

# Competencies and Capacities of the Professional Profile and Work Performance of Fifth-Year Students at The Professional School of Physical Education

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**Abstract - Introduction:** The competencies and capacities constituting the professional profile and work performance are variables that contribute to the theorisation and execution of methodologies and pedagogies related to professional practice. Accordingly, it is necessary to carry out a descriptive–correlational study to elucidate the behaviour of both variables in line with students’ needs. **Objective:** To analyse the relationship between the competencies and capacities of the professional profile and work performance among fifth-year students at the Professional School of Physical Education, UNMSM. **Method:** The sample comprised 86 fifth-year students from the Professional School of Physical Education, drawn from a population of 110, using non-random, non-probabilistic sampling. **Inclusion criteria** required students to belong to the Faculty of Education, Professional School of Physical Education; be in the fifth year of studies; and be enrolled in the Pre-professional Practice course. **Results:** A significant correlation was found between teaching profile competencies and work performance ( $p = 0.000 < 0.05$ ), enabling rejection of the null hypothesis. Spearman’s  $\rho = 0.532$  indicated a moderate positive correlation. Thus, strengthening teaching profile competencies tends to improve work performance. **Discussion:** Among fifth-year students in the Pre-professional Practice course, the correlation between teaching profile competencies and work performance was significant; the correlation coefficient indicated a moderate positive association. Hence, improvements in teaching competencies are reflected in better work performance. **Conclusions:** The competencies of the professional profile and work performance constitute an

essential pathway in pedagogical training, strengthening the theoretical foundations of the national curriculum, curricular planning in Physical Education, pedagogical strategies for teaching–learning in Physical Education, and the social behaviour of Physical Education teachers.

**Keywords:** Competencies, Capacities, Professional Profile, Work Performance, Physical Education

## I. INTRODUCTION

In current higher education, competency-based training is conceived as a central model to ensure that graduates respond effectively to labour-market demands (Calatayud Salom, 2021; Redondo-Temporal et al., 2020; Scoupe et al., 2024). Within this framework, a Physical Education (PE) teacher must be capable of comprehending, constructing and reconstructing new ways to foster learning; motivation and optimal resource management are crucial for fulfilling professional responsibilities (De Vargas & Mor, 2020), as cited in (Maquera et al., 2025). The introduction of a competency-based model has emerged as an alternative to modify the traditional paradigm, placing students at the centre of the process (García et al., 2024; Gallardo-Fuentes et al., 2025; Guerrero Sánchez et al., 2022).

This approach advocates comprehensive teaching that transcends technical knowledge and incorporates procedural,

attitudinal and socio-emotional dimensions, promoting autonomy and the ability to resolve real-life challenges. For example, the study by (Moreiro-González & Paletta, 2019) highlighted the importance of digital collaborative dynamics for integration into an increasingly complex and multidisciplinary professional environment (Allabergenov et al., 2024). It is important to remember that, since 1998, UNESCO defined quality assurance in higher education as a multidimensional construct encompassing teaching and academic programmes, research and scholarship, stakeholders, facilities, equipment and services for the academic environment (Olivares Mendoza & López Sánchez, 2024; Ng et al., 2025; Huong et al., 2025; Mozaffari & Jahanian, 2016; Cañadas, 2020; Iaochite & Costa Filho, 2016). This aligns with the notion of being competent i.e., possessing sufficient resources to satisfy requirements for successful professional performance (Baumgartner, 2022; Blegur et al., 2024). Competencies are assumed to be applied knowledge wherein content, form, resource use and student organisation interact.

Accordingly, initial teacher training requires cognitive, procedural and attitudinal elements as key factors for optimal professional development (Hernández et al., 2014; Hinojosa-Torres et al., 2025). In PE, professional practice especially the Practicum has been recognised as a privileged space for developing these competencies (Redondo Temporal et al., 2020; Salom, 2021). Teachers play a fundamental role in offering quality PE experiences that foster participatory learning (Irmansyah et al., 2025).

Competence refers to the skills, knowledge and capacities teachers require to confront professional challenges and perform effectively (Sepahvand et al., 2025). In Chile, competencies related to corporeality, didactic planning and technological use develop differentially depending on the type of professional practice. Current systematic reviews indicate that PE teachers must combine technical capacities with strategies for physical readaptation and injury prevention (Kooshki et al., 2016). This entails developing performance standards aligned with the needs of present-day secondary-level PE students; educational reform requires a clear analysis of the values and competencies the younger generation must acquire to thrive in a global society (Alsharifi, 2023). Consequently, reforming curricular documents and implementing performance standards in PE and sport can align education with societal demands (Tudor & Pislaru, 2021). The teaching career is likewise permeated by challenges that may hinder commitment and quality (Chen et al., 2025; Saidova et al., 2024). In the current educational landscape, developing teaching competencies is fundamental for incorporating sustainable practices, particularly in PE (İşıkgoz, 2025).

A recent study delineated essential competencies characterising effective, high-performing PE teachers. After reviewing normative frameworks, the most widely accepted model in contemporary literature was selected, organising

competencies into four dimensions: disciplinary content mastery; pedagogical content knowledge; educational-space management; and pedagogical leadership coupled with collaboration with institutional actors. The analysis highlighted a lack of standardised, validated tools for holistic, rigorous measurement especially relevant amid accelerated social change requiring adaptability, creative leadership and reciprocal pedagogical relationships (Rodriguez et al., 2018). Accordingly, teachers must know and use methods and didactic resources that promote inclusive environments enabling each student to fully develop their potential (Ng et al., 2025).

Almonacid-Fierro et al., 2021 reported that the COVID-19 pandemic posed new challenges for teacher training and work performance among PE students, calling for reflections on formative processes, curricular planning and discipline-specific competencies and capacities; limited student contact with educational establishments emerged as a challenge to be addressed. Despite the relevance of competencies, a gap persists between formal institutional profiles and competencies demonstrated during real work performance especially in fifth year, when pre-professional practices intensify. Examined beliefs about teacher efficacy during professional practices and the role of supervision and personal beliefs in self-efficacy. Active engagement, constructed through experience, favours proper work performance. This presents challenges at curricular, employability and professional efficacy levels (Madueño & Márquez, 2020), and warrants reviewing the professional profile and teaching competencies to identify challenges arising from inadequate administrative and technical management, thereby reducing uncertainty and tensions to enable optimal performance.

At the Professional School of Physical Education, the expected profile integrates scientific knowledge of movement, pedagogical capacities and community-intervention skills; however, these do not always materialise robustly during the Practicum. Therefore, this study explores the relationship between the institutionally defined professional profile and actual work performance among fifth-year students via an empirical analysis comparing expected and demonstrated competencies in authentic contexts.

**Objective:** To analyse the relationship between the competencies and capacities of the professional profile and the work performance of fifth-year students at the Professional School of Physical Education, UNMSM.

**Hypothesis:** The skills and abilities of the professional profile are directly correlated with work performance among fifth-year students at the UNMSM Professional School of Physical Education.

In a rapidly developing knowledge economy, newly graduated teachers are not always prepared for evolving demands addressing unprecedented problems, using

emerging technologies or working in collegiate teams (Remi & Simon, 2024). Educational institutions undergo continual transformation in training processes (teaching, learning and capacity-building), requiring constant adaptation in preparing future professionals. Consequently, both graduates and higher education institutions must adapt to a changing world (Lovin & Savu, 2025). Underscored the need for real-time feedback in PE professional practice to integrate theoretical and practical knowledge, noting students limited pedagogical and methodological experience (Jeganathan et al., 2024). The pandemic further complicated face-to-face training, delaying acquisition of professional competencies and adequate work performance (Retamal et al., 2021). Guerrero-Sánchez et al. emphasised the need for competencies demanded by students—applying what they have learnt, interacting with the school community and strengthening the teaching role through constant, assertive communication calling for a curricular review emphasising professional, social and technical formation.

Lander et al., 2017 argued that the professional profile must include features intrinsic to teacher training that strengthen school-based PE methods, to improve fundamental movement skills and physical activity at basic-education level and validate fieldwork performance. Recent studies recognise that future PE professionals require transversal and digital competencies alongside technical mastery. (García-Álvarez et al., 2022) underscored communication, teamwork and adaptability; (Ma'mun et al. 2024; Gomez et al., 2018; Schultz et al., 2021) demonstrated gains in lesson design, didactic strategies and social skills via integrated learning; (Yeldasheva, 2025) highlighted ICT's contribution to holistic development; (Schultz et al., 2022) found that specific and general teaching competencies (classroom management, feedback and technical mastery) directly affect practicum performance; and Olivares-Mendoza & (López-Sánchez, 2024) linked digital competence to better outcomes and professional confidence. In contrast, other studies delve into the perception of specific skills developed during PE training and their impact on initial job performance. (García-Álvarez et al., 2022) addressed employers' perspectives, while Cruz-López & Vásquez, 2021 showed students valued interpersonal competencies and problem-solving acquired via Service-Learning. Practically, (Aldueza, 2024; Almonacid-Fierro et al., 2021) found in teacher training programs that skills related to planning, instruction and assessment reached levels of excellence among pre-service teachers. (Redondo-Temporal et al., 2020; Paroleo & Martínez, 2022) identified self-efficacy, resilience and social skills as facilitating transition to the labour market. Furthermore, research in Europe shows that graduates perceive that specific teaching skills, together with self-management and professional adaptation, favour their integration into the workplace. Finally, quantitative analysis carried out in Spain with 1,149 final-year students confirmed a high degree of reliability in their perception of their teaching preparation, which is associated with better performance in pre-professional internships.

## II. METHODOLOGY

According to the quantitative approach employs statistical procedures to examine research variables in detail. This study adopted a quantitative approach.

Descriptive studies identify and detail relevant characteristics of a given phenomenon, providing information on predominant patterns or behaviours in a specific population or group. Correlational studies analyse whether connections exist between two or more variables, determining the degree of association among them within a given group or situation. Basic research investigates phenomena in depth without immediate practical application; its findings can inform future technologies, products or scientific knowledge (Cívicos & Hernández, 2007; Padrón, 2006).

Descriptive correlational type, being basic research (author). On the other hand, we find that the method is hypothetico-deductive. We also find that it is cross-sectional scope.

### *Participants*

The sample comprised 86 fifth-year students from the Professional School of Physical Education, drawn from a population of 110, selected via non-random, non-probabilistic sampling.

### *Inclusion Criteria*

Students belonging to the Faculty of Education, Professional School of Physical Education; fifth-year level; enrolled in the Pre-professional Practice course.

### *Instruments*

For the first variable, referring to the skills and abilities of the professional profile, three dimensions were considered: the administration of educational and recreational institutions in the school context, the planning and organization of pedagogical actions in the same field, and the development of research projects in the school context. To measure this, a survey technique was used, employing a questionnaire consisting of ten questions. For the second variable, work performance, a survey technique was also used, with a checklist consisting of twenty items structured around the theoretical foundations of the National Curriculum, curriculum planning in Physical Education, teaching-learning strategies in this area, and the social behavior of Physical Education teachers. It is important to note that both instruments underwent a content and construct validation process, thus ensuring their reliability for data collection.

The Fig. 1 shows the percentage distribution of achievement levels (Initial, In Progress and Achieved) in the three competencies comprising the variable Teaching Profile in Physical Education. For Competency 1 (Planning and Organisation of Pedagogical Actions), 54.7% achieved the

competency, 39.5% were in progress and 5.8% were at the initial level.

For Competency 2 (Administration of Educational and Recreational Institutions), 65.1% achieved, 23.3% were in

progress and 11.6% were at the initial level. For Competency 3 (Development of Research Projects), 65.1% achieved, 30.2% were in progress and 4.7% were at the initial level.

### III. RESULTS

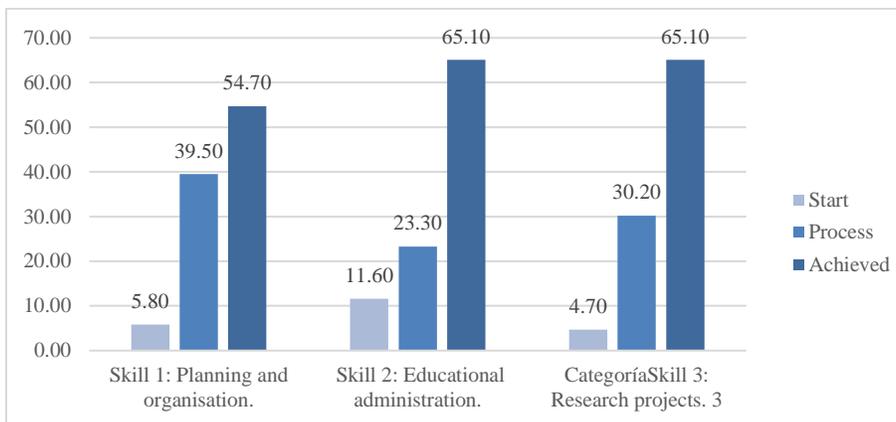


Fig. 1 The Percentage Of Teaching Profile Dimensions

With regard to Competency 3 on the development of research projects, 4.7% of participants are in the start-up phase. Some 30.2% are in progress, and the remaining 65.1% have reached

the completion phase, suggesting that the majority have successfully mastered this competency.

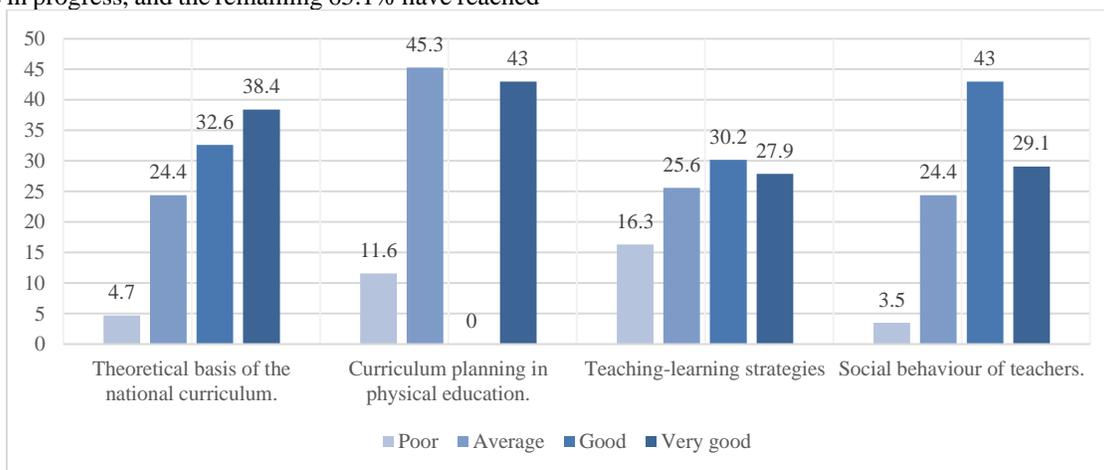


Fig. 2 Percentage of Work Performance Dimensions

These results reveal a predominantly consolidated teaching profile with strengths in pedagogical planning, institutional management and research project development (see Fig. 2).

Another Figure presents the percentage distribution of evaluations for each dimension of Work Performance in Physical Education teachers. Theoretical Foundations of the National Curriculum: 38.4% very good; 32.6% good. Curricular Planning in Physical Education: 45.3% fair; 43% very good. Pedagogical Strategies for Teaching-Learning: 30.2% good; 27.9% very good; 25.6% fair; 16.3% poor. Teachers' Social Behaviour: 43% good; 29.1% very good. Overall, work performance is favourable, though some areas would benefit from reinforcement.

A significant correlation was observed between Teaching Profile Competencies and Work Performance ( $p = 0.000 < 0.05$ ), allowing rejection of the null hypothesis. Spearman's  $\rho = 0.532$  indicates a moderate positive relationship: as competencies strengthen, work performance improves. No significant correlations were found with Theoretical Foundations ( $p = 0.200$ ) or Curricular Planning ( $p = 0.092$ ). A significant, moderate positive correlation was identified with Pedagogical Strategies ( $p = 0.002$ ;  $\rho = 0.327$ ), and a weak-to-moderate positive correlation with Teachers' Social Behaviour ( $p = 0.014$ ;  $\rho = 0.264$ ) (see TABLE I).

TABLE I SPEARMAN'S RHO CORRELATION: HYPOTHESIS TESTING

Related Variables	Correlation Coefficient ( $\rho$ )	Significance (two-tailed)	Significance Level	Type of Correlation
Teaching profile competencies and Work Performance	0.532	0.000	Significant (0.01)	Moderate positive
Teaching profile competencies and Theoretical Foundations of the National Curriculum	0.139	0.200	Not significant	Not relevant
Teaching profile competencies and Curricular Planning in Physical Education	0.183	0.092	Not significant	Not relevant
Teaching profile competencies and Pedagogical Strategies for Teaching-Learning	0.327	0.002	Significant (0.01)	Moderate positive
Teaching profile competencies and Teachers' Social Behaviour	0.264	0.014	Significant (0.05)	Weak to moderate positive

#### IV. DISCUSSION

The study conducted on fifth-year students at the Professional School of Physical Education in the pre-professional practice course showed that the correlation between teaching profile competencies and job performance, according to the significance value, is significant, while the correlation coefficient indicates that there is a moderate positive correlation between the variables. This shows us that as teaching profile competencies improve, so does job performance. This study identifies and highlights dimensions of job performance such as: theoretical foundations of the national curriculum, curriculum planning in physical education, as well as teaching-learning strategies in physical education and the social behaviour of physical education teachers. A significance value (Sig.) of 0.000 was obtained, which is less than 0.05. Therefore, the null hypothesis was rejected, indicating that there is a significant correlation between the two variables. The correlation coefficient was 0.532, suggesting a moderate positive correlation. This indicates that as teaching profile competencies improve, so does job performance. In this regard, we proceed to discuss the variables and dimensions studied.

First, we identified that the correlation between teaching profile competencies and job performance according to the results obtained shows that there is a significant correlation in both variables of 0.000, rejecting the null hypothesis and affirming the existence of a significant statistical relationship. In addition, a Spearman correlation of 0.532 was obtained, reaffirming the idea that strengthening teaching profile competencies also improves job performance, which is reinforced by Almonacid, Vargas, Urrutia, and Sepúlveda 2021, who propose developing reflections on training processes, considering how curriculum plans are constructed and executed, establishing competencies and skills specific to the career. In this regard, (Laochite & Da Costa Filho, 2016) indicated that there is teaching effectiveness in the planning and execution of professional practices during the delivery of physical education classes.

Second: we identified that the correlation between teaching profile competencies and theoretical foundations of the national curriculum, according to the results obtained, shows that on this occasion there is no significant correlation, as a significance value of 0.200 was obtained, which is higher than 0.05, indicating that there is no statistical relationship. According to (Hinojosa et al., 2025), it is essential to develop feedback between how professional practice is carried out in physical education students and their theoretical knowledge. Likewise, (Castillo-Retamal et al., 2021) argue that, following the COVID-19 pandemic, various difficulties have arisen in face-to-face training processes, affecting the performance of professional practices and the development and application of professional skills and their adequate performance in the workplace.

Third: we identified that the correlation between teaching profile competencies and curriculum planning in physical education also obtained a significance value of 0.092, which indicates that it cannot be stated that there is a relationship between teaching profile competencies and curriculum planning. Remi & Simon, 2024 mention that newly qualified teachers are not necessarily prepared for a changing and competitive career, which requires ongoing teacher and student training.

Fourth, we identified that the correlation between the teaching profile competencies and the teaching-learning pedagogical strategies shows that there is a significant correlation, with a value of 0.002 and a correlation coefficient of 0.327, indicating a moderate positive correlation. This confirms that the proper development of teaching profile competencies is associated with the use of pedagogical strategies, which is consistent with the findings of (Madueño & Márquez, 2020), who propose reviewing professional profiles and teaching competencies to help identify problems that arise as a result of poor management.

In general, the study revealed five findings: (1) the more the teaching profile competencies are strengthened, the greater the improvement in work performance will be; (2) the topics

related to the teaching profile competencies and knowledge of the theoretical foundations of the national curriculum that are in line with the provisions of the Professional School of Physical Education's own study plan should be reviewed; (3) it is also necessary to review how the knowledge specific to the teaching profile is imparted in relation to topics related to curriculum planning, (4) it is identified that good use of the teaching profile competencies is reflected in the correct use of pedagogical strategies in physical education, (5) it is established that as long as there is correct work at the level of teaching profile competencies, this will be reflected in better social behaviour expressed in the educational environment.

Based on the above, the results presented contribute significantly as they invite a thorough review and evaluation of the pedagogical, methodological, and didactic training functions and strategies that Physical Education teachers at the Professional School of Physical Education carry out with their students within the framework of their Pre-Professional Internships. Likewise, based on the findings, various work paths can also be established for students, who must assume responsibilities both in terms of the first variable, Competencies and skills of the professional profile that help them achieve academic objectives, and in terms of the second variable, work performance, where they will understand the value of preparation in the face of a demanding and competitive labour market that sets standards increasingly related to the use of technologies.

The study has some notable limitations. for example, it identifies a diversity of criteria among teachers who deliver pre-professional practice courses. Another element was the number of theoretical and practical hours that are part of the students' field training, since each teaching team depends entirely on the pedagogical management approach implemented by each educational institution where the pre-professional practice takes place. Therefore, the conclusions reached invite a re-evaluation of the Pre-Professional Practice Course and an analysis of the method of its implementation at both the theoretical and practical levels.

## V. CONCLUSION

The competencies and capacities of the professional profile and the work performance of fifth-year students at the Professional School of Physical Education constitute a necessary and important pathway in pedagogical formation. They strengthen the theoretical foundations of the national curriculum, curricular planning in Physical Education, pedagogical strategies for teaching-learning and teachers' social behaviour. Achieving this requires the involvement of students, teachers and managerial staff to construct an objective, experience-based process.

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