teacher characteristic may contribute in enhancing the private education level in Laguna, hence promoting LPU-L at an international level. However, the factors influencing performance covered in this study may be limited due to the small number of respondents and duration of time. The researcher therefore recommend that there be continuous training for teachers, continuous improvement of the gymnasium to maximize the full potential of each student and better opportunities for students to participate in physical activity.

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