



*Original Research Article*

# Assessing instructional management practices of tertiary physical education program

Received 10 June, 2022

Revised 14 August, 2022

Accepted 23 August, 2022

Published 9 September, 2022

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Assessing instructional management practices in physical education courses allows administrators see if students are learning from the institution's physical education classes. This study investigated the students' and teachers' assessment of the instructional management practices (IMP) in tertiary physical education (TPE) in the following domains: Planning and Preparation, Classroom Climate, Instruction, and Program Planning and Goal Setting. Research participants include 16 teachers teaching Physical education and 373 second-year students enrolled in the second semester of the school year 2019-2020. These participants are randomly selected and the sample size was determined using Cochran's formula with a 95% confidence level. The researchers employed a descriptive-comparative design and tested the difference between students' and teachers' assessments. Gathered data were subjected to descriptive statistics and a t-test. Findings revealed that teachers assessed the IMP as highly practiced, while students assessed IMP as moderately practiced. Moreover, the t-test result leads to the conclusion that teachers and students have significantly different assessments in all the domains of instructional management practices. From these, researchers recommend that TPE program heads may peruse the program and subject it to curriculum review. PE instructors and administrators should improve the instructional management practices in the program. Further, PE instructors may employ instructional management practices that directly promote students' learning. Lastly, a continuing study to be implemented to a bigger population and sample may be conducted by other researchers to provide a generalization of the present result.

**Keywords:** Planning and preparation, classroom climate, instruction, program planning and goal setting, students and teachers' assessment

## INTRODUCTION

Assessment in physical education (PE) is more important than ever. It is a great way to see if students are learning the institution's physical education classes effectively and efficiently. Planning a physical education lesson is not difficult but questions always arise on how teachers assess students' performance in physical

education courses. Like any other subject in school, educators realize and anticipate that there is a large range of abilities to accomplish the objectives set in the syllabus. Quality instructional management of teachers in terms of planning and preparation, classroom climate, instruction, program planning, and goal setting may also attain a

significant result in teachers' performance in maintaining the best education that may cater to the needs and problems of tertiary physical education (Oliver and Reschly, 2007). Teachers' performance plays a vital role and significant factor in attaining educational goals. This is why teachers are committed to the service and perform excellently with a preserved culture of excellence. To improve quality education, physical education teachers being the facilitators of all teaching and learning processes need to first evaluate the kind of instructional management and the kind of performance they render because the instructional management practices of teachers may not always result in an outstanding performance which is the main goal in the physical education course and tertiary physical education (Mupa and Chinooneka, 2015).

Researchers in the fields of health and physical education have known the goal to have individuals specifically students remain physically active throughout their adulthood. It is the promotion of lifelong physical activity participation and has been recognized as the ultimate goal of physical education programs in school (Yimer, 2014). It is necessary to realize the importance of the Physical education course, quality PE, whereby students have the opportunity to learn meaningful appropriate instruction and assessment that is evidence-based and recommended to strategize to increase physical activity and be given importance in schools. Physical educators' role is to serve essential educational functions that include promoting high levels of physical activity, understanding appropriate skills, and providing an enhanced foundation for lifelong fitness. Areas that are considered important include communication, attention, mindset, and mental skills such as goal-setting or imagery. It shows tips and strategies to enhance delivery, and feedback that intensify motivation and improve skill retention when the students understand principles that will influence motor learning and performance (Fisher, 2019).

Learners who are engaged in physical education show interest through positive experiences that will foster motivation and participate in physical education courses that would help establish lifelong participation in physical activity (Durden-Myers et al., 2018). In addition, students who experienced varied physical activities were provided with opportunities to discover and continue to learn. Through this, students are engaged with movements, specifically, physical literacy within educational settings that create motivation including proactive behaviors. Similarly, self-confidence is considered about one's ability to improve in the learning of new tasks, but also receiving an assurance that their respective experiences are worthwhile.

Understanding and knowing the factors that are related to students' positive participation in physical activity which is considered in the study are to be focused on by the teachers. It is teaching that is shifted from studying to processing according to Rink (2013). In the same study, Rink (2013) added that effective teaching has consistency and improves students' learning, having known the

difficulties in measuring student learning and evaluating instructors where most of this process could be observed showing a high relationship to students' learning outcomes.

It is therefore encouraged to understand physical education in terms of its importance since this will be one of the bases for assessing the effectiveness of instructional management in tertiary physical education and enhancement of students' performance and as future members of the workforce who will use their knowledge to maintain a healthy lifestyle. This study was inspired by the transformative shift required for advancing human health and wellness and the dire need for the strict implementation of the school's physical education instruction, policies, and programs. Management of the physical education resources and capabilities in the higher education institution becomes a question of understanding the self-organizing capabilities and directing human activities so that they interact synergistically.

Despite the various constructive measures that were previously conducted on the schools' physical education, discipline, and the indicators purported within the context of physical activity, the aforementioned endeavors have not been pursued at the local level. Thus, it is not well understood and studied in a developing country, particularly the Philippines, that is constantly facing massive challenges especially in giving appropriate quality education. Therefore, this study determined to assess the instructional management of physical education in tertiary institutions.

## METHODOLOGY

This study adopted a descriptive-comparative research design. The descriptive component of the present study includes the presentation of the participant's assessment of the instructional management practices. The comparative component involves differences in the students' and teachers' assessments.

Participants of the study were selected using simple random sampling. Specifically, a computer-generated lottery method was used. Using Cochran's formula with a 95% confidence level and 5% margin of error, a sample size of 373 second-year students was determined from a population of 3,355 students. These students were enrolled in the second semester of the Academic Year 2019 – 2020 and were from the three campuses of a State University in Northern Mindanao. With a similar process, 16 teachers teaching physical education on the same campuses were also determined as participants.

Research instruments used to gather data were adapted from the Society of Health and Physical Educators of America (SHAPE, 2009) and NASPE (2011). Each statement is rated using a Likert scale as follows: 4 – always, 3 – sometimes, 2 – rarely, and 1 – never. Both instruments used were adapted from already existing and developed questionnaires.

Mean and standard deviation was used in analyzing the

**Table 1.** Qualitative Description and Interpretation for the Scale Ranges

Scale Ranges	Qualitative Description (QD)	Interpretation (I)
3.26-4.00	Always (A)	Highly Practiced (HP)
2.51-3.25	Sometimes (S)	Moderately Practiced (MP)
1.76-2.50	Rarely (R)	Rarely Practiced (RP)
1.00-1.75	Never (N)	Never Practiced (NP)

**Table 2.** Mean ( $\bar{x}$ ) Distribution of Teachers' and Students' Assessment on the Effectiveness of Instructional Management Practices in terms of Planning and Preparation

Planning and Preparation		Students				Teachers			
		$\bar{x}$	SD	QD	I	$\bar{x}$	SD	QD	I
1.	Serve as the physical activity expert within the school by contributing their expertise to school and community projects/activities.	3.20	0.83	S	MP	3.75	0.46	A	HP
2.	Coordinate the school's comprehensive physical activity program to maximize students' understanding, application, and practice of the knowledge and skills learned in physical education.	3.23	0.87	S	MP	3.81	0.43	A	HP
3.	Engage school staff and parents in roles that help and support the implementation of a comprehensive school physical activity program.	3.03	0.88	S	MP	3.75	0.46	A	HP
4.	Engage and partner with community members and agencies to share resources, thereby building collaborative services in support of all students.	3.02	0.89	S	MP	3.56	0.79	A	HP
5.	Collaborate with school staff in support of the school-wide curriculum.	3.16	0.89	S	MP	3.81	0.43	A	HP
6.	Identify opportunities to incorporate physical education and physical activity into school-wide initiatives, themes, and events.	3.18	0.86	S	MP	3.75	0.46	A	HP
<b>Overall</b>		<b>3.14</b>	<b>0.75</b>	<b>S</b>	<b>MP</b>	<b>3.73</b>	<b>0.44</b>	<b>A</b>	<b>HP</b>

teachers' and students' assessments of instructional management practices in the physical education program. T-test was used to test the significant difference in the teachers' and students' responses.

## RESULTS AND DISCUSSIONS

The presentation, analysis of data, and discussion flow are according to the four variables, namely: planning and preparation, classroom climate, instruction, and program planning and goal setting. Scale Ranges of the participants' responses are interpreted using Table 1 above.

### Planning and Preparation

Table 2 presents the teachers' and students' assessments of the effectiveness of Instructional Management Practices in terms of Planning and Preparation. As shown, the students and teachers differed in their assessments of the six (6) indicators of planning and preparation. As revealed, the

students assessed the instructional management practices in terms of planning and preparation as "sometimes" which means that this is moderately practiced.

This implies that the students observed that the teachers moderately practiced all the indicators in planning and preparation. On the other hand, the teachers assessed the instructional management practices as always which indicates that this area is highly practiced according to the experiences of the teachers.

Some students shared that participation in any activities or fitness activities gives them a sense of awareness of the different levels of fitness status. Students could plan accordingly to those different levels. This shows that giving the students choices in fitness activities in physical education classes and allowing the students to design their fitness plans can increase the level of participation in those class instructions.

Oliver et al. (2007) stated that ongoing planning and preparation for new teachers is essential to all teachers but most important to new younger ones. Managing the classroom is difficult for new teachers, especially those who

**Table 3.** Mean ( $\bar{x}$ ) Distribution of Teachers' and Students' Assessment on the Effectiveness of Instructional Management Practices in terms of Classroom Climate

Classroom Climate	Students				Teachers			
	$\bar{x}$	SD	QD	I	$\bar{x}$	SD	QD	I
1. Create and maintain a physically and emotionally safe learning environment for all students.	3.32	0.91	A	HP	3.68	0.48	A	HP
2. Respect each individual's dignity and worth, and help students value their own identities and appreciate differences in others.	3.40	0.93	A	HP	3.68	0.49	A	HP
3. Foster growth in all students by integrating intellectual, physical, emotional, and social learning.	3.30	0.91	A	HP	3.81	0.43	A	HP
4. Provide a supportive environment for positive social interaction and group membership.	3.28	0.92	A	HP	3.81	0.43	A	HP
5. Present the curriculum using research-based materials from a variety of sources.	3.26	0.85	A	HP	3.75	0.46	A	HP
6. Use a variety of appropriate instructional strategies that are culturally relevant and address all learning styles and ability levels.	3.29	0.86	A	HP	3.75	0.46	A	HP
7. Assist students in becoming active, inquisitive, and perceptive individuals who reflect upon and monitor their learning.	3.26	0.92	A	HP	3.81	0.43	A	HP
<b>Overall</b>	<b>3.31</b>	<b>0.81</b>	<b>A</b>	<b>HP</b>	<b>3.75</b>	<b>0.41</b>	<b>A</b>	<b>HP</b>

have not received sufficient pieces of training and are assigned to large classes with a large percentage of high-risk students. Thus, students who are at risk for the behavioral outcome and poor academic performance receive less instruction and fall further behind. Teacher preparation and planning need greater emphasis on preparation to be competent and efficient in managing the classroom with a varied set of students.

Research by Clotfelter et al. (2007) had shown that other policy-relevant factors—such as a teacher's academic training and planning and preparation—may equal or even outweigh the impact of the early-career experience.

With the majority of the young teachers, the study of Unal (2012) states that beginning teachers are sometimes less able to work with speed, fluidity, and flexibility or to have mental models that permit large amounts of information to be accessed and handled effectively. According to the literature, it takes between four and seven years of experience for an individual to develop into a competent teacher.

### Classroom Climate

Table 3 discloses the teachers' and students' assessments of the effectiveness of instructional management practices in terms of classroom climate. As presented, the teachers and students had the same assessment on all seven (7) indicators of instructional management practices in terms of classroom climate. As indicated, the students and teachers assessed this area as always. This result reveals that the instructional management practices are highly practiced which further implies the effectiveness of classroom climate to complement their expertise in the

content of their lessons to achieve students' learning in the classroom.

Based on the results, the teachers employ various means to help improve the students learning. The teachers observed the organization of the classroom instruction to make it more conducive for learning. They also used different teaching approaches to cater to the diversity of learners with different learning styles. These will make the students' learning more meaningful since they engage in different activities in the class. Various studies showed that integrating different teaching approaches will lead to an increase in the student's retention in-class activities which will also cause improvement in their academic achievement.

Teachers' innovativeness in teaching leads to a positive climate in the classroom and school which in turn increased students' interest in PE classes (Jiang, 2018). Moreover, teachers' leadership style had a positive effect on the school climate on the interest in PE Subjects (ibid).

### Instruction

Table 4 reveals the teachers' and students' assessments of the effectiveness of instructional management practices in terms of instruction. As revealed, teachers assessed "always" on the six (6) items. This indicates that the six indicators are highly practiced. This result reveals that the indicators of instructional management practices in terms of instruction are highly practiced.

On the other hand, the students rated always or highly practiced on the two items and sometimes or moderately practiced on the rest of the items. The overall mean indicates that teachers' assessment of the effectiveness of

**Table 4.** Mean ( $\bar{x}$ ) Distribution of Teachers' and Students' Assessment on the Effectiveness of Instructional Management Practices in terms of Instruction

Instruction	Students				Teachers			
	$\bar{x}$	SD	QD	I	$\bar{x}$	SD	QD	I
1. Maintain membership in a professional association.	3.20	0.92	S	MP	3.75	0.46	A	HP
2. Engage in a variety of professional-development activities, such as research projects, conferences, presentations, and reading and contributing to professional publications.	3.15	0.88	S	MP	3.87	0.33	A	HP
3. Serve as a mentor, providing guidance and support to new educators.	3.22	0.94	S	MP	3.87	0.33	A	HP
4. Encourage and support their colleagues in their efforts to set and attain high standards for student achievement.	3.27	0.94	A	HP	3.93	0.24	A	HP
5. Use reflection as a means of self-assessment to continually improve the quality of instruction and teaching practice.	3.24	0.92	S	MP	3.81	0.39	A	HP
6. Seek continually to extend the knowledge base and best practices within physical education.	3.26	0.91	A	HP	3.87	0.33	A	HP
<b>Overall Mean</b>	<b>3.22</b>	<b>0.83</b>	<b>S</b>	<b>MP</b>	<b>3.85</b>	<b>0.29</b>	<b>A</b>	<b>HP</b>

**Table 5.** Mean ( $\bar{x}$ ) Distribution of Teachers' and Students' Assessments on the Effectiveness of Instructional Management Practices in terms of Program Planning and Goal Setting

Program Planning and Goal Setting	Students				Teachers			
	$\bar{x}$	SD	QD	I	$\bar{x}$	SD	QD	I
1. Serve as role models by participating regularly in health-enhancing physical activity.	3.24	0.93	S	MP	3.81	0.43	A	HP
2. Demonstrate trustworthiness by abiding by the laws of confidentiality concerning the affairs of all students and colleagues.	3.28	0.91	A	HP	3.81	0.42	A	HP
3. Demonstrate integrity by refusing to accept gifts or favors that could influence actions or decisions and could be considered unethical or illegal professional behavior.	3.23	0.90	S	MP	3.87	0.39	A	HP
4. Exercise proper judgment in all relationships, so that actions are always characterized by respect and concern for others.	3.32	0.92	A	HP	3.87	0.39	A	HP
<b>Overall Mean</b>	<b>3.27</b>	<b>0.83</b>	<b>A</b>	<b>HP</b>	<b>3.84</b>	<b>0.38</b>	<b>A</b>	<b>HP</b>

instructional management practices in terms of instruction is always or highly practiced while the students' assessment is sometimes or moderately practiced.

This result discloses that the students and teachers differ in their assessments of instructional management practices in terms of instruction. Teachers believed that the instructional management practices in terms of instruction are highly practiced while the students are not satisfied because they only rated as sometimes or moderately practiced. This implies that students and teachers view instruction in teaching physical education differently.

Hattie (2009) mentioned that better learning is a self-motivated setting in which teachers show clear instructions in which they act as regulators over the content and guide the pace of instructions to students. This can be expected from a teacher who employs instructional practices and

strategies that increased mastery of lessons as proven. Mostly, common moan of students is the teacher's approach to instruction that does not offer enough skills/knowledge in many ways thus, these students could not embrace lessons well. Effective instruction achieves the objectives of building toward "big ideas" by teaching and mastering the basic skills and then slowly and systematically teaching new concepts integrating and introducing complex skills that maximize students' experiences and success regardless of the teacher's philosophy.

#### Program Planning and Goal Setting

Table 5 presents the teachers' and students' assessments of the effectiveness of instructional practices in terms of program planning and goal setting. Data show that

**Table 6.** Summary Table of Teachers' and Students' Assessments on Effectiveness of Instructional Management Practices

Domain	Students				Teachers			
	$\bar{x}$	SD	QD	I	$\bar{x}$	SD	QD	I
Planning and Preparation	3.14	0.75	S	MP	3.73	0.44	A	HP
Classroom Climate	3.30	0.81	A	HP	3.22	0.83	A	HP
Instruction	3.22	0.83	S	MP	3.85	0.29	A	HP
Program Planning & Goal Setting	3.27	0.83	A	HP	3.85	0.38	A	HP
<b>Overall</b>	<b>3.23</b>	<b>0.80</b>	<b>S</b>	<b>MP</b>	<b>3.79</b>	<b>0.38</b>	<b>A</b>	<b>HP</b>

**Table 7.** Significant Difference in the Teachers' and Students' Assessment of Instructional Management Practices

Instructional Management Practices	Respondents	Mean	SD	t-value	p-value	Remarks
Policy and Preparation	Teacher	3.73	0.44	2.32*	0.035	Significant
	Student	3.14	0.75			
Classroom climate	Teacher	3.75	0.43	2.35*	0.033	Significant
	Student	3.30	0.81			
Instruction	Teacher	3.85	0.29	3.46*	0.003	Significant
	Student	3.22	0.83			
Program Planning and Goal Setting	Teacher	3.84	0.39	2.94*	0.010	Significant
	Student	3.27	0.83			
<b>Overall</b>	Teacher	3.79	0.32	<b>2.59*</b>	<b>0.049</b>	<b>Significant</b>
	Student	3.23	0.77			

Note: \* Significant at 0.05 level

teachers rated always on the four (4) items. This reflects that these indicators are highly practiced. This implies that the teachers believe they have sufficient knowledge of the program planning and goal setting.

However, the students rated sometimes on the two indicators (1 and 3) and always on the other indicators (2 and 4). But, the overall mean is always or highly practiced. The overall mean indicates that both the students and teachers rated the instructional management practices in terms of program planning and goal setting as always. This means that this area is highly practiced in terms of program planning and goal setting. Teachers who are in the field lack time to observe and maintain healthy practices through activities to enhance or maintain the physical aspect. This is due to overwork in the office, school, and family responsibilities that drain the teacher physically and mentally that sometimes lead to exhaustion. In addition to that, teachers consider their students as friends that have no more barriers to the student-teacher relationship that unconsciously will lead to misinterpretation by some students (Jacobson, 2016).

According to Sejts (2018), teachers who are committed become focused on the learning goals and behavioral goals that can be more effective. They are committed to the goals with a belief that contributes to outcome expectancies that the teachers valued. The researcher added that students who need feedback should be informed for effective self-management. A combination of information seeking, goal setting, and receiving feedback from the teacher will improve classroom performance.

Table 6 shows the overall teachers' and students' assessment of the effectiveness of instructional practices. Data show that teachers rated always on the four (4) domains of instructional management practices. The result divulges that the teachers perceived that the domains under instructional management practices are highly practiced.

However, students' assessment of planning and preparation and program planning is sometimes. This means that the indicators in this area are moderately practiced only. Likewise, students' assessment of classroom climate and program planning and the overall mean of instructional management practices is sometimes. This signifies that the overall assessment of the students for instructional management practices is moderately practiced. This implies that the students have high expectations for instructional management practices. Specifically, they wanted to have some improvements in planning and preparation and instruction.

Shape America (2014) considers appropriate instructional management to support its goals and objectives that are defined in the school's physical education program that focuses on quality instruction, appropriate activities, active engagement, self-assessment, and self-monitoring. Dudley et al. (2016) added that an effective physical education program is related to health and lifestyle outcome that is observable and an important factor that enhances high levels of physical activity participation. Moreover, it should emphasize and provide students with an educational experience that is designed to

teach students knowledge and skills a quality experience towards learning physical activity. Specifically, to provide evidence that Physical educators must implement for the benefit of the youth.

To determine if a significant difference exists between the teachers' and students' assessment of instructional management, a t-test was performed. Table 7 presents the summary of the t-test for the comparison of the students' and teachers' assessments in all the domains of instructional management practices.

The results indicated that both groups have a significantly different assessments in all the domains of instructional management practices. Furthermore, it is also revealed that the overall assessment of instructional management practices of the teacher ( $M=3.79$ ,  $SD=0.32$ ) had significantly higher assessment than the students ( $M=3.23$ ,  $SD=0.77$ ),  $t=2.59$ ,  $p= 0.049$ . This means that both groups do not have the same assessment of instructional management practices. The result and ratings of PE Instructors in the three Universities on instructional effectiveness and instructional management skills showed very good.

On the other hand, Rink (2013) showed results of her study that students have different potentials for learning what is assessed. Teachers who work with high-ability students may be at a disadvantage on standardized tests simply because high-ability student scores top out, meaning the potential for gain is not there. Students on the other end of the continuum may not show a great deal of improvement because the measure is inappropriate for where they are in the content. Teachers are not in control of the many variables that may affect how a student performs, and this makes the use of absolute standardized test scores a real problem for identifying effective teachers

In addition, Bryan Goodwin and a team of researchers at Mid-continent Research for Education and Learning (McREL) published in 2010 the compilation of decades of research to suggest three behaviors that distinguish highly effective teachers. 1) Highly effective teachers challenge their students. Good teachers not only have high expectations for all students, but they also challenge them, providing instruction that develops high-order thinking skills. 2) Highly effective teachers create positive classroom environments. One of the highest correlates of effective teaching is the strength of the relationship teachers develops with students. 3) Highly effective teachers are intentional about their teaching. They have clear learning targets and then have a broad repertoire of instructional strategies to use. They know what to teach, how to teach it, and when and why to do it (Goodwin, 2010, p. 8) in the study of Hoge (2016).

## CONCLUSION

This study explored the students' and teachers' assessments of the instructional management practices in tertiary physical education. Moreover, it determined a

difference between the assessments of the participants in terms of the following domains of IMP: Planning and Preparation, Classroom Climate, Instruction, and Program Planning and Goal Setting. It was found that teachers assessed the IMP as highly practiced; on the other hand, students assessed IMP as moderately practiced. Lastly, the t-test result leads to the conclusion that teachers and students have significantly different assessments in all the domains of instructional management practices.

From these findings, the researchers generated the following recommendations:

1. Tertiary Physical Education (TPE) program heads may peruse the program and subject it to curriculum review in alignment with the policies, standards, and guidelines mandated by the Commission on Higher Education (CHED) and the University.
2. PE instructors and administrators should improve the instructional management practices in the program. This improvement should fit the natural movement within the framework of the curriculum.
3. PE instructors may employ instructional management practices that directly promote students' learning. These practices should be visible and experienced by learners for them to provide proper assessment and evaluation of these practices.
4. Continuing study to be implemented to a bigger population and sample may be conducted by other researchers to provide a generalization of the present result.

## Conflict of interests

The authors declare that there is no conflict of interests regarding the publication of this manuscript.

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