

Instructional Management Skills and Effectiveness of Physical Education Instructors in Higher Education Institutions in Cebu City, Philippines

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ABSTRACT

Teaching has become multiple jobs. It could be in myriad aspects and in harmony with the context of effectiveness and improvement course. It is concerned with a wider range of outcomes, social, and affective. The study determined the instructional management skills and level of effectiveness of the PE instructors of the three higher education institutions of Cebu City, Philippines. A total of 24 instructors coming from three selected institutions participated in the study. There were 14 instructors from the University A, seven instructors from University B, and three instructors from University C. The study utilized a descriptive research method. It uses a researcher-designed survey tool to gather data on the profile of physical education instructors; their instructional effectiveness as well their management skills. There was correlation

analysis on the profile and instructional management skills and the level of effectiveness. The ratings of the PE instructors of the three universities on the instructional management skills and instructional effectiveness were very good. Age, gender, education, teaching experiences, and seminar had nothing to do with instructional management skills and effectiveness of the PE instructors. However, there was a significant relationship between their instructional management skills and their instructional effectiveness. The majority of the PE teachers of the three institutions were positive on the given support of the administration in the form of facilities, materials, and equipment. Multimedia resources should be enriched to upgrade learning in physical education.

Keywords— Physical Education, instructional management skills, descriptive correlation analysis method, Cebu City, Philippines

INTRODUCTION

It is the policy of the nation to create and sustain a comprehensive, suitable and cohesive arrangement of training applicable to the objectives of social improvement (1987 Constitution of the Philippines). This law additionally announces the privileges of understudies in school such as: “Ideal to get, essentially through skilled guideline, pertinent quality training by national objectives and helpful for their full advancement.” A similar law gave that each educator might be responsible for the proficient and compelling achievement of indicated learning destinations incompatibility of national progress objectives inside the cutoff points of accessible school assets” (Batas Pambansa Bilang 232).

Managerial effectiveness refers to the extent to which a manager achieves the output requirements of his position (Bakker, 1999). Effectiveness is something a manager produces from a situation by managing it appropriately. Efficiency represents output, not input (S.K. Chakraborty & D. Chakraborty, 2006). Teaching is likely to become a more and more complex act. It requires milieu, themes, and learning to set, with coherence to the extent of effectiveness and improvement path. It needs looking into a bigger range of outcomes, social, and emotional aspects. It requires adopting current ideas to improve the educational system. This action can be undertaken by strengthening the best practices of the university in general. It will be an interesting and inspiring world for those who are in the teaching profession (Muijs & Reynolds, 2010). Although effective teaching is a term, it is hard to define in a precise manner since teacher viewed

it as useful in their teaching when students achieve intended learning outcomes.

The accelerating tempo in the modern world has considered placing importance on the active lifestyle. Hence, there is a need for quality program, effective instruction, and management. A planned sequential physical education based on the national standard for physical training will help understudies gain abilities, learning, and encounters that will assist them in the embrace and keep up physically dynamic ways of life, and appreciate various advantages of being physically active. Being unprepared to deal with classroom disturbances is a major cause of beginning teachers' reality shock. However, a lack of options remains to learn dealing with such disturbances. Classroom management group was found to be superior in classroom management skills. Overall, the training can be a useful supplement to teacher education (Dicke, Elling, Schmeck & Leutner, 2015).

Although higher education has huge amount of instructional technologies, higher education administration often complains that instructors are not adopting them. Without a full understanding of possible barriers, higher education institutes are hard-pressed to develop either appropriate goals or sound strategies for the adoption of instructional technology (Reid, 2014).

Physical education teacher was agitated of students' attention towards class participation. For them, it is just a course requirement, defeating the purpose of the real meaning of lifelong activities, health, and well-being.

In this light, the high worth of teaching the right skills of physical education is through effective and efficient service to teachers in the colleges and universities. Teacher behaviors and practical instruction consistently relate to student achievement. Teacher and school influence the teaching performance which needs a supportive and positive atmosphere or quality environment.

FRAMEWORK

The Theory to Practice Approach to Instruction explained that teachers must possess both the deep understanding on the powerful principles of teaching and how these principles can be applied in the classroom. The effective teacher is one who constantly reflects on his or her practices and makes instructional decisions based on a clear conception on how theories and practices affect the students (Moore, 2012).

Educational Theory posits that teachers engage themselves professionally in educational activities and ground floor activities of a particular kind. They teach

in various ways; they set the task for pupils, they try to motivate learners, help them, control their performances and improve their understanding and skills. In doing all these, they necessarily act on theories of a practical kind. If the teacher allows children to work in groups, this follows from a theory about the best way to achieve his educational ends. If he organizes their work by personal discovery, this too follows from theory. The educational practice takes into consideration the systems and activities in educational theory (Moore, 2010).

Classroom Management is a very significant part of teaching since no matter how good the teacher is, if there is no control and discipline in the classroom, then there is no learning that will take place. There are various approaches or models that are applicable in classroom management such as the **Assertive Approach** in which instructors demand mindful conduct from their students. In this model, the teacher must combine clear expectations, dynamic response to misbehavior (Castillon-Boiser *et al.*, 2000).

The second type of model is the **Business-Academic Approach** that pertains to a well-run classroom, free from disruptions, the students behave in an orderly manner, and are highly involved in acquiring knowledge. This approach works best when teachers have a clear idea of the type of classroom conditions (arrangement, materials) (Ornstein & Scarpaci, 2012).

The third approach is **Behavioral Modification** that includes an assortment of procedures and techniques, extending from first prizes to expand fortification preparation (Cruz *et al.*, 1999). Behaviorists assume that the environment shapes behavior and pay little attention to the causes of problems. Instructors utilizing the conduct alteration approach invest little energy in the persona; or on hunting down the explanations behind a particular issue. They endeavor to build the event of proper conduct through an arrangement of prizes to lessen the probability of improper conduct through disciplines (Kazdin, 2013).

The last approach is **Group Managerial** that refers to the authoritative way to deal with people. This approach emphasizes the significance of reacting quickly to gathering understudy that may be improper or undesirable and keeping in mind the end goal to counteract issues instead of dealing with them after they develop. He depicts what he calls the “progressively outstretching influence (Ornstein & Scarpaci, 2012).

Group Guidance method manipulates (a better word is “changing”) the surface behavior of the students on a group basis. Since teachers have few opportunities to work with students on an individual basis, they must learn to work with groups of students in their personal capacity; they must learn to work

with groups of students and to maintain group focus on the content and tasks of the group. Discipline and classroom control are produced through the group atmosphere and enhanced through group rapport (Acero, Javier & Castro, 2013). The proper way to deal with teaching is established in humanistic brain research and keeps up that each has a prime requirement for recognition. Students, like everyone else, strive for acceptance. They want to belong and to be liked by others who are important to them more than they want to learn (Ornstein, 1992).

At the present day, education is mostly academic. Convincingly, this orientation is predominantly academic. Realistically, this direction requires changes for a balanced development through inculcating health conscious among students. This situation includes the development of physical, mental and social levels with the emphasis on academics in the world of employment and the rapid advance in science. In this context, there is now an urgency to lay a strong foundation and provide quality teaching in physical education, sports and recreation activities in the higher education system for the overall sound of the younger generations (University Grants Commission, 2003).

Quality teaching initiatives are very diverse both in nature and in function. Teachers take some efforts at departmental or institutional level. Some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning (Bass, 1998). Educators turn out to be more mindful of the point sought after by instructing their insight regions, they comprehend their parts as people additionally as segments of an aggregate mission, figuring out how to better relate their desires to the program or institutional desires regarding learning results. In particular, quality teaching initiatives enlighten the useful function of information technology in instruction improvement and analyzing student-teacher interactions. In the institutions that are fully autonomous in program designs, the main impact of the quality teaching initiatives consists of helping teachers and institutional leaders to thoroughly reflection refine the aims and the content of the programs.

A thorough reflection on quality teaching is also likely to raise questions on the learning and work environment which is the primary responsibility of the institution. Instruments and policies that are intended to foster quality teaching are likely to be beneficial to research activities, and not only to study in education. The commitment to quality education has provided the instructions with an opportunity to investigate the consistency of the bridge between research and instruction.

OBJECTIVES OF THE STUDY

The study aimed to determine the level of instructional effectiveness and instructional management skills of physical education instructors of higher education institutions (HEIs) in Cebu City. The findings served as the basis for a proposed instructional plan for physical education. Specifically, this study determined the profile of physical education instructors regarding: age; gender; highest educational attainment; some years teaching physical education; related training and seminars attended. The investigation mainly focuses on determining the level of instructional management skills and instructional management effectiveness of physical, educational instructors regarding the preparation of the objective, methods, materials; and technology.

There were concerns of physical education instructors regarding support from the administration, facilities and equipment, and teaching environment. A significant relationship between the profile of the PE instructors and their level of instructional skills and their effectiveness regarding the preparation of the objective, methods, materials; and technology are also examined. The significant relationship between instructional management skills and their effectiveness in instruction was also measured.

METHODOLOGY

This study utilized a descriptive correlation analysis method using a researcher-designed survey tool that determined the profile of physical education instructors; their instructional effectiveness as well as their management skills. Only the regular and full-time instructors were included as participants in this study. The researcher-designed questionnaire was tested by conducting a dry-run procedure to the PE instructors in other universities in Cebu. These respondents were not included as respondents in the actual study.

Research Subjects

The participants of the study were the PE instructors of the three selected universities with 14 instructors of the University A, seven instructors from University B and three instructors from University C with a total of 24 instructors in all.

Research Procedure

Approval from the administrators of the three universities was sought first before the administration of the survey tool. There was a discussion on the objective and purpose of the study to the participants so that they will be informed fully about the investigation. High confidentiality of the responses was strictly observed.

To determine the level of instructional management skills and instructional effectiveness, a researcher-made questionnaire was designed. For the purpose of determining the functionality of the researcher-designed survey-tool, there was a pre-testing of the survey tool to the participants. The researcher noted the range of dispersion of the response among the scale or alternatives as well as the incidence of non-response to any of the items in the pretesting. Since the dry-run respondents were able to answer all the questions within a reasonable range of variation, the instruments was then finalized for administration. After collecting the answered questionnaires or tool, the researcher collated, tallied and tabulated the results.

Treatment of the Data

Simple percentage, weighted mean, Person Product Moment Coefficient, Kruskal-Wallis Test and content analysis were used.

RESULTS AND DISCUSSION

Profile of the Physical Education Instructors

Results reveal that majority of the P.E. instructors in University A were within the age range of 31-40 years old. There was an equal number of 3 instructors from University B within the age range of 30 years old and above. The mean age for University A's PE instructors was within the age range of 41-50 years old. The data pertaining to the highest educational attainment of the respondents reveals that most of them from University A were master's degree holder, while the PE instructors from other two universities had not finished a master's degree in the related field.

The data about the highest educational attainment shows that majority of the PE instructors from University A were masters degree holder, while there were three who had a master's degree from University B and two master units from University C.

On the other hand, the data of teaching experience of the PE instructors in University A reveal that majority are within the range of 10-24 years, and so with the University B with 4 PE instructors and University C with 2 PE instructors. These results mean that universities prepare seasoned or experienced PE instructors. Experienced PE instructors have their teaching expertise in the varied fields of specialization in physical education.

Most of the PE teachers in the three institutions had attended 41 hours of training and more. The in-service training usually addresses to the field of specialization like sports, dance, gymnastics, and the likes.

Maturity of the teacher in dealing with students from diverse background is of importance. Teachers in the University should attain higher educational degree to acquire better competency in developing effective teaching strategy. The additional skills and knowledge can be gained through age, experience, trainings attended and further studies.

Teachers' teaching qualification has a significant relative contribution to students' academic achievement. Teachers' knowledge of subject mastery has significant relative contribution to academic achievement of students. The joint contributions of teachers' qualification and teachers' subject mastery to student's achievement in English are significant. There be seminars, workshops undertaken to further determine teachers' mastery of the subject and that teachers have the necessary teaching qualification (Fakeye, 2012).

Level of Institutional Effectiveness

There were four areas of efficiency included in the self-assessment activity. These are objective, methods, materials, and technology. Regarding the formulation of instructional objectives, the participants were very good based on the weighted mean of 3.70 in University A (UA); 4.00 for University B (UB); and 3.73 in University C (UC). In employing the methods or approaches to facilitate learning the instructors, they were very good with the mean of 3.36 in UA, 3.69 in UB and 3.40 in UC. Finally, in utilizing materials/equipment or audio-visual aids, they were also very good with a mean of 3.81 in UA, 3.91 in UB and 3.80 in UC. However, the integration of technology to enhance learning, the PE instructors rated themselves as good only with a mean of 2.20 in UA, 3.23 in UB and 3.20 in UC. The grand mean on the level of instructional effectiveness as self-assessed by the PE instructors were found out to be very good at the three universities.

The strengths of the sample of the PE instructors on instructional effectiveness is competence. Competency implies the minimum level of proficiency or a

threshold in performance. Peterson (2004) found out that to measure individual professional proficiency is through work; he should sufficiently able, qualified and adequate to his job.

Level of Instructional Management Skills

The results on the degree of instructional management skills of the PE instructors from three HEIs were found out to be very good for they establish rules of behavior for their class. Before the class activity starts, they were very good as they remind students of the given general rules. It can be noted that University B and University C were found out to be very good in insisting on responsible behavior by their students.

On the other hand, all the PE teachers in the three universities were very good in the preparation of the equipment, facilitating and providing fair practices demonstrations to students. They were found out to be very good in monitoring records of individual students work.

They were very good in encouraging feedback from the students. The PE instructors were very good in diagnosing group management problems and help students improve, not to be perfect. The instructional management skills of the PE instructor of the three universities endow very good instructional management skills.

Chan and Pool (2002) conjectured that inspiration could reshape the conduct of the general population. At the point when individuals are inspired, they give their best in playing out their obligations and duties. There is, subsequently, a requirement for educators to impact or propel altogether that they would perform and work well.

Relationship between Profile and Instructional Management Skills, Instructional Management and Instructional Effectiveness

There was a significant relationship between the instructional management skills and instructional effectiveness of the PE instructors as reflected by Pearson r of 0.725 with the p -value of 0.013. The data imply that the instructional management skills of the PE teacher have something to do with their instructional effectiveness demonstrated in the class.

These data imply that teachers must acquire classroom management as an integral part of teaching and techniques of managing students. No matter how much potential the teacher has, if he is unable to control students in the classroom, little learning will take place (Aquino, 1997).

Table 1. Relationship between the Instructional Management skills and Instructional Effectiveness

Variables	Computed Pearson r	p-value	Decision	Interpretation
Instructional management skills and Instructional Effectiveness	0.725	0.013	Reject Ho	Significant Relationship

Test of Difference in Instructional Effectiveness of the PE instructors in the Three Higher Education Institutions

As shown (See Table 2), the data reveal that there was a significant difference on the level of instructional effectiveness of the PE instructors in the three universities since the ratings of the PE instructors from University A obtained a weighted mean of 3.44; University B got a weighted mean of 3.71 and University C's weighted mean was 3.53 with a computed Kruskal-Wallis of 8.168 with a p-value of 0.017. Thus, the result leads to the rejection of the hypothesis.

Albeit the instructional effectiveness and the instructional management skills were found out to be very good, they were found out to be statistically different. Teaching is likely to become a more and more complex act. It requires milieu, themes, and learning to set, with coherence to the extent of effectiveness and improvement path (Muijs & Reynolds, 2010). The practical knowledge of experienced teachers consists of an integrated set of beliefs and knowledge, which is often implicit (van Driel, Beijaard & Verloop, 2001).

Table 2. Test of Difference in the Instructional Effectiveness of the PE Instructors in Three Higher Education Institutions

University	Mean	Computed Kruskal-Wallis	p-value	Decision	Interpretation
A	3.44				
B	3.71	8.168	0.017	Reject Ho	Significant difference
C	3.53				

Test of Difference in the Instructional Management Skills of the PE Instructors among the Three Higher Educational Institutions

The instructional management skills of University A (see Table 3) had a weighted mean of 3.73, 3.80 for University B, and 3.87 for University C. The computed Kruskal-Wallis of 7.008 with a p-value of 0.030 resulted in the rejection of the hypothesis. This result means that the instructional management skills of

the PE instructors in the three higher education institutions were significantly different. The weighted mean was interpreted as very good in instructional management skills.

Rather than transmitting content information in an unbending way, the accentuation in educating will be on planning circumstances and an assortment of exercises which empower understudies to learn effectively. In this regard, the educator needs to research what the students already know, recognize conceivable misguided judgments, and after that, plan a suitable instructive setting. Regardless, educators should have the capacity to react to circumstances in their classroom that they have not expected (Kennedy, 1998).

Table 3. Test of Difference in the Instructional Management Skills of the PE Instructional Among the Three Higher Education Institution

University	Mean	Computed Kruskal-Wallis	p-value	Decision	Interpretation
A	3.73				
B	3.80	7.008	0.030	Reject Ho	Significant difference
C	3.57				

Concerns of Physical Education Instructors regarding of Support from the Administrators, Facilities, Equipment and Teaching Environment

There was a guide-questionnaire in the interview of the physical education instructors to acquire their personal views regarding support from the administrator, facilities and equipment and teaching environment.

Out of 16 PE instructors of the University A, two professors responded that they got support from the administrators but failed to mention on how the administration supported them. From the University B, all instructors positively responded for they got full support from their administration-evident in the faculty development program, sending teachers for training, seminars, workshops and giving assistance for their educational upliftment. Likewise, the instructors of the University C responded the same that the administration supported them as well in myriad of ways.

The feedback from the other seven instructors of University of A commented that the physical education program of the university is not given priority in budget appropriation. The instructors were the one looking for ways to deliver the instructions efficiently.

Teachers' perceptions of school leaders and teachers' perceptions of the school climate were strongly related. Teachers' perceptions of school leaders do predict teachers' perceptions of the school. Teachers' perceptions of school climate do predict the academic success of the school, and teachers perceive their schools as improving over time (Lakishia, 2015).

The 16 instructors of University A have different views with regard to facilities. Seven professors expressed that there is an absence of appropriate facilities for the varied physical activities offered at various campuses. For example, they have the swimming pool for their swimming classes. In contrast, University B and University C were proud to say that there were appropriate facilities provided by the administration. Maybe the reason for this is the availability of space, and the management believes on the importance of fitness and healthy-living to the students as well as the personnel of the school community. University B and University C provided their PE department enough equipment and materials used in delivering instruction in PE. The expenditures of the school on facilities were found to have a positive effect on students' proficiency levels (Hong & Zimmer, 2016).

Only nine from University A said that there was a provision of adequate lecture room lecture-demonstration of the skills. Contrasting to University B and University C where all the instructors commended on their conference rooms, gymnasium, covered court and open fields for facilitating learning appropriate according to the program of activities offered.

The other seven instructors from University A were vocal enough to express their sentiments for a wholesome teaching environment. They only have a lecture room which does not warrant for a demonstration of various skills. Instructors bring their PE students to outside facilities in the expense of the students.

Quality teaching initiatives are very diverse both in nature and in function. Some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning (Bass *et al.*, 1998). Having positive classroom conditions is a significant objective of instruction. Be that as it may, it ought not to be expected that the similar vital issue of understudy results is disregarded in this section. Broad past research gives steady proof that the classroom condition is so reliably connected with understudy results that it ought not to be overlooked by those wishing to enhance the adequacy (Fraser, 2015).

CONCLUSION

There was a lack of relationship between the physical education instructors' instructional management skills and instructional effectiveness based on the statistical measurement. Thus, the teacher's effectiveness in teaching depends on the personal motivation as well as one's commitment affect learning in the class. The positive association of the instructional effectiveness and instructional management skills denotes that when an instructor manifests competency and ability to deliver the teaching services efficiently, then optimum learning can be expected.

PE teachers of the three universities were confident on the given support of the administration in the form of facilities, materials, and equipment. Therefore, the motive of the teacher and the support from the top management of the higher education institution are significant aspects of the effectiveness of teaching and learning process.

TRANSLATIONAL RESEARCH

The current instructional management skills of the physical education instructions in the Universities necessitates the implementation of the proposed instructional plan to foster effectiveness in teaching physical education that predominantly requires the application psychomotor skills along with the cognitive ability of the students. PE instructors should select activities taking into consideration the available facilities, materials, and equipment provided by the University. With the advent of technological advancement, multimedia resources should be enriched to upgrade the teaching-learning process.

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